PARADISE VALLEY COMMUNITY COLLEGE
A MARICOPA COMMUNITY COLLEGE







COLLEGE CATALOG & HANDBOOK 2025-2026

Union Hills - Main Campus
18401 North 32nd Street
Phoenix, AZ 85032
paradisevalley.edu | 602.787.7000

Black Mountain Campus
34250 North 60th Street, Building A
Scottsdale, AZ 85266
paradisevalley.edu/blackmountain | 602.493.2600

Paradise Valley Community College is an EEO/AA Institution and Equal Opportunity Employer of protected Veterans and individuals with disabilities.

Course Catalog Archive 2025-2026. This document is an archival record of the course catalog for the 2025-2026 academic year. It is a printable option of the online course catalog for accreditation organizations, agencies and college offices for data collection, evaluation purposes and referencing.

All courses are subject to change throughout the catalog year. Current course information, including descriptions, outlines, competencies, and credits can be found on the following website, which is the official repository for MCCCD credit courses: Center for Curriculum and Transfer Articulation https://curriculum.maricopa.edu/

Message from the President



Dr. Jana Schwartz, President,
Paradise Valley Community College

Dear Puma Community,

Welcome to the 2025–2026 academic year at Paradise Valley Community College! As you explore this year's College Catalog and Student Handbook, I hope you feel inspired to take bold steps toward your goals. This guide is here to support you, whether you're pursuing a degree, preparing for a career, or simply discovering what's next.

PVCC is a place where people grow, where curiosity is encouraged, talents are discovered, and every student is supported on their path to success. Whether you're here to earn a degree, build career skills, or prepare to transfer, we're here to help you thrive.

My own path in education began more than 25 years ago. I've dedicated my career to helping students unlock their potential and feel a strong sense of belonging in college. Since joining PVCC in 2019 as Vice President of Student Affairs and now serving as the seventh president, it's been my honor to lead a college that truly values connection, growth, and learning.

Prior to PVCC, I held leadership roles at Front Range Community College and the University of Northern Colorado, and began my career in student housing at the University of Missouri-Columbia and the University of Wisconsin-Madison. I hold a Ph.D. in Higher Education and Student Affairs Leadership, along with degrees from the University of Iowa and Central College.

Outside of work, I enjoy life in Arizona with my family—spending time outdoors, on the soccer pitch, and staying connected to our community.

As you begin this new chapter, know that you are not alone. Ask questions, get involved, and use the resources available to you. You belong here, and we're excited to see all that you will accomplish.

Warmly,

Dr. Jana Schwartz

President, Paradise Valley Community College

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Paradise Valley Community College Information

Vision, Mission, and Values

At Paradise Valley Community College, you will experience hands-on learning and thought-provoking encounters to help you develop meaningful, lifelong educational relationships that both inspire and help you reach your full potential. Part of this is building and sustaining strong relationships within the community we live and work. We nurture our community partnerships and consistently practice social, economic and environmental responsibility; all of which better our community.

Naturally, learning is at the core of our value system here at PVCC. Our faculty and staff guide our students' learning with integrity and excellence, embracing diversity and innovation. Together, we explore our capacity to grow and succeed, not just in school, but in life.

Vision

Paradise Valley Community College (PVCC) aspires to be the higher learning organization of choice by creating engaging lifelong educational relationships that inspire and support all learners to increase their capacity for personal growth and positive social change.

Mission

The Mission of Paradise Valley Community College is to educate the whole person and to serve our students and our community by providing learning opportunities that are designed to help them achieve their goals.

Values

Wellness

We create a culture that supports efforts to improve one's health and wellbeing.

Integrity

We uphold ethical behavior and all that we do; we value accountability, transparency, fairness and honesty.

Diversity

We honor all individuals and their different viewpoints to promote an inclusive campus environment.

Innovation

We encourage informed risk-taking that enhances student, employee, and organizational learning.

Partnerships

We are committed to building and sustaining internal and external relationships that enhance learning.

Excellence

We expect greatness in all that we do to advance student, employee, and organizational success.

Sustainability

We practice organizational, social, economic, and environmental responsibility.

As one of Maricopa Counties' 10 community colleges, PVCC embraces continuous quality improvement, annually assessing and publishing reports concerning the effectiveness of our programs and services.

Accreditation

Rigorous Learning Standards for Our Areas of Study

Each of the Maricopa Community Colleges is individually and independently accredited by the Higher Learning Commission (HLC) for the North Central Association of Colleges and Schools. The HLC evaluates institutions against a set of criteria that must be met to maintain accreditation certification with the HLC.

Additionally, many of the areas of study offered at individual colleges are also separately accredited, licensed, or approved by other legitimate, industry-specific accreditation agencies. This ensures you, the student, that your area of study of choice also meets criteria that will facilitate the transfer to another institution to continue studies or will prove to potential employers that you have met certain career requirements.

By being accredited, we ensure integrity and quality by providing the highest level of learning standards possible.

Paradise Valley Community College is accredited by the Higher Learning Commission (HLC) and a member of the North Central Association (NCA). PVCC evaluates all aspects of itself regularly and is scheduled for reaffirmation of accreditation in 2024-2025.

The Higher Learning Commission (HLC)
230 South LaSalle Street, Suite 7-500 Chicago, IL 60604 l inquiry@hlcommission.org | 800-621-7440

Accreditation Commission for Education in Nursing (ACEN)
Peachtree Road NE, Suite 850, Atlanta, Georgia 30326 l 404-975-5000 l Acenursing.org

Arizona State Board of Nursing (CCL)
4747 North 7th Street - Suite 200, Phoenix, AZ 85014 l 602-771-7800 l arizona@azbn.gov
azbn.gov

Accreditation Council for Education in Nutrition and Dietetics (ACEND)
Eatright.org

Commission on Accreditation of Allied Health Education Programs
1361 Park Street l Clearwater, FL, 33756 l 727-210-2350 l www.caahep.org

Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)
8301 Lakeview Parkway Suite 111-312 l Rowlett, TX 75088 l 214-703-8445 l www.coaemsp.org

Accredited by the National Association of the Education of Young Children (NAEYC)
1313 L St. NW Suite 500 l Washington, D.C. l 202-232-8777 l naeyc.org

College Administration

PVCC's administrative team provides overall leadership in the context of our core values – innovation, integrity, inclusiveness and public stewardship. Four interconnected divisions – academic affairs, student affairs, administrative services, and information technology – report directly to the college president.

Under each of the respective divisions, led by a vice president or dean, is a cadre of functional unit level leaders who implement the college's planning objectives. Within academic affairs, each of the instructional units is led by an elected division chair, fully engaged in academic leadership.

Dr. Jana Schwartz	President
Dr. Edmond (Eddie) Lamperez	Interim Vice President of Academic Affairs
Dr. Anne Suzuki	Vice President of Student Affairs
Dr. Gina Cinali	Associate Vice President of Strategic Planning, Institutional Effectiveness, and Analytics
Mr. Corey Weidner	Interim Vice President of Administrative Services
Mr. Justin Johnson	Interim Associate Vice President of Technology
Dr. Sean Petty	Dean of Academic Affairs, Career and Technical Education
Dr. Kimberley Patterson	Dean of Academic Affairs, Liberal Arts and Sciences
Mr. Frank Amparo	Dean of Student Affairs & College Registrar
Dr. Jennifer Miller	Dean of Student Affairs
Dr. Amina Y. Simmons	Executive Director of Community Impact and Engagement
Ms. Loretta Mondragon	Associate Dean of Administrative Services

College Leadership

Amparo, Frank *Dean of Student Affairs/Registrar*
- A.A. Mesa Community College; M.A. Arizona State University; M.Ed. Northern Arizona University.

Cinali, Gina *Associate Vice President, Strategic Planning, Institutional Effectiveness*
- B.A. Copenhagen Business School, MIA, Columbia University - School of International and Public Affairs, M.Phil, Ph.D. Columbia University - Graduate School of Arts and Sciences.

DeGeus, Brianna *Executive Director of Strategic Partnerships*
- B.S. Arizona State University; M.S. University of Phoenix; Ed.D. Pepperdine University.

Hughes, Gregory *Director, Human Resources*
- B.S. Purdue University Northwest, M.S. Keller Graduate School of Management of DeVry University.

Hundley, Christina *Director, Athletics*
- A.A. College of San Mateo; B.A. Arizona State University; M.Ed. Northern Arizona University.

Johnson, Kathaerine *Director, Financial Aid*
- B.A. Arizona State University; M.Ed. Northern Arizona University.

Lamperez, Edmond (Eddie) *Interim Vice President Academic Affairs*
- B.A. University of New Orleans; M.U.P. University of New Orleans; M.A. University of New Orleans; Ed.D. Northern Arizona University.

Meek, Scott *College Police Commander*
- AA Mesa Community College; AA Rio Salado Community College; BS Arizona State University.

Miller, Jennifer *Dean of Student Affairs*
- B.A. Oberlin College; M.A. The University of Michigan; Ph.D. Claremont Graduate University.

Mondragon, Loretta *Associate Dean of Administrative Services*
- A.A.S. Gateway Community College; B.A. Ottawa University; M.Ed. Northern Arizona University.

Patterson, Kimberley, *Dean, Liberal Arts & Sciences*
- B.S. Arizona State University; DVM Oklahoma State University.

Petty, Sean *Dean, Career & Technical Education*
- B.S. University of Maryland; M.S. Capella University; Ph.D. Grand Canyon University.

Schwartz, Jana *President*
- B.A. Central College; M.A. University of Iowa; Ph.D. University of Northern Colorado.

Simmons, Amina *Executive Director, Community Impact and Engagement*
- B.A. Pomona College; M.A University of Missouri-Columbia; Ph.D. University of Miami.

Suzuki, Anne, *Vice President of Student Affairs*
- B.A.; BS University of Arizona, M.Ed. University of San Francisco; Ed.D. Arizona State University.

Ville, Ceci, Administrative Services
- A.G.S. Mesa Community College; B.S. University of Phoenix; M.Ed. Northern Arizona University

Weidener, Corey Interim VP, Administrative Services
- A.A.S., A.G.S. Paradise Valley Community College; B.S., M.S. Arizona State University

Maricopa Community Colleges

The Maricopa County Community College District (MCCCD) consists of 10 nationally accredited community colleges, two skill centers and multiple education centers. The District ranks as the one of the nation's largest providers of higher education and is the largest single provider of higher education in Arizona. MCCCD is the largest provider of healthcare workers and job training in the state, educating and training more than 200,000 students year-round.

Mission Statement and Values

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 teamwork is critical, that each team member is important; and we depend on each other to accomplish our mission.

Innovation

We value and embrace an innovative and risk-taking approach so that we remain at the forefront of global educational excellence.

Learning

We value lifelong learning opportunities that respond to the needs of our communities and are accessible, affordable, and of the highest quality. We encourage dialogue and the freedom to have an open exchange of ideas for the common good.

Responsibility

We value responsibility and believe that we are each accountable for our personal and professional actions. We are responsible for making our learning experiences significant and meaningful.

Stewardship

We value stewardship and honor the trust placed in us by the community. We are accountable to our communities for the efficient and effective use of resources as we prepare our students for their role as productive world citizens.

10 Colleges. Unlimited Opportunities.

Maricopa Community Colleges' nationally recognized programs help more than 100,000 students each year achieve their goals. Our 10 accredited colleges offer a diverse range of programs at convenient locations across the Valley, but our goal is the same – your success.

- Chandler-Gilbert Community College, 2626 East Pecos Road, Chandler, AZ 85225; (480) 732-7000
- Estrella Mountain Community College, 3000 North Dysart Road, Avondale, AZ 85392; (623) 935-8000
- GateWay Community College, 108 North 40th Street, Phoenix, AZ 85034; (602) 286-8000
- Glendale Community College, 6000 West Olive Avenue, Glendale, AZ 85302; (623) 845-3000
- Mesa Community College, 1833 West Southern Avenue, Mesa, AZ 85202; (480) 461-7000
- Paradise Valley Community College, 18401 North 32nd Street, Phoenix, AZ 85032; (602) 787-6500
- Phoenix College, 1202 West Thomas Road, Phoenix, AZ 85013; (602) 285-7500
- Rio Salado College, 2323 West 14th Street, Tempe, AZ 85281; (480) 517-8000
- Scottsdale Community College, 9000 East Chaparral Road, Scottsdale, AZ 85256; (480) 423-6000
- South Mountain Community College, 7050 South 24th Street, Phoenix, AZ 85042; (602) 243-8000
- Maricopa County Community College District, 2411 West 14th Street, Tempe, AZ 85281; (480) 731-8000

Chancellor

Dr. Steven Gonzales

Dr. Steven R. Gonzales, Chancellor for the Maricopa County Community College District (MCCCD). MCCCD is one of the largest community college systems in the nation, serving nearly 200,000 students with the support of 10,000 faculty and staff members across 10 colleges.

Contact:
2411 W. 14th St.
Tempe, AZ 85281
(480) 731-8000

Governing Board

The Maricopa County Community College District's Governing Board has seven seats, including five elected positions from geographical districts within Maricopa County and two at-large positions representing the entire county. Board members serve staggered four-year terms.

Board Members

Susan Bitter Smith	President District 2
Marie Sullivan	Secretary District 3
Tom Nerini, Ed. D.	Member District 5
Jacqueline Smith, J.D.	Member District 1
Donna Davis	Member District 4
Linda Thor, Ed.D	Member At-large
Kelli Butler	Member At-large
Temya Jackson Long	Student Member

Contact:
Members of the Governing Board may be contacted by mail at:
Maricopa Community Colleges
2411 W. 14th Street
Tempe, AZ 85281

To inquire, contact the Governing Board Assistant at 480-731-8889

Academic Calendar 2025/2026

Fall Semester 2025

Tuition Due for 2025 Fall Semester ..... August 13, 2025
New Faculty Orientation; First Day of Faculty Accountability ..... August 15, 2025
Fall Semester Begins ..... August 23, 2025
Labor Day (Colleges Closed) ..... **September 1, 2025**
Find a Class Opens for Spring 2026 Semester ..... September 22, 2025
Spring 2026 Priority Registration Begins for Currently Enrolled Students ..... October 6, 2025
Last Day for Withdrawal without Instructor's Signature+ ..... October 11, 2025
Student Withdrawal with Instructor's Signature Begins++ ..... October 13, 2025
Spring 2026 Open Registration Begins ..... October 13, 2025
Application for December 2025 Graduation*
Veterans Day (Colleges Closed) ..... **November 11, 2025**
Thanksgiving (Colleges Closed) ..... **November 27- 30, 2025**
Last Day of Regular Classes ..... December 14, 2025
Final Exam Week** ..... December 15-19, 2025
Fall Semester Ends (Last day of Faculty Accountability) ..... December 19, 2025
Grades Due for 2025 Fall Semester ..... December 22, 2025
Mid-Year Recess (Colleges Closed) ..... **December 25, 2025 – January 1, 2026**

Spring Semester 2026

Employees Return to Campus ..... January 2, 2026
Clock Hour Student Classes Begin ..... January 5, 2026
Tuition Due for 2026 Spring Semester ..... January 7, 2026
First Day of Faculty Accountability ..... January 12, 2026
Spring Semester Begins ..... January 17, 2026
Martin Luther King Day (Colleges Closed) ..... **January 19, 2026**
President's Day (Colleges Closed) ..... **February 16, 2026**
Summer/Fall 2026 Semesters - Find A Class Opens ..... February 17, 2026
Summer/Fall 2026 Semesters - Priority Registration Begins for Currently Enrolled Students ..... March 2, 2026
Application for 2026 May Graduation*
Last Day for Withdrawal without Instructor's Signature+ ..... March 7, 2026
Student Withdrawal with Instructor's Signature Begins++ ..... March 9 2026
Spring Break for Students, Faculty, & Employees (Campus closed) ..... **March 16- 22, 2026**
2026 Summer/Fall Semesters - Registration Opens ..... March 23, 2026
Last Day of Regular Classes ..... May 10, 2026
Final Exam Week** ..... May 11- 15, 2026
Commencement ..... May 15, 2026
Spring Semester Ends (Last day of Faculty Accountability) ..... May 15, 2026
Grades Due for 2026 Spring Semester ..... May 18, 2026

Summer Semester 2026

Tuition Due for Summer 2026 Semester ..... May 18, 2026
Memorial Day (Colleges Closed) ..... **May 25, 2026**
Summer Classes Begin ..... May 26, 2026
Observance of Juneteenth National Independence Day (Colleges Closed) ..... **June 18, 2026**
Observance of Independence Day (Colleges Closed) ..... **July 2, 2026**
Summer Session Ends ..... July 30, 2026
Final Grades Due for 2026 Summer Semester ..... August 3, 2026

*
For specific information concerning the last day to apply for graduation, individual class start dates, and final exams, consult the College Admission & Records Department.
** Any classes meeting on Friday, Saturday or Sunday will have final examinations during their regular class time.
+ Through the 7th week, student may initiate an official withdrawal from course(s) without instructor signature (see Appendix S-7 in Catalog Common Pages).
++ After the 7th week, student must initiate an official withdrawal request from instructor and obtain their signature (see Appendix S-7 in Catalog Common Pages).
Maricopa County Community College District and the 10 colleges are closed on Fridays during the 2026 Summer semester, from approximately mid-May to the beginning of August. See college class schedule for specific dates for registration and schedule adjustment.

How to Use This Catalog

This catalog was developed for you. It provides important information to help you plan for college. The catalog includes information about courses, resources and services, academic study techniques and strategies, program descriptions, degree requirements, and college policies and procedures.

The focus of this catalog is on your success. It provides you with the information to be a successful student. It is your responsibility to review the information and to use your catalog. We recommend that you use your catalog in the following ways.

Be A Successful College Student

It has been said that life is a journey and if you don't know where you are going you will probably end up somewhere else. Whenever you begin a new journey you'll need a plan and a goal so you know how and when you've reached your destination. To help you do this, PVCC has created the Puma Pathway, the road map to student success, completion, and beyond.

At Paradise Valley Community College, it is not enough for our students to just show up. Successful students take advantage of all of the opportunities available to enrich their experience at PVCC both in-and-out of the classroom. Additional resources in the following pages of this catalog will help you be a successful college student:

- Preparing to be a successful student
- Engaging in the PVCC student experience
- Committing to your own success
- Completing your program at PVCC
- Thriving as a PVCC alumnus

Learn About Courses and Degree Requirements

Knowing what the course is about and how it will fit into your goal or program is one of the main requirements for proper course selection. Course descriptions are available in this catalog or online at: https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation. Whether your goal is to complete one class, a certificate, or an Associate Degree, you can use the course descriptions to find information about courses. If you are working on completing an Associate Degree, you will need to become familiar with the General Education Degree Requirements beginning on page 39. See an advisor to obtain a degree check sheet to help you keep track of your progress.

Learn Where and How to Get Things Done

This catalog has information that will help you locate resources and assist you in becoming familiar with college policies and procedures. Information is available about resources which can help you such as Advising, Admissions, Registration & Records, Counseling, Student Services, Financial Aid, Learning Success Center, Library, and Adult Re-Entry. You can also find information about our Student Leadership Program. In addition to information about resources, you will find information about how to get things done such as adding a class, applying for graduation, getting a transcript, etc. Finally, you will find the MCCCD Policies & Procedures, and Student Services & Resources information in this catalog.

Student Services

Academic Advising Center

Location: Union Hills Campus // Kranitz Student Center (KSC Building, room 1181) 1st Floor - Welcome Center
Telephone: (602) 787-7000
Website: https://www.paradisevalley.edu/students/advisement
Email: advising@paradisevalley.edu
Virtual Drop-in Advising

Students can access advising via KSC 1181 or start at the Welcome Center. Academic advising provides students with guidance in identifying and developing suitable programs of study and helps identify and assess alternatives and consequences of those decisions by helping students: Clarify educational goals Interpret individual assessment information

- Develop educational plans
- Select appropriate courses
- Explain college requirements
- Increase student awareness of educational resources available
- Transfer to or from another institution
- Understand the college environment

Admissions, Records & Registration

Locations: Union Hills Campus // Kranitz Student Center (KSC Building) 1st Floor - Welcome Center
Telephone: Union Hills Campus (602) 787-7000
Website: Union Hills Campus https://www.paradisevalley.edu/students/admissions
Email: pvccinfo@paradisevalley.edu

The admissions, registration and records department is where students submit admission and registration forms to register for your classes. All student records are kept in this office. This office is also responsible for monitoring FERPA, complying with parts of the Solomon amendment, and verifying citizenship and residency for tuition purposes. In addition, this office provides the following services:
Drop/Add/Withdrawal

- Name/address changes
- Foreign student admissions
- Graduation
- Registration
- Transcript evaluation
- Transcript requests
- Education records
- Enrollment services
- Enrollment verification

Assessment/Testing Services

Locations:
Union Hills Campus // Kranitz Student Center (KSC Building), 2nd Floor, Room 2400
Black Mountain Campus - Orion Building
Telephone:
Union Hills Campus (602) 787-7050
Black Mountain Campus (602) 493-2600
Website: https://www.paradisevalley.edu/students/testing-services
Email: assessment@paradisevalley.edu

Assessment/Testing Services assists students in identifying and developing personal and academic goals through the assessment of existing skills and knowledge. Testing Services staff educate students on the Maricopa EdReady Diagnostic Assessment at maricopa.edready.org. Test administration standards have been developed for the Maricopa Community Colleges in compliance with the Arizona Association of College Testing Administrators (AZACTA) and the National College Testing Association (NCTA) guidelines.
The following are services/exams offered:

- Placement assessment
- Instructional testing
- College Level Examination Program (CLEP)
- Proctored exams
- ESL placement
- HESI A2 Admission Assessment

Athletics

Location: Union Hills Campus // L Building
Telephone: (602) 787-7173
Website: www.gopumas.com
Email: athletics@paradisevalley.edu

The Mission of Paradise Valley Community College is to educate the whole person and to serve our students and our communities by providing learning opportunities that are designed to help them achieve their goals. We believe athletics are an integral part of that mission. We strive to serve as a model among NJCAA athletic programs for excellence in academic success and athletic achievement. We empower Puma student-athletes to achieve championship performance, while graduating/transferring and preparing them for life after intercollegiate athletics with the highest priority on integrity.

Puma Athletics is a member of the **National Junior College Athletics Association (NJCAA).** Incorporated in 1949 the NJCAA's mission is to foster a national program of athletic participation in an environment that supports equitable opportunities consistent with the educational objectives of member colleges. With a membership of entirely two-year institutions, the primary functions of the NJCAA is to provide the framework for student-athlete participation in sports including, scholarships limits, eligibility guidelines, academic and sportsmanship guidelines. The NJCAA is also responsible for national championships and tournaments. Paradise Valley Community College is part of the Region I geographic area of the NJCAA which includes Arizona and California. www.njcaa.org

Paradise Valley Community College is part of the Arizona Community College Athletic Conference (ACCAC). The ACCAC's purpose is to, "foster and promote wholesome athletic programs as an integral part of the total educational offerings of each member institution." The membership consists of the two-year institutions in Arizona who offer athletics programs. www.accac.org

Black Mountain PVCC Campus

Location: 34250 N 60th Street, Scottsdale, AZ 85266
Telephone: (602) 493-2600
Website: https://www.paradisevalley.edu/black-mountain
Email: blackmountain@paradisevalley.edu

PVCC at Black Mountain is a satellite site of PVCC located on 60th Street just south of Carefree Highway in the northern part of Maricopa county. Black Mountain offers one stop registration, advisement, placement testing, tutoring, and cashiering services. Students are able to meet with academic advisors who can assist with registration and academic planning to reach their educational goals. Black Mountain offers transferable classes for students seeking AA, AS, and ABUS degrees including courses to transfer to the university. Check out our website or come see us at Black Mountain for more information.

Bookstore (Follett)

Location: Union Hills Campus // Kranitz Student Center (KSC Building) - 1st Floor
Telephone: (602) 787-7120
Website: www.paradisevalleyshop.com
Email: 0182mgr@follett.com

Books, course materials, and supplies are available for purchase in-store and online. Special orders are available upon request. You also will find additional items such as PVCC clothing, t-shirts, other apparel, gifts, and fan gear, as well as reference and reading books.

Refunds
Refunds or exchanges will be made for a one-week period after the first day of classes for fall, spring and summer semesters. Starting the second week of classes, the bookstore will resume its two- day refund policy. For late start classes a schedule showing the start date is required. Refunds or exchanges for books or supplies can be made with a receipt.

Rent-A-Text
Paradise Valley Community College, along with all the Maricopa Community Colleges, participates in the Follett book rental program. This means you may save money by renting course textbooks. For rental details, stop by the campus bookstore or visit Rent-a-Text: Rent College Textbooks, Buy Used Textbooks, Download Digital Textbooks, Sell Textbooks Online: eFollett

Online Bookstore
Browse the Official Paradise Valley Community College online bookstore to find many of the same items that are available on campus, including: textbooks, PVCC apparel, computer products, classroom supplies, gifts & accessories, announcements and textbook rental information & account registration.

Book Advances
The Book Advance program provides advances of financial aid awards to eligible financial aid recipients 9 days prior to the start of their first class. Eligible students are able to purchase books and supplies with their advances at the on-campus bookstore or online. Note: Book Advance amounts are based on currently awarded aid which may change after census date.

Bus Passes
Bus passes can be purchased at the PVCC Puma Bookstore (prices as of July 2021)
31-day pass $64

Reduced passes: available for students under 18 yrs., over 65 yrs., Medicare, and people with disabilities.
31-day pass $32

Buxton Library

Location: Union Hills Campus // E Building
Telephone: (602) 787-7200
Website: https://www.paradisevalley.edu/library
Email: library@paradisevalley.edu

Hours
Monday - Thursday: 8am - 7pm
Friday: 8am - 2pm
Saturday & Sunday: Closed
Note: hours vary in the summer and between semesters.

The Buxton Library offers comprehensive virtual and in-person research support and an extensive collection of both online and print resources. Our comfortable space provides options for quiet study or group work. We have a single-parent study area with educational toys. In addition to supporting the college curriculum, our print collection encourages reading for enjoyment, and we offer a variety of alternative checkout items, including passes to local museums, graphic novels and manga, games, puzzles, and seeds for gardening.

Library Services:

- Reference and research assistance in person, by phone, email, videoconference, or "ask a librarian" 24/7 chat: https://paradisevalley.libguides.com/ask_a_librarian
- Computer access
- Group and individual study spaces and rooms
- Printers, photocopiers, and scanner
- Course reserves (textbooks and anatomical models for in-library use)
- Wi-fi hotspots, scientific calculators, noise canceling headphones, and fans available for checkout
- Culture passes for free access to museums
- My account to see what you have checked out/due dates/holds status
- Robust access to online magazines, scholarly journals, newspapers, encyclopedias, and images*
- Full-text ebooks*
- Streaming media*

*Off -campus access to these services requires login with MEID and www.maricopa.edu/students password.

Career Services

Location: Union Hills Campus // Kranitz Student Center (KSC Building) 1st Floor #1181
Telephone: (602) 787-7073, 602-787-7074
Website: https://www.paradisevalley.edu/students/career-services
Email: career.services@paradisevalley.edu
Career Services supports students, alumni, community members and employers in achieving their career and recruitment goals through Fields of Interest focused on workplace expectations and employment readiness. Career Services offers career exploration, career access, career engagement and career experiences.

Career Services provides opportunities for students to gain valuable career related work-based experiences through employment mentors, job shadow, service learning, internship, part-time and full-time graduation employment opportunities.

The best time to start meeting with career services is during your first enrolled year of college and maintain career touchpoints throughout your college and workplace journey.

Career Services offers a range of supportive resources with personalized conversation which includes, computer-based career exploration assessments, resume and cover letter reviews, mock interview preparation, LinkedIn networking guidance and web-based job searches. Employers collaborate with Career Services to provide access to job boards, computer-based career exploration assessments, career research, and referral to other resources such as Maricopa PipelineAZ (https://mcccd.pipelineaz.com/).

Federal Work Study (FWS) Program offers part-time jobs to undergraduate students at PVCC who demonstrate financial need. This program supports students to earn money for college expenses while promoting community service and work experience related to their field of study. FWS provides part-time employment (up to 19.5 hours per week).

Federal Work Study is available to both part-time and full-time eligible students. To learn additional information about the program or to review available jobs visit https://www.maricopa.edu/future-students/financial-aid/federal-work-study/paradise-valley.

College Police/Parking

Location: Union Hills Campus // Kranitz Student Center (KSC Building) 1st Floor - KSC1240
Telephone: Emergencies 24 hours/day: (480) 784-0911
Non-emergencies: (602) 787-7900
Website: https://www.paradisevalley.edu/college-police
Email: scott.meek@paradisevalley.edu
Hours: college police staff is on-site 24 hours a day, seven days a week.

Vehicle Assistance
Reasonable attempts will be made to assist persons that are experiencing vehicle problems, such as a dead battery, or a low tire. Persons experiencing such problems should proceed to the college police department or contact them at (602) 787-7900. Those individuals receiving assistance for a battery boost will also be required to sign a waiver form in the event that damage occurs as a result of the attempted assistance.

Carpool Parking
Car-pool parking spaces are first come first served. The drivers must meet certain requirements. The carpool parking permit is issued free of charge and the drivers are on the honor system. The carpool parking permit may be obtained from the college police office.

Emergency Evacuations
Whenever the evacuation alarm or fire alarm sounds, or you are verbally informed to evacuate:

- Remain calm.
- Do not call the college police department to ascertain if the alarm is false or not. the phone lines will be needed to contact assisting agencies.
- Leave the building through the closest exit.

While leaving:

- Assist disabled persons or others requiring assistance
- Shut all doors behind you as you go. closed doors tend to slow the spread of fire, smoke and water
- Proceed quickly, but in an orderly manner. hold onto handrails while on the stairway
- Do not use elevators
- Follow the instructions of instructors and staff

Once outside, proceed to the designated assembly area. follow the instructions of emergency personnel at the scene.

Lost and Found Property

The college police department maintains a lost and found section. You can now report lost items online or may check with college police to determine if an item has been found. Found items brought to the college police department will be held for 30 days. Items not claimed within this period of time will be disposed of in accordance with established procedures.

Parking

- Student parking lots do not require a parking permit.
- Parking a vehicle in a designated parking space that displays a disabled parking sign, a painted disabled insignia or both, without a current disabled parking permit issued by the State of Arizona is prohibited. These areas are reserved twenty-four (24) hours daily.
- An area posted with short-term parking limits from ten to forty-five minutes may be used for the purpose of conducting short-term business in the facility it primarily services.
- Red curbs are no-parking zones. Parking in red zones, entrances to buildings, driveways, in front of garbage dumpsters, barricades, fire lanes and fire hydrants is prohibited.
- Driving into and parking in any area not designated for use or closed by the use of barricades, chains, or other vehicle control devices is prohibited.
- Parking on or blocking pedestrian paths, sidewalks, crosswalks, striped safety zones, and bicycle paths are prohibited.
- Parking a bicycle or motorized cycle in areas other than those designated for such parking is prohibited.
- Where parking stall lines are marked, operators must park their vehicles within the stall lines. Parking outside such stall lines is prohibited. In diagonal spaces, vehicles must be parked facing the center line. No pulling through or backing into spaces is permitted.
- Temporary absence of a sign at the entrance of a parking area does not signal the removal of restrictions or reservations upon the area. If reservation hours are altered or restrictions are changed, notices will be posted and the change will be effective immediately.

Students who violate the traffic and parking regulations may be fined and/or disciplined in accordance with the guidelines established by the MCCCD governing board.

Examples of the scheduled fines are as follows:

Displaying an altered or substituted permit	$50
Failure to register a vehicle and display a parking permit	$30
Falsifying information on registration application	$50
Improperly displaying a parking permit	$15
Obstructing a properly parked/moving vehicle	$15
Parking beyond posted time limit	$15
Parking by a college employee or student in a visitor area	$15
Parking in a fire lane	$50
Parking in an unauthorized parking area	$25
Parking on or blocking a pedestrian path	$15
Parking outside stall lines	$15
Removing barricade or failure to obey vehicle control device	$15
Violating disabled parking stall or access	$50

(all fines are doubled if not paid within 15 working days)

Parking Permits

Students are permitted to park in any area marked as student parking free of charge and without a permit. Areas marked as employee parking require a permit. Permits for these areas can only be obtained by staff.

A parking permit is required by staff/faculty when using employee parking and restricted parking areas. Parking permits are issued at no charge. The issued parking permit is valid for five years and should be placed on the inside of the windshield in the lower left (driver's side) corner. On motorized cycles, the permit shall be affixed where it can be seen without difficulty on the front fender.

A state issued handicapped license plate or disabled parking permit is required for parking in designated handicapped parking spaces.

As of January 1, 1989, all out-of-state and out-of-county students must sign an affidavit at the time of registration indicating that their vehicle is in compliance with emissions inspections guidelines.

Reporting Crimes and Emergencies
Students, faculty and staff are encouraged to report all criminal activity and emergencies that occur on campus. A report may be filed through a college police officer, in person, by phone or through email at:

In case of emergency, individuals may utilize (480) 784-0911 or 9-1-1 if exceptional circumstances exist. Reports of a nonemergency nature may be reported via the phone or made in person at the college police office.

Safety Escorts
A safety escort is available to students, faculty and staff who wish to be accompanied to any location on campus. Anyone may request an escort in person at the college police building or by calling (480) 784-0911 (ext. 4-0911). A college police employee will accompany you to your on-campus destination.

Smoking
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.

Student Responsibility in Crime Prevention
The cooperation and personal support of students is crucial to the success of safety and security programs with regard to the campus community. Students must assume some responsibility for their own safety and the security of their personal property. By taking common sense precautions and adopting an awareness of their surroundings and environment, students can greatly reduce the probability of becoming a victim of a crime. To assist the student in becoming better informed, the college police department provides the following information:

- Certain types of crimes may pose an on-going threat to the campus community.
- Notification of an immediate or on-going threat may be disseminated through text messaging and email through the use of the emergency notification system commonly referred to as rave notification, public address system or face-to-face. the college police department may use any or all means available to make the necessary notifications.
- The college police department publishes an annual report identifying the types of crime that have occurred on campus during the fiscal year. The type of crime reported is defined by the FBI in the uniform crime reporting system.
- The report is prepared annually and is available on the paradise valley website at: https://www.paradisevalley.edu/college-police/disclosure-safety-policies-and-annual-crime-statistics

Vehicle Traffic and Parking Regulations
- All accidents involving vehicles which occur on college property should be reported to the college police department (480.784.0911)
- All Arizona state laws governing the movement and operation of motor vehicles have been adopted by the MCCCD governing board for control of vehicles on college property
- Driving motor vehicles, motorized cycles, and bicycles on pedestrian paths and sidewalks is prohibited
- The maximum speed limit in all college parking lots is 15 mph.

Weapons
The possession or use of firearms, edged weapons, or other dangerous weapons is strictly forbidden on campus. all weapons, regardless of type, are prohibited by the MCCCD and/or state and local law. In accordance with state law and MCCCD policy, weapons may be left in a vehicle provided the weapon is out of sight and the vehicle is secured.

Questions?
If you need more information about safety at Paradise Valley Community College, please contact the college police department at 480.787.7900. College police personnel will address your questions and concerns in a prompt and courteous manner.

Computer Commons

Locations: Union Hills Campus // E Building
Telephone: (602) 787-6760
Website: https://www.paradisevalley.edu/employees/information-technology/computer-commons

Hours:
Monday-Thursday 8:00 am-7:00 pm
Friday - 8:00am-5:00pm
Saturday-Sunday - closed

The computer commons consist of eleven classroom labs (Macintosh and PC's) surrounding the open lab area and one remote classroom lab. Many classes (BPC, CIS, OAS, ART, MAT, & JRN) are scheduled in the computer commons which offer instruction in software applications, computer programming, keyboarding, digital photography, e-commerce, web publishing, math software (Maple, My Math Lab), A+ and Microsoft certification training. classes scheduled in the lab classrooms have an additional computer fee attached.

The Computer Commons' trained and knowledgeable staff members provide student support in a comfortable learning environment. The following services are available for students to complete their PVCC coursework or PVCC campus-related assignments.

Student ID Cards
Student identification cards are available at enrollment services. A picture id is required before a student id is issued. The first id is free; replacement cost is $5. The following is the policy for obtaining an official gateway student id:

Student ID's will only be issued prior to the start of a program or the semester in which the student is registered if payment of tuition and fees or financial aid/deferment is in place.

Access to a Variety of Software Programs

- MS Office (Word, Excel, Powerpoint, Access, Publisher)
- Adobe Creative Suite (In-Design, Photoshop, Illustrator)
- Programming software
- Gregg keyboarding
- Internet access
- Canvas access
- Grammar tools
- Diet analysis
- Additional course specific software program
- PC/Windows & dual-boot iMac computers
- B&W and color laser printing (available on a pay-for-print basis) scanning

Counseling & Personal Development

Location: Union Hills Campus // Kranitz Student Center (KSC Building) 1st Floor - KSC1220
Telephone: (602) 787-6540
Website: https://www.paradisevalley.edu/students/counseling
Email: counseling@paradisevalley.edu

In the event of an emergency, dial 9-1-1 or the college police at (480) 784-0911.

The goal of a counselor is to promote the development of effective and adaptive behavior in people. The counseling process enables personal growth and may be carried over into many aspects of life.

Counseling services are available on campus, providing a unique and collaborative relationship between a professional and student in need of help. Student counseling services are free. Please note, counselors do not provide clinical work/ treatment of disorders. However, counselors may provide community resources/contacts.

About Our Counselors
The counselors at Paradise Valley Community College are professionals who have been trained to provide counseling services to those in need. In order to be a counselor in the Maricopa Community Colleges, a counselor must have a minimum of a master's degree or higher, majoring in counseling and other similar criteria.

Reasons for Counseling
Students seek counseling for a variety of reasons, including:

- Adjusting to a college setting
- Managing time
- Reducing stress
- Improving academic self-esteem
- Making, educational and career choices
- Setting personal and academic goals to promote educational success
- Reduce test anxiety

The mission of the Paradise valley Community College Counseling Department is to meet the diverse academic, career, and personal enrichment needs of all students and our campus community. Learning-centered instruction, counseling, and consultation are provided to support and assist students with goal development and completion.

The Counseling Department at Paradise Valley Community College can help you focus on issue assessment, problem-solving, and decision-making as they relate to academic, career, and personal goal achievement. In addition to referral to community providers for mental health and/or crisis services, this can include:

- Consultation
- Crisis response
- Academic counseling
- Student success and retention
- Career counseling
- Counseling / courses (CPD, CAP, FYE)
- Referral to community resources

Course descriptions for counseling and personal development (CPD) First-Year Experience (FYE) and Counseling and Applied Psychology (CAP) classes are listed in the class schedule and Paradise Valley Community College Catalog and Student Handbook.

Our Responsibility
It is the counselor's job to make students aware of possible alternative solutions to various situations, encouraging responsibility in taking actions. Services include individual change through counseling, consultation, coordination and classroom instruction. Counselors collaborate with other staff to help students reach their potential. Consulting with other professionals brings expertise to help staff, students and faculty find positive solutions.

Is my information kept confidential?
Counseling faculty maintain student privacy as outlined by FERPA (Family Educational Rights and Privacy Act) guidelines, and, like other college representatives, may release information as permitted by FERPA or in circumstances involving the safety of students or others. Counseling faculty are mandated by Title IX of the Educational Amendments of 1972 to report knowledge of gender-based or sexual discrimination that involves MCCCD students or employees, including sexual harassment or sexual violence that creates a hostile environment on campus. Contact the counseling department for additional assistance or to schedule an appointment.

Career Counseling
This service enables students to understand their values, interests, skills and experiences in choosing a career path. The career planning process involves matching students to the compatibility of lifestyle and work demands and assessing personality strengths and skills. Some assessments can be found in the counseling department while others are accessible in Counseling. Please check with a counselor to see what your needs are for the best fit.

Career and Personality Assessment
We provide counseling tools that include career inventories and personality assessments to assist students in making career choices that are compatible with their interests, personality traits, work values, strengths and abilities. Please check with a counselor to see what your needs are, and which assessments are best for you.

The following assessments are available through the counseling department:

- Myers-Briggs Type Indicator (MBTI) - A widely used instrument based on C.G. Jung's (1921-1971) ideas about perceptions and judgment. The effects of each preference, alone, and in combination, can be put to practical use. The inventory is very useful in making important personal and career decisions. Knowing your preferences and learning about other people's preferences can help you understand where your strengths are, what kind of work you might enjoy, and how people with different preferences can relate to each other and be valuable to society.

- Strong Interest Inventory - The SII is based on a theory developed by John Holland, known as riasec theory, that both people and work environments can be classified. You will be given an easy-to-use, self-administered test to help you find the occupations that best suit your interests and skills. The test asks questions about your aspirations, activities, competencies, occupations and self-estimates for skills and abilities. These scores yield a 3-letter summary code, an occupational code that designates the three personality types you most closely resemble. With this code, you will use the occupational finder tool to discover occupations that best match your personality types, interests and skills.
- Cliftonstrengths for Students - Cliftonstrengths for Students (formerly StrengthsQuest) helps students grow confident in who they are and how they can contribute to the world. It's an educational program that uses Cliftonstrengths assessment to measure 34 research-validated talent themes.

Educational Counseling
Counseling faculty can assist you with finding direction for your educational planning. Trained staff can help you clarify your goals and values and develop your communication skills. Assessments and self-administered tests are also available to help you discover and evaluate your skills and abilities.

Crisis Response
Crisis response is available Monday - Friday (Monday - Thursday during the summer on a limited basis). Students may walk in and self-refer, or a faculty or staff member may refer a student to counseling.

Disability Resources and Services

Location: Union Hills Campus // E Building E-193
Telephone: (602) 787-7171
Website: https://www.paradisevalley.edu/students/disability-resources-and-services
Email: drs@paradisevalley.edu

The Disability Resources and Services office (DRS) provides accommodations and services to students with disabilities to ensure equal access to all PVCC programs, services, and activities. DRS is responsible for evaluating documentation and determining reasonable accommodations and auxiliary aids for students with disabilities. Refer to the District Office's Administrative Regulation for more detailed information about eligibility for accommodations and required documentation. It can be found here, https://district.maricopa.edu/regulations/admin-regs/section-2/2-8.

Paradise Valley Community College (PVCC) and the Maricopa County Community College District comply with the Americans with Disabilities Act of 1990, the American with Disabilities Act Amendment of 2008, and Section 504 of the Rehabilitation Act of 1973 to prohibit discrimination on the basis of disability. Reasonable accommodations are established to provide equal access for students with disabilities. PVCC is not able to provide an accommodation that requires a fundamental change in a course curriculum or alters an essential element or function of a course/program. Reasonable accommodations are determined once a student has followed the online affiliation process and met with the DRS office. The process to affiliate with the DRS office can be found on the DRS main page: https://www.paradisevalley.edu/students/disability-resources-and-services.

Dual Enrollment

Location: Black Mountain Campus // Orion Hall
Telephone: (602) 493-2600
Website: https://www.paradisevalley.edu/black-mountain/dual-enrollment

Paradise Valley Black Mountain partners with Valley high schools to offer dual enrollment credit for academic and occupational classes. Dual enrollment classes are held on high school campuses and are taught by high school instructors who have met dual enrollment instructor qualifications. Dual enrollment courses allow students the opportunity to start college courses while still attending high school. The dual enrollment program strives to increase academic confidence and college attainment of high school students.
Full program information can be found online at Dual Enrollment.

Early College Programs

Location: Union Hills Campus // Kranitz Student Center (KSC Building) 1st Floor - KSC1200
Telephone: (602) 787-7170
Website: https://www.paradisevalley.edu/students/early-college-programs

The Early College Programs Office works with all current high school students interested in college credit opportunities through the various programs within the department. These programs include the ACE, Hoop of Learning, Puma Early College, Dual Enrollment and Start Sooner.

In addition, the Early College Programs office is responsible for guiding and directing middle school and high school partnerships to provide the surrounding community with early exposure to college going knowledge, workshops, and resources.

This includes the Paradise Valley Unified School District College Navigation Specialists, Arizona Agribusiness & Equine Center, Gateway Academy, and Puma Explore.

Financial Aid

Location: Union Hills Campus // Kranitz Student Center (KSC Building) 1st Floor - Welcome Center
Telephone: (480) 731-8900
Website: https://www.paradisevalley.edu/students/financial-aid
Email: financialaid@paradisevalley.edu
Financial Aid Live Chat

The Financial Aid Office at Paradise Valley Community College (PVCC) plays a crucial role in supporting students and families in managing the costs associated with higher education. The Financial Aid Office provides a variety of services including:

1. **Financial Aid Information**: The office offers comprehensive information on various sources of funding, including federal, state, institutional, and private sources. This helps students understand the different options available to them.
2. **Application Guidance**: They assist students in navigating the application process for financial aid. This typically involves helping students complete the Free Application for Federal Student Aid (FAFSA), which is a prerequisite for most types of financial aid.
3. **Workshops**: PVCC's Financial Aid Office conducts workshops on essential topics such as completing the FAFSA, applying for scholarships, understanding financial literacy, and maintaining satisfactory academic progress. These workshops are designed to empower students with the knowledge they need to manage their financial aid effectively.
4. **Scholarship Information**: They provide information on scholarships available through PVCC, as well as external scholarships. This includes details on eligibility criteria, application procedures, and deadlines.
5. **Satisfactory Academic Progress**: The office also educates students on the importance of maintaining satisfactory academic progress to remain eligible for financial aid throughout their educational career at PVCC.
6. **Online Resources**: For easy access to information, students can visit the PVCC Financial Aid website (https://www.paradisevalley.edu/students/financial-aid) where they can find detailed information about financial aid programs, requirements, and additional resources.
7. **Timely Application**: Emphasizing the importance of early application, the office advises students to submit their FAFSA as early as possible. Some forms of financial aid are awarded on a first-come, first-served basis, making early submission crucial for maximizing aid opportunities. The FAFSA is completed online at https://studentaid.gov.

Fitness Center

Location: Union Hills Campus // F Building
Telephone: (602) 787-7270
Website: https://paradisevalley.edu/fitness.

Hours
Monday -Thursday 5:30am - 8:00pm
Friday 5:30am - 7:00pm
Saturday 7:00am - 2:00pm
Sunday closed

PVCC's Fitness Center is committed to empower students to develop optimal health through a wellness lifestyle. Exercise can improve brain health, prevent health problems, boost energy and can help reduce your stress allowing you to do better in your classes. PVCC Fitness Center offers a full spectrum of credit and noncredit fitness and wellness classes to meet your interests and needs. Students can join the Fitness Center for only $25 a semester. Please see our website for more information.

Food Service

Location: Union Hills Campus // Kranitz Student Center (KSC Building) 1st Floor - Puma Den
Telephone: (602) 787-7170
Website: https://mcccd-west.catertrax.com/index.asp?&intOrderID=&intCustomerID=
Email: Rebecca.coaxen@sodexo.com

Fall and Spring semester hours
Monday - Friday 7:30am - 1:30pm

Summer semester hours
Friday: closed
Puma den, operated by Sodexo, offers a variety of items from hamburgers to pizza, "grab & go" to entrees. Extensive catering is also available.

Honors Program

Location: Union Hills Campus // K Building - K101 & K102
Telephone: (602) 787-7888
Website: https://www.paradisevalley.edu/academics/honors
Email: honors@paradisevalley.edu

The honors program is designed to enhance students' college experience with exclusive opportunities that increase their academic, personal, and professional potential. The program offers:

- Scholarship opportunities (see below)
- Access to exclusive Honors sections of core courses
- One-on-one faculty mentorship on special projects
- Honors designation on diploma and transcript
- Exclusive programs and guest speakers
- Honors social functions and events
- Leadership opportunities with the Student Honors Advisory Council
- Opportunities to meet and engage with fellow students
- Travel opportunities including the Freshman retreat and Honors conferences

Presidents' Honors Scholarship Maricopa County residents who graduated from high school within the last three academic semesters with a 3.25 GPA or above may qualify for the Presidents' Honors Scholarship. The scholarship covers tuition for up to 15 credit hours plus the $15 registration fee for up to four consecutive semesters. The scholarship is renewable for an additional four semesters upon entry into an MCCCD Bachelor's degree program. To maintain eligibility, students must enroll in at least 12 credit hours, complete an Honors course each semester, maintain a 3.25 GPA, and fulfill co-curricular requirements.

Honors Achievement Award
Students who have a cumulative GPA of 3.25 or above, based on at least 12 credit hours of 100-level or higher coursework at any MCCCD college, may qualify for the Honors Achievement Award of up to $500. Students must enroll in at least 6 credit hours, including a 3-credit Honors course, and complete one co-curricular activity. The award is prorated based on enrollment.

Intercultural Center

Location: Union Hills Campus // KSC-1230
Telephone: (602) 787-7292
Hours: Monday - Thursday: 8 am to 5 pm and Friday: 8 am to 2 pm

The Intercultural Center (ICC) is dedicated to fostering conversations, expanding knowledge, and developing leadership among students. ICC warmly welcomes all interested individuals and offers a variety of programs, including Let's Talk, the Male Empowerment Network (MEN), Women Rising, the Bridging Success Initiative (for Foster Youth), and support for First Generation Students, those whose parents or guardians have not earned a bachelor's degree. The center's programming features workshops and events for First Generation Students, such as 1st Gen Fridays and the 1st Gen Celebration Success Dinner. In addition, ICC organizes regular weekly and monthly activities designed to promote dialogue through accessible learning. Committed to enhancing education within communities, the Intercultural Center encourages a deep understanding and respect for all cultures while supporting the cultivation of meaningful relationships.

Living Accommodations

Paradise Valley Community College does not provide dormitory accommodations.

Math Testing Site - Puma Tutoring at the Q

Location: Union Hills Campus // Math Testing Center // (32nd Street & Grovers Ave.)
Telephone: (602) 787-7740
Website: https://www.paradisevalley.edu/academics/mathematics/math-center/math-center
Email: mathcenter@paradisevalley.edu

The Math Testing Site (part of the PTC @ Q) provides proctoring services for students taking math online courses. Online math students are required to take their midterm and final in-person. To register for your exam, please visit https://community.paradisevalley.edu/mathtest**Hours**
Fall and Spring Testing/Tutoring Hours
Monday - Thursday 7 am - 6 pm
Friday 7 am - 2 pm.

Summer Testing/Tutoring Hours:
Monday – Thursday, Friday - closed
7:00 am – 6:00 pm

Math tutors are available for in-person tutoring and virtual tutoring. The Puma Tutoring at the Q math center offers services and resources for students which include the following:

- Math tutoring options - in-person (Q-152) and virtual tutoring (Cranium Cafe)
- Success tools assistance ($20 per semester)
- Online testing support
- Study rooms

www.maricopa.edu/students

www.maricopa.edu/students provides access for students, faculty and staff to access the course management systems, the student self-serve functions for all Maricopa community colleges, and the google apps for email at www.maricopa.edu/students can do the following:

- Apply for admissions
- Register for courses
- Add/drop courses
- Check class schedule
- Check fee balance and pay fees
- Address verification/correction
- Request official transcripts
- View unofficial transcript
- Check holds
- View financial aid
- Check student grades
- Check course availability
- Track degree progress

If you need assistance with the website, contact the 24-hour technical support hotline at 1-888-994-4433 or visit PVCC's Welcome Center. The welcome center is located in the Kranitz Student Center (KSC).

Puma Empowerment Center

Powered by Dress for Success Phoenix and the Puma Food Pantry
Location: L Building
Questions: Please contact: Mike Ho - 602-787-7308 or Laura Hinau - 602-787-7072
Email: DL-PVC-StuLife@paradisevalley.edu
Phone: 602-787-7240

Paradise Valley Community College's Food Pantry has a new and bigger space, featuring a satellite location for Dress for Success Phoenix, a non-profit organization providing professional attire and support and development tools to help women thrive in work and in life. The partnership is the first of its kind for PVCC, Dress for Success Phoenix, and the Maricopa County Community College District.

Puma Pre-Advising

Location: Union Hills Campus // Kranitz Student Center (KSC Building, room 1181) 1st Floor - KSC Welcome Center
Telephone: (602) 787-7000
Website: https://www.paradisevalley.edu/students/advisement/puma-power
Email: advising@paradisevalley.edu

All new students to PVCC will be going through the new college navigators. The college navigators are Admissions and advising specialists who will assist the new students with navigating PVCC. The navigators will assist students with admissions, advisement, and registrations. Students will be guided through the triaging process to help them discover the Field of Interest they are interested in. Students can register for the new process by clicking Request Online Tutorial.
Students will be sent the Puma Pre-Advising canvas course to prepare students for how to navigate the course and provide important information for students to know about advising and registration after they enroll in classes. New degree-seeking and/or transfer students will attend a student orientation (NSO) which will provide the opportunity for incoming students to learn about the student services available, acquire tips and strategies to navigate college, meet their Field of Interest (FOI) advisor, faculty members, peer leaders, take a campus tour, get a student ID and learn more about what it takes to be successful.

Puma Tutoring Center (PTC)

Location: Union Hills Campus // Building E Room 180
Telephone: (602) 787-7180
Website: https://www.paradisevalley.edu/students/puma-tutoring-center
Email: tutoring@paradisevalley.edu

The Puma Tutoring Center provides free academic support services for Paradise Valley Community College students and faculty. The PTC has a satellite center in the Q building, PTC @ Q (Q-152). PTC @ E offers tutoring in all subjects while both centers offer tutoring in math.
Listed below are some of the services offered by the tutoring center.

- Free drop-in tutoring: No appointment is needed. Tutoring is available for a wide range of subjects, including math, English, and science, ensuring comprehensive academic support.
- Writing tutors are available at your convenience, either by appointment or by dropping in. They are ready to assist you at any stage of the writing process, from grammar and punctuation to thesis statements and paragraph development.
- Virtual tutoring: Students can visit Cranium Cafe for online tutoring. https://maricopa.craniumcafe.com/group/paradisevalley-tutoring
- Academic success coaching: Work one-on-one with a success coach on work-life-school balance, time management, and study skills and learn about other PVCC resources.
- ELL conversation groups: Students and community members learning English may participate in these tutor-led informal discussions about topics of interest for those who wish to practice English language skills. Schedules are available online and at the PTC.
- Online calculator workshops: Beginning and advanced workshops for users of TI83 and TI84 calculators are available free through Canvas. Register at https://maricopa.instructure.com/enroll/8GMRCT.
- Learning resources: The PTC offers science models, textbooks, laptops, calculators, and handouts. It also has rooms available to reserve for group study.

- Calculator rentals: PVCC math students who are currently enrolled for a math course can rent a TI-84 graphing calculator for $20 a semester.
- Math Testing: Online math students are required to test in person for midterms and finals. Please visit our website for more information.

Recruitment

Locations: Union Hills Campus – Kranitz Student Center (KSC Building) 1st Floor - KSC 1200
Telephone: (602) 787-7176
Website: https://www.paradisevalley.edu/students/student-recruitment
Email: recruitment@paradisevalley.edu

The Student Recruitment Office promotes PVCC and educates new students about PVCC's programs, services, resources, and college culture. Recruitment serves as a liaison between the college and the community to assist new-to-college students in enhancing their ability to fulfill their academic, personal, and career goals. The Recruitment Office guides incoming students with transitioning to the college and provides the following services:

- College & Career Fair Participation
- Recruitment event programming
- College Planning
- Enrollment Days
- Personalized Enrollment Assistance
- Campus tours (Individual/Group)
- Presentations and workshops

Student Business Services

Locations:
Union Hills Campus // Kranitz Student Center (KSC Building) 1st Floor – KSC Welcome Center
Black Mountain Campus // Orion Hall
Telephone:
Union Hills Campus (602) 787-7862
Black Mountain Campus (602) 493-2600
Website: https://www.paradisevalley.edu/students/student-business-services
email: sbs@paradisevalley.edu

Student business services strives to provide excellent service in a knowledgeable, helpful manner that demonstrates respect for students, faculty, staff and administration. We consistently look for innovative ways to facilitate student success and personal development.
Payment can be made in person or online and include the following methods:

- Cash
- Check, money order, cashier's check - made payable to PVCC
- Visa, Mastercard, American express, discover card
- Tuition waivers
- Third-party authorizations
- Military tuition authorizations
- Student payment plan

Student Basic Needs and Resources

Paradise Valley Community Colleges is committed to the academic success of our students, and we understand that basic needs have a direct impact on the well-being and success of our students. Basic needs can include food, housing, transportation, wellness, and other important services. This page is meant to help connect students and their families to basic needs information and resources, and it will evolve as more resources are added.
https://www.paradisevalley.edu/student-resources/basic-needs

- Basic Needs
- Mental Health Resources
- Academic Resources
- Campus and Community Engagement
- Health and Safety
- Technology Resources
- Finances

Student CARE & Conduct Office

Student CARE:
Location: Union Hills Campus//Kranitz Student Center (KSC Building)-1230
Telephone: 602-787-7292
Email: pvcc.care.team@paradisevalley.edu
Website: https://www.paradisevalley.edu/students/care-and-conduct

Student CARE reaches out to student when professors, staff, or students are concerned about the success of a student (i.e. academic, financial, personal, or other) or to recommend for professional growth and development (i.e., student leadership, honors, scholarships, etc.). Student CARE personally connects with students of concern to assess students' needs and ensure that they are using beneficial academic and student resources. In addition, Student CARE may provide one-time support for emergencies, Follett Bookstore gift cards, Puma Café (Sodexo) Meal Cards, Valley Metro reduced-cost bus passes, etc.

Student Conduct:
Location: Union Hills Campus // Kranitz Student Center (KSC Building), 2nd Floor - 2803
Telephone: (602) 787-7076
Website: https://www.paradisevalley.edu/students/care-and-conduct

Student Conduct is utilized when a student's behavior (misconduct) in and out of the classroom or community violates the MCCCD Student Code of Conduct also known as 2.5 Student Rights and Responsibilities or other college policy or regulation. We recognize that learning takes place outside of the classroom so the conversations that we have with students are intended to be informative, educational, and developmental and utilize critical thinking. In developing responsible student conduct, the MCCCD prefers mediation, guidance, and admonition. However, when these means fail to resolve problems of student conduct and responsibility, appropriate disciplinary procedures will be followed. The MCCCD reserves the right to levy discipline rather than attempt mediation and guidance, based on the severity of the conduct.

To learn more about when to submit a **CARE, Conduct, or Title IX Incident report**, please use the links on the **Speak Up** website: https://www.paradisevalley.edu/students/care-and-conduct/speak

You may also report concerns at: https://district.maricopa.edu/consumer-information/reporting

Student Basic Needs and Resources
Paradise Valley Community College is committed to the academic success of our students, and we understand that basic needs have a direct impact on the well-being and success of our students. Basic needs can include food, housing, transportation, wellness, and other important services. This page is meant to help connect students and their families to basic needs information and resources, and it will evolve as more resources are added.
https://www.paradisevalley.edu/student-resources/basic-needs

- Basic Needs
- Mental Health Resources
- Academic Resources
- Campus and Community Engagement
- Health and Safety
- Technology Resources
- Finances

Student Life/Leadership

Location: Union Hills Campus // Kranitz Student Center (KSC Building) 1st Floor – KSC1303
Telephone: (602) 787-7240
Website: https://www.paradisevalley.edu/students/student-life
Email: dl-pvc-stulife@paradisevalley.edu

The Paradise Valley Center for Student Life/Leadership offers students the opportunity to become involved in campus and community life. Services and programs include: campus activities and events, leadership development training, student government, student clubs and organizations. Puma2Puma pantry, service learning projects, workshops and speakers.

Student Government (Student Leadership Council)
STUGO is PVCC's student government, which is responsible for student clubs' adherence to the general education requirements and that each club includes volunteerism, leadership training, acquisition of skills and knowledge and the development of the "whole person" as key components of its program. Representatives from the SLC serve on college advisory, ad hoc and standing committees allowing student representatives to work closely with PVCC administration on decisions that affect the student population.

Student Organizations
PVCC has a variety of student clubs and organizations on campus. Some of the most noteworthy organizations includes:

- College Artists Society of Theatre (CAST)
- Club Ed
- Club Zeitgeist
- Student Leadership Council
- Phi Theta Kappa
- Steam Club
- Hispanic Student Association
- Outdoor Adventure Club
- Student Nurses Association
- Esports Club
- United Nations Students (Unos)
- Native American Student Association

Advisors to Student Organizations
Every PVCC student organization must have an advisor. Club advisors shall be employees of the Maricopa Community College District. In order to conduct official business, advisors must attend all meetings.

Student Reflection Room
The Student Reflection Room, located within the Student Life Office, offers a quiet space for students to meditate, pray, and rejuvenate. The room features soft seating, soothing white noise, music, and dim lighting. Time can be reserved for up to 30 minutes by making an appointment in the office.

Technology Helpdesk

Location: Union Hills Campus // E Building - Computer Commons
Telephone: (602) 787-7780
For After Hours Help: 1-833-736-8518
Website: https://www.paradisevalley.edu/employees/information-technology/technology-help-desk

Hours
Monday-Thursday 8:00 am-7:00 pm
Friday - 8:00am-5:00pm
Saturday-Sunday – closed

The Technology Helpdesk is your one stop for all technology needs. The helpdesk is the liaison to technical and functional departments to assist students, faculty and staff in resolving technical issues. The helpdesk supports all students, faculty and staff technical issues with items such as classroom technical problems, password resets, pay for print, software and hardware checkout, email, printer, computer, Canvas, SIS, and HCM issues. Feel free to give a tech a call if you want PVCC email setup on your cell phone or tablet (iPad, android, windows), or have an issue with WIFI.

Veteran Services

Location: Union Hills Campus // K Building – K 108
Telephone: (602) 787-7045
Website: https://www.paradisevalley.edu/students/veterans-services
Email: veterans@paradisevalley.edu

Paradise Valley Community College has been designated by the Arizona Department of Veterans Services as a veteran supportive campus and is proud to serve our military service members, veterans, and their families. The Veterans Services staff assists service members, veterans, and their families with admissions, enrollment, financial assistance, academic advising, university and/or workforce transition, and establishing and using veterans education programs such as:

- The Post 9/11 Gi Bill®
- Fry Scholarship
- The Montgomery Gi Bill®
- Survivors And Dependents Education Assistance Program
- Veteran Readiness and Employment Benefits
- Montgomery Gi Bill ® For The Selective Reserve
- Department Of Defense Tuition Assistance

All veterans expecting to utilize their VA education benefits should contact the Veteran Services office as early as possible to apply for benefits and ensure their certification documentation is complete and accurate. Please visit our website for further information.

Welcome Center

Location: Union Hills Campus // Kranitz Student Center (KSC Building) 1st Floor - KSC 1100
Telephone: (602) 787-7000
Website: https://www.paradisevalley.edu/students/hours-operation
Email: pvccinfo@paradisevalley.edu
Welcome Center Live Chat

The PVCC Welcome Center is committed to providing students with success from day one. The Welcome Center offers a host of comprehensive services, information, and referrals that enable students to take advantage of the excellent campus resources that support enrollment, academic advising, financial aid, career services, testing and placement, student life, student development, disability resources, veterans services, and more. If you have questions about Paradise Valley Community College, the Welcome Center is the best place to start. Our friendly and knowledgeable staff is here to make sure your experience at the PVCC campus is the best it can be.

MCCCD Graduation and Degree Information

2.3.9 General Graduation Requirements

Note: Also see Catalog Under Which a Student Graduates (AR 2.2.5)

Earning a Certificate or Degree
The Maricopa Community Colleges offers certificates and degrees in a variety of areas. Each certificate and degree have specified program requirements for graduation. See certificate and degree information for specific program requirements. It is the student's responsibility to be aware of these requirements.
Candidates for graduation must satisfy the following requirements:

- Complete the minimum number of credits required for the certificate or degree and residency requirements as follows:
    - For Bachelor's degrees, at least 30 credits applicable to the degree must be completed at the awarding college.
    - For Associate's degrees, at least 15 credits applicable to the degree must be completed at the awarding college.
    - For certificates that are 15 or more credits, at least 6 credits applicable to the certificate must be completed at the awarding college
    - For certificates that are 14 or fewer credits, at least a quarter of the credits applicable to the certificate must be completed at the awarding college.
- All new to Maricopa students who declare a degree, or intend to transfer to a college/university, will be required to successfully complete a first-year experience course (FYE101 or FYE103) within the first two semesters at a MCCCD college.
- Meet the general education, program requirements, and electives for the certificate or degree required. Requirements can be satisfied by MCCCD coursework, prior learning assessment, and transfer credit. Transfer credit from outside of MCCCD or from Maricopa Community Colleges not awarding the degree or certificate and prior learning assessment does not count as hours in residence for graduation requirements.
- Earn a minimum grade point average (GPA) of 2.0 on a four-point grading scale in the coursework (100-level and above) used to satisfy degree or certificate requirements completed in residence and accepted in transfer) Some awards may specify additional GPA requirements.
- Remove all deficiencies (e.g. incomplete grades, missing transcripts, national test results, etc.) on the record to use those courses toward program completion.
- Fulfill any financial obligations with the college.
- File a Petition for Graduation with the Admissions, Records, & Registration/Enrollment Services office with the exception of auto award programs as outlined further in this policy.
- The following information outlines the Maricopa Community College District standards for awarding certificates and degrees:
    - Students can only earn one bachelor's degree of any type in the Maricopa Community Colleges
    - Students can only earn one Associate of Arts (AA) with or without emphasis in the Maricopa Community Colleges
    - Students can only earn one Associate of Arts, Elementary Education (AAEE) in the Maricopa Community Colleges
    - Students can only earn one Associate of Business (ABUS) either General Requirements (GR) or Special Requirements (SR) in the Maricopa Community Colleges
    - Students can only earn one Associate of Arts, Fine Arts (AAFA) with or without emphasis in the Maricopa Community Colleges
    - Students can only earn one Associate of Science (AS) with or without emphasis in the Maricopa Community Colleges
    - Students cannot earn Academic Certificates (Ac), Certificates of Completion (CCL), Certificates of Competency (CCT), and Associate of Applied Science (AAS), and other certificate or degree types with the same academic plan code in the Maricopa Community Colleges
    - Students cannot earn more than one type of AGEC (A, B, and S)

  Appeals to this institutional policy may be considered prior to the admission process and/or petition to graduate. See the Admissions, Records, & Registration/Enrollment Services office for a copy of the appeals process.

AutoAward Policy: MCCCD has an auto-award program that identifies some students who have completed a degree or certificate and never submitted a Petition for Graduation (e.g. Reverse Transfer). However, this program is limited and students should not depend on it for graduation. The Petition for Graduation should always be submitted when a student is intending to graduate.

Maricopa Nursing Program
For the Maricopa Nursing program, the cumulative GPA for awarding purposes is calculated based on courses required for the degree or certificate taken at any Maricopa campus and includes pre-requisites, co-requisites, and nursing blocks. Students must apply for graduation from the college where they have successfully completed Block 4 of the Associate in Applied Science in Nursing.

Graduation with Honors
All courses used to fulfill graduation and degree requirements, including courses from other institutions are used in the grade point average calculation (GPA) at graduation. Degree-seeking students who have distinguished themselves with GPAs 3.50 and higher are recognized with the following graduation honors:

- 3.50 to 3.69 graduation “with distinction”
- 3.70 to 3.89 graduation “with high distinction”
- 3.90 to 4.0 graduation “with highest distinction”

Certificate programs are not eligible for institutional honors.

2.2.5 Catalog Under Which A Student Graduates

Catalogs for the Maricopa Community Colleges are published each academic year and contain information about courses, certificates, degrees, and academic regulations and procedures. Academic program requirements and academic regulations are updated often and may change.

In determining the catalog under which a student graduates, students maintaining continuous enrollment at any public Arizona community college or university may graduate according to the requirements of the catalog in effect at the time of initial enrollment or according to the requirements of any catalog in effect during subsequent terms of continuous enrollment. Students may maintain continuous enrollment whether attending a public community college or public university or transferring among public institutions in Arizona.

The rules for maintaining continuous enrollment are:

1. A semester in which a student earns course credit will be counted toward continuous enrollment. Enrollment by Arizona community college students in nontransferable courses still constitutes enrollment for purposes of determining whether the student has been continuously enrolled. Noncredit courses, audited courses, failed courses and courses from which the student withdraws do not count toward the determination of continuous enrollment for catalog purposes.
2. Failure to earn course credit in three consecutive regular (Fall/Spring/Fall or Spring/Fall/Spring) semesters at any Arizona community college or public university means students are no longer considered continuously enrolled. Students are not obligated to enroll and earn course credit during summer terms, but summer enrollment may be used to maintain continuous enrollment status.
3. If continuous enrollment is not maintained, the student must fulfill the requirements for graduation specified in the catalog in effect at the time they readmit/enroll or any single catalog in effect during terms of continuous enrollment after readmitted/re-enrolling.
4. Students who initially admitted/enrolled or readmitted/re-enrolled to an Arizona community college or public university during a summer term must follow the requirements of the catalog in effect for the following fall semester or of any single catalog in effect during the subsequent terms of continuous enrollment

Age of Credit

In areas of study in which the subject matter changes rapidly, material in courses taken long before graduation may become obsolete or irrelevant. Coursework that is more than ten years old is applicable to completion of certificate and degree requirements at the discretion of the designated individuals at the college. The college may accept such coursework, reject it, or request that the student revalidate its substance. The ten-year limit on coursework applies except when program accreditation agencies limit the life of coursework to less than ten years. Departments may also require students to satisfy current major requirements rather than major requirements in earlier catalogs, when completing earlier requirements is no longer possible or educationally sound. Exceptions made by a college apply only to the college that made the exception.

Continuous Enrollment Examples

STUDENT'S ACTIVITY	SEMESTER/YEAR	STATUS
EXAMPLE A		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2019	Active
Continued at an Arizona Community College	Spring 2020 Fall 2020	Active
Transferred to an Arizona Public University	Spring 2021	Student Enrolled Under 2019-2020 or any Subsequent Catalog
EXAMPLE B		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2015	Active
Enrolled but Earned all "W"s, "Z"s, or "F"s (0.00)	Spring 2016	Inactive
Enrolled in Audit Courses Only	Fall 2016	Inactive
Nonattendance	Spring 2017	Inactive
Transferred to an Arizona Public University	Fall 2018	Student Enrolled Under 2018–2019 or any Subsequent Catalog
EXAMPLE C		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2018	Active
Nonattendance	Spring 2019 Fall 2019 Spring 2020	Inactive
Readmitted and Earned Course Credit at an Arizona Community College	Fall 2020	Active
Transferred to an Arizona Public University	Spring 2021	Student Enrolled Under 2020-2021 or any Subsequent Catalog
EXAMPLE D		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2018	Active
Nonattendance	Spring 2019	Inactive
Readmitted and Earned Course Credit at an Arizona Community College	Summer 2019	Active
Nonattendance	Fall 2019 Spring 2020	Inactive
Transferred to an Arizona Public University	Fall 2020	Student Enrolled Under 2018-2019 or any Subsequent Catalog
EXAMPLE E		
Admitted and Earned Course Credit at an Arizona Community College	Summer 2017	Active
Continued at an Arizona Community College	Fall 2018 Spring 2019	Active
Nonattendance	Fall 2019	Inactive
Readmitted and Earned Course Credit at an Arizona Community College	Spring 2020	Active
Transferred to an Arizona Public University	Summer 2020	Student Enrolled Under 2017-2018 or any Subsequent Catalog
EXAMPLE F		
Admitted and Earned Course Credit at an Arizona Community College	Summer 2018	Active
Nonattendance	Fall 2018	Inactive
Nonattendance	Spring 2019	Inactive
Readmitted and Earned Course Credit at an Arizona Community College	Fall 2019	Active
Admitted and Earned Course Credit at an Arizona Community College	Spring 2020	Student Enrolled Under 2018-2019 or any Subsequent Catalog

**Please note that the above language is guided by statewide practices*

Maricopa County Community College District (MCCCD)
2025-2026 Arizona General Education Curriculum (AGEC) – A, B, S

Description:
The Maricopa County Community College District Arizona General Education Curriculum (MCCCDAGEC) is a general education certificate that fulfill slower-division general education requirements for students planning to transfer to any Arizona public community college or university. Generally, the MCCCD AGEC transfers as a block without loss of credit. In most cases, all courses used to satisfy the MCCCD AGEC will apply to graduation requirements of the university major for which the AGEC was designed.

As described below, the AGECs are a component of most MCCCD associate degrees and comparable degrees at other Arizona public community colleges. The AGEC-A defines the general education requirements in the Associate in Arts (AA), Associate in Arts, Elementary Education (), and the Associate in Arts, Fine Arts (AAFA) degrees. The AGEC-B defines the general education requirements in the Associate in Business-General Requirements (ABUS-GR) and Associate in Business-Special Requirements (ABUS-SR) degrees. The AGEC-S defines the general education requirements in the Associate in Science (AS) degree.

As described in more detail below, all AGECs require designated courses in First Year Composition [FYC], Literacy and Critical Inquiry [L], Mathematical Studies [MA], Social-Behavioral Sciences [SB], Humanities, Design and Fine Arts [HU], and Natural Science [SQ/SG]. Students must satisfy two Awareness areas as well: Cultural Diversity in the U.S. and either Global Awareness or Historical Awareness. In addition, the AGEC-A and AGEC-B require a
Computer/Statistics/Quantitative Applications course [CS] that is not required for students pursuing the AGEC-S.

Purpose of the AGECs
AGECs were designed to articulate with different academic majors at the state universities, and their particular requirements vary accordingly. In some major-specific pathways, students are allowed to choose from a broad list of courses to satisfy the AGEC requirements, and for others the courses are more restricted or even specified. Additional information on academic majors at the Arizona public universities can be accessed via the following website: aztransfer.com/tools

1. The AGEC-A is designed to satisfy General Education requirements in many liberal arts majors as well as other majors that articulate with an Associate in Arts degree (e.g., social sciences, fine arts, humanities, elementary education). AGEC-A requires a minimum of college mathematics or college algebra to satisfy the Mathematics [MA] requirement.
2. The AGEC-B is designed to satisfy requirements in business majors that articulate with the Associate in Business (ABUS-GR, ABUS-SR). AGEC-B requires a minimum of brief calculus to satisfy the Mathematics [MA] requirement.
3. The AGEC-S is designed to satisfy requirements in majors with more prescriptive mathematics and mathematics-based science requirements such as many in the sciences, technology, engineering and mathematics. AGEC-S requires a minimum of the first course in a calculus sequence to satisfy the Mathematics [MA] requirement, and a minimum of eight (8) credits of either university chemistry, university physics, general biology for majors, or physical and historical geology to satisfy the Natural Sciences [SQ/SG] requirement. In addition, students must select six (6)- to ten (10) additional credits of Subject Options composed of math and/or science appropriate to their major.

Academic Policies that Govern the AGEC A, B, S

- Requires completion of at least 35 credit hours* (for AGEC-A and AGEC-B) and 36 credit hours* (for AGEC-S) in courses numbered 100 and above that have been approved for one or more AGEC designations; a minimum of 12 of those credits must be completed at one or any combination of the MCCCD colleges. See First Year Composition [FYC] notes in the following AGEC descriptions and footer for credit minimum exceptions. *
- All MCCCD courses applied to the AGEC must be completed with a grade of "C" or better.
- All MCCCD courses applied to the AGEC must be accepted for transfer credit as a direct equivalent, departmental elective, or general elective credit at ASU, NAU, and UAZ according to the Course Equivalency Guide at aztransmac2.asu.edu/cgi-bin/WebObjects/CEG for the academic year in which the course was taken. Courses approved for transfer exclusively toward the Bachelor of Applied Science are ineligible for inclusion in the AGEC.
- A single course can simultaneously count toward one or more Awareness Areas and other AGEC requirements. For example, an approved course in world geography may be used to satisfy [SB] and [G] requirements. While multiple requirements can be met with a single course, the credits for that course are only counted one time toward the required minimum total for the AGEC. Except as detailed below for the AGEC-S, a single course cannot be used to satisfy more than one AGEC requirement, with the exception of Awareness Areas. While multiple requirements can be met with a single course, the credits are only counted one time toward the required minimum for the degree. Except as detailed below for the AGEC-S, a single course cannot be used to satisfy more than one AGEC core requirement other than Awareness

Areas. For example, for AGEC-A and AGEC-B, a single course cannot be used to satisfy both [HU] and [SB], but it could be used to meet [HU] and [C], [G] and/or [H].

- Awareness Areas and MCCCD's Additional Requirements may also be shared with other AGEC Requirements. Optimizing credits in this way is often recommended because some programs and universities limit transferable credits at 64.

Transfer Credit from Institutions Outside of MCCCD

- Credits transferred from outside of MCCCD must be completed with a grade of "C" (2.0 on a 4.0 scale) or better. Transfer credit graded pass/fail or pass/no credit may be used to satisfy AGEC requirements if documentation collected by the community college indicates that this was the only grading option available and that the Pass grade ("P") is equivalent to a "C" or better.
- The AGEC (Arizona General Education Curriculum) designations of courses completed at other Arizona public colleges or universities will be applied as listed on AZTransfer's Course Equivalency Guide (CEG) at aztransfer.com/tools/ for the semester(s) in which the course(s) were completed. If a transcript evaluation determines there is no MCCCD direct equivalency to a course from another Arizona public college or university, applicability to AGEC and/or associate degree requirements will be based on the source institution's AGEC designation for the semester in which the course was completed.
- Courses from private, out-of-state, and/or online institutions (i.e., outside of the Arizona Transfer System composed of Arizona's public community colleges, tribal colleges and universities) will be applied toward AGEC and/or associate degree requirements based on the courses' evaluated MCCCD equivalence. If courses are not directly equivalent, the credit may be articulated as a departmental elective, and if deemed appropriate, may have a general education designation applied to the course.
- Courses with different credit systems (quarter hours, trimester, units) are converted to semester credit hours. A deficiency in an AGEC category due to quarter-hour or other credit system application must be recovered by additional credits to a total of 35 AGEC credits overall (or 32 credits overall if a student transfers in a single course from an Arizona public university that fulfills the First Year Composition requirement).
- Credit awarded at a Maricopa Community College through prior learning assessment in a non-traditional setting is transferable to other colleges in the MCCCD district but is not necessarily transferable to other colleges and universities outside of the MCCCD system. No more than 20 such assessed semester credit hours may be applied toward AGEC.

Completion and Transfer

- Completion of the AGEC with a minimum grade point average of 2.0 for Arizona residents and 2.50 for non-residents (on a 4.0 scale) meets Arizona public university general admission requirements. It does not ensure admission to specific university majors or programs with selective admission processes and/or limited enrollment.
- Students planning to transfer to another college or university are urged to refer to university requirements and academic advisors from both institutions to be certain that all their selected coursework is applicable to the requirements of their intended transfer degree. For some majors, the statewide Common Course matrix, AZTransfer Pathway Guides and/or University Transfer Guides posted on the AZTransfer website on aztransfer.com/tools/ can also provide some guidance. For appropriate course selection, students should consult with an academic advisor.

AGEC Requirements

Descriptions and definitions of the requirements for each of the three AGECs follow. The following website identifies the courses that apply to the different requirements within each AGEC for a given academic year: AGEC matrix. AGEC designations are subject to change. It is important to verify a course's AGEC value in the semester it is taken. For convenience, this information is provided for the current and upcoming semester in the "Find a Class" tool on maricopa.edu and on each MCCCD college's website as well as in the AGEC matrix provided by AZTransfer at aztransfer.com/tools/.

Note that for students pursuing an associate degree with a specific emphasis (for example: Associate in Arts, Emphasis in History; Associate in Arts, Fine Arts, Emphasis in Theatre; Associate in Science, Emphasis in Physics), the AGEC course requirements are usually more prescriptive. Students pursuing a major-specific pathway should consult the Program (Degree) Search at curriculum.maricopa.edu (click on Current Programs) for specific degree and AGEC requirements. Consultation with an academic advisor about course selection is always recommended.

Credits

Arizona General Education Curriculum--Arts (AGEC-A) **35 (min.)***

The AGEC-A requires a minimum of 35 credits (32 if [FYC] is met by single transfer course) *; courses applied to meet AGEC-A requirements vary by emphasis. Refer to the program (Degree) Search at curriculum.maricopa.edu (click on Current Programs) for specific course requirements. The Required Courses and/or Restricted Electives for some areas of Emphasis may also have AGEC designations including one or more of the Awareness Areas ([C], [G] and/or [H]). A single course may meet more than one requirement but its credits are only counted once toward the total for the degree. AGEC designations are subject to change. See AGEC matrix at aztransmac2.asu.edu/cgi-bin/WebObjects/agec for each course's value(s) in the semester it is taken.

		6*
A.	First-Year Composition [FYC]	(3)*
	ENG101 OR ENG107	(3)*
	AND ENG102 OR ENG108	**3**
B.	Literacy and Critical Inquiry [L]	**3-6**
C.	Mathematical Applications [MA]	
	Requires a course in college mathematics (MAT140, MAT141, MAT142, MAT145, MAT146) or college algebra (MAT150, MAT151, MAT152, MAT155, MAT156) or pre-calculus (MAT187-MAT188) or higher [MA]-approved general education course. The minimum math requirement for graduation defaults to the lowest base-level math, as identified above. Some emphasis may require higher-level math; refer to curriculum.maricopa.edu (click on Current Programs) to search for specific emphasis math requirements.	**3**
D.	Computer/Statistics/Quantitative Applications [CS]	**6**
E.	Humanities, Arts and Design [HU]	
	Students are encouraged to choose course work from more than one discipline.	**6**
F.	Social-Behavioral Sciences [SB]	
	Students are encouraged to choose course work from more than one discipline.	**8**
G.	Natural Sciences [SQ/SG]	
	The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four (4) credits must be designated as SQ-Science Quantitative. Eight (8) credits of SG-Science General will not satisfy this requirement.	**0-6**
H.	Awareness Areas	
	Courses may be used to satisfy other AGEC requirements and one or more Awareness Area(s). (See AGEC matrix at aztransmac2.asu.edu/cgi-bin/WebObjects/agec for current course values.)	
	1. Cultural Diversity in the United States [C]	(0-3)
	2. Global Awareness [G] OR Historical Awareness [H]	(0-3)

*FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

Credits

Arizona General Education Curriculum - Business (AGEC-B) **35 (min.)***

The AGEC-B requires a minimum of 35 credits (32 if FYC is met by single transfer course). The Required Courses and/or Restricted Electives for corresponding Associate's degree may also have AGEC designations including one or more of the Awareness Areas ([C], [G] and/or [H]). A single course may meet more than one requirement but its credits are only counted once toward the total for the degree.

A. First-Year Composition [FYC]..... **6***
ENG101 OR ENG107 AND..... (3)*
ENG102 OR ENG108..... (3)*
B. Literacy and Critical Inquiry [L]..... **3**
C. Mathematical Applications [MA]..... **3-5**
MAT212 Brief Calculus OR..... (3)
MAT213 Brief Calculus OR..... (4)
Higher [MA] designated course..... (3-5)

The minimum math requirement for graduation defaults to the lowest base-level math, as identified above. Some emphasis may require higher-level math; refer to curriculum.maricopa.edu (click on Current Programs) to search for specific emphasis math requirements.

D. Computer/Statistics/Quantitative Applications [CS]..... **3**
CIS105 Survey of Computer Information Systems
E. Humanities, Arts and Design [HU]..... **6**
Students are encouraged to choose course work from more than one discipline.
F. Social-Behavioral Sciences [SB]..... **6**
ECN211 Macroeconomics AND ECN212 Microeconomics
G. Natural Sciences [SQ/SG]..... **8**
The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four (4) credits. Credits for lecture and lab components may be combined or each may carry separate credit. At least four (4) credits must be designated as SQ-Science Quantitative. Eight (8) credits of SG-Science General will not satisfy this requirement.
H. Awareness Areas..... **0-6**
The same course(s) may be used to satisfy one or more Awareness Area(s) as well as other AGEC requirements. See AGEC matrix at aztransmac2.asu.edu/cgi-bin/WebObjects/agec for current course values). Credits for such shared courses may only be counted once.
1. Cultural Diversity in the United States [C]..... (0-3)
2. Global Awareness [G] OR Historical Awareness [H]..... (0-3)

*FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

Credits

Arizona General Education Curriculum--Science (AGEC-S)..... **36 (min.)***

The AGEC-S requires a minimum of 36 credits (33 if FYC is met by single transfer course) *; courses applied to meet AGEC-S requirements vary by emphasis. Refer to the program (Degree) Search at curriculum.maricopa.edu (click on Current Programs) for specific course requirements. The Required Courses and/or Restricted Electives for some areas of Emphasis may also have AGEC designations including one or more of the Awareness Areas ([C], [G] and/or [H]). A single course may meet more than one requirement but its credits are only counted once toward the total for the degree. Some courses have been approved for more than one AGEC designation (see AGEC matrix). For the AGEC-S only, a single course with an [L] designation may be used to satisfy a second AGEC requirement (as well as any approved Awareness Areas). Only courses with [L] designations may be shared in this way.

A. First-Year Composition [FYC]..... **6***
ENG101 OR ENG107..... (3)*
AND ENG102 OR ENG108..... (3)*
B. Literacy and Critical Inquiry [L]..... **0-3****
Students pursuing AGEC-S and/or AS degree are strongly encouraged to choose an [L] course that also has [HU] or [SB] designation or to use CRE101 or COM225 from the Maricopa Additional Requirements Area to satisfy the [L] requirement. The [L] course selected may also have been approved to satisfy one or more Awareness Areas ([C], [G], [H]). Thus, a single [L] course could potentially meet another AGEC requirement as well as one or more Awareness areas.
C. Mathematical Applications [MA]..... **4-5**
Requires the first semester of calculus courses designed for scientists and engineers (MAT220 or MAT221) or any other [MA] designated course for which Calculus I is a pre-requisite.

The minimum math requirement for graduation defaults to the lowest base-level math, as identified above. Some emphasis may require higher-level math; refer to curriculum.maricopa.edu (click on Current Programs) to search for specific emphasis math requirements.

D. Humanities, Arts and Design [HU].....

A single course approved for both [L] and [HU] designations may be used to satisfy both requirements. This policy is unique to AGEC-S and to [L] courses. A course approved for both [HU] and [SB] can be counted for one or the other designation, not both. AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken. Physical Geology: Dynamic Earth Lab **6**

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E. Social-Behavioral Sciences [SB].....

A single course approved for both [L] and [SB] designations may be used to satisfy both requirements. This policy is unique to AGEC-S and to [L] courses. A course approved for both [SB] and [HU] can be counted for one or the other designation, not both. AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken. **6**

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F. Natural Sciences [SQ/SG].....

Students must complete eight (8) credits of General Chemistry, University Physics, General Biology for Majors, or Physical and Historical Geology. Consult specific requirements of university transfer major for guidance. **8-10**

[(CHM150 or CHM151) & CHM151LL] or
CHM150AA or CHM151AA General Chemistry I
AND
[CHM152 & CHM152LL] or CHM152AA General Chemistry II
OR
PHY121 University Physics I: Mechanics
AND
PHY131 University Physics II Electricity and Magnetism
OR
BIO181 or BIO181XT General Biology (Majors) I
AND
BIO182 or BIO182XT General Biology (Majors) II
OR
GLG101IN Physical Geology: Dynamic Earth or
GLG101 Physical Geology: Dynamic Earth Lecture and
GLG103 Physical Geology: Dynamic Earth Lab
AND
GLG102IN Historical Geology: Primordial to Present
GLG102 Historical Geology: Primordial to Present Lecture and
GLG104 Historical Geology: Primordial to Present Lab

G. Subject Options - Math/Science.....

Refer to transfer resources, including academic advisement and transfer guides, to select six (6)-ten (10) additional math and/or science credits that meet requirements for selected major. **6-10**

This Math/Science requirement can be met by selecting Mathematics course(s) [MAT] that require Calculus I as a prerequisite and/or Computer Science course(s) [CSC] and/or additional
Science courses from the following disciplines: Astronomy, Biology, Botany, Chemistry, Engineering, Environmental Science, Geology, Physical Geography, Physics, Zoology (MCCCD prefixes AST, BIO CHM, ECE, EEE, ENV, GLG, GPH, and/or PHY)

H. Awareness Areas.....

Courses may be used to satisfy other AGEC requirements and one or more Awareness Area(s).
(See AGEC matrix for current course values.) **0-6**

1. Cultural Diversity in the United States [C]..... (0-3)
2. Global Awareness [G] OR Historical Awareness [H]..... (0-3)

*FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.
**0 only if shared with [HU] or [SB]

Description of AGEC Designations

First-Year Composition (FYC)
First-Year Composition courses emphasize skills necessary for college-level expository writing, including correct grammar and punctuation, logical organization of ideas, and identification of supporting documentation.

Literacy and Critical Inquiry [L]
In the [L] course students, typically at the sophomore level, gather, interpret, and evaluate evidence and express their findings in writing or speech. This course includes a series of graded written or spoken formal assignments.

Literacy is defined broadly as communicative competence in written and oral discourse; critical inquiry is defined as the gathering, interpreting, and evaluating of evidence. Building on the proficiency attained in traditional First-Year Composition courses, the Literacy and Critical Inquiry [L] requirement sustains and extends students' ability to thoughtfully use and critically analyze written and/or spoken language.

Mathematical Applications [MA]
The Mathematical Studies requirement is intended to ensure that students have requisite skill in mathematics appropriate for their discipline and can apply mathematical analysis in their chosen fields.

Computer/Statistics/Quantitative Applications [CS]
AGEC-A and AGEC-B require a course that emphasizes the use of statistics, other mathematical methods, computer programming languages and/or software in the interpretation of data and in describing and analyzing quantitative relationships.

Humanities, Arts and Design [HU]
The study of the humanities and the disciplines of art and design deepen awareness of the complexities of the human condition and its diverse histories and cultures. Courses in the humanities are devoted to the production of human thought and imagination, particularly in philosophical, historical, religious and artistic traditions. Courses with an emphasis in fine arts and design are devoted to the study of aesthetic experiences and the processes of artistic creation. They may also feature a design emphasis in which material culture is studied as a product of human thought and imagination.

Social-Behavioral Sciences [SB]
Social-Behavioral Sciences provide scientific methods of inquiry and empirical knowledge about human behavior, both within society and within individuals. This area of emphasis in general education curriculum may include study of such disciplines as anthropology, economics, history, political science, psychology, or sociology. The courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

Natural Sciences [SQ/SG]
In addition to an understanding of basic scientific principles and concepts, courses in the Natural Sciences are designed to help students appreciate, from firsthand laboratory and/or field research experience, the nature of science as a process that embraces curiosity, inquiry, testing, and communication to better understand natural phenomena At least one of the two natural science courses must include an introduction to the fundamental behavior of matter and energy in physical or biological systems.

AWARENESS AREAS
Students must satisfy two Awareness areas: Cultural Diversity in the U.S. and either Global Awareness or Historical Awareness. Courses can satisfy other AGEC requirements and one or two Awareness areas simultaneously. Therefore, no additional semester credits are required to satisfy the two Awareness areas provided courses selected are approved for those designations (see AGEC matrix).

Cultural Diversity in the United States [C]
The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. U.S. history involves the experiences of European immigrants and their descendants, American Indians, Hispanic Americans, African Americans and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view one. Awareness of cultural diversity and its multiple sources can illuminate the collective past, present, and future and can help to foster greater mutual understanding and respect.
The objective of the Cultural Diversity area requirement is to promote awareness of and appreciation for cultural diversity within the contemporary United States. This is accomplished through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the United States, or exploration of successful or unsuccessful interactions between and among cultural groups.

Global Awareness [G]
Human organizations and relationships have evolved from being family and village centered to the modern global interdependence that is apparent in many disciplines--for example, contemporary art, business, engineering, music, and the natural and social sciences. Many serious local and national problems are world issues that require solutions which exhibit mutuality and reciprocity. These problems occur in a wide variety of activities, such as food supply, ecology, health care delivery, language planning, information exchange, economic and social developments, law, technology transfer, and even philosophy and the arts. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. The Global Awareness Area includes courses that recognize the nature of other contemporary cultures and the relationship of the American cultural system to generic human goals and welfare.

Courses that satisfy the global awareness option in the requirements are of one or more of the following types:

1. Area studies that are concerned with an examination of culture-specific elements of a region of the world;
2. The study of a non-English language;
3. Studies of international relationships, particularly those in which cultural change is facilitated by such factors as social and economic development, education, and the transfer of technology; 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, natural sciences, as well as in the social science traditionally called history.

Maricopa County Community College District
(MCCCD) 2025-2026 Bachelor of Arts (BA) Degree

Description

The Maricopa County Community College District Bachelor of Arts (BA) degree requires a minimum of 120 semester credits for the program of study; minimum total credits vary by specific major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums for individual degree programs. A minimum grade point average of 2.0 and course grades of C or higher are required to earn the degree.

The Bachelor of Arts degree includes the following components:

I. Program Prerequisites (if applicable)
II. Required Courses
III. Restricted Electives
IV. Arizona General Education Curriculum for Arts (AGEC-A) OR Arizona General Education Curriculum for Science (AGEC-S) (refer to the Program (Degree) Search at curriculum.maricopa.edu for the specific AGEC requirements by major)
V. MCCCD Additional Requirements (Oral Communication)
VI. General Electives (if needed to reach minimum credits for degree)

Purpose of the Degree

The Bachelor of Arts (BA) degree is an undergraduate college degree that requires students to complete a core of general education courses and then focus remaining coursework on a core and electives in a major such as fine arts and humanities, business, or education. The Bachelor of Arts degree prepares students to continue their education at the graduate level, complete requirements for disciplinary certification, and/or pursue a wide variety of careers.

Degree Requirements

The requirements for the Bachelor of Arts (BA) follow. No versions of the Bachelor of Arts require fewer than a minimum of 120 credits; however, minimum credits for a BA may vary by specific major. Additionally, a minimum of 30 credits of coursework must be completed at the upper-division (300/400 level). Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums by major. Industry-recognized credentials can be counted as general electives.
The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-A and the AGEC matrix at aztransmac2.asu.edu/cgi-bin/WebObjects/agec. Courses available for both Areas during a current or upcoming semester can also be found using the "Find a Class" tool on maricopa.edu and on each MCCCD college's website.

Requirements	***Credits***
I. Program Prerequisites…… Program prerequisites for the Bachelor of Arts degree vary by major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums by major.	**Number varies**
II. Required Courses…….. Students must complete FYE101 (1) OR FYE103 (3) (See General Graduation Requirements Administrative Regulation 2.3.9). When selecting courses, please choose those that are required for your specific major. For detailed information on specific courses and the minimum credit requirements for each major, refer to the Program (Degree) Search available at curriculum.maricopa.edu. .	**Number varies**
III. Restricted Electives…… …… Restricted electives for the Bachelor of Arts degree vary by specific major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums by major.	**Number varies**
IV. Arizona General Education Curriculum – Arts (AGEC-A)……	**Up to 44**

The AGEC-A requires a minimum of 35 credits (32 if FYC is met by single transfer course) *. However, prerequisite/required/restricted elective courses may also meet AGEC-A requirements but are only counted once toward the total credits for the degree. Therefore, the AGEC-A may be met with fewer than 35 credits (fewer than 32 if FYC is met by single transfer course) * as long as all requirements listed in this section (IV) are completed.

Courses applied to meet AGEC-A requirements vary by major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific course requirements. Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well other AGEC requirements, Required Course(s) or Restricted Elective(s). Courses may meet more than one requirement but are only counted once toward the total credits for the degree. AGEC designations are subject to change.

See AGEC matrix for each course's value(s) in the semester it is taken.

A. First-Year Composition [FYC]..... **6***
ENG101 OR ENG107..... (3)*
AND ENG102 OR ENG108..... (3)*

B. Literacy and Critical Inquiry [L]..... **3**
Students are strongly encouraged to choose an [L] course that also has [HU] or [SB] designation or to use COM225 from the Maricopa Additional Requirements Area to satisfy the [L] requirement. It may also have been approved to satisfy one or more Awareness Areas ([C], [G], [H]). (AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.)

C. Mathematical Applications [MA].....
Requires a course in college mathematics (MAT140, MAT141, MAT142, MAT145, MAT146) or college algebra (MAT150, MAT151, MAT152, MAT155, MAT156) or precalculus (MAT187, MAT188) or higher [MA]-approved general education course. **3-6**

D. Computer/Statistics/Quantitative Applications [CS].....

E. Humanities, Arts and Design [HU]..... **3**
Students are encouraged to choose course work from more than one discipline. **6**

F. Social-Behavioral Sciences [SB]..... **6**
Students are encouraged to choose course work from more than one discipline.

G. Natural Sciences [SQ/SG]..... **8**
The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four credits must be designated as SQ-Science Quantitative. Eight credits of SG-Science General will not satisfy this requirement.

H. Awareness Areas.....
Courses may be used to satisfy other AGEC requirements and one or more Awareness Area(s). (See AGEC matrix for current course values.) **0-6**

1. Cultural Diversity in the United States [C].....
2. Global Awareness [G] OR Historical Awareness [H]..... (0-3)
(0-3)

OR

IV. Arizona General Education Curriculum--Science (AGEC-S)..... **up to 56**

The AGEC-S requires a minimum of 36 credits (33 if FYC is met by single transfer course)*. However, prerequisite/required/restricted elective courses may also meet AGEC-S requirements and credits count once toward the total for the degree. Therefore, the AGEC-S may be met with fewer than 36 credits (33 if FYC is met by single transfer course)* as long as all requirements listed in this section (IV) are completed.
Courses applied to meet AGEC-S requirements vary by major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific course requirements. Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as other AGEC requirements, Required Course(s) or Restricted Elective(s). Courses may meet more than one requirement but are only counted once toward the total credits for the degree. AGEC designations are subject to change.

Special Academic Policies that Govern the AGEC-S

- The AGEC-S does not require a course with [CS] Computer/Statistics designation.
- Unlike the AGEC-A and AGEC-B, the same course is allowed to satisfy the ([L] and [HU]) or ([L] and [SB]) areas of the AGEC-S's Core Area. The credits for such a "shared" course are only counted one time toward the required minimum for the degree.

See AGEC matrix for each course's value(s) in the semester it is taken.

A. First-Year Composition [FYC]..... **6***
ENG101 OR ENG107..... (3)*
AND ENG102 OR ENG108.....

B. Literacy and Critical Inquiry [L]..... (3)*
Students are strongly encouraged to choose an [L] course that also has [HU] or [SB] designation or to use COM225 from the Maricopa Additional Requirements Area to satisfy the [L] requirement. It may also have been approved to satisfy one or more Awareness Areas ([C], [G], [H]). (AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.) **0-3****

C. Mathematical Applications [MA].....
Requires the first semester of calculus courses designed for scientists and engineers (MAT220 or MAT221) or any other [MA] designated course for which Calculus I is a prerequisite. **4-5**

D. Humanities, Arts and Design [HU].....
For the AGEC-S, a single course with both [HU] and [L] designations may satisfy both Areas. Note that some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area(s). (AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.) **6**

E. Social-Behavioral Sciences [SB].....
For the AGEC-S, a single course with both [SB] and [L] designations may satisfy both Areas. Note that some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area(s). (AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.) **6**

F. Natural Sciences [SQ/SG].....
Students must complete eight (8) to ten (10) credits of General Chemistry, University Physics, General Biology for Majors, or Physical and Historical Geology. Consult with an academic advisor for specific requirements of university transfer majors for guidance. **8**

[(CHM150 OR CHM151) & CHM151LL] OR
CHM150AA OR CHM151AA General Chemistry I AND
[CHM152 AND CHM152LL] OR CHM152AA General Chemistry II OR
PHY115 OR PHY121 University Physics I AND
PHY116 OR PHY131 University Physics II
OR
BIO181 OR BIO181XT General Biology (Majors) I AND
BIO182 OR BIO182XT General Biology (Majors) II OR
GLG101IN Physical Geology: Dynamic Earth Lecture OR
GLG101 I Physical Geology: Dynamic Earth Lecture AND
GLG103 Physical Geology: Dynamic Earth Lab
AND
GLG102IN Introduction to Geology II – Historical OR
GLG102 Historical Geology: Primordial to Present Lecture AND
GLG104 Historical Geology: Primordial to Present Lab

G. Subject Options - Math/Science .....
Select six (6) - ten (10) additional math and/or science credits that meet requirements for the selected major. **8-10**

Select Mathematics course(s) (MAT) above Calculus I and/or Computer Science course(s) (CSC) and/or Science courses from the following disciplines: Astronomy, Biology, Botany, Chemistry, Engineering, Environmental Science, Geology, Physical Geography, Physics, Zoology (MCCCD prefixes AST, BIO, CHM, ECE, EEE, ENV, GLG, GPH, and/or PHY)

H. Awareness Areas.....
Courses may be used to satisfy other AGEC requirements and one or more Awareness Area(s). (See AGEC matrix for current course values.)

1. Cultural Diversity in the United States [C]..... **6-10**
2. Global Awareness [G] OR Historical Awareness [H].....

V. MCCCD Additional Requirements..... **0-6**
As noted below, courses in this area may also be applied toward AGEC-A requirements.

A. Oral Communication ..... (0-3)
COM100 [SB] Introduction to Human Communication OR
COM110 [SB] Interpersonal Communication OR **0-3**
COM225 [L] Public Speaking OR
COM230 [SB] Small Group Communication (3 credits) OR (0-3)
COM100AA & COM100AB & COM100AC [SB] (3 credits) OR COM110AA &
COM110AB & COM110AC [SB] (3 credits) OR
COM263 [SB], [C], [G] Elements of Intercultural Communication (3 credits)

VI. General Electives.....
Number varies

Select courses 100-level or higher if needed to complete a minimum of 120 semester credits. Ideally, students should select courses that meet requirements for their major/area of interest and graduate-level transfer institution.

Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives (e.g., HISELC for a history elective), or general electives (GENELC). For appropriate course selection, students should consult with an academic advisor.

120**

TOTAL.....

*FYC may be met with fewer than 6 credits if a student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.
**(0 only if shared with HU or SB)

**The minimum requirement is 120 semester credits; however, the specific number of credits needed for a BS degree may vary by specific major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums by major.

Maricopa County Community College District
(MCCCD) 2025-2026 Bachelor of Science (BS) Degree

Description

he Maricopa County Community College District Bachelor of Science (BS) degree requires a minimum of 120 semester credits for the program of study; minimum total credits vary by specific major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums for individual degree programs. A minimum grade point average of 2.0 and course grades of C or higher are required to earn the degree.

The Bachelor of Science degree includes the following components:

I. Program Prerequisites (if applicable)
II. Required Courses
III. Restricted Electives
IV. Arizona General Education Curriculum for Arts (AGEC-A) OR Arizona General Education Curriculum for Science (AGEC-S) (refer to the Program (Degree) Search at curriculum.maricopa.edu for the specific AGEC requirements by major)
V. MCCCD Additional Requirements (Oral Communication)
VI. General Electives (if needed to reach minimum credits for degree)

Purpose of the Degree

A Bachelor of Science (BS) is an undergraduate college degree that requires students to complete a core of general education courses and then includes remaining coursework on requirements and electives that have an emphasis on math and science. The Bachelor of Science prepares students to continue their education in pursuit of a graduate degree, complete requirements for disciplinary certification, and/or pursue careers in a variety of fields.

Degree Requirements

The requirements for the Bachelor of Science (BS) follow. No versions of the Bachelor of Science require fewer than a minimum of 120 credits; however, minimum credits for a BS may vary by specific major. Additionally, a minimum of 30 credits of coursework must be completed at the upper-division (300/400 level). Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums by major. Industry-recognized credentials can be counted as general electives.

It is recommended that students select courses that meet more than one general education and/or awareness area requirement. Doing so will maximize the number of math and science electives the student can take as part of the student's Bachelor of Science degree.

The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-A, AGEC-S, and the AGEC matrix.

Courses available for both Areas during a current or upcoming semester can also be found using the "Find a Class" tool on maricopa.edu and on each MCCCD college's website.

Requirements	***Credits***
I. Program Prerequisites…. Program prerequisites for the Bachelor of Science degree vary by major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums by major.	Number varies
II. Required Courses…….. Students must complete FYE 101 (1) or FYE 103 (3) (See General Graduation Requirements Administrative Regulation 2.3.9). When selecting courses, please choose those that are required for your specific major. For detailed information on specific courses and the minimum credit requirements for each major, refer to the Program (Degree) Search available at curriculum.maricopa.edu.	Number varies
III. Restricted Electives…… Restricted electives for the Bachelor of Science degree vary by specific major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums by major.	Number varies
IV. Arizona General Education Curriculum – Arts (AGEC-A)……	Up to 44

The AGEC-A requires a minimum of 35 credits (32 if FYC is met by single transfer course) *. However, prerequisite/required/restricted elective courses may also meet AGEC-A requirements but are only counted once toward the total credits for the degree. Therefore, the AGEC-A may be met with fewer than 35 credits (fewer than 32 if FYC is met by single transfer course) * as long as all requirements listed in this section (IV) are completed.

Courses applied to meet AGEC-A requirements vary by major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific course requirements. Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well other AGEC requirements, Required Course(s) or Restricted Elective(s). Courses may meet more than one requirement but are only counted once toward the total credits for the degree. AGEC designations are subject to change.

See AGEC matrix for each course's value(s) in the semester it is taken.

A.		**6***
	First-Year Composition [FYC]……..	**(3)***
	ENG101 OR ENG107……	**(3)***
	AND ENG102 OR ENG108……	
B.	Literacy and Critical Inquiry [L]…….	**3**
	Students are strongly encouraged to choose an [L] course that also has [HU] or [SB] designation or to use COM225 from the Maricopa Additional Requirements Area to satisfy the [L] requirement. It may also have been approved to satisfy one or more Awareness Areas ([C], [G], [H]). (AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.)	
C.	Mathematical Applications [MA]…… Requires a course in college mathematics (MAT140, MAT141, MAT142, MAT145, MAT146) or college algebra (MAT150, MAT151, MAT152, MAT155, MAT156) or precalculus (MAT187, MAT188) or higher [MA] -approved general education course.	**3-6**
D.	Computer/Statistics/Quantitative Applications [CS] ……	**3**
E.	Humanities, Arts and Design [HU]. …… Students are encouraged to choose course work from more than one discipline.	**6**
F.	Social-Behavioral Sciences [SB]. …… Students are encouraged to choose course work from more than one discipline.	**6**
G.	Natural Sciences [SQ/SG]. …… The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four credits must be designated as SQ-Science Quantitative. Eight credits of SG-Science General will not satisfy this requirement.	**8**
H.	Awareness Areas …… Courses may be used to satisfy other AGEC requirements and one or more Awareness Area(s). (See AGEC matrix for current course values.)	**0-6**
	1. Cultural Diversity in the United States [C] ……	0-3

2. Global Awareness [G] OR Historical Awareness [H]. 0-3
……

OR **up to 56**

IV. Arizona General Education Curriculum – (Science AGEC-S)

The AGEC-S requires a minimum of 36 credits (33 if FYC is met by single transfer course) *. However, prerequisite/required/restricted elective courses may also meet AGEC-S requirements and credits count once toward the total for the degree. Therefore, the AGEC-S may be met with fewer than 36 credits (33 if FYC is met by single transfer course) * as long as all requirements listed in this section (IV) are completed.

Courses applied to meet AGEC-S requirements vary by major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific course requirements. Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as other AGEC requirements, Required Course(s) or Restricted Elective(s). Courses may meet more than one requirement but are only counted once toward the total credits for the degree. AGEC designations are subject to change.

Special Academic Policies that Govern the AGEC-S
- The AGEC-S does not require a course with [CS] Computer/Statistics designation.
- Unlike the AGEC-A and AGEC-B, the same course is allowed to satisfy the ([L] and [HU]) or ([L] and [SB]) areas of the AGEC-S's Core Area. The credits for such a "shared" course are only counted one time toward the required minimum for the degree.

See AGEC matrix for each course's value(s) in the semester it is taken.

A. First-Year Composition **6***
[FYC]…….. (3)*

ENG101 OR
ENG107…… (3)*

AND ENG102 OR
ENG108……

B. Literacy and Critical Inquiry **0-3****
[L]…….

Students are strongly encouraged to choose an [L] course that also has [HU] or [SB] designation or to use COM225 from the Maricopa Additional Requirements Area to satisfy the [L] requirement. It may also have been approved to satisfy one or more Awareness Areas ([C], [G], [H]). (AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.)

C. Mathematical Applications **4-5**
[MA]……

Requires the first semester of calculus courses designed for scientists and engineers (MAT220 or MAT221) or any other [MA] designated course for which Calculus I is a prerequisite.

D. Humanities, Arts and Design **6**
[HU]……..

For the AGEC-S, a single course with both [HU] and [L] designations may satisfy both Areas. Note that some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area(s). (AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.)

E. Social-Behavioral Sciences **6**
[SB]……

For the AGEC-S, a single course with both [SB] and [L] designations may satisfy both Areas. Note that some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area(s). (AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.)

F. Natural Sciences **8**
[SQ/SG]……..

	Students must complete eight (8) to ten (10) credits of General Chemistry, University Physics, General Biology for Majors, or Physical and Historical Geology. Consult with an academic advisor for specific requirements of university transfer majors for guidance. [(CHM150 OR CHM151) & CHM151LL] OR CHM150AA OR CHM151AA General Chemistry I AND [CHM152 & CHM152LL] OR CHM152AA General Chemistry II OR PHY121 University Physics I AND PHY131 University Physics II OR BIO181 OR BIO181XT General Biology (Majors) I AND BIO182 OR BIO182XT General Biology (Majors) II OR GLG101IN Physical Geology: Dynamic Earth or GLG101 Physical Geology: Dynamic Earth Lecture and GLG103 Physical Geology: Dynamic Earth Lab AND GLG102IN Historical Geology: Primordial to Present or GLG102 Historical Geology: Primordial to Present Lecture and GLG104 Historical Geology: Primordial to Present Lab	
G.	Subject Options - Math/Science ..... Select six (6) - ten (10) additional math and/or science credits that meet requirements for the selected major. Select Mathematics course(s) [(MAT)] above Calculus I and/or Computer Science course(s) [(CSC)] and/or Science courses from the following disciplines: Astronomy, Biology, Botany, Chemistry, Engineering, Environmental Science, Geology, Physical Geography, Physics, Zoology (MCCCD prefixes AST, BIO, CHM, ECE, EEE, ENV, GLG, GPH, and/or PHY)	**8-10**
H	Awareness Areas……. Courses may be used to satisfy other AGEC requirements and one or more Awareness Area(s). (See AGEC matrix for current course values.) 1. Cultural Diversity in the United States [C]…….. 2. Global Awareness [G] OR Historical Awareness [H]…….….	**0-6** **0-6** **(0-3)**
V.	**MCCCD Additional Requirements**…….……. As noted below, courses in this area may also be applied toward AGEC-A requirements. A. Oral Communications…… …… COM100 [SB] Introduction to Human Communication OR COM110 [SB] Interpersonal Communication OR COM225 [L] Public Speaking OR COM230 [SB] Small Group Communication (3 credits) OR COM100AA & COM100AB & COM100AC [SB] (3 credits) OR COM110AA & COM110AB & COM110AC [SB] (3 credits) OR COM263 [SB], [C], [G] Elements of Intercultural Communication (3 credits)	**0-3** (0-3)
VI.	**General Electives**…… …… Select courses 100-level or higher if needed to complete a minimum of 120 semester credits. Ideally, students should select courses that meet requirements for their major/area of interest and graduate-level transfer institution. Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives (e.g., HISELC for a history elective), or general electives (GENELC). For appropriate course selection, students should consult with an academic advisor. TOTAL…… ……. FYC may be met with fewer than 6 credits if a student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full. **(0 only if shared with HU or SB)	**Number varies** **120*** **

***120 semester credits is the minimum of 120 credits; however, minimum credits for a BA may vary by specific major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums by major.

Maricopa County Community College District
(MCCCD) 2025-2026 Bachelor of Applied Science (BAS)

Description

The Maricopa County Community College District Bachelor of Applied Science (BAS) degree requires a minimum of 120 semester credits for the program of study; minimum total credits vary by specific major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums for individual degree programs. A minimum grade point average of 2.0 and course grades of C or higher are required to earn the degree.

The Bachelor of Applied Science Arts degree includes the following components:

I. Program Prerequisites (if applicable)
II. Required Courses
III. Restricted Electives
IV. Arizona General Education Curriculum for Arts (AGEC-A)
V. MCCCD Additional Requirements (Oral Communication)
VI. General Electives (if needed to reach minimum credits for degree)

Purpose of the Degree

A Bachelor of Applied Science is an undergraduate college degree that focuses on providing hands-on experiences and incorporating job-related skills into the classroom. It is designed to be flexible in order to accommodate and meet the unique demands of industry in specific workforce sectors. Bachelor of Applied Science degrees typically build on the curriculum requirements for an Associate of Applied Science (AAS) degree, meaning that all of the requirements for the AAS degree are either included in, or receive full recognition and credit within, the BAS program requirements. Students in the BAS take a majority of their courses in the applied sciences, specializing in a specific area and the degree is designed to prepare students for employment and career advancement, as well as can provide the foundation for graduate school.

Degree Requirements

The requirements for the Bachelor of Applied Science (BAS) follow. No versions of the Bachelor of Applied Science require fewer than a minimum of 120 credits; however, minimum credits for a BAS may vary by specific major. Additionally, a minimum of 30 credits of coursework must be completed at the upper-division (300/400 level). Refer to the Program (Degree) Search at curriculum.maricopa.edu/for credit minimums by major. Industry-recognized credentials can be counted as general electives.

The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-A and the AGEC matrix at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport?inst=001075. Courses available for both Areas during a current or upcoming semester can also be found using the "Find a Class" tool on maricopa.edu and on each MCCCD college's website.

Requirements	***Credits***
I. Program Prerequisites……. Program prerequisites for the Bachelor of Applied Science degree vary by major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums by major.	Number varies
II. Required Courses…….. Students must complete FYE 101 (1) or FYE 103 (3) (See General Graduation Requirements Administrative Regulation 2.3.9). When selecting courses, please choose those that are required for your specific major. For detailed information on specific courses and the minimum credit requirements for each major, refer to the Program (Degree) Search available at curriculum.maricopa.edu.	Number varies
III. Restricted Electives…… …… Restricted electives for the Bachelor of Applied Science degree vary by specific major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums by major.	Number varies
IV. Arizona General Education Curriculum – Arts (AGEC-A) ……	Up to 44

The AGEC-A requires a minimum of 35 credits (32 if FYC is met by single transfer course) *. However, prerequisite/required/restricted elective courses may also meet AGEC-A requirements but are only counted once toward the total credits for the degree. Therefore, the AGEC-A may be met with fewer than 35 credits (fewer than 32 if FYC is met by single transfer course) * as long as all requirements listed in this section (IV) are completed.

Courses applied to meet AGEC-A requirements vary by major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific course requirements. Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well other AGEC requirements, Required Course(s) or Restricted Elective(s). Courses may meet more than one requirement but are only counted once toward the total credits for the degree. AGEC designations are subject to change.
See AGEC matrix for each course's value(s) in the semester it is taken.

A.	First-Year Composition [FYC]……..	**6***
	ENG101 OR ENG107……	**(3)***
	AND ENG102 OR ENG108……	**(3)***
B.	Literacy and Critical Inquiry [L]…….	**3**
	May be met by CRE101 among other courses	
C.	Mathematical Applications [MA]…… Requires a course in college mathematics (MAT140, MAT141, MAT142, MAT145, MAT146) or college algebra (MAT150, MAT151, MAT152, MAT155, MAT156) or precalculus (MAT187, MAT188) or higher [MA]-approved general education course.	**3-6**
D.	Computer/Statistics/Quantitative Applications [CS]…….	**3**
E.	Humanities, Arts and Design [HU]……	**6**
	Students are encouraged to choose course work from more than one discipline.	
F.	Social-Behavioral Sciences [SB]……	**6**
	Students are encouraged to choose course work from more than one discipline.	
G.	Natural Sciences [SQ/SG]……..	**8**
	The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four credits must be designated as SQ-Science Quantitative. Eight credits of SG-Science General will not satisfy this requirement.	
H.	Awareness Areas……	**0-6**
	Courses may be used to satisfy other AGEC requirements and one or more Awareness Area(s). (See AGEC matrix for current course values.)	
	1. Cultural Diversity in the United States [C]…….	0-3
	2. Global Awareness [G] OR Historical Awareness [H]……	0-3
V.	**MCCCD Additional Requirements**…….	**0-3**
	As noted below, courses in this area may also be applied toward AGEC-A requirements.	
	A. Oral Communications…… COM100 [SB] Introduction to Human Communication OR COM110 [SB] Interpersonal Communication OR COM225 [L] Public Speaking OR COM230 [SB] Small Group Communication (3 credits) OR COM100AA & COM100AB & COM100AC [SB] (3 credits) OR COM110AA & COM110AB & COM110AC [SB] (3 credits) OR COM263 [SB], [C], [G] Elements of Intercultural Communication (3 credits)	(0-3)
VI.	**General Electives** Select courses 100-level or higher if needed to complete a minimum of 120 semester credits. Ideally, students should select courses that meet requirements for their major/area of interest and graduate-level transfer institution.	Number varies

Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives (e.g., HISELC for a history elective), or general electives (GENELC). For appropriate course selection, students should consult with an academic advisor.

TOTAL……. 120**

*FYC may be met with fewer than 6 credits if a student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

**The minimum requirement is 120 semester credits; however, the specific number of credits needed for a BAS degree may vary by specific major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums by major.

Maricopa County Community College District
(MCCCD) 2025-2026 Bachelor of Business Administration (BBA) Degree

Description
The Maricopa County Community College District Bachelor of Business Administration (BBA) degree requires a minimum of 120 semester credits for the program of study; minimum total credits vary by specific major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums for individual degree programs. A minimum grade point average of 2.0 and course grades of C or higher are required to earn the degree. Specific majors may have a higher minimum grade point average. Search at curriculum.maricopa.edu for specific grade point average and other graduation requirements by major.

The Bachelor of Business Administration degree includes the following components:

I. Program Prerequisites (if applicable)
II. Required Courses
III. Restricted Electives
IV. Arizona General Education Curriculum for Arts (AGEC-A)
V. MCCCD Additional Requirements (Oral Communication)
VI. General Electives (if needed to reach minimum credits for degree)

Purpose of the Degree

The Bachelor of Business (BBA) degree is an undergraduate college degree that requires students to complete a core of general education courses and then focus remaining coursework on a core and electives in a major such as management, accounting, or another business field. The Bachelor of Business Administration degree prepares students to continue their education at the graduate level, complete requirements for disciplinary certification, and/or pursue a wide variety of careers.

Degree Requirements

The requirements for the Bachelor of Business Administration (BBA) follow. No versions of the Bachelor of Business Administration require fewer than a minimum of 120 credits; however, minimum credits for a BBA may vary by specific major. Additionally, a minimum of 30 credits of coursework must be completed at the upper-division (300/400 level). Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums by major. Industry-recognized credentials can be counted as general elective credits. Industry-recognized credentials can be counted as general electives.

The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-A and the AGEC matrix at aztransmac2.asu.edu/cgi-bin/WebObjects/agec. Courses available for both Areas during a current or upcoming semester can also be found using the "Find a Class" tool on maricopa.edu and on each MCCCD college's website.

Requirements	***Credits***
I. Program Prerequisites..... Program prerequisites for the Bachelor of Business Administration degree vary by major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums by major.	**Number varies**
II. Required Courses..... Students must complete FYE 101 (1) or FYE 103 (3) (See General Graduation Requirements Administrative Regulation 2.3.9). When selecting courses, please choose those that are required for your specific major. For detailed information on specific courses and the minimum credit requirements for each major, refer to the Program (Degree) Search available at curriculum.maricopa.edu.	**Number varies**
III. Restricted Electives..... Restricted electives for the Bachelor of Business Administration degree vary by specific major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums by major.	**Number varies**
IV. Arizona General Education Curriculum--Arts (AGEC-A)..... The AGEC-A requires a minimum of 35 credits (32 if FYC is met by single transfer course)*. However, prerequisite/required/restricted elective courses may also meet AGEC-A requirements but are only counted once toward the total credits for the degree. Therefore, the AGEC-A may be met with fewer than 35 credits (fewer than 32 if FYC is met by single transfer course)* as long as all requirements listed in this section (IV) are completed.	**up to 44**

Courses applied to meet AGEC-A requirements vary by major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific course requirements. Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well other AGEC requirements, Required Course(s) or Restricted Elective(s). Courses may meet more than one requirement but are only counted once toward the total credits for the degree. AGEC designations are subject to change.

See AGEC matrix for each course's value(s) in the semester it is taken.

A. First-Year Composition [FYC]	**6***
ENG101 OR ENG107	
AND ENG102 OR ENG108	(3)*
B. Literacy and Critical Inquiry [L]	(3)*
May be met by CRE101 among other courses	
C. Mathematical Applications [MA]	**3**
Requires a course in college mathematics (MAT140, MAT141, MAT142, MAT145, MAT146) or college algebra (MAT150, MAT151, MAT152, MAT155, MAT156) or precalculus (MAT187, MAT188) or higher [MA]-approved general education course.	**3-6**
D. Computer/Statistics/Quantitative Applications [CS]	
E. Humanities, Arts and Design [HU]	
Students are encouraged to choose course work from more than one discipline.	**3**
F. Social-Behavioral Sciences [SB]	**6**
Students are encouraged to choose course work from more than one discipline.	
G. Natural Sciences [SQ/SG]	**6**
The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four credits must be designated as SQ-Science Quantitative. Eight credits of SG-Science General will not satisfy this requirement.	**8**
H. Awareness Areas	
Courses may be used to satisfy other AGEC requirements and one or more Awareness Area(s). (See AGEC matrix for current course values.)	**0-6**
1. Cultural Diversity in the United States [C]	**(0-3)**
2. Global Awareness [G] OR Historical Awareness [H]	**(0-3)**

V. MCCCD Additional Requirements **0-3**

As noted below, courses in this area may also be applied toward AGEC-A requirements.

A. Oral Communication

COM100 [SB] Introduction to Human Communication OR (0-3)
COM110 [SB] Interpersonal Communication OR
COM225 [L] Public Speaking OR
COM230 [SB] Small Group Communication (3 credits) OR
COM263 [SB], [C], [G] Elements of Intercultural Communication (3 credits)

VI. General Electives..... Select courses 100-level or higher if needed to complete a minimum of 120 semester credits. Ideally, students should select courses that meet requirements for their major/area of interest and graduate-level transfer institution. Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives (e.g., HISELC for a history elective), or general electives (GENELC). For appropriate course selection, students should consult with an academic advisor.	**Number varies**
TOTAL..... *FYC may be met with fewer than 6 credits if a student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.	**120****

**The minimum is 120 semester credits; however, the specific number of credits needed for a BBA degree may vary by specific major. Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums by major.

Maricopa County Community College District (MCCCD)
2025-2026 General Academic Policies for Associate Degrees Designed for University Transfer

The following academic policies govern the associate degrees designed for university transfer: Associate in Arts (AA); Associate in Arts, Elementary Education (AAEE); Associate in Arts, Fine Arts (AAFA); Associate in Business-General Requirements (ABUS-GR); Associate in Business-Special Requirements (ABUS-SR); and Associate in Science (AS). ***Note that academic policies that govern the Associate in General Studies (AGS) and Associate in Applied Science (AAS) degrees are listed separately, with the requirements for each of those degrees.***

- The graduation policies within the general catalog must be satisfied (See General Graduation Requirements Administrative Regulation 2.3.9). First Year Experience required (FYE101 or FYE103)
- Minimum semester credits for completion vary slightly by degree and specific emphasis (when applicable). Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums for individual degree programs.
- Credits completed toward these minimums must be in courses numbered 100 or above with a grade of "C" or better. These credits must include a minimum of 35* in satisfaction of the requirements of the Arizona General Education Curriculum (AGEC) along with a maximum of 6 credits towards MCCCD's Additional Requirements.
- Detailed degree requirements are maintained by the Center for Curriculum and Transfer Articulation (CCTA); refer to the program search at curriculum.maricopa.edu.

General Education Requirements:

- The AGEC requirements include a designated number of courses approved for each of the following areas:
    - First Year Composition [FYC]
    - Mathematical Applications [MA]
    - Computer/Statistics/Quantitative Applications [CS] (not required for Associate in Science)
    - Literacy and Critical Inquiry [L]
    - Humanities, Arts and Design [HU]
    - Social-Behavioral Sciences [SB]
    - Natural Sciences: Science Quantitative [SQ], Science General [SG]
    - Awareness Area: Cultural Diversity in the U.S. [C]
    - Awareness Area: Global [G] or Historical [H] Awareness
- Note that there are three different AGECs each aligning with a different subset of associate degrees--AGEC-A for the AA, AAEE, and AAFA degrees; AGEC-B for the ABUS-GR and ABUS-SR degrees; and AGEC-S for the AS degree. For some types of AGECs/Associate degrees, students are allowed to choose from a broad list of courses; for others the courses are more restricted or even specified.
- A single course can simultaneously count toward one or more areas in the following. Awareness Areas of [C]; and/or [H]/[G] may be shared with AGEC requirements. MCCCD Additional Requirements e.g. Oral Communication and Critical Reading may be shared with other AGEC requirements. For example, CRE101 may be used to satisfy both the MCCCD Reading Requirement and [L] in the AGEC core. For some degree types, other lower division courses can be used to meet the degree requirements.
- While multiple requirements can be met with a single course, the credits are only counted one time toward the required minimum for the degree. Except for the AGEC-S, a single course cannot be used to satisfy more than one AGEC core requirement, with the exception of Awareness Areas. For example, a course cannot be used to satisfy [HU] and [SB], but a course can be used to meet [HU] and [C], [G] and/or [H].
- The AGEC-A and AGEC-B require a minimum of 35 credits* and the AGEC-S requires a minimum of 36 credits*; however, the AGEC credit count within the total credits for a degree may be under these minimums if courses are also applied toward Required Courses or Restricted Electives and the credits are counted in those areas. Awareness Areas and MCCCD's Additional Requirements may also be shared with AGEC Core Areas. Optimizing credits in this way is often recommended because some programs and universities limit transferable credits at 64.
- All MCCCD courses applied to the AGEC must be completed with a grade of "C" or better. All MCCCD courses applied to the AGEC must be accepted for transfer credit as a direct equivalent, departmental elective, or general elective credit at ASU, NAU, and UAZ according to the Course Equivalency Guide for the academic year in which the course was taken. Courses applied exclusively to the Bachelor of Applied Science are ineligible for inclusion in the AGEC.

Coursework beyond General Education:

- For some degree types, the additional coursework required to complete the degree is specified while others offer the student more latitude. See degree check sheets for more complete description. Consultation with an academic advisor about course selection is always recommended.
- Oral Communication and Critical Reading are MCCCD Additional Requirements required for Associate in Arts; Associate in Arts, Elementary Education; Associate in Arts, Fine Arts; and Associate in Science degrees. Refer to the Program (Degree) Search at curriculum.maricopa.edu for acceptable options to meet these requirements for individual degree programs.
- Within the Restricted Electives, course recommendations are made for specific transfer institutions. Students should select a transfer plan (group of courses) based on their intended transfer institution. However, not all transfer institutions are reflected in these recommendations. Therefore, students may instead meet the minimum number of Restricted Elective credits using a combination of courses from the transfer plans listed. Restricted Electives should be selected in consultation with an academic, faculty, or program advisor.
- Note that some majors require up to a 4th semester proficiency (202-course level) in a non-English language. Students should consult with an academic advisor to discuss options to complete these requirements.
- General Electives may need to be selected to meet the minimum total credits required for the degree. Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives, (e.g., HISELC for a history elective), or general electives (GENELC) that are numbered 100 level or higher, and completed with a grade of "C" or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet these general elective requirements with courses that are transferable and applicable to their intended university degree. Transfer advisement information is accessible on the following websites: aztransfer.com/tools, curriculum.maricopa.edu, as well as those of individual universities. For appropriate course selection, students should consult with an academic advisor.
- Any course cross-referenced under another prefix(es) (for example ENH291/EDU291-Children's Literature) covers identical content and its credits can only be counted once toward requirements.

Transfer Credit from Institutions Outside of MCCCD:

- Credits transferred from outside of MCCCD must be at a grade of "C" (2.0 on a 4.0 scale) or better. Transfer credit graded pass/fail or pass/no credit may be used to satisfy AGEC requirements if documentation collected by the community college indicates that this was the only grading option available and that the Pass grade ("P") is equivalent to a "C" or better.
- External courses evaluated either as equivalent to an MCCCD course or as elective credit may be applied toward the minimum credits for degree completion.
- The AGEC (Arizona General Education Curriculum) designations of courses completed at other Arizona public colleges or universities will be applied as listed on AZTransfer's Course Equivalency Guide (CEG) for the semester(s) in which the course(s) were completed. If a transcript evaluation determines there is no MCCCD direct equivalency to a course from another Arizona public college or university, applicability to AGEC and/or associate degree requirements will be based on the source institution's AGEC designation for the semester in which the course was completed.
- Courses from private, out-of-state, and/or online institutions (i.e., outside of the Arizona Transfer System comprised of Arizona's public community colleges, tribal colleges and universities) will be applied toward AGEC and/or associate degree requirements based on the courses' evaluated MCCCD equivalence. If courses are not directly equivalent, the credit may be articulated as a departmental elective, and if deemed appropriate, may have a general education designation applied to the course.
- Courses with different credit systems (quarter hours, trimester, units) are converted to semester credit hours. A deficiency in an AGEC category due to quarter-hour or other credit system application must be recovered by additional credits to a total of 35 AGEC credits overall (or 32 credits overall if a student transfers in a single course from an Arizona public university that fulfills the First Year Composition requirement).
- Credit awarded at a Maricopa Community College through prior learning assessment is transferable to the other colleges in the district but is not necessarily transferable to other colleges and universities. No more than 20 such assessed semester credit hours may be applied toward AGEC, and no more than 30 credits (including up to 20 toward AGEC) may be applied toward a degree.

Completion and Transfer:

- Completion of the AGEC with a minimum Grade Point Average of at least 2.0 on a 4.0 scale for Arizona residents and 2.50 for non-residents meets Arizona public university general admission requirements. It does not ensure admission to specific university majors or programs with selective admission processes and/or limited enrollment.
- While MCCCD's associate degrees are designed to facilitate a seamless transfer to other Arizona institutions, courses may be transferable and/or meet associate degree requirements, but may not necessarily meet the specific requirements of a particular degree, major, or area of emphasis at another institution.

  Students planning to transfer to another college or university are urged to refer to university requirements and academic advisors from both institutions to be certain that all their selected coursework is applicable to the requirements of their intended transfer degree and within their allowed transferable credit limit. For some majors, the statewide Common Course matrix and AZTransfer Major Guides at aztransfer.com/tools/ and/or university transfer guides can also provide some guidance. For appropriate course selection, students should consult with an academic advisor.

  *Credit minimums may be lower if students have transfer credit from ASU, NAU or UAZ for a single course that meets First Year Composition in full. See notes on individual degree policies.

Maricopa County Community College District (MCCCD)
2025-2026 Associate in Arts (AA) Degree

Description
The Maricopa County Community College District Associate in Arts (AA) degree requires a minimum of 60 semester credits for the program of study; minimum total credits vary by specific emphasis (for example, Associate in Arts, Emphasis in Psychology). Refer to curriculum.maricopa.edu (click on Current Programs) to search for the corresponding area of emphasis for credit minimums. A minimum grade point average of 2.0 (4.0 scale) and grades of "C" or better are required in all courses to earn the degree. The AA degree is governed by the MCCCD General Academic Policies for Degrees Designed for University Transfer.

The Associate in Arts degree includes the following components:

I. Program Prerequisites (as specified by emphasis area)
II. Required Courses
III. Restricted Electives (as specified by emphasis area)
IV. Arizona General Education Curriculum for Arts (AGEC-A)
V. MCCCD Additional Requirements (Oral Communication and Critical Reading)
VI. General Electives (if needed to reach minimum credits for degree)

Purpose of the Degree
The Associate in Arts (AA) degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors in the Liberal Arts or programs of study other than business or science. Generally, the degree will transfer as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements.

In most cases, courses used to satisfy the MCCCD Associate in Arts (AA) will apply to general university graduation requirements of the majors that align with the AA degree; however, students need to be aware of any specific requirements of their intended major at the university to be sure they select courses that will meet them. Information regarding the articulation of the AA with majors at the Arizona public universities can be accessed via the following website: aztransfer.com/tools

Degree Requirements
The requirements for the Associate in Arts (AA) follow. The AA degree requires at least 60 credits; however, minimum credits for the AA vary for a specific area of emphasis. Refer to curriculum.maricopa.edu and click on Current Programs to search for the corresponding area of emphasis and credit minimums; review course sequence at maricopa.edu/degrees-certificates#programs. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-A and the AGEC matrix. Industry-recognized credentials can be counted as general electives.

Requirements	***Credits***
I. Program Prerequisites Program prerequisites for the AA degree vary by specific emphasis, and are neither required for all emphases nor for the AA degree without a specific emphasis Refer to curriculum.maricopa.edu (click on Current Programs) to search for the corresponding area of emphasis and credit minimums.	**Number varies**
II. Required Courses Students must complete FYE 101 (1) or FYE 103 (3) (see General Graduation Requirements Administrative Regulation 2.3.9) and select the required courses for the specific AA degree emphasis. Refer to curriculum.maricopa.edu (click on Current Programs) to search for the corresponding area of emphasis for specific courses required and credit minimums.	**Number varies**
III. Restricted Electives Restricted electives for the AA degree vary by specific emphasis and are not required for the general AA degree without a specific emphasis. Refer to curriculum.maricopa.edu (click on Current Programs) to search for the corresponding area of emphasis for specific courses required and credit minimums.	**Number varies**

IV. Arizona General Education Curriculum--Arts (AGEC-A)..... **up to 44**

The AGEC-A requires a minimum of 35 credits (32 if FYC is met by single transfer course) *. Courses applied to meet AGEC-A requirements vary by emphasis. Refer to curriculum.maricopa.edu (click on Current Programs) to search for the corresponding area of emphasis and credit minimums.

Any prerequisite/required/restricted elective courses that also have one or more AGEC designation(s) may be applied toward both requirements. Credits for such shared courses are only counted once toward the total credits for the degree.
AGEC designations are subject to change. See AGEC matrix at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec for each course's value(s) in the semester it is taken. Some of the courses have been approved for more than one designation. Notes below will show how such courses may be used to meet multiple degree requirements.

A. First-Year Composition [FYC]..... **6***
ENG101 OR ENG107..... (3)*
AND ENG102 OR ENG108..... (3)*

B. Literacy and Critical Inquiry [L]..... **3**

C. Mathematical Applications [MA]..... **3-6**
Requires a course in college mathematics (MAT140, MAT141, MAT142, MAT145, MAT146) or college algebra (MAT150, MAT151, MAT152, MAT155, MAT156) or pre-calculus (MAT187-MAT188) or higher [MA]-approved general education course.

The minimum math requirement for graduation defaults to the lowest base-level math, as identified above. Some emphasis may require higher-level math; refer to curriculum.maricopa.edu (click on Current Programs) to search for specific emphasis math requirements.

D. Computer/Statistics/Quantitative Applications [CS]..... **3**

E. Humanities, Arts and Design [HU]..... **6**
Students are encouraged to choose course work from more than one discipline.

F. Social-Behavioral Sciences [SB]..... **6**
Students are encouraged to choose course work from more than one discipline.

G. Natural Sciences [SQ/SG]..... **8**
The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four (4) credits must be designated as SQ-Science Quantitative. Eight (8) credits of SG-Science General will not satisfy this requirement.

H. Awareness Areas..... **0-6**
The same course(s) may be used to satisfy one or more Awareness Area(s) as well as other AGEC requirements. (See See AGEC matrix at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec for current course values). Credits for such shared courses may only be counted once.

1. Cultural Diversity in the United States [C]..... (0-3)
2. Global Awareness [G] OR Historical Awareness [H]..... (0-3)
May be met by [HU] and/or [SB] course depending on specific course(s) selected. (AGEC designations are subject to change. See AGEC matrix at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agecfor each course's value(s) in the semester it is taken.)

V. MCCCD Additional Requirements..... **0-6**

As noted below, courses in this area may also be applied toward AGEC-A requirements.

A. Oral Communication ..... (0-3)
COM100 [SB] Introduction to Human Communication OR
COM110 [SB] Interpersonal Communication OR
COM225 [L] Public Speaking OR
COM230 [SB] Small Group Communication (3 credits)

B. Critical Reading..... (0-3)
CRE101 [L] Critical Reading OR equivalent as indicated by assessment

VI. General Electives..... **0-28**

Select courses 100-level or higher if needed to complete a minimum of 60 semester credits but no more than a total of 64 semester credits, which is the maximum number of credits accepted toward most degree programs at Arizona's public universities. Ideally, students should select courses that meet requirements for their major/area of interest and transfer institution. See General Associate Degree Academic Policies for further details, limitations, and guidelines. MCCCD has established recommended courses and sequencing to align with various "Emphasis Areas" in one of nine different "Fields of Interest." See maricopa.edu/degrees-certificates/transfer/pathways-partners, for links to these transfer pathways.

Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives (e.g., HISELC for a history elective), or general electives (GENELC) that are numbered 100 level or higher, and completed with a grade of "C" or higher may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet these general elective requirements with courses that are transferable and applicable to their intended university degree. Transfer and major guides are accessible on the following websites: aztransfer.com/tools, maricopa.edu/degrees-certificates/university-transfer/partners as well as those of individual universities. For appropriate course selection, students should consult with an academic advisor.

TOTAL..... **60-64****

*FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

**64 semester credits is the maximum accepted toward most degree programs at Arizona's public universities. Some exceptions apply; consult with an academic advisor for additional transfer pathways.

Maricopa County Community College District (MCCCD)
2025-2026 Associate in Arts, Elementary Education (AA-EE) Degree

Description

The Maricopa County Community College District Associate in Arts, Elementary Education (AAEE) degree requires a minimum of 60 semester credits for the program of study. A minimum grade point average of 2.0 (4.0 scale) and grades of "C" or better in all courses are required to earn the degree. The AAEE degree is governed by the MCCCD General Academic Policies for Transfer Degrees. Refer to curriculum.maricopa.edu (click on Current Programs) to search for the corresponding 8101 AAEE. A minimum grade point average of 2.0 (4.0 scale) and grades of "C" or better are required in all courses to earn the degree. The AA degree is governed by the MCCCD General Academic Policies for Degrees Designed for University Transfer.

The Associate in Arts, Elementary Education degree includes the following components:

I. Required Courses
II. Restricted Electives
III. Arizona General Education Curriculum for Arts (AGEC-A)
IV. MCCCD Additional Requirements (Oral Communication and Critical Reading)

Purpose of the Degree

The Associate in Arts, Elementary Education (AAEE) degree is designed for the student who plans to transfer to an Elementary Education, Early Childhood, Multicultural/Multilingual, or Special Education program at an Arizona public higher education institution and/or who plans to become a classroom instructional aide. Generally, the degree transfers as a block without loss of credit to Arizona's public universities, and in most cases, its required courses apply to graduation requirements for these Education majors. The AAEE is also embedded within the Bachelor of Arts, Elementary Education and Special Education (BAEE/SPED) offered by the Maricopa Community Colleges.

Degree Requirements

The requirements for the Associate in Arts in Elementary Education follow. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC and the AGEC matrix report at aztransmac2.asu.edu/cgi-bin/WebObjects/agec. Courses available for both Areas during a current or upcoming semester can also be found using the "Find a Class" tool on maricopa.edu and on each MCCCD college's website. Course sequence is available at maricopa.edu/degrees-certificates#programs.

Requirements	***Credits***
I. Required Courses	**14-20**
EDU221 Introduction to Education	(3)
EDU222 Introduction to the Exceptional Learner	(3)
EDU230 Cultural Diversity in Education	(3)
FYE101 OR FYE103 Introduction To College, Career And Personal Success	(1-3)
MAT256 Investigating Quantity: Number, Operations, and Numeration Systems	(4)
MAT257 Investigating Geometry, Probability, and Statistics	(0-4)
II. Restricted Electives	**8**
A total of 8 (8) semester credits is required to satisfy the Arizona Professional Teacher Standards: three (3) credits in an additional Education course and five (5) credits in Content Area Electives.	
Courses must transfer to all public Arizona universities as elective credit, departmental elective, or equivalent to a university course as indicated in the Arizona Course Equivalency Guide (https://aztransfer.com/tools/) in effect when the course is taken. Courses identified as non-transferable in the Arizona Course Equivalency Guide cannot be used to satisfy this requirement Select one additional EDU course (other than EDU221, EDU222, EDU230 or EDU250)..... Recommended: EDU110 Education in Film EDU220 Introduction to Serving English Language Learners (ELL) EDU236 Classroom Relationships EDU/HUM/STO292 The Art of Storytelling	(3)
Choose any combination from the following list of courses and prefixes to total five (5) credits of additional coursework. Course(s) selected must be different from those used to fulfill a requirement of the AGEC-A and/or those used to fulfill Required Courses.	(5)

Content Area Electives: Select five (5) credits from the following:.....
ARH+++ Any ARH Art Humanities course(s)
ART+++ Any ART Art course(s)
BPC+++ Any BPC Business-Personal Computers course(s)
CFS/ECH176 Child Development
CFS205 Human Development
CIS+++ Any CIS Computer Information Systems course(s)
ECN+++ Any ECN Economics course(s)
EDU+++ Any EDU Education course(s) (except EDU221, EDU222, EDU230, and EDU250
EED215 Early Learning: Health, Safety, Nutrition and Physical Fitness OR
CFS123 Health and Nutrition in Early Childhood Settings AND
CFS125 Safety in Early Childhood Settings

ENG+++ Any ENG English course(s)
ENH+++ Any ENH English Humanities course(s)
FYE101 or FYE103
GCU+++ Any GCU Cultural Geography course(s)
GPH+++ Any GPH Physical Geography course(s)
HIS+++ Any HIS History course(s)
MAT+++ Any MAT Mathematics course(s) 140 or higher (except MAT256 and MAT257)
MHL+++ Any MHL Music: History/Literature course(s)
MTC+++ Any MTC Music: Theory/Composition course(s)
POS+++ Any POS Political Science course(s)
THE+++ Any THE Theatre course(s)
THF+++ Any THF Theatre and Film course(s)
THP+++ Any THP Theatre Performance/Production course(s)
Any Foreign Language course(s)
Any Natural Science course(s)

III. Arizona General Education Curriculum--Arts (AGEC-A)..... **35-44***

The AGEC-A requires a minimum of 35 credits (32 if FYC is met by single transfer course) *
AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken. Some of the courses have been approved for more than one designation. Notes below will show how suc courses may be used to meet multiple degree requirements.

A. First-Year Composition [FYC]..... **6***
ENG101 OR ENG107..... (3)*
AND ENG102 OR ENG108..... (3)*
B. Literacy and Critical Inquiry [L]- COM225 Public Speaking..... **3**
C. Mathematical Applications [MA]..... **3-6**
Requires a course in college mathematics (MAT140, MAT141, MAT142, MAT145, MAT146) or college algebra (MAT150, MAT151, MAT152, MAT155, MAT156) or precalculus (MAT187-MAT188) or higher approved general education course in the Mathematical Applications [MA] area for which MAT15+ is a prerequisite.
(Note that MAT182, MAT206, MAT256, MAT257 do NOT meet this requirement).

The minimum math requirement for graduation defaults to the lowest base-level math, as identified above. Some emphasis may require higher-level math; refer to curriculum.maricopa.edu (click on Current Programs) to search for specific emphasis math requirements. **3**

D. Computer/Statistics/Quantitative Applications [CS].....
BPC110 Computer Usage and Applications **OR**
CIS105 Survey of Computer Information Systems **OR** **6**
EDU/EED115 Digital Literacy for Teaching and Learning in Education
EDU/EED115 recommended.
E. Humanities, Arts and Design [HU].....
Note that some of these courses also have Awareness Areas designations and can be used to satisfy [G] and/or [H] requirement as well as [HU]. (AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.) (3)

1) Select one of the following ARH, DAH, MHL or THE courses:.....
ARH100 Introduction to Art OR
ARH101 Prehistoric through Gothic Art OR
ARH102 Renaissance through Contemporary Art OR

DAH100 Introduction to Dance in the US OR
DAH201 World Dance Studies OR
DAH250 Dance in Popular Culture OR
MHL140 Survey of Music History OR
MHL145 American Jazz and Popular Music OR
MHL146 Survey of Broadway Musicals OR
MHL153 Rock Music and Culture OR
THE111 Introduction to Theatre OR
THE220 Modern Drama

AND

2) Select one of the following EDU, ENH or HUM courses:.....
EDU/ENH291 Children's Literature (Recommended) OR
ENH110 Introduction to Literature OR
ENH241 American Literature Before 1860 OR
ENH242 American Literature After 1860 OR
HUM250 Ideas and Values in the Humanities: Early Civilizations to the Renaissance OR
HUM251 Ideas and Values in the Humanities: Renaissance to the Contemporary World
(EDU/ENH291 recommended) (3)

F. Social-Behavioral Sciences [SB]..... **6**

Note that some of these courses also have Awareness Areas designations and can be used to satisfy [G] and/or [H] requirement as well as [SB]. (AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.)

1) Select one of the following US History/Government courses**..... (3)
These courses satisfy the United States Constitution requirement for state teacher certification.
GCU/POS113 United States and Arizona Social Studies OR
HIS103 United States History to 1865 OR
POS110 American National Government

AND

2) Select one of the following CFS, ECH, GCU, ECN, HIS or PSY courses..... (3)
CFS205 Human Development OR
CFS/ECH176 Child Development OR
ECN211 Macroeconomic Principles OR
ECN212 Microeconomic Principles OR
GCU121WG World Geography: People, Places, and Culture OR
HIS104 United States History 1865 to Present OR
PSY101 Introduction to Psychology
(CFS/ECH176 recommended)

G. Natural Sciences [SQ/SG]..... **8**

The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory course for a total of 4 credits each. At least four (4) credits must be designated as SQ. Eight (8) credits of SG will not satisfy this requirement.

1. Life Sciences: Select four (4) credits of SQ or SG in Biology (BIO)..... AND (4)
2. Physical Sciences or Earth/Space Sciences: Select four (4) credits of SQ or SG from one of the following prefixes:..... (4)
AGS, ASM, AST, CHM, GPH, GLG, PHS, or PHY

Note: Students are advised to check with the university they plan to attend as specific requirements for lab sciences may vary. **0-3** (0)

H. Awareness Areas.....

1. Cultural Diversity in the United States [C]..... (0-3)
Met by EDU222 and EDU230 in Required Courses.

2. Global Awareness [G] OR Historical Awareness [H].....
May be met by [HU] and/or [SB] course depending on specific courses selected. (AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.)

IV. MCCCD Additional Requirements.....	**0-3**
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.	
A. Oral Communication.....	(0)
Met by COM225 in Required Courses.	(0-3)
B. Critical Reading.....	
Students may demonstrate proficiency through assessment.	
CRE101 [L] Critical Reading OR equivalent as indicated by assessment	**60-64*****
TOTAL.....	

*FYC may be met with fewer than six (6) credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.
**State certification requirements include courses on the constitutions of the U.S. and Arizona. Taking GCU/POS113 for [SB] fulfills this requirement completely. Students who instead take HIS103 or POS110 for [SB] should consider taking POS221 as a Content Area Elective so they have completed study of both constitutions. POS220 meets state certification requirements for both constitutions but does not meet [SB].

***64 semester credits is the maximum accepted toward most degree programs at Arizona's public universities. Some exceptions apply; consult with an academic advisor for additional transfer pathways.

Maricopa County Community College District (MCCCD)
2025-2026 Associate in Arts, Fine Arts (AAFA) Degree

Description

The Maricopa County Community College District Associate in Arts, Fine Arts (AAFA) degree requires a minimum of 60 semester credits for the program of study; however, minimum total credits for the AAFA vary by specific emphasis. Students must select one of the emphasis areas: Art, Dance, Music, Musical Theatre, or Theatre. If an emphasis area is not selected, this program is not eligible for Title IV Federal Financial Aid. Refer to curriculum.maricopa.edu (click on Current Programs) to search for the corresponding area of emphasis for specific courses required and credit minimums for each emphasis. A minimum grade point average of 2.0 (4.0 scale) and grades of "C" or better are required in all courses to earn the degree. The AAFA degree is governed by the MCCCD General Academic Policies for associate degrees designed for university transfer.

The Associate in Arts, Fine Arts degree includes the following components:

I. Program Prerequisites (as specified by area of emphasis)
II. Required Courses (as specified by area of emphasis)
III. Restricted Electives (as specified by area of emphasis)
IV. Arizona General Education Curriculum for Arts (AGEC-A)
V. MCCCD Additional Requirements (Oral Communication and Critical Reading)
VI. General Electives (if needed to reach minimum credits for degree)

Purpose of the Degree

The Associate in Arts, Fine Arts (AAFA) degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors in the Fine Arts. The degree is designed to prepare students to meet selective admission criteria for programs such as the Bachelor of Fine Arts; program admission may have an additional emphasis-specific portfolio or performance requirements.

In most cases, courses used to satisfy the MCCCD Associate in Arts, Fine Arts (AAFA) will apply to general university graduation requirements of the majors that align with AAFA degree; however, students need to pay attention to any specific requirements of their intended focus at the university to be sure they select courses that will meet them. Information regarding the articulation of the AAFA degree with majors at the Arizona public universities can be accessed via the following website: aztransfer.com/tools

Degree Requirements

The requirements for the Associate in Arts, Fine Arts (AAFA) follow. The Associate in Arts, Fine Arts degree requires at least 60 credits; however, minimum total credits for the AAFA vary by specific emphasis (Art, Dance, Music, Musical Theatre, or Theatre). Refer to curriculum.maricopa.edu (click on Current Programs) to search for the corresponding area of emphasis for specific courses required and credit minimums; review course sequence at maricopa.edu/degrees-certificates. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-A and the AGEC matrix See AGEC matrix Courses available for both Areas during a current or upcoming semester can also be found using the "Find a Class" tool on maricopa.edu and on each MCCCD college's website. Industry-recognized credentials can be counted as general electives

Requirements	***Credits***
I. Required Courses.....	**Number varies**
Students must complete FYE101 or FYE103 (see General Graduation Requirements Administrative Regulation 2.3.9) and the required (major-specific) courses listed in the Associate in Arts Fine Arts degree Required Courses area for the specific emphasis (Art, Dance, Music, Musical Theatre, or Theatre). Refer to curriculum.maricopa.edu (click on Current Programs) to search for the corresponding area of emphasis for specific courses required and credit minimums for each emphasis.	
II. Restricted Electives.....	**Number varies**
Restricted electives for the Associate in Arts, Fine Arts degree vary by specific emphasis~~:~~ (Art, Dance, Music, Musical Theatre, or Theatre). Refer to curriculum.maricopa.edu (click on Current Programs) to search for the corresponding area of emphasis for specific courses required and credit minimums for each emphasis.	
III. Arizona General Education Curriculum--Arts (AGEC-A).....	**Up to 44**

The AGEC-A requires a minimum of 35 credits (32 if FYC is met by single transfer course) *. However, depending on courses selected, it may take as many as 44 credits to satisfy all the General Education criteria. Any required/restricted elective courses that also have one or more AGEC designation(s) may be applied toward both requirements. Credits for such shared courses are only counted once toward the total credits for the degree.

AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken. Some of the courses may have been approved for more than one designation. Notes below will show how such courses may be used to meet multiple degree requirements.

A. First-Year Composition [FYC]	**6***
ENG101 OR ENG107	(3)*
AND ENG102 OR ENG108	(3)*
B. Literacy and Critical Inquiry [L]	**3**
C. Mathematical Applications [MA]	**3-6**
Requires a course in college mathematics (MAT140, MAT141, MAT142, MAT145, MAT146) or college algebra (MAT150, MAT151, MAT152, MAT155, MAT156) or pre-calculus (MAT187) or higher [MA]-approved general education course.	
The minimum math requirement for graduation defaults to the lowest base-level math, as identified above. Some emphasis may require higher-level math; refer to curriculum.maricopa.edu (click on Current Programs) to search for specific emphasis math requirements.	**3**
D. Computer/Statistics/Quantitative Applications [CS]	**6**
E. Humanities, Arts and Design [HU]	**6**
F. Social-Behavioral Sciences [SB]	**8**
Students are encouraged to choose course work from more than one discipline.	
G. Natural Sciences [SQ/SG]	
The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four (4) credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four (4) credits must be designated as SQ-Science Quantitative. Eight (8) credits of SG-Science General will not satisfy this requirement.	**0-6** (0-3) (0-3)
H. Awareness Areas	
Courses may be used to satisfy other AGEC requirements and one or more Awareness Area(s). (See AGEC matrix at aztransmac2.asu.edu/cgi-bin/WebObjects/agec for current course values.)	
1. Cultural Diversity in the United States [C]	
2. Global Awareness [G] OR Historical Awareness [H]	
May be met by [HU] and/or [SB] course(s) depending on specific courses selected. (AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.)	

V. MCCCD Additional Requirements	**0-6**
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.	(0-3)
A. Oral Communication	
Refer to emphasis area (Art, Dance, Music, Musical Theatre, or Theatre***) for specific COM course to select from the following list:***	
COM100 [SB] Introduction to Human Communication OR COM110 [SB] Interpersonal Communication OR COM225 [L] Public Speaking OR COM230 [SB] Small Group Communication (3 credits) OR COM100AA & COM100AB & COM100AC [SB] (3 credits) OR COM110AA & COM110AB & COM110AC [SB] (3 credits)	(0-3)
B. Critical Reading	
Students may demonstrate proficiency through assessment. CRE101 [L] Critical Reading OR equivalent as indicated by assessment	
VI. General Electives	**0-25**

Select courses 100-level or higher if needed to complete a minimum of 60 semester credits but no more than a total of 64 semester credits, which is the maximum number of credits accepted toward most degree programs at Arizona's public universities. Ideally, students should select courses that meet requirements for their major/area of interest and transfer institution. See General Associate Degree Academic Policies for further details, limitations, and guidelines. MCCCD has established recommended courses and sequencing to align with the Fine Arts Emphasis Areas.
See maricopa.edu/degrees-certificates for links to these transfer pathways.

Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives (e.g., HISELC for a history elective), or general electives (GENELC) that are numbered 100 level or higher, and completed with a grade of "C" or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet these general elective requirements with courses that are transferable and applicable to their intended university degree. Transfer and major guides are accessible on the following websites: aztransfer.com/tools, curriculum.maricopa.edu, as well as those of individual universities. For appropriate course selection, students should consult with an academic advisor.

*FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

**64 semester credits is the maximum accepted toward most degree programs at Arizona's public universities. Some exceptions apply; consult with an academic advisor for additional transfer pathways.

Maricopa County Community College District (MCCCD)
2025-2065 Associate in Science (AS) Degree

Description

The Maricopa County Community College District Associate in Science (AS) degree requires a minimum of 60 semester credits for the program of study; minimum total credits vary by specific emphasis (for example, Associate in Science, Emphasis in Physics). Refer to curriculum.maricopa.edu and click on Current Programs to search for the corresponding area of emphasis for credit minimums. A minimum grade point average of 2.0 (4.0 scale) and grades of "C" or better are required in all courses to earn the degree. The AS degree is governed by the MCCCD General Academic Policies for Degrees Designed for University Transfer.

The Associate in Science degree includes the following components:

I. Program Prerequisites (as specified by emphasis area)
II. Required Courses
III. Restricted Electives (as specified by emphasis area)
IV. Arizona General Education Curriculum for Science (AGEC-S)
V. MCCCD Additional Requirements (Oral Communication and Critical Reading)
VI. General Electives (if needed to reach minimum credits for degree)

Purpose of the Degree

The Associate in Science (AS) degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors with more stringent mathematics and mathematics-based science requirements. Generally, the degree will transfer as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements. It does not, however, guarantee acceptance into particular university majors/programs with a limited number of students. Students should consult with their transfer institution for any specific admission requirements (e.g., GPA, letters of reference, work experience).

In most cases, courses used to satisfy the MCCCD Associate in Science (AS) will apply to general university graduation requirements of the majors that align with the AS degree; however, students need to be aware of any specific requirements of their intended major at the university to be sure they select courses that will meet them. Information regarding the articulation of the AS with majors at the Arizona public universities can be accessed via the following website: aztransfer.com/tools

It is recommended that students select courses that meet more than one general education and/or awareness area requirement. Doing so will maximize the number of math and science electives the student can take as part of the Associate in Science degree.

Special Academic Policies that Govern the Associate in Science Degree

- The AGEC-S does not require a course with [CS] Computer/Statistics designation.
- Unlike the AGEC-A and AGEC-B, the same course is allowed to satisfy the ([L] and [HU]) or ([L] and [SB]) areas of the AGEC-S's Core Area. The credits for such a "shared" course are only counted one time toward the required minimum for the degree.

Degree Requirements

The requirements for the Associate in Science (AS) follow. The AS degree requires at least 60 credits; however, minimum credits for the AS may vary for a specific area of emphasis. Refer to curriculum.maricopa.edu and click on Current Programs to search for the corresponding area of emphasis and credit minimums. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-S and the AGEC Matrix at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec
Industry-recognized credentials can be counted as general electives.

Requirements	***Credits***
I. Program Prerequisites Program prerequisites for the AS degree vary by specific emphasis, and are neither required for all emphases nor for the general AS degree without a specific emphasis. Refer to curriculum.maricopa.edu and click on Current Programs to search for the corresponding area of emphasis for specific courses required and credit minimums.	**Number varies**
II. Required Courses Students must complete FYE 101 (1) or FYE 103 (3) (see General Graduation Requirements Administrative Regulation 2.3.9) and select the required courses for the specific AS degree emphasis. Refer to curriculum.maricopa.edu and click on Current Programs to search for the corresponding area of emphasis for specific courses required and credit minimums.	**Number varies**
III. Restricted Electives Restricted electives for the AS degree vary by specific emphasis and are not required for the general AS degree without a specific emphasis. Refer to curriculum.maricopa.edu and click on Current Programs to search for the corresponding area of emphasis for specific courses required and credit minimums.	**Number varies**

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IV. Arizona General Education Curriculum—Science (AGEC-S)..... **up to 56**

The AGEC-S requires a minimum of 36 credits (33 if FYC is met by single transfer course) *. Courses applied to meet AGEC-A requirements vary by emphasis. Refer to curriculum.maricopa.edu and click on Current Programs to search for the corresponding area of emphasis for specific courses required and credit minimums. Any prerequisite/required/restricted elective courses that also have one or more AGEC designation(s) may be applied toward both requirements. Credits for such shared courses are only counted once toward the total credits for the degree.

AGEC designations are subject to change. See AGEC matrix at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec for each course's value(s) in the semester it is taken. Some of the courses have been approved for more than one designation. Notes below will show how such courses may be used to meet multiple degree requirements.

A. First-Year Composition [FYC]..... **6***

ENG101 OR ENG107..... (3)*

AND ENG102 OR ENG108..... (3)*

B. Literacy and Critical Inquiry [L]..... **0-3****

Students are strongly encouraged to choose an [L] course that also has [HU] or [SB] designation or to use CRE101 or COM225 from the Maricopa Additional Requirements Area to satisfy the [L] requirement. It may also have been approved to satisfy one or more Awareness Areas ([C], [G], [H]). (AGEC designations are subject to change. See AGEC matrix at aztransmac2.asu.edu/cgi-bin/WebObjects/agec for each course's value(s) in the semester it is taken.) **4-5**

C. Mathematical Applications [MA]..... **6**

The AGEC-S requires the first semester of a calculus sequence designed for scientists and engineers (MAT220 or MAT221) or any other [MA] designated course for which Calculus I is a prerequisite.

The minimum math requirement for graduation defaults to the lowest base-level math, as identified above. Some emphasis may require higher-level math; refer to curriculum.maricopa.edu (click on Current Programs) to search for specific emphasis math requirements.

.

D. Humanities, Arts and Design [HU]..... **6**

For the AGEC-S, a single course with both [HU] and [L] designations may satisfy both Areas. Note that some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area(s). (AGEC designations are subject to change. See AGEC matrix at aztransmac2.asu.edu/cgi-bin/WebObjects/agec for each course's value(s) in the semester it is taken.)

E. Social-Behavioral Sciences [SB]..... **8-10**

For the AGEC-S, a single course with both [SB] and [L] designations may satisfy both Areas. Note that some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area(s). (AGEC designations are subject to change. See AGEC matrix at aztransmac2.asu.edu/cgi-bin/WebObjects/agec for each course's value(s) in the semester it is taken.)

F. Natural Sciences [SQ/SG]..... **6-10**

Students must complete eight (8) to ten (10) credits of General Chemistry, University Physics, General Biology for Majors, or Physical and Historical Geology. Consult specific requirements of university transfer major for guidance.

[(CHM150 OR CHM151) & CHM151LL] OR
CHM150AA OR CHM151AA General Chemistry I
AND
[CHM152 & CHM152LL] or CHM152AA General Chemistry II
OR
PHY121 University Physics I: Mechanics
AND
PHY131 University Physics II: Electricity and Magnetism
OR
BIO181 OR BIO181XT General Biology (Majors) I
AND
BIO182 OR BIO182XT General Biology (Majors) II
OR
GLG101IN Physical Geology: Dynamic Earth OR

GLG101 Physical Geology: Dynamic Earth Lecture and
GLG103 Physical Geology: Dynamic Earth Lab
AND
GLG102IN Historical Geology: Primordial to Present OR
GLG102 Historical Geology: Primordial to Present Lecture and
GLG104 Historical Geology: Primordial to Present Lab

G. Subject Options - Math/Science .....

Students should refer to transfer resources, including academic advisement and transfer guides, to select six (6)- ten (10) additional math and/or science credits that meet requirements for the selected major. **0-6**

This Math/Science requirement can be met by selecting Mathematics course(s) (MAT) that require Calculus I as a prerequisite and/or Computer Science course(s) (CSC) and/or additional Science courses from the following disciplines: Astronomy, Biology, Botany, Chemistry, Engineering, Environmental Science, Geology, Physical Geography, Physics, Zoology (MCCCD prefixes AST, BIO, CHM, ECE, EEE, ENV, GLG, GPH, and/or PHY) (0-3) (0-3)

H. Awareness Areas.....

Courses may be used to satisfy other AGEC requirements and one or more Awareness Area(s). (See AGEC matrix at aztransmac2.asu.edu/cgi-bin/WebObjects/agec for current course values.) Credits for such shared courses may only be counted once.

1. Cultural Diversity in the United States [C].....
2. Global Awareness [G] OR Historical Awareness [H].....

V. MCCCD Additional Requirements..... **0-6**

Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix at aztransmac2.asu.edu/cgi-bin/WebObjects/agec for course designations.

A. Oral Communication..... (0-3)

COM100 [SB] Introduction to Human Communication OR
COM110 [SB] Interpersonal Communication OR
COM225 [L] Public Speaking OR
COM230 [SB] Small Group Communication (3 credits) OR
COM100AA & COM100AB & COM100AC [SB] (3 credits) OR
COM110AA & COM110AB & COM110AC [SB] (3 credits) (0-3)

B. Critical Reading.....

CRE101 [L] Critical Reading OR equivalent as indicated by assessment

VI. General Electives..... **0-28**

Select courses 100-level or higher if needed to complete a minimum of 60 semester credits but no more than a total of 64 semester credits, which is the maximum number of credits accepted toward most degree programs at Arizona's public universities. Ideally, students should select courses that meet requirements for their major/area of interest and transfer institution. MCCCD has established recommended courses and sequencing to align with various "Emphasis Areas" in one of nine different "Fields of Interest." See maricopa.edu/degrees-certificates for links to these transfer pathways.

Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives (e.g., HISELC for a history elective), or general electives (GENELC) that are numbered 100 level or higher, and completed with a grade of "C" or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet these general elective requirements with courses that are transferable and applicable to their intended university degree. Transfer and major guides are accessible on the following websites: aztransfer.com/tools, maricopa.edu/degrees-certificates/university-transfer/partners as well as those of individual universities. For appropriate course selection, students should consult with an academic advisor.

TOTAL..... **60-64*****

*FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.
**(0 only if shared with HU or SB)
* 64 semester credits is the maximum accepted toward most degree programs at Arizona's public universities. Some exceptions apply; consult with an academic advisor for additional transfer information.

Maricopa County Community College District (MCCCD)
2025-2026 Associate in Business, General Requirements (ABUS-GR) Degree

Description

The Maricopa County Community College District Associate in Business General Requirements (ABUS-GR) degree requires a minimum of 62 semester credits for the program of study. A minimum grade point average of 2.0 (4.0 scale) and grades of C or better are required in all courses to earn the degree. The Associate in Business-General Requirements degree is governed by the MCCCD General Academic Policies for Transfer Degrees.

This degree provides the first two years of a four-year curriculum for students who wish to transfer to a university and pursue a bachelor's degree in business. For a comprehensive list of bachelor's degrees at Arizona's public universities, refer to the AZTransfer Business Matrix.. With a bachelor's degree, students may pursue a number of careers, including but not limited to accountancy, business administration, business data analytics, economics, entrepreneurship, finance, marketing, management, retail management, and supply chain management.
The Associate in Business-General Requirements degree includes the following components:

I. Required Courses
II. Restricted Electives
III. Arizona General Education Curriculum for Business (AGEC-B)
IV. General Electives (if needed to reach minimum credits for degree)

Purpose of the Degree
The Associate in Business General Requirements (ABUS-GR) degree is designed for students who plan to transfer to four-year colleges and universities. In general, the components of this degree meet requirements for the various business majors (except Computer Information Systems) at Arizona's public universities. Computer Information Systems majors should follow the Associate in Business Special Requirements (ABUS-SR) pathway instead. Generally, the ABUS-GR degree transfers as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements. It does not, however, guarantee acceptance into particular university majors/programs with a limited number of students. Students should consult with their transfer institution for any specific admission requirements (e.g., GPA, letters of reference, work experience).

Special Academic Policies that Govern the ABUS-GR Degree

- The ABUS-GR does not include any MCCCD Special Requirements for Oral Communication and/or Critical Reading like the other associate degrees. (However, some university programs have a speech requirement; consult your academic advisor or transfer guide to verify the specifics for your program.)

Degree Requirements
The courses required for the Associate in Business General Requirements follow. The following websites identify the courses that apply to the different General Education Areas: AGEC-B and the AGEC Matrix. Courses available for both Areas during a current or upcoming semester can also be found using the "Find A Class" tool on maricopa.edu or on each MCCCD college's website.

Requirements	***Credits***
I. Required Courses.....	**22-28**
Accounting.....	(6-9)
ACC111 Accounting Principles **AND**	
ACC230 Uses of Accounting Information I **AND**	
ACC240 Uses of Accounting Information II	
OR	
ACC211 Financial Accounting **AND**	
ACC212 Managerial Accounting	
OR	
ACC111 Accounting Principles I **AND**	
ACC112 Accounting Principles II **AND**	
ACC212 Managerial Accounting	
Some of the following courses can be used to satisfy both this requirement and an AGEC-B requirement. AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.	
ECN211 [SB] Macroeconomic Principles.....	(3)
ECN212 [SB] Microeconomic Principles.....	(3)
FYE101 **OR** FYE103 Introduction To College, Career And Personal Success.....	(1-3)

GBS205 Legal, Ethical, and Regulatory Issues in Business..... (3)
GBS221 Business Statistics..... (3)
Quantitative Methods..... (3-4)
GBS220 Quantitative Methods in Business **OR**
MAT217 or MAT218 Mathematical Analysis for Business
Note: Students planning to transfer to ASU`s W.P. Carey School of Business BS program should take MAT217 or MAT218.
Students planning to transfer to ASU`s W.P. Carey School of Business BA program may take GBS220, MAT217, or MAT218. Students planning to transfer to the University of Arizona should take GBS220.

II. Restricted Electives..... **0-6**
Complete six (6) credits from the following options. Some courses may be used to satisfy both Restricted Elective and Arizona General Education Curriculum (AGEC) requirements simultaneously. AGEC designations are subject to change. See AGEC matrix at aztransmac2.asu.edu/cgi-bin/WebObjects/agec for each course's value(s) in the semester it is taken.

CIS114DE	Excel Spreadsheet.....	(3)
CIS133DA	Internet/Web Development Level I.....	(3)
CIS162AD	C#: Level I.....	(3)
GBS110	Human Relations in Business and Industry **OR**	
MGT251	Human Relations in Business.....	(3)
GBS151	Introduction to Business (Recommended).....	(3)
GBS220	Quantitative Methods in Business	(3)
GBS233	Business Communication.....	(3)
IBS101	Introduction to International Business.....	(3)
MGT253	Owning and Operating a Small Business.....	(3)
MKT271	Principles of Marketing.....	(3)
PAD100	21st Century Public Policy and Service.....	(3)
REA179	Real Estate Principles I.....	(3)
REA180	Real Estate Principles II.....	(3)
REA201	Real Estate Principles I and II.....	(6)
SBU200	Society and Business.....	(3)

III. Arizona General Education Curriculum- Business (AGEC-B)..... **29-37***
The AGEC-B requires a minimum of 35 credits (32 if FYC is met by a single transfer course).* Any Required and Restricted elective course(s) that also have one or more AGEC designation(s) may be used to meet AGEC-B requirements. Credits for such shared courses only count once toward the total for the degree.
Some courses may be met by Required Courses or Restricted electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as other AGEC requirements, Required Course(s), or Restricted Elective(s). Courses may meet more than one requirement but are only counted once toward the total credits for the degree. AGEC designations are subject to change. See AGEC matrix at aztransmac2.asu.edu/cgi-bin/WebObjects/agec for each course's value(s) in the semester it is taken.

A.	First-Year Composition [FYC].....	6*
	ENG101 OR ENG107 AND.....	(3)*
	ENG102 OR ENG108.....	(3)*
B.	Literacy and Critical Inquiry [L].....	(0-3)
	May be met by GBS233 in the Restricted Electives Area.	
C.	Mathematical Applications [MA].....	(3-5)
	MAT212 Brief Calculus OR.....	(3)
	MAT213 Brief Calculus OR.....	(4)
	Higher [MA] designated course.....	(3-5)
	The minimum math requirement for graduation defaults to the lowest base-level math, as identified above. Some emphasis may require higher-level math; refer to curriculum.maricopa.edu (click on Current Programs) to search for specific emphasis math requirements.	
D.	Computer/Statistics/Quantitative Applications [CS].....	3
	CIS105 Survey of Computer Information Systems	
E.	Humanities, Arts and Design [HU].....	6

Students are encouraged to choose course work from more than one discipline.

F. Social-Behavioral Sciences [SB]..... 0
Met by ECN211 AND ECN212 in Required Courses

G. Natural Sciences [SQ/SG]..... 8
The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four (4) credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four (4) credits must be designated as SQ-Science Quantitative. Eight (8) credits of SG-Science General will not satisfy this requirement.

H. Awareness Areas..... 0-6

1. Courses may be used to satisfy other AGEC requirements and one or more Awareness Area(s). (See AGEC matrix at aztransmac2.asu.edu/cgi-bin/WebObjects/agec for current course values) (0-3)
2. Cultural Diversity in the United States [C]..... (0-3)
3. Global Awareness [G] OR Historical Awareness [H].....

Students transferring to ASU to major in business should complete courses from the following list (up to the 64credit transfer maximum) to meet W.P. Carey School of Business requirements. If students do not take these prior to transfer, they may need to take additional credits to meet ASU graduation requirements:

- Any course that transfers to ASU in the SOC prefix and carries the [SB] designation
- Any course that transfers to ASU in the PSY prefix and carries the [SB] designation

COM100 Introduction to Human Communication (3) OR
COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) OR
COM259 Communication in Business and Professions (3)
Note: COM requirements vary by business major. Check ASU's MyPath2ASU or major map for acceptable options.

IV. General Electives..... **0-12**

Select courses 100-level or higher if needed to complete a minimum of 62 semester credits but no more than a total of 64 semester credits, which is the maximum number of credits accepted toward most degree programs at Arizona's public universities. Ideally, students should select courses that meet requirements for their major/area of interest and transfer institution. See General Associate Degree Academic Policies for further details, limitations, and guidelines. MCCCD has established recommended courses and sequencing for the various associate's degrees.

Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives (e.g., HIS ELC for a history elective), or general electives (GEN ELC) that are numbered 100 level or higher, and completed with a grade of "C" or better, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet these general elective requirements with courses that are transferable and applicable to their intended university degree.
Transfer advisement information is accessible on the following websites: aztransfer.com/tools, curriculum.maricopa.edu, as well as those of individual universities. For appropriate course selection, students should consult with an academic advisor.

TOTAL..... **62****

*FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.
**64 semester credits is the maximum accepted toward most degree programs at Arizona's public universities. Some exceptions apply; consult with an academic advisor for additional transfer pathways.

Maricopa County Community College District (MCCCD)
2025-2026 Associate in Business, Special Requirements (ABUS-SR) Degree

Description

The Maricopa County Community College District Associate in Business, Special Requirements (ABUS-SR) degree requires a minimum of 62 semester credits for the program of study. A minimum grade point average of 2.0 (4.0 scale) and grades of "C" or better are required in all courses to earn the degree. The Associate in Business-Special Requirements degree is governed by the MCCCD General Academic Policies for Transfer Degrees.

This degree provides the first two years of a four-year curriculum for students who wish to pursue Computer Information Systems majors at Arizona's public universities. With a bachelor's degree, students may pursue a number of careers, including but not limited to accountancy, business administration, business data analytics, computer information systems, economics, entrepreneurship, finance, marketing, management, retail management, and supply chain management.

The Associate in Business-Special Requirements degree includes the following components:

I. Required Courses
II. Arizona General Education Curriculum for Business (AGEC-B)
III. General Electives (if needed to reach minimum credits for degree)

Purpose of the Degree

The Associate in Business Special Requirements (ABUS-SR) degree is designed for students who plan to transfer to four-year colleges and universities. In general, the components of this degree meet requirements for Computer Information Systems majors at Arizona's public universities. Other Business majors should follow the Associate in Business General Requirements (ABUS-GR) pathway instead. Generally, the ABUS-SR degree transfers as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements. It does not, however, guarantee acceptance into particular university majors/programs with a limited number of students. Students should consult with their transfer institution for any specific admission requirements (e.g., GPA, letters of reference, work experience).

Special Academic Policies that Govern the ABUS-SR Degree

- The ABUS-SR does not include any MCCCD Special Requirements for Oral Communication and/or Critical Reading like the other associate degrees. (However, some university programs have a speech requirement; consult your academic advisor or transfer guide to verify the specifics for your program.)

Degree Requirements

The courses required for the Associate in Business Special Requirements follow. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-B and the AGEC Matrix. Courses available for both Areas during a current or upcoming semester can also be found using the Find A Class tool on maricopa.edu or on each MCCCD college's website.

Requirements	***Credits***
I. Required Courses	**28-34**
Accounting	(6-9)
ACC111 Accounting Principles **AND**	
ACC230 Uses of Accounting Information I **AND**	
ACC240 Uses of Accounting Information II	
OR	
ACC211 Financial Accounting **AND**	
ACC212 Managerial Accounting	
OR	
ACC111 Accounting Principles I **AND**	
ACC112 Accounting Principles II **AND**	
ACC212 Managerial Accounting	
Some of the following courses can be used to satisfy both this requirement and an AGEC-B requirement. AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.	
	(3)
ECN211 [SB] Macroeconomic Principles	(3)
ECN212 [SB] Microeconomic Principles	(1-3)
FYE101 OR FYE103 Introduction To College, Career And Personal Success	(3)
GBS205 Legal, Ethical, and Regulatory Issues in Business	(3)
GBS221 Business Statistics	(3)
CIS162AD C#: Level 1	(3)
CIS250 Management of Information Systems	(3-4)
Quantitative Methods	

GBS220 Quantitative Methods in Business **OR**
MAT217 or MAT218 Mathematical Analysis for Business

Note: Students planning to transfer to ASU's W.P. Carey School of Business BS program should take MAT217 or MAT218. Students planning to transfer to ASU's W.P. Carey School of Business BA program may take GBS220, MAT217, or MAT218. Students planning to transfer to the University of Arizona should take GBS220

II. Arizona General Education Curriculum- Business (AGEC-B)..... **29-37***

The AGEC-B requires a minimum of 35 credits (32 if FYC is met by single transfer course) * Any Required and Restricted elective course(s) that also have one or more AGEC designation(s) may be used to meet AGEC-B requirements. Credits for such shared courses only count once toward the total for the degree.

Some courses may be met by Required Courses or Restricted electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as other AGEC requirements or Required Course(s). Courses may meet more than one requirement but are only counted once toward the total credits for the degree. AGEC designations are subject to change. See AGEC matrix at aztransmac2.asu.edu/cgi-bin/WebObjects/agec for each course's value(s) in the semester it is taken.

A.	First-Year Composition	6*
	[FYC].....	(3)*
	ENG101 OR ENG107	(3)*
	AND.....	3
	ENG102 OR	3-5
	ENG108.....	(3)
		(4)
		(3-5)
B.	Literacy and Critical Inquiry	
	[L].....	3
C.	Mathematical Applications	
	[MA].....	6
	MAT212 Brief Calculus	
	OR……..…….	0
	MAT213 Brief Calculus	
	OR …….	8
	Higher General Education Courses in the Mathematical Applications [MA] designated course.....	
	The minimum math requirement for graduation defaults to the lowest base-level math, as identified above. Some emphasis may require higher-level math; refer to curriculum.maricopa.edu (click on Current Programs) to search for specific emphasis math requirements.	0-6
D.	Computer/Statistics/Quantitative Applications	
	[CS].....	(0-3)
	CIS105 Survey of Computer Information Systems	(0-3)
E.	Humanities, Arts and Design	
	[HU].....	
	Students are encouraged to choose course work from more than one discipline.	
F.	Social-Behavioral Sciences	
	[SB].....	
	Met by ECN211 AND ECN212 in Required Courses	
G.	Natural Sciences	
	[SQ/SG].....	
	The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four (4) credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four (4) credits must be designated as SQ-Science Quantitative. Eight (8) credits of SG-Science General will not satisfy this requirement.	
H.	Awareness	
	Areas.....	
	Courses may be used to satisfy other AGEC requirements and one or more Awareness Area(s).	
	(See AGEC matrix for current course values. Credits for such shared courses may only be counted once)	

1. Cultural Diversity in the United States [C].....
2. Global Awareness [G] OR Historical Awareness [H].....

Students transferring to ASU to major in business should complete courses from the following list (up to the 64-credit transfer maximum) to meet W.P. Carey School of Business requirements. If students do not take these prior to transfer, they may need to take additional credits to meet ASU graduation requirements: **62****

- Any course that transfers to ASU in the SOC prefix and carries the [SB] designation
- Any course that transfers to ASU in the PSY prefix and carries the [SB] designation
- One of the following courses in Oral Communication (COM)
  - COM100 Introduction to Human Communication (3) OR
  - COM225 Public Speaking (3) OR
  - COM230 Small Group Communication (3) OR
  - COM259 Communication in Business and Professions (3)

Note: COM requirements vary by business major. Check ASU's MyPath2ASU or major map for acceptable options.

III. General Electives

Select courses 100-level or higher if needed to complete a minimum of 62 semester credits but no more than a total of 64 semester credits, which is the maximum number of credits accepted toward most degree programs at Arizona's public universities. Ideally, students should select courses that meet requirements for their major/area of interest and transfer institution. See General Associate Degree Academic Policies for further details, limitations and guidelines. MCCCD has established recommended courses and sequencing for the various associate's degrees. See maricopa.edu/degrees-certificates/business-entrepreneurialism-management/associate-busin ss-special-requirements-8800-abus-sr for ABUS-SR course sequence.

Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives (e.g., HISELC for a history elective), or general electives (GENELC) that are numbered 100 level or higher, and completed with a grade of "C" or better, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet these general elective requirements with courses that are transferable and applicable to their intended university degree.

Transfer advisement information is accessible on the following websites: aztransfer.com/tools, curriculum.maricopa.edu, as well as those of individual universities. For appropriate course selection, students should consult with an academic advisor.

TOTAL.....

*FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

**64 semester credits is the maximum accepted toward most degree programs at Arizona's public universities. Some exceptions apply; consult with an academic advisor for additional transfer pathways.

Maricopa County Community College District (MCCCD)
2025-2026 Associate in General Studies (AGS) Degree and General Education Requirements

Description

The Maricopa County Community College District Associate in General Studies degree requires 60-64 semester credits in courses numbered 100 and above. The degree includes the following components:

I. Required Courses (1-3)
First Year Experience (all courses completed with a grade of "C" or better)

II. General Education (minimum of 35 credits)

Core Areas (all courses completed with a grade of "C" or better
- First-Year Composition
- Mathematics
- Computer Usage
- Oral Communication
- Critical Reading

Distribution Areas (all courses completed with a grade of "D" or better):
- Humanities, Arts and Design
- Social-Behavioral Sciences
- Natural Sciences
- Literacy and Critical Inquiry

III. General Electives (enough additional courses numbered 100 or above, completed with a grade of "D" or better, to bring total credits to at least 60)

Purpose of the Degree

The Associate in General Studies (AGS) degree is recommended for students whose educational goals require flexibility. The degree allows students to apply any course numbered 100 or above, including some that are not transferable to the Arizona public universities and may not be transferable to other universities, toward the credits required for the degree. Therefore, for students who intend to transfer to another college or university to pursue a bachelor's degree, this degree may be less appropriate than other associate degrees offered by the Maricopa Community Colleges: Associate in Arts (AA); Associate in Arts, Elementary Education (AAEE); Associate in Arts, Fine Arts (AAFA); Associate in Business-General Requirements (ABUS-GR); Associate in Business-Special Requirements (ABUS-SR); Associate in Science (AS); and all emphases of these degrees

Academic Policies that Govern the Associate in General Studies Degree:

- The graduation policies within the general catalog must be satisfied (see General Graduation Requirements Administrative Regulation 2.3.9). First Year Experience is required (FYE 101 OR FYE 103)
- A single course can simultaneously count toward a Core Area and a Distribution Area requirement. Courses that meet this criterion are **bold** print and **underscored** in the Core areas and Distribution areas (on the course list at the conclusion of this document). For example, CRE101 may be used to satisfy both the Literacy and Critical Inquiry requirement of the Distribution area and the Core curriculum's Critical Reading area. While multiple requirements can be met with a single course, the credits are only counted one time toward the required minimum for the degree. A course cannot satisfy more than one Core area, even if it is approved for more than one Core area. A course cannot satisfy more than one Distribution area, even if it is approved for more than one Distribution area.
- Credits transferred from outside of MCCCD must be completed with a grade of "C" (2.0 on a 4.0 scale) or better. Transfer credit graded pass/fail or pass/no credit may be transferred if documentation collected by the community college indicates that this was the only grading option available to the student and that the Pass grade ("P") is equivalent to a "C" or better.
- Courses with different credit systems (quarter hours, trimester, units) are converted to semester credit hours. The recovery of a deficiency in a requirement (Prerequisites, Required Courses, Restricted Electives, or General Education) category due to a quarter-hour or other credit system application will be determined by the college.
- Completion of the AGS with a minimum Grade Point Average (on a 4.0 scale) of at least 2.0 for Arizona residents and 2.50 for non-residents meets Arizona public university general admission requirements.
  However, meeting all AGS minimums does not ensure admission to specific university majors or programs with selective admission processes and/or limited enrollment. Furthermore, because the AGS is not designed to align with the requirements for bachelor's degrees, not all credits may be transferable and students may have deficiencies in lower division (100- and 200-level) courses for a particular major.

Summary of Degree Requirements:

Details on how to identify courses approved for each of the different categories is described following the outline.

I. Required Courses…… **1-3**

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

II. MCCCD General Education……..	**35-48***
Core Areas…… …….……	13-19
1. First-Year Composition……..	6*
ENG101 OR ENG107 AND	
ENG102 OR ENG108	
2. Mathematics ……..……	3-6
3. Computer Usage …….	1
4. Oral Communication ……..……	3
COM100 Introduction to Human Communication OR	
COM110 Interpersonal Communication OR	
COM225 Public Speaking OR	
COM230 Small Group Communication (3 credits) OR	
COM100AA & COM100AB & COM100AC (3 credits) OR	
COM110AA & COM110AB & COM110AC (3 credits)	
5. Critical Reading ……..	0-3
Students may demonstrate proficiency through assessment	
CRE101 Critical Reading OR equivalent as indicated by assessment	
Distribution Areas……	**22-29**
1. Humanities, Arts and Design ……...	9
Students are encouraged to choose course work from more than one discipline	
2. Social-Behavioral Sciences……..	6-9
Students are encouraged to choose course work from more than one discipline. If COM100, COM110, or COM230 is shared between the AGS' Core and Distribution areas, the Social-Behavioral Sciences requirements for the degree may be met with just 6 additional credits in this area (see Academic Policies section on prior page). The credits for the shared COM course are only counted once, but they may be applied to meet both Oral Communication and Social-Behavioral Science requirements.	
3. Natural Sciences……..	7-8
Two lecture courses and one corresponding laboratory course are to be selected. Credits for lecture and lab components may be combined or each may carry separate credit. For appropriate course selection students should consult with an academic advisor.	
4. Literacy and Critical Inquiry …….	0-3
The Literacy and Critical Inquiry requirement may be met by CRE101 (which also satisfies Critical Reading) or COM225 (which also satisfies Oral Communication) with a grade of "C" or better. The credits for shared courses are only counted once, but may be applied to meet both a Core (see course list above) and a Distribution Area requirement.	
Alternatively, the Literacy and Critical Inquiry requirement may be met with a grade of "D" or better by selecting an additional 3 credits from the list of approved options.	
III. General Electives……...	13-26
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Industry-recognized credentials can be counted as general electives.	
Associate in General Studies Total Credits: …..……..	60-64

*First-Year Composition may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

All courses listed meet AGS requirements as specified. Courses in *Purple Italic Underline* **also** meet Arizona General Education Curriculum (AGEC) requirements. AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.

Courses in **bold print and underscored** simultaneously count towards a Core Area and a Distribution requirement.

AGS GENERAL EDUCATION CORE
(16 credits - grade of "C" or better) *

First-Year Composition (6 credits) *
ENG English *[101, 107] & [102, 108]*

Oral Communication (3 credits)
COM Communication ***100, 100AA & 100AB &100AC, 110, 110AA &110AB & 110AC, 225, 230***

Critical Reading (3 credits)
CRE Critical Reading ***101*** or Equivalent as indicated by assessment

Mathematics (3-6 credits)
MAT Mathematics 112, 114, 115, 120, 121, 122, 126, *140, 141, 142, 145, 146, 150, 150&182, 151, 151&182, 152, 152&182, 155, 155&182, 156, 156&182, 172, 187, 188,* 206, *212, 213*, 217, 218*, 220, 221, 225, 227, 230, 231, 240, 241,* 256, 257*, 276, 277*,
Equivalent course/ Satisfactory completion of a higher-level Mathematics course.

Computer Usage (1 credit)
Computer-related course or demonstration of comparable computer skills. Additional courses may be approved by individual colleges. Students should contact their advisor for college-specific courses satisfying the requirement.

ACC Accounting 115
ABS Applied Biological Sciences *283*
ADA Advertising Arts 169, 175, 177, 183, 283, 289
AJS Administration of Justice Studies 205
ARC Architecture 243, 244, 245
AVC Art and Visual Communications 100, 169, 170, 173, 175, 177, 179, any 180++ course, 183, 283, 289
BPC Business-Personal Computers Any BPC Course(s), including *110*
CIS Computer Information Systems Any CIS Course(s), including *105, 162AB, 162AD, 163AA* (and except 159,217AM, 259)
CSC Computer Science Any CSC Course(s), including *100AA,100AB,110, 110AA, 110AB, 120, 150, 150AA, 180 180AA, 180AB, 181, 181AA, 181AB, 182, 182AA, 205, 205AA, 205AB, 205AC, 205AD, 283*
(and except 200, 200AA, 200AB, 210, 210AA, 210AB)
CTR Court Reporting 101, 102
DFT Drafting Technology *105AA***, 251, 254AA
***Must be taken with CSC100AA or AB to meet AGEC value*
EDU Education *115*
EED Early Education *115*
EEE Electrical Engineering *120*
ELE Electronic 131, 181, 241, 243, 245
ELT Electronic Technology 131, 243
ENG English 100AE
FON Food & Nutrition 100
GBS General Business *221*
GIS Geographic Information Science *205, 211*
JRN Journalism 133
LAS Paralegal Studies 229
MAT Mathematics *206*
MTC Music Theory/Composition *180,* 191
NET Networking Technology 181
OAS Office Automation Systems 111AA
PSY Psychology *230*
SWU Social Work *225*

AGS GENERAL EDUCATION DISTRIBUTION AREAS
(28-29 credits – grade of "D" or better)
Humanities, Arts and Design (9 credits)
Students are encouraged to choose courses from more than one discipline.

AFR African American Studies, *203*
AHU Arabic Humanities *245*
AIS American Indian Studies *213*
AJS Administration of Justice Studies *123*
ARH Art Humanities Any ARH Course(s), including *100,101,102,* 109, 110, *112, 115, 118, 145, 201,202, 203, 204,217,* 216, 240, 250
ART Art *131*
ASB Anthropology *211, 214, 220, 222, 223, 253*
AVC Art and Visual Communication *150*
CCS Chicana and Chicano Studies *101*
COM Communication *150, 241*
CON Construction *101*
DAH Dance Humanities *100, 201, 250, 255*
ECE Engineering Science *150*
EDU Education *230, 291, 292, 294*
ENG English *200, 213, 218*
ENH English Humanities Any ENH Course(s), including *110*, 111, *112, 113, 114,* 117, 130, *140AA, 190, 201, 202, 204, 206, 214, 221, 222, 230, 231, 232, 235, 241,242, 245, 251,* 253, *254,255,256,259, 260, 275,* 277, *277AG*, 277 AA-AK, *280, 284, 285, 291, 294, 295*
FRE French *265*
GST Game Studies *202*
HCR Health Care Related *210*
HIS History *101,102,103,108,110,111,113,114, 203, 212,251,252*
HON Honors *190*
HUM Humanities Any HUM course(s), including 100, *101, 107, 108, 190AA, 190AB, 190AC, 190AD, 190AE, 190AF, 190AG, 190AH, 190AI, 201, 202, 205, 206, 209, 210, 211AA,* 211AE, 212, *213, 214, 215, 216, 220, 235, 245, 250, 251, 260, 261, 292,* 295 (and except 120, 225)
INT Interior Design *115, 120*
JPH Japanese Humanities *245*
LAT Latin *201, 202*
MHL Music: History/Literature *140, 143, 145, 146, 153, 155, 194, 204, 241, 242, 295*
PHI Philosophy Any PHI Course(s), including *101, 103, 104, 105, 201, 212, 213,* 214, *216, 218, 224, 234, 244, 245,251*,
QST Queer Studies *200,210*

REL Religious Studies Any REL Course(s) *100, 101, 151, 200, 201, 202, 203, 205, 206, 207, 210,* 211, *212*, 213, 214, 218, 223, *225,* 230, *240, 244,* 245, 248, *250, 251, 270, 271,* 277, 294, 295, 282AA-AC, *290, 291*

SLC Studies in Language & Culture *201, 202*
SPA Spanish *241, 242, 265, 266*
SPH Spanish Humanities *241, 245*
SSH Sustainability/Social Sciences and Humanities *111*
STO Storytelling *292, 294, 295*
SWU Social Work *183*
TEC Textiles and Clothing *105*
THE Theater *111, 220*
THF Theatre and Film *205, 206, 210*
THP Theater/Performance/Production *217, 241*
WST Women's Studies *209, 284, 285, 290*

Social-Behavioral Sciences (6-9 credits)
Students are encouraged to choose courses from more than one discipline. Social-Behavioral Sciences requirements may be met with 6 credits only if COM100, COM110, or COM230 is shared between Core and Distribution (see Academic Policies section). The credits are only counted once, but may be applied meet Oral Communication and Social-Behavioral Science requirements.

AFR African American Studies *202, 203, 204*
AIS American Indian Studies *101, 140, 141*,160
AJS Administration of Justice Studies *101*, 119, *200,225, 258*, *270*
ASB Anthropology *100, 102, 202, 211, 222, 223, 226, 230,235, 252*
ASM Anthropology *104/275*
BHS Behavioral Health Services Technology *150, 210*
CCS Chicana and Chicano Studies *202*
CFS Child/Family Studies *112, 157, 159, 176, 205, 235, 259*
COM Communication ***100, 100AA&100AB&100AC,110, 110AA&110AB&110AC,*** *163,* ***230****, 250, 263*
CPD *102AH,180*
ECH Early Childhood Education *176*
ECN Economics *160, 211, 212, 213, 250*
EDU Education *221, 222*
EED Early Education *205, 222*
EMT Emergency Medical Technology *258*
ENG English *213*
FSC Fire Science Technology *258*
GCU Cultural Geography *102, 113, 121WG,141, 221*
HES Health Science *100*
HIS History any HIS Course(s), including *100, 101, 102, 103, 104, 105, 106,108, 109, 113, 114, 140, 145,* 190, *201, 203, 204, 209,* 240, *241, 242, 273, 277* (and except 111, 170, 173 251, 252)
HON Honors *201*
HUM Humanities *235*
IBS International Business *109*
IFS Information Studies *201, 210, 213*
MCO Mass Communications *120*
MGT Management *229, 230*
PAD Public Administration *200*
POS Political Science Any POS course(s), including *100,* 101, *110, 113, 114, 115, 120, 125, 130, 140,* 180, *210,* 221, 222, *223,* 281AB, 282AA-AC, *285*
PSY Psychology *101,* 123, *132,* 156, *157, 215, 218, 225,235, 240, 241, 243, 250, 260, 262, 266, 277, 280, 292*
QST Queer Studies 200, 210
REC Recreation *120*
SBU Society and Business *200*
SLC Studies in Language & Culture *201*
SOC Sociology Any SOC course(s), including *101, 110, 130, 141, 157, 180, 212, 220, 241 251, 266, 270* (and except 143, 245, 253, 265)
SSH Sustainability/Social Sciences and Humanities *111*
SUS Sustainability/Natural Sciences *110*
SWU Social Work *171, 182, 250, 258, 295*
TEC Textiles and Clothing *105*
WED Wellness Education *110*
WST Women's Studies *100, 161*
YAQ Yaqui Indian History and Culture *100*

Natural Sciences (7-8 credits)
Two lecture courses and one corresponding laboratory course are to be selected. The lecture and corresponding laboratory course(s) may carry separate credit. For appropriate course selection students should consult with an advisor.

AGS Agricultural Science *164, 260*
ASB Anthropology *231*
ASM Anthropology *104, 265, 275*
(Natural Sciences continued)
AST Astronomy *101, 106, 111, 112*
BIO Biology *100, 101, 102, 105, 107, 108, 109, 111,116, 145,* 149AF, 149AK, 149AL, 149AM, 149AN, *156, 156XT, 160, 181, 181XT, 182, 182XT, 201, 201XT, 202, 205*
CHM Chemistry *107&107LL, 130&130LL, 130AA, 140AA, 150&151LL, 150AA,151&151LL,151AA, 152&152LL, 152AA, 230&230LL*
CON Construction *106 (formerly CNS106)*
ENV Environmental Sciences *101*
FON Food and Nutrition *241&241LL*
FOR Forensic Science *105, 106*
GLG Geology *101&103, 101IN, 102&104, 102IN, 105, 106, 110&111, 110IN,* 121, 140, 229AB-AC, 230AA-AC, 231AA-AD, 280, 281, 282AA
GPH Physical Geography *111&112, 113, 211, 212&214, 213&215*
PHS Physical Science *110, 115, 120*
PHY Physics *101, 111, 112, 121, 131*
PSY Psychology *275, 290AB, 290AC*

Literacy and Critical Inquiry (0-3 credits)
Literacy requirements may be met with 0 credits only if CRE101 or COM225
is shared between Core and Distribution (see Academic Policies section).
The credits are only counted once, but may be applied to meet
[Critical Reading and Literacy and Critical Inquiry] or [Oral Communication and Literacy and Critical Inquiry] requirements.

AIS American Indian Studies *203, 213*
COM Communication *222, 225, 241*
CAP Counseling and Applied Psychology *260*
CPD Counseling and Personal Development *160*
CRE Critical Reading ***101****, 201*
CUL Culinary Arts *223*

DAH Dance Humanities *255*
EDU Education *282AC*
ENG English *111, 200, 215, 216, 217, 218*
ENH English Humanities *241, 254, 255, 277AG*
EXS Exercise Science *290*
FON Food and Nutrition *225*
GBS General Business *233*
GPH Physical Geography *267*
HUM Humanities *212, 225, 235, 250, 251*
IFS Information Studies *201*
JRN Journalism *201, 215, 234*
MCO Mass Communications *220*
MHL Music: History/Literature *204*
PHI Philosophy *103, 214, 218, 224*
POS Political Science *115*
PSY Psychology *290AB, 290AC*
REL Religious Studies *203, 205, 207*
SLC Studies in Language & Culture *202*
TEC Textiles and Clothing *105*
THE Theatre *220*
THP Theatre Performance/Production *241*

Elective Courses (15-22 credits) May select courses from prefixes already chosen for General Education Distribution requirements in order to develop depth in one or more subject areas.

*First-Year Composition may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

Maricopa County Community College District (MCCCD)
2025-2026 Associate in Applied Science (AAS) Degree and General Education Requirements

Description

The Associate in Applied Science (AAS) degree requires at least 60 credits in its program of study. The exact number of credits for a specific degree is identified as part of the presentation of its requirements at curriculum.maricopa.edu click on Current Programs or search in the offering college(s)' catalog.

Purpose of the Degree

The Maricopa County Community College District Associate in Applied Science (AAS) degree is recommended for students who wish to gain a depth of technical expertise in a particular workforce-related area of study. The AAS degree options vary at the different MCCCD colleges and can be searched alphabetically or by field of interest. Requirements for each degree can be found on the linked webpages and in the corresponding college(s)'s catalog.

Academic Policies that Govern the AAS degree:

- Degree requires 60 or more credits numbered 100 or above and includes credits or the equivalent in the General Education Core areas and credits in the Distribution areas. AAS degree requirements follow with the use of a diagonal character or comma (/ or ,) between course numbers to signify options. An asterisk (*) following the course number defines requirements with an effective begin term of spring;
- All courses must be completed with a grade of C or higher; any additional requirements such as grades of B or higher or minimum grade point average requirements are listed on individual degrees and certificates.
- The graduation policies within the general catalog must be satisfied (see General Graduation Requirements Administrative Regulation 2.3.9) First Year Experience required (FYE 101 OR FYE 103)
- Some courses also have equivalent combinations of modular variants; all options are listed and completion of either the course or its modular equivalents will satisfy the AAS requirements.
- Requires completion of General Education courses as indicated in the General Education Requirements for the Associate in Applied Science degree from the Maricopa County Community College District, or completion of a curriculum as stated in the catalog.
- Industry-recognized credentials can be counted as general electives.
- Courses with different credit systems (quarter hours, trimester, units) are converted to semester credit hours. The recovery of a deficiency in a requirement (Prerequisites, Required Courses, Restricted Electives, or General Education) category due to a quarter-hour or other credit system application will be determined by the college.
- Any course that is cross referenced with that of another discipline/subject (for example EDU/ENH291, Children's Literature) covers identical contents. A course under either subject (for example, EDU291 or ENH291) will count only once toward degree requirements.

AAS GENERAL EDUCATION CORE (12-15 credits) *
Demonstrate college-level skills in the following areas:

First-Year Composition (6 credits) *
ENG English [101/107] & [102/108/111]

Oral Communication (3 credits)
COM Communication 100/100AA & 100AB & 100AC/110/110AA & 110AB &110AC/225/230

Critical Reading (3 credits)
CRE Critical Reading 101 **or** Equivalent as indicated by assessment

Mathematics (3 credits)
MAT Mathematics 112,114,115,120,121,122,126,
140,141,142,145,146,150,150&182,151,MAT151&182,152,152&182,155,155&182,15
6,156&182,172,187,188,206,212,213,217,218,220,221,225,227,230,231,240,
241,256,257,276,277,
equivalent course/Satisfactory completion of a higher-level mathematics course

AAS GENERAL EDUCATION DISTRIBUTION AREAS (9-10 credits)
Humanities, Arts and Design (2-3 credits)

AFR	African American Studies *203*
AHU	Arabic Humanities 245
AIS	American Indian Studies 213
AJS	Administration of Justice Studies 123
ARH	Art Humanities Any ARH Course(s)
ART	Art 131
ASB	Anthropology 211/214/220/222/223/253
AVC	Art and Visual Communication 150
CCS	Chicana and Chicano Studies 101
COM	Communication 150, 241
CON	Construction 101
DAH	Dance Humanities 100/201/250/255
ECE	Engineering Science 150
EDU	Education 230 (Eff. Spring '22)/291/292/294
EED	Early Education 225
ENG	English 200/213/218
ENH	English Humanities Any ENH Course(s)
FRE	French 265
GST	Game Studies 202
HCR	Health Care Related 210
HIS	History 101/102/103/108/110/111/113/114/203/212/251/252
HON	Honors 190
HUM	Humanities Any HUM course(s) (except 120, 225)
INT	Interior Design 115/120
JPN	Japanese Humanities 245
LAT	Latin 201/202
MHL	Music: History/Literature 40/143/145/146/153/155/194/204/241/242/295
PHI	Philosophy Any PHI Course(s)
QST	Queer Studies 200, 210
REL	Religious Studies Any REL Course(s)
SLC	Studies in Language & Culture 201/202
SPA	Spanish 241/242/265/266

SPH Spanish Humanities 241, 245
SSH Sustainability/Social Sciences and Humanities 111
STO Storytelling 292/294 295
SWU Social Work 183
TEC Textiles and Clothing 105
THE Theatre 111/220
THF Theatre and Film 205/206/210
THP Theatre Performance/Production 217, 241
WST Women's Studies 209/284/285/290

Social-Behavioral Sciences (3 credits)
AFR African American Studies 202/203/204
AIS American Indian Studies 101/140/141/160
AJS Administration of Justice Studies 101/200/225/258/270
ASB Anthropology 100/102/202/211/222/223/226/230/235/252
ASM Anthropology 104/275
BHS Behavioral Health Services Technology 150, 210
CCS Chicana and Chicano Studies 202
CFS Child/Family Studies 112/157/159/176/205/235/259
COM Communications 100/100AA&100AB&100AC/110/110AA&110AB & 110AC/ 163/230/250/263
CPD Counseling and Personal Development 102AH, 180
ECH Early Childhood Education 176
ECN Economics Any ECN course(s)
EDU Education 221/222
EED Early Education 205/222
EMT Emergency Medical Technology 258
ENG English 213
FSC Fire Science Technology 258
GCU Cultural Geography 102/113/121WG,141/221
HES Health Science 100
HIS History Any HIS course(s)(except 111,170,173,251,252)
HON Honors 201
HUM Humanities 235
IBS International Business 109
IFS Information Studies 201, 210, 213
MCO Mass Communications 120
MGT Management 229/230
PAD Public Administration 200
POS Political Science Any POS course(s)
PSY Psychology 101/123/132/156/157/215/218/ 225/235/240/241/243/250/260/262/266/277/280/292
QST Queer Studies 200, 210
REC Recreation 120
SBU Society and Business 200
SLC Studies in Language & Culture 201
SOC Sociology Any SOC course(s) (except 143, 245, 253, 265)
SSH Sustainability/Social Sciences and Humanities 111
SUS Sustainability/Natural Sciences 110
SWU Social Work 171/182/250/258/295
TEC Textiles and Clothing 105
WED Wellness Education 110
WST Women's Studies 100/161
YAQ Yaqui Indian History and Culture 100

Natural Sciences (4 credits)
The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection.
AGS Agricultural Science 164, 260
ASB Anthropology (Soc/Behv. Science) 231
ASM Anthropology (Science/Math) 104/265/275
AST Astronomy 101/106/111/112
BIO Biology 100/101/102/105/107/108/109/111/116/145/149AN/156/ 156XT/160/181/181XT/182/182XT/201/201XT/202/205
CHM Chemistry 107&107LL/130&130LL/130AA,140AA 150AA/150&151LL/151AA/151&151LL/152AA/152&152 LL/230&230LL
CON Construction 106
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 110/115/120
PHY Physics 101/111/112/121/131
PSY Psychology 275/290AB/290AC

FYC may be met with fewer than 6 credits if student has transfer credit from ASU, NAU or UAZ for a single course that meets FYC in full.

Maricopa County Community College District (MCCCD)
2025-2026Academic Certificate (AC)

Purpose of the Academic Certificate

The Maricopa County Community College District Academic Certificate (AC) is a defined and coherent program of study that is recommended for students who wish to gain additional expertise in a specific area of emphasis in an academic discipline. While this program of study can result in proficiency in the specified skills and competencies, as well as mastery of a body of knowledge, it is not designed to prepare someone for employment in a specific occupation. The coursework for an Academic Certificate may be from a variety of disciplines or it can be discipline specific. There is no required general studies component to an Academic Certificate; however, the program may include some courses that have specific general education (AGEC) designations such as Humanities, Arts and Design [HU], Social-Behavioral Sciences [SB], Literacy and Critical Inquiry [L], or Cultural Awareness [C]. (See AGEC matrix for current course values.)

Academic Policies that Govern the Academic Certificate:

- Although the program of study for an Academic Certificate (AC) does not have a mandated minimum number of credit hours, most ACs require approximately 12-39 credit hours in courses numbered 100 and above; students must have earned a minimum of 6 credits toward the certificate at the institution awarding the certificate. For certificates with less than 6 credit hours, all credits must be completed at the college granting the award.
- Students must earn a grade of C or better in all courses within the program.
- Follows the graduation policies listed in the college's general catalog for the appropriate catalog year.
- Any course cross-referenced under another prefix(es) (for example ENH291/EDU291-Children's
- Literature) covers identical content and its credits can only be counted once toward certificate requirements.
- Although ACs may include a subset of coursework required in particular transfer degrees, the intent of an AC is not to align with any specific university major. There is no presumption of block transfer to another college or university.
- May have admission criteria established by the college if and when appropriate.
- Generally offered at a limited number of colleges. For a listing of all ACs available in the district and their affiliated college(s) see the CCTA web site at curriculum.maricopa.edu

AGEC Matrix Report

FYC - First Year Composition
L - Literacy & Critical Inquiry
MA - Mathematical Applications
CS - Computer/Statistics/Quantitative Applications
HU - Humanities, Arts & Design
SB - Social-Behavioral Sciences
SG/SQ - Science General/Science Quantitative
OPT - Options
C - Cultural Diversity in the U.S.
G - Global Awareness
H - Historical Awareness

Courses on the Matrix Report are listed for the current term only. To review courses for a past or future term, refer to the AGEC-A, AGEC-B or AGEC-S reports.

Courses currently being offered at Paradise Valley Community College

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	ABS 283 (3)	Bioinformatics and Scientific Computing				CS							
	AFR 110 (3)	Introduction to African-American Studies									C		
	AFR 200 (3)	Introduction to Africana Studies						SB				G	H
	AFR 202 (3)	Ethnic Relations in the United States						SB			C		H
	AFR 203 (3)	African-American History: The Slavery Experience						SB					H
	AFR 204 (3)	African-American History 1865 to Present						SB					H
	AGS 164 (4)	Plant Growth and Development							SQ				
	AGS 260 (4)	Soils							SQ				
	AHU 245 (3)	Arabic Culture and Islam					HU					G	
	AIS 101 (3)	Survey of American Indian Issues						SB			C		
	AIS 105 (3)	Introduction to American Indian Studies									C		
	AIS 110 (3)	Navajo Government									C		H
	AIS 140 (3)	American Indian History						SB			C		H
	AIS 141 (3)	Sovereign Indian Nations						SB			C		H
	AIS 160 (3)	American Indian Law									C		H
	AIS 170 (3)	American Indian History of the Southwest									C		H
	AIS 213 (3)	American Indian Religions		L			HU				C		
	AJS 101 (3)	Introduction to Criminal Justice						SB					
	AJS 123 (3)	Ethics and the Administration of Justice					HU						
	AJS 200 (3)	Current Issues in Criminal Justice						SB					
	AJS 225 (3)	Criminology						SB					
	AJS 258 (3)	Victimology and Crisis Management in Public Safety						SB			C		
	AJS 270 (3)	Community Relations						SB					
	ARB 101 (5)	Elementary Arabic I										G	
	ARB 102 (5)	Elementary Arabic II										G	

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	ARB 201 (5)	Intermediate Arabic I										G	
	ARB 202 (5)	Intermediate Arabic II										G	
	ARH 100 (3)	Introduction to Art					HU						
	ARH 101 (3)	Art from Prehistory Through Middle Ages					HU						H
	ARH 102 (3)	Art from Renaissance to Modernism					HU						H
	ARH 112 (3)	Introduction to Modern and Contemporary Art					HU						
	ARH 115 (3)	History of Photography					HU						
	ARH 118 (3)	Introduction to Chinese Art					HU					G	
	ARH 145 (3)	History of American Indian Art					HU				C		
	ARH 201 (3)	Art of Asia					HU					G	H
	ARH 202 (3)	Art of Africa, Oceania, and Americas					HU					G	H
	ARH 203 (3)	Art of Ancient Egypt					HU						H
	ARH 204 (3)	Roman Art and Architecture					HU						H
	ARH 217 (3)	Mexican Art History					HU						H
	ART 131 (3)	Photography I					HU						
	ASB 100 (3)	Introduction to Global Health						SB				G	
	ASB 102 (3)	Introduction to Cultural Anthropology						SB				G	
	ASB 202 (3)	Ethnic Relations in the United States						SB			C		H
	ASB 211 (3)	Women Across Cultures					HU	SB				G	
	ASB 214 (3)	Magic, Witchcraft and Healing: An Introduction to Comparative Religion					HU					G	
	ASB 220 (3)	Anthropology Goes to the Movies					HU						
	ASB 222 (3)	Buried Cities and Lost Tribes: Old World					HU	SB				G	H
	ASB 223 (3)	Buried Cities and Lost Tribes: New World					HU	SB				G	H
	ASB 226 (3)	Human Impacts on Ancient Environments						SB					H
	ASB 230 (3)	Principles of Archaeology						SB					
	ASB 231 (4)	Archaeological Field Methods							SG				
	ASB 234 (3)	Art and Archaeology of Ancient Egypt											H
	ASB 235 (3)	Southwest Archaeology						SB					H
	ASB 252 (3)	Sports and Culture						SB				G	
	ASB 253 (3)	Death and Dying Across Cultures					HU					G	
	ASL 212 (3)	Deaf Culture									C		
	ASM 104 (4)	Bones, Stones, and Human Evolution							SG				
	ASM 265 (4)	Laboratory Methods in Archaeology							SG				
	ASM 275 (4)	Forensic Anthropology						SB	SG				

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	AST 101 (4)	Survey of Astronomy							SG				
	AST 101 (3) & AST 102 (1)	Survey of Astronomy and Lab *Must complete both to count for AGEC*							SG				
	AST 106 (4)	Life in the Universe							SQ				
	AST 106 (3) & AST 107 (1)	Life in the Universe and Lab *Must complete both to count for AGEC*							SQ				
	AST 111 (3) & AST 113 (1)	Intro to Solar System Astronomy and Lab *Must complete both to count for AGEC*							SQ				
	AST 111 (4)	Introduction to Solar System Astronomy							SQ				
	AST 112 (3) & AST 114 (1)	Intro to Stars, Galaxies, and Cosmology and Lab *Must complete both to count for AGEC*							SQ				
	AST 112 (4)	Introduction to Stars, Galaxies, and Cosmology							SQ				
	AST ALL (0)	Any AST Course								OPT			
	AVC150(3)	Multimedia Storytelling					HU						
	BHS 150 (3)	Introduction to Behavioral Health and Social Services						SB					H
	BHS 155 (1)	Professional Resiliency and Well-Being						SB					
	BHS 175 (3)	Trauma-Informed Care and Recovery Treatment						SB					
	BHS 185 (3)	Cultural Competence in Behavioral Health									C		
	BHS 210 (3)	Addictions, Substance Use Disorders, and Recovery						SB					
	BIO 100 (4)	Biology Concepts							SQ				
	BIO 101 (4)	Introduction to Human Genetics for Non-Majors							SQ				
	BIO 102 (4)	Cells to Systems: An Introduction to Biology for Non-Majors							SQ				
	BIO 105 (4)	Environmental Biology							SQ				
	BIO 107 (4)	Introduction to Biotechnology							SQ				
	BIO 108 (4)	Plants and Society							SQ				
	BIO 109 (4)	Natural History of the Southwest							SG				
	BIO 111 (4)	Microbes and Society							SG				
	BIO 116 (4)	Introduction to Animal Behavior							SG				
	BIO 145 (4)	Marine Biology							SG				

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	BIO 156 (4)	Introductory Biology for Allied Health							SQ				
	BIO 156XT (4)	Introductory Biology for Allied Health							SQ				
	BIO 160 (4)	Introduction to Human Anatomy and Physiology							SQ				
	BIO 181 (4)	General Biology (Majors) I							SQ				
	BIO 181XT (4)	General Biology (Majors) I							SQ				
	BIO 182 (4)	General Biology (Majors) II							SG				
	BIO 182XT (4)	General Biology (Majors) II							SG				
	BIO 201 (4)	Human Anatomy and Physiology I							SG				
	BIO 201XT (4)	Human Anatomy and Physiology I							SG				
	BIO 202 (4)	Human Anatomy and Physiology II							SG				
	BIO 205 (4)	Microbiology							SG				
	BIO ALL (0)	Any BIO Course Except BIO 174								OPT			
	BPC 110 (3)	Computer Usage and Applications				CS							
	CAP 120 (3)	Introduction to Counseling						SB					
	CAP 220 (3)	The Counselor in a Multicultural Society									C		
	CAP 260 (3)	Career and Professional Preparation for the Helping Professions		L									
	CCS 101 (3)	Chicana and Chicano Studies					HU				C		
	CCS 202 (3)	Ethnic Relations in the United States						SB			C		H
	CFS 112 (3)	Personal Growth and Family Relations						SB					
	CFS 157 (3)	Marriage and Family Life						SB					
	CFS 159 (3)	The Modern Family						SB					
	CFS 176 (3)	Child Development						SB					
	CFS 205 (3)	Human Development						SB					
	CFS 235 (3)	Developing Child: Theory into Practice, Prenatal to Age Eight						SB					
	CFS 242 (3)	Curriculum Planning for Diversity									C		
	CFS 259 (3)	Sexuality Over the Life Span						SB					
	CHI 101 (5)	Elementary Chinese (Mandarin) I										G	
	CHI 102 (5)	Elementary Chinese (Mandarin) II										G	
	CHI 201 (5)	Intermediate Chinese I										G	
	CHI 202 (5)	Intermediate Chinese II										G	
	CHM 107 (3) & CHM 107LL (1)	Chemistry and Society and Lab *Must complete both to count for AGEC*							SQ				

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	CHM 130 (3) & CHM 130LL (1)	Fundamental Chemistry and Lab *Must complete both to count for AGEC*							SQ				
	CHM 130AA (4)	Fundamental Chemistry with Lab							SQ				
	CHM 140AA (6)	General Chemistry for Engineers with Lab							SQ				
	CHM 150 (4) & CHM 151LL (1)	General Chemistry and Lab *Must complete both to count for AGEC*							SQ				
	CHM 150AA (5)	General Chemistry I with Lab							SQ				
	CHM 151 (3) & CHM 151LL (1)	General Chemistry and Lab *Must complete both to count for AGEC*							SQ				
	CHM 151AA (4)	General Chemistry I with Lab							SQ				
	CHM 152 (3) & CHM 152LL (1)	General Chemistry II and Lab *Must complete both to count for AGEC*							SQ				
	CHM 152AA (4)	General Chemistry II with Lab							SQ				
	CHM 154 (3) & CHM 154LL (2)	General Chemistry II with Qualitative Lab *Must complete both to count for AGEC*							SQ				
	CHM 230 (3) & CHM 230LL (1)	Fundamental Organic Chemistry and Lab *Must complete both to count for AGEC*							SQ				
	CHM ALL (0)	Any CHM Course								OPT			
	CIS 105 (3)	Survey of Computer Information Systems				CS							
	CIS 162 (3)	C Programming I				CS							
	CIS 162AB (3)	C++: Level I				CS							
	CIS 162AD (3)	C#: Level I				CS							
	CIS 163AA (3)	Java Programming: Level I				CS							
	COM 100 (3)	Introduction to Human Communication						SB					
	COM 100AA (1) & COM 100AB (1) & COM 100AC (1)	Introduction to Human Communication *Must complete both to count for AGEC*						SB					
	COM 110 (3)	Interpersonal Communication						SB					
	COM 110AA (1) & COM 110AB (1) & COM 110AC (1)	Interpersonal Communication *Must complete both to count for AGEC*						SB					

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	COM 163 (3)	Intercultural Communication in Everyday Life						SB			C	G	
	COM 222 (3)	Argumentation		L									
	COM 225 (3)	Public Speaking		L									
	COM 230 (3)	Small Group Communication						SB					
	COM 241 (3)	Oral Interpretation of Literature		L			HU						
	COM 250 (3)	Introduction to Organizational Communication						SB					
	COM 263 (3)	Elements of Intercultural Communication						SB			C	G	
	CON 101 (3)	Construction and Culture					HU						H
	CON 106 (4)	Foundations of Concrete							SQ				
	CPD 102AH (3)	Stress Management						SB					
	CPD 160 (3)	Introduction to Multiculturalism		L							C		
	CPD 180 (3)	Human Resilience: Cognitive, Emotional, and Behavioral Applications						SB					
	CRE 101 (3)	College Critical Reading and Critical Thinking		L									
	CRE 101AT (3)	College Critical Reading and Critical Thinking in Applied Technology		L									
	CRE 101BM (3)	College Critical Reading and Critical Thinking in Business, Entrepreneurialism and Management		L									
	CRE 101BS (3)	College Critical Reading and Critical Thinking in Behavioral Sciences and Human Services		L									
	CRE 101CS (3)	College Critical Reading and Critical Thinking in Culture and Society		L									
	CRE 101CT (3)	College Critical Reading and Critical Thinking in Computer Information Technology		L									
	CRE 101ED (3)	College Critical Reading and Critical Thinking in Education		L									
	CRE 101HS (3)	College Critical Reading and Critical Thinking in Health Sciences		L									
	CRE 101SM (3)	College Critical Reading and Critical Thinking in STEM		L									
	CRE 101VA (3)	College Critical Reading and Critical Thinking in Visual and Performing Arts		L									
	CRE 201 (3)	Critical Reading and Writing in a Global Society		L								G	
	CSC 100 (3)	Introduction to Computer Science (C++)				CS							
	CSC 100 (3) & DFT 105AA (3)	Intro to Computer Science and CAD I Autocad *Must complete both to count for AGEC*				CS							

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	CSC 100AA (3) & DFT 105AA (3)	Intro to Computer Science and CAD I Autocad *Must complete both to count for AGEC*				CS							
	CSC 100AA (3)	Introduction to Computer Science (C++)				CS							
	CSC 100AB (4)	Introduction to Computer Science (C++)				CS							
	CSC 100AB (3) & DFT 105AA (3)	Intro to Computer Science and CAD I Autocad *Must complete both to count for AGEC*				CS							
	CSC 110 (3)	Introduction to Computer Science (Java)				CS							
	CSC 110AA (3)	Introduction to Computer Science (Java)				CS							
	CSC 110AB (4)	Introduction to Computer Science (Java)				CS							
	CSC 120 (4)	Digital Design Fundamentals				CS							
	CSC 150 (3)	Programming in C/C++				CS							
	CSC 150AA (4)	Programming in C/C++				CS							
	CSC 180 (3)	Computer Literacy				CS							
	CSC 180AA (3)	Computer Literacy				CS							
	CSC 180AB (4)	Computer Literacy				CS							
	CSC 181 (3)	Applied Problem Solving with Visual Basic				CS							
	CSC 181AA (3)	Applied Problem Solving with Visual Basic				CS							
	CSC 181AB (4)	Applied Problem Solving with Visual Basic				CS							
	CSC 182 (3)	Principles of Programming with C#.NET				CS							
	CSC 182AA (3)	Principles of Programming with C#.NET				CS							
	CSC 205 (3)	Object Oriented Programming and Data Structures				CS							
	CSC 205AA (3)	Object Oriented Programming and Data Structures				CS							
	CSC 205AB (4)	Object Oriented Programming and Data Structures				CS							
	CSC 205AC (4)	Object Oriented Programming and Data Structures				CS							
	CSC 205AD (4)	Object Oriented Programming and Data Structures				CS							
	CSC 283 (3)	Bioinformatics and Scientific Computing				CS							
	CSC ALL (0)	Any CSC Course								OPT			
	DAH 100 (3)	Introduction to Dance					HU						
	DAH 201 (3)	Dance, Culture, and Global Contexts					HU					G	

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	DAH 250 (3)	Dance in Popular Culture					HU				C		
	DAH 255 (3)	Hip Hop: Arts, Aesthetic and Culture		L			HU				C		
	ECE 150 (3)	Exploring Engineering and its Impact on Society					HU						
	ECE ALL (0)	Any ECE Course Except 201, 202, 203								OPT			
	ECH 176 (3)	Child Development						SB					
	ECN 160 (3)	Economic History of the United States						SB					H
	ECN 211 (3)	Macroeconomic Principles						SB					
	ECN 212 (3)	Microeconomic Principles						SB					
	ECN 213 (3)	The World Economy						SB				G	
	ECN 250 (3)	World Economic Systems						SB				G	
	EDU 115 (3)	Digital Literacy for Teaching and Learning in Education				CS							
	EDU 220 (3)	Introduction to Serving English Language Learners (ELL)		L									
	EDU 221 (3)	Introduction to Education						SB					
	EDU 222 (3)	Introduction to the Exceptional Learner						SB			C		
	EDU 230 (3)	Cultural Diversity in Education					HU				C		
	EDU 282AC (3)	Service-Learning Experience in Education		L							C		
	EDU 291 (3)	Children's Literature					HU						
	EDU 292 (3)	The Art of Storytelling					HU				C		
	EDU 294 (3)	Multicultural Folktales					HU				C		
	EED 115 (3)	Digital Literacy for Teaching and Learning in Education				CS							
	EED 205 (3)	The Developing Child: Prenatal to Age Eight						SB					
	EED 222 (3)	Introduction to the Exceptional Young Child: Birth to Age Eight						SB			C		
	EED 225 (3)	Language and Literacy in the Context of Culture and Relationships					HU				C		
	EEE 120 (4)	Digital Design Fundamentals				CS							
	EEE ALL (0)	Any EEE Course								OPT			
	EMT 258 (3)	Victimology and Crisis Management in Public Safety						SB			C		
	ENG 101 (3)	First-Year Composition	FYC										
	ENG 102 (3)	First-Year Composition	FYC										
	ENG 107 (3)	First-Year Composition for ESL	FYC										
	ENG 108 (3)	First-Year Composition for ESL	FYC										

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	ENG 111 (3)	Technical and Professional Writing		L									
	ENG 200 (3)	Reading and Writing About Literature		L			HU						
	ENG 213 (3)	Introduction to the Study of Language					HU	SB					
	ENG 215 (3)	Strategies of Academic Writing		L									
	ENG 216 (3)	Persuasive Writing on Public Issues		L									
	ENG 217 (3)	Personal and Exploratory Writing		L									
	ENG 218 (3)	Writing About Literature		L			HU						
	ENH 110 (3)	Introduction to Literature					HU				C		
	ENH 112 (3)	Chicano Literature					HU				C		
	ENH 113 (3)	Writers/Directors and Current Issues					HU						
	ENH 114 (3)	African-American Literature					HU				C		
	ENH 140AA (3)	Sports in Literature and Film					HU				C		
	ENH 190 (3)	Introduction to US Ethnic Literature					HU				C		H
	ENH 201 (3)	World Literature Through the Renaissance					HU					G	H
	ENH 202 (3)	World Literature After the Renaissance					HU						H
	ENH 204 (3)	Introduction to Contemporary Literature					HU						
	ENH 206 (3)	Nature and Environmental Literature					HU						
	ENH 214 (3)	Poetry Study					HU						
	ENH 220 (3)	Gender, Media, and Culture					HU				C		
	ENH 221 (3)	Survey of English Literature Before 1800					HU						
	ENH 222 (3)	Survey of English Literature After 1800					HU						H
	ENH 230 (3)	Introduction to Shakespeare					HU						
	ENH 231 (3)	Introduction to Shakespeare: The Early Plays					HU						
	ENH 232 (3)	Introduction to Shakespeare: The Late Plays					HU						
	ENH 235 (3)	Survey of Gothic Literature					HU						
	ENH 241 (3)	American Literature Before 1860		L			HU				C		
	ENH 242 (3)	American Literature After 1860					HU						
	ENH 245 (3)	J.R.R. Tolkien and C.S. Lewis: Battling Modernism					HU						
	ENH 251 (3)	Mythology					HU					G	
	ENH 253 (3)	Contemporary Global Literature and Film		L			HU					G	
	ENH 254 (3)	Literature and Film		L			HU						
	ENH 255 (3)	Contemporary U.S. Literature and Film		L			HU				C		
	ENH 256 (3)	Shakespeare on Film					HU						
	ENH 259 (3)	American Indian Literature					HU				C		
	ENH 260 (3)	Literature of the Southwest					HU				C		

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	ENH 275 (3)	Modern Fiction					HU						
	ENH 277AE (3)	Tour of Duty: War Narrative		L			HU					G	
	ENH 277AG (3)	Out There: Science Fiction Narrative		L			HU					G	
	ENH 280 (3)	Topics in American Literature					HU				C		
	ENH 284 (3)	19th Century Women Writers					HU				C		
	ENH 285 (3)	Contemporary Women Writers					HU				C		
	ENH 291 (3)	Children's Literature					HU						
	ENH 294 (3)	Multicultural Folktales					HU				C		
	ENH 295 (3)	Banned Books and Censorship					HU				C		
	ENV 101 (4)	Introduction to Environmental Science							SQ				
	ENV ALL (0)	Any ENV Course								OPT			
	EXS 290 (3)	Introduction to Evidence-Based Practice		L									
	FMT 107 (3)	Career Pathways in the Media					HU						
	FON 143 (3)	Food and Culture										G	
	FON 225 (3)	Research in Complementary and Alternative Nutrition Therapies		L									
	FON 241 (3) & FON 241LL (1)	Principles of Human Nutrition and Lab *Must complete both to count for AGEC*							SG				
	FOR 105 (4)	Forensic Science: Physical Evidence							SQ				
	FOR 106 (4)	Forensic Science: Biological Evidence							SQ				
	FRE 101 (4)	Elementary French I										G	
	FRE 101AA (4)	Elementary French I										G	
	FRE 102 (4)	Elementary French II										G	
	FRE 102AA (4)	Elementary French II										G	
	FRE 201 (4)	Intermediate French I										G	
	FRE 202 (4)	Intermediate French II										G	
	FRE 265 (3)	Advanced French I					HU					G	
	FRE 266 (3)	Advanced French II										G	
	FSC 258 (3)	Victimology and Crisis Management in Public Safety						SB			C		
	GBS 221 (3)	Business Statistics				CS							
	GBS 233 (3)	Business Communication		L									
	GCU 102 (3)	Introduction to Human Geography						SB				G	
	GCU 113 (3)	United States and Arizona Social Studies						SB					H
	GCU 121 (3)	World Geography I: Eastern Hemisphere						SB				G	

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	GCU 122 (3)	World Geography II: Western Hemisphere						SB				G	
	GCU 141 (3)	Introduction to Economic Geography						SB				G	
	GCU 221 (3)	Arizona Geography						SB			C		H
	GER 101 (4)	Elementary German I										G	
	GER 101AA (4)	Elementary German I										G	
	GER 102 (4)	Elementary German II										G	
	GER 102AA (4)	Elementary German II										G	
	GER 201 (4)	Intermediate German I										G	
	GER 202 (4)	Intermediate German II										G	
	GIS 205 (3)	Geographic Information Technologies				CS							
	GIS 211 (3)	Geographic Information Science I				CS							
	GLG 101 (3) & GLG 103 (1)	Physical Geology: Dynamic Earth Lecture and Lab *Must complete both to count for AGEC*							SQ				
	GLG 101IN (4)	Physical Geology: Dynamic Earth							SQ				
	GLG 102 (3) & GLG 104 (1)	Historical Geology: Primordial to Present Lecture *Must complete both to count for AGEC*							SG				H
	GLG 102 (3)	Historical Geology: Primordial to Present Lecture							SG				H
	GLG 102IN (4)	Historical Geology: Primordial to Present Lab							SG				H
	GLG 103 (1)	Physical Geology: Dynamic Earth Lab							SQ				
	GLG 104 (1)	Historical Geology: Primordial to Present Lab							SG				
	GLG 105 (4)	Introduction to Planetary Science							SG				
	GLG 106 (4)	Life in the Universe							SQ				
	GLG 106 (3) & GLG 107 (1)	Life in the Universe and Lab *Must complete both to count for AGEC*							SQ				
	GLG 110 (3)	Geological Disasters and the Environment							SQ			G	
	GLG 110 (3) & GLG 111 (1)	Geologic Disasters and the Environment and Lab *Must complete both to count for AGEC*							SG			G	
	GLG 110IN (4)	Geological Disasters and the Environment							SQ			G	
	GLG ALL (0)	Any GLG Course								OPT			
	GPH 111 (3) & GPH 112 (1)	Intro to Physical Geography and Lab *Must complete both to count for AGEC*							SQ				

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	GPH 113 (4)	Introduction to Physical Geography							SQ				
	GPH 210 (3)	Society and Environment										G	
	GPH 211 (4)	Landform Processes							SQ				
	GPH 212 (3) & GPH 214 (1)	Introduction to Meteorology and Lab *Must complete both to count for AGEC*							SQ				
	GPH 213 (3) & GPH 215 (1)	Climate and Weather and Lab *Must complete both to count for AGEC*							SG				
	GPH 267 (3)	Extreme Weather and Climate		L									
	GPH ALL (0)	Any GPH Course Except 270								OPT			
	GST 202 (3)	Games, Culture and Aesthetics					HU					G	
	HCR 210 (3)	Clinical Health Care Ethics					HU						
	HCR 220 (3)	Introduction to Nursing and Health Care Systems											H
	HCR 230 (3)	Culture and Health									C	G	
	HES 100 (3)	Healthful Living						SB					
	HES 120 (3)	Principles of Physical Fitness and Wellness						SB					
	HES 210 (3)	Cultural Aspects of Health and Illness									C	G	
	HIS 100 (3)	History of Western Civilization to Middle Ages											H
	HIS 101 (3)	History of Western Civilization Middle Ages to 1789					HU	SB					H
	HIS 102 (3)	History of Western Civilization 1789 to Present					HU	SB				G	H
	HIS 103 (3)	United States History to 1865					HU	SB					H
	HIS 104 (3)	United States History 1865 to Present						SB					H
	HIS 105 (3)	Arizona History						SB					H
	HIS 106 (3)	Southwest History						SB			C		H
	HIS 108 (3)	United States History 1945 to the Present					HU	SB					H
	HIS 109 (3)	Mexican American History and Culture						SB			C		H
	HIS 110 (3)	World History to 1500					HU					G	H
	HIS 111 (3)	World History 1500 to the Present					HU					G	H
	HIS 113 (3)	History of Eastern Civilizations to 1850					HU	SB				G	H
	HIS 114 (3)	History of Eastern Civilizations 1850 to Present					HU	SB				G	H
	HIS 140 (3)	American Indian History						SB			C		H
	HIS 145 (3)	History of Mexico						SB				G	H

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	HIS 170 (3)	American Indian History of the Southwest									C		H
	HIS 190 (3)	Environmental History											H
	HIS 200 (3)	Introduction to Africana Studies						SB					
	HIS 201 (3)	History of Women in America						SB			C		H
	HIS 203 (3)	African-American History to 1865					HU	SB			C		H
	HIS 204 (3)	African-American History 1865 to Present						SB			C		H
	HIS 209 (3)	The Chicana/o in 20th and 21st Century America						SB			C		H
	HIS 212 (3)	History of Religion					HU						H
	HIS 241 (3)	Latin American Civilization in the Colonial Period						SB					H
	HIS 242 (3)	Latin American Civilization in the Post-Colonial Period						SB				G	H
	HIS 251 (3)	History of England to 1700					HU						H
	HIS 252 (3)	History of England 1700 to Present					HU						H
	HIS 273 (3)	US Experience in Vietnam 1945-1975						SB					H
	HIS 277 (3)	The Modern Middle East										G	H
	HON 201 (3)	Leadership Development: Historical and Contemporary Perspectives						SB					
	HRM 160 (3)	Tourism Principles and Practices										G	
	HUM 101 (3)	General Humanities					HU						
	HUM 107 (3)	Humanities through the Arts					HU						
	HUM 108 (3)	Contemporary Humanities					HU						H
	HUM 190AA (1)	Honors Forum					HU						
	HUM 190AB (1)	Honors Forum					HU						
	HUM 190AC (1)	Honors Forum					HU						
	HUM 190AD (1)	Honors Forum					HU						
	HUM 190AE (1)	Honors Forum					HU						
	HUM 190AF (1)	Honors Forum					HU						
	HUM 190AG (1)	Honors Forum					HU						
	HUM 190AH (1)	Honors Forum					HU						
	HUM 190AI (1)	Honors Forum					HU						
	HUM 201 (3)	Humanities: Universal Themes					HU					G	
	HUM 202 (3)	Humanities: Universal Themes					HU						
	HUM 205 (3)	Introduction to Cinema					HU						
	HUM 206 (3)	Introduction to Television Arts					HU						
	HUM 209 (3)	Women and Films					HU				C		

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	HUM 210 (3)	Contemporary Cinema					HU						
	HUM 211AA (3)	Foreign Films: Classics					HU					G	
	HUM 212 (3)	Documentary Film		L			HU						
	HUM 213 (3)	Hispanic Film					HU					G	
	HUM 214 (3)	African-Americans in Film					HU				C		
	HUM 215 (3)	Film Comedy					HU						
	HUM 216 (3)	The Films and Career of Alfred Hitchcock					HU						
	HUM 220 (3)	History and Film					HU						
	HUM 225 (3)	Introduction to Popular Culture		L									
	HUM 235 (3)	Disability Studies		L			HU	SB				G	
	HUM 245 (3)	Introduction to Holocaust Studies					HU						
	HUM 250 (3)	Ideas and Values in the Humanities: Early Civilizations to the Renaissance		L			HU						H
	HUM 251 (3)	Ideas and Values in the Humanities: Renaissance to the Contemporary World		L			HU						H
	HUM 260 (3)	Intercultural Perspectives					HU				C		
	HUM 261 (3)	Asian Ideas and Values					HU					G	H
	HUM 292 (3)	The Art of Storytelling					HU				C		
	IBS 101 (3)	Introduction to International Business										G	
	IBS 109 (3)	Cultural Dimension for International Trade										G	
	IFS 201 (3)	Information in a Post-Truth World		L				SB					
	IFS 210 (3)	Information Without Borders: Research in a Global Society						SB				G	
	IFS 213 (3)	Hacking and Open Source Culture						SB					H
	IFS 215 (3)	Health Information and Cultural Communities									C		
	IGS 291 (3)	Studies in Global Awareness										G	
	IGS 292 (3)	Studies in Cultural Diversity									C		
	INT 115 (3)	Historical Architecture and Furniture					HU						
	INT 120 (3)	Modern Architecture and Furniture					HU						
	ITA 101 (4)	Elementary Italian I										G	
	ITA 101AA (4)	Elementary Italian I										G	
	ITA 102 (4)	Elementary Italian II										G	
	ITA 102AA (4)	Elementary Italian II										G	
	ITA 201 (4)	Intermediate Italian I										G	
	ITA 202 (4)	Intermediate Italian II										G	
	JPH 245 (3)	Traditional and Modern Japanese Culture					HU					G	

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	JPN 101 (5)	Elementary Japanese I										G	
	JPN 102 (5)	Elementary Japanese II										G	
	JPN 201 (5)	Intermediate Japanese I										G	
	JPN 202 (5)	Intermediate Japanese II										G	
	JRN 201 (3)	News Writing		L									
	JRN 234 (3)	Feature Writing		L									
	LAT 201 (4)	Intermediate Latin I					HU						
	LAT 202 (4)	Intermediate Latin II					HU						
	MAT 140 (5)	College Mathematics			MA								
	MAT 141 (4)	College Mathematics			MA								
	MAT 142 (3)	College Mathematics			MA								
	MAT 145 (5)	College Mathematics with Review			MA								
	MAT 146 (6)	College Mathematics with Review			MA								
	MAT 150 (5) & MAT 182 (3)	College Algebra / Functions and Plane Trigonometry *Must complete both to count for AGEC*			MA								
	MAT 150 (5)	College Algebra/Functions			MA								
	MAT 151 (4)	College Algebra/Functions			MA								
	MAT 151 (4) & MAT 182 (3)	College Algebra / Functions and Plane Trigonometry *Must complete both to count for AGEC*			MA								
	MAT 151AA (1) & MAT 151AB (1) & MAT 151AC (1) & MAT 151AD (1)	College Algebra / Functions *Must complete both to count for AGEC*			MA								
	MAT 152 (3) & MAT 182 (3)	College Algebra / Functions and Plane Trigonometry *Must complete both to count for AGEC*			MA								
	MAT 152 (3)	College Algebra/Functions			MA								
	MAT 155 (5)	College Algebra/Functions with Review			MA								
	MAT 156 (6)	College Algebra/Functions with Review			MA								
	MAT 172 (3)	Finite Mathematics			MA								
	MAT 182 (3)	Plane Trigonometry			MA								
	MAT 187 (5)	Precalculus			MA								
	MAT 188 (4)	Precalculus			MA								
	MAT 206 (3)	Elements of Statistics				CS							

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	MAT 212 (3)	Brief Calculus			MA								
	MAT 213 (4)	Brief Calculus			MA								
	MAT 220 (5)	Calculus with Analytic Geometry I			MA								
	MAT 221 (4)	Calculus with Analytic Geometry I			MA								
	MAT 222+ (0)	Any MAT Course Above 221								OPT			
	MAT 230 (5)	Calculus with Analytic Geometry II			MA								
	MAT 231 (4)	Calculus with Analytic Geometry II			MA								
	MAT 240 (5)	Calculus with Analytic Geometry III			MA								
	MAT 241 (4)	Calculus with Analytic Geometry III			MA								
	MAT 276 (4)	Modern Differential Equations			MA								
	MAT 277 (3)	Modern Differential Equations			MA								
	MCO 120 (3)	Media and Society						SB					
	MCO 220 (3)	Cultural Diversity and the Media		L							C		
	MGT 229 (3)	Management and Leadership I						SB					
	MGT 230 (3)	Management and Leadership II						SB					
	MHL 140 (3)	Survey of Music History					HU						
	MHL 143 (3)	Music in World Cultures					HU					G	
	MHL 145 (3)	American Jazz and Popular Music					HU				C		
	MHL 146 (3)	Survey of Broadway Musicals					HU						
	MHL 153 (3)	Rock Music and Culture					HU						H
	MHL 155 (3)	Survey of American Music					HU				C		H
	MHL 194 (3)	Music and Culture					HU					G	
	MHL 204 (3)	Hip-Hop Music and Culture		L			HU				C		
	MHL 241 (3)	Music History and Literature to 1750					HU						
	MHL 242 (3)	Music History and Literature 1750 to Present					HU						
	MHL 295 (3)	Topics in Music					HU						
	MTC 180 (3)	Computer Literacy for Musicians				CS							
	MUC 180 (3)	Computer Literacy for the Music Business				CS							
	NAV 201 (4)	Intermediate Navajo I									C		
	NAV 202 (4)	Intermediate Navajo II									C		
	NEW (0)								SQ				
	PAD 200 (3)	Public Affairs Economics						SB					
	PHI 101 (3)	Introduction to Philosophy					HU						
	PHI 103 (3)	Introduction to Logic		L			HU						
	PHI 104 (3)	World Philosophy					HU					G	

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	PHI 105 (3)	Introduction to Ethics					HU						
	PHI 201 (3)	History of Ancient Philosophy					HU						H
	PHI 212 (3)	Contemporary Moral Issues					HU						
	PHI 214 (3)	Business Ethics		L			HU						
	PHI 216 (3)	Environmental Ethics					HU						
	PHI 218 (3)	Philosophy of Sexuality		L			HU						
	PHI 224 (3)	Political Philosophy		L			HU						
	PHI 233AA (3)	Metaphysics: An Introduction					HU						
	PHI 233AB (3)	Theory of Knowledge					HU						
	PHI 234AA (3)	Plato					HU						
	PHI 244 (3)	Philosophy of Religion					HU						
	PHI 245 (3)	Introduction to Eastern Philosophy					HU					G	
	PHI 251 (3)	Philosophy of Sport					HU						
	PHS 110 (4)	Fundamentals of Physical Science							SQ				
	PHS 115 (4)	The Science of Musical Instruments							SQ				
	PHS 120 (4)	Introduction to Physical Science: Astronomy, Meteorology, Geology and Oceanography							SQ				
	PHY 101 (4)	Introduction to Physics							SQ				
	PHY 101AA (4)	Introduction to Physics							SQ				
	PHY 111 (4)	General Physics I							SQ				
	PHY 111AA (4)	General Physics I							SQ				
	PHY 112 (4)	General Physics II							SQ				
	PHY 115 (5)	University Physics I							SQ				
	PHY 116 (5)	University Physics II							SQ				
	PHY 121 (4)	University Physics I: Mechanics							SQ				
	PHY 131 (4)	University Physics II: Electricity and Magnetism							SQ				
	PHY ALL (0)	Any PHY Course								OPT			
	POS 100 (3)	Introduction to Political Science						SB					
	POS 110 (3)	American National Government						SB					
	POS 113 (3)	United States and Arizona Social Studies						SB					H
	POS 114 (3)	World Social Studies						SB					H
	POS 115 (3)	Issues in American Politics		L				SB					
	POS 120 (3)	World Politics						SB				G	
	POS 125 (3)	Issues in World Politics						SB				G	
	POS 130 (3)	State and Local Government						SB					

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	POS 140 (3)	Comparative Government						SB				G	
	POS 180 (3)	United Nations Studies										G	
	POS 210 (3)	Political Ideologies						SB					
	POS 223 (3)	Civil Rights and Liberties						SB			C		
	POS 285 (3)	Political Issues and Public Policy						SB					
	PSY 101 (3)	Introduction to Psychology						SB					
	PSY 123 (3)	Psychology of Parenting						SB					
	PSY 132 (3)	Psychology and Culture						SB			C	G	
	PSY 143 (3)	Psychology of Sexual Orientation and Gender Identity									C		
	PSY 156 (3)	Understanding Death and Dying						SB					
	PSY 157 (3)	African/Black Psychology									C		
	PSY 215 (3)	Sports Psychology						SB					
	PSY 218 (3)	Health Psychology						SB					
	PSY 225 (3)	Psychology of Religion						SB				G	
	PSY 230 (3)	Introduction to Statistics				CS							
	PSY 230WL (4)	Introduction to Statistics with Lab				CS							
	PSY 235 (3)	Psychology of Gender						SB			C		
	PSY 240 (3)	Developmental Psychology						SB					
	PSY 241 (3)	Understanding and Changing Behavior						SB					
	PSY 243 (3)	The Psychology of Developmental Disabilities						SB					
	PSY 250 (3)	Social Psychology						SB					
	PSY 260 (3)	Psychology of Personality						SB					
	PSY 262 (3)	Positive Psychology: The Science of Well-Being						SB					
	PSY 266 (3)	Psychological Disorders						SB					
	PSY 275 (4)	Biopsychology							SG				
	PSY 277 (3)	Psychology of Human Sexuality						SB					
	PSY 280 (3)	Industrial/Organizational Psychology						SB					
	PSY 290AB (4)	Research Methods		L					SG				
	PSY 290AC (4)	Research Methods		L					SG				
	PSY 292 (3)	Psychology of Altered States of Consciousness						SB					
	QST 200 (3)	Introduction to Queer Studies					HU	SB			C		
	QST 210 (3)	Queer Media Studies					HU	SB			C		
	REC 120 (3)	Leisure and the Quality of Life						SB					

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	REL 100 (3)	World Religions					HU					G	
	REL 101 (3)	Introduction to Religion					HU						
	REL 151 (3)	Religion in the Hispanic World					HU					G	
	REL 200 (3)	Religion and Film					HU						
	REL 201 (3)	Classics of Western Religions					HU						
	REL 202 (3)	Classics of Asian Religions					HU					G	
	REL 203 (3)	American Indian Religions		L			HU				C		
	REL 205 (3)	Religion and the Modern World		L			HU						
	REL 206 (3)	Religion in America					HU						
	REL 207 (3)	Ritual, Symbol, and Myth		L			HU						
	REL 210 (3)	Introduction to Judaism					HU						H
	REL 212 (3)	Introduction to Islam					HU					G	
	REL 225 (3)	African-American Religions					HU				C		
	REL 240 (3)	Religion and Science					HU						
	REL 244 (3)	Philosophy of Religion					HU						
	REL 250 (3)	Religion in Ireland: Neolithic to Early Medieval					HU						H
	REL 251 (3)	History of Religion in Ireland: Medieval to Modern					HU						H
	REL 270 (3)	Introduction to Christianity					HU						
	REL 271 (3)	Introduction to the New Testament					HU						
	REL 290 (3)	Women and World Religions					HU					G	
	REL 291 (3)	Religion and Sexuality					HU					G	
	RUS 201 (4)	Intermediate Russian										G	
	RUS 202 (4)	Intermediate Russian										G	
	SBU 200 (3)	Society and Business						SB				G	
	SLC 201 (3)	Introduction to Linguistics					HU	SB					
	SLC 202 (3)	Introduction to Literary and Cultural Theory		L			HU						
	SOC 101 (3)	Introduction to Sociology						SB					
	SOC 105 (3)	Introduction to American Indian Studies									C		
	SOC 110 (3)	Drugs and Society						SB					
	SOC 130 (3)	Human Sexuality						SB					
	SOC 141 (3)	Sovereign Indian Nations						SB			C		H
	SOC 157 (3)	Sociology of Families and Relationships						SB					
	SOC 160 (3)	American Indian Law									C		H
	SOC 180 (3)	Social Implications of Technology						SB					
	SOC 212 (3)	Gender and Society						SB					

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	SOC 220 (3)	Sport and Society						SB					
	SOC 241 (3)	Race and Ethnic Relations						SB			C		
	SOC 251 (3)	Social Problems						SB					
	SOC 266 (3)	Sociology Through Film						SB					
	SOC 270 (3)	The Sociology of Health and Illness						SB				G	
	SPA 101 (4)	Elementary Spanish I										G	
	SPA 101AA (4)	Elementary Spanish I										G	
	SPA 102 (4)	Elementary Spanish II										G	
	SPA 102AA (4)	Elementary Spanish II										G	
	SPA 201 (4)	Intermediate Spanish I										G	
	SPA 202 (4)	Intermediate Spanish II										G	
	SPA 203 (4)	Spanish for Spanish-Speaking Students I									C	G	
	SPA 204 (4)	Spanish for Spanish-Speaking Students II									C	G	
	SPA 241 (3)	Spanish and Spanish-American Film I					HU					G	
	SPA 242 (3)	Spanish and Spanish-American Film II					HU					G	
	SPA 265 (3)	Advanced Spanish I					HU						
	SPA 266 (3)	Advanced Spanish II					HU						
	SPH 241 (3)	Spanish and Latin American Film in Translation					HU					G	
	SPH 245 (3)	Hispanic Heritage in the Southwest					HU				C		
	SSH 111 (3)	Sustainable Cities					HU	SB				G	
	STO 288 (3)	Telling Sacred Stories From Around the World										G	
	STO 290 (3)	The Irish Storytelling Tradition										G	
	STO 292 (3)	The Art of Storytelling					HU				C		
	STO 294 (3)	Multicultural Folktales					HU				C		
	STO 295 (3)	Traditional Storytelling Around the World					HU					G	
	SUS 100 (3)	Introduction to Sustainability										G	
	SUS 110 (3)	Sustainable World						SB					
	SWU 171 (3)	Introduction to Social Work						SB					H
	SWU 182 (3)	A Social Services Perspective of Government						SB					
	SWU 183 (3)	Introductory Ethics: A Social Service Perspective					HU						
	SWU 225 (3)	Statistics for Social Research/Justice and Government				CS							
	SWU 250 (3)	Mindfulness for Stress Management						SB					
	SWU 258 (3)	Victimology and Crisis, a Social Services Perspective						SB			C		

	Course	Course Title	FYC	L	MA	CS	HU	SB	SG/SQ	OPT	C	G	H
	SWU 295 (3)	Effective Helping in a Diverse World						SB			C		
	TEC 105 (3)	Cultural Aspects of Clothing					HU	SB					
	TEC 125 (3)	Fashion Design					HU						
	THE 111 (3)	Introduction to Theatre					HU						
	THE 220 (3)	Modern Drama		L			HU						
	THF 205 (3)	Introduction to Cinema					HU						
	THF 206 (3)	Introduction to Television Arts					HU						
	THF 210 (3)	Contemporary Cinema					HU						
	THP 217 (3)	Introduction to Design Scenography					HU						
	THP 241 (3)	Oral Interpretation of Literature		L			HU						
	WST 100 (3)	Introduction to Women's and Gender Studies						SB			C		
	WST 120 (3)	Gender, Class, and Race									C		
	WST 160 (3)	Women and the Early American Experience											H
	WST 161 (3)	American Women Since 1920						SB			C		H
	WST 200 (3)	Essential Feminist Writing									C		H
	WST 209 (3)	Women and Films					HU				C		
	WST 284 (3)	19th Century Women Writers					HU				C		
	WST 285 (3)	Contemporary Women Writers					HU				C		
	WST 290 (3)	Women and World Religions					HU					G	
	YAQ 100 (3)	Yaqui Indian History and Culture						SB			C		

Instructional Divisions and Departments

Behavioral Sciences
Chair: Caron Sada
(602) 430-1234
AJS - Administration of Justice Studies
FOR - Forensic Science
PAR- Paralegal
PSY - Psychology
SOC - Sociology
SWU - Social Work

Business & Information Technology
Chair: Dr. Lynn Clark
(602) 787-6742
ACC - Accounting
BPC - Business-Personal Computers
CIS - Computer Information Systems
CLD - Cloud Computing
CNT - Cisco Network
CSC - Computer Science
ECN - Economics
EEE - Electrical Engineering
EPS - Entrepreneurial Studies
GBS - General Business
HTM - Healthcare Technology Management
IBS - International Business
ITS - Information Technology
MGT - Management
MKT - Marketing
MST - Microsoft Technology
OAS - Office Automation Systems
SBS - Small Business Management
SBU - Society and Business

Communication and Liberal Arts
Chair: Dr. David Rubí
(602) 787-6578
ASL - American Sign Language
COM - Communication
JPN - Japanese
PHI - Philosophy
REL - Religious Studies
SPA - Spanish
SPH - Spanish Humanities

Counseling
Chair: Dr. James Rubin
(602) 787-6546
CAP - Counseling & Applied Psychology
CPD - Counseling and Personal Development
FYE - First Year Experience

English
Chair: Ryan Stone
(602) 787-6962
ALT - Academic Literacy
CRE - Critical Reading
CRW - Creative Writing
ENG- English
ENH - English Humanities
ESL - English As a Second Language
HON - Honors
JRN - Journalism
MCO - Mass Communication
RDG - Reading

Fine & Performing Arts
Chair: Dr. Christopher Scinto
(602) 787-6686
ARH - Art Humanities
ART - Art
AVC - Art
DAH - Dance Humanities
GST - Game Studies
MHL - Music: History/Literature
MTC - Music: Theory/Composition
MUC - Music: Commercial/Business
MUP - Music: Performance
THE - Theatre
THF - Theatre and Film
THO - Theatre: Stage Combat
THP - Theatre Performance/ Production

Health & Exercise Science
Chair: Dale Heuser
(602) 787-7276
DAN - Dance
EMT - Emergency Medical Technology
EXS - Exercise Science
FON - Food and Nutrition
FSC - Fire Science
HES - Health Science
IPH - Integrated Public Health
PED - Physical Education
PME - Paramedicine
RPM - Recreation
SPT - Theory of Coaching/Sports/Training
SSH - Sustainability/Social Sciences and Humanities
SUS - Sustainability/Natural Science
WED - Wellness Education

Library
Chair: Paula Crossman
(602)787-7203
IFS - Information Studies

Life Sciences
Chair: Jeff Lace
(602) 787-7913
BIO - Biology

Mathematics
Chair: Gary Kellgren
(602) 787-7132
MAT - Mathematics

Nursing
Chair and Nursing Program Director: Jessica Bruhn
(602) 787-7214
HCC - Health Core Curriculum
HCE - Health Care Education
HCR - Health Care Related
NCE - Nursing: Continuing Education
NUR - Nursing Science: Basic

Physical Sciences
Chair: Julie Olander
(602) 787-7306
AST - Astronomy
CHM - Chemistry
ECE - Engineering Science
GLG - Geology
PHS - Physical Science
PHY - Physics

Social Sciences
Chair: Vaswati Ghosh
(602) 787-7194
AES - Aerospace Studies
ASB - Anthropology
ASM Anthropology
CFS - Child/Family Studies
ECH - Early Childhood Education
EDU - Education
EED - Early Education
GCU - Cultural Geography
GPH - Physical Geography
HIS - History
HUM - Humanities
POS - Political Science
SPE - Special Education
WST - Women's Studies

Field of Interest Matrix

The Maricopa County Community College Field of Interest Matrix identifies all programs currently available for offering within the ten (10) community colleges and skill centers of the district. The programs are grouped under Field of Interest as requested by the colleges. For specific information regarding individual programs, contact the college(s) listed as participating institutions.

College Key

CG: Chandler Gilbert Community College
PC: Phoenix College
EM: Estrella Mountain Community College
PV: Paradise Valley Community College
GC: Glendale Community College
RS: Rio Salado College
GW: GateWay Community College
SC: Scottsdale Community College
MC: Mesa Community College
SM: South Mountain Community College

Applied Technology

Air Conditioning/Refrigeration/Facilities ..... GW
Aircraft Maintenance Technology ..... CG
Aircraft Maintenance Technology-Airframe ..... CG
Aircraft Maintenance Technology-Powerplant ..... CG
Airway Science Technology, Flight Emphasis ..... CG
Applied Electrical Technologies ..... RS
Architectural and Civil CAD Technology ..... GC
Architectural Technology ..... SC
Automated Industrial Technology ..... EM, MC
Automated Industrial Technology I ..... EM, MC
Automated Industrial Technology II ..... EM, MC
Automotive Automatic Transmission & Transaxle ..... GC, GW, MC
Automotive Brake Systems ..... GC, GW, MC
Automotive Chassis ..... GC, GW, MC
Automotive Drive Train ..... GC, GW, MC
Automotive Electrical, Heating, Ventilation and Air Conditioning Systems ..... GC, GW, MC
Automotive Electronic/Electrical Systems ..... GC, GW, MC
Automotive Engine and Operations Mgmt ..... GC, GW, MC
Automotive Engine Repair ..... GC, GW, MC
Automotive Engine Mgmt and Repair ..... GC, GW, MC
Automotive Heating, Ventilation and Air Conditioning Systems ..... GC, GW, MC
Automotive Maintenance & Light Repair ..... GC, GW, MC
Automotive Manual Drive Train and Axles ..... GC, GW, MC
Automotive Service ..... GC, GW, MC
Automotive Steering and Suspension ..... GC, GW, MC
Basic Automotive Maintenance ..... RS
Basic Automotive Repair ..... GW
Building Inspection ..... MC
Cable and Wire Harness Assembly ..... MC
CAD Application ..... GC
CAD Fundamentals ..... GC
Caterpillar Technician Training ..... MC
Certified Flight Instructor Instrument Airplane Rating ..... CG
CNC Machine Operator ..... GW, MC
CNC Machining, I ..... GW, MC
CNC Machining, I (Day) ..... GW
CNC Machining II ..... GW, MC
Collision Repair Technician (Day) ..... GW
Computer Aided Drafting ..... MC
Construction Building Codes ..... MC
Construction Management ..... MC
Construction Safety OSHA 30 ..... MC
Construction Technology ..... MC, SM
Construction Trades -Mechanical Trades: Plumbing ..... GW
Construction Trades -Mechanical Trades: Sheet Metal GW
Construction Trades: Carpentry ..... GW, MC, SM
Construction Trades: Carpentry, Commercial and Residential ..... MC, SM
Construction Trades: Carpentry, Commercial and Residential (Day) ..... GW
Construction Trades: Construction Management ..... MC
Construction Trades: Electrical ..... MC, SM
Construction Trades: Electrical, Commercial and Residential ..... MC, SM
Construction Trades: Electricity ..... GW
Construction Trades: Heat and Frost Insulation ..... GW
Construction Trades: Ironworking ..... GW
Construction Trades: Millwrighting ..... GW
Construction Trades: Painting and Drywalling ..... GW
Construction Trades: Plumbing ..... MC, SM
Construction Trades: Plumbing, Commercial and Residential ..... GW, MC, SM
Construction Trades: Pre-Apprenticeship ..... GW
Construction Trades: Solar Energy ..... MC
Data Center Operations ..... EM, MC
Datacenter Administration ..... EM, GC
Drafting and Design Technology ..... MC
Educational Construction Trades Partnership: Carpentry ..... RS
Educational Construction Trades Partnership: Carpentry, Commercial and Residential ..... RS
Educational Construction Trades Partnership: Electrical ..... RS
Educational Construction Trades Partnership: Electrical, Commercial and Residential ..... RS
Educational Construction Trades Partnership: H.V.A.C. Residential Service ..... RS
Educational Construction Trades Partnership: Plumbing ..... RS
Educational Construction Trades Partnership: Plumbing, Commercial and Residential ..... RS
Electrical Technology ..... GW
Electrical Technology - Commercial Wiring ..... GW
Electrical Technology - Industrial Wiring ..... GW
Electrical Technology: Residential Wiring ..... GW
Energy and Industrial Technology ..... EM

Engine Performance and Diagnosis ..... GW
Environmental Science and Water Resources Technologies ..... GW
Environmental Science Technology ..... GW

Gifted Education ..... MC
H.V.A.C.r Residential Service ..... GW, MC
HVAC Commercial Installation and Service Technician ..... GW
HVAC Residential Installation and Service Technician (Day) ..... GW
Industrial Control Systems ..... EM, MC
Industrial Design Technology ..... GW
Industrial Design Technology: Design Specialist ..... GW
Industrial Electrical Systems ..... EM, MC
Industrial Fluid Systems ..... EM, MC
Industrial Mechanical Systems ..... EM, MC
Industrial Sewing ..... PC
Industrial Technology for Semiconductor ..... CG, EM, MC
International Residential Code ..... MC
Introduction to Semiconductor Manufacturing ..... RS
J-STD Soldering Certification ..... MC
Lineman Technology Level I ..... RS
Lineman Technology Level II ..... RS
Lineman Technology Level III ..... RS
Lineman Technology Level IV ..... RS
Manufacturing Production Technology ..... MC
Mechanical Drafting ..... MC
Nuclear Power Technology ..... EM
Precision Optics Level I ..... RS
Precision Optics Level II ..... RS
Quality Assurance ..... GW
Robotics Technology ..... EM, MC
Semiconductor Manufacturing ..... RS
Water and Wastewater Treatment ..... GW
Welding ..... MC
Welding: Fundamentals ..... MC
Welding: Fundamentals (Day) ..... GW
Welding: Gas Metal / Flux Cored Arc Welding (GMAW)/(FCAW) ..... MC
Welding: Gas Tungsten Arc Welding (GTAW) Ferrous ..... MC
Welding: Gas Tungsten Arc Welding (GTAW) Ferrous and Non-Ferrous (Day) ..... GW
Welding: Gas Tungsten Arc Welding (GTAW) Ferrous and Non-Ferrous ..... MC
Welding:Shielded Metal Arc Welding (SMAW) Pipe ..... MC
Welding: Shielded Metal Arc Welding (SMAW) Pipe (Day) ..... GW
Welding:Shielded Metal Arc Welding (SMAW) Plate ..... MC

Behavioral Science and Human Services

Addictions and Substance Use Disorders ..... RS
Addictions and Substance Use Disorders Level I ..... RS
Addictions and Substance Use Disorders Level II ..... RS
Administration of Justice ..... CG, EM, GC, MC, PC, PV, RS,SC, SM
Administration of Justice Studies ..... CG, EM, GC, MC, PC, PV, RS, SC, SM
Advanced Behavioral Sciences ..... GC, SM
Advanced Corrections and Detention ..... RS
Advanced Juvenile Corrections ..... RS
Associate in Arts, Emphasis in Counseling and Applied Psychological Science ..... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Criminal Justice CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Family Life Education ..... EM, GC, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Law and Policy ..... CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Political Science ..... CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Psychology ..... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Social Work ..... EM, GC, MC, PC, PV, RS, SC, SM
Basic Corrections ..... RS
Basic Detention ..... RS
Behavioral Sciences ..... GC, SM
Child and Family Organizations Management and Administration ..... GC, RS
Community Emergency Response Team (CERT): Level I ..... PC
Corrections ..... CG, EM, GC, MC, PC, PV, RS, SC, SM
Corrections and Detention ..... RS
Crime Scene Investigation ..... CG, GC, MC, PC, SC, SM
Developmental Disabilities Specialist ..... GC
Driver Operator ..... GC, PC, PV
Emergency Communications ..... RS
Emergency Communications and Deployment ..... PC
Emergency Management ..... GC, PC, PV
Fingerprint Identification and Photography ..... CG, EM, GC, MC, PC, SC, SM
Fire Science ..... GC, MC, PC, PV
Fire Service Management ..... GC, PC, PV
Firearms ..... RS
Firefighter Operations ..... GC, MC, PC, PV
Forensic Science CG, EM, GC, MC, PC, PV, RS, SC, SM
Foundations of Behavior Sciences ..... CG, PC, RS, SM
Hazardous Materials Response ..... PC
Homeland Security ..... CG, GC, PC, RS, SM
Juvenile Corrections ..... RS
Law Enforcement ..... CG, EM, GC, MC, PC, PV, RS, SC, SM
Law Enforcement Field Training ..... RS
Law Enforcement Investigation ..... GC, RS
Law Enforcement Training ..... GC, RS
Law Enforcement Training Academy ..... GC, RS
Leadership in Public Safety Organizations ..... CG, GC, PC, RS
Legal Studies ..... CG, EM, GC, MC, PC, PV, RS, SC, SM
Non-Sworn Fire Service Professional ..... GC, PC, PV
Paralegal ..... PV, RS
Paralegal Studies ..... PC
Professional Addictions Counseling ..... RS
Public Safety Administration ..... PC, RS
Public Safety Leadership ..... RS
Public Safety Technology ..... RS
Search Warrant Preparation ..... RS
Substance Use Prevention and Interventions ..... RS
Terrorism Liaison Training: Level I ..... PC

Terrorism Liaison Training: Level II ..... PC
Victimology.....CG, GC, MC, PC, PV, RS, SC, SM
Workforce Development and Community Re-Entry... RS
Workforce Development: Foundations in Addictions and Substance Use Disorders ..... RS

Business, Entrepreneurialism, and Management

Accounting ..... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Administrative Professional..... EM, GC, PC, PV, SM
Advocate Driven Healthcare: Customer Service ..... RS
Aesthetician (24 hours per week) ..... GW
Aesthetician (High School)..... GW
Airline Operations ..... RS
Airline Operations: Reservations and Ticketing Services ..... RS
Associate in Business, General Requirements..... (ABUS-GR) CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Associate in Business, Special Requirements (ABUS-SR) CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Automobile Insurance: Customer Service ..... RS
Baking and Pastry Arts ..... SC
Bank Account Management: Customer Service..... RS
Banking and Finance ..... GW, PC
Beauty and Wellness .....GW, MC
Broadband Telecommunications ..... RS
Broadband Telecommunications: Field Operations... RS
Business Administration Fastrack..... GC, PC, SC
Business Technology: Customer Service ..... RS
Business Technology Specialist ..... GW
Cannabis Business Administration & Management... SC
Cannabis Business Advanced Entrepreneurship ..... SC
Cannabis Business Fundamentals ..... SC
Certified Bookkeeping..... GC, PC, PV, RS, CS
Commercial Baking and Pastry..... EM, SC
Commercial Real Estate .....CG, SC, SM
Cosmetologist (32 Hours Per Week) ..... GW
Cosmetologist (High School) ..... GW
Cosmetology Instructor ..... GW
Credit Counseling: Customer Service..... RS
Culinary Arts..... EM, SC
Culinary Arts I..... EM
Culinary Arts II..... EM
Culinary Foundations ..... SC
Culinary Professional ..... SC
Debt Resolution: Customer Service..... RS
Debt Resolution: Sales ..... RS
Enrolled Agent .....GC, PC, PV, RS, SC, SM
Entrepreneurial Studies Level IGC, GW, MC, PC, PV, RS, SC, SM
Entrepreneurial Studies Level II. GC, GW, MC, PC, RS, SM
Esports Business Operations……GC, PC, PV, RS, SM
Esports Event Production .....PV
Fashion Merchandising.....MC, PC
Financial Industry ..... GW
Financial Services..... GC, GW, PC, SC, SM
Financial Services Retirement Accounts: Customer Service ..... RS
Financial Services: Pre-licensure CG, GC, GW, PC, SC
General Business .....CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Hair Stylist (32 Hours Per Week) .....GW
Hospitality: Food and Beverage Management..... SC
Hospitality: Golf Management ..... SC
Hospitality: Hotel Management ..... SC
Hospitality: Meeting and Event Management..... SC
Hospitality: Restaurant Management ..... SC
Hospitality: Spa and Wellness Center Management.. SC
Hospitality: Tourism Development & Management.... SC
Human Resources Management GC, GW, MC, PC, RS, SC, SM
Human Resources Compensation & Benefits ..GW, PC, SC
Insurance: Customer Service ..... RS
Loan Consolidation: Customer Service ..... RS
Management.....GC, MC, PC, PV, RS, SC, SM
Marketing..... GC, GW, MC, PC, PV, SC, SM
Marketing and Sales.....GC, GW, MC, PC, PV, SC
Massage Therapy (24 Hours Per Week).....GW
Nail Technician .....GW
Organizational Leadership ..CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Organizational ManagementCG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Pharmacy Prescription Benefits: Customer Service . RS
Prescription Prior Authorization: Customer Service…RS
Project Management ..... MC
Property Insurance: Customer Service ..... RS
Public Administration ..... RS
Quality Customer Service..... RS
Real Estate Broker: Pre-license ..... SC
Real Estate: Pre-license..... GC, MC, RS, SC, SM
Retail Management .....EM, GC, GW, MC, PC, RS, SM
Risk Management and Insurance..... PV, RS
Small Business Management Level I ..... CG, EM, GC, GW, PC, RS
Small Business Management Level II . CG, GW, PC, RS
Small Business Start-Up ..... PV
Social Media Marketing ..... CG, EM, GC, MC, PC, PV, SC, SM
Utilities: Customer Service ..... RS
Water Services: Customer Service ..... RS
Web Hosting: Customer Service ..... RS

Computer and Information Technology

Adobe Foundations: Animation and Graphics Production ..... CG, GC, MC, PV, SM
Adobe Foundations: Audio and Video Production .....SM
Amazon Web Services Cloud Associate... CG, GC, GW, MC, PC, PV, RS, SC, SM
Amazon Web Services Cloud Practitioner ..... CG, GC, GW, MC, PC, PV, RS, SC, SM
Amazon Web Services Cloud Specialist.... CG, GC, PC, PV, SC, SM
Android App Development ..... GW, PC, RS, SM
Associate in Science, Emphasis in Computer Science... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Cisco Certified Network Professional: Enterprise .....CG, GW, MC, PV, SC, SM

Cisco Certified Network Professional: Enterprise Advanced Routing & Services ..... GC, MC, PV, SC, SM
Cisco Certified Network Professional: Enterprise Core ..... GC, MC, PV, SC, SM
Cisco Network Administration and Security.....CG, EM, GC, GW, MC, PV, SC, SM
Cisco Network Administration: CCNA..... CG, EM, GC, GW, MC, PC, PV, SC, SM
Cisco Network Administration: CCNP..... GC, MC, PC, SC, SM
Computer Information Systems ..... GW
Computer System Configuration and Support ...CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Computer System Configuration and Support, Linux.....CG, EM, GC, GW, MC, PC, PV, SC, SM
Computer System Configuration and Support, Network. CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Computer System Configuration and Support, Security. G, EM, GC, GW, MC, PC, PV, RS, SC, SM
Critical Infrastructure .....EM, GC
Cross Functional Design and Web Essentials..... SC
Cross-Platform App Development .....GW, PC, RS, SM
Cyber Defense ..... EM
Cyber Engineering .....CG, EM, GC, MC, PC, PV, RS, SC, SM
Cyber Operations..... CG, GC, GW, MC, PV, SC, SM
Cybersecurity ..... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Cybersecurity Fundamentals .....CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Cybersecurity Management & Information Security .. GC
Data Analytics .....CG, EM, GW, MC, PV, RS, SC
Data Analytics and Programming .....MC
Database Development .....EM, SC
Desktop SupportCG, EM, GC, GW, PC, PV, RS, SC, SM
Foundations of Mobile App Development....PC, RS, SM
Information Technology ..... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
iOS App Development .....GW, PC, PV, RS, SM
IT Fundamentals ..... GC, MC
IT Security Associate ..... EM
Jamf Training Foundation .....MC
Linux AssociateCG, EM, GC, GW, MC, PC, PV, SC, SM
Linux System Administration.....EM, GC, PC, PV, SC, SM
Microsoft Desktop Associate.....EM, GC, GW, MC, PC, PV, SM
Microsoft Office Professional ..... CG, EM, GC, PC, PV, RS, SC, SM
Microsoft Office Specialist..... CG, GC, PV, RS, SC, SM
Microsoft System Administration ..... PC
Mobile App Development..... PC, PV, RS, SM
Native Mobile App Development..... PC, PV, RS, SM
Network and Cyber Fundamentals ..... GW
Network and Systems Administration ..... CG, EM, GC, GW, MC, PC, PV, SC, SM
Programming.....RS, SM
Programming & Systems Analysis.....CG, EM, GC, MC, PC, PV, RS, SC
Programming & Systems Analysis Level, I .....CG, EM, GC, MC, PC, PV, RS, SC
Programming & Systems Analysis Level II ..... CG, EM, GC, MC, PC, PV, RS, SC
Python Applications……CG, MC, SM
Red Hat Linux Administrator ..... EM, GC, GW, MC, PC, SC, SM
Red Hat Linux Engineer EM, GC, GW, MC, PC, SC, SM
Video Game Production ..... GC, MC, PV
Video Game Production: Audio & Sound .... GC, MC, PV
Video Game Production: Coding & ScriptingGC, MC, PV
Video Game Production: Game Art..... GC, MC, PV
Video Game Production: Game Narrative... GC, MC, PV
VMware Foundations ..... GC, GW, PC
VMware Network Administrator.....GC
VMware Systems Administrator .....GC, PC
Web App Development ..... CG, GC, GW, MC, PC, PV, RS, SC, SM
Web Design ..... CG, EM, GC, PV, RS, SC, SM
Web Design/Development.... CG, EM, GC, MC, PC, PV, RS, SC, SM
Web Development.....CG, EM, GC, GW, MC, PC, PV, SC, SM
Web Foundations ..... CG, EM, GC, MC, PC, PV, RS, SC, SM
Windows App Development .....PC, RS, SM

Culture and Society

African-American Studies..... MC
American Indian Studies .....PC, SC
Applied Bilingual Spanish Language Skills ..... CG, GW, SM
Applied English Language Skills ..... MC, PV, SM
Applied Storytelling..... EM, SM
Associate in Arts, Emphasis in American Indian Studies.....CG, EM, GC, MC, PC, SC, SM
Associate in Arts, Emphasis in Anthropology.....CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Communication CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Economics CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in English (Creative Writing) CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in English (Literature) . CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in History CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Humanities CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Information Studies and eSociety.....CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Japanese ..... EM, GC, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Journalism and New Media Studies .....EM, MC, GC, PC, RS, SC, SM
Associate in Arts, Emphasis in Philosophy ..... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Religious Studies .... CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Sociology ..... CG, EM, GC, MC, PC, PV, RS, SC, SM

Associate in Arts, Emphasis in Spanish CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Women and Gender Studies ..... CG, EM, GC, MC, PC, PV, RS, SC, SM
Chicana and Chicano Studies ..... GC, GC, PC
Communication Competence in the Workplace GC, MC
Communication Skills for Non-Native English Speakers ..... GC, MC
Creative Writing ..... EM, GC, MC, PC, PV, RS
Deaf Interpreter Preparation ..... PC
Deaf Studies ..... PC
Foundations of Storytelling ..... EM, SM
International Studies ..... PC
Interpreter Preparation ..... PC
Journalism and New Media Studies ..... MC
Language and Literary Culture of the USA ..... RS
Language Studies ..... CG, GC, MC, RS
Oral Communication Fluency for Non-Native English Speakers ..... GC, MC
Public Relations ..... MC
Southwest Studies ..... PC
Spanish Language and Culture ..... CG, GW, MC, RS
Sustainability and Ecological Literacy ..... EM, RS, SM
Sustaining and Advancing Indigenous Nations ..... SC
Traditional and Fact-Based Storytelling ..... EM, SM
Women and Gender Studies ..... CG

Education

Associate in Arts, Elementary Education (AAEE) ..... CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Early Childhood Education ... CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Educational Studies Early Childhood ... CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Secondary Education ... CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Science, Emphasis in Secondary Education .... CG, EM, GC, MC, PC, PV, RS, SC, SM
Early Childhood Education ..... CG, GC, MC, PC, PV, RS
Early Childhood Education – Dual Language ..... MC
Early Childhood Education Management and Administration ..... PV, RS
Elementary Education and Special Education ... GC, PV, RS
Foundations of Early Childhood Education ..... CG, GC, MC, PC, PV, RS
Infant and Toddler Development ..... GC, PV, RS
Instructional Assistance ..... MC, SM

Health Sciences

Accelerated Pharmacy Technology ..... SC
Applied Behavior Health ..... MC
Associate in Arts, Emphasis in Community Health .. CG, EM, GC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Exercise Science ..... CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Nutritional Science . CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Speech and Hearing Science ..... EM, GC, PC, PV, RS, SC, SM
Basic Phlebotomy ..... PC
Biomedical Equipment Technology ..... MC
Clinical Data Coordination ..... PV
Clinical Medical Assisting ..... PC
Clinical Phlebotomy ..... GW, PC
Clinical Research Coordination ..... PV
Community Health Paramedicine ..... GC
Community Health Work ..... PV, SC
Computed Tomography ..... GW
Critical Care Paramedicine ..... GC, PC, PV
Dental Assisting ..... PC
Dental Hygiene ..... MC, PC, RS
Diagnostic Medical Sonography ..... GW
Electrocardiogram (ECG) Technician ..... GW
Electroneurodiagnostic (END) Technology ..... GW
Emergency Medical Technology ..... CG, GC, MC, PC, PV, RS
Emergency Medical Technology (EMT) ..... GW
Emergency Medical Technology (EMT) (High School) GW
Emergency Medical Technology Comprehensive ..... CG, GC, MC, PC, PV
Exercise Science: Health, Fitness & Sports Performance ..... CG, GC, MC, PV, SC, SM
Fast Track Practical Nursing ..... GC, GW, MC
Foundations Recreation Management ..... SC
Foundations of Recreation Youth Services ..... SC
Foundations of Sports Medicine ..... RS
Health and Wellness Coaching ..... GC
Health Information Technology ..... PC
Health Information: Long Term Care Settings ..... PC
Health Science Education ..... GW
Health Services Management ..... GW
Healthcare Regulatory Compliance ..... GW
Histologic Technology ..... PC
Hospital Central Service Technology ..... GW
Laboratory Assisting ..... PC
Magnetic Resonance Imaging ..... GW
Massage Therapy ..... PC
Medical Administrative Assisting ..... PC
Medical Assisting ..... GW, PC
Medical Billing and Coding: Physician Based ..... GW
Medical Billing and Coding: Physician-Based ..... PC
Medical Coding: Hospital-Based ..... PC
Medical Interpreter – Spanish (12 Hours Per Week) GW
Medical Interpreter – Spanish (6 Hours Per Week) .. GW
Medical Laboratory Science ..... PC
Nuclear Medicine Technology ..... GW
Nuclear Medicine Technology and Computed Tomography ..... GW
Nurse Assisting ..... EM, GC, GW, MC, PV, SC
Nursing ..... CG, EM, GC, GW, MC, PC, PV, SC
Nursing (RN to BSN) ..... GW
Nursing Refresher ..... GW, MC
Nutrition and Dietetic Technology ..... PV
Nutrition for Personal Trainers and Coaches ..... SC
Occupational Therapy Assistant ..... GW
Operating Room Nursing ..... GW
Paramedicine ..... GC, MC, PC, PV
Personal Trainer ..... CG, GC, MC, PV, SC, SM
Personal Trainer: Advanced .. CG, GC, MC, PV, SC, SM
Pharmacy Technician ..... GW
Physical Therapist Assisting ..... GW

Practical Nursing .... CG, EM, GC, GW, MC, PC, PV, SC
Preschool Education ..... CG, GS, RS
Radiologic Technology ..... GW
Recreation Management ..... SC
Respiratory Care ..... GW
Sleep Medicine (Polysomnographic) Technology ..... GW
Spanish Interpreting for Healthcare Professionals ... GW
Speech Language Pathology Assistant ..... EM
Surgical Technology ..... GW
Sustainable Food Systems ..... RS
Sustainable Food Systems: Food Entrepreneur ..... RS
Sustainable Food Service ..... RS
Tactical Emergency Casualty Care ..... GC, PC, PV
Workforce Development: Professional Cooking and Sustainable Practices ..... RS
Yoga Instruction Level I ..... SC
Yoga Instruction Level II ..... SC
Yoga Instruction: Supplement ..... SC

Science, Technology, Engineering and Mathematics

Artificial Intelligence and Machine Learning ..... CG, EM
Associate in Arts, Emphasis in Geography ..... CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Mathematics ..... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Associate in Arts, Emphasis in Sustainability and Environmental Studies ..... CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Science, Emphasis in Astronomy ..... CG, EM, GC, MC, PC, PV, SC, SM
Associate in Science, Emphasis in Biochemistry ..... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Associate in Science, Emphasis in Biological Sciences. CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Associate in Science, Emphasis in Chemistry ..... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Associate in Science, Emphasis in Engineering ..... CG, EM, GC, GW, MC, PC, PV, SC, SM
Associate in Science, Emphasis in Geography–Meteorology ..... CG, EM, GC, MC, PC, PV, SC, SM
Associate in Science, Emphasis in Geology ..... CG, EM, GC, MC, PC, PV, RS, SC, SM
Associate in Science, Emphasis in Physics ..... CG, EM, GC, GW, MC, PC, PV, RS, SC, SM
Biotechnology and Molecular Biosciences ..... GC
Cannabis Cultivation ..... MC
Electronics Engineering Technology ..... MC
Electronics Technology ..... MC
Engineering Technology ..... CG, EM, GC, PV, SM
Environmental and Natural Resource Stewardship ... PC
Equine Massage Therapy ..... SC
Equine Science ..... SC
Fundamentals of Applied Molecular Bioscience L1 ... GC
Fundamentals of Horticulture ..... MC
Landscape Technology ..... MC
Mortuary Science ..... CG
Sustainability ..... CG, GC, PV, RS, SC, SM
Sustainable Horticulture ..... MC
Veterinary Assisting ..... MC
Veterinary Technology ..... MC

Visual and Performing Arts

Alteration Specialist ..... PC
Animation ..... GC, MC, PC
Animation and Time-Based Media ..... GC, MC, PC
Apparel Construction ..... PC
Associate in Arts, Fine Arts ..... CG, EM, GC, GW, MC, PC, PV, SC, SM
Associate in Arts, Fine Arts, Emphasis in Art .... CG, EM, GC, GW, MC, PC, PV, SC, SM
Associate in Arts, Fine Arts, Emphasis in Dance ..... CG, GC, MC, PC, PV, SC, SM
Associate in Arts, Fine Arts, Emphasis in Music ..... CG, EM, GC, MC, PC, PV, SC, SM
Associate in Arts, Fine Arts, Emphasis in Musical Theatre ..... CG, EM, GC, MC, PC, PV, SC, SM
Associate in Arts, Fine Arts, Emphasis in Theatre .... CG, EM, GC, MC, PC, PV, SC, SM
Beginning Piano Pedagogy ..... MC
Ceramics ..... CG, MC
Commercial and Freelance Photography ..... GC, PC
Commercial Interior Design ..... SC
Costume Design and Production, Level I ..... PC
Costume Design and Production, Level II ..... PC
Dance Performance and Technology ..... SC
Digital Arts: Digital Photography ..... CG, MC
Digital Media Arts ..... GC, PC
Disc Jockey Techniques ..... MC
Disc Jockey Techniques I ..... MC
Disc Jockey Techniques II ..... MC
Documentary Film Production ..... GC
Drawing and Painting ..... MC
Editing ..... SC
Fashion Design ..... MC, PC
Fashion Design: Entrepreneur ..... PC
Fashion Design: Level I ..... PC
Fashion Design: Level II ..... PC
Fashion Illustration ..... PC
Film and Media Production ..... GC
Graphic Design ..... MC, PC
Illustration ..... CG, MC, PC
Illustration and Sequential Art ..... CG, MC, PC
Interior Design ..... PC, SC
Interior Design Kitchen and Bath ..... PC, SC
Interior Design Technology ..... PC, SC
Interior Design Upholstery & Soft Goods Production ..... PC
Interior Merchandising and Home Staging ..... PC, SC
Intermediate Piano Pedagogy ..... MC
Motion Picture Production ..... SC
Motion Picture, Television, & New Media Production ..... SC
Music Industry Studies: Audio Production Technologies ..... GC, MC, PC, PV
Music Industries: Music Business ..... MC, PC, PV, SM
Music Business I ..... MC, PC, PV, SM
Music Business II ..... MC, PC, PV, SM
Pattern Design, Level I ..... PC
Pattern Design, Level II ..... PC
Photography ..... CG, GC, MC, PC

Residential Interior Design ..... PC, SC
Screenwriting ..... SC
Sequential Art ..... CG, PC
Stage Combat ..... PV
Technical Theatre MC, PC, SC
Technical Theatre: Audio Technician ..... GC, PC, PV
Technical Theatre: Costuming ..... GC, MC, PC, PV
Technical Theatre: Hair and Makeup ..... MC
Technical Theatre: Lighting ..... PC, PV
Technical Theatre: Properties ..... EM, PC, PV, SC
Technical Theatre: Puppetry ..... PC, PV
Technical Theatre: Set/Scenic Construction ..... EM, PC
Technical Theatre: Stage Crew Technician EM, GC, PC, PV, SC
Time-Based Media ..... PC
Visual Communication ..... SC
Visual Communication: Creative Branding ..... SC
Visual Communication: Design ..... SC

MaricopaNursing Concurrent Enrollment Program (CEP)

MaricopaNursing at Paradise Valley Community College (PVCC) offers concurrent enrollment program (CEP) associate/baccalaureate pathway options with partner universities, including Northern Arizona University (NAU), Arizona State University (ASU), Upper Iowa University (UIU), Grand Canyon University (GCU), and Ottawa University (OU).

The Concurrent Enrollment Program (CEP) allows students to pursue an AAS degree in nursing through the MaricopaNursing program while providing an affordable, concurrent, or simultaneous course of study that enables students to complete their BSN degree. MaricopaNursing currently offers one RN to MSN CEP option for students who have a previous bachelor's degree.

Depending on the university partner the student selects, the student may graduate with both the AAS and BSN degrees at the same time; others may complete the BSN degree coursework within one or two semesters following completion of the AAS degree. All students are welcome to explore these options. There are possible CEP entry points at Block One for new students and at mid-point or Block Three of the program. Please keep in mind the only applications accepted during the CEP intake periods are for Block 1; the mid-point applications are submitted directly to the university partners at successful completion of Block 2.

Each semester, the eight MaricopaNursing locations identify their capacity for Block 1 enrollment. Total enrollment includes CEP and traditional (non-CEP) placements. The CEP is a popular program for MaricopaNursing; however, as stated in the information sessions, this program is not for everyone! Traditional students who do not wish to participate in the CEP have the option of applying to any of the MaricopaNursing programs.
Percentages of CEP admissions range from 40% - 90% at the eight MaricopaNursing colleges. Check with the nursing advisor at your college of first choice to see the percentage of CEP students supported at the college(s) you wish to attend.

Admission requirements, prerequisites, costs, and program options vary considerably and students are encouraged to review all available information to determine the best fit for their needs. All students are required to attend either an in-person CEP information session or view the online information session and sign the Declaration of Receipt of Information.

For more information regarding the CEP options, please visit the MaricopaNursing website at https://www.maricopa.edu/degrees-certificates/healthcare-education/maricopa-nursing

Degrees and Certificate Categorized by Fields of Interest



The Applied Technology Field of Interest programs give you the hands-on skills you need to design, develop, or repair high-tech equipment and processes. Students studying in these areas often find work after completing introductory classes and are able to expand their knowledge, skills, and education while earning a livable wage.
Maricopa Community Colleges offers programs in automotive repair, HVAC, airline operations, CAD, construction, welding, electronics repair, electrical technologies, and much more. Classes are scheduled to accommodate both full-time and working students and align to industry standards.

Degrees
The award you are looking at is not offered at this college.
Please visit Maricopa Community Colleges' Field of Interest page to view similar offerings at our other colleges.

Certificates
The award you are looking at is not offered at this college.
Please visit Maricopa Community Colleges' Field of Interest page to view similar offerings at our other colleges.

View all Applied Technology programs offered at Maricopa Community Colleges.

BEHAVIORAL SCIENCE AND HUMAN SERVICES

If you are motivated to help people, serve your community, and improve the lives of those in need, consider the Behavioral Science and Human Services Field of Interest. Professionals in this field typically work with community members to identify problems and create and implement solutions.

If you aspire to be a first responder, work in the court system, or provide counseling or social work/advocacy services, this Field of Interest offers you the training you need. Some Behavioral Science and Human Services students may go directly into positions as EMTs, paralegals, or behavioral health technicians, while others may pursue a bachelor's degree at a four-year institution.

University Transfer and Associate Degrees

Associate in Arts, Emphasis in Counseling and Applied Psychological Science (8137)
Associate in Arts, Emphasis in Criminal Justice (8144)
Associate in Arts, Emphasis in Family Life Education (8139)
Associate in Arts, Emphasis in Political Science (8120)
Associate in Arts, Emphasis in Psychology (8122)
Associate in Arts, Emphasis in Social Work (8117)
AAS in Administration of Justice Studies (3181)
AAS in Fire Science (3205)
AAS in Fire Service Management (3207)
AAS in Forensic Science (3183)AAS in Paralegal (3126)

Certificates

CCL in Administration of Justice (5007N)
CCL in Corrections (5776N)
CCL in Driver Operator (5418N)
CCL in Emergency Management (5304)
CCL in Fire Service Management (5420)
CCL in Firefighter Operations (5557)
CCL in Law Enforcement (5987N)
CCL in Legal Studies (5966N)
CCL in Non-Sworn Fire Service Professional (5486)
CCL in Paralegal (5685)
CCL in Victimology (5392N)

Associate in Arts, Emphasis in Counseling and Applied Psychological Science (8137) Credits 60-64

Description: The Associate in Arts (AA), Emphasis in Counseling and Applied Psychological Science provides the first two years of a four-year curriculum for students who wish to specialize in counseling and applied psychological science or are preparing for graduate programs in counseling or related fields. The program provides a foundation in counseling theories, counseling skills, career and lifespan development, ethics and research methods, and multicultural competence. Graduates will not be license-eligible as professional counselors, but will be prepared to enter an undergraduate degree program in counseling and applied psychological science. Graduates of the associate`s program may qualify for entry-level employment such as social and human service assistants or psychiatric technicians in community agencies, hospitals, rehabilitation centers and other behavioral healthcare delivery settings to support counselors and other mental health professionals.

Students who complete a bachelor`s degree within the field may be prepared to enter a graduate program in counseling or pursue careers including but not limited to: social and community service managers, social science research assistants, probation officers and correctional treatment specialists, and education administrators (postsecondary).

Upon completion of a graduate degree students may pursue a number of careers, including but not limited to: clinical, counseling, and school psychologists; educational, guidance, school, and vocational counselors; substance abuse and behavioral disorder counselors; marriage and family therapists; mental health counselors; rehabilitation counselors; and college/university faculty.

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Integrative Sciences and Arts), Counseling and Applied Psychological Science, BS
NAU, Applied Human Behavior 90-30, BS

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU.

Program Prerequisites: None

Required Courses Credits: 7-9
CAP220 The Counselor in a Multicultural Society 3
+ CAP240 Introduction to Counseling Skills 3

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

Arizona General Education Curriculum (AGEC) Credits: 35-42
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 3
+ CAP260 Career and Professional Preparation for the Helping Professions 3

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT146 College Mathematics with Review (6) OR
Any higher approved general education course in the Mathematics area (3-6)
Note: Students planning to transfer to ASU for the BS in Counseling and Applied Psychological Science can take (MAT14X OR MAT15X) AND PSY230++ prior to transfer to avoid taking a higher level math.

Computer/Statistics/Quantitative Applications Credits: 3-4
+ PSY230 Introduction to Statistics (3) OR
+ PSY230 Introduction to Statistics (3) AND
+ PSY231 Laboratory for Statistics (1) 3-4

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area. 6

Social-Behavioral Sciences Credits: 6
CAP120 Introduction to Counseling (3) AND
PSY101 Introduction to Psychology (3) 6

Natural Sciences Credits: 8
+ PSY290AB Research Methods (4) OR

+ PSY290AC Research Methods (4) 4

BIO100 Biology Concepts (4) OR
+ BIO156++ Introductory Biology for Allied Health (4) OR
+ BIO181++ General Biology (Majors) I (4) OR

Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) 4
Note: BIO181++ recommended for students planning to transfer to ASU for the BS in Counseling and Applied Psychology (Substance Abuse and Addictions).

Awareness Areas Credits: 0-3
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0
Met by CAP220 in Required Courses area.

Historical/Global Awareness Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation. 0-3

MCCCD Additional Requirements Credits: 0-6

Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

Recommend COM225 for students transferring to Northern Arizona University.

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

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Associate in Arts, Emphasis in Criminal Justice (8144) Credits 60-64

Description: The Associate in Arts (AA), Emphasis in Criminal Justice provides students with the first two years of a four-year curriculum for students who intend to earn a bachelor`s degree in Criminal Justice and pursue a graduate degree in a related field. With a bachelor`s degree, students may pursue advancement in several fields including local and federal law enforcement, the courts, corrections, security, and investigations. With a graduate degree, students may pursue employment in several areas including criminal justice professors, lawyers, judges, and statisticians. An Associate in Applied Science (AAS) in Administration of Justice Studies as well as six related Certificates of Completion (CCLs) are available.

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Public Service and Community Solutions), Criminology and Criminal Justice, BS
ASU (College of Public Service and Community Solutions), Public Service and Public Policy (Criminology), BS
ASU (Watts College of Public Service and Community Solutions), Criminology and Criminal Justice (Policing), BS
NAU, Criminology and Criminal Justice, BS
PC, Public Safety Administration, BAS
RSC, Public Safety Administration, BAS

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU.

Program Prerequisites: None

Required Courses Credits: 4-15

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

Consult with an academic, faculty, or program advisor to select 3 to 12 credits of coursework from the following. Refer to the MCCCD University Transfer Partner website for more information about your transfer-specific requirements.

AJS109 Substantive Criminal Law 3
AJS113 Criminal Justice Crime Control Policies and Practices 3
AJS200 Current Issues in Criminal Justice 3
AJS212 Juvenile Justice Procedures 3
AJS225 Criminology 3
AJS230 The Police Function 3
AJS240 The Correction Function 3
AJS270 Community Relations 3
AJS275 Criminal Investigation I 3

Arizona General Education Curriculum (AGEC) Credits: 35-44
A single course with an [HU], [SB], [L], or [SG]/[SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, or Awareness Area ([C], [G] and/or [H]) requirement(s).
First-Year Composition Credits: 6
ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 3

Any approved general education course in the Literacy and Critical Inquiry [L] area.

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area (3-6) 3-6

Computer/Statistics/Quantitative Applications Credits: 3
Any approved general education course in the Computer/Statistics/Quantitative Applications [CS] area.

Humanities, Arts and Design Credits: 6
AJS123 Ethics and the Administration of Justice (3)
AND
Any approved general education courses in the Humanities, Arts and Design [HU] area. (3) 6
Recommend selecting a course that satisfies the Global [G] or Historical [H] awareness area.
Social-Behavioral Sciences Credits: 6
AJS101 Introduction to Criminal Justice (3)
AND
Any approved general education courses in the Social-Behavioral Sciences [SB] area. (3) 6

May be met by AJS200, AJS225, AJS270, or PAD200 in Required Courses.

Recommend AJS/EMT/FSC258 Victimology and Crisis Management in Public Safety

Natural Sciences Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 8

Recommended:
FOR105 Forensic Science: Physical Evidence 4
FOR106 Forensic Science: Biological Evidence 4

Awareness Areas Credits: 0-6
These requirements may be shared with Core Requirements.

Cultural Diversity in the US Credits: 0-3
Any approved general education course with the Cultural Diversity in the U.S. [C] designation.

Recommended:
AJS/EMT/FSC258 Victimology and Crisis Management in Public Safety 3

Historical/Global Awareness Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation.

MCCCD Additional Requirements Credits: 0-6
Courses in this area may also be applied to the AGEC Core Requirements. To minimize total credits required for degree and maximize transferable credits, it is recommended that courses be selected that meet more than one requirement wherever possible.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3)
OR

COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

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

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with an AJS faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information.

Associate in Arts, Emphasis in Family Life Education (8139) Credits 60-64

Description: The Associate in Arts (AA), Emphasis in Family Life Education provides the first two years of a four-year curriculum for students who wish to study in fields related to family life education, human development, or child and family studies. The program includes study of child and adult development, marriage and family relationships, and the intersections of school, community, and family. Students can pursue careers in public, private, and human service agencies working with children, youth, and families. A Certificate of Completion (CCL) in Child and Family Organizations, Management and Administration is available and can be fully embedded in this AA.

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

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Liberal Arts and Sciences), Family and Human Development, BS
NAU, Applied Human Behavior, BS
U of A, Family Studies and Human Development, BS

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU, U of A.

Program Prerequisites: None

Required Courses Credits: 4-6
CFS210 Family Life Education 3

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

Arizona General Education Curriculum (AGEC) Credits: 35-45
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

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

Literacy and Critical Inquiry Credits: 3
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3

Recommend PSY290AB OR PSY290AC for students intending to transfer to University of Arizona.

Mathematics Credits: 3-6
MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR

MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
+ MAT150 College Algebra/Functions (5) OR
+ MAT151 College Algebra/Functions (4) OR
+ MAT152 College Algebra/Functions (3) OR
+ MAT155 College Algebra/Functions with Review (5) OR
+ MAT156 College Algebra/Functions with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area. (3-5) 3-6

Recommend MAT150, MAT151, MAT152, MAT155, or MAT156 for students transferring to University of Arizona.

Computer/Statistics/Quantitative Applications Credits: 3-4
+ GBS221 Business Statistics (3) OR
+ MAT206 Elements of Statistics (3) OR
+ PSY230 Introduction to Statistics (3) OR
+ PSY230WL Introduction to Statistics with Lab (4) OR
+ PSY230 Introduction to Statistics (3) AND
+ PSY231 Laboratory for Statistics (1) OR
+ SWU225 Statistics for Social Research/Justice and Government (3) 3-4

Students should consult with an academic, faculty, or program advisor to select the Statistics option that aligns with their intended university transfer program requirements.

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area. 6

Social-Behavioral Sciences Credits: 6
CFS112 Personal Growth and Family Relations (3)
AND
CFS205 Human Development (3) 6

Natural Sciences Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area. (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area. (4) 8.

Awareness Areas Credits: 0-6
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course with the Cultural Diversity in the U.S. [C] designation. 0-3

Historical/Global Awareness Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation. 0-3

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

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

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment.
Refer to the MCCCD University Transfer Partner website for more information.

Recommend that students choose general electives from the CFS prefix, specifically the following:
CFS240 Human Behavior in Context 3
CFS243 Cross-Cultural Parenting 3
CFS250 Social Policy and Families 3
CFS258 Families in Society 3
CFS259 Sexuality Over the Life Span 3

Students who complete the following courses will satisfy the requirements for the Certificate of Completion (CCL/5401) in Child and Family Organizations Management and Administration:
CFS206 Child and Family Organizations: Management and Administration 3
CFS207 Organization and Community Leadership in Child and Family Organizations 3
CFS208 Child and Family Organizations: Fiscal Management and Grant Writing 3
CFS209 Child and Family Organizations: Project Management 3
+ FCS250 Portfolio Development and Professional Writing 3
+ FCS260 Family and Consumer Science Internship 1

Associate in Arts, Emphasis in Political Science (8120) Credits 60-64

Description: The Associate in Arts (AA), Emphasis in Political Science degree provides the first two years of a four-year curriculum for students who wish to specialize in political science. With a bachelor`s degree, students may pursue a career as social science research assistants, city and regional planning aides, public relations specialists and managers, reporters, and social and community service managers. With a graduate degree, students may pursue employment opportunities in several careers, including political scientists, political science professors, and lawyers.

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Integrative Sciences and Arts), Political Science, BS
ASU (College of Liberal Arts and Sciences), Political Science, BA
ASU (College of Liberal Arts and Sciences), Political Science, BS

ASU (New College of Interdisciplinary Arts and Sciences), Political Science, BA
ASU (New College of Interdisciplinary Arts and Sciences), Political Science, BS
GCU, Government (Legal Studies Emphasis), BA
GCU, Government (State and Local Public Policy Emphasis), BA
NAU, Political Science, BA
NAU, Political Science, BS
U of A, Political Science (any emphasis), BA

Refer to the MCCCD University Transfer Partner website for more information: ASU, GCU, NAU, U of A.

Program Prerequisites: None

Required Courses Credits: 4-6
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

POS110 American National Government 3

Arizona General Education Curriculum (AGEC) Credits: 35-41
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 3
+ COM225 Public Speaking 3

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area (3-5) 3-6

Computer/Statistics/Quantitative Applications Credits: 3
Any approved general education courses in the Computers, Statistics, and Quantitative Applications [CS] area. 3

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area. 6

Social-Behavioral Sciences Credits: 6
POS120 World Politics (3) OR
POS140 Comparative Government (3)
AND
POS210 Political Ideologies (3) 6

Natural Sciences Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 8

Awareness Areas Credits: 0-3
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course with the Cultural Diversity in the U.S. [C] designation. 0-3

Historical/Global Awareness Credits: 0
Met by POS120 or POS140 in the Social-Behavioral Sciences [SB] area.

MCCCD Additional Requirements Credits: 0-3
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0
Met by COM225 in the Literacy and Critical Inquiry [L] area.

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

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Recommend POS281AB Public Policy/Service Internship 3

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information.

Associate in Arts, Emphasis in Psychology (8122) Credits 60-64

Description: The Associate in Arts (AA), Emphasis in Psychology provides the first two years of a four-year curriculum for students who wish to specialize in psychological sciences or are preparing for graduate programs in psychology or related fields. With a bachelor's degree, students may pursue numerous careers such as mid and top-level managers, market research analysts/specialists, human resources specialists/managers, social and human service assistants, psychiatric technicians, survey researchers, and probation officers/correctional treatment specialists. Most careers in psychology require graduate work. With a graduate degree, students may pursue a number of careers, including but not limited to: psychologists (industrial-organizational, clinical, counseling, and school), research scientists, psychiatrists, neuropsychologists, statisticians, teachers, and human factors engineers.

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Integrative Sciences and Arts), Psychology, BA
ASU (College of Integrative Sciences and Arts), Psychology, BS
ASU (College of Liberal Arts and Sciences), Psychology, BA
ASU (College of Liberal Arts and Sciences), Psychology, BS
ASU (College of Liberal Arts and Sciences), Psychology (Psychological Science), BS
ASU (New College of Interdisciplinary Arts and Sciences), Psychology, BA
ASU (New College of Interdisciplinary Arts and Sciences), Psychology, BS
ASU (New College of Interdisciplinary Arts and Sciences), Psychology (Forensic Psychology), BA
ASU (New College of Interdisciplinary Arts and Sciences), Psychology (Forensic Psychology), BS
NAU, Psychological Sciences, BS
U of A, Psychological Sciences, BS
U of A, Psychology, BA

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU, U of A.

Program Prerequisites: None

Required Courses Credits: 1-3

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

Arizona General Education Curriculum (AGEC) Credits: 35-48
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 3
Any approved general education course in the Literacy and Critical Inquiry [L] area (3)

Mathematics Credits: 3-9
Before enrolling into a math course, speak to your Academic Advisor to ensure you are selecting the correct math for your transfer goals as MAT14+ or MAT15+ are not applicable for all University program requirements.

+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6)

OR
+ MAT150 College Algebra/Functions (5) OR
+ MAT151 College Algebra/Functions (4) OR
+ MAT152 College Algebra/Functions (3) OR
+ MAT155 College Algebra/Functions with Review (5)
OR
+ MAT156 College Algebra/Functions with Review (6)

OR
+ MAT150 College Algebra/Functions (5) OR
+ MAT151 College Algebra/Functions (4) OR
+ MAT152 College Algebra/Functions (3) OR
+ MAT155 College Algebra/Functions with Review (5)
OR

+ MAT156 College Algebra/Functions with Review (6)
AND
+ MAT182 Plane Trigonometry (3)

OR
+ MAT187 Precalculus (5) OR
+ MAT188 Precalculus (4)

OR
+ MAT212 Brief Calculus (3) OR
+ MAT213 Brief Calculus (4)
OR
Higher approved general education course in the Mathematical Applications [MA] area (3-5) 3-9

MAT14+ OR MAT15+ recommended for students intending to transfer to NAU, Psychological Sciences, BS or U of A, Psychology, BA.

(MAT15+ and MAT182) OR MAT187 OR MAT188 recommended for students intending to transfer to ASU.

MAT212 OR MAT213 recommended for students intending to transfer to U of A, Psychological Science, BS.

Computer/Statistics/Quantitative Applications Credits: 3-4
+ PSY230 Introduction to Statistics (3) OR
+ PSY230 Introduction to Statistics (3) AND
+ PSY231 Laboratory for Statistics (1) OR
+ PSY230WL Introduction to Statistics with Lab (4) 3-4

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area. 6

Social-Behavioral Sciences Credits: 6
PSY101 Introduction to Psychology (3)
AND
Any approved general education courses in the Social-Behavioral Sciences [SB] area. (3) 6

Natural Sciences Credits: 8
+ PSY290AB Research Methods (4) OR
+ PSY290AC Research Methods (4)
AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area. (4) 8

Awareness Areas Credits: 0-6
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course with the Cultural Diversity in the U.S. [C] designation. 0-3

Historical/Global Awareness Credits: 0-3
Any approved general education course in the Historical [H] or Global [G] area.
MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

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

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information.

Associate in Arts, Emphasis in Social Work (8117) Credits 60-64

Description: The Associate in Arts (AA), Emphasis in Social Work provides the first two years of a four-year curriculum for students intending to transfer into a baccalaureate program to earn a Bachelor of Social Work. With a Bachelor of Social Work, students can receive their Master Social Work in one year (advanced standing) which is the required minimum education for the following career fields: Clinical/Psychotherapy and Policy Administration and Community Practice.

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

This program is intended to align with the Social Work, BSW program requirements at Arizona State University. Consult with a faculty advisor, program director, and/or academic advisor for additional information.

Refer to the MCCCD University Transfer Partner website for more information: ASU.

Program Prerequisites: None

Required Courses Credits: 13-15
ECN211 Macroeconomic Principles (3) OR
SWU181 Economics: A Social Issues Perspective (3) 3

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

SWU171 Introduction to Social Work 3
+ SWU291 Social Service Delivery Systems 3
SWU295 Foundations of Social Work Practice 3

Restricted Electives Credits: 6
Complete two (2) classes from at least two (2) of the three (3) options below:

Option One (1):
HRM110 Introduction to Hospitality and Tourism Management (3) OR
HRM145 Events Management (3) OR
HRM150 Hospitality and Tourism Information Systems I (3) OR
HRM160 Tourism Principles and Practices (3) OR
HRM170 Hospitality in Healthcare and Life Care Management (3) OR+ HRM260 Hospitality Human Resource Management (3) OR
+ HRM265 Financial Management for Hospitality and Tourism (3) OR
REC120 Leisure and the Quality of Life (3) OR
REC210 Leisure Delivery Systems (3) OR
REC230 Programming of Recreation Services (3) OR
REC250 Recreation Leadership (3) OR
RPM150AB Outdoor Adventure Skills (3) OR
RPM240 Wilderness First Responder (3) OR
SUS100 Introduction to Sustainability (3) 3
Option Two (2):
AJS101 Introduction to Criminal Justice (3) OR
AJS109 Substantive Criminal Law (3) OR
AJS113 Criminal Justice Crime Control Policies and Practices (3) OR
AJS123 Ethics and the Administration of Justice (3) OR
AJS124 Correctional Institutions (3) OR
AJS131 Police Management Techniques I (3) OR
AJS162 Domestic Violence (3) OR
AJS170 Fire and Arson Investigation for Law Enforcement (3) OR
AJS192 Serial Killers and Mass Murderers (3) OR
AJS195 International and Domestic Terrorism (3) OR
AJS200 Current Issues in Criminal Justice (3) OR
AJS201 Rules of Evidence (3) OR
AJS205 Effective Communication and Report Writing in Criminal Justice (3) OR
AJS211 Police Planning (3) OR
AJS212 Juvenile Justice Procedures (3) OR
AJS219 Crime Scene Technology: Physical Evidence (3) OR
AJS220 Transnational Organized Crime (3) OR
AJS240 The Correction Function (3) OR
AJS/EMT/FSC258 Victimology and Crisis Management in Public Safety (3) OR
AJS260 Procedural Criminal Law (3) OR
AJS270 Community Relations (3) OR
AJS275 Criminal Investigation I (3) OR
SWU258 Victimology and Crisis, a Social Services Perspective (3) 3
Option Three (3):
+ CIS143 Introduction to Critical Infrastructure Protection (3) OR
PAD100 21st Century Public Policy and Service (3) OR
+ PAD200 Public Affairs Economics (3) 3

Arizona General Education Curriculum (AGEC) Credits: 35-38

A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 3
Any approved general education course in the Literacy and Critical Inquiry [L] area (3)

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area (3-6) 3-6

Computer/Statistics/Quantitative Applications Credits: 3
Any approved general education course in the Computer, Statistics, and Quantitative Applications [CS] area. 3

Recommend SWU225 Statistics for Social Research/Justice and Government 3

Humanities, Arts and Design Credits: 6
PHI101 Introduction to Philosophy (3) OR
PHI105 Introduction to Ethics (3) OR
SWU183 Introductory Ethics: A Social Service Perspective (3) 3
AND
Any approved general education course in the Humanities, Arts, and Design [HU] area. 3

Social-Behavioral Sciences Credits: 6
POS110 American National Government (3) OR
SWU182 A Social Services Perspective of Government (3) 3

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

Natural Sciences Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 8

Awareness Areas Credits: 0
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0
Met by SWU295 in the Required Courses area.

Historical/Global Awareness Credits: 0
Met by SWU171 in the Required Courses area.

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

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

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.
Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information about your transfer-specific world language requirement.

Administration of Justice Studies (3181) Credits 61-65

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

Program Notes
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 28-30
AJS101 Introduction to Criminal Justice 3
AJS109 Substantive Criminal Law 3
AJS123 Ethics and the Administration of Justice 3

AJS200 Current Issues in Criminal Justice (3) OR
AJS/EMT/FSC258 Victimology and Crisis Management in Public Safety (3) 3

AJS212 Juvenile Justice Procedures 3
AJS225 Criminology 3
AJS230 The Police Function 3
AJS240 The Correction Function 3
AJS260 Procedural Criminal Law 3

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

Restricted Electives Credits: 12-13
Complete twelve to thirteen (12-13) credits from the course options below. Some of these options fulfill requirements for one or more related certificates of completion (CCLs). Consult with an AJS faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.
AJS113 Criminal Justice Crime Control Policies and Practices 3
AJS119 Computer Applications in Justice Studies 3
AJS270 Community Relations 3

The following courses fulfill the requirements for the Corrections certificate (5776N):
AJS205 Effective Communication and Report Writing in Criminal Justice 3
AJS255 The Criminal Justice System Handling of the Mentally Ill 3
AJS275 Criminal Investigation I 3
The following course fulfills the requirements for the Crime Scene Investigation (5964) and Fingerprint Identification and Photography (5010N):
AJS290BN Courtroom Testimony Seminar 1

The following courses fulfill the requirements for the Homeland Security (5322N):
AJS/FSC139 Emergency Response to Terrorism 3
AJS/FSC147 Emergency Preparedness 3
AJS/FSC148 Fundamentals of Emergency Management 3
AJS/FSC149 Hazard Mitigation 3
AJS195 International and Domestic Terrorism 3
The following courses fulfill the requirements for the Law Enforcement certificate (5987N):
AJS205 Effective Communication and Report Writing in Criminal Justice 3
AJS275 Criminal Investigation I 3

The following courses fulfill the requirements for the Legal Studies certificate (5966N):
AJS201 Rules of Evidence 3
AJS205 Effective Communication and Report Writing in Criminal Justice 3
AJS210 Constitutional Law 3

The following courses fulfill the requirements for the Victimology certificate (5392N):
AJS162 Domestic Violence 3
AJS255 The Criminal Justice System Handling of the Mentally Ill 3

AJS+++++ Any AJS Administration of Justice Studies course not listed under the Required Courses area 3

General Electives: Credits 0-6
Select additional courses 100-level or higher to complete the minimum total program credits required for this degree.
Select courses not already listed in Required Courses,

General Education Requirement Credits: 16-22

General Education Core Credits: 12-18

First-Year Composition Credits: 6
+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Oral Communication Credits: 3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3)

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

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR

MAT146 College Mathematics with Review (6) OR

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

General Education Distribution Credits: 4

Humanities, Arts and Design Credits: 0
Met by AJS123 in the Required Courses area

Social-Behavioral Sciences Credits: 0
Met by AJS101, AJS200, AJS225 or AJS/EMT/FSC/SWU258 Required Courses area

Natural Sciences Credits: 4
Any approved general education course from the Natural Sciences area.

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

Associate in Applied Sciences in Fire Science (3205) Credits 61.5 - 92

Description: The Associate in Applied Science (AAS) in Fire Science provides the opportunity for individuals seeking careers in the fire service to acquire standard firefighting skills and prepare for state and/or national certifications, including the Firefighter I and II Certification. Students will gain broad knowledge and skills necessary to work effectively in the fire service as firefighters. A Certificate of Completion (CCL) in Firefighter Operations is also available.

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

Consult with your faculty mentor or academic advisor to determine educational requirements, including possible university transfer options, for your chosen career field.
Prior Learning Assessment Credit (PLA) is available for the following:
Current Employment as a Firefighter
BLS
EMT
Fire I and II
Hazmat
Wildland Redcard

Admission Criteria: Admission to program is required. See Program Director for details.

Program Prerequisites: None

Required Courses Credits: 59-61

EMT101 Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Health Care Providers (0.5) OR
Current validation in Basic Life Support (BLS) Health Care Provider/Professional Rescuer (0) AND
Credit By Evaluation or Prior Learning Assessment credit (0.5) 0.5
+ EMT104 Emergency Medical Technology (10) AND
+ EMT104AB Applied Practical Studies for Emergency Medical Technology (0.5) AND
+ EMT104LL Emergency Medical Technology Practicum (2)
OR

Prior Learning Assessment for Arizona State EMT Certification or Arizona State Paramedic Certification or equivalent (12.5) 12.5

FSC101 Introduction to Fire Service Selection and Entry (4) OR
Prior Learning Assessment for Current employment as a firefighter (4) 4

+ FSC102 Fire Department Operations (11) OR
Prior Learning Assessment for Firefighter I and II certifications or completion of a Regional Fire Academy (11) 11

FSC105 Hazardous Materials Awareness and Operations (3) OR
Prior Learning Assessment (3) for Hazardous Materials Awareness and Operations certification 3

FSC108 Fundamentals of Fire Prevention (3) OR
FSC110 Wildland Firefighter (3)
OR
Prior Learning Assessment for Wildland Red Card OR S-130 and S-190 Course Completion Certificate (3)
(FSC110 is recommended)

FSC113 Introduction to Fire Suppression 3
FSC117 Fire Apparatus 3
FSC118 Fire Hydraulics 3
FSC119 Introduction Fire Service Ethics 3

FSC130 Fitness for Firefighters/CPAT (1) OR
Prior Learning Assessment for CPAT completion or completion of a Regional Fire Academy (1) 1

FSC134 Fitness and Conditioning for Firefighters (3) OR
+ FSC234 Fitness and Wellness for Firefighter Candidates (3) OR
Prior Learning Assessment for completion of Regional Fire Academy (3) 3
(FSC234 is recommended for students who have already completed the Fire Academy equivalent of FSC102)

+ FSC174 Functions of Command 2
+ FSC208 Firefighter Safety and Building Construction 3
FSC215 Customer Service in the Public Sector 3

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

Restricted Electives Credits: 1-3
FSC+++++ Any Fire Science Technology course.

Recommend the following:
FSC202 Supervisory Training for Firefighters 3
+ FSC204 Firefighting Tactics and Strategy 3
+ FSC282AC Service-Learning Experience in Fire Science 3
+ FSC296WC Cooperative Education 3

General Education Requirements Credits: 22-28

General Education Core Credits: 12-18

First-Year Composition Credits: 6
+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Oral Communication Credits: 3
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3

COM100 is recommended.
Critical Reading Credits: 0-3
+ CRE101 College Critical Reading and Critical Thinking 3 OR
Equivalent as indicated by assessment. 0-3

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
+ MAT145 College Mathematics with Review (5) OR
+ MAT146 College Mathematics with Review (6) OR
Equivalent or higher level mathematics course in the Mathematical Applications [MA] area. 3-6
General Education Distribution Credits: 10

Humanities, Arts and Design Credits: 3
Any approved general education course from the Humanities, Arts and Design area.

Social-Behavioral Sciences Credits: 3
Any approved general education course from the Social-Behavioral Sciences area.

Natural Sciences Credits: 4
Any approved general education course from the Natural Sciences area.

Associate in Applied Science in Fire Service Management (3207) Credits: 67-72

Description: The Associate in Applied Science (AAS) in Fire Service Management can be used by professional firefighters for promotional opportunities within the Fire Services. The program provides courses for experienced professional firefighters who desire to learn advanced fireground tactics and strategy, building construction, practical incident command, supervisory training of personnel, public administration, basic finance, and human resource management. Students can select from a variety of fire science electives to meet their professional goals. The Certificate of Completion (CCL) in Fire Service Management is also available.

Program Notes
Students must earn a grade of C or better in all courses within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Admission Criteria Permission of the Program Director.

Program Prerequisites: None

Required Courses Credits: 36-38
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3
FSC113 Introduction to Fire Suppression 3
FSC119 Introduction Fire Service Ethics 3
+ FSC167 Fire Captain Academy 6
FSC202 Supervisory Training for Firefighters 3
+ FSC204 Firefighting Tactics and Strategy 3
+ FSC208 Firefighter Safety and Building Construction 3
+ FSC214 Human Resource Management in Fire Service 3
FSC215 Customer Service in the Public Sector 3
FSC220 Fire Officer 5
FSC231 Battalion Chief Academy 3

Restricted Electives Credits: 3-9
Students should select 3-9 credit hours from the following courses in consultation with a Program Director.
FSC+++++ Any Fire Science Technology course(s)

General Education Requirement Credits: 22-28

General Education Core Credits: 12-18

First-Year Composition Credits: 6
+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3)
AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Oral Communication Credits: 3
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3
COM100 is recommended.

Critical Reading Credits: 0-3
+ CRE101 College Critical Reading and Critical Thinking 3
OR Equivalent as indicated by assessment. 0-3

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

General Education Distribution Credits: 10

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

Social-Behavioral Sciences Credits: 3
Any approved general education course from the Social and Behavioral Sciences [SB] area.
SOC101 is recommended.

Natural Sciences Credits: 4
Any approved general education course from the Natural Sciences area.

BIO100, OR BIO160, OR (CHM130 AND CHM130LL) is recommended.

Associate in Applied Science in Forensic Science (3183) Credits: 60-64

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

Program Notes
Students must earn a grade of C or better in all courses within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 32-44AJS101 Introduction to Criminal Justice 3
AJS123 Ethics and the Administration of Justice 3
AJS275 Criminal Investigation I 3
AJS290BN Courtroom Testimony Seminar 1

AJS215 Criminalistics: Physical Evidence (3) OR
AJS219 Crime Scene Technology: Physical Evidence (3) OR
FOR105 Forensic Science: Physical Evidence (4) 3-4

AJS216 Criminalistics: Biological Evidence (3) OR
FOR106 Forensic Science: Biological Evidence (4) 3-4

FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3
Students should select courses from one of the following specializations based on career goals.

Specialization 1: Crime Scene (15 credits)
AJS109 Substantive Criminal Law 3
AJS210 Constitutional Law 3
AJS213 Evidence Technology: Fingerprints 3
AJS214 Evidence Technology/Photography 3
AJS260 Procedural Criminal Law 3
Specialization 2: Lab Science (23 credits)
+ BIO181 General Biology (Majors) I 4
+ BIO182 General Biology (Majors) II 4
+ CHM151 General Chemistry I 3
+ CHM151LL General Chemistry I Laboratory 1
+ CHM152 General Chemistry II 3
+ CHM152LL General Chemistry II Laboratory 1
+ FOR286 Principles of Forensic Science 4

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

Restricted Electives Credits: 3
Students must complete three (3) credits of restricted electives.

Students interested in Specialization 1: Crime Scene
CIS105 Survey of Computer Information Systems (3) OR
BPC110 Computer Usage and Applications (3) OR
AJS+++++ Any AJS Administration of Justice Studies course not listed in the required courses area. (3) 3

Students interested in Specialization 2: Lab Science
CIS105 Survey of Computer Information Systems (3) OR
BPC110 Computer Usage and Applications (3) 3

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

General Education Requirement Credits: 12-21

General Education Core Credits: 12-17

First-Year Composition Credits: 6
+ 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 Credits: 3
+ COM225 Public Speaking 3

Critical Reading Credits: 0-3
+ CRE101 College Critical Reading and Critical thinking (3)
OR Equivalent by assessment

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

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

General Education Distribution Credits: 0-4

Humanities, Arts and Design Credits: 0
Met by AJS123 in Required Courses area

Social-Behavioral Sciences Credits: 0
Met by AJS101 in Required Courses area

Natural Sciences Credits: 0-4

For Specialization 1: Crime Scene
Any approved general education course from the Natural Sciences area (4) OR May be met by FOR105 or FOR106 in Required Courses area (0) 0-4

Recommended
+ CHM130 Fundamental Chemistry (3) AND
+ CHM130LL Fundamental Chemistry Laboratory (1)

OR
+ CHM151 General Chemistry I (3) AND
+ CHM151LL General Chemistry I Laboratory (1) OR
FOR105 Forensic Science: Physical Evidence (4) OR
FOR106 Forensic Science: Biological Evidence (4) 4

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

Associate in Applied Science in Paralegal (3126) Credits: 65-70

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

Program Notes
Students must earn a grade of C or better in all courses within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses: Credits: 37-42
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

The below courses fulfill the requirements for the Certificate of Completion in Paralegal (5685)
BPC110 Computer Usage and Applications (3) OR
CIS105 Survey of Computer Information Systems (3) 3

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

+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) 3

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

Restricted Electives: Credits: 6-9
+ PAR230 Family Law for the Paralegal 3
+ PAR232 Bankruptcy Law for the Paralegal 3
+ PAR233 Real Estate Law for the Paralegal 3
PAR234 Administrative Law for the Paralegal 3
+ PAR236 Estate and Elder Law for the Paralegal 3
+ PAR237 Paralegals and Environmental Law 3
+ PAR238 Immigration Law for the Paralegal 3
+ PAR239 Legal Investigation for the Paralegal 3
PAR240 Introduction to eDiscovery for the Paralegal 3
+ PAR260 Legal Career Preparation 1
+ PAR290AA Internship for the Paralegal 1
+ PAR290AB Internship for the Paralegal 2

POS110 American National Government 3
POS221 Arizona Constitution 1
POS222 U.S. Constitution 2

General Electives Credits: 19-22

General Education Core Credits: 9-12

First-Year Composition Credits: 3
+ 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 Credits: 3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3

Critical Reading Credits: 0
Met by CRE101 College Critical Reading and Critical Thinking or equivalent in the Required Courses area.

Mathematics Credits: 3-6
+ MAT112 Mathematical Concepts and Applications (3) OR
Satisfactory completion of a higher-level mathematics course 3-6

Recommended for transfer:
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
Any higher approved general education course in the Mathematical Applications [MA] area (3-6)
General Education Distribution Credits: 10

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

Social-Behavioral Sciences Credits: 3
Any approved general education course in the Social-Behavioral Sciences area

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

Certificate of Completion in Administration of Justice (5007N) Credits: 15

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

Program Notes: **This program is not eligible for Title IV Federal Financial Aid.**
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 15
AJS101 Introduction to Criminal Justice 3

AJS109 Substantive Criminal Law (3) or
AJS260 Procedural Criminal Law (3) 3

AJS123 Ethics and the Administration of Justice 3
AJS230 The Police Function 3
AJS240 The Correction Function 3

Certificate of Completion in Corrections (5776N) Credits: 15

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

Program Notes: **This program is not eligible for Title IV Federal Financial Aid.**
Students must earn a grade of C or better in all courses within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.
Program Prerequisites: None

Required Courses: Credits: 15

AJS101 Introduction to Criminal Justice 3
AJS123 Ethics and the Administration of Justice (3) OR
AJS255 The Criminal Justice System Handling of the Mentally Ill (3) 3
AJS212 Juvenile Justice Procedures 3
AJS240 The Correction Function 3

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

Certificate of Completion in Driver Operator (5418N) Credits: 8

Description: The Certificate of Completion (CCL) in Driver Operator program is designed for students who need (1) advanced training as professional firefighters, (2) preparation courses for career advancement opportunities in fire services, and/or (3) more comprehensive information about the role and function of an emergency vehicle driver/operator.

Program Notes: **This program is not eligible for Title IV Federal Financial Aid.**
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Admission Criteria: Acceptance into the program and permission of Program Director is required.

Program Prerequisites: None

Required Courses Credits: 8
FSC111 Emergency Vehicle Driver Operator 2
FSC117 Fire Apparatus 3
FSC118 Fire Hydraulics 3

Certificate of Completion in Emergency Management (5304) Credits: 18

Description: The Certification of Completion (CCL) in Emergency Management provides the student with knowledge and skills required to conduct a comprehensive emergency management program. The program prepares students to manage emergency operations, hazardous materials incidents, tactics, strategy, and safety of firefighting activities, and customer service in the public sector. The student will be prepared for positions such as Emergency Manager, Emergency Management Planner, Emergency Operations Coordinator, Environmental Compliance Planner, and Emergency Management Specialist, working in state, local, federal, and international governments, business and industry, military installations, and health care facilities.

Program Notes
Students must earn a grade of C or better in all courses within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 18
AJS/FSC139 Emergency Response to Terrorism 3
AJS/FSC146 Disaster Recovery Operations 3
AJS/FSC147 Emergency Preparedness 3
AJS/FSC148 Fundamentals of Emergency Management 3
AJS/FSC149 Hazard Mitigation 3
FSC224 Incident Command Systems 3

Certificate of Completion in Fire Service Management (5420) Credits: 27

Description: The Certificate of Completion (CCL) in Fire Service Management can be used by professional firefighters for promotional opportunities within the Fire Services. The program provides courses for experienced professional firefighters who desire to learn advanced fireground tactics and strategy, building construction, practical incident command, supervisory training of personnel, public administration, basic finance, and human resource management. An Associate in Applied Science (AAS) in Fire Service Management is also available.

Program Notes
Students must earn a grade of C or better in all courses within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

This program replaces: CCL/5514 Fire Service Professional is no longer offered after guided pathways.

Admission Criteria: Permission of the Program Director.

Required Courses Credits: 27
FSC113 Introduction to Fire Suppression 3
FSC119 Introduction Fire Service Ethics 3
FSC167 Fire Captain Academy 6
FSC202 Supervisory Training for Firefighters 3
+ FSC204 Firefighting Tactics and Strategy 3
+ FSC208 Firefighter Safety and Building Construction 3
+ FSC214 Human Resource Management in Fire Service 3
FSC215 Customer Service in the Public Sector 3

Certificate of Completion in Firefighter Operations (5557) Credits: 16.5-33

Description: The Certificate of Completion (CCL) in Firefighter Operations provides the opportunity for individuals seeking careers in the fire service to acquire minimum standard firefighting skills and prepare for state and/or national certifications, including the Firefighter I and II Certification. An Associate in Applied Science (AAS) in Fire Science is also available.

Program Notes
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Admission Criteria: Formal application and admission to the program is required.

Program Prerequisites: None

Required Courses Credits: 16.5-33

EMT101 Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Health Care Providers (0.5)

OR
Current validation in Basic Life Support (BLS) Health Care Provider/Professional Rescuer (0) AND
Credit By Evaluation (0.5) 0.5

+ EMT104 Emergency Medical Technology (10) AND
+ EMT104AB Applied Practical Studies for Emergency Medical Technology (0.5) AND
+ EMT104LL Emergency Medical Technology Practicum (2)

OR
Arizona State EMT Certification (0) OR
Arizona State Paramedic Certification (0) OR
Permission of Program Director (0) 0-12.5

+ FSC102 Fire Department Operations 11

FSC105 Hazardous Materials/First Responder (3) OR
Permission of Program Director (0) 0-3

FSC130 Fitness for Firefighters/CPAT (1) OR
Verification of CPAT completion (0) 0-1

+ FSC134 Fitness and Conditioning for Firefighters 3
+ FSC174 Functions of Command 2

Certificate of Completion in Law Enforcement (5987N) Credits: 15

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

Program Notes: **This program is not eligible for Title IV Federal Financial Aid.**
Students must earn a grade of C or better in all courses within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.
Program Prerequisites: None

Required Courses Credits: 15
AJS101 Introduction to Criminal Justice 3
AJS123 Ethics and the Administration of Justice 3
AJS205 Effective Communication and Report Writing in Criminal Justice 3
AJS230 The Police Function 3
AJS275 Criminal Investigation I 3

Certificate of Completion in Legal Studies (5966N) Credits: 15

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

Program Notes: **This program is not eligible for Title IV Federal Financial Aid.**
Students must earn a grade of C or better for all courses within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 15
AJS109 Substantive Criminal Law 3
AJS201 Rules of Evidence 3

AJS123 Ethics and the Administration of Justice (3)
OR
AJS205 Effective Communication and Report Writing in Criminal Justice (3) 3

AJS210 Constitutional Law 3
AJS260 Procedural Criminal Law 3

Certificate of Completion in Non-Sworn Fire Service Professional (5486) Credits: 18

Description: The Certificate of Completion (CCL) in Non-Sworn Fire Service Professional program is designed for students who need basic preparation courses to pursue a non-sworn career as a fire service professional and/or more comprehensive information about life safety, fire hazards, and prevention. A unique feature of the program is that the instructors are professional fire service personnel including firefighters.

Program Notes
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.

Program Prerequisites: None

Required Courses Credits: 18
FSC105 Hazardous Materials Awareness and Operations 3
FSC106 Introduction to Fire Protection 3
FSC108 Fundamentals of Fire Prevention 3
FSC113 Introduction to Fire Suppression 3
+ FSC208 Firefighter Safety and Building Construction 3
FSC215 Customer Service in the Public Sector 3

Certificate of Completion in Paralegal (5685) Credits: 36-39

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

Program Notes
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.

Program Prerequisites: None

Required Courses Credits: 36-39
BPC110 Computer Usage and Applications (3) OR
CIS105 Survey of Computer Information Systems (3) 3

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

+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) 3

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

Certificate of Completion in Victimology (5392N) Credits: 15

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

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 15
AJS101 Introduction to Criminal Justice 3
AJS162 Domestic Violence 3
AJS225 Criminology 3
AJS255 The Criminal Justice System Handling of the Mentally Ill 3
AJS/EMT/FSC258 Victimology and Crisis Management in Public Safety 3

BUSINESS, ENTREPRENEURIALISM, AND MANAGEMENT

Because our global economy starts with the small business on the corner and extends to the world's most valuable companies, we've designed our business pathway to give you the knowledge and experience you need to be an economic and social leader at every level of your career.

The Business Field of Interest is designed for students who have an interest in business management and administration, finance, hospitality and tourism, culinary arts, and marketing. Programs and majors in this pathway lead to careers in accounting, management, sales, marketing, human resources, owning and operating a small business, and customer service.

Launch your future in a high-demand field with PVCC's new Bachelor of Business Administration (BBA) in Accounting. This comprehensive program equips you with real-world expertise in financial reporting, taxation, auditing, managerial and forensic accounting, and business ethics. You'll build a strong foundation to sit for prestigious certification exams like the CPA or CMA and graduate ready to lead with confidence. From analyzing financial data and preparing reports using the latest tools to navigating complex legal and ethical standards, you'll develop the skills employers value most. Whether your path leads to becoming an accountant, auditor, tax professional, or fraud examiner, PVCC's BBA in Accounting opens the door to rewarding, high-impact careers in business, government, and beyond.

Bachelor of Business Administration (BBA) Accounting

Bachelor Degree in Accounting (9309)

University Transfer and Associate Degrees

Associates in Business, General Requirements (8900)
Associates in Business, Special Requirements (8800)
AAS in Accounting (3149)
AAS in Administrative Professional (3680)
AAS in General Business (3148)
AAS in Management (3070)
AAS in Marketing and Sales (3094)
AAS in Organizational Management (3727)
AAS in Web Design/Development (3185)

Certificates

CCL in Accounting (5665)
CCL in Administrative Professional (5677)
CCL in Certified Bookkeeping (5977N)
CCL in Enrolled Agent (5958)
CCL in Entrepreneurial Studies Level I (5819N)
CCL in Esports Business Operations (5335)
CCL in Esports Event Production (5377)
CCL in General Business (5683)
CCL in Management (5729)
CCL in Marketing (5094)
CCL in Organizational Leadership (5731)
CCL in Financial Services (5907)
CCL in Small Business Start-Up (5706N)
CCL in Social Media Marketing (5830)
CCL in Risk Management and Insurance (5842)

Bachelor's Degree in Accounting (9309) Credits 120-125

Description: The Bachelor of Business Administration (BBA) in Accounting is designed to provide students with advanced skills in accounting, including but not limited to taxation, managerial accounting, auditing, and forensic accounting. Students will develop a strong understanding of ethical and regulatory requirements for accounting professionals. Graduates of the program will be prepared to sit for Certified Public Accountant (CPA) and Certified Management Accounting (CMA) examinations and can pursue careers as accountants, financial managers, tax professionals, budget analysts, auditors, and fraud examiners.

Multi-credential Award Opportunities *(Please check with your advisor for availability)*

Optional Additional Award(s):
AGEC-A/8001 Arizona General Education Curriculum - A
CCL/5683 General Business

Additional Award(s) with Added Coursework:
AAS/3149 Accounting
CCL/5665 Accounting
CCL/5958 Enrolled Agent

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

Students should review examination and other requirements for Certified Public Accountant (CPA) licensure and Certified Management Accountant (CMA) certification. For more information, please speak with a faculty or academic advisor.

ACC111 and ACC112 must be completed with a B or better within five years prior to the completion of the program. This requirement may be waived by the Program Director.

Program Prerequisites: None

Required Courses Credits: 70-72
ACC111 Accounting Principles I 3
+ ACC112 Accounting Principles II 3
+ ACC212 Managerial Accounting 3
+ ACC219 Intermediate Accounting I 3
+ ACC220 Intermediate Accounting II 3
+ ACC221 Tax Accounting 3
+ ACU305 Accounting Information Systems 3
+ ACU315 Cost Accounting 3
+ ACU321 Tax Accounting II 3
+ ACU325 Forensic Accounting 3
+ ACU405 Auditing 3
+ ACU410 Advanced Accounting I 3
+ ACU411 Advanced Accounting II 3
+ ACU490 Accounting Capstone 3
+ BUS305 Business Analytics 3
+ BUS310 Finance Principles 3
CIS114DE Excel Spreadsheet 3

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

GBS151 Introduction to Business 3
GBS205 Legal, Ethical, and Regulatory Issues in Business 3
+ GBS220 Quantitative Methods in Business 3
+ GBS221 Business Statistics 3
+ MNG300 Management Principles 3
MKT271 Principles of Marketing 3

Restricted Electives Credits: 6
Students should consult with their college's Program Director or their faculty or academic advisor to select courses that best align with academic and professional goals.

Students will select six (6) credits from one or more of the following lists of courses, based on their goals for licensure, certification, or embedded awards.

Associates in Applied Science (AAS) in Accounting and Certificate of Completion (CCL) in Accounting:
ACC115 Computerized Accounting 3
+ ACC222 Payroll Accounting 3

Certificate of Completion (CCL) in Enrolled Agent:
ACC121 Individual Tax Preparation 3
+ ACC224 Tax Practice Administration and Business Entity Analysis 3

Certified Public Accountant (CPA) Licensure:
+ ACC215 Governmental and Not-For-Profit Accounting 3
+ ACC216 Fraud Examination 3
+ ACC224 Tax Practice Administration and Business Entity Analysis 3
+ ACC270AC Accounting Internship 3

Certified Management Accountant (CMA) Certification:
MGT147 Supply Chain Management 3

Arizona General Education Curriculum (AGEC) Credits: 35-44
AGEC - A A single course with an [HU], [SB], [L], or [SG]/[SQ] designation may also be used to satisfy the Oral Communication, or Awareness Area ([C], [G] and/or [H]) requirement(s).

First-Year Composition [FYC] Credits: 6
ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry [L] Credits: 3
+ GBS233 Business Communication 3

Mathematics [MA] Credits: 3-6
+ MAT150 College Algebra/Functions (5) OR
+ MAT151 College Algebra/Functions (4) OR
+ MAT152 College Algebra/Functions (3) OR
+ MAT155 College Algebra/Functions with Review (5) OR
+ MAT156 College Algebra/Functions with Review (6) OR
Higher level course in the Mathematical Applications [MA] area (3-6) 3-6

Computer/Statistics/Quantitative Applications [CS] Credits: 3
CIS105 Survey of Computer Information Systems 3

Humanities, Arts and Design [HU] Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area. 6

Social-Behavioral Sciences [SB] Credits: 6
ECN211 Macroeconomic Principles (3) AND
ECN212 Microeconomic Principles (3) 6

Natural Sciences [SG]/[SQ] Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 8

Awareness Areas Credits: 0-6
These requirements may be shared with Core Requirements.

Cultural Diversity in the US [C] Credits: 0-3
Any approved general education course with the Cultural Diversity in the U.S. [C] designation. 0-3

Historical/Global Awareness [H]/[G] Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation. 0-3.

MCCCD Additional Requirements Credits: 3
Courses in this area may also be applied to the AGEC Core Requirements. To minimize total credits required for degree and maximize transferable credits, it is recommended that courses be selected that meet more than one requirement wherever possible.

Oral Communication (COM) Credits: 3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) OR
COM263 Elements of Intercultural Communication (3) 3

Students pursuing the Associate of Applied Science in Accounting should take COM100, or COM110, or COM225, or COM230.

Students pursuing Certified Public Accountant (CPA) licensure should take COM225, or COM230, or COM263.

General Electives
Select courses 100-level or higher to complete a minimum of 120 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Associate in Business, General Requirements (8900) Credits 62

Description: The Associate in Business, General Requirements (ABUS-GR) degree provides the first two years of a four-year curriculum for students who wish to specialize in business. For a comprehensive list of bachelor`s programs, visit the aztransfer business matrix. With a bachelor`s degree, students may pursue a number of careers, including but not limited to accountancy, business administration, business data analytics, economics, entrepreneurship, finance, marketing, management, retail management, and supply chain management.

Program Notes
Students must qualify to enter Brief Calculus by coursework or placement.
Students must earn a grade of C or better in each course in the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 16-22
ACC111 Accounting Principles I (3) AND
+ ACC230 Uses of Accounting Information I (3) AND
+ ACC240 Uses of Accounting Information II (3)
OR
ACC211 Financial Accounting (3) AND
+ ACC212 Managerial Accounting (3)
OR
ACC111 Accounting Principles I (3) AND
+ ACC112 Accounting Principles II (3) AND
+ ACC212 Managerial Accounting (3) 6-9

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

GBS205 Legal, Ethical, and Regulatory Issues in Business 3

+ GBS220 Quantitative Methods in Business (3) OR
+ MAT217 Mathematical Analysis for Business (3) OR
+ MAT218 Mathematical Analysis for Business (4) 3-4
Note: Students planning to transfer to ASU`s W.P. Carey School of Business BS program should take MAT217 or MAT218.
Students planning to transfer to the University of Arizona should take GBS220.

+ GBS221 Business Statistics 3

Restricted Electives Credits: 6
Complete six (6) credits from the following options. Some courses may be used to satisfy both Restricted Elective and Arizona General Education Curriculum (AGEC) requirements simultaneously.
Meet with an advisor to select from the following options:
CIS114DE Excel Spreadsheet 3
CIS133DA Internet/Web Development Level I 3
+ CIS162AD C#: Level I 3

GBS110 Human Relations in Business and Industry (3) OR
MGT251 Human Relations in Business (3) 3
GBS151 Introduction to Business 3 (Recommended)
+ GBS220 Quantitative Methods in Business 3
+ GBS233 Business Communication 3
IBS101 Introduction to International Business 3
MGT253 Owning and Operating a Small Business 3
MKT271 Principles of Marketing 3
PAD100 21st Century Public Policy and Service 3
REA179 Real Estate Principles I 3
+ REA180 Real Estate Principles II 3
REA201 Real Estate Principles I and II 6
SBU200 Society and Business 3

Arizona General Education Curriculum (AGEC) Credits: 32-40
AGEC-B A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 0-3
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3

May be met by GBS233 in the Restricted Electives area.

Mathematics Credits: 3-5
+ MAT212 Brief Calculus (3) OR
+ MAT213 Brief Calculus (4) OR
Higher general education courses in the Mathematical Applications [MA] area (3-5). 3-5

Computer/Statistics/Quantitative Applications Credits: 3
CIS105 Survey of Computer Information Systems 3

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area with the Cultural Diversity in the US [C] designation. (3)
AND
Any approved general education courses in the Humanities, Arts and Design [HU] area. (3) 6

Social-Behavioral Sciences Credits: 6
ECN211 Macroeconomic Principles (3) AND
ECN212 Microeconomic Principles (3) 6

Natural Sciences Credits: 8
Any approved general education course in the Science Quantitative [SQ] area (4) AND
Any approved general education course in the Science Quantitative [SQ] area or the Science General [SG] area (4). 8

Awareness Areas Credits: 0-3
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0
Met by course taken in the Humanities, Arts and Design [HU] area.

Historical/Global Awareness Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation. 0-3

May be met by IBS101 or SBU200 in the Restricted Electives area.

MCCCD Additional Requirements Credits: 0
Not Required

Oral Communication Credits: 0
None

Critical Reading Credits: 0
None

General Electives
Select additional courses 100-level or higher to complete a minimum of 62 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Recommended for students transferring to ASU
One Sociology SOC [SB] course
One Psychology PSY [SB] course

Associate in Business, Special Requirements (8800) Credits 62

Description: The Associate in Business, Special Requirements (ABUS-SR) provides the first two years of a four-year curriculum for students who wish to pursue Computer Information Systems majors at Arizona`s public universities. For a comprehensive list of bachelor`s programs, visit the aztransfer business matrix. With a bachelor`s degree, students may pursue a number of careers, including but not limited to accountancy, business administration, business data analytics, computer information systems, economics, entrepreneurship, finance, marketing, management, retail management, and supply chain management.
Program Notes
Students must qualify to enter Brief Calculus by coursework or placement.
Students must earn a grade of C or better in all courses within the program.

Program Prerequisites: None

Required Courses Credits: 22-28
ACC111 Accounting Principles I (3) AND
+ ACC230 Uses of Accounting Information I (3) AND
+ ACC240 Uses of Accounting Information II (3)
OR
ACC211 Financial Accounting (3) AND
+ ACC212 Managerial Accounting (3)
OR
ACC111 Accounting Principles I (3) AND
+ ACC112 Accounting Principles II (3) AND
+ ACC212 Managerial Accounting (3) 6-9
+ CIS162AD C#: Level I 3
+ CIS250 Management of Information Systems 3

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

GBS205 Legal, Ethical, and Regulatory Issues in Business 3
+ GBS221 Business Statistics 3
+ GBS220 Quantitative Methods in Business (3) OR
+ MAT217 Mathematical Analysis for Business (3) OR
+ MAT218 Mathematical Analysis for Business (4) 3-4
Students planning to transfer to ASU`s W.P. Carey School of Business BS program should take MAT217 or MAT218.
Students planning to transfer to the University of Arizona should take GBS220.

Arizona General Education Curriculum (AGEC) Credits: 35-40

AGEC-B A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 3
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3

Mathematics Credits: 3-5
+ MAT212 Brief Calculus (3) OR
+ MAT213 Brief Calculus (4) OR
Higher general education courses in the Mathematical Applications [MA] area (3-5). 3-5

Computer/Statistics/Quantitative Applications Credits: 3
CIS105 Survey of Computer Information Systems 3

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area with the Cultural Diversity in the US [C] designation. (3)
AND
Any approved general education courses in the Humanities, Arts and Design [HU] area. (3) 6

Social-Behavioral Sciences Credits: 6
ECN211 Macroeconomic Principles 3 AND
ECN212 Microeconomic Principles 3 (6)

Natural Sciences Credits: 8
Any approved general education course in the Science Quantitative [SQ] area (4) AND
Any approved general education course in the Science Quantitative [SQ] area or the Science General [SG] area (4). 8

Awareness Areas Credits: 0-3
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0
Met by course taken in the Humanities, Arts and Design [HU] area.

Historical/Global Awareness Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation. 0-3

MCCCD Additional Requirements Credits: 0
Not Required

Oral Communication Credits: 0

Critical Reading Credits: 0

General Electives
Select additional courses 100-level or higher to complete a total of 62 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals

Associate in Applied Science in Accounting (3149) Credits: 62-71

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

Program Notes
Students must earn a grade of C or better in all courses in the program.
Consultation with an Academic Advisor is recommended for course selection.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 34-39
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

ACC105 Payroll, Sales and Property Taxes (3) OR
+ ACC222 Payroll Accounting (3) 3
ACC115 Computerized Accounting 3
ACC121 Individual Tax Preparation (3) OR
+ ACC221 Tax Accounting (3) 3

+ ACC219 Intermediate Accounting I 3

CIS114DE Excel Spreadsheet 3
CIS105 Survey of Computer Information Systems 3

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

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

GBS120 Workplace Communication Skills (3) OR
+ GBS233 Business Communication (3) 3

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

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

General Education Requirement Credits: 22-28

General Education Core Credits: 12-18

First-Year Composition Credits: 6
+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Oral Communication Credits: 3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3

Critical Reading Credits: 0-3
+ CRE101 College Critical Reading and Critical Thinking (3) OR
Equivalent by assessment 0-3

Mathematics Credits: 3-6
Any approved general education course from the Mathematics [MA] area. 3-6

General Education Distribution Credits: 10

Humanities, Arts and Design Credits: 3
Any approved general education course from the Humanities, Arts and Design [HU] area. 3
Social-Behavioral Sciences Credits: 3
ECN211 Macroeconomic Principles (3) OR
ECN212 Microeconomic Principles (3) OR
SBU200 Society and Business (3) 3

Natural Sciences Credits: 4
Any approved general education course from the Natural Sciences area.

Associate in Applied Science in Administrative Professional (3680) Credits: 62-70

Description: The Associate in Applied Science (AAS) in the Administrative Professional degree is designed to provide training for various office positions. The curriculum incorporates people and technological skills essential for job success. Includes instruction in business communications, office procedures, public relations, accounting, records management, and report preparation. A Certificate of Completion (CCL) in Administrative Professional is also available.

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

Program Prerequisites: None

Required Courses Credits: 25-27
ACC115 Computerized Accounting 3

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

CIS113DE Microsoft Word: Word Processing 3
CIS114DE Excel Spreadsheet 3

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

GBS120 Workplace Communication Skills 3
GBS131 Business Calculations 3
GBS151 Introduction to Business 3

Select three (3) of the following courses:
BPC101AA Introduction to Computers I 1
BPC/OAS111AA Computer Keyboarding I 1
CIS121AE Windows Operating System: Level I 1
CIS121AI Mac Operating System 1
+ CIS122AE Windows Operating System: Level II 1
CIS133AA Internet/Web Development Level I-A 1

Restricted Electives Credits: 15
Students should select fifteen (15) credits from the following courses, except courses used to satisfy the Required Courses area, in consultation with a program advisor:
ACC+++ Any ACC Accounting prefixed course (except ACC115) 3
MGT251 Human Relations in Business 3
MGT126 Customer Service Skills and Strategies 3
CIS133DA Internet/Web Development: Level I 3
+ CIS214DE Advanced Excel Spreadsheet: Level II 3
CIS103 Introduction to Social Media 3
MKT110 Marketing and Social Networking 3
CIS117DM Microsoft Access: Database Management 3
GBS205 Legal, Ethical, and Regulatory Issues in Business 3
MKT271 Principles of Marketing 3

General Education Requirement Credits: 22-28

General Education Core Credits: 12-18

First-Year Composition Credits: 6
+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Oral Communication Credits: 3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3

Critical Reading Credits: 0-3
+ CRE101 College Critical Reading and Critical Thinking (3) OR
Equivalent by assessment

Mathematics Credits: 3-6
Any approved general education course from the Mathematics area OR
Equivalent as indicated by assessment.

General Education Distribution Credits: 10
Humanities, Arts and Design Credits: 3
Any approved general education course from the Humanities, Arts and Design area.
Social-Behavioral Sciences Credits: 3
SBU200 Society and Business (3) 3

Natural Sciences Credits: 4
Any approved general education course from the Natural Sciences area

Associate in Applied Science in General Business (3148) Credits: 62-69

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

Program Notes
Students must earn a grade of C or better in all courses in the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 22-24
ACC111 Accounting Principles I 3
CIS105 Survey of Computer Information Systems 3

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

GBS120 Workplace Communication Skills (3) OR
+ GBS233 Business Communication (3) 3

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

MGT175 Business Organization and Management (3) OR
MGT251 Human Relations in Business (3) 3

MKT271 Principles of Marketing 3

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

ACC+++ Any ACC Accounting course(s)
CIS114DE Excel Spreadsheet 3
CIS117DM Microsoft Access: Database Management 3
CIS133DA Internet/Web Development Level I 3
EPS+++ Any EPS Entrepreneurial Studies course(s)
GBS+++ Any GBS General Business course(s)
IBS+++ Any IBS International Business course(s)
MGT+++ Any MGT Management course(s)
MKT+++ Any MKT Marketing course(s)
REA+++ Any REA Real Estate course(s)SBS+++ Any SBS Small Business Management course(s)TQM+++ Any TQM Total Quality Management course(s)

General Education Requirement Credits: 22-27

General Education Core Credits: 12-17

First-Year Composition Credits: 6
+ 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 Credits: 3
COM100 Introduction to Human Communication (3)
COM110 Interpersonal Communication (3)
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3

Critical Reading Credits: 0-3
+ CRE101 College Critical Reading and Critical Thinking (3) OR
Equivalent by assessment 0-3

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

General Education Distribution Credits: 10

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

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

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

Associate in Applied Science in Management (3070) Credits: 62-69

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

Program Notes
Students must earn a grade of C or better in all courses in the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 22-24
ACC111 Accounting Principles I 3

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

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

GBS120 Workplace Communication Skills 3

GBS151 Introduction to Business 3
GBS205 Legal, Ethical, & Regulatory Issues in Business 3
MGT229 Management and Leadership I 3
MGT251 Human Relations in Business 3

Restricted Electives Credits: 18
Students should select eighteen (18) credits from the following courses in consultation with a Department Advisor. Courses cannot be shared with Required Courses.
ACC110 Understanding and Using Accounting Systems (3) OR
+ ACC112 Accounting Principles II (3) 3
CIS114DE Excel Spreadsheet 3
CIS224 Project Management Microsoft Project for Windows 3
GBS131 Business Calculations 3
IBS101 Introduction to International Business 3
MKT271 Principles of Marketing 3
MGT+++ Any MGT Management course(s) (except courses used to satisfy Required Courses area) 3
TQM230 Teamwork Dynamics 2
TQM240 Project Management in Quality Organizations 3

General Education Requirement Credits: 22-27

General Education Core Credits: 12-17

First-Year Composition Credits: 6
+ 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 Credits: 3
COM100 Introduction to Human Communication (3)
COM110 Interpersonal Communication (3)
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3

Critical Reading Credits: 0-3
+ CRE101 College Critical Reading and Critical Thinking (3) OR
Equivalent by assessment 0-3

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

General Education Distribution Credits: 10

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

Social-Behavioral Sciences Credits: 3
SBU200 Society and Business 3

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

Associate in Applied Science in Marketing and Sales (3094) Credits: 62-69

Description: The Associate in Applied Science (AAS) in Marketing and Sales program is designed to develop competencies essential for success in marketing and personal selling. By completing this program, students will be better equipped for successful performance in a variety of marketing/management occupations, including wholesaling, retailing, professional sales, and entrepreneurship. Certificates of Completion (CCL) in Marketing and Social Media Marketing are available.

Program Notes
Students must earn a grade of C or better for all courses in the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 25-27
ACC111 Accounting Principles I 3

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

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

GBS151 Introduction to Business 3

GBS120 Workplace Communication Skills (3) OR
+ GBS233 Business Communication (3) 3

MKT110 Marketing and Social Networking 3
MKT263 Advertising Principles 3
MKT267 Principles of Sales 3
MKT271 Principles of Marketing 3

Restricted Electives Credits: 15
Students should select 15 credits from the following courses in consultation with a Department Advisor.

CIS103 Introduction to Social Media 3
GBS205 Legal, Ethical, and Regulatory Issues in Business 3
IBS101 Introduction to International Business 3
MGT126 Customer Service Skills and Strategies 3
MGT251 Human Relations in Business 3
MKT+++ Any MKT Marketing courses except courses used to satisfy the Required Courses area. 3-15

General Education Requirement Credits: 22-27

General Education Core Credits: 12-17

First-Year Composition Credits: 6
Any approved general education courses from the First-Year Composition area.

Oral Communication Credits: 3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3

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

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

General Education Distribution Credits: 10

Humanities, Arts and Design Credits: 3
Any approved general education course from the Humanities, Arts and Design area.

Social-Behavioral Sciences Credits: 3
SBU200 Society and Business 3

Natural Sciences Credits: 4
Any approved general education course from the Natural Sciences area. 4

Associate in Applied Science in Organizational Management (3727) Credits: 61-68

Description: The Associate in Applied Science (AAS) in Organizational Management program is designed with a customized curriculum specific to the student`s individual needs in addition to the knowledge and skills needed in today`s changing workplace. The program provides leadership and communication skills and techniques for planning, organizing, leading and controlling business situations. This program also emphasizes procedures for effective resource allocation. A Certificate of Completion (CCL) in Organizational Leadership is fully embedded in this AAS.

Program Notes
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 19-22
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

Certificate of Completion in Organizational Leadership (5731) - Requirements listed below

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

GBS110 Human Relations in Business and Industry (3) OR
MGT251 Human Relations in Business (3) 3

GBS120 Workplace Communication Skills 3
GBS151 Introduction to Business 3

MGT175 Business Organization and Management (3) OR
TQM240 Project Management in Quality Organizations (3) 3

MGT101 Techniques of Supervision (3) OR
MGT229 Management and Leadership I (3) 3

Restricted Electives Credits: 20
Students must choose 20 industry/job related course credits from any MCCCD occupational program and/or Academic Certificate.

Industry/job related course credits must include a minimum of 9 credits with a common subject or theme. Program of study must be approved by the business department chair or designee.

General Education Requirement Credits: 22-27

General Education Core Credits: 12-17

First-Year Composition Credits: 6
+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

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

Critical Reading Credits: 0-3
+ CRE101 College Critical Reading and Critical Thinking (3) OR
Equivalent by assessment 0-3

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

General Education Distribution Credits: 10

Humanities, Arts and Design Credits: 3
Any approved general education course from the Humanities, Arts and Design area. 3

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

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

Associate in Applied Science in Web Design/Development (3185) Credits: 61-74

Description: The Associate in Applied Science (AAS) in Web Design/Development prepares students to design, create, and administer interactive and professional web sites. Courses focus on "hands-on" experience with web publishing, web graphics preparation, scripting, content management systems and e-commerce solutions. The program provides students a pathway to either develop advanced skills in Web Design or Web Development. Certificates of Completion (CCLs) in Foundational Web Technologies, Web Design and Web Development are also available. Some of these programs are available at select colleges. Please check with your local college for program availability.

Program Notes
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 22-24
In addition to the required course work students must consult with a program advisor to select one of the specializations within the Restricted Electives area.
CIS105 Survey of Computer Information Systems 3
CIS120DF Introduction to Adobe Photoshop 3
CIS133DA Internet/Web Development Level I 3
CIS136 Content Management Systems: WordPress 3
+ CIS166AA Introduction to Javascript 3
+ CIS233DA Internet/Web Development Level II 3
+ CIS235 e-Commerce 3

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

Restricted Electives Credits: 17-22
Complete all courses in the specialization below that best aligns with your academic and professional goals. Consult with an academic, faculty, or program advisor.

Specialization I: Web Design
Credits: 17-22
ART112 Two-Dimensional Design (3)
OR
AVC100 Introduction to Digital Arts (1) AND
AVC181 Graphic Design I (3)
OR
AVC183 Digital Graphic Arts I (3) 3-4
CIS120DA Introduction to Adobe Premiere (3) OR
CIS120DK Introduction to Digital Video Editing (3) 3

CIS120DB Introduction to Adobe Illustrator 3

CIS120DC Introduction to Adobe Animate (3) OR
+ CIS220DF Adobe Photoshop Level II: Advanced Digital Imaging (3) 3

+ CIS138DA Desktop Design and Publishing Using Adobe InDesign 3

Students must select 2 to 6 credits in consultation with your program advisor to further develop skills in the areas of Adobe, Art, Social Media, Marketing, Business and/or Multimedia.

Specialization II: Web Development
Credits: 18
+ CIS119DO Introduction to Oracle: SQL (3) OR
+ CIS276++ Any Database Management Systems course (3) 3

CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) 3

+ CIS166AE Web Scripting with PHP: Hypertext Preprocessor (PHP) 3
Programming Language: Select two courses for a total of 6 credits
+ CIS150AB Object-Oriented Programming Fundamentals 3

+ CIS156 Python Programming: Level I 3
+ CIS159 Visual Basic Programming I 3+ CIS162++ Any C Programming course 3
+ CIS163AA Java Programming: Level I 3

+ CIS165++ Any Mobile Application Development course 3
+ CIS256 Python Programming: Level II 3
+ CIS262AD C# Level II 3
+ CIS263AA Java Programming: Level II 3
+ CIS265++ Any Advanced Application Development 3

Students must select 3 credits of any course with a CIS prefix in consultation with their program advisor to further develop skills in the areas of Databases, Information Systems, Programming, and/or Operating Systems.

General Education Requirement Credits: 22-28

General Education Core Credits: 12-18

First-Year Composition Credits: 6
+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

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

Critical Reading Credits: 0-3
+ CRE101 College Critical Reading and Critical Thinking (3) OR
Equivalent by assessment 0-3

Mathematics Credits: 3-6
Any approved general education course in the Mathematics Area.
(MAT140, MAT141, MAT142, MAT145, MAT146 College Mathematics) OR (MAT150, MAT151, MAT152, MAT155, MAT156 College Algebra/Functions) OR higher math course with the Mathematical Applications [MA] general education designation recommended for students intending to transfer to a four-year institution.

MAT187 Precalculus is recommended for students intending to transfer to ASU (Tempe campus) to earn a BS in Graphic Information Technology.
General Education Distribution Credits: 10

Humanities, Arts and Design Credits: 3
Any approved general education course from the Humanities, Arts and Design area. 3

Social-Behavioral Sciences Credits: 3
Any approved general education course from the Social-Behavioral Sciences area.

PSY101 Introduction to Psychology is recommended for students intending to transfer to ASU (Polytechnic campus) to earn a BS in Technical Communication (User Experience) or to ASU (Tempe campus) to earn a BS in Graphic Information Technology.

Natural Sciences Credits: 4
Any approved general education course from the Natural Sciences area

Certificate of Completion in Accounting (5665) Credits: 24-27

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

Program Notes
Students must earn a grade of C or better in all courses in the program.
Consultation with an Academic Advisor is recommended for course selection.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 24-27
ACC111 Accounting Principles I (3) AND
+ ACC230 Uses of Accounting Information I (3) AND
+ ACC240 Uses of Accounting Information II (3)
OR
ACC111 Accounting Principles I (3) AND
+ ACC112 Accounting Principles II (3) AND
+ ACC212 Managerial Accounting (3)
OR
ACC211 Financial Accounting (3) AND
+ ACC212 Managerial Accounting (3) 6-9

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

ACC121 Individual Tax Preparation (3) OR
+ ACC221 Tax Accounting (3) 3

ACC115 Computerized Accounting 3
CIS114DE Excel Spreadsheet 3
CIS105 Survey of Computer Information Systems 3
GBS151 Introduction to Business 3

Certificate of Completion in Administrative Professional (5677) Credits: 18

Description: The Certificate of Completion (CCL) in the Administrative Professional program is designed to provide students with basic office skills. This program is recommended for students with little or no office-related work experience or college experience. Includes instruction in business communications, office procedures, and report preparation. An Associate in Applied Science (AAS) in Administrative Professional is available.

Program Notes
Students must earn a grade of C or better in all courses in the program.
+ indicates the course has prerequisites and/or corequisites.

Program Prerequisites: None

Required Courses Credits: 18
BPC110 Computer Usage and Applications (3) OR
CIS105 Survey of Computer Information Systems (3) 3

CIS113DE Microsoft Word: Word Processing 3
GBS120 Workplace Communication Skills 3
GBS131 Business Calculations 3
GBS151 Introduction to Business 3

Select three (3) of the following courses:
BPC101AA Introduction to Computers I 1
BPC/OAS111AA Computer Keyboarding I 1
CIS121AE Windows Operating System: Level I 1
CIS121AI Mac Operating System 1
+ CIS122AE Windows Operating System: Level II 1
CIS133AA Internet/Web Development Level I-A 1

Certificate of Completion in Certified Bookkeeping (5977N) Credits: 9

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

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better in each course in the program.

Program Prerequisites: None

Required Courses Credits: 9
ACC105 Payroll, Sales and Property Taxes (3) OR
+ ACC222 Payroll Accounting (3) 3

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

Certificate of Completion in Enrolled Agent (5958) Credits: 17-18

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

Program Notes
Students must earn a grade of C or better in all courses in the program.
Consultation with an Academic Advisor is recommended for course selection.
The Volunteer Income Tax Assistance (VITA) program internship is only available in the spring semester- Contact a program adviser for more information.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.
Program Prerequisites: None

Required Courses Credits: 15
ACC111 Accounting Principles I (3) OR
ACC211 Financial Accounting (3) 3

ACC121 Individual Tax Preparation 3
+ ACC221 Tax Accounting 3
+ ACC224 Tax Practice Administration and Business Entity Analysis 3
CIS105 Survey of Computer Information Systems 3

Restricted Electives Credits: 2-3
Students should select 2-3 credits from the list below:
ACC105 Payroll, Sales and Property Taxes 3
+ ACC112 Accounting Principles II 3
ACC115 Computerized Accounting 3
+ ACC222 Payroll Accounting 3
+ ACC230 Uses of Accounting Information I 3
+ ACC270AB Accounting Internship 2
+ ACC270AC Accounting Internship 3

Certificate of Completion in Entrepreneurial Studies Level I (5819N) Credits: 10-11

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

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better for all courses within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 10-11
EPS150 Introduction to Entrepreneurship 3
EPS160 New Venture Creation 2
EPS162 Introduction to Social Entrepreneurship (3)
OR
EPS195 Business Start-Up and Planning (2) 2-3

GBS132 Personal and Family Financial Security 3

Certificate of Completion in Esports Business Operations (5335) Credits:18

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

Program Notes
Students must earn a grade of C or better in all courses in the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 15
BPC170 A+ Exam Prep: Computer Hardware Configuration and Support 3

CIS120DA Introduction to Adobe Premiere (3) OR
CIS120DK Introduction to Digital Video Editing (3) 3

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

GBS109 Introduction to Business Practices in Esports 3
MKT110 Marketing and Social Networking 3

Restricted Electives Credits: 3
Complete courses as directed, choosing options that best align with your academic and professional goals. Consult with an academic, faculty, or program advisor to prevent exceeding your award's maximum credits.

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

Certificate of Completion in Esports Event Production (5377) Credits:19

The Certificate of Completion in Esports Event Production is currently not Title IV Federal Financial Aid eligible.

Description: The Certificate of Completion (CCL) in Esports Event Production is designed for students pursuing careers in event management, journalism, broadcasting, live event production, audio production, video production, computer technology, and/or video game production who are interested in utilizing those skills to gain entry level employment in the field of esports. Students completing this certificate will acquire specialized knowledge of the field of esports event production that will enhance the ability to gain entry level employment in the world of esports and other entertainment industries.

Program Notes
Students must earn a grade of C or better in all courses in the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 19
AVC100 Introduction to Digital Arts 1

+ AVC181 Graphic Design I (3) OR
FMP115 Introduction to Editing for Media (3) 3

+ AVC202 Media Production I 3

BPC170 A+ Exam Prep: Computer Hardware Configuration and Support 3
COM/THP271 Voice and Diction (3) OR
FMP125 Podcasting (3) 3

GBS109 Introduction to Esports Management 3
HRM145 Events Management 3

Certificate of Completion in General Business (5683) Credits: 21

Description: 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.

Program Notes
Students must earn a grade of C or better in all courses in the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 12
ACC111 Accounting Principles I 3
CIS105 Survey of Computer Information Systems 3
GBS151 Introduction to Business 3
GBS205 Legal, Ethical and Regulatory Issues in Business 3

Restricted Electives Credits: 9
Students should select nine (9) credits from the following courses/subjects. Any 100/200 level courses in the following subjects can be used, except courses used to satisfy the Required Courses area.

ACC+++ Any ACC Accounting course(s)
CIS114DE Excel Spreadsheet 3
CIS117DM Microsoft Access: Database Management 3
CIS133DA Internet/Web Development Level I 3
EPS+++ Any EPS Entrepreneurial Studies course(s) 1-3
GBS+++ Any GBS General Business course(s)
MGT+++ Any MGT Management course(s)
MKT+++ Any MKT Marketing course(s)
IBS+++ Any IBS International Business course(s)
REA+++ Any REA Real Estate course(s)
SBS+++ Any SBS Small Business Management course(s)
TQM+++ Any TQM Total Quality Management course(s)

Certificate of Completion in Management (5729) Credits: 18

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

Program Notes
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 18
ACC111 Accounting Principles I 3

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

Certificate of Completion in Marketing (5094) Credits: 21

Description: The Certificate of Completion (CCL) in Marketing program meets students` needs by providing skills necessary for marketing careers. The program is designed to develop competencies essential for success in Marketing. By completing this program, students will be better equipped for successful performance in a variety of marketing/management occupations including wholesaling, retailing, professional sales, and entrepreneurship. An Associate in Applied Science (AAS) in Marketing and Sales is available.

Program Notes
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 18
BPC110 Computer Usage and Applications (3) OR
CIS105 Survey of Computer Information Systems (3) 3
GBS151 Introduction to Business 3
GBS120 Workplace Communication Skills 3
MKT263 Advertising Principles 3
MKT267 Principles of Sales 3
MKT271 Principles of Marketing 3

Restricted Electives Credits: 3
Students should select from the following courses in consultation with Department Advisor.
CIS103 Introduction to Social Media 3
MKT101 Introduction to Public Relations 3
MKT110 Marketing and Social Networking 3
MKT268 Merchandising 3

Certificate of Completion Organizational Leadership (5731) Credits: 18

Description: The Certificate of Completion (CCL) in Organizational Leadership is designed to prepare students with knowledge and skills needed in today's changing workplace. The program provides leadership and communication skills and techniques for planning, organizing, leading and controlling business situations. This program also emphasizes procedures for effective resource allocation. The CCL in Organizational Leadership is fully embedded in an Associate in Applied Science (AAS) in Organizational Management.

Program Notes
Students must earn a grade of C or better in all courses within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 18
BPC110 Computer Usage and Applications (3) OR
CIS105 Survey of Computer Information Systems (3) 3

GBS110 Human Relations in Business and Industry (3) OR
MGT251 Human Relations in Business (3) 3

GBS120 Workplace Communication Skills 3
GBS151 Introduction to Business 3

MGT175 Business Organization and Management (3) OR
TQM240 Project Management in Quality Organizations (3) 3

MGT101 Techniques of Supervision (3) OR
MGT229 Management and Leadership I (3) 3

Certificate of Completion in Financial Services (5907) Credits: 16

Description: The Certificate of Completion (CCL) in Financial Services builds the industry knowledge and skills for individuals to prepare for careers in Financial Services. This CCL will introduce students new to or interested in financial services to the fundamental concepts of capital markets, types of products and their risks, trading, customer accounts, prohibited activities, and regulatory agencies and their functions. Students with the requisite experience in the field who complete this CCL can pursue employment in a variety of security industry jobs. This CCL also helps to prepare students for the Financial Industry Regulatory Authority (FINRA) Securities Industry Essentials (SIE). A Certificate of Completion (CCL) and Associate in Applied Science (AAS) in Banking and Finance are also available.

Program Notes
Students must earn a grade of C or better in all courses within the program.
This Certificate of Completion (CCL) is intended for current or prospective securities industry professionals who are interested in expanding their knowledge in the area of financial securities to enhance their employment opportunities.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 16
GBS120 Workplace Communication Skills 3
GBS151 Introduction to Business 3
GBS261 Investments I 3
GBS261LL Securities Industry Essentials (SIE) Exam Prep 1

MGT126 Customer Service Skills and Strategies 3

MKT267 Principles of Sales (3) OR
MKT271 Principles of Marketing (3) 3
Recommend MKT267 if career goal in the field of finance is sales.

Certificate of Completion in Small Business Start-Up (5706N) Credits: 12

Description: 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.

Program Notes:
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better for all courses within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 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

Certificate of Completion in Social Media Marketing (5830) Credits: 17-18

Description: The Certificate of Completion (CCL) in Social Media Marketing is designed to provide useful skills important in a variety of strategic marketing areas, e.g., social media, digital communications, integrated marketing, media relations, and brand management. An Associate in Applied Science (AAS) in Marketing and Sales is also available.

Program Notes
Students must earn a grade of C or better for all courses in the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Requires Courses Credits: 15
CIS103 Introduction to Social Media 3
GBS120 Workplace Communication Skills 3
MKT110 Marketing and Social Networking 3
+ MKT111 Applied Marketing and Social Networking 3
MKT271 Principles of Marketing 3

Restricted Electives Credits: 2-3
MKT101 Introduction to Public Relations 3
+ MKT280AB Marketing Internship 2
+ MKT298AB Special Projects 2

Certificate of Completion in Risk Management and Insurance (5842) Credits: 18

The Certificate of Completion in Risk Management and Insurance is currently not Title IV Federal Financial Aid eligible.

Description: The Certificate of Completion (CCL) in Risk Management and Insurance program is designed to provide students with foundational skills in insurance and risk management. Courses offer a framework of knowledge including an introduction to the insurance industry, risk management, principles of property and liability insurance, health, life, personal, and commercial insurance. An Associate in Applied Science (AAS) in Risk Management and Insurance is also available.

Program Notes
Students must earn a grade of C or better for all courses in the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Requires Courses Credits: 12
INS100 Insurance Industry Profession 3
INS200 Principles of Property and Liability Insurance 3
+ INS205 Personal Insurance 3
+ INS210 Commercial Insurance 3

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

COM+++++ Any COM Communication course(s) 0-6
Recommended: COM110 Interpersonal Communication 3
GBS+++++Any GBS General Business Course(s) 0-6
Recommended:
GBS151 Introduction to Business 3 OR
GBS205 Legal, Ethical, and Regulatory Issues in Business 3

INS+++++ Any INS Insurance Studies course(s) except courses used to satisfy Required Courses area 0-6

MGT+++++ Any MGT Management course(s) 0-6
Recommended: MGT175 Business Organization and Management 3

MKT+++++ Any MKT Marketing course(s) 0-6
Recommended: MKT271 Principles of Marketing 3

TQM+++++ Any TQM Total Quality Management course(s) 0-6
Recommended: TQM101 Quality Customer Service 3

COMPUTER AND INFORMATION TECHNOLOGY

As technology evolves and data management systems become increasingly complex, the demand for highly skilled technology professionals continues to grow. In the Computer and Information Technology Field of Interest, you can explore careers in gaming, programming, technology support, web design and development, cybersecurity, and more. Maricopa Community Colleges offers advanced laboratories, modern equipment, internships, and flexible and specialized classes where you will learn about computing hardware and software, web-based platforms, networks, telecommunications systems, and other innovative technology. Maricopa Community Colleges also makes it easy for you to transfer to a four-year program through our partnerships with over 40 colleges and universities nationwide.

University Transfer and Degrees

Associates in Science, Emphasis in Computer Science (8601)
AAS in Cybersecurity (3197)
AAS in Information Technology (3196)
AAS in Network and Systems Administration (3189)
AAS in Programming and Systems Analysis (3844)
AAS in Video Game Production (3890)
AAS in Web Design/Development (3185)

Certificates

CCL in Adobe Foundations: Animation and Graphics Production (5167N)
CCL in Amazon Web Services Cloud Associate (5330N)
CCL in Amazon Web Services Cloud Practitioner (5141N)
CCL in Amazon Web Services Cloud Specialist (5331N)
CCL in Cisco Certified Network Professional: Enterprise (5190)
CCL in Cisco Certified Network Professional: Enterprise Advance Routing and Services (5187N)
CCL in Cisco Certified Network Professional: Enterprise Core (5189N)
CCL in Cisco Network Administration and Security (5036)
CCL in Cisco Network Administration CCNA (5969N)
CCL in Computer System Configuration & Support (5038N)
CCL in Computer System Configuration and Support, Linux (5039N)
CCL in Computer System Configuration and Support, Network (5044N)
CCL in Computer System Configuration and Support, Security (5040N)
CCL in Cyber Engineering (5149)
CCL in Cyber Operations (5165)
CCL in Cybersecurity Fundamentals (5154)
CCL in Data Analytics (5884)
CCL in Desktop Support (5043)
CCL in iOS App Development (5914N)
CCL in Linux Associate (5046N)
CCL in Linux System Administrator (5052N)
CCL in Microsoft Desktop Associate (5030N)
CCL in Microsoft Office Professional (5132)
CCL in Microsoft Office Specialist (5137)
CCL in Mobile App Development (5193)
CCL in Native Mobile Application Development (5063)
CCL in Programming and Systems Analysis Level I (5048)
CCL in Programming and Systems Analysis Level II (5962)
CCL in Video Gram Production: Audio and Sound (5130)
CCL in Video Gram Production: Coding and Scripting (5129)
CCL in Video Gram Production: Game Art (5123)
CCL in Video Game Production: Game Narrative (5125)
CCL in Web App Development (5835N)
CCL in Web Design (5986)
CCL in Web Development (5988)
CCL in Web Foundations (5984)

Associate in Science, Emphasis in Computer Science (8601) Credits 60-64

Description: The Associate in Science (AS), Emphasis in Computer Science degree provides the first two years of a four-year curriculum for students who wish to specialize in computer science. With an associate degree, students may seek employment as a computer user support specialist. With a bachelor degree, students may pursue employment opportunities in several careers, including computer network architects, computer programmers, computer systems analysts, database administrators, information security analysts, network and computer systems administrators, and/or software developers in a number of sectors including arts, sciences, manufacturing, engineering, medicine, energy, and security.

Program Notes
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 23-28
+ CSC/EEE120 Digital Design Fundamentals 4
+ CSC/EEE230 Computer Organization and Assembly Language 4

+ CSC240 Introduction to Different Programming Languages (3) OR
+ CSC240AA Introduction to Different Programming Languages (4) 3-4

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

+ MAT227 Discrete Mathematical Structures 3

+ MAT230 Calculus with Analytic Geometry II (5) OR
+ MAT231 Calculus with Analytic Geometry II (4) 4-5

+ MAT240 Calculus with Analytic Geometry III (5) OR
+ MAT241 Calculus with Analytic Geometry III (4) 4-5

Arizona General Education Curriculum (AGEC) Credits: 36-40
AGEC-S
A single course with an [HU], [SB], or [L] designation may also be used to satisfy the Oral Communication, Critical Reading, or Awareness Area ([C], [G] and/or [H]) requirement(s).
A single course with both the [HU] and [L] designations may be used to satisfy both of these areas.
A single course with both the [SB] and [L] designations may be used to satisfy both of these areas.

See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 0
Met by course taken in the Humanities, Arts and Design [HU] area.

Mathematics Credits: 4-5
+ MAT220 Calculus with Analytic Geometry I (5) OR
+ MAT221 Calculus with Analytic Geometry I (4) 4-5

Humanities, Arts and Design Credits: 6
Any approved general education course in the Humanities, Arts and Design [HU] area with the Literacy and Critical Inquiry [L] designation. (3) AND
Any approved general education course in the Humanities, Arts and Design [HU] area with the Cultural Diversity in the US [C] designation. (3) 6

Social-Behavioral Sciences Credits: 6
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
COM230 Small Group Communication (3)
AND
Any approved general education courses in the Social-Behavioral Sciences [SB] area with the Global [G] or Historical [H] designation. (3) 6

Natural Sciences Credits: 8-9
Students must complete eight to nine (8-9) credits of General Chemistry, University Physics or General Biology for Majors, or Geology.

+ CHM150 General Chemistry I (4) OR
+ CHM151 General Chemistry I (3) AND
+ CHM151LL General Chemistry I Laboratory (1) OR
+ CHM150AA General Chemistry I (5) OR
+ CHM151AA General Chemistry I (4)
AND
+ CHM152 General Chemistry II (3) AND
+ CHM152LL General Chemistry II Laboratory (1) OR
+ CHM152AA General Chemistry II (4) 8-9
OR
+ PHY121 University Physics I: Mechanics (4) AND
+ PHY131 University Physics II: Electricity and Magnetism (4) 8
OR
+ BIO181 General Biology (Majors) I (4) OR
+ BIO181XT General Biology (Majors) I (4)
AND
+ BIO182 General Biology (Majors) II (4) OR
+ BIO182XT General Biology (Majors) II (4) 8
OR
GLG101 Physical Geology: Dynamic Earth Lecture (3)
AND
GLG103 Physical Geology: Dynamic Earth Lab (1) OR
GLG101IN Physical Geology: Dynamic Earth (4)
AND
GLG102 Historical Geology: Primordial to Present Lecture (3) AND
GLG104 Historical Geology: Primordial to Present Lab (1) OR
GLG102IN Historical Geology: Primordial to Present (4) 8

Subject Options Credits: 8-9
+ CSC110 Introduction to Computer Science (Java) (3)
OR
+ CSC110AA Introduction to Computer Science (Java) (3) OR
+ CSC110AB Introduction to Computer Science (Java) (4)
AND
+ CSC205 Object Oriented Programming and Data Structures (3) OR
+ CSC205AA Object Oriented Programming and Data Structures (3) OR+ CSC205AB Object Oriented Programming and Data Structures (4) OR
+ CSC205AC Object Oriented Programming and Data Structures (4) OR
+ CSC205AD Object Oriented Programming and Data Structures (4) 6-8

Awareness Areas Credits: 0-6
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0 Met by course taken in the Humanities, Arts and Design [HU] area.

Historical/Global Awareness Credits: 0
Met by course taken in the Social-Behavioral Sciences [SB] area.

MCCCD Additional Requirements Credits: 0-3
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0
Met by course taken in the Social-Behavioral Sciences [SB] area.

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

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information about your transfer-specific world language requirement.

Associate in Applied Science in Cybersecurity (3197) Credits: 62-77

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

Program Notes
Students must earn a grade of C or better in all courses within the program.
+indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

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

Program Prerequisite: None

Required Courses Credits: 25-31
+ BPC270 A+ Exam Prep: Operating System Configuration and Support (3) OR
MST150++ Any Microsoft Windows course (3) 3
(MST150++ required for Cloud System Administration specialization and Critical Infrastructure specialization)

CIS105 Survey of Computer Information Systems 3

CIS111 Ethics in Information Technology (3) OR
ITS120 Legal, Ethical and Regulatory Issues (3) 3

CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) 3

+ CIS156 Python Programming: Level I 3

+ CIS190 Introduction to Networking (3) OR
CNT140AB Introduction to Networks (4) 3-4
(CNT140AB required for Cisco Network Administration and Security specialization and Critical Infrastructure specialization)

+ CIS271DB Information Security Essentials (3) AND
+ CIS272DB Information Security Principles (3) OR
+ CIS270 Essentials of Network and Information Security (3) OR
+ ITS110 Information Security Fundamentals (3) 3-6
(ITS110 required for Cyber Operations specialization; CIS271DB AND CIS272DB required for Critical Infrastructure specialization)

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

+ ITS240 Ethical Hacking and Network Defense 3

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

Specialization I: Cyber Operations
Credits: 17
BPC170 A+ Exam Prep: Computer Hardware Configuration and Support 3

+ CIS238DL Linux System Administration (3) OR
+ CIS238RH Red Hat System Administration II (3) 3

+ CIS290AC Computer Information Systems Internship (3) OR
+ CIS298AC Special Projects (3) 3

+ ITS291 Computer Forensics Foundations 4
+ ITS292 Advanced Computer Forensics 4

Specialization II: Linux System Administration
Credits: 15
+ CIS238DL Linux System Administration (3) OR
+ CIS238RH Red Hat System Administration II (3) 3

+ CIS239DL Linux Shell Scripting 3

+ CIS240DL Linux Network Administration (3) OR
+ CIS240RH Red Hat System Administration III (3) 3

+ CIS271DL Linux Security (3) OR
+ CIS271RH Red Hat System Administration IV (3) 3

+ CIS275DL Linux Capstone 3

Specialization III: Cloud System Administration
Credits: 15-16
+ BPC274 Advanced Server Computer Maintenance: Server+ Prep 3
CIS121AH Microsoft PowerShell/Command Line Operations 3
+ CIS239DL Linux Shell Scripting 3
+ MST160 Azure Administrator (4), OR
+ CLD110 Amazon Web Services Cloud Foundations (3) 3-4

+ MST260 Microsoft Azure Cloud Development and Operations (3), OR
+ CLD120 Amazon Web Services Cloud Architect Associate (3) 3

Specialization IV: Cisco Network Administration and Security
Credits: 12
+ CNT150AB Switching, Routing, and Wireless Essentials 4
+ CNT160AB Enterprise Networking, Security, and Automation 4

+ CNT202 Cisco Secure Firewall Appliance Configuration (4) OR
+ CNT205 Cisco Certified Network Associate Security 4) 4

Specialization V: Cyber Engineering
Credits: 18
+ CIS119DO Introduction to Oracle: SQL (3) OR
+ CIS276++ Any SQL Database course (3) 3

+ CIS162++ Any C Programming: Level I course 3 (Students intending to transfer to U of A South should take CIS162 C Programming)

+ CIS227 Assembler Language 3

+ CIS238DL Linux System Administration (3) OR
+ CIS238RH Red Hat System Administration II (3) 3

+ CIS250 Management of Information Systems 3
+ CIS262++ Any C Programming: Level II course 3

Specialization VI: Critical Infrastructure
Credits: 16
+ CIS143 Introduction to Critical Infrastructure Protection 3
+ CIS201 Introduction to Operational Technology 3
+ CIS202 Introduction to Smart Grid Security 3
+ CIS203 Principles of the Risk Management Framework 3
+ CNT150AB Switching, Routing, and Wireless Essentials

General Electives Credits: 0-3
Select additional courses 100-level or higher to complete the minimum total program credits required for this degree. It is recommended to select from the Restricted Elective options. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

General Education Requirement Credits: 22-28

General Education Core Credits: 12-18

First-Year Composition Credits: 6
+ 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 Credits: 3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3

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

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

General Education Distribution Credits: 10

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

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

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

Associate in Applied Science in Information Technology (3196) Credits: 60-69

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

Program Notes
Students must earn a grade of C or better in all courses required within the program.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 33-41
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

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

Specialization 1: Cybersecurity Fundamentals Credits: 33-34
Information Technology Core Credits: 24-25
+ BPC270 A+ Exam Prep: Operating System Configuration and Support (3) OR
MST150++ Any Microsoft Windows course (3) 3

CIS105 Survey of Computer Information Systems 3

CIS117DM Microsoft Access: Database Management (3) OR
+ CIS119DO Introduction to Oracle: SQL (3) OR
+ CIS276DA MySQL Database (3) OR
+ CIS276DB SQL Server Database (3) 3

CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) 3

CIS133DA Internet/Web Development Level I 3
+ CIS156 Python Programming: Level I 3

+ CIS190 Introduction to Networking (3) OR
CNT140AB Introduction to Networks (4) 3-4

CIS224 Project Management Microsoft Project for Windows (3) OR
+ CIS250 Management of Information Systems (3) 3

Cybersecurity Fundamentals Credits: 9
CIS111 Ethics in Information Technology (3) OR
+ ITS120 Legal, Ethical and Regulatory Issues (3) 3

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

+ ITS240 Ethical Hacking and Network Defense 3

Related Area Credits: 0-5
Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:
BPC+++++ Any BPC Business-Personal Computers courses
CIS+++++ Any CIS Computer Information Systems courses
CLD+++++ Any CLD Cloud Computing courses
CNT+++++ Any CNT Cisco Network Technology courses
ITS+++++ Any ITS Information Technology Security courses
MST+++++ Any MST Microsoft Technology courses

Specialization 2: Database Development 36-38
Information Technology Core Credits: 21-22
+ BPC270 A+ Exam Prep: Operating System Configuration and Support (3) OR
CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) OR
MST150++ Microsoft Windows (3) 3

CIS105 Survey of Computer Information Systems 3
+ CIS119DO Introduction to Oracle: SQL 3
CIS133DA Internet/Web Development Level I 3

+ CIS156 Python Programming: Level I (3) OR
+ CIS162++ Any C Programming: Level I course (3) OR
+ CIS163AA Java Programming: Level I (3) 3

+ CIS190 Introduction to Networking (3) OR
CNT140AB Introduction to Networks (4) 3-4

CIS224 Project Management Microsoft Project for Windows (3) OR
CIS250 Management of Information Systems (3) 3

Database Development Credits: 15
CIS117DM Microsoft Access: Database Management (3) OR
+ CIS154 Database Modeling and Design (3) 3

+ CIS150++ Programming Fundamentals 3

+ CIS164AB Oracle: PL/SQL Programming (3) OR
+ CIS276DA MySQL Database (3) OR
+ CIS276DB SQL Server Database (3) 3

+ CIS217AM Advanced Microsoft Access: Database Management (3) OR
+ CIS276DB SQL Server Database (3) 3

+ CIS225AB Object-Oriented Analysis and Design 3

Related Area Credits : 0-2
Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:
BPC+++++ Any BPC Business-Personal Computers courses
CIS+++++ Any CIS Computer Information Systems courses
CLD+++++ Any CLD Cloud Computing courses
CNT+++++ Any CNT Cisco Network Technology courses
ITS+++++ Any ITS Information Technology Security courses
MST+++++ Any MST Microsoft Technology courses

Specialization 3: Desktop Support Credits: 32-38
Information Technology Core Credits: 24-25
+ BPC270 A+ Exam Prep: Operating System Configuration and Support 3
CIS105 Survey of Computer Information Systems 3

CIS117DM Microsoft Access: Database Management (3) OR
+ CIS119DO Introduction to Oracle: SQL (3) OR
+ CIS276DA MySQL Database (3) OR
+ CIS276DB SQL Server Database (3) 3

CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) 3

CIS133DA Internet/Web Development Level I 3

+ CIS150AB Object-Oriented Programming Fundamentals (3) OR
+ CIS156 Python Programming: Level I (3) OR
+ CIS162++ Any C Programming: Level I course (3) OR
+ CIS163AA Java Programming: Level I (3) 3

+ CIS190 Introduction to Networking (3) OR
CNT140AB Introduction to Networks (4) 3-4

CIS224 Project Management Microsoft Project for Windows (3) OR
+ CIS250 Management of Information Systems (3) 3

Desktop Support Credits: 6
+ BPC170 A+ Exam Prep: Computer Hardware Configuration and Support 3
CIS102DA Customer User Support 3

Related Area Credits: 2-8
Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:
BPC+++++ Any BPC Business-Personal Computers courses
CIS+++++ Any CIS Computer Information Systems courses
CLD+++++ Any CLD Cloud Computing courses
CNT+++++ Any CNT Cisco Network Technology courses
ITS+++++ Any ITS Information Technology Security courses
MST+++++ Any MST Microsoft Technology courses

Specialization 4: Foundations of Mobile App Development Credits: 33-38
Information Technology Core Credits: 21-22
CIS105 Survey of Computer Information Systems 3

+BPC270 A+ Exam Prep: Operating System Configuration and Support (3) OR
CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) OR
MST150++ Microsoft Windows (3) 3

CIS117DM Microsoft Access: Database Management (3) OR
+ CIS119DO Introduction to Oracle: SQL (3) OR
+ CIS276DA MySQL Database (3) OR
+ CIS276DB SQL Server Database (3) 3

CIS133DA Internet/Web Development Level I 3
+ CIS162++ Any C Programming: Level I course 3

+ CIS190 Introduction to Networking (3) OR
CNT140AB Introduction to Networks (4) 3-4

CIS224 Project Management Microsoft Project for Windows (3) OR
+ CIS250 Management of Information Systems (3) 3

Foundations of Mobile App Development Credits: 12
CIS120DF Introduction to Adobe Photoshop 3
+ CIS165 Introduction to IOS Application Development 3
+ CIS165DA Introduction to Android Application Development 3

+ CIS165DB C#/VB.NET: Windows 8 App Development (3) OR
+ CIS165DC Xamarin/C# Cross Platform Development (3) 3

Related Area Credits: 0-5
Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:
BPC+++++ Any BPC Business-Personal Computers courses
CIS+++++ Any CIS Computer Information Systems courses
CLD+++++ Any CLD Cloud Computing courses
CNT+++++ Any CNT Cisco Network Technology courses
ITS+++++ Any ITS Information Technology Security courses
MST+++++ Any MST Microsoft Technology courses

Specialization 5: Microsoft Office Professional Credits: 31-38
Information Technology Core Credits: 18-19
CIS105 Survey of Computer Information Systems 3
CIS117DM Microsoft Access: Database Management 3
CIS133DA Internet/Web Development Level I 3

+ CIS150AB Object-Oriented Programming Fundamentals (3) OR
+ CIS156 Python Programming: Level I (3) OR
+ CIS162++ Any C Programming: Level I course (3) OR
+ CIS163AA Java Programming: Level I (3) 3

+ CIS190 Introduction to Networking (3) OR
CNT140AB Introduction to Networks (4) 3-4

MST150++ Microsoft Windows (3) OR
BPC270 A+ Exam Prep: Operating System Configuration and Support (3) 3

Microsoft Office Professional Credits: 11-13
BPC/OAS111AA Computer Keyboarding (1) OR
Permission of Program Director (0) 0-1

CIS113DE Microsoft Word: Word Processing 3
CIS114DE Excel Spreadsheet 3
CIS118DB Desktop Presentation: PowerPoint 3

CIS124AA Project Management Software: Level I (1) AND
CIS124BA Project Management Software: Level II (1) OR
CIS224 Project Management Microsoft Project for Windows (3) 2-3

Related Area Credits: 0-8
Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:
BPC+++++ Any BPC Business-Personal Computers courses
CIS+++++ Any CIS Computer Information Systems courses
CLD+++++ Any CLD Cloud Computing courses
CNT+++++ Any CNT Cisco Network Technology courses
ITS+++++ Any ITS Information Technology Security courses
MST+++++ Any MST Microsoft Technology courses

Specialization 6: Microsoft Server 36-38
Information Technology Core: 21-22
CIS105 Survey of Computer Information Systems 3

CIS117DM Microsoft Access: Database Management (3) OR
+ CIS119DO Introduction to Oracle: SQL (3) OR
+ CIS276DA MySQL Database (3) OR
+ CIS276DB SQL Server Database (3) 3

CIS133DA Internet/Web Development Level I 3
+ CIS150AB Object-Oriented Programming Fundamentals (3) OR
+ CIS156 Python Programming: Level I (3) OR
+ CIS162++ Any C Programming: Level I course (3) OR
+ CIS163AA Java Programming: Level I (3) 3

+ CIS190 Introduction to Networking (3) OR
CNT140AB Introduction to Networks (4) 3-4

CIS224 Project Management Microsoft Project for Windows (3) OR
+ CIS250 Management of Information Systems (3) 3

MST150++ Microsoft Windows 3

Microsoft Server Credits: 15
CIS121AH Microsoft PowerShell/Command Line Operations 3
+ MST155DC Installation, Storage, and Compute with Windows Server 4
+ MST157DC Networking with Windows Server 4
+ MST158DC Identity Management with Windows Server 2016 4

Related Area Credits: 0-2
Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:
BPC+++++ Any BPC Business-Personal Computers courses
CIS+++++ Any CIS Computer Information Systems courses
CLD+++++ Any CLD Cloud Computing courses
CNT+++++ Any CNT Cisco Network Technology courses
ITS+++++ Any ITS Information Technology Security courses
MST+++++ Any MST Microsoft Technology courses

Specialization 7: Oracle Database Operations 32-38
Information Technology Core Credits: 21-22
+ BPC270 A+ Exam Prep: Operating System Configuration and Support (3) OR
CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) OR
MST150++ Microsoft Windows (3) 3

CIS105 Survey of Computer Information Systems 3
+ CIS119DO Introduction to Oracle: SQL 3
CIS133DA Internet/Web Development Level I 3

+ CIS150AB Object-Oriented Programming Fundamentals (3) OR
+ CIS156 Python Programming: Level I (3) OR
+ CIS162++ Any C Programming: Level I course (3) OR
+ CIS163AA Java Programming: Level I (3) 3

+ CIS190 Introduction to Networking (3) OR
CNT140AB Introduction to Networks (4) 3-4

CIS224 Project Management Microsoft Project for Windows (3) OR
+ CIS250 Management of Information Systems (3) 3

Oracle Database Operations Credits: 9
+ CIS119DP Oracle: Database Administration 3
+ CIS154 Database Modeling and Design 3
+ CIS164AB Oracle: PL/SQL Programming 3

Related Area Credits : 2-8
Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:
BPC+++++ Any BPC Business-Personal Computers courses
CIS+++++ Any CIS Computer Information Systems courses
CLD+++++ Any CLD Cloud Computing courses
CNT+++++ Any CNT Cisco Network Technology courses
ITS+++++ Any ITS Information Technology Security courses
MST+++++ Any MST Microsoft Technology courses

Specialization 8: Programming and Systems Analysis
Level 1 Courses: 32-38
Information Technology Core Credits: 21-22
CIS105 Survey of Computer Information Systems 3

+ CIS119DO Introduction to Oracle: SQL (3) OR
+ CIS276DA MySQL Database (3) OR
+ CIS276DB SQL Server Database (3) 3

CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) OR
MST150++ Microsoft Windows (3) 3

CIS133DA Internet/Web Development Level I 3
+ CIS150AB Object-Oriented Programming Fundamentals 3

+ CIS190 Introduction to Networking (3) OR
CNT140AB Introduction to Networks (4) 3-4

CIS224 Project Management Microsoft Project for Windows (3) OR
+ CIS250 Management of Information Systems (3) 3

Programming and Systems Analysis Credits: 9
+ CIS159 Visual Basic Programming I (3) OR
+ CIS162++ Any C Programming: Level I course (3) OR
+CIS163AA Java Programming: Level I (3) OR
+ CIS165++ Any Mobile Application Development course (3) 3

+ CIS166++ Any Web Scripting course 3
GBS151 Introduction to Business 3

Related Area Credits: 1-8
Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:
BPC+++++ Any BPC Business-Personal Computers courses
CIS+++++ Any CIS Computer Information Systems courses
CLD+++++ Any CLD Cloud Computing courses
CNT+++++ Any CNT Cisco Network Technology courses
ITS+++++ Any ITS Information Technology Security courses
MST+++++ Any MST Microsoft Technology courses

Specialization 9: Redhat Linux Engineer 32-38
Information Technology Core Credits: 21-22
CIS105 Survey of Computer Information Systems 3

CIS117DM Microsoft Access: Database Management (3) OR
+ CIS119DO Introduction to Oracle: SQL (3) OR
+ CIS276DA MySQL Database (3) OR
+ CIS276DB SQL Server Database (3) 3

CIS126RH Red Hat System Administration I 3
CIS133DA Internet/Web Development Level I 3

+ CIS150AB Object-Oriented Programming Fundamentals (3) OR
+ CIS156 Python Programming: Level I (3) OR
+ CIS162++ Any C Programming: Level I course (3) OR
+ CIS163AA Java Programming: Level I (3) 3

+ CIS190 Introduction to Networking (3) OR
CNT140AB Introduction to Networks (4) 3-4

CIS224 Project Management Microsoft Project for Windows (3) OR
+ CIS250 Management of Information Systems (3) 3

Redhat Linux Engineer Credits: 6
+ CIS238RH Red Hat System Administration II 3
+CIS240RH Red Hat System Administration III 3

Related Area Credits: 5-11
Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:
BPC+++++ Any BPC Business-Personal Computers courses
CIS+++++ Any CIS Computer Information Systems courses
CLD+++++ Any CLD Cloud Computing courses
CNT+++++ Any CNT Cisco Network Technology courses
ITS+++++ Any ITS Information Technology Security courses
MST+++++ Any MST Microsoft Technology courses

Specialization 10: Web Foundations Credits: 36-38

Information Technology Core Credits: 21-22
+ BPC270 A+ Exam Prep: Operating System Configuration and Support (3) OR
CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) OR
MST150++ Microsoft Windows (3) 3

CIS105 Survey of Computer Information Systems 3

CIS117DM Microsoft Access: Database Management (3) OR
+CIS119DO Introduction to Oracle: SQL (3) OR
+CIS276DA MySQL Database (3) OR
+CIS276DB SQL Server Database (3) 3

CIS133DA Internet/Web Development Level I 3

+ CIS150AB Object-Oriented Programming Fundamentals (3) OR
+ CIS156 Python Programming: Level I (3) OR
+ CIS162++ Any C Programming: Level I course (3) OR
+ CIS163AA Java Programming: Level I (3) 3

+ CIS190 Introduction to Networking (3) OR
CNT140AB Introduction to Networks (4) 3-4

CIS224 Project Management Microsoft Project for Windows (3) OR
+ CIS250 Management of Information Systems (3) 3

Web Foundation Credits: 15
CIS120DF Introduction to Adobe Photoshop 3
CIS136 Content Management Systems: WordPress 3
+ CIS166AA Introduction to Javascript 3
+ CIS233DA Internet/Web Development Level II 3
+ CIS235 e-Commerce 3

Related Area Credits: 0-2
Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:
BPC+++++ Any BPC Business-Personal Computers courses
CIS+++++ Any CIS Computer Information Systems courses
CLD+++++ Any CLD Cloud Computing courses
CNT+++++ Any CNT Cisco Network Technology courses
ITS+++++ Any ITS Information Technology Security courses
MST+++++ Any MST Microsoft Technology courses

Specialization 11: A related Certificate of Completion (CCL) at the discretion of the Program Director (minimum of 11 credits) AND the following core courses with permission of the Program Director.
Information Technology Core Credits: 21-22
CIS105 Survey of Computer Information Systems 3

CIS117DM Microsoft Access: Database Management (3) OR
+ CIS119DO Introduction to Oracle: SQL (3) OR
+ CIS276DA MySQL Database (3) OR
+ CIS276DB SQL Server Database (3) 3

+ BPC270 A+ Exam Prep: Operating System Configuration and Support (3) OR
CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) OR
MST150++ Microsoft Windows (3) 3

+ CIS150AB Object-Oriented Programming Fundamentals (3) OR
+ CIS156 Python Programming: Level I (3) OR
+ CIS162++ Any C Programming: Level I course (3) OR
+ CIS163AA Java Programming: Level I (3) 3

CIS190 Introduction to Networking (3) OR
CNT140AB Introduction to Networks (4) 3-4
CIS133DA Internet/Web Development Level I 3

+ CIS224 Project Management Microsoft Project for Windows (3) OR
CIS250 Management of Information Systems (3) 3

General Education Requirement Credits: 22-28

General Education Core Credits: 12-18

First-Year Composition Credits: 6
+ 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 Credits: 3
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3

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

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

General Education Distribution Credits: 10

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

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

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

Associate in Applied Science in Network & System Administration (3189) Credits: 61-74

Description: The Associate in Applied Science (AAS) in Network and Systems Administration program provides students with a solid, hands-on skill set of computer, networking, and internetworking systems technology principles and desktop support. Students gain an understanding of the interaction between microcomputer software and hardware, network and internetworking operating systems software and hardware, local area network administration and management, the use of troubleshooting techniques, troubleshooting hardware and software tools, as well as interpersonal/customer service skills. Students have the opportunity to specialize in specific information technology areas based on their interests and professional goals and leading to industry recognized certifications through an embedded Certificate of Completion (CCL) including, but not limited to, Desktop (Desktop Support, Computer System Configuration and Support, Computer System Configuration and Support, Network, Computer System Configuration and Support, Security, Computer System Configuration and Support, Linux), Cisco (Cisco Network CCNA, Cisco Network CCNP, Cisco Network CCNA Security), Linux (Red Hat Linux Engineer, Linux Associate, Red Hat Linux Administrator, Linux System Administration), Microsoft (Microsoft System Administration, Microsoft Desktop Associate), and VMware (VMware Network Administrator, VMware Foundations, VMware System Administrator). Graduates may pursue employment in a variety of information technology environments and/or transfer to a university.

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

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

Students may receive credit for courses within the program based on current industry certifications.

This program replaces:
AAS/3013 Linux Networking Administration
AAS/3095 Information Technology: Cisco Networking
AAS/3096 Information Technology: Network Server
AAS/3208 Networking System Administration
AAS/3312 Computer and Networking Technology
AAS/3778 Microsoft Networking Technology
AAS/3794 Network Administration
AAS/3816 Networking Technology: Cisco

Program Prerequisites: None

Required Courses Credits: 31-46
BPC170 A+ Exam Prep: Computer Hardware Configuration and Support 3
+ BPC270 A+ Exam Prep: Operating System Configuration and Support 3
CIS102DA Customer User Support 3
CIS105 Survey of Computer Information Systems 3

CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) 3

+ CIS190 Introduction to Networking (3) OR
CNT140AB Introduction to Networks (4) 3-4
(CNT140AB is required for students on the Cisco specialization)

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

Students must also select from one of the following specializations based on their career goals.
Specialization 1: Cisco System Administration (CCNA) and Security

Credits: 12
+ CNT150AB Switching, Routing, and Wireless Essentials 4
+ CNT160AB Enterprise Networking, Security, and Automation 4

+ CNT202 Cisco Secure Firewall Appliance Configuration (4) OR
+ CNT205 Cisco Certified Network Associate Security (4) 4

Specialization 2: Cisco System Administration (CCNP)
Credits: 24
+ CNT150AB Switching, Routing, and Wireless Essentials 4
+ CNT160AB Enterprise Networking, Security, and Automation 4

+ CNT240 Cisco Certified Network Professional: Enterprise Core (8) OR
+ CNT240AA Cisco Certified Network Professional: Enterprise Core I (4) AND
+ CNT240AB Cisco Certified Network Professional: Enterprise Core II (4) 8

+ CNT250 Cisco Certified Network Professional: Enterprise Advanced Routing and Services (8) OR
+ CNT250AA Cisco Certified Network Professional: Enterprise Advanced Routing and Services I (4) AND
+ CNT250AB Cisco Certified Network Professional: Enterprise Advanced Routing and Services II (4) 8

Specialization 3: Linux System Administration
Credits: 15
+ CIS238DL Linux System Administration 3
+ CIS239DL Linux Shell Scripting 3
+ CIS240DL Linux Network Administration 3
+ CIS271DL Linux Security 3
+ CIS275DL Linux Capstone 3

Specialization 4: Red Hat Enterprise Linux Administration
Credits: 15
+ CIS238RH Red Hat System Administration II 3
+ CIS239DL Linux Shell Scripting 3
+ CIS240RH Red Hat System Administration III 3
+ CIS271RH Red Hat System Administration IV 3
+ CIS275DL Linux Capstone 3

Specialization 5: Cloud System Administration
Credits: 15-16
+ BPC274 Advanced Server Computer Maintenance: Server+ Prep 3
CIS121AH Microsoft PowerShell/Command Line Operations 3
+ CIS239DL Linux Shell Scripting 3

+ MST160 Azure Administrator (4) OR
+ CLD110 Amazon Web Services Cloud Foundations (3) 3-4

+ MST260 Microsoft Azure Cloud Development and Operations (3) OR
+ CLD120 Amazon Web Services Cloud Architect Associate (3) 3

Specialization 6: VMware Network Administrator
Credits: 12
+ CIS293 VMware ESXI Server Enterprise 4
+ CIS294 VMware vSphere Operate, Scale and Secure 4
+ CIS295 VMware NSX: Install, Configure, Manage 4

Restricted Electives Credits: 0-8
Students must select enough Restricted Elective credits to meet the minimum total program credits. Students may not select the same courses used to satisfy Required Courses or specializations within the Required Courses. Consult with an Academic, Program, or Faculty Advisor to pick courses that align with your career goals.
Cisco Electives
CNT140AB Introduction to Networks 4
+ CNT150AB Switching, Routing, and Wireless Essentials 4
+ CNT160AB Enterprise Networking, Security, and Automation 4
+ CNT171 CCNA Exam Prep 1
+ CNT202 Cisco Secure Firewall Appliance Configuration (4) OR
+ CNT205 Cisco Certified Network Associate Security (4) 4

+ CNT206 Cisco Certified Network Associate Wireless 4
Linux Electives
+ CIS238DL Linux System Administration (3) OR
+ CIS238RH Red Hat System Administration II (3) 3
+ CIS239DL Linux Shell Scripting 3
+ CIS240DL Linux Network Administration (3) OR
+ CIS240RH Red Hat System Administration III (3) 3
+ CIS275DL Linux Capstone 3

Microsoft Electives
MST+++++ Any MST Microsoft Technology course
CIS121AB Microsoft Command Line Operations 1
CIS121AH Microsoft PowerShell/Command Line Operations 3

Security Electives
+ CIS270 Essentials of Network and Information Security 3
+ ITS110 Information Security Fundamentals 3

VMware Electives
+ CIS293 VMware ESXI Server Enterprise 4
+ CIS294 VMware vSphere Operate, Scale and Secure 4
+ CIS295 VMware NSX: Install, Configure, Manage 4

Other Information Technology Electives
+ BPC171 Recycling Used Computer Technology 1-3
CIS111 Ethics in Information Technology 3
CIS124AA Project Management Software: Level I 1
+ CIS124BA Project Management Software: Level II 1
+ CIS156 Python Programming: Level I 3
+ CIS190 Introduction to Networking 3
CIS224 Project Management Microsoft Project for Windows 3
+ CIS240 Local Area Network Planning and Design 3
+ CIS250 Management of Information Systems 3
+ CIS266 Network Integration Capstone 4
+ CIS290++ Computer Information Systems Internship 1-3
+ CIS296++ Cooperative Education 2-3
+ CIS298++ Special Projects 1-3
ITS120 Legal, Ethical, and Regulatory Issues 3

General Education Requirement Credits: 22-28

General Education Core Credits: 12-18

First-Year Composition Credits: 6
+ 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) OR
+ ENG111 Technical and Professional Writing (3) 6
(ENG111 does not count as an ENG Transfer option)

Oral Communication Credits: 3
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3
COM225 is recommended for students transferring to Northern Arizona University.

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

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Equivalent or higher-level mathematics course in the Mathematical Applications area. 3-6

General Education Distribution Credits: 10

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

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

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

Associate in Applied Science in Programming & Systems Analysis (3844) Credits: 62-71

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

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

Consultation with an Academic Advisor is recommended for course selection.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 34-37
CIS105 Survey of Computer Information Systems 3

GBS151 Introduction to Business 3

CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) OR
+ MST150++ Any Microsoft Windows course (3) 3

CIS133DA Internet/Web Development Level I 3

Students interested in pursuing an iOS Certificate of Completion (CCL) are recommended to take CIS150AB
+ CIS150 Programming Fundamentals (3) OR
+ CIS150AB Object-Oriented Programming Fundamentals (3) 3

+ CIS166++ Any Web Scripting course(s) 3

+ CIS190 Introduction to Networking (3) OR
CNT140AB Introduction to Networks (4) OR
+ MST140 Microsoft Networking Essentials (3) 3-4

+ CIS225 Business Systems Analysis and Design (3) OR
+ CIS225AB Object-Oriented Analysis and Design (3) OR
+ CIS250 Management of Information Systems (3) 3

+ CIS119DO Introduction to Oracle: SQL (3) OR
+ CIS276DA MySQL Database (3) OR
+ CIS276DB SQL Server Database (3) 3

FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3
Select a programming language from below that best aligns with academic and professional goals (2 courses for a total of 6 credits) in one of the following areas:

+ CIS156 Python Programming: Level I (3) AND
+ CIS256 Python Programming: Level II (3) OR

+ CIS159 Visual Basic Programming I (3) AND
+ CIS259 Visual Basic Programming II (3) OR

+ CIS162++ Any C Programming: Level I course (3) AND
+ CIS262++ Any C Programming: Level II course (3) OR

+ CIS163AA Java Programming: Level I (3) AND
+ CIS263AA Java Programming: Level II (3) OR

+ CIS165++ Any Mobile Application Development course (3) AND
+ CIS265 Advanced iOS Application Development (3) 6

Restricted Electives Credits: 6
Students may not use courses from the Required Courses Area.
CIS224 Project Management Microsoft Project for Windows 3
+ CIS151 Computer Game Development-Level I 3
+ CIS156 Python Programming: Level I 3
+ CIS159 Visual Basic Programming I 3
+ CIS162++ Any C Programming: Level I course 3
+ CIS163AA Java Programming: Level I 3
+ CIS165++ Any Mobile Application Development course 3
+ CIS251 Computer Game Development-Level II 3
+ CIS256 Python Programming: Level II 3
+ CIS259 Visual Basic Programming II 3
+ CIS262++ Any C Programming: Level II course 3
+ CIS263AA Java Programming: Level II 3
+ CIS265 Advanced iOS Application Development 3
GBS211 Legal, Ethical and Regulatory Issues of the Internet Studies 3

General Education Requirement Credits: 22-28

General Education Core Credits: 12-18

First-Year Composition Credits: 6
+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

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

Critical Reading Credits: 0-3
+ CRE101 College Critical Reading and Critical Thinking (3) OR
Equivalent by assessment 0-3

Mathematics Credits: 3-6
+ MAT150 College Algebra/Functions (5) OR
+ MAT151 College Algebra/Functions (4) OR
+ MAT152 College Algebra/Functions (3) OR
+ MAT155 College Algebra/Functions with Review (5) OR
+ MAT156 College Algebra/Functions with Review (6) 3-6

General Education Distribution Credits: 10

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

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

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

Associate in Applied Science in Video Game Production (3890) Credits: 62-79

The Associate in Applied Science (AAS) in Video Game Production provides students with the essential skill sets needed to plan, design, and produce video games. The program features interdisciplinary coursework and related studies to build a strong foundation bridging the art and science of video game production. The Associate in Applied Science in Video Game Production`s curriculum brings together business concepts, game technology, game narrative, music, sound design, and animation to prepare students for entry-level careers as a Level Designer, Environment Artist, Production Artist, Character Modeler, Character Animator, Game Designer, Game Developer, Mobile Game Developer, Commercial Artist, Game Writer, Composer and/or Sound Designer. Embedded Certificates of Completion (CCL) are available in Video Game Production: Game Art, Video Game Production: Audio and Sound and Video Game Production: Narrative and Video Game Production: Scripting and Coding.

Program Notes
Students must earn a grade of C or better in all courses within the program.
Students interested in transferring should meet with an Academic, Faculty, or Program Director.
GST201 Game Studies is recommended for students who intend to transfer to Arizona State University.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Program Prerequisites: None

Required Courses Credits: 29-31
In addition to the required course work, students must consult with a program advisor to select one of the specializations within the Restricted Electives area.

AVC100 Introduction to Digital Arts 1

+ AVC177 Digital Photographic Imaging I (3) OR
CIS120DF Introduction to Adobe Photoshop (3) 3

AVC/MMT185 3D Modeling for Animation I (3) OR
CIS130DA 3D Studio Max: Modeling (3) 3
Note: AVC/MMT185 is recommended for students interested in the Game Art Emphasis and CIS130DA is recommended for students interested in the Coding and Scripting Emphasis

CIS105 Survey of Computer Information Systems 3
+ CIS107 The Electronic Game Industry 3
+ CIS151 Computer Game Development -Level I 3
+ CIS251 Computer Game Development -Level II 3
CRW176 Writing Narrative for Video Games 3

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

+ GST202 Games, Culture and Aesthetics 3
MUC122 Sound Design I 3

Restricted Electives Credits: 14-23
Students must select 1 of the following 4 specializations.

Specialization I Game Art
Credits: 23
ART116 Life Drawing I 3
AVC150 Multimedia Storytelling 3
+ AVC/MMT184 Digital Animation I 3
+ AVC200 Animation and Interactivity 3
+ AVC240 Cinematography and Directing for 2D/3D Animation (3) OR
+ CIS230DB 3D Studio Max: Lighting and Rendering (3) 3

+ AVC/MMT285 3D Modeling and Animation II (3) OR
+ CIS130DB 3D Studio Max: Animation (3) 3

+ AVC287 3D Character Animation 3
+ AVC298AB Special Projects 2

Specialization II Game Narrative
Credits: 17
AVC150 Multimedia Storytelling 3
CRW160 Introduction to Writing Poetry 3
CRW170 Introduction to Writing Fiction 3
CRW190 Introduction to Screenwriting 3
+ CRW270 Intermediate Fiction Writing 3
+ CRW298AB Special Projects 2

Specialization III Coding and Scripting Emphasis
Credits: 14
CIS120DC Introduction to Adobe Animate 3
+ CIS150AB Object-Oriented Programming Fundamentals 3
+ CIS156 Python Programming: Level I 3
+ CIS163AA Java Programming: Level I 3
+ CIS298AB Special Projects 2

Specialization IV Audio and Music
Credits: 17-18
MUC191 Electronic Music I (3) OR
MUC218 Audio Mixing Techniques (3) 3

+ MUC111 Digital Audio Workstation I (DAW I) 3

+ MUC192 Electronic Music II (3) OR
+ MUC196 Studio Music Recording II (3) 3
MUC195 Studio Music Recording I 3
+ MUC222 Sound Design II 3

+ MUC292 Sound Design III (3) OR
+ MUC298AB Special Projects (2) 2-3

General Education Requirement Credits: 19-25

General Education Core Credits: 12-18

First-Year Composition Credits: 6
+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Oral Communication Credits: 3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3

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

Mathematics Credits: 3-6
Recommended for students who do not intend to transfer.
+ MAT120 Intermediate Algebra (5) OR
+ MAT121 Intermediate Algebra (4) OR
+ MAT122 Intermediate Algebra (3) OR
MAT126 Intermediate Algebra with Review (6) OR satisfactory completion of a higher-level mathematics course 3-6

MAT14+ recommended for students who intend to transfer to Arizona State University in the Game Arts, Narrative for Games, or Audio and Music emphases.

MAT15+ recommended for students who intend to transfer to Arizona State University in the Scripting and Coding emphasis.

General Education Distribution Credits: 7

Humanities, Arts and Design Credits: 0
Met by GST202 in Required Courses

Social-Behavioral Sciences Credits: 3
Any approved Social and Behavioral Sciences.

Natural Sciences Credits: 4
Any approved general education course from the Natural Sciences Area.

Associate in Applied Science in Web Design/Development (3185) Credits: 61-74

Description: The Associate in Applied Science (AAS) in Web Design/Development prepares students to design, create, and administer interactive and professional web sites. Courses focus on "hands-on" experience with web publishing, web graphics preparation, scripting, content management systems and e-commerce solutions. The program provides students a pathway to either develop advanced skills in Web Design or Web Development. Certificates of Completion (CCLs) in Foundational Web Technologies, Web Design and Web Development are also available.

Program Notes
Students must earn a grade of C or better in each course in the program.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 22-24
In addition to the required course work students must consult with a program advisor to select one of the specializations within the Restricted Electives area.

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

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

Restricted Electives Credits: 17-22
Complete all courses in the specialization below that best aligns with your academic and professional goals. Consult with an academic, faculty, or program advisor.

Specialization I: Web Design
Credits: 17-22
ADA/ART183 Digital Graphic Arts I (3)
OR
AVC100 Introduction to Digital Arts (1) AND
ART181 Graphic Design I (3)
OR
ART112 Two-Dimensional Design (3) 3-4

CIS120DA Introduction to Adobe Premiere (3) OR
CIS120DK Introduction to Digital Video Editing (3) 3

CIS120DB Introduction to Adobe Illustrator 3

CIS120DC Introduction to Adobe Animate (3) OR
+ CIS220DF Adobe Photoshop Level II: Advanced Digital Imaging (3) 3

+ CIS138DA Desktop Design and Publishing Using Adobe InDesign 3

Students must select 2 to 6 credits in consultation with your program advisor to further develop skills in the areas of Adobe, Art, Social Media, Marketing, Business and/or Multimedia.

Specialization II: Web Development
Credits: 18
+ CIS119DO Introduction to Oracle: SQL (3) OR
+ CIS276++ Any Database Management Systems course (3) 3
CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) 3
+ CIS166AE Web Scripting with PHP: Hypertext Preprocessor (PHP) 3
Programming Language: Select two courses for a total of 6 credits
+ CIS150AB Object-Oriented Programming Fundamentals 3
+ CIS156 Python Programming: Level I 3
+ CIS159 Visual Basic Programming I 3
+ CIS162++ Any C Programming course 3
+ CIS163AA Java Programming: Level I 3
+ CIS165++ Any Mobile Application Development course 3
+ CIS256 Python Programming: Level II 3
+ CIS262AD C# Level II 3
+ CIS263AA Java Programming: Level II 3
+ CIS265++ Any Advanced Application Development 3

Students must select 3 credits of any course with a CIS prefix in consultation with their program advisor to further develop skills in the areas of Databases, Information Systems, Programming, and/or Operating Systems.
General Education Requirement Credits: 22-28

General Education Core Credits: 12-18

First-Year Composition Credits: 6
+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

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

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

Mathematics Credits: 3-6
Any approved general education course in the Mathematics Area.
(MAT140, MAT141, MAT142, MAT145, MAT146 College Mathematics) OR (MAT150, MAT151, MAT152, MAT155, MAT156 College Algebra/Functions) OR higher math course with the Mathematical Applications [MA] general education designation recommended for students intending to transfer to a four-year institution.

MAT187 Precalculus is recommended for students intending to transfer to ASU (Tempe campus) to earn a BS in Graphic Information Technology.
General Education Distribution Credits: 10

Humanities, Arts and Design Credits: 3
Any approved general education course from the Humanities, Arts and Design area

Social-Behavioral Sciences Credits: 3
Any approved general education course from the Social-Behavioral Sciences area.

PSY101 Introduction to Psychology is recommended for students intending to transfer to ASU (Polytechnic campus) to earn a BS in Technical Communication (User Experience) or to ASU (Tempe campus) to earn a BS in Graphic Information Technology.

Natural Sciences Credits: 4
Any approved general education course from the Natural Sciences area

Certificate of Completion in Adobe Foundation: Animation and Graphics Production (5167N) Credits: 9

Description: The Certificate of Completion (CCL) in Adobe Foundations: Animation and Graphics Production program helps prepare students to create, edit, and enhance digital images, graphics, and animation for use in web, print, and video. A Certificate of Completion in Adobe Foundations: Video and Audio Production and an Associate in Applied Science (AAS) in Web Design and Development are also available.

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better in all courses required within the program.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 9
CIS120DB Introduction to Adobe Illustrator 3
CIS120DC Introduction to Adobe Animate 3
CIS120DF Introduction to Adobe Photoshop

Certificate of Completion in Amazon Web Services Cloud Associate (5330N) Credits: 3-6

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

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

Students must earn a grade of C or better in all courses required within the program.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 3-6
CLD110 Amazon Web Services Cloud Foundations (3)
OR
Certificate of Completion in Amazon Web Services Cloud Practitioner (5141N) (3)
OR
AWS Certified Cloud Practitioner certification badge (0)
OR
Permission of Program Director (0) 0-3
(CCL/5141N is not eligible for Title IV Federal Financial Aid.)

+ CLD120 Amazon Web Services Cloud Architect Associate 3

Certificate of Completion in Amazon Web Services Cloud Practitioner (5141N) Credits: 3

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

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

This Certificate of Completion (CCL) is intended for industry professionals with the requisite experience such as database, Linux, information security, networking, programming, and DevOps who are interested in expanding their knowledge in the area of cloud computing to enhance their employment opportunities. Speak to a program director for additional information.
Students must earn a grade of C or better in all courses required within the program.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 3
CLD110 Amazon Web Services Cloud Foundations (3)

Certificate of Completion in Amazon Web Services Cloud Specialist (5331N) Credits: 3-9

Description: The Certificate of Completion (CCL) in Amazon Web Services (AWS) Cloud Specialist builds the requisite knowledge and skills to perform core Amazon Web Services (AWS) services in a manner that is based on compute, data, security and requirements as well as AWS best practices. Students select a specialization in either Developer or SysOps. Developer focuses on developing, deploying and debugging cloud based applications using AWS. SysOps focuses on deploying, managing and operating scalable, highly available, and fault tolerant systems on AWS.

Students will have hands-on opportunities to manage cloud systems/architectures for real world-scenarios. Students with the requisite prior experience in the field who complete this CCL can pursue employment in a variety of information technology jobs.

This CCL also helps to prepare students for industry-standard certification as either AWS Certified Developer - Associate or AWS Certified SysOps Administrator - Associate based on their emphasis.

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
This Certificate of Completion (CCL) is intended for industry professionals with the requisite experience such as database, Linux, information security, networking, programming, and DevOps who are interested in expanding their knowledge in the area of cloud computing to enhance their employment opportunities. Speak to a program director for additional information.

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

Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 3-9
CLD110 Amazon Web Services Cloud Foundations (3) OR
AWS Cloud Practitioner Certification (0) OR
Permission of Program Director (0) 0-3

+ CLD120 Amazon Web Services Cloud Architect Associate (3) OR
AWS Certified Solutions Architect - Associate certification (0) OR
Permission of Program Director (0) 0-3

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

Specialization 1: AWS Certified Developer - Associate
+CLD130 Amazon Web Services Cloud Developing 3

Specialization 2: AWS Certified SysOps Administrator - Associate
+ CLD140 Amazon Web Services Cloud Operations 3

Certificate of Completion in Cisco Certified Network Professional: Enterprise (5190) Credits: 16

Description: The Certificate of Completion (CCL) in Cisco Certified Network Professional: Enterprise builds the advanced knowledge and skills needed for professional-level networking technologies and architecture. This CCL includes fundamental concepts of virtualization, network assurance, security, automation, and the implementation and troubleshooting of advanced routing technologies, as well as hands-on opportunities to apply these concepts to real-world applications. Students with the requisite experience in the field who complete this CCL can pursue employment in a variety of information technology jobs. This CCL also helps to prepare students for the Cisco Enterprise Network Core Technologies (ENCOR) certification and Implementing Cisco Enterprise Network Advanced Routing and Services (ENARSI) exams aligned with the CCNP Enterprise, CCIE Enterprise Infrastructure, CCIE Enterprise Wireless, and Cisco Certified Specialist - Enterprise core, CCNP Enterprise, Cisco Certified Specialist - Advanced Infrastructure Implementation certifications.

Multi-credential Award Opportunities *(Please check with your advisor for availability)*

Multi-credential Award(s):
CCL/5037 Cisco Network Administration: CCNP

Optional Additional Award(s):
CCL/5187N Cisco Certified Network Professional: Enterprise Advanced Routing and Services
CCL/5189N Cisco Certified Network Professional: Enterprise Core

Program Notes
This Certificate of Completion (CCL) is intended for industry professionals with the requisite skills aligned with the Cisco Certified Network Associate (CCNA) industry certification who are interested in expanding their knowledge in the area in professional-level networking or to enhance their employment opportunities. Speak to a program director for additional information.

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

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Admission Criteria
This Certificate of Completion (CCL) is intended for industry professionals with the requisite experience. To pursue this CCL, students must complete the following prerequisites to the courses within the Required Course area as follows with a C or better OR have a Cisco Certified Network Associate (CCNA) industry certification OR receive permission of the Program Director:
CNT140AB Introduction to Networks 4
+ CNT150AB Switching, Routing, and Wireless Essentials 4
+ CNT160AB Enterprise Networking, Security, and Automation 4

Students also have the option to complete the full CCL in this program, Cisco Network Administration: CCNP (major code 5037), that includes the prerequisites and required courses.

Program Prerequisites: None

Required Courses Credits: 16
+ CNT240 Cisco Certified Network Professional: Enterprise Core (8) OR
+ CNT240AA Cisco Certified Network Professional: Enterprise Core I (4) AND
+ CNT240AB Cisco Certified Network Professional: Enterprise Core II (4) 8

+ CNT250 Cisco Certified Network Professional: Enterprise Advanced Routing and Services (8) OR
+ CNT250AA Cisco Certified Network Professional: Enterprise Advanced Routing and Services I (4) AND
+ CNT250AB Cisco Certified Network Professional: Enterprise Advanced Routing and Services II (4) 8

Certificate of Completion in Cisco Certified Network Professional: Enterprise Advanced Routing and Services (5187N) Credits: 8

Description: The Certificate of Completion (CCL) in Cisco Certified Network Professional: Enterprise Advanced Routing and Services builds the advanced knowledge and skills needed for professional-level networking technologies and architecture. This CCL includes concepts of implementation and troubleshooting of advanced routing technologies and services including Layer 3 VPN services, infrastructure security, and infrastructure services, as well as hands-on opportunities to apply these concepts to real-world applications. Students with the requisite experience in the field who complete this CCL can pursue employment in a variety of information technology jobs. This CCL also helps to prepare students for the Implementing Cisco Enterprise Network Advanced Routing and Services (ENARSI) certification exam aligned with the CCNP Enterprise, Cisco Certified Specialist - Advanced Infrastructure Implementation certifications. Additional Certificates of Completion (CCLs) in Cisco Certified Network Security (CCNA Security), Cisco Certified Network Professional: Enterprise Core, Cisco Certified Network Professional: Enterprise, Cisco Network Administration: CCNP, as well as an Associate in Applied Science (AAS) in Network and Systems Administration, are also available at select colleges. Please check with your local college for program availability.

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
This Certificate of Completion (CCL) is intended for industry professionals with the requisite skills aligned with the Cisco Certified Network Associate (CCNA) industry certification who are interested in expanding their knowledge in the area in professional-level networking or to enhance their employment opportunities. Speak to a program director for additional information.

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

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Admission Criteria
This Certificate of Completion (CCL) is intended for industry professionals with the requisite experience. To pursue this CCL, students must complete the following prerequisites to the courses within the Required Course area as follows with a C or better OR have a Cisco Certified Network Associate (CCNA) industry certification OR receive permission of the Program Director:

CNT140AB Introduction to Networks 4
+ CNT150AB Switching, Routing, and Wireless Essentials 4
+ CNT160AB Enterprise Networking, Security, and Automation 4

Students also have the option to complete the full CCL in this program, Cisco Network Administration: CCNP (major code 5037), that includes the prerequisites and required courses.

Program Prerequisites: None

Required Courses Credits: 8
+ CNT250 Cisco Certified Network Professional: Enterprise Advanced Routing and Services (8) OR
+ CNT250AA Cisco Certified Network Professional: Enterprise Advanced Routing and Services I (4) AND
+ CNT250AB Cisco Certified Network Professional: Enterprise Advanced Routing and Services II (4)

Certificate of Completion in Cisco Certified Network Professional: Enterprise Core (5189N) Credits: 8

Description: The Certificate of Completion (CCL) in Cisco Certified Network Professional: Enterprise Core builds the knowledge and skills needed for professional-level networking technologies and architecture. This CCL includes the fundamental concepts of virtualization, network assurance, security, and automation, as well as hands-on opportunities to apply these concepts to real-world applications. Students with the requisite experience in the field who complete this CCL can pursue employment in a variety of information technology jobs. This CCL also helps to prepare students for the Cisco Enterprise Network Core Technologies (ENCOR) certification exam aligned with the CCNP Enterprise, CCIE Enterprise Infrastructure, CCIE Enterprise Wireless, and Cisco Certified Specialist - Enterprise core certifications.

Additional Certificates of Completion (CCLs) in Cisco Certified Network Security (CCNA Security), Cisco Certified Network Professional: Enterprise, Cisco Certified Network Professional: Enterprise Core and Advanced Routing and Services, Cisco Network Administration: CCNP, as well as an Associate in Applied Science (AAS) in Network and Systems Administration, are also available at select colleges. Please check with your local college for program availability.

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
This Certificate of Completion (CCL) is intended for industry professionals with the requisite skills aligned with the Cisco Certified Network Associate (CCNA) industry certification who are interested in expanding their knowledge in the area in professional-level networking or to enhance their employment opportunities. Speak to a program director for additional information.

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

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Admission Criteria
This Certificate of Completion (CCL) is intended for industry professionals with the requisite experience. To pursue this CCL, students must complete the following prerequisites to the courses within the Required Course area as follows with a C or better OR have a Cisco Certified Network Associate (CCNA) industry certification OR receive permission of the Program Director:

CNT140AB Introduction to Networks 4
+ CNT150AB Switching, Routing, and Wireless Essentials 4
+ CNT160AB Enterprise Networking, Security, and Automation 4

Students also have the option to complete the full CCL in this program, Cisco Network Administration: CCNP (major code 5037), that includes the prerequisites and required courses.

Program Prerequisites: None

Required Courses Credits: 8
CNT240 Cisco Certified Network Professional: Enterprise Core (8) OR
+ CNT240AA Cisco Certified Network Professional: Enterprise Core I (4) AND
+ CNT240AB Cisco Certified Network Professional: Enterprise Core II (4) 8

Certificate of Completion in Cisco Network Administration & Security (5036) Credits: 16-19

Description: The Certificate of Completion (CCL) in Cisco Network Administration and Security provides training for those interested in working with Cisco network and Internet hardware with a particular emphasis on securing networks from threats and vulnerabilities. Knowledge and skills are developed to install, configure, and maintain Cisco routers and switches; configure routing protocols, and Local Area Networks (LANs); troubleshoot problems with various hardware and software configurations; perform administrative tasks in a network. Specific skills in maintaining integrity, accountability, and confidentiality of data are also developed. Taught by Cisco Certified professionals using the Cisco Network Academy program curriculum, courses are designed to help prepare students for the Cisco Certified Network Associate (CCNA) and Security examinations. Students who complete this program may seek employment in a variety of environments. An additional Certificate of Completion (CCL) in Cisco Certified Network Professional (CCNP), as well as an Associate in Applied Science (AAS) in Network and Systems Administration are also available at select colleges. Please check with your local college for program availability.

Program Notes
Students must earn a grade of C or better in all courses within the program.
Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 as indicated in the required courses. Students with the requisite skills may have the CIS105 requirement waived by permission of the Program Director.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 16-19
CIS105 Survey of Computer Information Systems (3) OR
Permission of the Program Director (0) 0-3

CNT140AB Introduction to Networks 4
+ CNT150AB Switching, Routing, and Wireless Essentials 4
+ CNT160AB Enterprise Networking, Security, and Automation 4
+ CNT202 Cisco Secure Firewall Appliance Configuration (4) OR
+ CNT205 Cisco Certified Network Associate Security (4) 4

Certificate of Completion in Cisco Network Administration: CCNA (5969N) Credits: 12-15

Description: The Certificate of Completion (CCL) in Cisco Network Administration: CCNA provides training for those interested in working with network and Internet hardware. Knowledge and skills are developed to install, configure, and maintain Cisco routers and switches; configure advanced routing protocols, and Local Area Networks (LANs); troubleshoot hardware and software configurations; perform administrative tasks in a network. Taught by Cisco Certified professionals using the Cisco Networking Academy program curriculum, courses are designed to help prepare students for the Cisco Certified Network Associate (CCNA) examination. Students who complete this program may seek employment in a variety of environments. Additional Certificates of Completion (CCLs) in Cisco Network Administration and Security and Cisco Network Administration: CCNP, as well as an Associate in Applied Science (AAS) in Network and Systems Administration, are also available at select colleges. Please check with your local college for program availability.

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better in all courses within the program.

Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 as indicated in the required courses. Students with the requisite skills may have the CIS105 requirement waived by permission of the Program Director.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST. + indicates course has prerequisites and/or corequisites. ++ indicates that any suffixed course may be selected.
This program replaces: CCL/5967 Networking Technology: CISCO

Program Prerequisites: None

Required Courses Credits: 12-15
CIS105 Survey of Computer Information Systems (3)
OR
Permission of Program Director (0) 0-3
CNT140AB Introduction to Networks 4
+ CNT150AB Switching, Routing, & Wireless Essentials 4
+ CNT160AB Enterprise Networking, Security, and Automation 4

CCL Computer System Configuration and Support (5038N) Credits: 6-9

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

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better in all courses within the program.
Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 as indicated in the required courses. Students with the requisite skills may have the CIS105 requirement waived by permission of the Program Director.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 6-9
CIS105 Survey of Computer Information Systems (3)
OR
Permission of program director (0) 0-3

+ BPC170 A+ Exam Prep: Computer Hardware Configuration and Support 3
+ BPC270 A+ Exam Prep: Operating System Configuration and Support 3

Certificate of Completion in Computer System Configuration and Support, Linux (5039N) Credits: 9-12

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

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better in all courses within the program.
Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 as indicated in the required courses. Students with the requisite skills may have the CIS105 requirement waived by permission of the Program Director.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None
Required Courses Credits: 9-12
CIS105 Survey of Computer Information Systems (3)
OR
Permission of program director (0) 0-3

+ BPC170 A+ Exam Prep: Computer Hardware Configuration and Support 3
+ BPC270 A+ Exam Prep: Operating System Configuration and Support 3

CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) 3

Certificate of Completion in Computer System Configuration and Support, Network (5044N) Credits: 9-13

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

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better in all courses within the program.
Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 as indicated in the required courses. Students with the requisite skills may have the CIS105 requirement waived by permission of the Program Director.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

This program replaces: CCL/5909 Computer Hardware and Network Support

Program Prerequisites: None

Required Courses Credits: 9-13
CIS105 Survey of Computer Information Systems (3)
OR
Permission of program director (0) 0-3

+ BPC170 A+ Exam Prep: Computer Hardware Configuration and Support 3

+ BPC270 A+ Exam Prep: Operating System Configuration and Support 3

+ CIS190 Introduction to Networking (3) OR
CNT140AB Introduction to Networks (4) 3-4

Certificate of Completion in Computer System Configuration and Support, Security (5040N) Credits: 9-16

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

Program Notes: **This program is not eligible for Title IV Federal Financial Aid.**

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

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 9-16
CIS105 Survey of Computer Information Systems (3)
OR
Permission of Program Director (0) 0-3

+ BPC170 A+ Exam Prep: Computer Hardware Configuration and Support 3
+ BPC270 A+ Exam Prep: Operating System Configuration and Support 3

Select from one of the following areas of specialization.

Specialization 1: Credits 3-6

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

Specialization 2: Credits 6-7
CNT140AB Introduction to Networks (4) OR
CIS190 Introduction to Networking (3) 3-4

+ CIS270 Essentials of Network and Information Security 3

Certificate of Completion in Cyber Engineering (5149) Credits: 42-43

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

Program Notes
Students must earn a grade of C or better in all courses within the program.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 42-43
The following courses are required and included in the CCL in Cybersecurity Fundamentals

+ BPC270 A+ Exam Prep: Operating System Configuration and Support (3) OR
MST150++ Any Microsoft Windows course (3) 3

CIS105 Survey of Computer Information Systems 3

CIS111 Ethics in Information Technology (3) OR
ITS120 Legal, Ethical and Regulatory Issues (3) 3

CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) 3

+ CIS156 Python Programming: Level I 3
+ CIS190 Introduction to Networking (3) OR
CNT140AB Introduction to Networks (4) 3-4

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

+ ITS240 Ethical Hacking and Network Defense 3

The following courses are required in the CCL in Cyber Engineering

+ CIS119DO Introduction to Oracle: SQL (3) OR
+ CIS276++ Any SQL Database course (3) 3

+ CIS162++ Any C Programming: Level I course 3
CIS227 Assembler Language 3

+ CIS238DL Linux System Administration (3) OR
+ CIS238RH Red Hat System Administration II (3) 3

+ CIS250 Management of Information Systems 3
+ CIS262++ Any C Programming: Level II course 3

Certificate of Completion in Cyber Operations (5165) Credits: 41-42

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

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

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 41-42
The following courses are required and included in CCL Cybersecurity Fundamentals.
+ BPC270 A+ Exam Prep: Operating System Configuration and Support (3) OR
MST150++ Any Microsoft Windows course (3) 3

CIS105 Survey of Computer Information Systems 3

CIS111 Ethics in Information Technology (3) OR
ITS120 Legal, Ethical and Regulatory Issues (3) 3
CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) 3

+ CIS156 Python Programming: Level I 3

+ CIS190 Introduction to Networking (3) OR
CNT140AB Introduction to Networks (4) 3-4

+ ITS110 Information Security Fundamentals 3
+ ITS240 Ethical Hacking and Network Defense 3
The following courses are required in Cyber Operations
+ BPC170 A+ Exam Prep: Computer Hardware Configuration and Support 3

+ CIS238DL Linux System Administration (3) OR
+ CIS238RH Red Hat System Administration II (3) 3
+ CIS290AC Computer Information Systems Internship (3) OR
+ CIS298AC Special Projects (3) 3

+ ITS291 Computer Forensics Foundations 4
+ ITS292 Advanced Computer Forensics 4

Certificate of Completion in Cybersecurity Fundamentals (5154) Credits: 24-25

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

Program Notes
Students must earn a grade of C or better in all courses within the program.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 24-25
+ BPC270 A+ Exam Prep: Operating System Configuration and Support (3) OR
MST150++ Any Microsoft Windows course (3) 3

CIS105 Survey of Computer Information Systems 3

CIS111 Ethics in Information Technology (3) OR
ITS120 Legal, Ethical and Regulatory Issues (3) 3

CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) 3
+ CIS156 Python Programming: Level I 3

+ CIS190 Introduction to Networking (3) OR
CNT140AB Introduction to Networks (4) 3-4

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

+ ITS240 Ethical Hacking and Network Defense 3

Certificate of Completion in Data Analytics (5884) Credits 18-24

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

Program Notes
Students must earn a grade of C or better in all courses within the program.
CIS214DE is not equivalent to CIS214DA for the purposes of this certificate and should not be used to complete program requirements. Students who have completed GBS221 can use this course in lieu of GBS220.

Computer Information System (CIS) courses required by this program are not applicable if taken more than eight (8) years prior to the completion of the program of study. Consult with an Academic Advisor for complete information.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 18-24
CIS114DE Excel Spreadsheet 3
CIS117DM Microsoft Access: Database Management 3
+ CIS214DA Advanced Excel for Data Analytics 3

+ CIS217AM Advanced Microsoft Access: Database Management (3) OR
+ CIS276DA MySQL Database (3) OR
+ CIS276DB SQL Server Database (3) 3

GBS151 Introduction to Business 3

+ GBS220 Quantitative Methods in Business (3) OR
+ GBS221 Business Statistics (3) 3

+ MAT150 College Algebra/Functions (5) OR
+ MAT151 College Algebra/Functions (4) OR
+ MAT152 College Algebra/Functions (3) OR
+ MAT155 College Algebra/Functions with Review (5) OR
+ MAT156 College Algebra/Functions with Review (6) OR
Satisfactory District math placement (0) 0-6

Certificate of Completion in Desktop Support (5043) Credits: 19-22

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

Program Notes
Students must earn a grade of C or better in all courses within the program.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 18-19
+ BPC170 A+ Exam Prep: Computer Hardware Configuration and Support 3
+ BPC270 A+ Exam Prep: Operating System Configuration and Support 3

CIS102DA Customer User Support 3
CIS105 Survey of Computer Information Systems 3

CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) 3

+ CIS190 Introduction to Networking (3) OR
CNT140AB Introduction to Networks (4) 3-4
(Note: CNT140AB is recommended for students interested in pursuing their Cisco Network Administration Certification)

Restricted Electives Credits: 1-3
Students must select one to three (1-3) credits from the following:
BPC171 Recycling Used Computer Technology 1
+ CIS290AA Computer Information Systems Internship 1
+ CIS290AB Computer Information Systems Internship 2
+ CIS290AC Computer Information Systems Internship 3
+ CIS296WB Cooperative Education 2
+ CIS296WC Cooperative Education 3
+ CIS298AA Special Projects 1
+ CIS298AB Special Projects 2
+ CIS298AC Special Projects 3

Certificate of Completion in iOS App Development (5914N) Credits: 9-12

Description: The Certificate of Completion (CCL) in iOS App Development prepares students for positions in app development for the Apple iPad, iPhone, and Apple Watch series. The program emphasizes knowledge and skills required to design, develop, test, and document structured and object-oriented programs utilizing Swift and Xcode. Courses in this certificate can apply toward the Associate in Applied Science (AAS) in Mobile App Development and Certificates of Completion (CCLs) in Native App Development and Mobile App Development.

Program Notes: **This program is not eligible for Title IV Federal Financial Aid.**
Students must earn a grade of C or better in all courses within the program.
Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 as indicated in the required courses. Students with the requisite skills may have the CIS105 requirement waived by permission of the Program Director.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.
Program Prerequisites: None

Required Courses Credits: 9-12
CIS105 Survey of Computer Information Systems (3) OR
Permission of Program Director, Department or Division Chair (0) 0-3
+ CIS150AB Object-Oriented Programming Fundamentals 3
+ CIS165 Introduction to IOS Application Development 3
+ CIS265 Advanced iOS Application Development 3

Certificate of Completion in Linux Associate (5046N) Credits: 6-9

Description: The Certificate of Completion (CCL) in Linux Associate program is designed to help prepare students for employment or to improve current professional skills. The program includes Linux operating system basics and management including sophisticated manipulation of file structures, backup systems, printing processes, troubleshooting, user account management, hard disk maintenance and configuration, process monitoring and prioritizing, kernel customization, and system resource control. This program helps prepare students for the Linux Professional Institute Certification (LPIC-1) and CompTIA Linux + certification exams. Students who complete this program may seek employment in a variety of environments. Students can also pursue additional Certificates of Completion (CCLs) in a variety of specializations within the information technology field to deepen their knowledge and skills and to help prepare them for multiple industry certification examinations. An Associate in Applied Science (AAS) in Network and Systems Administration is also available.

Program Notes: **This program is not eligible for Title IV Federal Financial Aid.**
Students must earn a grade of C or better in all courses within the program.
Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 as indicated in the required courses. Students with the requisite skills may have the CIS105 requirement waived by permission of the Program Director.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

This program replaces: CCL/5219 Linux Associate

Prerequisites: None

Required Courses Credits: 6-9
CIS105 Survey of Computer Information Systems (3) OR
Permission of program director (0) 0-3

CIS126DL Linux Operating System 3
+ CIS238DL Linux System Administration 3

Certificate of Completion in Linux System Administration (5052N) Credits: 15-18

Description: The Certificate of Completion (CCL) in Linux System Administration program is designed to help prepare students for a variety of industry-recognized Linux certification exams as well as provide practical hands-on skills for the workplace. The program includes a core of Linux classes including Linux operating system basics, system administration, network administration and network security. The courses in the program will help develop a student's knowledge and skill level in preparation for employment or to improve current professional skills. Students who complete this program may seek employment in a variety of environments. The program helps prepare students for the Red Hat Certified System Administrator (RHCSA), Red Hat Certified Engineer (RHCE), and CompTIA Linux+ certification exams. An Associate in Applied Science (AAS) in Network and Systems Administration is also available.

Program Notes: **This program is not eligible for Title IV Federal Financial Aid.**
Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 as indicated in the required courses. Students with the requisite skills may have the CIS105 requirement waived by permission of the Program Director.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

This program replaces: CCL/5225 Linux Networking Administration

Prerequisites: None

Required Courses Credits: 15-18
CIS105 Survey of Computer Information Systems (3)
OR
Permission of program director (0) 0-3

Students should select from one of the following two specializations (Linux or Red Hat Enterprise Linux):

Specialization: Linux
CIS126DL Linux Operating System 3
+ CIS238DL Linux System Administration 3
+ CIS239DL Linux Shell Scripting 3
+ CIS240DL Linux Network Administration 3
+ CIS275DL Linux Capstone 3

Specialization: Red Hat Enterprise Linux
CIS126RH Red Hat System Administration I 3
+ CIS238RH Red Hat System Administration II 3
+ CIS239DL Linux Shell Scripting 3
+ CIS240RH Red Hat System Administration III 3
+ CIS275DL Linux Capstone 3

Certificate of Completion in Microsoft Desktop Associate (5030N) Credits: 3

Description: The Certificate of Completion (CCL) in Microsoft Desktop Associate program is designed to provide students with background knowledge and skills required for learning the specific tasks and industry recognized standards associated with how to effectively install and configure Windows operating systems. The course includes basic features of the Windows operating system, virtualization improvements, network connectivity, access to resources, monitor and maintain Windows clients and backup and recovery. It is designed to prepare students for the Microsoft 365 Certified: Modern Desktop Administrator Associate certification exam. Students who complete this program may seek employment in a variety of environments. Students can also pursue additional Certificates of Completion (CCL) in a variety of specializations within the information technology field to deepen their knowledge and skills and to help prepare them for multiple industry certification exams. An Associate in Applied Science (AAS) in Network and Systems Administration is also available at select colleges. Please check with your local college for program availability.

Program Notes: **This program is not eligible for Title IV Federal Financial Aid.**
Students must earn a grade of C or better in all courses within the program.

Students are encouraged, but not required, to complete CIS105, or CIS190, or CNT140AB prior to beginning this CCL. Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.
Program Prerequisites: None

Required Courses Credits: 3
MST150WT Installing and Configuring Microsoft Windows 10 3

Certificate of Completion in Microsoft Office Professional (5132) Credits: 16-22

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

Program Notes:
Students must earn a grade of C or better in all courses within the program.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 16-22
BPC/OAS111AA Computer Keyboarding I (1) OR
Permission of Program Director (0) 0-1

CIS105 Survey of Computer Information Systems (3)
OR
Permission of Program Director (0) 0-3

CIS113DE Microsoft Word: Word Processing 3
CIS114DE Excel Spreadsheet 3
CIS117DM Microsoft Access: Database Management 3
CIS118DB Desktop Presentation: Powerpoint 3

+ BPC270 A+ Exam Prep: Operating System Configuration and Support (3) OR
CIS121AE Windows Operating System: Level I (1)
AND
CIS122AE Windows Operating System: Level II (1) OR
MST150++ Microsoft Windows (3) 2-3

CIS124AA Project Management Software: Level I (1)
AND
CIS124BA Project Management Software: Level II (1)
OR
CIS224 Project Management Microsoft Project for Windows (3) 2-3

Certificate of Completion in Microsoft Office Specialist (5137) Credits: 25-31

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

Program Notes:
Students must earn a grade of C or better in all courses within the program.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 25-31
The following courses are required and included in Microsoft Office Professional CCL

BPC/OAS111AA Computer Keyboarding I (1) OR
Permission of Program Director (0) 0-1
CIS105 Survey of Computer Information Systems (3)
OR
Permission of Program Director (0) 0-3
CIS113DE Microsoft Word: Word Processing 3
CIS114DE Excel Spreadsheet 3
CIS117DM Microsoft Access: Database Management 3
CIS118DB Desktop Presentation: Powerpoint 3

+ BPC270 A+ Exam Prep: Operating System Configuration and Support (3) OR
CIS121AE Windows Operating System: Level I (1)
AND
CIS122AE Windows Operating System: Level II (1) OR
MST150++ Microsoft Windows (3) 2-3
CIS124AA Project Management Software: Level I (1)
AND
CIS124BA Project Management Software: Level II (1)
OR
CIS224 Project Management Microsoft Project for Windows (3) 2-3

The following courses are required in Microsoft Office Specialist CCL

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

Certificate of Completion in Mobile Application Development (5193) Credits: 33-36

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

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

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

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

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 24-27
CIS105 Survey of Computer Information Systems (3) OR
Permission of Program Director, Department or Division Chair (0) 0-3

CIS120DF Introduction to Adobe Photoshop 3
+ CIS133DA Internet/Web Development Level I 3
+ CIS150AB Object-Oriented Programming Fundamentals 3

+ CIS156 Python Programming: Level I (3) OR
+ CIS159 Visual Basic Programming I (3) OR
+ CIS163AA Java Programming: Level I (3) 3

+ CIS162AD C#: Level I 3
+ CIS165 Introduction to IOS Application Development 3
+ CIS165DA Introduction to Android Application Development 3

+ CIS165DB C#/VB.NET: Windows 8 App Development (3) OR
+ CIS165DC Xamarin/C# Cross Platform Development (3) 3

Restricted Electives Credits: 9
Students must select one additional course from the following. Course may not apply to both Required Courses and Restricted Electives areas.
+ CIS156 Python Programming: Level I 3
+ CIS159 Visual Basic Programming I 3
+ CIS166AA Introduction to JavaScripting 3
+ CIS166AE Web Scripting with PHP: Hypertext Preprocessor (PHP) 3
Students must select two additional courses from the following. Courses may not apply to both Required Courses and Restricted Electives areas.
+ CIS233DA Internet/Web Development Level II 3
+ CIS262AD C# Level II 3
+ CIS265 Advanced iOS Application Development 3
+ CIS265DA Advanced Android Application Development 3
+ CIS276DA MySQL Database 3
+ CIS276DB SQL Server Database 3

Certificate of Completion in Native Mobile Application Development (5063) Credits: 18-21

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

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

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

Program requirements for CCL5834 Android Application Development and CCL5914 iOS Application Development CCL may be taken in the CCL 5063 Native Mobile App Development.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 18-21
CIS105 Survey of Computer Information Systems (3) OR
Permission of Program Director, Department or Division Chair (0) 0-3

+ CIS150 Programming Fundamentals (3) OR
+ CIS156 Python Programming: Level I (3) OR
+ CIS159 Visual Basic Programming I (3) OR
+ CIS162AD C# Level I (3) OR
+ CIS163AA Java Programming: Level I (3) 3

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

Certificate of Completion in Programming and Systems Analysis Level I (5048)
Credits: 24

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

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

Consultation with an Academic Advisor is recommended for course selection.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 24
CIS105 Survey of Computer Information Systems 3

+ CIS119DO Introduction to Oracle: SQL (3) OR
+ CIS276DA MySQL Database (3) OR
+ CIS276DB SQL Server Database (3) 3

CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) OR
+ MST150++ Any Microsoft Windows course (3) 3

CIS133DA Internet/Web Development Level I 3

+ CIS150 Programming Fundamentals (3) OR
+ CIS150AB Object-Oriented Programming Fundamentals (3) 3
+ CIS166++ Any Web Scripting course(s) 3
GBS151 Introduction to Business 3

Select a programming language from below that best aligns with academic and professional goals (1 course for a total of 3 credits) in one of the following areas:
+ CIS156 Python Programming: Level I (3) OR
+ CIS159 Visual Basic Programming I (3) OR
+ CIS162++ Any C Programming: Level I course (3) OR
+ CIS163AA Java Programming: Level I (3) OR
+ CIS165++ Any Mobile Application Development course (3) 3

Certificate of Completion in Programming and Systems Analysis Level II (5962)
Credits: 36-38

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

Program Notes
Students must earn a grade of C or better for all courses required within the program.
Consultation with an Academic Advisor is recommended for course selection.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 33-34
The following courses are required and included in CCL Programming and Systems Analysis Level I

CIS105 Survey of Computer Information Systems 3

+ CIS119DO Introduction to Oracle: SQL (3) OR
+ CIS276DA MySQL Database (3) OR
+ CIS276DB SQL Server Database (3) 3

CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) OR
+ MST150++ Any Microsoft Windows course (3) 3

CIS133DA Internet/Web Development Level I 3

+ CIS150 Programming Fundamentals (3) OR
+ CIS150AB Object-Oriented Programming Fundamentals (3) 3
+ CIS156 Python Programming: Level I (3) OR
+ CIS159 Visual Basic Programming I (3) OR
+ CIS162++ Any C Programming: Level I course (3) OR
+ CIS163AA Java Programming: Level I (3) OR
+ CIS165++ Any Mobile Application Development course (3) 3

+ CIS166++ Any Web Scripting course(s) 3
GBS151 Introduction to Business 3

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

+ CIS190 Introduction to Networking (3) OR
CNT140AB Introduction to Networks (4) OR
+ MST140 Microsoft Networking Essentials (3) 3-4

+ CIS225 Business Systems Analysis and Design (3) OR
+ CIS225AB Object-Oriented Analysis and Design (3) OR
+ CIS250 Management of Information Systems (3) 3

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

+ CIS256 Python Programming: Level II (3) OR
+ CIS259 Visual Basic Programming II (3) OR
+ CIS262++ Any C Programming: Level II course (3) OR
+ CIS263AA Java Programming: Level II (3) OR
+ CIS265 Advanced iOS Application Development (3) 3

Restricted Electives Credits: 3-4
Select one of the courses below that best aligns with academic and professional goals for a total of 3-4 credits. Students may not choose courses they have taken from the required courses area.
+ CIS151 Computer Game Development-Level I 3
+ CIS156 Python Programming: Level I 3
+ CIS159 Visual Basic Programming I 3
+ CIS162++ Any C Programming: Level I course 3
+ CIS163AA Java Programming: Level I 3
+ CIS165++ Any Mobile Application Development course 3
CIS224 Project Management Microsoft Project for Windows 3
+ CIS251 Computer Game Development-Level II 3
+ CIS256 Python Programming: Level II 3
+ CIS259 Visual Basic Programming II 3
+ CIS262++ Any C Programming: Level II course 3
+ CIS263AA Java Programming: Level II 3
+ CIS265 Advanced iOS Application Development 3
+ CIS267 Pega System Architect Essentials 4
GBS211 Legal, Ethical and Regulatory Issues of the Internet Studies 3

Certificate of Completion Video Game Production: Audio & Sound (5130) Credits: 30

Description: The Certificate of Completion (CCL) in Video Game Production: Audio and Sound provides students with the introductory skills in audio and sound for video games. Coursework focuses on the music aspects of Video Game Production. An Associate in Applied Science (AAS) in Video Game Production is available. Certificates of Completion (CCL) are also available in Video Game Production: Game Art, Video Game Production: Coding and Scripting, and Video Game Production: Narrative.

Program Notes: Students must earn a grade of C or better for all courses required within the program.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 30
AVC100 Introduction to Digital Arts 1
CIS105 Survey of Computer Information Systems 3
+ CIS151 Computer Game Development Level I 3
CRW176 Writing Narrative for Video Games 3

+ MUC111 Digital Audio Workstation I (DAW I) (3) OR
+
MUC192 Electronic Music II (3) 3
MUC122 Sound Design I 3
MUC191 Electronic Music I 3
MUC195 Studio Music Recording I 3
+ MUC222 Sound Design II 3
+ MUC292 Sound Design III 3
VGP298AB Special Projects 2

Certificate of Completion in Video Game Production: Coding & Scripting (5129) Credits: 33

Description: The Certificate of Completion (CCL) in Video Game Production: Coding and Scripting provides students with the introductory skills to code and write script for video games. Coursework focuses on the coding and scripting aspects of Video Game Production. An Associate in Applied Science (AAS) in Video Game Production is also available. Certificates of Completion (CCL) are also available in Video Game Production: Game Art, Video Game Production: Audio and Sound and Video Game Production: Narrative.

Program Notes
Students must earn a grade of C or better for all courses required within the program.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 33
AVC100 Introduction to Digital Arts 1
CIS105 Survey of Computer Information Systems 3
+ CIS107 The Electronic Game Industry 3
CIS120DC Introduction to Adobe Animate 3
CIS130DB 3D Studio Max: Animation 3
+ CIS150AB Object-Oriented Programming Fundamentals 3
+ CIS151 Computer Game Development Level I 3
+ CIS156 Python Programming: Level I 3
+ CIS163AA Java Programming: Level I 3
CRW176 Writing Narrative for Video Games 3
MUC122 Sound Design I 3
+ VGP298AB Special Projects 2

Certificate of Completion in Video Game Production: Game Art (5123) Credits: 39

Description: The Certificate of Completion (CCL) in Video Game Production: Game Art provides students with the introductory skills to design Art for video games. Coursework focuses on the artistic aspect of Video Game Production. An Associate in Applied Science (AAS) in Video Game Production is available. Certificates of Completion (CCL) are also available in Video Game Production: Audio and Sound, Video Game Production: Coding and Scripting, and Video Game Production: Narrative.

Program Notes: Students must earn a grade of C or better for all courses required within the program.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 39
ART116 Life Drawing I 3
AVC100 Introduction to Digital Arts 1
AVC150 Multimedia Storytelling 3
+ AVC200 Animation and Interactivity 3
+ AVC/MMT184 Digital Animation I 3

+ AVC/MMT185 3D Modeling for Animation I (3) OR
+ CIS130DA 3D Studio Max: Modeling (3) 3

+ AVC240 Cinematography and Directing for 2D/3D Animation (3) OR
+ CIS230DB 3D Studio Max: Lighting and Rendering (3) 3

AVC247 High Resolution Digital Model Making through 3D Laser Scanning and Photogrammetry (3) OR
+ AVC287 3D Character Animation (3) 3

+ AVC/MMT285 3D Modeling and Animation II (3) OR
+ CIS130DB 3D Studio Max: Animation (3) 3

CIS105 Survey of Computer Information Systems 3
+ CIS151 Computer Game Development -Level I 3
CRW176 Writing Narrative for Video Games 3
MUC122 Sound Design I 3
+ VGP298AB Special Projects 2

Certificate of Completion in Video Game Production: Game Narrative (5125) Credits: 27

Description: The Certificate of Completion (CCL) in Video Game Production: Game Narrative provides students with the introductory skills to write narrative for video games. Coursework focuses on the narrative aspect of Video Game Production. An Associate in Applied Science (AAS) in Video Game Production is also available. Certificates of Completion (CCL) are available in Video Game Production: Game Art, Video Game Production: Audio and Sound and Video Game Production: Coding and Scripting.

Program Notes
Students must earn a grade of C or better for all courses required within the program.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 27
AVC100 Introduction to Digital Arts 1
CIS105 Survey of Computer Information Systems 3
+ CIS151 Computer Game Development Level I 3
MUC122 Sound Design I 3
CRW160 Introduction to Writing Poetry 3
CRW170 Introduction to Writing Fiction 3
CRW176 Writing Narrative for Video Games 3
CRW190 Introduction to Screenwriting 3
+ CRW270 Intermediate Fiction Writing 3
VGP298AB Special Projects 2

Certificate of Completion in Web App Development (5835N) Credits: 9-12

Description: The Certificate of Completion (CCL) in Web App Development prepares students for employment in entry-level coding, programming, and software development positions with an emphasis on web apps. Courses in this certificate can apply toward the Associate in Applied Science (AAS) in Mobile App Development and Certificates of Completion (CCL) in Mobile App Development and Cross-Platform App Development.

Program Notes: **This program is not eligible for Title IV Federal Financial Aid.**
Students must earn a grade of C or better for all courses within the program.

Students should consult with a Department Advisor in arranging their schedules.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits 9-12
CIS105 Survey of Computer Information Systems (3) OR
Permission of Program Director, Department or Division Chair (0) 0-3

+ CIS133DA Internet/Web Development Level I 3
+ CIS166AA Introduction to JavaScript 3
+ CIS233DA Internet/Web Development Level II 3

Certificate of Completion in Web Design (5986) Credits: 38-43

Description: The Certificate of Completion (CCL) in Web Design provides students with comprehensive and focused studies in web design, including advanced image manipulation, vector graphics, page layout, video editing and design principles. An Associate in Applied Science (AAS) in Web Design/Development and CCLs in Web Foundations and Web Development are also available.

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

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.
Program Prerequisites: None

Required Courses Credits 36-37
The following courses are required for the CCL in Web Foundations:

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

The following courses are required for the CCL in Web Design :
+ AVC183 Digital Graphic Arts I (3)
OR
AVC100 Introduction to Digital Arts (1) AND
+ AVC181 Graphic Design I (3)
OR
ART112 Two-Dimensional Design (3) 3-4

CIS120DA Introduction to Adobe Premiere (3) OR
CIS120DK Introduction to Digital Video Editing (3) 3

CIS120DB Introduction to Adobe Illustrator 3

CIS120DC Introduction to Adobe Animate (3) OR
+ CIS220DF Adobe Photoshop Level II: Advanced Digital Imaging (3) 3

CIS138DA Desktop Design and Publishing Using Adobe InDesign 3

Restricted Electives Credits: 2-6
Select two to six (2-6) credits in consultation with your program advisor to further develop skills in the areas of Adobe, Art, Social Media, Marketing, Business, and/or Multimedia.

Certificate of Completion in Web Development (5988) Credits: 39

Description: The Certificate of Completion (CCL) in Web Development prepares students to create and administer interactive and professional websites. The program provides students with knowledge and skills in developing dynamic websites, client and server side programs, database structures, and object-oriented design. A Certificate of Completion (CCL) in Web Design and an Associate in Applied Science (AAS) in Web Design/Development are also available. Some of these programs are available at select colleges. Please check with your local college for program availability.

Program Notes
Students must earn a grade of C or better in each course in the program.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

This program replaces
CCL/5051 Web Developer
CCL/5060 Web Developer
CCL/5168 Web Development and Graphic Design
CCL/5346 Web Development

Program Prerequisites: None

Required Courses Credits 36
The following courses are required and included in the CCL in Web Foundations:

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

The following courses are required for the CCL in Web Development:

+ CIS166AE Web Scripting with PHP: Hypertext Preprocessor (PHP) 3

+ CIS119DO Introduction to Oracle: SQL (3) OR
+ CIS276++ Any Database Management Systems course (3) 3
CIS126DL Linux Operating System (3) OR
CIS126RH Red Hat System Administration I (3) 3

Programming Language: Select two courses for a total of 6 credits
+ CIS150AB Object-Oriented Programming Fundamentals 3
+ CIS156 Python Programming: Level I 3
+ CIS159 Visual Basic Programming I 3
+ CIS162++ Any C Programming course 3
+ CIS163AA Java Programming: Level I 3
+ CIS165++ Any Mobile Application Development course 3
+ CIS256 Python Programming: Level II 3
+ CIS262AD C# Level II 3
+ CIS263AA Java Programming: Level II 3
+ CIS265++ Any Advanced Application Development course 3

Restricted Electives Credits: 3
Students should select any course with a CIS prefix in consultation with their program advisor to further develop skills in the areas of Databases, Information Systems, Programming, and/or Operating Systems. 3

Certificate of Completion in Web Foundations (5984) Credits: 21

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

Program Notes
Students must earn a grade of C or better for all courses within the program.
Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits 21
CIS105 Survey of Computer Information Systems 3
CIS120DF Adobe Photoshop Level I: Digital Imaging 3
CIS133DA Internet/Web Development Level I 3
CIS136 Content Management Systems: WordPress 3
+ CIS166AA Introduction to Javascript 3
+ CIS233DA Internet/Web Development Level II 3
+ CIS235 e-Commerce 3

CULTURE AND SOCIETY

Programs in the Culture and Society Field of Interest are focused on acquiring a deep understanding of humanity, society, and human expression. These programs foster critical and analytical thinking and create flexible problem solvers who are ready to tackle complex global issues.
Our Culture and Society programs are also designed for easy transfer to a four-year college, and our students are prepared for a broad range of careers, including marketing, post-secondary teaching, law, translation, government law agencies, and private and government research groups and think tanks.

University Transfer and Degrees

Associate in Arts, Emphasis in Anthropology (8109)
Associate in Arts, Emphasis in Communication (8124)
Associate in Arts, Emphasis in Economics (8111)
Associate in Arts, Emphasis in English Creative Writing (8118)
Associate in Arts, Emphasis in English (Literature) (8110)
Associate in Arts, Emphasis in History (8114)
Associate in Arts, Emphasis in Humanities (8143)
Associate in Arts, Emphasis in Information Studies and eSociety (8131)
Associate in Arts, Emphasis in Japanese (8130)
Associate in Arts, Emphasis in Philosophy (8135)
Associate in Arts, Emphasis in Religious Studies (8138)
Associate in Arts, Emphasis in Sociology (8119)
Associate in Arts, Emphasis in Spanish (8129)
Associate in Arts, Emphasis in Women and Gender Studies (8128)

Award Certificates

AC in Creative Writing (6224N)

Certificates

CCL Applied English Language Skills (5278)

Associate in Arts, Emphasis in Anthropology (8109) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in Anthropology provides the first two years of a four-year curriculum for students who wish to receive an education in the broad field of anthropology - an examination of the human experience. Depending on their preferred focus, students can pursue either a Bachelor of Arts or a Bachelor of Science degree. Coursework in this program surveys both cultural and biological aspects of what it means to be human, and students will develop critical thinking skills through the analysis of real-world anthropological case studies. As such, students receive a holistic training in their worldview that is valued highly by employers in many fields, including health and human services, media, business, Non-Governmental Organizations (NGOs), and government agencies.

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Liberal Arts and Sciences), Anthropology, BA
ASU (College of Liberal Arts and Sciences), Anthropology, BS
NAU, Anthropology, BA
U of A, Anthropology, BA
U of A, Anthropology (Archaeological Sciences Emphasis), BS
U of A, Anthropology (Human Biology Emphasis), BS

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU, U of A.

Program Prerequisites: None

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

Arizona General Education Curriculum (AGEC) Credits: 35-42
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations..

First-Year Composition [FYC] Credits: 6
ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry [L] Credits: 3
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3

Mathematics Credits: 3-6
Before enrolling into a math course, speak to your Academic Advisor to ensure you are selecting the correct math for your transfer goals as MAT14+ or MAT15+ are not applicable for all University program requirements.
Any approved general education course in the Mathematical Applications [MA] area. 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
+ MAT150 College Algebra/Functions (5) OR
+ MAT151 College Algebra/Functions (4) OR
+ MAT152 College Algebra/Functions (3) OR
+ MAT155 College Algebra/Functions with Review (5) OR
+ MAT156 College Algebra/Functions with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area (3-5) 3-6

Computer/Statistics/Quantitative Applications [CS] Credits: 3-4

+ MAT206 Elements of Statistics (3) OR
+ PSY230 Introduction to Statistics (3) OR
+ PSY230 Introduction to Statistics (3) AND
+ PSY231 Laboratory for Statistics (1) OR
+ PSY230WL Introduction to Statistics with Lab (4) OR
+ SWU225 Statistics for Social Research/Justice and Government (3) 3-4

Humanities, Arts and Design [HU] Credits: 6
ASB222 Buried Cities and Lost Tribes: Old World (3) OR
ASB223 Buried Cities and Lost Tribes: New World (3) AND
Any approved general education course in the Humanities, Arts, and Design [HU] area. (3) 6

Social-Behavioral Sciences [SB] Credits: 6
ASB102 Introduction to Cultural Anthropology (3)
AND
Any approved general education course in the Social-Behavioral Sciences [SB] area (3) 6

Natural Sciences [SG]/[SQ] Credits: 8
ASM104 Bones, Stones, and Human Evolution (4)
AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) 8

Awareness Areas Credits: 0-3
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course in the Cultural Diversity in the U.S. [C] area.

Recommend ASB202 Ethnic Relations in the United States

Historical/Global Awareness [H]/[G] Credits: 0
Met by ASB102 in the Social-Behavioral Sciences [SB] area.

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication (COM)Credits: 0-3
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

Critical Reading (CRE) Credits: 0-3
+ CRE101 College Critical Reading and Critical Thinking (3) OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment.
Refer to the MCCCD University Transfer Partner website for more information about your transfer-specific world language requirement.

Recommended:
AFR/ASB/CCS202 Ethnic Relations in the United States 3
ASB100 Introduction to Global Health 3
ASB211 Women in Other Cultures 3
ASB214 Magic, Witchcraft and Healing: An Introduction to Comparative Religion 3
ASB220 Anthropology Goes to the Movies 3
ASB226 Human Impacts on Ancient Environments 3
ASB230 Principles of Archaeology 3
ASB231 Archaeological Field Methods 4
ASB234 Art and Archaeology of Ancient Egypt 3
ASB235 Southwest Archaeology 3
ASB245 Indians of the Southwest 3
ASB252 Sports and Culture 3
ASB253 Death and Dying Across Cultures 3
+ ASB282++ Service-Learning Experience in Anthropology 1-3
+ ASB298++ Special Projects 1-3
ASM275 Forensic Anthropology 4

Associate in Arts, Emphasis in Communication (8124) Credits: 60-64

Description: The Associate of Arts (AA), Emphasis in Communication includes a dynamic blend of theory and practical experience that provides students with a solid introduction to the wide-ranging field of Communication. With an associate degree in Communication, students will gain proficiency in a variety of communication contexts including interpersonal, small group, intercultural, organizational, public and professional speaking. This degree prepares students for their bachelor`s degree transfer pathway and equips them with the communication skill set valued so highly by employers. Coursework provides the foundational conceptual knowledge and tools to understand, analyze, and respond to communication challenges and opportunities in a variety of contexts.

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Integrative Sciences and Arts), Communication, BA
ASU (College of Liberal Arts and Sciences), Communication, BS,

ASU (New College of Interdisciplinary Arts and Sciences), Communication, BS
ASU (New College of Interdisciplinary Arts and Sciences), Communication Studies, BA
GCU, Communication, BA
NAU, Communication, BA
NAU, Communication, BS
U of A, Communication, BA

Refer to the MCCCD University Transfer Partner website for more information: ASU, GCU, NAU, U of A.

Program Prerequisites: None

Required Courses Credits: 10-12
COM100 Introduction to Human Communication 3
COM110 Interpersonal Communication 3
COM207 Introduction to Communication Inquiry 3

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

Arizona General Education Curriculum (AGEC) Credits: 29-32
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designation.

First-Year Composition Credits: 6
ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 3
+ COM225 Public Speaking 3.

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area (3-6) 3-6

Computer/Statistics/Quantitative Applications Credits: 3
Any approved general education course in the Computer/Statistics/Quantitative Applications [CS] area. 3

Consult with an academic, faculty, or program advisor to select the option that aligns with your intended transfer program requirements. Refer to the MCCCD University Transfer Partner website for more information.

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area. 6
Recommended: COM/THP241 Oral Interpretation of Literature 3

Social-Behavioral Sciences Credits: 6
COM230 Small Group Communication (3)
AND
COM263 Elements of Intercultural Communication (3) 6

Natural Sciences Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area. (4)
AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area. (4) 8.

Awareness Areas Credits: 0
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0
Met by COM263 in the Social-Behavioral Sciences [SB] area.

Historical/Global Awareness Credits: 0
Met by COM263 in the Social-Behavioral Sciences [SB] area.

MCCCD Additional Requirements Credits: 0-3
Courses in this area may also be applied to other AGEC Requirements. To minimize total credits required for degree and maximize transferable credits, it is recommended that courses be selected that meet more than one requirement wherever possible.

Oral Communication Credits: 0
Met by COM100, COM110, COM225, or COM230 in the Required Courses, Literacy and Critical Inquiry [L], or Social-Behavioral Sciences [SB] area.
Critical Reading Credits: 0-3
+ CRE101 College Critical Reading and Critical Thinking (3) OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information about your transfer-specific world language and other requirements.

Associate in Arts, Emphasis in Economics (8111) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in Economics provides the first two years of a four-year curriculum for students who wish to pursue a liberal arts degree in Economics from a four-year institution. With a bachelor`s degree, students may pursue a number of careers, including but not limited to, budget analysts, market research analysts, and marketing specialists. With a graduate degree, students may pursue a number of careers, including but not limited to economists, environmental economists, treasurers, controllers, urban and regional planners, economics teachers, and lawyers.

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

Students who plan to major in economics at a college of business should consider following the Associate in Business-General Requirements (ABUS-GR) pathway instead of this award. Consult with a faculty advisor, program director, and/or academic advisor to identify the associate degree that best aligns with your academic and professional goals. This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Liberal Arts and Sciences), Economics, BS
U of A, Economics, BA

Refer to the MCCCD University Transfer Partner website for more information: ASU, U of A.

Program Prerequisites: None

Required Courses Credits: 1-3
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

Arizona General Education Curriculum (AGEC) Credits: 35-43
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 3
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3

Mathematics Credits: 3-5
+ MAT212 Brief Calculus (3) OR
+ MAT213 Brief Calculus (4) OR
+ MAT220 Calculus with Analytic Geometry I (5) OR
+ MAT221 Calculus with Analytic Geometry I (4) 3-5

Computer/Statistics/Quantitative Applications Credits: 3
+ GBS221 Business Statistics (3) OR
+ MAT206 Elements of Statistics (3) OR
+ SWU225 Statistics for Social Research/Justice and Government (3) 3

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area. 6

Social-Behavioral Sciences Credits: 6
ECN211 Macroeconomic Principles (3) AND
ECN212 Microeconomic Principles (3) 6

Natural Sciences Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 8

Awareness Areas Credits: 0-6
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course in the Cultural Diversity in the U.S. [C] area.

Historical/Global Awareness Credits: 0-3
Any approved general education course in the Historical [H] and Global Awareness [G] area.
MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

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

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information.

Associate in Arts, Emphasis in English (Creative Writing) (8118) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in English (Creative Writing) program is designed to prepare students for transfer to a university bachelor's degree program. It also provides them 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. The program offers classes, workshops, and other activities such as readings and contests, which are accessible to writers of all levels regardless of academic or professional standing. The program aims to serve a diverse community who may be underrepresented in traditional creative writing programs.

Program Notes
Students must earn a grade of C or better in all courses within the program.
This program is intended to align with the following university requirements:
Arizona State University (College of Liberal Arts and Sciences), English (Creative Writing), Bachelor of Arts
Northern Arizona University, English (Creative Writing Emphasis), Bachelor of Arts

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU.

Program Prerequisites: None

Required Courses Credits: 7-9
CRW160 Introduction to Writing Poetry 3
CRW170 Introduction to Writing Fiction 3
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

Arizona General Education Curriculum (AGEC) Credits: 26-44
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 3
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area (3-6) 3-6

Computer/Statistics/Quantitative Applications Credits: 3
Any approved general education course in the Computer/Statistics/Quantitative Applications [CS] area. 3

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area. 6

Social-Behavioral Sciences Credits: 6
Any approved general education courses in the Social-Behavioral Sciences [SB] area. 6

Natural Sciences Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 8

Awareness Areas Credits: 0-6
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course in the Cultural Diversity in the U.S. [C] area.

Historical/Global Awareness Credits: 0-3
Any approved general education course in the Historical [H] and Global Awareness [G] area.

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3
COM100, COM110, or COM230 recommended.

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

General Electives:
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.
Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment.
Refer to the MCCCD University Transfer Partner website for more information about your transfer-specific world language requirement.

Associate in Arts, Emphasis in English (Literature) (8110) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in English (Literature) provides the first two years of a four-year curriculum for students who wish to specialize in literary and cultural studies. With a bachelor`s degree, students may pursue a career in education, publishing, writing, other professional fields, or prepare for application to professional graduate programs.

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Liberal Arts and Sciences), English (Literature), BA
ASU (New College of Interdisciplinary Arts and Sciences), English, BA
ASU (College of Integrative Sciences and Arts), English, BA
NAU, English (Literature Emphasis), BA

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU.

Program Prerequisites: None

Required Courses Credits: 10-12
Consult with an academic, faculty, or program advisor to select the course options that align with your intended transfer program requirements.

ENG110 Approaching Big Problems 3
+ ENG200 Reading and Writing about Literature (3)
OR
+ ENG206 Introduction to Literary Studies (3) 3

+ ENH221 Survey of English Literature before 1800 (3)
OR
+ ENH241 American Literature Before 1860 (3) 3

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

Arizona General Education Curriculum (AGEC) Credits: 29-44
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
ENG101 First-Year Composition (3) OR
+ENG107 First-Year Composition for ESL (3) AND
+ENG102 First-Year Composition (3) OR
+ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 0-6
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3

May be met by ENG200 or ENH241 in the Required Courses area.

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area (3-6) 3-6

Computer/Statistics/Quantitative Applications Credits: 3
Any approved general education course in the Computer/Statistics/Quantitative Applications [CS] area. 3

Humanities, Arts and Design Credits: 3-6
+ ENH222 Survey of English Literature After 1800 (3) OR
ENH242 American Literature After 1860 (3)
AND
Any approved general education course in the Humanities, Arts and Design [HU] area. (3) 6

May be met by ENG200, ENH221, or ENH241 in the Required Courses area.

Social-Behavioral Sciences Credits: 6
Any approved general education course in the Social-Behavioral Sciences [SB] area. 6

Natural Sciences Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 8

Awareness Areas Credits: 0-6
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course with the Cultural Diversity in the U.S. [C] designation.

May be met by ENH241 in the Required Courses area.

Historical/Global Awareness Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] designation.

May be met by ENH222 in Required Courses.

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

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

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment.
Refer to the MCCCD University Transfer Partner website for more information about your transfer-specific world language requirement.

Associate in Arts, Emphasis in History (8114) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in History provides the first two years of a four-year curriculum for students who wish to specialize in History. With a bachelor`s degree, students may pursue a career in a wide range of fields including education, governmental and nongovernmental organizations; intelligence analysis; international trade; community development; foreign services; and many others. A bachelor`s degree in History prepares students for application to professional graduate and post-baccalaureate programs in a variety of disciplines including post-secondary teaching, law, library and archival studies, and museum studies.

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Integrative Sciences and Arts), History, BA
ASU (College of Liberal Arts and Sciences), History, BA
ASU (New College of Interdisciplinary Arts and Sciences), History, BA
NAU, History, BA
NAU, History, BS
U of A, History, BA

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU, U of A

Program Prerequisites: None

Required Courses Credits: 7-9
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

Select two (2) courses from the list below for a total of six (6) credits:

HIS100 History of Western Civilization to Middle Ages 3

HIS101 History of Western Civilization Middle Ages to 1789 3HIS102 History of Western Civilization 1789 to Present 3

HIS103 United States History to 1865 3
HIS104 United States History 1865 to Present 3
HIS110 World History to 1500 3
HIS111 World History 1500 to the Present 3
Consult with an academic, faculty, or program advisor to select the option that aligns with your intended transfer program requirements. Refer to the MCCCD University Transfer Partner website for more information.

Arizona General Education Curriculum (AGEC) Credits: 23-41
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ENG101 First-Year Composition (3) OR
+ENG107 First-Year Composition for ESL (3) AND
+ENG102 First-Year Composition (3) OR
+ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 3
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area (3-6) 3-6

Computer/Statistics/Quantitative Applications Credits: 3
Any approved general education course in the Computer/Statistics/Quantitative Applications [CS] area. 3

Humanities, Arts and Design Credits: 0-6
Any approved general education courses from the Humanities, Arts and Design [HU] area. 6

May be met by HIS101, HIS102, HIS103, HIS110, and/or HIS111 in the Required Courses area.

Social-Behavioral Sciences Credits: 0-6
Any approved general education courses from the Social-Behavioral Sciences [SB] area. 6

May be met by HIS101, HIS102, HIS103, and/or HIS104 in the Required Courses area.
Natural Sciences [SG]/[SQ] Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 8

Awareness Areas Credits: 0-3
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations..

Cultural Diversity in the US Credits: 0-3
Any approved general education course in the Cultural Diversity in the U.S. [C] area.

Historical/Global Awareness Credits: 0
Met by HIS100, HIS101, HIS102, HIS103, HIS104, HIS110, or HIS111 in the Required Courses area.

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations..

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

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

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information.

Associate in Arts, Emphasis in Humanities (8143) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in Humanities degree provides the first two years of a four-year curriculum for students who wish to receive an education in the diverse field of humanities, including language, philosophy, religion, art, music, performance, and literature. Coursework in this program supports students in their development of a rigorous and interdisciplinary lens to investigate the artifacts of human experience including intellectual and creative expressions, as well as cultural ideas and values of the ancient and modern worlds. As such, students develop habits of mind, such as creative and critical thinking skills and intellectual curiosity, that position them well for careers in a diverse array of fields and support lifelong learning. Graduates from humanities programs may pursue careers in education, law, creative and professional writing, marketing and international business, social media production and management, government, the nonprofit sector, arts administration, and the helping professions.

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Integrative Sciences and Arts) General Studies, BA
ASU (College of Integrative Sciences and Arts), Interdisciplinary Studies, BA
ASU (College of Liberal Arts and Sciences), International Letters and Cultures, BA

Refer to the MCCCD University Transfer Partner website for more information: ASU.

Program Prerequisites: None

Required Courses Credits: 1-3
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

Arizona General Education Curriculum (AGEC) Credits: 35-41
A single course with an [HU], [SB], [L], or [SG/SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC Matrix for course designations.

First-Year Composition Credits: 6
+ENG101 First-Year Composition (3) OR
+ENG107 First-Year Composition for ESL (3) AND
+ENG102 First-Year Composition (3) OR
+ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 3
+ HUM250 Ideas and Values in the Humanities: Early Civilizations to the Renaissance 3

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area (3-6) 3-6

Computer/Statistics/Quantitative Applications Credits: 3
Any approved general education course in the Computer/Statistics/Quantitative Applications [CS] area. 3

Humanities, Arts and Design Credits: 6

HUM107 Humanities Through the Arts (3) OR
HUM108 Contemporary Humanities (3)
AND
+ HUM251 Ideas and Values in the Humanities: Renaissance to the Contemporary World (3) 6

Social-Behavioral Sciences Credits: 6
Any approved general education courses in the Social-Behavioral Sciences [SB] area. 6

Natural Sciences Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4) 8

Awareness Areas Credits: 0-3
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course with the Cultural Diversity in the U.S. [C] designation. 0-3.

Historical/Global Awareness Credits: 0
Met by HUM251 in the Humanities, Arts and Design [HU] area.

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

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

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with the Program Director or an Academic Advisor.

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information about your transfer-specific world language requirement.

Associate in Arts, Emphasis in Information Studies and eSociety (8131) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in Information Studies and eSociety is an interdisciplinary program designed to prepare students for work in: marketing, social media, libraries, editing, copywriting, public relations, online content creation, and communication. Students will examine their roles as content creators and consumers in a global society, critically engage with information, and communicate and collaborate across diverse populations and platforms. This program also provides university transfer options in addition to workforce preparedness.

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
U of A, Information Sciences and eSociety, BA
U of A Global Campus, Liberal Arts, BA
U of A Global Campus, Organizational Management, BA
U of A Global Campus, Information Technology, BS

Refer to the MCCCD University Transfer Partner website for more information: U of A.

Program Prerequisites: None

Required Courses Credits: 4-6
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

Arizona General Education Curriculum (AGEC) Credits: 35-41
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ENG101 First-Year Composition (3) OR
+ENG107 First-Year Composition for ESL (3) AND
+ENG102 First-Year Composition (3) OR
+ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 3
+ IFS201 Information in a Post-Truth World 3

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area (3-6) 3-6

Computer/Statistics/Quantitative Applications Credits: 3
Any approved general education course from the Computer/Statistics/Quantitative Applications [CS] area. 3

Recommended PSY230 Introduction to Statistics for the University of Arizona, Information Studies and eSociety Bachelor of Arts

Humanities, Arts and Design Credits: 6
Any approved general education courses from the Humanities, Arts and Design [HU] area. 6

Social-Behavioral Sciences Credits: 6
IFS210 Digital Information and Access in a Global Society (3)
AND
IFS213 Hacking and Open Source Culture (3) 6.

Natural Sciences Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 8

Awareness Areas Credits: 0-3
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course in the Cultural Diversity in the U.S. [C] area.

Recommend EDU/HUM/STO292, ENH295, PSY132, or SOC241.

Historical/Global Awareness Credits: 0
Met by IFS210 in the Social-Behavioral Sciences [SB] area.

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

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

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Recommended:
COM263 Elements of Intercultural Communication 3
MKT110 Marketing and Social Networking 3
+ MCO120 Media and Society 3
POS210 Political Ideologies 3
PSY132 Psychology and Culture 3
SOC241 Race and Ethnic Relations 3

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information.

Associate in Arts, Emphasis in Japanese (8130) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in Japanese provides the first two years of a four-year curriculum for the student who plans to transfer to earn a Bachelor of Arts in Japanese. An Academic Certificate (AC) in Language Studies is also available.

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

Students intending to complete the Academic Certificate in Language Studies (Major Code 6237N) should consider the recommendation notes listed below.

Students may qualify to enter higher level Japanese courses by placement or may qualify to exempt out of taking any Japanese courses by assessment.

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Liberal Arts and Sciences), Asian Languages (Japanese), BA

Refer to the MCCCD University Transfer Partner website for more information: ASU.

Program Prerequisites: None

Required Courses Credits: 1-23
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3
JPN101 Elementary Japanese I (5) OR
Equivalent as indicated by assessment (0) 0-5

+ JPN102 Elementary Japanese II (5) OR
Equivalent as indicated by assessment (0) 0-5
+ JPN201 Intermediate Japanese I (5) OR
Equivalent as indicated by assessment (0) 0-5

+ JPN202 Intermediate Japanese II (5) OR
Equivalent as indicated by assessment (0) 0-5

Arizona General Education Curriculum (AGEC) Credits: 35-44
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ENG101 First-Year Composition (3) OR
+ENG107 First-Year Composition for ESL (3) AND
+ENG102 First-Year Composition (3) OR
+ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 3
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area (3-6) 3-6

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

Humanities, Arts and Design Credits: 6
JPH245 Traditional and Modern Japanese Culture (3)
AND
Any approved general education courses in the Humanities, Arts and Design [HU] area (3) 6]

Social-Behavioral Sciences Credits: 6
+ ENG213 Introduction to the Study of Language (3)
OR
SLC201 Introduction to Linguistics (3) 3
AND
Any approved general education courses in the Social-Behavioral Sciences [SB] area. 6

PSY132 recommended.

Natural Sciences Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 8

Awareness Areas Credits: 0-6
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course with the Cultural Diversity in the US [C] awareness area designation.

PSY132 recommended.

Historical/Global Awareness Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation

May be met by JPN101, JPN102, JPN201, or JPN202 in Required Courses

PSY132 recommended if not met by JPN101, JPN102, JPN201, or JPN202 Required Courses.

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

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

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

The following courses are recommended:
JPN115 Beginning Japanese Conversation I 3
+ JPN116 Beginning Japanese Conversation II 3
Note: JPN115 and JPN116 satisfy the restricted elective requirement for the Academic Certificate in Language Studies.

Students earning an Academic Certificate in Language Studies, select two (2) courses from the lists below.
AFR/ASB/CCS202 Ethnic Relations in the United States (3) OR
SOC241 Race and Ethnic Relations (3) 3
+ COM163 Intercultural Communication in Everyday Life 3
COM263 Elements of Intercultural Communication 3
AHU+++ Any AHU Arabic Humanities course(s)
ARB+++ Any ARB Arabic course(s)
ASL+++ Any ASL American Sign Language course(s)
CHI+++ Any CHI Chinese course(s)
FLA+++ Any FLA Foreign Language Acquisition course(s)
FRE+++ Any FRE French course(s)
GER+++ Any GER German course(s)
GRK+++ Any GRK Greek course(s)
HBR+++ Any HBR Hebrew course(s)
HEB+++ Any HEB Hebrew course(s)
IPP+++ Any IPP Interpreter Preparation Program course(s)
ITA+++ Any ITA Italian course(s)
ITH+++ Any ITA Italian Humanities course(s)
JPN+++ Any JPN Japanese course(s)
LAT+++ Any LAT Latin course(s)
NAV+++ Any NAV Navajo course(s)
NVH+++ Any NVH Navajo Humanities course(s)
PIM+++ Any PIM Pima course(s)
POR+++ Any POR Portuguese course(s)
RUS+++ Any RUS Russian course(s)
SLC+++ Any SLC Studies in Language and Culture course(s)
SPA+++ Any SPA Spanish course(s)
SPH+++ Any SPH Spanish Humanities course(s)
TRS+++ Any TRS Translation and Interpretation course(s)

Associate in Arts, Emphasis in Philosophy (8135) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in Philosophy provides focused training in critical thinking, critical reading, writing, reasoning, communication, and civic dialogue, all while developing an understanding of diverse world views. Students gain proficiency in foundational skills for future studies and work in Law, Social Sciences, the Humanities, and Public Policy. This degree prepares students for their bachelor degree transfer pathway and equips them with analytical skills highly valued by employers.

Program Notes

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Liberal Arts and Sciences), Philosophy (Morality, Politics and Law), BA
ASU (College of Liberal Arts and Sciences), Philosophy (no emphasis), BA
ASU (New College of Interdisciplinary Arts and Sciences), Philosophy, Religion and Society, BA
NAU, Philosophy (no emphasis), BA
NAU, Philosophy, Politics and Law, BA
U of A, Philosophy (General Emphasis and Ethics Emphasis), BA

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU, U of A.

Program Prerequisites: None

Required Courses Credits: 4-6
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

PHI101 Introduction to Philosophy 3

Arizona General Education Curriculum (AGEC) Credits: 29-41
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ENG101 First-Year Composition (3) OR
+ENG107 First-Year Composition for ESL (3) AND
+ENG102 First-Year Composition (3) OR
+ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 0-3
Any approved general education course in the Literacy and Critical Inquiry [L] area 3

May be met by PHI103 in Required Courses if not used to meet Humanities, Arts and Design [HU].

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area (3-6) 3-6

Computer/Statistics/Quantitative Applications Credits: 3
Any approved general education course in the Computer/Statistics/Quantitative Applications [CS] area. 3

Humanities, Arts and Design Credits: 3-6
PHI101 Introduction to Philosophy (3)
AND
Any approved general education courses in the Humanities, Arts and Design [HU] area (3) 6

May be met by PHI103 in Required Courses if not used to meet Literacy and Critical Inquiry [L].

Social-Behavioral Sciences Credits: 6
Any approved general education courses in the Social-Behavioral Sciences [SB] area. 6

Natural Sciences Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 8

Awareness Areas Credits: 0-6
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course with the Cultural Diversity in the U.S. [C] designation.

Historical/Global Awareness Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

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

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information.

Associate in Arts, Emphasis in Religious Studies (8138) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in Religious Studies contains the first two years of a four-year curriculum for students who wish to specialize in religious studies. Students will learn about theology and world religions, as well as the historical significance and sociocultural contexts of people`s faiths. With a bachelor's degree, students may pursue positions including human and social services assistant, director of religious or educational programs, museum technician, funeral attendant, tour guide, or clergy. With a graduate degree, students may pursue positions such as reporter, correspondent, social and community service manager, teacher, or college professors in areas such as religious studies or cultural studies.

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Liberal Arts and Sciences), Religious Studies (Religion, Culture, and Public Life), BA
ASU (College of Liberal Arts and Sciences), Religious Studies (Religion, Politics, and Global Affairs), BA
NAU, Comparative Cultural Studies, BA
U of A, Religious Studies, BA

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU, U of A..

Program Prerequisites: None

Required Courses Credits: 4-6
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

+ AIS213/REL203 American Indian Religions (3) OR
HUM245 Introduction to Holocaust Studies (3) OR
PHI/REL244 Philosophy of Religion (3) OR
REL151 Religion in the Hispanic World (3) OR
+ REL205 Religion and the Modern World (3) OR
REL206 Religion in America (3) OR
+ REL207 Ritual, Symbol, and Myth (3) OR
REL270 Introduction to Christianity (3) 3
Consult with an academic, faculty, or program advisor to select the option that aligns with your intended transfer program requirements. Refer to the MCCCD University Transfer Partner website for more information.

Arizona General Education Curriculum (AGEC) Credits: 29-38
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ENG101 First-Year Composition (3) OR
+ENG107 First-Year Composition for ESL (3) AND
+ENG102 First-Year Composition (3) OR
+ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 0-3
Any approved general education course in the Literacy and Critical Inquiry [L] area 3

May be met by AIS213/REL203, REL205, or REL207 in the Required Courses area.

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area (3-6) 3-6

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

Humanities, Arts and Design Credits: 3-6
REL100 World Religions (3)
AND

Any approved general education courses in the Humanities, Arts and Design [HU] area. (3) 6
May be met by AIS213/REL203, HUM245, PHI/REL244, REL151, REL205, REL206, REL207, or REL270 in the Required Courses area.

Social-Behavioral Sciences Credits: 6
Any approved general education courses in the Social-Behavioral Sciences [SB] area 6

Natural Sciences Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 8

Awareness Areas Credits: 0-3
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course with the Cultural Diversity in the U.S. [C] designation 0-3

May be met by AIS213/REL203 in the Restricted Electives area

Historical/Global Awareness Credits: 0
Met by REL100 in the Required Courses area

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

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

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information.

Associate in Arts, Emphasis in Sociology (8119) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in Sociology provides students with the first two years of a four-year curriculum for students who intend to earn a bachelor's degree in Sociology and/or to pursue a graduate degree in Sociology or a related field. With a bachelor's degree, students may pursue a career in several areas including social, human, and community services, public relations, marketing, sustainability, human resources, education, community health, public relations, and social science research. With a graduate degree, students can pursue employment in several careers including sociologists, social scientists, sociology professors, lawyers, and statisticians.

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Liberal Arts and Sciences), Sociology, BS
ASU (New College of Interdisciplinary Arts and Sciences), Sociology, BS
ASU (New College of Interdisciplinary Arts and Sciences), Sociology, BA
NAU, Sociology, BS

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU.
Program Prerequisites: None

Required Courses Credits: 4-6
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3
SOC101 Introduction to Sociology 3

Arizona General Education Curriculum (AGEC) Credits: 35-41
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ENG101 First-Year Composition (3) OR
+ENG107 First-Year Composition for ESL (3) AND
+ENG102 First-Year Composition (3) OR
+ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 3
Any approved general education course in the Literacy and Critical Inquiry [L] area 3

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area (3-6) 3-6

Computer/Statistics/Quantitative Applications Credits: 3
Any approved general education course in the Computer/Statistics/Quantitative Applications [CS] area. 3

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area. 6

Social-Behavioral Sciences Credits: 6
Complete two (2) courses from the following for a total of six (6) credits:
SOC212 Gender and Society 3
SOC241 Race and Ethnic Relations 3
SOC251 Social Problems 3.

Natural Sciences Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] or Natural Sciences (General) [SG] area. (4) 8

Awareness Areas Credits: 0-3
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations..

Cultural Diversity in the US Credits: 0
Met by SOC212 or SOC241 in the Social-Behavioral Sciences [SB] area.

Historical/Global Awareness Credits: 0-3
Any approved general education course in the Historical [H] or Global [G] area. 0-3

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

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

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Associate in Arts, Emphasis in Spanish (8129) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in Spanish provides the first two years of a four-year curriculum for the student who plans to transfer to earn a Bachelor of Arts in Spanish. Academic Certificates (AC) in Language Studies and in Spanish Language and Culture are also available.

Program Notes
Students must earn a grade of C or better in all courses within the program.
This program is intended to align with the following university requirements:
ASU (College of Liberal Arts and Sciences), Spanish, BA
ASU (New College of Interdisciplinary Arts and Sciences), Spanish, BA
NAU, Spanish, BA
U of A, Spanish, BA

Refer to the MCCCD University Transfer Partner website for more information: ASU.

Students may qualify to enter higher level Spanish courses by placement or may qualify to exempt out of taking any Spanish courses by assessment. Students wishing to earn credit for any course of which they are exempt by assessment should take the CLEP examination.

Program Prerequisites: None

Required Courses Credits: 4-22
+ ENG213 Introduction to the Study of Language (3)
OR
SLC201 Introduction to Linguistics (3) 3

FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3
SPA101 Elementary Spanish I (4) OR
+ SPA103 Elementary Spanish for Spanish Speakers I (4)
AND
+ SPA102 Elementary Spanish II (4) OR
+ SPA104 Elementary Spanish for Spanish Speakers II (4)
OR
+ SPA111 Fundamentals of Spanish (4)
OR
Proficiency through SPA102 level as indicated by assessment (0) 0-8

+ SPA201 Intermediate Spanish I (4) OR
Proficiency as indicated by assessment (0) 0-4
+ SPA202 Intermediate Spanish II (4) ORProficiency as indicated by assessment (0) 0-4

Restricted Electives Credits: 6-10
Complete requirements in the subplan that best aligns with academic and professional goals. If academic and professional goals do not align with any of the subplans below, select elective courses in consultation with an Academic, Faculty, or Program Director.

Subplan 1: Academic Certificate in Spanish Language and Culture (6243N) *Note: This certificate may/may not be offered at each college.
Credits: 9
Select a minimum of three (3) credits taught in English
FLA240 Foreign Language Teaching Methods 3
HIS145 History of Mexico 3
MHL156 Music in Latin America and the Caribbean 3
SLC201 Introduction to Linguistics 3
SPH245 Hispanic Heritage in the Southwest 3
Select a minimum of six (6) credits taught in Spanish
SPA115 Beginning Spanish Conversation I 3
+ SPA116 Beginning Spanish Conversation II 3
SPA117 Health Care Spanish I 3
+ SPA118 Health Care Spanish II 3
SPA119 Spanish for Educational Settings I 3
+ SPA120 Spanish for Educational Settings II 3
+ SPA205 Spanish for Medical Interpretation I 3
+ SPA206 Spanish for Medical Interpretation II 3
+ SPA225 Intermediate Spanish Conversation I 3
+ SPA226 Intermediate Spanish Conversation II 3
+ SPA235 Advanced Spanish Conversation I 3
+ SPA236 Advanced Spanish Conversation II 3
+ SPA241 Spanish and Spanish-American Film I 3
+ SPA242 Spanish and Spanish-American Film II 3
+ SPA251 Spanish Civilization 3
+ SPA265 Advanced Spanish I 3
+ SPA266 Advanced Spanish II 3
+ SPA282++ Volunteerism for Spanish: A Service Learning Experience (any suffixed course) 1-3
+ SPA298++ Special Projects (any suffixed course) 1-3
+ SPH298++ Special Projects (any suffixed course) 1-3

Subplan 2: Academic Certificate in Language Studies (6237N) *Note: This certificate may/may not be offered at each college.
Credits: 6-10
Select six to ten (6-10) additional credits from the lists below
AFR/ASB/CCS202 Ethnic Relations in the United States (3) OR
SOC241 Race and Ethnic Relations (3) 3

COM163 Intercultural Communication in Everyday Life 3
COM263 Elements of Intercultural Communication 3
JPH245 Traditional and Modern Japanese Culture 3
PSY132 Psychology and Culture 3

AHU+++ Any AHU Arabic Humanities course(s)
ARB+++ Any ARB Arabic course(s)
ASL+++ Any ASL American Sign Language course(s)
CHI+++ Any CHI Chinese course(s)
FLA+++ Any FLA Foreign Language Acquisition course(s)
FRE+++ Any FRE French course(s)
GER+++ Any GER German course(s)
GRK+++ Any GRK Greek course(s)
HBR+++ Any HBR Hebrew course(s)
HEB+++ Any HEB Hebrew course(s)
IPP+++ Any IPP Interpreter Preparation Program course(s)
ITA+++ Any ITA Italian course(s)
ITH+++ Any ITA Italian Humanities course(s)
JPN+++ Any JPN Japanese course(s)
LAT+++ Any LAT Latin course(s)
NAV+++ Any NAV Navajo course(s)
NVH+++ Any NVH Navajo Humanities course(s)
PIM+++ Any PIM Pima course(s)
POR+++ Any POR Portuguese course(s)
RUS+++ Any RUS Russian course(s)
SLC+++ Any SLC Studies in Language and Culture course(s)
SPA+++ Any SPA Spanish course(s)
SPH+++ Any SPH Spanish Humanities course(s)
TRS+++ Any TRS Translation and Interpretation course(s)

Arizona General Education Curriculum (AGEC) Credits: 29-44
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ENG101 First-Year Composition (3) OR
+ENG107 First-Year Composition for ESL (3) AND
+ENG102 First-Year Composition (3) OR
+ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 3
Any approved general education course in the Literacy and Critical Inquiry [L] area 3

COM225 recommended for students who are CRE101 exempt

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area (3-6) 3-6

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

Humanities, Arts and Design Credits: 3-6
Any approved general education courses in the Humanities, Arts and Design [HU] area 6

May be met by ENG213 OR SLC201 in Required Courses if not used to meet [SB]

Recommend SPH241 and SPH245 for students intending to earn the Academic Certificate in Language Studies

Social-Behavioral Sciences Credits: 3-6
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
COM230 Small Group Communication (3)
AND
Any approved general education course in the Social-Behavioral Sciences [SB] area. (3) 6

May be met by ENG213 OR SLC201 in Required Courses area if not used to meet [HU]

Recommend AFR/ASB/CCS202, COM163, COM263 or SOC241 for students intending to earn the Academic Certificate in Language Studies

Natural Sciences Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 8

Awareness Areas Credits: 0-6
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course with the Cultural Diversity in the U.S. [C] designation

Recommend AFR/ASB/CCS202, COM163, COM263 or SOC241 for students interested in earning the Academic Certificate in Language Studies

Historical/Global Awareness Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation

May be met by SPA201 or SPA202 in Required Courses area

MCCCD Additional Requirements Credits: 0-3
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0
Met by COM100, COM110, or COM230 in the Social-Behavioral Sciences [SB] area.

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

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Associate in Arts, Emphasis in Women and Gender Studies (8128) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in Women and Gender Studies is an intensive interdisciplinary liberal arts program, which provides students with tools and opportunities to discuss and critique historical and contemporary theories and practices of feminism(s) and gender identities. The curriculum enables students to think critically, analyze problems, and communicate effectively. Using women's experiences and perspectives, students explore cultural and global issues by completing a variety of courses focusing on gender, history, culture, class, race, ethnicity, and sexuality to foster equality and understanding. Students completing this associate of arts degree will be prepared to transfer to a four-year program.

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Liberal Arts and Sciences), Gender, Women and Sexuality Studies, BA
ASU (New College of Interdisciplinary Arts & Sciences), Social and Cultural Analysis (Women and Gender Studies), BA
ASU (New College of Interdisciplinary Arts & Sciences), Women and Gender Studies, BS
NAU, Women`s and Gender Studies, BS
U of A, Gender and Women`s Studies, BA

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU, U of A.

Program Prerequisites: None

Required Courses Credits: 1-3
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

Arizona General Education Curriculum (AGEC) Credits: 35-41
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ENG101 First-Year Composition (3) OR
+ENG107 First-Year Composition for ESL (3) AND
+ENG102 First-Year Composition (3) OR
+ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry Credits: 3
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR

MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area (3-6) 3-6

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

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area. 6

ASB211, ENH/WST284, ENH/WST285, HUM/WST209, or REL/WST290, recommended for students intending to earn an Academic Certificate (AC) in Women and Gender Studies.

Social-Behavioral Sciences Credits: 6
WST100 Introduction to Women`s and Gender Studies (3)
AND
Any approved general education courses in the Social-Behavioral Sciences [SB] area (3) 6

ASB211, HIS201, PSY235, SOC212, or WST161 recommended for students intending to earn an Academic Certificate (AC) in Women and Gender Studies.

Natural Sciences Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 8

Awareness Areas Credits: 0-3
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0
Met by WST100 in the Social-Behavioral Sciences [SB] area.

ENH/WST284, ENH/WST285, HIS201, HUM/WST209, PSY235, WST120, WST161, or WST200 recommended for students intending to earn an Academic Certificate (AC) in Women and Gender Studies.

Historical/Global Awareness Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation.

ASB211, HIS201, REL/WST290, WST160, WST161, or WST200 recommended for students intending to earn an Academic Certificate (AC) in Women and Gender Studies.

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

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

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

The following courses are recommended for students intending to earn an Academic Certificate (AC) in Women and Gender Studies:

ASB211 Women Across Cultures 3
ENH/WST284 19th Century Women Writers 3
ENH/WST285 Contemporary Women Writers 3
HIS201 History of Women in America 3
HUM/WST209 Women and Films 3
+ PSY235 Psychology of Gender 3
REL/WST290 Women and World Religions 3
SOC212 Gender and Society 3
WST120 Gender, Class, and Race 3

WST160 Women and the Early American Experience 3
WST161 American Women Since 1920 3
WST200 Essential Feminist Writing 3
WST286 Women and Health: Body/Mind/Spirit/Connection 3

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information.

AC Award in Creative Writing (6224N) Credits: 24

Description: The Academic Certificate (AC) in Creative Writing program is designed to provide students and professional writers with access to a community of writers and creative writing activities, instruction and guidance from established authors, and ongoing support in improving their writing skills and marketing their work. As students take courses in the program, they will build a portfolio of original work that may be submitted for publication. The program offers classes, workshops, and other activities such as readings and contests, which are accessible to writers of all levels regardless of academic or professional standing. The program aims to serve a diverse community who may be underrepresented in traditional creative writing programs. Completion of the certificate does not lead to a particular degree program, but may aid students in their pursuit of a career in the writing professions and in their continued enjoyment of writing for personal growth.

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better in each course in the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Admission Criteria
Students who wish to enroll in the Creative Writing program must complete a formal application; contact Program Director.

Program Prerequisites: None

Required Courses Credits: 21
ENG210 Creative Writing (3) may be substituted for CRW150 with permission of Program Director.
CRW150 Introduction to Creative Writing 3

CRW200 must be repeated for a total of two (2) credits.
+ CRW200 Readings for Writers (1) 2
+ CRW201 Portfolio 1

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

Series I: Credits: 6
Students must complete two (2) of the following courses for a total of six (6) credits.
CRW120 Introduction to Writing Children's Literature 3
CRW160 Introduction to Writing Poetry 3
CRW170 Introduction to Writing Fiction 3
CRW172 Introduction to Comic Book Writing 3
CRW180 Introduction to Writing Nonfiction 3
CRW190 Introduction to Screenwriting 3
THE118 Playwriting 3

Series II: Credits: 9
Students must complete three (3) of the following courses for a total of nine (9) credits.
+ CRW202 The Writer as Witness 3
+ CRW203 Dialogue 3
+ CRW204 Journaling 3
+ CRW220 Intermediate Writing Children's Literature 3
CRW251 Topics in Creative Writing 3
+ CRW260 Intermediate Poetry Writing 3
+ CRW261 Topics in Writing: Poetry 3
+ CRW270 Intermediate Fiction Writing 3
+ CRW271 Topics in Writing: Fiction 3
+ CRW272 Planning and Structuring the Novel 3
+ CRW273 Writing the Novel 3
+ CRW274 Revising the Novel 3
+ CRW281 Topics in Writing: Non-Fiction 3
+ CRW290 Intermediate Screenwriting 3
+ CRW291 Topics in Writing: Plays 3

Restricted Electives Credits: 3
+ CRW+++++ Any CRW Creative Writing prefixed course not listed under Required Courses area. 1-3
ENG235 Magazine Article Writing 3
+ ENH+++++ Any ENH English Humanities prefixed course 3
HUM/THF210 Contemporary Cinema 3
THE260 Film Analysis 3

CCL in Applied English Language Skills (5278) Credits: 21-27

Description: The Certificate of Completion (CCL) in Applied English Language Skills is designed to provide English language learners with advanced English language skills for professional and academic purposes. The program includes integrated English language skill courses, vocational and individual skill-based ESL courses, and elective coursework in related areas to help students develop English proficiency and other relevant workplace skills to meet a variety of occupational and academic demands.

Program Notes:
This certificate aligns with the CEFR B2 Scale and is intended for English language learners.
Students must earn a grade of C or better in each course in the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 9-15
ESL201 English as a Second Language III (6) OR
ESL201AA English as a Second Language IIIA (3) AND
ESL201AB English as a Second Language IIIB (3) OR
Appropriate ESL placement score (0) 0-6

ESL202 English as a Second Language IV (6) OR
ESL202AA English as a Second Language IVA (3) AND
ESL202AB English as a Second Language IVB (3) 6

ESL250 Vocational English 3

Restricted Electives Credits: 12
Students must select 12 credits from the following list of courses. Some ESL courses on this list may be repeated for credit. Students should consult with an academic advisor to determine courses best suited to their educational and professional goals. Courses outside of the ESL prefix should be taken after ESL202:

CIS102 Interpersonal and Customer Service Skills for IT Professionals 1
CIS105 Survey of Computer Information Systems 3
COM263 Elements of Intercultural Communication 3
CPD102AB Career Exploration 2

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

ESL101 English as a Second Language I (6) OR
ESL101AA English as a Second Language IA (3) AND
ESL101AB English as a Second Language IB (3) 6

ESL102 English as a Second Language II (6) OR
ESL102AA English as a Second Language IIA (3) AND
ESL102AB English as a Second Language IIB (3) 6
ESL110 Beginning to Low-Intermediate English Listening and Speaking 3
ESL140 Beginning to Low-Intermediate English Grammar 3
ESL210 High-Intermediate to Advanced English Listening and Speaking 3
ESL240 High-intermediate to Advanced English Grammar 3
ESL298AA Special Projects 1
ESL298AB Special Projects 2
ESL298AC Special Projects 3

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

GBS120 Workplace Communication Skills 3
HCC145 Medical Terminology for Healthcare Professionals 3
MGT101 Techniques for Supervision 3
PSY132 Psychology and Culture 3

EDUCATION

If you love learning and want to help students discover their potential, the Education Field of Interest is for you. With so many Education certificates and degrees to choose from at Maricopa Community Colleges, you're sure to discover one that excites you.
Specialize in early childhood education, K-12 education, multicultural education, eLearning design, and more. While studying education can prepare you to be a classroom instructor at virtually any academic level, becoming a teacher isn't your only career option. You can also learn to design instructional media and materials, work as a school administrator, become a librarian, or provide needed training for workers re-entering the workforce. No matter which path you choose, a background in education can prepare you for a rewarding – and meaningful – career.

Bachelor's Degree

A Bachelor of Arts is an undergraduate college degree that requires students to complete a core of general education courses along with requirements and electives related to a major such as fine arts, humanities, social sciences, business, or education. The BA degree requires completion of a minimum of 120 credits. The Bachelor of Arts degree prepares students to continue their education at the graduate level, complete requirements for disciplinary certification, and/or pursue a wide variety of careers.

The bachelor's degree(s) listed below cost less than a third of university tuition, and are designed to equip you with the knowledge and skills you need to reach your educational goals and be successful in your career. In many cases, these degrees offer university transfer partnerships to help you move seamlessly from a bachelor's to a master's degree program. Be sure to check with your advisor, as acceptance is not guaranteed. For more information:
https://www.paradisevalley.edu/edu-bachelors
Students at any Maricopa Community College may need to complete courses at more than one of our colleges.

Elementary Education & Special Education (9301)

University Transfer and Degrees

Associate in Arts, Elementary Education (8101)
Associate in Arts, Emphasis in Early Childhood Education (8132)
Associate in Arts, Emphasis in Educational Studies Early Childhood (8134)
Associate in Arts, Emphasis in Secondary Education (8140)
Associate in Science, Emphasis in Secondary Education (8609)
Associate in Applied Science, in Early Childhood Education (3186)

Certificates

CCL in Early Childhood Education (5056)
CCL in Foundations of Early Childhood Education (5054)

Bachelor of Arts (BA) Degree
Elementary Education and Special Education (9301) Credits: 120

Description: The Bachelor of Arts (BA) in Elementary Education and Special Education (BAEE/SPED) provides an experiential four-year curriculum in Elementary Education (K-8) and Special Education (K-12). This program prepares pre-service teachers to educate diverse learners. Upon completion of the BAEE/SPED, a student will be eligible to seek the Standard Arizona Teaching Certificate in Elementary Education (K-8), Standard Arizona Teaching Certificate in Special Education (K-12), and the Structured English Immersion Endorsement.

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

Students must complete the lower-division courses with a cumulative GPA of 2.50 or better and upper-division courses with a cumulative GPA of 3.00 or better.

MAT256 (Investigating Quantity: Number, Operations and Numeration Systems) requires an understanding of algebraic concepts that are not among the learning outcomes of MAT14+ (College Mathematics), so to ensure that a student is adequately prepared to be successful in MAT256, prerequisites have been established based on course placement. A student who tests into MAT14+ or lower must take MAT115 (College Algebra Prep) or MAT12+ (Intermediate Algebra) as well as MAT14+ prior to MAT256. Students who test into MAT15+ (College Algebra/Functions) can meet MAT256 prerequisites by taking MAT15+ or MAT14+.

Arizona state teaching certification requirements include courses on the constitutions of the United States and Arizona. Taking GCU/POS113 (United States and Arizona Social Studies) for [SB] fulfills this requirement completely. Students who instead take HIS103 (United States History to 1865) or POS110 (American National Government) for [SB] should consider taking POS221 (Arizona Constitution) as a Content Area Elective so they have completed study of both constitutions. POS220 (U.S. and Arizona Constitution) meets state certification requirements for both constitutions but does not meet [SB].

As indicated in their course notes, students will be required to complete field experiences in K-12 classrooms in select courses. Field experiences are only available during the traditional K-12 public school calendars.

Prior to taking upper-division (300 and 400 level) coursework, students must complete or provide proof of the following:

OPTION 1: Students admitted into the program without prior credits
1. Formal application is required to begin upper-division coursework.
2. Completion of all lower division coursework as specified.
3. Minimum 2.50 cumulative grade point average (GPA). Refer to the program notes for details.
4. Valid Identity Verified Prints (IVP) Fingerprint Clearance Card.
5. Names of two professional or academic references (evaluation forms will be provided to the references directly as a part of the application).
6. Passing score on the Arizona Educator Proficiency Assessments (AEPA), Elementary Subtest 1 and 2.

OPTION 2: Students admitted into the program who have completed the MCCCD Associate in Arts, Elementary Education (AAEE) degree.
1. Formal application is required to begin upper-division coursework.
2. Minimum 2.50 cumulative grade point average (GPA). Refer to the program notes for details.
3. Valid Identity Verified Prints (IVP) Fingerprint Clearance Card.
4. Names of two professional or academic references (evaluation forms will be provided to the references directly as a part of the application).
5. Passing score on the Arizona Educator Proficiency Assessments (AEPA), Elementary Subtest 1 and 2.

OPTION 3: Students who have completed the Arizona General Education Curriculum (AGEC) but have not completed the AAEE.
1. Formal application is required to begin upper-division coursework.
2. Completion of MAT256, MAT257, EDU221, and (EED222 or EDU222).
3. Completion of the Arizona Constitution and United States Constitution course(s). Refer to the program notes for details.

4. Minimum 2.50 cumulative grade point average (GPA). Refer to the program notes for details.
5. Valid Identity Verified Prints (IVP) Fingerprint Clearance Card.
6. Names of two professional or academic references (evaluation forms will be provided to the references directly as a part of the application).
7. Passing score on the Arizona Educator Proficiency Assessments (AEPA), Elementary Subtest 1 and 2.

Students admitted into the program with transfer credit, but who have not earned the Arizona General Education Curriculum (AGEC), will have prior coursework reviewed and may receive course substitutions on a case-by-case basis as outlined in MCCCD Administrative Regulation 2.3.13.

Teacher candidates are encouraged to apply to enroll in the upper-division (300 and 400 level) coursework if they are within fifteen (15) credits of completing lower-division requirements and/or have yet to achieve a passing score on the Arizona Educator Proficiency Assessments (AEPA)/NES Elementary Subtest 1 and 2 (candidates must have attempted the AEPA/NES Elementary Subtest 1 and 2.)

If a student was dismissed from any program for issues relating to academic integrity and/or professional responsibility and ethical standards, the Program reserves the right to deny enrollment or re-enrollment for the upper-division (300 and 400 level) coursework.

Conditional Enrollment into Upper-Division Coursework (300-400):
Teacher candidates may be conditionally enrolled in the upper-division coursework if they have not met all admittance requirements, which may include the following:

AEPA/NES Test Scores - If teacher candidates have taken but have yet to pass the Arizona Educator Proficiency Assessments (AEPA)/NES, Elementary Subtest I and II. Conditionally admitted students must earn a passing score on Subtest I and II by the end of their first semester in the program or with permission for an extension. Teacher candidates may not be permitted to Student Teach until passing scores are submitted or permission for an extension has been provided.

Coursework - Teacher candidates who have not completed all prerequisite coursework should work closely with their advisors and program administrators to complete all prerequisite and required coursework. Failure to meet all coursework and program requirements may delay graduation and the Institutional Recommendation (IR) needed for certification.

BAEE Graduation Requirements:
Students who have been enrolled in upper-division courses under option 3 (admitted with AGEC but without the AAEE), as outlined above, are not required to complete EDU230 or to take the specific courses outlined in the AGEC or Restricted Elective section of this curriculum.

Licensing Disclosures:
The Bachelor of Arts in Elementary Education and Special Education degree is designed to meet the coursework requirements for a certified elementary education, K-8 teacher and special education in mild/moderate disabilities, K-12 teacher in the State of Arizona. This degree is not available for students residing outside the state of Arizona.

Program Prerequisites: None

Required Courses Credits: 77-79
+ EDU204 Fine Arts in Educational Settings 3
EDU221 Introduction to Education 3
EDU222 Introduction to the Exceptional Learner 3
EDU225 Professionalism and Ethics in Education 1
EDU230 Cultural Diversity in Education 3

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

+ MAT256 Investigating Quantity: Number, Operations and Numeration Systems 4
+ MAT257 Investigating Geometry, Probability and Statistics 4

Students must complete the following upper-division courses with a minimum cumulative grade point average (GPA) of 3.00.

+ EDU337 Structured English Immersion in Grades K-8 3
+ EDU367 Science of Reading with Systematic Phonics Instruction in Grades K-8 3
+ EDU368 Reading Instructional Practices, Interventions, and Assessments in Grades K-8 3
+ EDU372 Educational Psychology for Teachers (Grades K-12) 3
+ EDU427 Social Studies Teaching Methods and Pedagogical Strategies for Grades K-8 3

+ EDU428 English Language Arts Teaching Methods and Pedagogical Strategies for Grades K-8 3
+ EDU429 Science Teaching Methods and Pedagogical Strategies for Grades K-8 3
+ EDU431 Mathematics Teaching Methods and Pedagogical Strategies for Grades K-8 3
+ EDU477 Student Teaching: Elementary (Grades K-8) 6
+ EDU487 Professional Seminar: Current Trends in Elementary and Special Education 2

+ SPE341 Special Education: Language Development and Disorders 2
+ SPE343 Special Education: Effective Collaboration and Communication Practices 1
+ SPE376 Special Education: Classroom Management and Behavioral Analysis 3
+ SPE409 Special Education: Law, Policy, and Practice 3
+ SPE422 Special Education: Mild to Moderate Disabilities 4
+ SPE424 Special Education: Assessment and Eligibility of Exceptional Learners 4
+ SPE477 Student Teaching: Special Education (Mild to Moderate Disabilities) 6

Restrictive Electives Credits: 8
A minimum of eight (8) credits are required to satisfy the Electives for Arizona Professional Teacher Standards: three (3) credits in an additional Education course and a minimum of five (5) credits in Content Area Electives.

Courses must transfer to all public Arizona universities as Elective Credit, Departmental Elective, or Equivalent to a university course as indicated in the Arizona Course Equivalency Guide in effect when the course is taken. Courses identified as Non-transferable in the Arizona Course Equivalency Guide cannot be used to satisfy this requirement.

Select one (1) additional EDU course (except EDU250; may not select courses listed in Required Courses):
Recommended:
EDU110 Education in Film (3) OR
EDU220 Introduction to Serving English Language Learners (ELL) (3) OR
EDU236 Classroom Relationships (3) OR
EDU/HUM/STO292 The Art of Storytelling (3) 3

Choose any combination from the following list of courses and prefixes to total a minimum of five (5) credits of additional coursework. Course(s) selected must be different from those used to fulfill a requirement of the AGEC-A and/or those used to fulfill Required Courses.

Content Area Electives: Select a minimum of five (5) credits from the following:
ARH+++ Any ARH Art Humanities course(s) 3
ART+++ Any ART Art course(s) 3
BPC+++ Any BPC Business-Personal Computers course(s) 3

CFS/ECH176 Child Development 3
CFS205 Human Development 3
CIS+++ Any CIS Computer Information Systems course(s) 3
ECN+++ Any ECN Economics course(s) 3
EDU+++ Any EDU Education course(s) 3 (except EDU204, EDU221, EDU222, EDU225, EDU230, and EDU250)
EED215 Early Learning: Health, Safety, Nutrition and Physical Fitness 3
ENG+++ Any ENG English course(s) 3
ENH+++ Any ENH English Humanities course(s) 3
GCU+++ Any GCU Cultural Geography course(s) 3
GPH+++ Any GPH Physical Geography course(s) 3
HIS+++ Any HIS History course(s) 3
MAT+++ Any MAT Mathematics course(s) higher than MAT142 (except MAT256 and MAT257) 3-5
MHL+++ Any MHL Music: History/Literature course(s) 3
MTC+++ Any MTC Music: Theory/Composition course(s) 3
POS+++ Any POS Political Science course(s) 3
THE+++ Any THE Theatre course(s) 3
THF+++ Any THF Theatre and Film course(s) 3
THP+++ Any THP Theatre Performance/Production course(s) 3
Any Foreign Language course 3-5
Any Natural Science course 1-4

Arizona General Education Curriculum (AGEC) Credits: 35-38
A single course with an [HU], [SB], [L], or [SG]/[SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, or Awareness Area ([C], [G] and/or [H]) requirement(s).

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 3
+ COM225 Public Speaking 3

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
+ MAT150 College Algebra/Functions (5) OR

+ MAT151 College Algebra/Functions (4) OR
+ MAT152 College Algebra/Functions (3) OR
+ MAT155 College Algebra/Functions with Review (5) OR

+ MAT156 College Algebra/Functions with Review (6) OR
+ MAT187 Precalculus (5) OR
+ MAT188 Precalculus (4) OR
Higher approved general education course in the Mathematical Applications [MA] area for which MAT15+ OR MAT187 OR MAT188 is a prerequisite (3-5) 3-6

Note: MAT182, MAT206, MAT256, MAT257 do NOT meet this requirement.

Computer/Statistics/Qualified Applications Credits: 3
BPC110 Computer Usage and Applications (3) OR
CIS105 Survey of Computer Information Systems (3) OR
EED/EDU115 Digital Literacy for Teaching and Learning in Education (3) 3

(EED/EDU115 recommended)

Humanities, Arts and Design Credits: 6
EDU/ENH291 Children`s Literature (3) OR
ENH110 Introduction to Literature (3) OR
+ ENH241 American Literature Before 1860 (3) OR
ENH242 American Literature After 1860 (3) OR
+ HUM250 Ideas and Values in the Humanities: Early Civilizations to the Renaissance (3) OR
+ HUM251 Ideas and Values in the Humanities: Renaissance to the Contemporary World (3)
AND
ARH100 Introduction to Art (3) OR
ARH101 Art from Prehistory Through Middle Ages (3) OR
ARH102 Art from Renaissance to Modernism (3) OR
DAH100 Introduction to Dance (3) OR
DAH201 Dance, Culture, and Global Contexts (3) OR
DAH250 Dance in Popular Culture (3) OR
MHL140 Survey of Music History (3) OR
MHL145 American Jazz and Popular Music (3) OR
MHL146 Survey of Broadway Musicals (3) OR
MHL153 Rock Music and Culture (3) OR
THE111 Introduction to Theatre (3) OR
+ THE220 Modern Drama (3) 6

(EDU/ENH291 recommended)

Social-Behavioral Sciences Credits: 6
Select one (1) of the following US History/Government courses. These courses satisfy the United States Constitution requirement for state teacher certification.
GCU/POS113 United States and Arizona Social Studies (3) OR
HIS103 United States History to 1865 (3) OR
POS110 American National Government (3)
AND
CFS205 Human Development (3) OR
CFS/ECH176 Child Development (3) OR
ECN211 Macroeconomic Principles (3) OR
ECN212 Microeconomic Principles (3) OR
GCU121WG World Geography: People, Places, and Culture (3) OR
HIS104 United States History 1865 to Present (3) OR
PSY101 Introduction to Psychology (3) 6

(CFS/ECH176 recommended)

Natural Sciences Credits: 8
The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course for a total of four (4) credits each. At least four (4) credits must be designated as [SQ]. Eight (8) credits of [SG] will not satisfy this requirement.

Life Sciences: Select four (4) credits of [SQ] or [SG] in any BIO Biology course(s) (4)
AND
Physical Sciences or Earth/Space Sciences: Select four (4) credits of [SQ] or [SG] from one of the following prefixes:
AGS+++ Any AGS Agricultural Science course(s) (4) OR
ASM+++ Any ASM Anthropology course(s) (4) OR
AST+++ Any AST Astronomy course(s) (4) OR
CHM+++ Any CHM Chemistry course(s) (4) OR
GLG+++ Any GLG Geology course(s) (4) OR
GPH+++ Any GPH Physical Geography course(s) (4) OR
PHS+++ Any PHS Physical Science course(s) (4) OR
PHY+++ Any PHY Physics course(s) (4) 8

Awareness Areas Credits: 0-3
These requirements may be shared with some courses used to meet AGEC Requirements or Restricted Electives area.

Cultural Diversity in the US Credits: 0
Met by EDU222 and EDU230 in Required Courses area.

Historical/Global Awareness Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation.

MCCCD Additional Requirements Credits: 0
Courses in this area may also be applied to the AGEC Core Requirements. To minimize total credits required for degree and maximize transferable credits, it is recommended that courses be selected that meet more than one requirement wherever possible.

Oral Communication Credits: 0
Met by COM225 in the Literacy and Critical Inquiry [L] area.

General Electives
Select courses 100-level or higher to complete a minimum of 120 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify additional coursework that best aligns with academic and professional goals.

Associate in Arts, Elementary Education (8101) Credits: 60-64

Description: The Associate in Arts, Elementary Education (AAEE) provides the first two years of a four-year curriculum for students who plan to transfer to an Elementary Education or Special Education program at an Arizona public higher education institution. Upon completion of the AAEE, a student may pursue employment as a classroom instructional aide. Upon completing a bachelor`s degree, a student may pursue a career as an elementary school teacher or a special education teacher. With further education or certification, students may pursue employment in the field of education in a number of careers, including but not limited to assistant principal, principal, educational administrator, instructional designer, instructional technologist, instructional coordinator, and educational counselor.

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

As a prerequisite to MAT256, students may place into MAT150 or MAT151 or MAT152 and complete MAT140 or MAT141 or MAT142 with a C in lieu of taking both MAT14+ and MAT12+ or taking MAT15+. A student that tests into MAT15+ can take MAT15+ or MAT14+ prior to MAT256. A student that tests into MAT14+ or lower must take MAT12+ and MAT14+ prior to MAT256.

Students must petition NAU to accept (HIS103 and POS221) for POS220.

State certification requirements include courses on the constitutions of US and Arizona. Taking GCU/POS113 for [SB] fulfills this requirement completely. Students who instead take HIS103 or POS110 for [SB] should consider taking POS221 as a Content Area Elective so they have completed study of both constitutions. POS220 meets state certification requirements for both constitutions but does not meet [SB].

This emphasis is intended to align with the degree requirements for the following programs:
ASU (Mary Lou Fulton Teachers College), Elementary Education, BAE
GCC, PVCC, RSC, Elementary Education and Special Education (9301), BA
NAU, Elementary Education, BSE
U of A, Elementary Education Bilingual Option, BAE
U of A, Elementary Education ESL Option, BAE

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU, U of A.

Program Prerequisites: None

Required Courses Credits: 14-20
EDU221 Introduction to Education 3
EDU222 Introduction to the Exceptional Learner 3
EDU230 Cultural Diversity in Education 3

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

+ MAT256 Investigating Quantity: Number, Operations, and Numeration Systems 4
+ MAT257 Investigating Geometry, Probability, and Statistics 0-4
Note: MAT257 is required for Maricopa, NAU and U of A bachelor`s degree.
MAT257 should only be bypassed if transferring to ASU

Restricted Electives Credits: 6
A total of six (6) semester credits are required to satisfy the Electives for Arizona Professional Teacher Standards: three (3) credits in an additional Education course and three (3) credits in Content Area Electives.

Courses must transfer to all public Arizona universities as Elective Credit, Departmental Elective, or Equivalent to a university course as indicated in the Arizona Course Equivalency Guide in effect when the course is taken. Courses identified as Non-transferable in the Arizona Course Equivalency Guide cannot be used to satisfy this requirement.

Select one (1) additional EDU course (other than EDU221, EDU222, EDU230 or EDU250):
Recommended:
EDU220 Introduction to Serving English Language Learners (ELL) (3) OR
EDU236 Classroom Relationships (3) OR
EDU/HUM/STO292 The Art of Storytelling (3) 3

Choose any combination from the following list of courses and prefixes to total three (3) credits of additional coursework. Course(s) selected must be different from those used to fulfill a requirement of the AGEC-A and/or those used to fulfill Required Courses.

Content Area Electives: Select three (3) credits from the following:
ARH+++ Any ARH Art Humanities course(s) 3
ART+++ Any ART Art course(s) 3
BPC+++ Any BPC Business-Personal Computers course(s) 3
CFS/ECH176 Child Development 3
CFS205 Human Development 3
CIS+++ Any CIS Computer Information Systems course(s) 3
ECN+++ Any ECN Economics course(s) 3
EDU+++ Any EDU Education course(s) 3 (except EDU221, EDU222, EDU230, and EDU250)

EED215 Early Learning: Health, Safety, Nutrition and Physical Fitness (3) OR
CFS123 Health and Nutrition in Early Childhood Settings (1) AND
CFS125 Safety in Early Childhood Settings (1) 2-3

ENG+++ Any ENG English course(s) 3
ENH+++ Any ENH English Humanities course(s) 3
GCU+++ Any GCU Cultural Geography course(s) 3
GPH+++ Any GPH Physical Geography course(s) 3
HIS+++ Any HIS History course(s) 3
MAT+++ Any MAT Mathematics course(s) higher than MAT142 (except MAT256 and MAT257) 3-5
MHL+++ Any MHL Music: History/Literature course(s) 3

MTC+++ Any MTC Music: Theory/Composition course(s) 3
POS+++ Any POS Political Science course(s) 3
THE+++ Any THE Theatre course(s) 3
THF+++ Any THF Theatre and Film course(s) 3
THP+++ Any THP Theatre Performance/Production course(s) 3
Any Foreign Language course 4-5
Any Natural Science course 3-4

Arizona General Education Curriculum (AGEC) Credits: 35-41
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 3
+ COM225 Public Speaking 3

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
+ MAT150 College Algebra/Functions (5) OR
+ MAT151 College Algebra/Functions (4) OR
+ MAT152 College Algebra/Functions (3) OR
+ MAT155 College Algebra/Functions with Review (5) OR
+ MAT156 College Algebra/Functions with Review (6) OR
+ MAT187 Precalculus (5) OR
Higher approved general education course in the Mathematical Applications [MA] area for which MAT15+ is a prerequisite (3-5) 3-6

Note: MAT182, MAT206, MAT256, MAT257 do NOT meet this requirement.

Computer/Statistics/Qualified Applications Credits: 3
BPC110 Computer Usage and Applications (3) OR
CIS105 Survey of Computer Information Systems (3) OR
EDU/EED115 Digital Literacy for Teaching and Learning in Education (3) 3

(EDU/EED115 recommended).

Humanities, Arts and Design [HU] Credits: 6
EDU/ENH291 Children`s Literature (3) OR
ENH110 Introduction to Literature (3) OR
+ ENH241 American Literature Before 1860 (3) OR
ENH242 American Literature After 1860 (3) OR
+ HUM250 Ideas and Values in the Humanities: Early Civilizations to the Renaissance (3) OR
+ HUM251 Ideas and Values in the Humanities: Renaissance to the Contemporary World (3) 3
(EDU/ENH291 recommended)
AND
ARH100 Introduction to Art (3) OR
ARH101 Art from Prehistory Through Middle Ages (3) OR
ARH102 Art from Renaissance to Modernism (3) OR
DAH100 Introduction to Dance in the United States (3) OR
DAH201 Dance, Culture, and Global Contexts (3) OR
DAH250 Dance in Popular Culture (3) OR
MHL140 Survey of Music History (3) OR
MHL145 American Jazz and Popular Music (3) OR
MHL146 Survey of Broadway Musicals (3) OR
MHL153 Rock Music and Culture (3) OR
THE111 Introduction to Theatre (3) OR
+ THE220 Modern Drama (3) 3

Social-Behavioral Sciences [SB] Credits: 6
Select one of the following US History/Government courses. These courses satisfy the United States Constitution requirement for state teacher certification.
GCU/POS113 United States and Arizona Social Studies (3) OR
HIS103 United States History to 1865 (3) OR
POS110 American National Government (3) 3
AND
CFS205 Human Development (3) OR
CFS/ECH176 Child Development (3) OR
ECN211 Macroeconomic Principles (3) OR
ECN212 Microeconomic Principles (3) OR
GCU121WG World Geography: People, Places, and Culture (3) OR
HIS104 United States History 1865 to Present (3) OR
PSY101 Introduction to Psychology (3) 3

(CFS/ECH176 recommended)

Natural Sciences [SG]/[SQ] Credits: 8
The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course for a total of four (4) credits each. At least four (4) credits must be designated as [SQ]. Eight (8) credits of [SG] will not satisfy this requirement.

Life Sciences: Select four (4) credits of [SQ] or [SG] in Biology (BIO) (4)
AND
Physical Sciences or Earth/Space Sciences: Select four (4) credits of [SQ] or [SG] from one of the following prefixes:
AGS+++ Any AGS Agricultural Science course(s) (4)
ASM+++ Any ASM Anthropology course(s) (4)
AST+++ Any AST Astronomy course(s) (4)
CHM+++ Any CHM Chemistry course(s) (4)
GPH+++ Any GPH Physical Geography course(s) (4)
GLG+++ Any GLG Geology course(s) (4)
PHS+++ Any PHS Physical Science course(s) (4)
PHY+++ Any PHY Physics course(s) (4) 8

Note: Students are advised to check with the university they plan to attend, as specific requirements for lab sciences may vary.

Awareness Areas Credits: 0-3
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US [C] Credits: 0
Met by EDU222 and EDU230 in Required Courses area.

Historical/Global Awareness [H]/[G] Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation.

MCCCD Additional Requirements Credits: 0-3
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0
Met by COM225 in the Literacy and Critical Inquiry [L] area.

Critical Reading Credits: 0-3
+ CRE101 Critical Reading and Critical Thinking (3)
OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Associate in Arts, Emphasis in Early Childhood Education (8132) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in Early Childhood Education provides the first two years of a four-year curriculum in early childhood education. Students study child development, curriculum design and development, theory and practice in the education of young children, and the intersections of family, community, and childhood learning and development. Students who earn the AA, Early Childhood Education may work in early childhood settings and programs as early childhood educators and teacher assistants. Upon completion of the Bachelor of Arts in Education, students may work as teachers of children from birth to third grade. The AA, Early Childhood Education provides a pathway for students seeking Arizona Department of Education teacher certification.

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

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU, Early Childhood Education, BAE
MCC, Early Childhood Education-Dual Language, BA
NAU, Early Childhood Education and Early Childhood Special Education, BSE

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU.

Program Prerequisites: None

Required Courses Credits: 18-21
CFS/ECH176 Child Development 3

EDU220 Introduction to Serving English Language Learners (ELL) (3) OR
EDU239 Structured English Immersion Grades K-8 (3) OR
EDU240 Structured English Immersion Grades 6-12 (3) 3

EDU225 Professionalism and Ethics in Education 1
EED200 Foundations of Early Childhood Education 3

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

Select one of the following US History/Government options. These courses satisfy the United States Constitution requirement for state teacher certification.
GCU/POS113 United States and Arizona Social Studies (3) OR
HIS103 United States History to 1865 (3) AND
POS221 Arizona Constitution (1) 3-4

+ MAT256 Investigating Quantity: Number, Operations, and Numerations Systems 4

Arizona General Education Curriculum (AGEC) Credits: 29-38
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 3
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3
COM225 recommended.

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
+ MAT150 College Algebra/Functions (5) OR
+ MAT151 College Algebra/Functions (4) OR
+ MAT152 College Algebra/Functions (3) OR
+ MAT155 College Algebra/Functions with Review (5) OR
+ MAT156 College Algebra/Functions with Review (6) OR
+ MAT187 Precalculus (5) OR
Higher approved general education course in the Mathematical Applications [MA] area for which MAT15+ is a prerequisite (3-5) 3-6

Note: Students must meet one of the following MCCCD prerequisites to take MAT256: Grade of C or better in (MAT150, MAT151, MAT152, MAT155, or MAT156), OR [(MAT120, MAT121, or MAT122) AND (MAT141, MAT142, MAT145, or MAT146)], OR [(MAT141, MAT142, MAT145, or MAT146) with placement that permits enrollment in MAT150, MAT151, MAT152, MAT155, MAT156, or higher].

Computer/Statistics/Qualified Applications Credits: 3
Any approved general education course in the Computer/Statistics/Quantitative Applications [CS] area. 3

EDU/EED115 recommended.

Humanities, Arts and Design Credits: 3-6
EED225 Language and Literacy in the Context of Culture and Relationships (3)
AND
Any approved general education course in the Humanities, Arts and Design [HU] area. (3) 6

May be met by HIS103 in Required Courses if not used to satisfy Social-Behavioral Sciences [SB] area.

EDU/ENH291 recommended.

Social-Behavioral Sciences Credits: 3-6
EED222 Introduction to the Exceptional Young Child: Birth to Age Eight 3
AND
May be met by HIS103 in Required Courses if not used to satisfy Humanities, Arts and Design [HU] area.

Natural Sciences Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 8

Awareness Areas Credits: 0
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0
Met by EED225 in the Humanities, Arts and Design [HU] area.

Historical/Global Awareness Credits: 0
Met by HIS103 OR GCU/POS113 in the Required Courses area.

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3
COM225 recommended.

Critical Reading Credits: 0-3
+ CRE101 Critical Reading and Critical Thinking (3)
OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Associate in Arts, Emphasis in Educational Studies Early Childhood (8134) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in Educational Studies Early Childhood provides the first two years of a four-year curriculum that emphasizes community, early childhood, and youth education. This program of study is designed to provide students with a foundation of knowledge in educational practices for use in the community setting. Upon completion of the Bachelor of Arts in Education, students may work with children and youth outside of traditional public-school classroom settings. The AA, Educational Studies Early Childhood does not provide a pathway for students seeking Arizona Department of Education teacher certification.

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

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

This emphasis is intended to align with the degree requirements for the following programs:
ASU (Mary Lou Fulton Teachers College), Educational Studies (Early Childhood Studies), BAE

Refer to the MCCCD University Transfer Partner website for more information: ASU.

Program Prerequisites: None

Required Courses Credits: 3-6
EED215 Early Learning: Health, Safety, Nutrition and Physical Fitness (3) OR
CFS123 Health and Nutrition in Early Childhood Settings (1) AND
CFS125 Safety in Early Childhood Settings (1) 2-3

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

Arizona General Education Curriculum (AGEC) Credits: 35-42
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 3
Any approved general education courses in the Literacy and Critical Inquiry [L] area. 3

COM225 recommended.

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area (3-6) 3-6

Computer/Statistics/Qualified Applications Credits: 3-4
Any approved general education course in the Computer/Statistics/Quantitative Applications [CS] area. 3

EDU/EED115 recommended.

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area. 6

EED225 and EDU/ENH291 recommended.

Social-Behavioral Sciences Credits: 6
Any approved courses in the Social-Behavioral Sciences [SB] area. 6

CFS/ECH176, CFS205, or EED222 recommended.

Natural Sciences Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 8

Awareness Areas Credits: 0-3
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course with the Cultural Diversity in the US [C] awareness area designation. 0-3

EED225 recommended.

Historical/Global Awareness Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation. 0-3

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

Critical Reading Credits: 0-3
+ CRE101 Critical Reading and Critical Thinking (3) OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Associate in Arts, Emphasis in Secondary Education (8140) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in Secondary Education provides the first two years of a four-year curriculum for students who wish to transfer to a four-year institution and earn a bachelor's degree in secondary education leading to teacher certification for grades 6-12 in Earth and Space Science, English, History/Social Studies, Mathematics, Physical Education, Political Science, or Spanish. Education and discipline specific courses provide future teachers with the knowledge and skills related to educational philosophies, policies, attitudes, behaviors, and instruction in order to effectively perform the duties associated with the position of a classroom teacher. Students will participate in classroom field experiences to connect theory with practice.

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

Special GPA requirements may apply to concentration area courses within a specific emphasis as noted:

English ASU Emphases - 2.5 GPA in English concentration area courses beyond First Year Composition.

State certification requirements include demonstration of proficiency in the constitutions of the United States and Arizona. Proficiency can be demonstrated via the Arizona Educator Proficiency Assessments (AEPA) Constitutions of the United States and Arizona test or by taking appropriate coursework: GCU/POS113, HIS103 and POS221, or POS220.

Identity Verified Prints (IVP) Fingerprint Clearance Card is required for participation in field experiences and for admission to a university teacher education program. Applicants must present an IVP Fingerprint Clearance Card to be copied by the advisor or designee. Please contact your advisor for information about obtaining the IVP Fingerprint Clearance Card.

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Integrative Sciences and Arts), Applied Biological Sciences (Secondary Education in Biology), BS
ASU (College of Liberal Arts and Sciences), English (Secondary Education), BA
ASU (College of Liberal Arts and Sciences), History (Secondary Education), BA
ASU (Mary Lou Fulton Teachers College), Physical Education, BA in Education
ASU (Mary Lou Fulton Teachers College), Secondary Education (Biological Sciences), BA in Education
ASU (Mary Lou Fulton Teachers College), Secondary Education (English), BA in Education
ASU (Mary Lou Fulton Teachers College), Secondary Education (History), BA in Education
ASU (Mary Lou Fulton Teachers College), Secondary Education (Mathematics), BA in Education
ASU (New College of Interdisciplinary Arts and Sciences), English (Secondary Education), BA
ASU (New College of Interdisciplinary Arts and Sciences), History (Secondary Education), BA
ASU (New College of Interdisciplinary Arts and Sciences), History (Secondary Education), BA
Northern Arizona University, Secondary Education - Biology, BS in Education
NAU, Secondary Education - Earth Science, BS in Education
NAU, Secondary Education - English, BS in Education
NAU, Secondary Education - History and Social Studies, BS in Education
NAU, Secondary Education - Mathematics, BS in Education

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU.

Program Prerequisites: None

Required Courses Credits: 4-7
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

GCU/POS113 United States and Arizona Social Studies (3) OR

HIS103 United States History to 1865 (3) AND
POS221 Arizona Constitution (1) OR
POS220 U.S. and Arizona Constitution (3) 3-4

Students should consult with an academic, faculty, or program advisor to select the option that aligns with their intended university transfer program requirements. History/Social Studies Secondary Education majors should select HIS103 AND POS221. Note that students must petition NAU to accept GCU/POS113 OR (HIS103 and POS221) for POS220.

Restricted Electives Credits: 3-29
In consultation with an academic, faculty, or program advisor, select the secondary education discipline below that best aligns with your academic and professional goals.

Biology
Credits: 16-17
+ BIO181++ General Biology (Majors) I 4
+ BIO182++ General Biology (Majors) II 4

+ CHM150 General Chemistry I (4) AND
+ CHM151LL General Chemistry I Laboratory (1) OR
+ CHM150AA General Chemistry I with Lab (5) OR
+ CHM151 General Chemistry I (3) AND
+ CHM151LL General Chemistry I Laboratory (1) OR
+ CHM151AA General Chemistry I with Lab (4) 4-5

+ CHM152 General Chemistry II (3) AND
+ CHM152LL General Chemistry II Laboratory (1) OR
+ CHM152AA General Chemistry II with Lab (4) 4

BIO181++ and BIO182++ are intended to meet the AGEC Natural Sciences [SG]/[SQ] area.

Earth Science
Credits: 20-21
+ BIO181++ General Biology (Majors) I 4
+ BIO182++ General Biology (Majors) II 4

+ CHM130 Fundamental Chemistry (3) AND
+ CHM130LL Fundamental Chemistry Laboratory (1) OR
+ CHM130AA Fundamental Chemistry with Lab (4) OR
+ CHM150 General Chemistry I (4) AND
+ CHM151LL General Chemistry I Laboratory (1) OR
+ CHM150AA General Chemistry I with Lab (5) OR
+ CHM151 General Chemistry I (3) AND
+ CHM151LL General Chemistry I Laboratory (1) OR
+ CHM151AA General Chemistry I with Lab (4) 4-5

GLG101 Physical Geology: Dynamic Earth Lecture (3) AND
GLG103 Physical Geology: Dynamic Earth Lab (1) OR
GLG101IN Physical Geology: Dynamic Earth (4) 4

+ PHY111 General Physics I 4

BIO181++ and BIO182++ are intended to meet the AGEC Natural Sciences [SG]/[SQ] area.

English
Credits: 12
EDU221 Introduction to Education (3) OR
EDU222 Introduction to the Exceptional Learner (3) 3
+ ENG200 Reading and Writing about Literature (3) OR
+ ENG213 Introduction to the Study of Language (3) OR
SLC201 Introduction to Linguistics (3) OR
+ SLC202 Introduction to Literary and Cultural Theory (3) 3
Students should consult with an academic, faculty, or program advisor to select the option that aligns with their intended university transfer program requirements.

Select two (2) courses from the following list for a total of six (6) credits:
+ ENH190 Introduction to US Ethnic Literature 3
+ ENH221 Survey of English Literature Before 1800 3
+ ENH222 Survey of English Literature After 1800 3
+ ENH241 American Literature Before 1860 3
ENH242 American Literature After 1860 3
Students should consult with an academic, faculty, or program advisor to select the option that aligns with their intended university transfer program requirements.

History/Social Studies
Credits: 12
EDU221 Introduction to Education (3) OR
EDU222 Introduction to the Exceptional Learner (3) 3

HIS104 United States History 1865 to Present 3
HIS110 World History to 1500 3
HIS111 World History 1500 to the Present 3

Math
Credits: 24-29
+ CSC100 Introduction to Computer Science (C++) (3) OR
+ CSC100AA Introduction to Computer Science (C++) (4) OR
+ CSC110 Introduction to Computer Science (Java) (3) OR
+ CSC110AA Introduction to Computer Science (Java) (3) OR
+ CSC110AB Introduction to Computer Science (Java) (4) OR
CSC180 Computer Literacy (3) OR
CSC180AA Computer Literacy (3) OR
CSC180AB Computer Literacy (4) OR
EDU/EED115 Digital Literacy for Teaching and Learning in Education (3) 3-4
Students should consult with an academic, faculty, or program advisor to select the option that aligns with their intended university transfer program requirements.

EDU221 Introduction to Education 3

+ MAT227 Discrete Mathematical Structures 3

+ MAT220 Calculus with Analytic Geometry I (5) OR
+ MAT221 Calculus with Analytic Geometry I (4) 4-5

+ MAT230 Calculus with Analytic Geometry II (5) OR
+ MAT231 Calculus with Analytic Geometry II (4) 4-5

+ MAT240 Calculus with Analytic Geometry III (5) OR
+ MAT241 Calculus with Analytic Geometry III (4) 4-5

+ MAT276 Modern Differential Equations (4) OR
+ MAT277 Modern Differential Equations (3) 3-4

CSC100++, CSC110++, CSC180++, or EDU/EED115 is intended to meet the AGEC Computer/Statistics/Quantitative Applications [CS] area.
EDU221 is intended to meet the AGEC Social-Behavioral Sciences [SB] area.
MAT220 or MAT221 is intended to meet the AGEC Mathematics [MA] area.

Physical Education
Credits: 27
+ BIO201 Human Anatomy and Physiology I (4) OR
+ BIO201XT Human Anatomy and Physiology I (4) 4

+ BIO202 Human Anatomy and Physiology II 4

CFS/ECH176 Child Development 3

EDU221 Introduction to Education 3
EDU222 Introduction to the Exceptional Learner 3
EDU225 Professionalism and Ethics in Education 1
EDU230 Cultural Diversity in Education 3

BIO201 or BIO201XT intended to meet the AGEC Natural Sciences [SG] area.
EDU221 is intended to meet the AGEC Social-Behavioral Sciences [SB] area.
EDU222 is intended to meet the AGEC Social-Behavioral Sciences [SB] and Cultural Diversity in the US [C] areas.
EDU230 is intended to meet the AGEC Humanities, Arts and Design [HU] area.

Spanish
Credits: 3-19
EDU221 Introduction to Education 3

Complete Spanish (SPA) at the intermediate level (202 or equivalent) OR demonstrate proficiency through this level as indicated by assessment. 0-16
EDU221 is intended to meet the AGEC Social-Behavioral Sciences [SB] area.

Arizona General Education Curriculum (AGEC)
Credits: 9-44
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 0-3
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3
May be met by courses taken in the Restricted Electives area.

Mathematics Credits: 3-6
The minimum math requirement for graduation defaults to the base-level math of MAT140, MAT141, MAT142, MAT145, or MAT146 unless your selected transfer option specifies a higher-level math. MAT14+ is not applicable to all disciplines, consult with your Academic Advisor to ensure you are selecting the correct math for your intended transfer institution.

English, History/Social Studies, Physical Education, or Spanish
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area (3-6) 3-6

OR

Biology
+ MAT150 College Algebra/Functions (5) OR
+ MAT151 College Algebra/Functions (4) OR
+ MAT152 College Algebra/Functions (3) OR
+ MAT155 College Algebra/Functions with Review (5) OR
+ MAT156 College Algebra/Functions with Review (6) AND
+ MAT182 Plane Trigonometry (3)
OR
+ MAT187 Precalculus (5) OR
+ MAT188 Precalculus (4) OR
Higher approved general education course in the Mathematical Applications [MA] area for which MAT187 or MAT188 is a prerequisite. (4-5) 4-9
OR
+ MAT212 Brief Calculus (3) OR
+ MAT213 Brief Calculus (4) 3-4
OR

+ MAT220 Calculus with Analytic Geometry I (5) OR
+ MAT221 Calculus with Analytic Geometry I (4) OR
Higher approved general education course in the Mathematical Applications [MA] area for which MAT22+ is a prerequisite. (4-5) 4-5
OR

Earth Science
+ MAT150 College Algebra/Functions (5) OR
+ MAT151 College Algebra/Functions (4) OR
+ MAT152 College Algebra/Functions (3) OR
+ MAT155 College Algebra/Functions with Review (5)
OR
+ MAT156 College Algebra/Functions with Review (6)
AND
+ MAT182 Plane Trigonometry (3)
OR
+ MAT187 Precalculus (5) OR
+ MAT188 Precalculus (4) OR
Higher approved general education course in the Mathematical Applications [MA] area for which MAT187 or MAT188 is a prerequisite. (4-5) 4-9
OR

Math
+ MAT220 Calculus with Analytic Geometry I (5) OR
+ MAT221 Calculus with Analytic Geometry I (4) OR
Higher approved general education course in the Mathematical Applications [MA] area for which MAT22+ is a prerequisite. (4-5) 4-5

Computer/Statistics/Qualified Applications Credits: 0-3
Any approved general education course in the Computer/Statistics/Quantitative Applications [CS] area. 3

May be met by courses taken in the Restricted Electives area.

Humanities, Arts and Design Credits: 0-6
Any approved general education courses in the Humanities, Arts and Design [HU] area. 6
May be met by specific Transfer Plan option selections.

Social-Behavioral Sciences Credits: 0-6
Any approved general education courses in the Social-Behavioral Sciences [SB] area. 6
May be met by courses taken in the Restricted Electives area.

Natural Sciences Credits: 0-8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 8

May be met by courses taken in the Restricted Electives area.

Awareness Areas Credits: 0-6
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course with the Cultural Diversity in the U.S. [C] designation. 0-3

Historical/Global Awareness Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation. 0-3

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

Critical Reading Credits: 0-3
+ CRE101 Critical Reading and Critical Thinking (3)
OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information.

Associate in Science, Emphasis in Secondary Education (8609) Credits: 60-64

Description: The Associate in Science (AS), Emphasis in Secondary Education provides the first two years of a four-year curriculum for students who wish to transfer to a four-year institution and earn a bachelor's degree in secondary education leading to teacher certification for grades 6-12 in Biology, Chemistry, and Physics. Foundational education courses and discipline specific courses are designed to provide future teachers with the knowledge and skills related to educational philosophies, policies, attitudes, behaviors, and instruction in order to effectively perform the duties associated with the position of a classroom teacher. Students will participate in classroom field experiences to connect theory with practice.

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

State certification requirements include demonstration of proficiency in the constitutions of the United States and Arizona. Proficiency can be demonstrated via the Arizona Educator Proficiency Assessments (AEPA) Constitutions of the United States and Arizona test or by taking appropriate coursework: GCU113, POS113, HIS103 and POS221, POS221 and POS222, or POS220.

Identity Verified Prints (IVP) Fingerprint Clearance Card is required for participation in field experiences and for admission to a university teacher education program. Applicants must present an IVP Fingerprint Clearance Card to be copied by the advisor or designee. Please contact your advisor for information about obtaining the IVP Fingerprint Clearance Card.

This emphasis is intended to align with the degree requirements for the following transfer partners:
NAU, Secondary Education - Chemistry, BS in Education
NAU, Secondary Education - Physics, BS in Education

Refer to the MCCCD University Transfer Partner website for more information: NAU.

Program Prerequisites: None

Required Courses Credits: 4-7
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

GCU/POS113 United States and Arizona Social Studies (3) OR
HIS103 United States History to 1865 (3) AND
POS221 Arizona Constitution (1) OR
POS220 U.S. and Arizona Constitution (3) 3-4
Students should consult with an academic, faculty, or program advisor to select the option that aligns with their intended university transfer program requirements. History/Social Studies Secondary Education majors should select HIS103 AND POS221. Note that students must petition NAU to accept GCU/POS113 OR (HIS103 and POS221) for POS220.

Restrictive Electives Credits: 19-26
In consultation with an academic, faculty, or program advisor, select the secondary education discipline below that best aligns with your academic and professional goals.

Chemistry
Credits: 24-26
+ BIO181++ General Biology (Majors) I 4

+ CHM150 General Chemistry I (4) AND

+ CHM151LL General Chemistry I Laboratory (1) OR
+ CHM150AA General Chemistry I with Lab (5) OR
+ CHM151 General Chemistry I (3) AND
+ CHM151LL General Chemistry I Laboratory (1) OR
+ CHM151AA General Chemistry I with Lab (4) 4-5

+ CHM152 General Chemistry II (3) AND
+ CHM152LL General Chemistry II Laboratory (1) OR
+ CHM152AA General Chemistry II with Lab (4) 4

+ CHM235 General Organic Chemistry I 3
+ CHM235LL General Organic Chemistry I Laboratory 1
+ CHM236 General Organic Chemistry II 3
+ CHM236LL General Organic Chemistry II Laboratory 1

+ MAT230 Calculus with Analytic Geometry II (5) OR
+ MAT231 Calculus with Analytic Geometry II (4) 4-5

Physics
Credits: 19-22
+ AST/GLG106 Life in the Universe 4

+ MAT230 Calculus with Analytic Geometry II (5) OR
+ MAT231 Calculus with Analytic Geometry II (4) 4-5

+ MAT240 Calculus with Analytic Geometry III (5) OR
+ MAT241 Calculus with Analytic Geometry III (4) 4-5

+ MAT276 Modern Differential Equations (4) OR
+ MAT277 Modern Differential Equations (3) 3-4

+ PHY241 University Physics III: Thermodynamics, Optics, and Wave Phenomena 4

Arizona General Education Curriculum (AGEC) Credits: 27-31
A single course with an [HU], [SB], or [L] designation may also be used to satisfy the Oral Communication, Critical Reading, or Awareness Area ([C], [G] and/or [H]) requirement(s).
A single course with both the [HU] and [L] designations may be used to satisfy both of these areas.
A single course with both the [SB] and [L] designations may be used to satisfy both of these areas.

See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 0
Met by course taken in the Humanities, Arts and Design [HU] area.

Mathematics Credits: 4-5
+ MAT220 Calculus with Analytic Geometry I (5) OR
+ MAT221 Calculus with Analytic Geometry I (4) OR
Higher approved general education course in the Mathematical Applications [MA] area for which MAT22+ is a prerequisite. (4-5) 4-5

Humanities, Arts and Design Credits: 3-6
Any approved general education courses in the Humanities, Arts and Design [HU] area with the Literacy and Critical Inquiry [L] designation. (3)
AND
Any approved general education courses in the Humanities, Arts and Design [HU] area with the Historical [H] designation. (3) 6
May be met by HIS103 in the Required Courses area if not used to meet Social-Behavioral Sciences [SB].

Social-Behavioral Sciences Credits: 3-6
Any approved general education courses in the Social-Behavioral Sciences [SB] area with Cultural Diversity in the US [C] designation. (3)
AND
Any approved general education courses in the Social-Behavioral Sciences [SB] area. (3) 6

May be met HIS103 in the Required Courses area if not used to meet Humanities, Arts and Design [HU] or may be met by GCU/POS113 in the Required Courses area.

Natural Sciences Credits: 8
+ PHY121 University Physics I: Mechanics (4) AND
+ PHY131 University Physics II: Electricity and Magnetism (4) 8.

Subject Options Credits: 0
Met by courses taken in the Restricted Electives area.

Awareness Areas Credits: 0
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0
Met by course taken in the Social-Behavioral Sciences [SB] area.

Historical/Global Awareness Credits: 0
Met by course taken in the Humanities, Arts and Design [HU] area.

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

Critical Reading Credits: 0-3
+ CRE101 Critical Reading and Critical Thinking (3)
OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Recommend for Chemistry discipline:
GLG101 Physical Geology: Dynamic Earth Lecture (3) AND
GLG103 Physical Geology: Dynamic Earth Lab (1) OR
GLG101IN Physical Geology: Dynamic Earth (4) 4

Associate in Applied Science in Early Childhood Education (3186) Credits: 60-74

Description: The Associate in Applied Science (AAS) in Early Childhood Education (ECE) program is designed to prepare individuals for employment as early childhood professionals in a variety of educational settings. The AAS program includes courses based on current ECE theory and practice as well as general education classes to broaden a student`s base of knowledge. Certificates of Completion are also available.

Program Notes
Students must earn a grade of C or better for all courses within the program.
For some employment and field experiences (including internship courses), students will be required to have a current Identity Verified Print (IVP) Fingerprint Clearance Card and a current TB vaccination.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 30-37
CFS101AH Art Activities for the Young Child (1) AND
ECH281 Movement/Music for the Young Child (1) OR
ECH128 Early Learning: Play and the Arts (3) OR
+ EED210 Creative and Cognitive Play (3) 2-3

CFS123 Health and Nutrition In Early Childhood Settings (1) AND
CFS125 Safety in Early Childhood Settings (1) AND
ECH280 Food Experiences With Young Children (1) OR
EED215 Early Learning: Health, Safety, Nutrition and Physical Fitness (3) 3

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

+ CFS/ECH269 Child Care Seminar (1) AND
CFS/ECH287 Professional Development in Early Childhood Education (1) OR
+ EED255 Portfolio Development and Writing for the Profession (3) 2-3

CFS/ECH271 Arranging the Environment (1) AND
CFS282 Mainstreaming The Young Child with A Disability (1) AND

ECH282 Discipline/Guidance of Child Groups (1) OR
EED212 Guidance, Effective Interactions and the Environment (3) 3

+ CFS/ECH284AB Early Childhood Teaching Internship (3) OR
+ EED260 Early Childhood Infant/Toddler Internship (1) AND
+ EED261 Early Childhood Preschool Internship (1) OR
+ CFS/ECH284AA Early Childhood Teaching Internship (1) 2-3

ECH140 Learning Made Visible Through Documentation (1) AND
ECH270 Observing Young Children (1) OR
+ EED280 Standards, Observation and Assessment of Typical/Atypical Behaviors of Young Children Birth Age Eight (3) 2-3

CFS/ECH273 Math for the Young Child (1) AND
CFS/ECH275 Literacy Development and the Young Child (1) AND
ECH272 Science for the Young Child (1) AND
ECH279 Early Childhood Curriculum Development (1) OR
+ EED278 Early Learning Curriculum and Instruction - Birth to Age Eight (3) 3-4

EED200 Foundations of Early Childhood Education 3
EED222 Introduction to the Exceptional Young Child: Birth to Age Eight 3
EED225 Language and Literacy in the Context of Culture and Relationships 3

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

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

CFS+++ Any CFS Child/Family Studies course(s)
ECH+++ Any ECH Early Childhood Education course(s)
EDU+++ Any EDU Education course(s)
EED+++ Any EED Early Education course(s)
FCS+++ Any FCS Family and Consumer Science course(s)
ITD+++ Any ITD Infant/Toddler Development course(s)

General Education Requirement Credits: 19-25

General Education Core Credits: 12-18

First-Year Composition Credits: 6
+ 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 Credits: 3
Any approved general education course from the Oral Communication area. 3

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

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

Mathematics Credits: 3-6
+ MAT112 Mathematical Concepts and Applications (3) OR
Satisfactory completion of a higher-level mathematics course 3-6

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

General Education Distribution Credits: 7

Humanities, Arts and Design Credits: 3
Any approved general education course from the Humanities, Arts and Design area. 3
Recommend: EDU/ENH291 Children`s Literature OR EDU/HUM/STO292 The Art of Storytelling

Social-Behavioral Sciences Credits: 0
Fulfilled by EED222 in Required Courses area.

Natural Sciences Credits: 4
Any approved general education course from the Natural Sciences area

Certificate of Completion in Early Childhood Education (5056) Credits: 36

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

Multi-credential Award Opportunities *(Please check with your advisor for availability)*

Multi-credential Award(s):
AAS/3186 Early Childhood Education
BA/9304 Early Childhood Education - Dual Language

Optional Additional Award(s):
CCL/5054 Foundations of Early Childhood Education.

Program Notes
Students must earn a grade of C or better for all courses within the program.
For some employment and field experiences (including internship courses), students will be required to have a current Identity Verified Print (IVP) Fingerprint Clearance Card and a current TB test.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 29-34
CFS101AH Visual Art Experiences for Young Children (1) AND
ECH281 Movement/Music for the Young Child (1) OR
ECH128 Early Learning: Play and the Arts (3) OR
+ EED210 Creative and Cognitive Play (3) 2-3

CFS123 Health and Nutrition In Early Childhood Settings (1) AND
CFS125 Safety in Early Childhood Settings (1) AND
ECH280 Food Experiences With Young Children (1) OR
EED215 Early Learning: Health, Safety, Nutrition and Physical Fitness (3) 3

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

+ CFS/ECH269 Child Care Seminar (1) AND
CFS/ECH287 Professional Development in Early Childhood Education (1) OR
+ EED255 Portfolio Development and Writing for the Profession (3) 2-3

CFS/ECH271 Arranging the Environment (1) AND
CFS282 Inclusion of Young Children with Special Needs (1) AND
ECH282 Discipline/Guidance of Child Groups (1) OR
EED212 Guidance, Effective Interactions and the Environment (3) 3

CFS/ECH273 Math for the Young Child (1) AND
CFS/ECH275 Literacy Development and the Young Child (1) AND
ECH272 Science for the Young Child (1) AND
ECH279 Early Childhood Curriculum Development (1) OR
+ EED278 Early Learning Curriculum and Instruction - Birth to Age Eight (3) 3-4

+ CFS/ECH284AB Early Childhood Teaching Internship (3) OR
+ EED260 Early Childhood Infant/Toddler Internship (1) AND
+ EED261 Early Childhood Preschool Internship (1) OR
CFS/ECH284AA Early Childhood Teaching Internship (1) 2-3

ECH140 Learning Made Visible Through Documentation (1) AND
ECH270 Observing Young Children (1) OR
+ EED280 Standards, Observation and Assessment of Typical/Atypical Behaviors of Young Children Birth Age Eight (3) 2-3

EED200 Foundations of Early Childhood Education 3
EED222 Introduction to the Exceptional Young Child: Birth to Age Eight 3

EED225 Language and Literacy in the Context of Culture and Relationships 3

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

CFS+++ Any CFS Child/Family Studies course(s)
ECH+++ Any ECH Early Childhood Education course(s)
EDU+++ Any EDU Education course(s)
EED+++ Any EED Early Education course(s)
FCS+++ Any FCS Family and Consumer Science course(s)
ITD+++ Any ITD Infant/Toddler Development course(s)

Certificate of Completion in Foundations of Early Childhood Education (5054) Credits: 18-19

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

Program Notes
Students must earn a grade of C or better for all courses within the program.
For some employment and field experiences (including internship courses), students will be required to have a current Identity Verified Print (IVP) Fingerprint Clearance Card and a current TB vaccination.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 18-19

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

CFS123 Health and Nutrition In Early Childhood Settings (1) AND
CFS125 Safety in Early Childhood Settings (1) AND
ECH280 Food Experiences with Young Children (1) OR
EED215 Early Learning: Health, Safety, Nutrition and Physical Fitness (3) 3

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

CFS/ECH271 Arranging the Environment (1) AND
CFS282 Mainstreaming The Young Child with A Disability (1) AND
ECH282 Discipline/Guidance of Child Groups (1) OR
EED212 Guidance, Effective Interactions and the Environment (3) 3

+ CFS/ECH284AA Early Childhood Teaching Internship (1) OR
+ EED260 Early Childhood Infant/Toddler Internship (1) OR
+ EED261 Early Childhood Preschool Internship (1) 1

EED200 Foundations of Early Childhood Education 3
EED222 Introduction to the Exceptional Young Child: Birth to Age Eight 3

HEALTH SCIENCES

If you want to help people live better, safer, healthier lives, consider the Health Sciences Field of Interest (FOI). Our Health Sciences degrees and certificates are designed to give you comprehensive training for health-related work in the hospital, healthcare, or exercise and fitness settings.
In addition to preparing you for employment, the Health Sciences FOI also fully prepares you to transfer to a four-year program. So, whether you want to be a nurse, an EMT, a physical therapist, or a personal trainer, Maricopa Community Colleges' programs give you the flexibility you need to pursue your goals.

University Transfer and Degrees

Associate in Arts, Emphasis in Community Health (8145)
Associate in Arts, Emphasis in Exercise Science (8121)
Associate in Arts, Emphasis in Nutritional Science (8115)
Associate in Arts, Emphasis in Speech and Hearing Science (8142)
AAS in Exercise Science Health, Fitness and Sports Performance: (3059)
AAS in Nursing (3812)
AAS in Nutrition and Dietetic Technology (3840)
AAS in Paramedicine (3889)

Certificates

CCL in Critical Care Paramedicine (5003N)
CCL in Emergency Medical Technology (5643N)
CCL in Emergency Medical Technology Comprehensive (5058)
CCL in Community Health Work (5896)
CCL in Clinical Research Coordination (5901)
CCL in Clinical Data Coordination (5903)
CCL in Paramedicine (5990)
CCL in Personal Trainer (5421)
CCL in Personal Trainer: Advanced (5445)
CCL in Practical Nursing (5957)
CCL in Nurse Assisting (5963N)
CCL in Tactical Emergency Casualty Care (5998N)

Associate in Arts, Emphasis in Community Health (8145) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in Community Health provides the first two years of a four-year curriculum for students who wish to specialize in community health, integrative health, health care coordination, and related health systems fields. Students planning to apply to a Bachelor of Science in Nursing program should consult with a transfer specialist. Students seeking employment in the area of Community Health upon completion of a certificate or associate degree should refer to the Certificate of Completion (CCL) in Integrated Public Health: Community Health Work or the Associate in Applied Science (AAS) in Integrated Public Health.

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Nursing and Health Innovation), Community Health, BS
ASU (College of Nursing and Health Innovation), Health Care Coordination, BS
ASU (College of Nursing and Health Innovation), Integrative Health - Nursing & Gen Health Interest, BS

Refer to the MCCCD University Transfer Partner website for more information: ASU.

Program Prerequisites: None

Required Courses Credits: 16-23
+ BIO156 Introductory Biology for Allied Health (4) OR
+ BIO156XT Introductory Biology for Allied Health (4)
OR
+ BIO181 General Biology (Majors) I (4) OR
+ BIO181XT General Biology (Majors) I (4) 4 OR
One year of high school biology 0-4

+ BIO202 Human Anatomy and Physiology II 4
+ BIO205 Microbiology 4

FON241 Principles of Human Nutrition (3) OR
FON241 Principles of Human Nutrition (3) AND
+ FON241LL Principles of Human Nutrition Laboratory (1) 3-4

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

+ HCR240 Human Pathophysiology (4) OR
+ HCR240AA Human Pathophysiology I (2) AND
+ HCR240AB Human Pathophysiology II (2) 4

Arizona General Education Curriculum (AGEC) Credits: 41-44
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 3
+ COM225 Public Speaking 3

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher level course in the Mathematical Applications [MA] area (3-6) 3-6

Computer/Statistics/Qualified Applications Credits: 3
+ GBS221 Business Statistics (3) OR
+ MAT206 Elements of Statistics (3) OR
+ SWU225 Statistics for Social Research/Justice and Government (3) 3

Humanities, Arts and Design Credits: 6
+ HCR210 Clinical Health Care Ethics (3)
AND
Any approved general education courses in the Humanities, Arts and Design [HU] area. (3) 6

Social-Behavioral Sciences Credits: 6
CFS205 Human Development (3)
AND
PSY101 Introduction to Psychology (3) 6

Natural Sciences Credits: 8
+ BIO201 Human Anatomy and Physiology I (4) OR
+ BIO201XT Human Anatomy and Physiology I (4)
AND
+ CHM130 Fundamental Chemistry (3) AND
+ CHM130LL Fundamental Chemistry Laboratory (1)
OR
+ CHM130AA Fundamental Chemistry with Lab (4) 8

Awareness Areas Credits: 06
These requirements may be shared with Core Requirements.

Cultural Diversity in the US Credits: 3
HCR230 Culture and Health 3

Historical/Global Awareness Credits: 3
+ HCR220 Introduction to Nursing and Health Care Systems 3

MCCCD Additional Requirements Credits: 0-3
Courses in this area may also be applied to the AGEC Core Requirements. To minimize total credits required for degree and maximize transferable credits, it is recommended that courses be selected that meet more than one requirement wherever possible.

Oral Communication Credits: 0
Met by COM225 in the Literacy and Critical Inquiry [L] area.

Critical Reading Credits: 0-3
+ CRE101 Critical Reading and Critical Thinking (3)
OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Associate in Arts, Emphasis in Exercise Science (8121) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in Exercise Science provides the first two years of a four-year curriculum for students who wish to specialize in Exercise Science, Kinesiology, Clinical Exercise Physiology, Sport Science, Healthy Lifestyles Coaching, or Fitness and Wellness. With a bachelor`s degree, students may pursue a career as a fitness specialist or director, strength and conditioning specialist, healthy lifestyles coach, or an exercise physiologist. With a graduate degree, students may pursue careers in a number of fields, including but not limited to physical therapy, occupational therapy, athletic training, exercise physiology, medicine, and physician assistant. Certificates of Completion (CCLs) in Personal Trainer and Personal Trainer Advanced as well as an Associate in Applied Science (AAS) in Exercise Science: Health, Fitness, and Sports Performance are also available.

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Health Solutions), Health Sciences (Healthy Lifestyles and Fitness Science), BS
ASU (College of Health Solutions), Sports Science and Performance Programming, BS
ASU (College of Health Solutions), Clinical Exercise Science, BS
ASU (College of Health Solutions), Kinesiology, BS
NAU, Exercise Physiology, BS
NAU, Fitness and Wellness, BS

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU.

Program Prerequisites: None

Required Courses Credits: 4-6
EXS101 Introduction to Exercise Science 3

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

Restricted Electives Credits: 21- 29
Complete coursework in the transfer option that best aligns with your academic and professional goals. Consult with an academic, faculty, or program advisor to prevent exceeding your university transfer program`s maximum transferable credits (typically 64). Refer to the MCCCD University Transfer Partner website for more information.

Transfer Plan 1: Kinesiology
Credits: 28-29
+ BIO181++ General Biology (Majors) I 4
+ BIO182 General Biology (Majors) II 4
+ BIO201++ Human Anatomy and Physiology I 4
+ BIO202 Human Anatomy and Physiology II 4

+ CHM150 General Chemistry I (4) AND
+ CHM151LL General Chemistry I Laboratory (1) OR
+ CHM150AA General Chemistry I with Lab (5) OR
+ CHM151 General Chemistry I (3) AND
+ CHM151LL General Chemistry I Laboratory (1) OR
+ CHM151AA General Chemistry I with Lab (4) 4-5

+ CHM152 General Chemistry II (3) AND
+ CHM152LL General Chemistry II Laboratory (1) OR
+ CHM152AA General Chemistry II with Lab (4) 4

+ PHY111 General Physics I 4

Transfer Plan 2: Applied Exercise and Sport Sciences
Credits: 21-26
+ BIO201 Human Anatomy and Physiology I (4) AND
+ BIO202 Human Anatomy and Physiology II (4) OR
BIO160 Introduction to Human Anatomy Physiology 4-8
Recommend BIO201 and BIO202 for students intending to transfer to NAU for Fitness and Wellness or to ASU for Clinical Exercise Science or Sports Science and Performance Programming.
Recommend BIO160 for students intending to transfer to ASU for Healthy Lifestyles and Fitness Science.

+ CHM130 Fundamental Chemistry (3) AND
+ CHM130LL Fundamental Chemistry Laboratory (1) OR
+ CHM130AA Fundamental Chemistry with Lab (4) OR
+ CHM150 General Chemistry I (4) AND
+ CHM151LL General Chemistry I Laboratory (1) OR
+ CHM150AA General Chemistry I with Lab (5) OR
+ CHM151 General Chemistry I (3) AND
+ CHM151LL General Chemistry I Laboratory (1) OR
+ CHM151AA General Chemistry I with Lab (4) 4-5

+ EXS125 Introduction to Exercise Physiology 3

+ EXS146 Introduction to Exercise Testing 1 OR
+ EXS270AA Exercise Science Internship 1

+ EXS215 Resistance Training and Recovery Techniques 3
+ EXS217 Cardiorespiratory and Flexibility Training 3

FON241 Principles of Human Nutrition 3

Arizona General Education Curriculum (AGEC)
Credits: 30-37
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the Course Equivalency on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 3
+ EXS290 Introduction to Evidence-Based Practice 3

Mathematics Credits: 3-9
Before enrolling into a math course, speak to your Academic Advisor to ensure you are selecting the correct math for your transfer goals as MAT14+ or MAT15+ are not applicable for all University program requirements.
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6)
OR
+ MAT150 College Algebra/Functions (5) OR
+ MAT151 College Algebra/Functions (4) OR
+ MAT152 College Algebra/Functions (3) OR
+ MAT155 College Algebra/Functions with Review (5) OR
+ MAT156 College Algebra/Functions with Review (6)
OR
+ MAT150 College Algebra/Functions (5) OR
+ MAT151 College Algebra/Functions (4) OR
+ MAT152 College Algebra/Functions (3) OR
+ MAT155 College Algebra/Functions with Review (5) OR
+ MAT156 College Algebra/Functions with Review (6)
AND
+ MAT182 Plane Trigonometry (3)
OR
+ MAT187 Precalculus (5) OR
+ MAT188 Precalculus (4)
Higher approved general education course in the Mathematical Applications [MA] area (3-5) 3-9

MAT187 or MAT188 recommended for Kinesiology students.

MAT14+ recommended for students intending to transfer to NAU for Fitness and Wellness or to ASU for Health Sciences (Healthy Lifestyles and Fitness Science).

MAT15+ recommended for students intending to transfer to ASU for Sports Science and Performance Programming or Clinical Exercise.

Computer/Statistics/Qualified Applications Credits: 3-4
Consult with an academic, faculty, or program advisor to select the statistics option below that aligns with your intended transfer program requirements.

+ MAT206 Elements of Statistics (3) OR
+ PSY230 Introduction to Statistics (3) OR
+ PSY230 Introduction to Statistics (3) AND
+ PSY231 Laboratory for Statistics (1) OR
+ PSY230WL Introduction to Statistics with Lab (4) 3-4

PSY230 recommended.
Humanities, Arts and Design Credits: 6
PSY101 Introduction to Psychology 3
HES100 Healthful Living 3

Social-Behavioral Sciences Credits: 6
Met by PSY101 in Restricted Electives
AND

Any approved general education course in the Social-Behavioral Sciences [SB] area OR
May be met by HES100 in Restricted Electives
Recommended: HES100

Natural Sciences Credits: 0
Met by [(CHM130 and CHM130LL), CHM130AA, (CHM150 and CHM151LL), CHM150AA, (CHM151 and CHM151LL), or CHM151AA] and (BIO160 or BIO201).

Awareness Areas Credits: 3
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 3
HES210 Cultural Aspects of Health and Illness 3

Historical/Global Awareness Credits: 0
Met by HES210 in Cultural Diversity in the US area.

MCCCD Additional Requirements Credits: 3-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 3
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3

Critical Reading Credits: 0-3
+ CRE101 Critical Reading and Critical Thinking (3)
OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Associate in Arts, Emphasis in Nutritional Science (8115) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in Nutritional Science provides the first two years of a four-year curriculum for students who wish to specialize in Nutrition. Students desiring a career in nutrition as a Registered Dietitian Nutritionist (RDN) should pursue the Dietetics transfer plan. Following the completion of an accredited Bachelor of Science program at a university and an accredited internship, students may pursue a career in nutrition related healthcare, wellness and prevention, sports nutrition, food and nutrition management, etc. Application for the accredited internship is a highly competitive process.

The Nutritional Sciences transfer plan provides foundational nutrition principles that can be applied to other careers in healthcare. Students may choose to major in Nutritional Sciences, earn a bachelor degree, and then seek graduate educational programs in Physician Assistant, Medical Doctor or Physical Therapist.

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Health Solutions), Dietetics, BS
ASU (College of Health Solutions), Nutritional Science, BS

Refer to the MCCCD University Transfer Partner website for more information: ASU.

Program Prerequisites: None

Required Courses Credits: 18 - 24
+ BIO156++ Introductory Biology for Allied Health (4)
OR
+ BIO181++ General Biology (Majors) I (4) OR
One year of high school biology (0) 0-4
(needed as prerequisite for BIO201++, BIO202, BIO205)
+ BIO202 Human Anatomy and Physiology II 4
+ BIO205 Microbiology 4
FON100 Introductory Nutrition 3
FON142AB Science of Food 3

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

Arizona General Education Curriculum (AGEC)
Credits: 35-40
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 3
+ EXS290 Introduction to Evidence Based Practice (3)
OR
+ FON225 Research in Complementary and Alternative Nutrition Therapies (3) 3

Mathematics Credits: 3-6
+ MAT150 College Algebra/Functions (5) OR
+ MAT151 College Algebra/Functions (4) OR
+ MAT152 College Algebra/Functions (3) OR
+ MAT155 College Algebra/Functions with Review (5)
OR
+ MAT156 College Algebra/Functions with Review (6)
3-6
Higher approved general education course in the Mathematical Applications [MA] area (3-5) 3-6

Computer/Statistics/Qualified Applications Credits: 3-4
+ MAT206 Elements of Statistics (3) OR
+ PSY230 Introduction to Statistics (3) OR
+ PSY230 Introduction to Statistics (3) AND
+ PSY231 Laboratory for Statistics (1) OR
+ PSY230WL Introduction to Statistics with Lab (4) 3-4

Humanities, Arts and Design Credits: 6
Any approved general education course in the Humanities, Arts and Design [HU] area with a Cultural Diversity in the US [C] designation. (3)
AND
Any approved general education course in the Humanities, Arts and Design [HU] area. (3) 6

Social-Behavioral Sciences Credits: 6
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
COM230 Small Group Communication (3)
AND
Any approved general education course in the Social-Behavioral Sciences [SB] area with the Global [G] or Historical [H] designation. (3) 6

Natural Sciences Credits: 8-9
+ BIO201++ Human Anatomy and Physiology I (4)
AND
+ CHM130 Fundamental Chemistry (3) AND
+ CHM130LL Fundamental Chemistry Laboratory (1)
OR
+ CHM130AA Fundamental Chemistry with Lab (4)
OR
+ CHM150 General Chemistry I (4) OR
+ CHM151 General Chemistry I (3) AND
+ CHM151LL General Chemistry I Laboratory (1)
OR
+ CHM150AA General Chemistry I with Lab (5)
OR
+ CHM151AA General Chemistry I with Lab (4) 8-9

Awareness Areas Credits: 0
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0
Met by course in the Humanities, Arts and Design [HU] area.

Historical/Global Awareness Credits: 0
Met by course in the Social-Behavioral Sciences [SB] area.

MCCCD Additional Requirements Credits: 0-3
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
Met by COM100, COM110, or COM230 in the Social-Behavioral Sciences [SB] area.

Critical Reading Credits: 0-3
+ CRE101 Critical Reading and Critical Thinking (3)
OR
Equivalent as indicated by assessment (0) 0-3

General Electives Credits: 0-3
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

FON241 recommended

Associate in Arts, Emphasis in Speech and Hearing Science (8142) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in Speech and Hearing Science provides the first two years of a four-year curriculum for students who wish to specialize in speech and hearing sciences and/or are preparing for application to professional graduate programs in speech-language pathology, audiology, or auditory and language neuroscience. With a graduate degree, students may pursue a number of careers, including but not limited to, speech language pathologist, audiologist, speech scientist, and researcher. Students interested in becoming a Speech Language Pathology Assistant should refer to the Certificate of Completion (CCL) and Associate in Applied Science (AAS) in Speech Pathology Assistant.

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

Students intending to transfer to ASU to pursue a Bachelor of Science in Speech and Hearing Science will need a 2.8 GPA in the following courses: BIO160, MAT15+, MAT206 or PSY230, PHY101, PSY101, SLP214.

Department consent by the Speech Language Pathology (SLP) program director at Estrella Mountain Community College is required for enrollment in SLP Courses.

This program is intended to align with the Speech and Hearing Science, BS program requirements at Arizona State University.

Refer to the MCCCD University Transfer Partner website for more information: ASU.

Program Prerequisites: None

Required Courses Credits: 7-9
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

SLP205 Introduction to Communication Disorders (3) OR
SLP215 Speech, Language, Hearing Disorders and Rehabilitation (3) 3

SLP214 Speech Sound Disorders and Phonetics 3

Arizona General Education Curriculum (AGEC) Credits: 35-45
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 3
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3

Mathematics Credits: 3-6
+ MAT150 College Algebra/Functions (5) OR
+ MAT151 College Algebra/Functions (4) OR
+ MAT152 College Algebra/Functions (3) OR
+ MAT155 College Algebra/Functions with Review (5) OR
+ MAT156 College Algebra/Functions with Review (6) 3-6
Higher approved general education course in the Mathematical Applications [MA] area. (3-5) 3-6

Computer/Statistics/Qualified Applications Credits: 3-4
+ GBS221 Business Statistics (3) OR
+ MAT206 Elements of Statistics (3) OR
+ PSY230 Introduction to Statistics (3) OR
+ PSY230 Laboratory for Statistics (3) AND
+ PSY231 Laboratory for Statistics (1) OR
+ PSY230WL Introduction to Statistics with Lab (4)
+ SWU225 Statistics for Social Research/Justice and Government (3) 3-4

Humanities, Arts and Design Credits: 6
Any approved general education course in the Humanities, Arts and Design [HU] area. 6

Social-Behavioral Sciences Credits: 6
PSY101 Introduction to Psychology 3
AND
Any approved general education courses in the Social-Behavioral Sciences [SB] area. 3

Natural Sciences Credits: 8
BIO160 Introduction to Human Anatomy and Physiology 4
AND
+ PHY101 Introduction to Physics 4

Awareness Areas Credits: 0-6
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course with the Cultural Diversity in the U.S. [C] designation. 0-3

Historical/Global Awareness Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation. 0-3

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3

COM110 recommended

Critical Reading Credits: 0-3
+ CRE101 Critical Reading and Critical Thinking (3)
OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Associate in Applied Science in Exercise Science: Health, Fitness, and Sports Performance (3059) Credits: 62-74.5

Description: The Associate in Applied Science (AAS) in Exercise Science: Health, Fitness, and Sports Performance prepares students for the American College of Sports Medicine (ACSM), National Strength and Conditioning Association (NSCA), National Academy of Sports Medicine (NASM) and the American Council on Exercise (ACE) personal trainer certifications. The curriculum is designed to prepare students for employment in positions such as personal training within health and fitness clubs, wellness centers, and public and private recreation facilities. The curriculum includes the foundational courses required for the Certificate of Completion (CCL) in Personal Training coupled with advanced hands-on courses required for the CCL in Personal Training: Advanced that foster the development of critical thinking, leadership, and communication skills important for developing, implementing and leading exercise programs. This curriculum also provides a good foundation for transfer to a four-year bachelor program. Students who complete this AAS also qualify for the CCL in Personal Training and Personal Training: Advanced. An Associate in Arts (AA), Emphasis in Exercise Science is also available for students interested in continuing their studies in this field.

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

Program Prerequisites: None

Required Courses Credits 46-52.5
+ BIO181++ General Biology (Majors) I (4) OR
One (1) year of high school biology (0) 0-4

BIO160 Introduction to Human Anatomy and Physiology (4) OR
+ BIO201++ Human Anatomy and Physiology I (4) 4

EMT101 Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Health Care Providers (0.5)
OR
WED106 Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED) (0.5) OR
Current CPR/AED certification (0) 0-0.5

EXS101 Introduction to Exercise Science 3
+ EXS125 Introduction to Exercise Physiology 3
+ EXS146 Introduction to Exercise Testing 1
+ EXS215 Resistance Training and Recovery Techniques 3

+ EXS217 Cardiorespiratory and Flexibility Training 3
+ EXS246 Advanced Exercise Testing 2
+ EXS255 Program Design: Muscular Fitness and Performance 3
+ EXS257 Program Design: Cardiorespiratory Fitness 3

Student must complete three (3) credits from the following EXS internship course options:
+ EXS270 Exercise Science Internship (3) OR
+ EXS270AA Exercise Science Internship (1) AND
+ EXS270AB Exercise Science Internship (2)
OR

+ EXS275 Sport Science Internship (3) OR
+ EXS275AA Sport Science Internship (1) AND
+ EXS275AB Sport Science Internship (2)

OR
+ EXS270AA Exercise Science Internship (1) AND
+ EXS275AB Sport Science Internship (2)
OR
+ EXS270AB Exercise Science Internship (2) AND
+ EXS275AA Sport Science Internship (1) 3

+ EXS290 Introduction to Evidence Based Practice 3

FON100 Introductory Nutrition (3) OR
FON241 Principles of Human Nutrition (3) 3

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

HES100 Healthful Living 3
HES210 Cultural Aspects of Health and Illness 3

PED101ST Strength Training (1) OR
PED101RT Resistance Training for Improved Sports Performance (1) 1

PED101BC Boot Camp (1) OR
PED101BS Body Sculpting (1) OR
PED101CY Cycling - Indoor (1) OR
PED101GF Group Fitness/Aerobics (1) OR
PED101KB Kickboxing (1) OR
PED101LD Latin Dancing (1) OR
PED101PC Physical Conditioning (1) OR
PED101PS Pilates (1) OR
PED101SR Stretch and Relaxation (1) OR
PED101TC Tai Chi (1) OR
PED101TX Suspension Training (1) OR
PED101YG Gentle Yoga (1) OR
PED101YH Hatha Yoga (1) OR
PED101YO Yoga (1) OR
PED101YP Power Yoga (1) OR
PED101YR Restorative Yoga (1) OR
PED101ZU Zumba Fitness (1) 1

PSY101 Introduction to Psychology 3

Restricted Electives Credits:1
Complete one (1) credit from one of the following course options not already selected in the Required Courses area. Choose a course that best aligns with your academic and professional goals. Consult with an academic, faculty, or program advisor as needed.

EXS+++++ Any EXS Exercise Science course 1
FON+++++ Any FON Food and Nutrition course 1
HES+++++ Any HES Health Science course 1
PED+++++ Any PED Physical Education course 1
IFS110 Critical Research for College Success 1

General Education Requirement Credits: 15-21

General Education Core Credits: 12-18

First-Year Composition Credits: 6
+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Oral Communication Credits: 3
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3

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

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6)
OR
+ MAT150 College Algebra/Functions (5) OR
+ MAT151 College Algebra/Functions (4) OR
+ MAT152 College Algebra/Functions (3) OR
+ MAT155 College Algebra/Functions with Review (5)
OR
+ MAT156 College Algebra/Functions with Review (6)
OR
Higher level course in the Mathematical Applications [MA] area (3-6) 3-6

General Education Distribution Credits: 3

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

Social-Behavioral Sciences Credits: 0
Met by HES100 in Required Courses.

Natural Sciences Credits: 0
Met by BIO160 or BIO201++ in Required Courses

Associate in Applied Science in Nursing (3812) Credits: 62-75

Description: The Associate in Applied Science (AAS) in Nursing Program is available at eight of the Maricopa Community Colleges. Clinical experiences are provided in a variety of healthcare settings. Nursing Program graduates are eligible to apply for the national exam for the registered nurse license. Licensing requirements are the exclusive responsibility of the State Board of Nursing.

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

The Associate in Applied Science (AAS) Nursing Program is approved by the Arizona State Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326; (404.975.5000); email: info@acennursing.org.

Program offerings:
This program is offered at the following sites:
Chandler-Gilbert Community College
Estrella Mountain Community College
GateWay Community College
Glendale Community College
Mesa Community College
Paradise Valley Community College
Phoenix College
Scottsdale Community College

Waiver of Licensure/Certification Guarantee
Admission or graduation from the Nursing Program does not guarantee obtaining a license to practice nursing. Licensure requirements and the subsequent procedures are the exclusive right and responsibility of the Arizona State Board of Nursing. Students must satisfy the requirements of the Nurse Practice Act: Statutes, Rules and Regulations, independently of any college or school requirements for graduation.
Pursuant to A.R.S. 32-1606(B)(17), an applicant for professional or practical nurse license by examination is not eligible for licensure if the applicant has any felony convictions and has not received an absolute discharge from the sentences for all felony convictions. The absolute discharge must be received five or more years before submitting this application. If you cannot prove that the absolute discharge date is five or more years, the Board cannot process your application.

Level One Fingerprint Clearance is required for admission into the program. Applicants must present a Level One Fingerprint Clearance Card to be copied by the advisor or designee. For a Department of Public Safety Fingerprint Clearance Card application, contact MCCCD Healthcare/Nursing Advisor. If there is any question about eligibility for licensure or certification, contact the nursing education consultant at the Arizona State Board of Nursing (602.771.7800).

Health Declaration:
It is essential that nursing students be able to perform a number of physical activities in the clinical portion of the program. At a minimum, students will be required to lift patients, stand for several hours at a time and perform bending activities. Students who have a chronic illness or condition must be maintained on current treatment and be able to implement direct patient care. The clinical nursing experience also places students under considerable mental and emotional stress as they undertake responsibilities and duties impacting patients` lives. Students must be able to demonstrate rational and appropriate behavior under stressful conditions. Individuals should give careful consideration to the mental and physical demands of the program prior to making application. All must provide documentation of compliance with all health and safety requirements required to protect patient safety. Only students in compliance are permitted to enroll in nursing courses. Students will meet these requirements by providing the required documentation for the Health/Safety Requirements Documentation Checklist and the signed Health Declaration Form.

Health and Safety Requirements for the MaricopaNursing Program:
1. Students must submit a Health and Safety Documentation Checklist verifying completion of all requirements and maintain current status throughout the program.
2. Students must submit the Health Declaration Form signed by a licensed health care provider.
3. Students must test negative on a timed urine drug screen.
4. 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.

University Transfer Students:
Students who are planning to earn the Bachelor of Science in Nursing may obtain their prerequisite courses at the Maricopa Community Colleges. For information on courses that meet requirements for admission into a baccalaureate program, please contact a program advisor.

REGISTERED NURSE PATHWAY

Associate in Applied Science Degree in Nursing Program
The Associate in Applied Science (AAS) degree in Nursing graduate is eligible to apply for licensure as a Registered Nurse (RN). The RN is educated as a generalist who delivers health care to clients and family groups and has competencies related to the art and science of nursing. The RN may be employed in a variety of acute, long term, and community-based healthcare settings. The AAS degree in Nursing provides the graduate with an educational foundation for articulation into the university setting.

Program Notes: Students must earn a grade of C or better in all courses required within the program.
Students must complete the following general education and introductory courses with a 2.0 GPA to be added to the queue of those waiting for an available cohort space to begin the core curriculum. BIO156 or BIO181, BIO201, CHM130 and CHM130LL, CHM130AA, ENG101 or ENG107, MAT140 or MAT141 or MAT142.

Course Fee Information: Please see class schedule for information regarding course fees.

MaricopaNursing is aligned with Nurse of the Future Competencies: Person-Centered Care, Professionalism, Leadership, Systems-Based Practice, Informatics and Technology, Communication, Teamwork and Collaboration, Safety, Quality Improvement, and Evidence-Based Practice. These competencies focus on key stakeholders of healthcare clients, colleagues and communities. Demonstration of the competencies will signify preparation for successful transition into nursing practice and further professional development.
Admission Criteria: High school diploma or GED is required for the Associate in Applied Science degree in Nursing. Applicants must signify that they meet this requirement by providing high school diploma/transcripts or GED completion OR by signing the nursing application page containing the 'Declaration of High School Graduation or GED Completion.' In some instances, high school diploma/transcripts or proof of GED completion may be required.

Formal application and admission to the program is required. There are limited spaces available in the Nursing program. Only students who have completed all of the general education and introductory courses noted above may have their name added to the queue of those waiting for an available space in a cohort. A passing score on a nursing program admission test is required to complete an application.

Successful completion of a nurse assistant course (course must include an in-person clinical component) or certification or licensure as a Nurse Assistant is required to complete an application. The Nurse Assistant course does not have to be completed at a Maricopa college and certification or licensure is not required to apply. There is currently no time limit on when the Nurse Assistant course was taken.

Applicants for Advanced Placement must receive a passing score on a practical nursing content exam for placement into Block 3. The final placement decision rests with the Nursing Program Chair at the college to which the student is accepted. Advanced placement applications are maintained for two years from the date of application. After two years, the applicant is required to review, update, and resubmit the application.

The Nursing Program Chair reserves the right to deny acceptance of an admission application if the applicant was previously dismissed for issues relating to academic integrity, unsafe patient care, and/or two (2) or more failures from any nursing program.

All applicants holding or receiving a certificate or license as a Nursing Assistant and/or license as a Practical Nurse must remain in good standing with the Regulatory Board. Once enrolled, students receiving any disciplinary actions against their certificate or license must notify the Nursing Program Chair within five (5) school days. The Nursing Program Chair reserves the right to restrict the student`s participation in clinical experiences and involvement in patient care until the certificate and/or license is valid and unrestricted.

MaricopaNursing is aligned with Nurse of the Future Competencies: Patient-Centered Care, Professionalism, Leadership, Systems-Based Practice, Informatics and Technology, Communication, Teamwork and Collaboration, Safety, Quality Improvement, and Evidence-Based Practice. These competencies focus on key stakeholders of healthcare clients, colleagues and communities. Demonstration of the competencies will signify preparation for successful transition into nursing practice and further professional development.

Program Prerequisites: None

Required Courses Credits: 40-48
+ BIO156 Introductory Biology for Allied Health (4) OR
+ BIO181 General Biology (Majors) I (4) OR
One year of high school biology (0) 0-4
+ BIO201 Human Anatomy and Physiology I 4
+ CHM130 Fundamental Chemistry (3) AND
+ CHM130LL Fundamental Chemistry Laboratory (1)
OR
+ CHM130AA Fundamental Chemistry with Lab (4) OR
One year of high school chemistry (0) 0-4

+ NUR152 Nursing Theory and Science I 9
+ NUR172 Nursing Theory and Science II 9
+ NUR252 Nursing Theory and Science III 9
+ NUR283 Nursing Theory and Science IV 9

General Education Requirement Credits: 22-27

General Education Core Credits: 9-14
First-Year Composition Credits: 6
+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) 3
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 3

Oral Communication Credits: 0
Waived

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

Mathematics Credits: 3-5
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
Satisfactory completion of higher-level math course 3-5

General Education Distribution Credits: 13

Humanities, Arts and Design Credits: 2
Any approved general education course in the Humanities, Arts and Design area.

Social-Behavioral Sciences Credits: 3
PSY101 Introduction to Psychology 3

Natural Sciences Credits: 8
+ BIO202 Human Anatomy and Physiology II (4) AND
+ BIO205 Microbiology (4)

Associate in Applied Science in Nutrition and Dietetic Technology (3840) Credits: 65-82

Description: The Associate in Applied Science (AAS) in Nutrition and Dietetic Technology is a degree that emphasizes medical nutrition therapy, community nutrition and food service management. Students acquire the knowledge and skills foundation to work in dietetics through the integration of classroom learning and 466 hours of supervised practice. Emphasis is placed on the development of communication and human relations techniques that prepare the graduate for professional success. Upon successful completion of the program, the graduate will be eligible to take the Nutrition and Dietetics Technician, Registered (NDTR) Examination by the Commission on Dietetic Registration (CDR).

Job Description: The Nutrition and Dietetics Technician, Registered (NDTR) is prepared to play a key role in providing quality, cost-effective client care and food service management in a variety of employment settings. Job responsibilities may include patient counseling and education in Medical Nutrition Therapy, medical record documentation, health promotion and disease prevention, menu development, and management skills related to nutrition services and institutional food production.

Opportunities: NDTRs are an integral part of healthcare and food service management teams. They work independently or in partnership with Registered Dietitian Nutritionists (RDNs) in a variety of settings: acute and long-term care facilities, community health programs, senior centers, home health care programs, school lunch programs, WIC programs, fitness and wellness centers, and weight management clinics.

Program Notes
Students must earn a grade of C or better in all courses within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits 43-51
BIO160 Introduction to Human Anatomy and Physiology (4) OR
+ BIO201 Human Anatomy and Physiology I (4) AND
+ BIO202 Human Anatomy and Physiology II (4) 4-8

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

FON125 Introduction to Professions in Food, Nutrition, and Dietetics 1
FON142AB Science of Food 3
+ FON207 Introduction to Nutrition Services Management 3

+ FON210 Sports Nutrition and Supplements for Physical Activity (3) OR
+ FON247 Weight Management Science (3) 3

+ FON225 Research in Complementary and Alternative Nutrition Therapies 3
+ FON241 Principles of Human Nutrition 3
+ FON241LL Principles of Human Nutrition Laboratory 1
+ FON242 Introduction to Medical Nutrition Therapy 3
+ FON244AA Food Service Management Practicum 2
+ FON244AB Food Service Management Practicum Laboratory 2.5
+ FON245AA Medical Nutrition Therapy Practicum 2
+ FON245AB Medical Nutrition Therapy Practicum Laboratory 2.5
+ FON246AA Community Nutrition Practicum 2
+ FON246AB Community Nutrition Practicum Laboratory 2
+ FON250 Nutrition and Dietetic Exam Review 1

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

HCC145AA Medical Terminology for Health Care Professionals I (1) OR
HCC145 Medical Terminology for Health Care Professionals (3) 1-3

Restricted Electives Credits: 0-3
Students seeking university transfer may select zero (0) to three (3) credits:
+ MAT206 Elements of Statistics (3) OR
+ PSY230 Introduction to Statistics (3) 3

General Education Requirement Credits: 22-28

General Education Core Credits: 12-18

First-Year Composition Credits: 6
+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Oral Communication Credits: 3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3

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

Mathematics Credits: 3-6
+ MAT150 College Algebra/Functions (5) OR
+ MAT151 College Algebra/Functions (4) OR
+ MAT152 College Algebra/Functions (3) OR
+ MAT155 College Algebra/Functions with Review (5) OR
+ MAT156 College Algebra/Functions with Review (6) OR
Any approved general education course in the Mathematics area for which MAT15+ is a prerequisite (3-6) 3-6

General Education Distribution Credits: 10

Humanities, Arts and Design Credits: 3
Any approved general education course from the Humanities, Arts and Design area 3

Social-Behavioral Sciences Credits: 3
PSY101 Introduction to Psychology (3) OR
SOC101 Introduction to Sociology (3) 3

Natural Sciences Credits: 4
+ CHM130 Fundamental Chemistry (3) AND
+ CHM130LL Fundamental Chemistry Laboratory (1) OR
+ CHM130AA Fundamental Chemistry with Lab (4) 4

Associate in Applied Science in Paramedicine (3889) Credits: 63.5-75.5

Description: The Associate in Applied Sciences (AAS) in Paramedicine is a nationally accredited program designed to prepare students to become Paramedics. This program is a formal education in such paramedicine topics as anatomy and physiology, pathophysiology, cardiology, pulmonary, pharmacology, pediatrics, geriatrics hematology, toxicology. Paramedicine builds upon EMT education and includes paramedic scope of practice. Paramedicine is integrated with fire service, law enforcement, ground transport services, flight transport services, search and rescue, hospitals, clinical setting, community paramedicine, and EMS education. There is a Certificate of Completion (CCL) in Paramedicine available.

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

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

Admission Criteria: Students must be current and in good standing with the Arizona Department of Health Services Bureau of Emergency Medical Services-Certified as an Emergency Medical Technician. EMT certification preparatory courses are available at Maricopa County Community Colleges. Contact an academic advisor for details.

Students must complete an application and selection process.

Program Prerequisites: None

Required Courses Credits: 45.5-51.5
BIO160 Introduction to Human Anatomy and Physiology 4

EMT101 Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Health Care Providers 0.5

PME190 Introduction to ECG Rhythm Analysis and Interpretation for EMS Professionals (3) OR
Permission of Program Director (0) 0-3

PME191 Introduction to Pharmacology for EMS Professionals (3) OR
Permission of Program Director (0) 0-3

+ PME201 Advanced Cardiac Life Support (ACLS) Initial Provider in Paramedicine 1
+ PME202 Pediatric Advanced Life Support (PALS) Initial Provider in Paramedicine 1
+ PME203 Pediatric Emergencies for Prehospital Professionals (PEPP) Initial Provider in Paramedicine 1
+ PME204 Neonatal Resuscitation Provider (NRP) in Paramedicine 0.5
+ PME205 Advanced Medical Life Support (AMLS) Initial Provider in Paramedicine 1
+ PME206 International Trauma Life Support (ITLS) Provider/Pre-Hospital Trauma Life Support (PHTLS) 1
+ PME240 Pharmacology in Paramedicine 3
+ PME245 Airway and Ventilatory Management in Paramedicine 3

+ PME250 Comprehensive Patient Assessment in Paramedicine 1
+ PME251 Medical Emergencies in Paramedicine I 4
+ PME252 Medical Emergencies in Paramedicine II 4
+ PME253 Medical Emergencies in Paramedicine III 4
+ PME254 Technical Operations in Paramedicine 2.5
+ PME260 Trauma Patient Management in Paramedicine 2
+ PME270 Immersive Total Patient Management Experience (ITPME) 2
+ PME280 Preparation for Paramedicine Practicum 1

+ PME281 Paramedicine Clinical Practicum: Comprehensive (2) OR
+ PME281AA Paramedicine Clinical Practicum: Phase I (1) AND
+ PME281AB Paramedicine Clinical Practicum: Phase II (1) 2

+ PME288 Paramedicine Comprehensive Field Internship Practicum 5
+ PME289 Preparation for Paramedic National Credentialing 2

General Education Requirement Credits: 18-24

General Education Core Credits: 12-18

First-Year Composition Credits: 6
+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

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

+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3
+ COM225 recommended for students who intend to transfer to satisfy the AGEC-A literacy requirement
COM110 or COM230 recommended for students who do not intend to transfer.

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

Mathematics Credits: 3-6
+ MAT126 Intermediate Algebra with Review (6) OR
+ MAT120 Intermediate Algebra (5) OR
+ MAT121 Intermediate Algebra (4) OR
+ MAT122 Intermediate Algebra (3) 3-6
MAT150, or MAT151, or MAT152 recommended for students who intend to transfer

General Education Distribution Credits: 6

Humanities, Arts and Design Credits: 3
Any approved general education course from the Humanities, Arts and Design area.

Social-Behavioral Sciences Credits: 3
Any approved general education course from the Social-Behavioral Sciences area.

Natural Sciences Credits: 0
Met by BIO160 in the Required Courses area

Certificate of Completion in Critical Care Paramedicine (5003N) Credits: 8

Description: The Certificate of Completion (CCL) in Critical Care Paramedicine is designed to provide the knowledge, skills and ability to synthesize standard of care and expanded scope of practice with comprehensive assessment, diagnostic technology, patient advocacy, ethical and professional behaviors, to practice patient-centered evidence-based paramedicine in the clinical, out-of-hospital, and inter-facility transport settings. This certificate prepares students for a critical care paramedic credential.

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better in all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Admission Criteria
Current state Paramedic certification.

Program Prerequisites: None

Required Courses Credits: 8
PME292 Critical Care Paramedicine 8

Certificate of Completion in Emergency Medical Technology (5643N) Credits: 13

Description: The Certificate of Completion (CCL) in Emergency Medical Technology curriculum provides the student with the necessary knowledge and skills in accordance with the National EMS Scope of Practice published by National Highway Traffic Safety Administration (NHTSA) and the Arizona Department of Health Services. Successful completion of the curriculum and upon licensure, the candidate can seek employment with ambulance service companies, first responder agencies, fire departments, and hospitals as an Emergency Medical Technician (EMT). Emphasis is on the fundamental principles and skills required to provide emergency medical care for the ill or injured. The primary focus of an EMT is to respond to, assess and triage emergent, urgent, and non-urgent requests for medical care, apply basic knowledge and skills necessary to provide patient care and medical transportation to/from an emergency or health care facility.

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

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better in all courses within the program.

EMT104 requires students to complete additional hours in a competency-based clinical, vehicular, and/or scenario-based experience. Depending on the college, this may be completed through EMT104AB or program director-approved rotation.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Admission Criteria
At Rio Salado College, this program is offered through an educational partnership. Employment by the partnership organization is required for admission.

Program Prerequisites: None

Required Courses Credits: 13
Students who have current validation in Basic Life Support (BLS) are required to receive credit by evaluation.

EMT101 Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Health Care Providers (0.5)
OR
Current validation in Basic Life Support (BLS) Health Care Provider/Professional Rescuer (0) AND
Credit By Evaluation (0.5) 0.5
+ EMT104AB Applied Practical Studies for Emergency Medical Technology 0.5
+ EMT104LL Emergency Medical Technology Practicum 2
+ EMT104 Emergency Medical Technology 10

Certificate of Completion in Emergency Medical Technology Comprehensive (5058) Credits: 16-17

Description: The Certificate of Completion (CCL) in Emergency Medical Technology Comprehensive curriculum provides the student with the necessary knowledge and skills in accordance with the National EMS Scope of Practice published by National Highway Traffic Safety Administration (NHTSA) and the Arizona Department of Health Services. This certificate provides students with the expanded knowledge and skills for pre-hospital settings. Successful completion of the curriculum and upon licensure, the candidate can seek employment with ambulance service companies, first responder agencies, fire departments, and hospitals as an Emergency Medical Technician (EMT). Emphasis is on the fundamental principles and skills required to provide emergency medical care for the ill or injured. The primary focus of an EMT is to respond to, assess and triage emergent, urgent, and non-urgent requests for medical care, apply basic knowledge and skills necessary to provide patient care and medical transportation to/from an emergency or health care facility.

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

Program Notes
Students must earn a grade of C or better in all courses within the program.
EMT104 requires students to complete additional hours in a competency-based clinical, vehicular, and/or scenario-based experience. Depending on the college, this may be completed through EMT104AB or program director-approved rotation.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 13
Students who have current validation in Basic Life Support (BLS) are required to receive credit by evaluation.

EMT101 Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Health Care Providers (0.5)
OR
Current validation in Basic Life Support (BLS) Health Care Provider/Professional Rescuer (0) AND
Credit by Evaluation (0.5) 0.5

+ EMT104AB Applied Practical Studies for Emergency Medical Technology 0.5

+ EMT104 Emergency Medical Technology 10
+ EMT104LL Emergency Medical Technology Practicum 2

Restricted Electives Credits: 3-4
AJS/EMT/FSC258 Victimology and Crisis Management in Public Safety 3
BIO156 Introductory Biology for Allied Health 4
HCC145 Medical Terminology for Health Care Professionals 3
PME190 Introduction to ECG Rhythm Analysis and Interpretation for EMS Professionals 3
PME191 Introduction to Pharmacology for EMS Professionals 3
SWU258 Victimology and Crisis Management 3

Certificate of Completion in Community Health Work (5896) Credits: 18

Description: The Certificate of Completion (CCL) in Community Health Work program is designed to prepare individuals for entry-level employment as health navigators or community health workers in a variety of health industries, including public health, clinics, hospitals, insurance companies, and non-profit agencies that serve the community. Students will develop knowledge of public health systems and terminology necessary for communication in health care. Through this certificate, students will learn to support diverse client populations and connect them with appropriate health resources and services through the application of communication, relationship-building, education, assessment and outreach, service coordination, and advocacy skills in the community health setting.

Program Notes
Students must earn a grade of C or better in each course in the program.

Admissions Criteria
1. Formal application and admission to the program.
2. Background check requirements: Admission to an Allied Health program requires that students be in compliance with the Maricopa County Community College District Background Check Standards. Upon conditional program enrollment, the student must comply with all requirements of the MCCCD Background Check Policy and drug testing protocols.
3. Clinical health and safety requirements must be met. Upon conditional program enrollment, the student must comply with all requirements of the MCCCD Clinical Health and Safety Policy.
4. Inability to comply with background check requirements and/or clinical health and safety requirements at the start of classes may result in cancellation of enrollment.

Program Prerequisites: None

Required Courses Credits: 18
IPH101 Introduction to Public Health 3
IPH105 Introduction to Community Health Work 3
IPH106 Cultural Aspects of Health for Community Health Work 3
+IPH112 Community-Based Health Education in Health and Illness 3
+IPH136 Medical Terminology for Community Health Work 2
+IPH205 Chronic Disease Management 3
+IPH275 Community Health Work Practicum 1

Certificate of Completion in Clinical Research Coordination (5901) Credits: 29-30

Description: The Certificate of Completion (CCL) in Clinical Research Coordination requires coursework which covers research investigation site management, study coordinator related activities, subject participation coordination, and regulatory documentation and administration. The program focus is on the achievement of behavioral competencies and technical skills for Clinical Research Coordinators (CRC) including essential documentation identification and preparation; subject screening, enrollment, recruitment, and follow-up visits; maintenance, dispensing and documentation of investigational product; completion of case report forms and ancillary regulatory documents; and the adherence to International Conference on Harmonization (ICH) Good Clinical Practice (GCP) guidelines.

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

Prerequisites: None

Required Courses Credits 29-30

CIS114DE Excel Spreadsheet 3
CRC101 Introduction to Clinical Research 4
CRC102 Clinical Research Regulations 4
CRC103 Research Design and Data Management 4
CRC151 Introduction to Medical Devices in Clinical Evaluation 2
CRC152 Research Ethics 3
CRC153 Institutional Review Board in Clinical Research 3
CRC160 Clinical Research Site Management 4

HCC145 Medical Terminology for Health Care Professionals (3) OR
HCC146 Common Medical Terminology for Health Care Professionals (2) 2-3

Certificate of Completion in Clinical Data Coordination (5903) Credits: 17-18

Description: The Certificate of Completion (CCL) in Clinical Data Coordination provides students an understanding of the steps involved in clinical data management from study site planning, preparation, data extraction for analysis, reporting of clinical trials, with emphasis on tracking deadlines and milestones. Courses include competencies in design and development of databases, maintenance of required documentation, standard operating procedures (SOPs), and quality control. In addition, the Clinical Data Coordination program ensures compliance with data security and confidentiality, federal laws and regulations in the conduct of research. Students will gain substantive knowledge in how to monitor clinical trials; as well as when, why, and how to engage clinical research organizations (CROs).

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

Program Prerequisites: None

Required Courses Credits 17-18
CIS114DE Excel Spreadsheet 3
CRC101 Introduction to Clinical Research 4
CRC102 Clinical Research Regulations 4
CRC103 Research Design and Data Management 4
HCC145 Medical Terminology for Health Care Professionals (3) OR
HCC146 Common Medical Terminology for Health Care Professionals (2) 2-3

Certificate of Completion in Paramedicine (5990) Credits: 44.5 - 45.5

Description: The Certificate of Completion (CCL) in Paramedicine is a nationally accredited program designed to prepare students to become Paramedics. This program is a formal education in such paramedicine topics as anatomy and physiology, pathophysiology, cardiology, pulmonary, pharmacology, pediatrics, geriatrics hematology, and toxicology. Paramedicine builds upon EMT education and includes paramedic scope of practice. Paramedicine is integrated with fire service, law enforcement, ground transport services, flight transport services, search and rescue, hospitals, clinical setting, community paramedicine, and EMS education. There is an Associate in Applied Science (AAS) in Paramedicine available.

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

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

Admission Criteria: Students must be current and in good standing with the Arizona Department of Health Services Bureau of Emergency Medical Services-Certified as an Emergency Medical Technician. EMT certification preparatory courses are available at Maricopa County Community Colleges. Contact an academic advisor for details.

Students must complete an application and selection process.

Program Prerequisites: None

Required Courses Credits: 44.5-45.5
BIO160 Introduction to Human Anatomy and Physiology (4) OR
PME160 Emergency Medical Services Professionals: Anatomy and Physiology (3) 3-4

EMT101 Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Health Care Providers 0.5
+ PME201 Advanced Cardiac Life Support (ACLS) Initial Provider in Paramedicine 1
+ PME202 Pediatric Advanced Life Support (PALS) Initial Provider in Paramedicine 1
+ PME203 Pediatric Emergencies for Prehospital Professionals (PEPP) Initial Provider in Paramedicine 1
+ PME204 Neonatal Resuscitation Provider (NRP) in Paramedicine 0.5
+ PME205 Advanced Medical Life Support (AMLS) Initial Provider in Paramedicine 1
+ PME206 International Trauma Life Support (ITLS) Provider/Pre-Hospital Trauma Life Support (PHTLS) 1
+ PME240 Pharmacology in Paramedicine 3
+ PME245 Airway and Ventilatory Management in Paramedicine 3
+ PME250 Comprehensive Patient Assessment in Paramedicine 1

+ PME251 Medical Emergencies in Paramedicine I 4
+ PME252 Medical Emergencies in Paramedicine II 4
+ PME253 Medical Emergencies in Paramedicine III 4
+ PME254 Technical Operations in Paramedicine 2.5
+ PME260 Trauma Patient Management in Paramedicine 2
+ PME270 Immersive Total Patient Management Experience (ITPME) 2
+ PME280 Preparation for Paramedicine Practicum 1

+ PME281 Paramedicine Clinical Practicum: Comprehensive (2) OR
+ PME281AA Paramedicine Clinical Practicum: Phase I (1) AND
+ PME281AB Paramedicine Clinical Practicum: Phase II (1) 2

+ PME288 Paramedicine Comprehensive Field Internship Practicum 5
+ PME289 Preparation for Paramedic National Credentialing 2

Certificate of Completion in Personal Trainer (5421) Credits: 18-18.5

Description: The Certificate of Completion (CCL) in Personal Training is designed to prepare students for the American College of Sports Medicine (ACSM), National Strength and Conditioning Association (NSCA), National Academy of Sports Medicine (NASM), and the American Council on Exercise (ACE) personal trainer certifications. These certifications are generally required for employment in personal training positions and/or professional advancement within the fitness industry. The curriculum provides students with the foundational skills needed to design and implement fitness programs appropriate to clients' goals and aligned with current industry best practices. A CCL in Personal Training: Advanced, an Associate in Applied Science (AAS) in Exercise Science: Health, Fitness, and Sports Performance, and an Associate in Arts (AA), Emphasis in Exercise Science are also available for students interested in continuing their studies in this field.

Program Notes
Students must earn a grade of C or better in all courses within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits 17-17.5
EMT101 Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Health Care Providers (0.5) OR
WED106 Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED) (0.5) OR
Current CPR/AED certification (0) 0-0.5

EXS101 Introduction to Exercise Science 3

+ EXS125 Introduction to Exercise Physiology 3
+ EXS146 Introduction to Exercise Testing 1
+ EXS215 Resistance Training and Recovery Techniques 3
+ EXS217 Cardiorespiratory and Flexibility Training 3

FON100 Introductory Nutrition (3) OR
FON241 Principles of Human Nutrition (3) 3

PED101ST Strength Training (1) OR
PED101RT Resistance Training for Improved Sports Performance (1) 1

Restricted Electives Credits 1
Complete one (1) credit from one of the following course options not already selected in the Required Courses area. Choose a course that best aligns with your academic and professional goals. Consult with an academic, faculty, or program advisor as needed.

EXS+++++ Any EXS Exercise Science course 1
FON+++++ Any FON Food and Nutrition course 1
HES+++++ Any HES Health Science course 1
PED+++++ Any PED Physical Education course 1
IFS110 Critical Research for College Success 1

Certificate of Completion in Personal Trainer: Advanced (5445) Credits 30-30.5

Description: The Certificate of Completion (CCL) in Personal Training: Advanced is designed to prepare students for the American College of Sports Medicine (ACSM), National Strength and Conditioning Association (NSCA), National Academy of Sports Medicine (NASM), and the American Council on Exercise (ACE) personal trainer certifications. These certifications are generally required for employment in personal training positions and/or professional advancement within the fitness industry. The curriculum is designed to prepare students for employment in positions such as personal training within health and fitness clubs, wellness centers, and public and private recreation facilities. The curriculum includes the foundational courses required for the CCL in Personal Training coupled with advanced hands-on courses that foster the development of critical thinking and leadership skills important for developing, implementing and leading exercise programs. An Associate in Applied Science (AAS) in Exercise Science: Health, Fitness, and Sports Performance and an Associate in Arts (AA), Emphasis in Exercise Science are also available for students interested in continuing their studies in this field.

Program Notes
Students must earn a grade of C or better in all courses within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 29-29.5
EMT101 Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Health Care Providers (0.5) OR
WED106 Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED) (0.5) OR
Current CPR/AED certification (0) 0-0.5

EXS101 Introduction to Exercise Science 3
+ EXS125 Introduction to Exercise Physiology 3
+ EXS146 Introduction to Exercise Testing 1
+ EXS215 Resistance Training and Recovery Techniques 3
+ EXS217 Cardiorespiratory and Flexibility Training 3
+ EXS246 Advanced Exercise Testing 2
+ EXS255 Program Design: Muscular Fitness and Performance 3
+ EXS257 Program Design: Cardiorespiratory Fitness 3

Student must complete three (3) credits from the following EXS internship course options:
+ EXS270 Exercise Science Internship (3) OR
+ EXS270AA Exercise Science Internship (1) AND
+ EXS270AB Exercise Science Internship (2) 3

FON100 Introductory Nutrition (3) OR
FON241 Principles of Human Nutrition (3) 3

PED101RT Resistance Training for Improved Sports Performance (1) OR
PED101ST Strength Training (1) 1

PED101BC Boot Camp (1) OR
PED101BS Body Sculpting (1) OR
PED101CY Cycling - Indoor (1) OR
PED101GF Group Fitness/Aerobics (1) OR
PED101KB Kickboxing (1) OR
PED101LD Latin Dancing (1) OR
PED101PC Physical Conditioning (1) OR
PED101PS Pilates (1) OR
PED101SR Stretch and Relaxation (1) OR
PED101TC Tai Chi (1) OR
PED101TX Suspension Training (1) OR
PED101YG Gentle Yoga (1) OR
PED101YH Hatha Yoga (1) OR
PED101YO Yoga (1) OR
PED101YP Power Yoga (1) OR
PED101YR Restorative Yoga (1) OR
PED101ZU Zumba Fitness (1) 1

Restricted Electives Credits 1
Complete one (1) credit from one of the following course options not already selected in the Required Courses area. Choose a course that best aligns with your academic and professional goals. Consult with an academic, faculty, or program advisor as needed.

EXS+++++ Any EXS Exercise Science course (1)
FON+++++ Any FON Food and Nutrition course (1)
HES+++++ Any HES Health Science course (1)
PED+++++ Any PED Physical Education course (1)
IFS110 Critical Research for College Success (1)

Certificate of Completion in Practical Nursing (5957) Credits: 35-45

Description: The Certificate of Completion (CCL) in Practical Nursing Program is available at seven of the Maricopa Community Colleges. Clinical experiences are provided in a variety of healthcare settings. Practical Nursing Program graduates are eligible to apply for the national exam for the practical nurse license. Licensing requirements are the exclusive responsibility of the State Board of Nursing.

The Certificate of Completion Practical Nursing Program is approved by the Arizona State Board of Nursing.

Program offerings:
This program is offered at the following sites:
Chandler Gilbert Community College
Estrella Mountain Community College
GateWay Community College
Glendale Community College
Mesa Community College
Paradise Valley Community College
Phoenix College
Scottsdale Community College

Waiver of Licensure/Certification Guarantee:
Admission or graduation from the Nursing Program does not guarantee obtaining a license to practice nursing. Licensure requirements and the subsequent procedures are the exclusive right and responsibility of the Arizona State Board of Nursing. Students must satisfy the requirements of the Nurse Practice Act: Statutes, Rules and Regulations, independently of any college or school requirements for graduation.

Pursuant to A.R.S. 32-1606(B)(17), an applicant for professional or practical nurse license by examination is not eligible for licensure if the applicant has any felony convictions and has not received an absolute discharge from the sentences for all felony convictions. The absolute discharge must be received five or more years before submitting this application. If you cannot prove that the absolute discharge date is five or more years, the Board cannot process your application.

Level One Fingerprint Clearance is required for admission into the program. Applicants must present a Level One Fingerprint Clearance Card to be copied by the advisor or designee. For a Department of Public Safety Fingerprint Clearance Card application, contact MCCCD Healthcare/Nursing Advisor. If there is any question about eligibility for licensure or certification, contact the nursing education consultant at the Arizona State Board of Nursing (602-771-7800).

Health Declaration:
It is essential that nursing students be able to perform a number of physical activities in the clinical portion of the program. At a minimum, students will be required to lift patients, stand for several hours at a time and perform bending activities. Students who have a chronic illness or condition must be maintained on current treatment and be able to implement direct patient care. The clinical nursing experience also places students under considerable mental and emotional stress as they undertake responsibilities and duties impacting patients` lives. Students must be able to demonstrate rational and appropriate behavior under stressful conditions. Individuals should give careful consideration to the mental and physical demands of the program prior to making application. All must provide documentation of compliance with all health and safety requirements required to protect patient safety. Only students in compliance are permitted to enroll in nursing courses. Students will meet these requirements by providing the required documentation for the Health/Safety Requirements Documentation Checklist and the signed Health Declaration Form.

Health and Safety Requirements for the Nursing Program:
1. Students must submit a Health and Safety Documentation Checklist verifying completion of all requirements and maintain current status throughout the program.

2. Students must submit the Health Declaration Form signed by a licensed health care provider.
3. Students must test negative on a timed urine drug screen.
4. 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.

University Transfer Students:
Students who are planning to earn the Bachelor of Science in Nursing may obtain their prerequisite courses at the Maricopa Community Colleges. For information on courses that meet requirements for admission into a baccalaureate program, please contact a program advisor.

PRACTICAL NURSE EXIT OPTION
Following completion of the practical nurse level program of study, the student is eligible to apply for licensure as a practical nurse. Licensed Practical Nurses (LPN) may be employed in acute, long-term, and community-based health care settings under the direction of a registered nurse. Practical Nurses function within their legal scope of practice and use professional standards of care in illness care and health promotion activities for clients and families across the life span.

The Associate in Applied Science (AAS) Nursing Program is approved by the Arizona State Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; (404-975-5000); email: info@acennursing.org.

Suggested Course Plan Sequenced by Semester

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

Program Notes:
Students must earn a grade of C or better in all courses within the program.
Course Fee Information:
Please see class schedule for information regarding course fees.

MaricopaNursing is aligned with Nurse of the Future Competencies: Patient-Centered Care, Professionalism, Leadership, Systems-Based Practice, Informatics and Technology, Communication, Teamwork and Collaboration, Safety, Quality Improvement, and Evidence-Based Practice. These competencies focus on key stakeholders of healthcare clients, colleagues and communities. Demonstration of the competencies will signify preparation for successful transition into nursing practice and further professional development.

Admission Criteria: High School diploma or GED is required for the Certificate of Completion in Practical Nursing. Applicants must signify that they meet this requirement by providing high school diploma/transcripts or GED completion OR by signing the nursing application page containing the `Declaration of High School Graduation or GED completion`. In some instances, high school diploma/transcripts or proof of GED completion may be required.

Formal application and admission to the program is required; all program prerequisites must be completed prior to submission.

A passing score on a nursing program admission test is required to complete an application.
The Nursing Program Chair reserves the right to deny acceptance of an admission application if the applicant was previously dismissed for issues relating to academic integrity, unsafe patient care, and/or two (2) or more failures from any nursing program.

All applicants holding or receiving a certificate as a Nursing Assistant and/or license as a Practical Nurse must remain in good standing with the Board of Nursing. Once enrolled, students receiving any disciplinary actions against their certificate or license must notify the Nursing Program Chair within five (5) school days. The Nursing Program Chair reserves the right to restrict the student`s participation in clinical experiences and involvement in patient care until the certificate and/or license is valid and unrestricted.

Program Prerequisites Credits: 10-20
The credit-hour range is subject to change depending on the student's educational experience
+ BIO156 Introductory Biology for Allied Health (4) OR
+ BIO181 General Biology (Majors) I (4) OR
One year of high school biology 0-4

+ BIO201 Human Anatomy and Physiology I 4

+ CHM130 Fundamental Chemistry (3) AND
+ CHM130LL Fundamental Chemistry Laboratory (1)
OR
+ CHM130AA Fundamental Chemistry with Lab (4) OR
One year of high school chemistry 0-4

+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) 3

+

MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
Satisfactory completion of higher level mathematics course 3-5

Students that are admitted into the MaricopaNursing Program for Fall 2015 and Spring 2016, AND completed MAT120, MAT121, or MAT122 prior to Fall 2015 as an admission requirement, may complete the program without completing MAT140, MAT141, or MAT142 as a graduation requirement, by waiver of the program director.

Required Courses Credits: 25
+ BIO202 Human Anatomy and Physiology II 4
+ NUR152 Nursing Theory and Science I 9
+ NUR172 Nursing Theory and Science II 9
+ NUR191 Practical Nursing Transition

Certificate of Completion in Nurse Assisting (5963N) Credits: 2-4.5

Description: The Certificate of Completion (CCL) in Nurse Assisting prepares students for employment as a nurse assistant. The program combines classroom instruction with clinical laboratory practice and long-term care and/or acute care experiences. Students who complete the program are eligible to take a written and practical certification examination if desired to meet employment requirements to be a nurse assistant. Certification/licensing requirements are the exclusive responsibility of the Arizona State Board of Nursing.

The MCCCD Nurse Assisting program is approved by the Arizona State Board of Nursing.

Waiver of Licensure/Certification Guarantee:
Admission or completion from the MCCCD Nurse Assisting program does not guarantee obtaining a license or certificate to practice as a nurse assistant. Licensure and certification requirements and the subsequent procedures are the exclusive right and responsibility of the Arizona State Board of Nursing. Students must satisfy the requirements of the Nurse Practice Act: Statutes, Rules and Regulations, independently of any college of school requirements for graduation.

Pursuant to A.R.S. §32-1606(B)(17), an applicant for professional or practical nurse license by examination is not eligible for licensure if the applicant has any felony convictions and has not received an absolute discharge from the sentences for all felony convictions. The absolute discharge must be received five or more years before submitting this application. If you cannot prove that the absolute discharge date is five or more years, the Board cannot process your application.

All nurse assistant applicants for certification will be fingerprinted to permit the Department of Public Safety to obtain state and federal criminal history information. All applicants with a positive history are investigated. If there is any question about eligibility for licensure or certification, contact the nursing education consultant at the Arizona State Board of Nursing (602-899-5150).

Health Declaration:
It is essential that students be able to perform a number of physical activities in the clinical portion of the program. At a minimum, students will be required to lift patients, stand for several hours at a time and perform bending activities. The clinical nursing experience also places students under considerable mental and emotional stress as they undertake responsibilities and duties impacting patients` lives. Students must be able to demonstrate rational and appropriate behavior under stressful conditions. Individuals should give careful consideration to the mental and physical demands of the program prior to making application.

Health and Safety Requirements for MCCCD Nurse Assisting Program:
1. Students must meet and maintain health and safety requirements throughout the program.
2. Admission to a Maricopa County Community College District health program requires that students be in compliance with the MCCCD Supplemental Background Check Policy. Evidence of a current Arizona Department of Public Safety Level One Fingerprint Clearance Card is required for program application.
3. Negative urine drug screen.

Grade Requirements:
Student must obtain a C grade or better in all courses.

University Transfer Students:
For students planning a university program:
Students who are planning to earn the Bachelor of Science in Nursing may obtain their prerequisite courses at Maricopa Community Colleges. For information on courses that meet requirements for admission into a baccalaureate program, please contact a program advisor.

THE NURSE ASSISTING PATHWAY
The nurse assisting pathway is designed to prepare students to complete the Nurse Assistant certification/licensure through the Arizona State Board of Nursing to practice in a health care agency as a nurse assistant. Completion of the Nurse Assistant program of study provides job ready skills as a nurse assistant.

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

Program Notes:
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better in all courses within the program.

Admission Criteria: Application and acceptance into the program, high school graduate or GED, and meet current health and safety course requirements.

Program Prerequisites: None

Required Courses Credits: 2-4.5
+ NUR158 Nurse Assisting (4.5) OR
Advanced Placement course:
+ NCE150 Advanced Placement: Nurse Assisting (2) 2-4.

Certificate of Completion in Tactical Emergency Casualty Care (5998N) Credits: 2.5

Description: The Certificate of Completion (CCL) in Tactical Emergency Casualty Care is designed to provide the knowledge, skills and ability to synthesize standard of care and expanded scope of practice with comprehensive assessment, diagnostic technology, patient advocacy, ethical and professional behaviors, to practice patient-centered evidence-based paramedicine in the tactical emergency setting. This certificate prepares students for a tactical emergency casualty care paramedic credential.

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better in all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Admission Criteria
Current state Paramedic certification.

Program Prerequisites: None

Required Courses Credits: 2.5
PME293 Tactical Emergency Casualty Care (TECC) 2.5



STEM

If you want to work in a lab, design electronics, become a pharmacist or doctor, or play with numbers all day, then the Science, Technology, Engineering, and Mathematics (STEM) Field of Interest might be right for you.

Maricopa Community Colleges' STEM degrees and certificates can help you prepare for a career where you can use your skills to solve problems and discover new frontiers. STEM careers involve critical thinking and creative problem solving through research and design. Maricopa Community Colleges can get you started on the path to becoming a doctor, pharmacist, science researcher, data scientist/statistician, physicist, engineer, and more. You can also earn certificates in biotechnology and biosciences, electrical engineering, nanotechnology, and more. Many of the skills you'll acquire in your STEM coursework can be applied to a variety of fields, like computer science, healthcare, and even sports medicine.

University Transfer and Degrees

Associate in Arts, Emphasis in Geography (8113)
Associate in Arts, Emphasis in Mathematic (8125)
Associate in Arts, Emphasis in Sustainability and Environmental Studies (8123)
Associate in Science, Emphasis in Astronomy (8605)
Associate in Science, Emphasis in Biochemistry (8610)
Associate in Science, Emphasis in Biological Sciences (8602)
Associate in Science, Emphasis in Chemistry (8603)
Associate in Science, Emphasis in Engineering (8607)
Associate in Science, Emphasis in Geography - Meteorology (8604)
Associate in Science, Emphasis in Geology (8608)
Associate in Science, Emphasis in Physics (8606)
Associate in Applied Science, Engineering Technology (3187)

Academic Certificate

Award Certificate in Sustainability (6240N)

Associate in Arts, Emphasis in Geography (8113) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in Geography provides the first two years of a four-year curriculum for students who wish to specialize in human and/or physical geography. Graduates of this associate degree program can work as cartographers, land surveyors, GIS analysts, and forest and conservation workers. With a bachelor's degree, students can pursue a number of careers, including geographers, hydrologists, GIS technicians and technologists, and forest fire inspectors and prevention specialists. Upon completion of a graduate degree, students can pursue careers as atmospheric and space scientists, environmental scientists, geoscientists, climate change analysts, urban planners, and geography professors.

Program Notes
Students must earn a grade of C or better in all courses within the program.
This program is intended to align with the following university requirements:
ASU (College of Liberal Arts and Sciences), Geography, BS
ASU (College of Liberal Arts and Sciences), Geography, BA
NAU, Geography, Environment, and Society, BS
U of A, Geography, BA
U of A, Geography, BS
U of A, Urban and Regional Development, BS

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU, U of A.

Program Prerequisites: None

Required Courses Credits: 1-3
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

Arizona General Education Curriculum (AGEC) Credits: 35-41
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 3
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3.

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area (3-6) 3-6

Computer/Statistics/Qualified Applications Credits: 3
GIS205 Geographic Information Technologies 3.

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area.

Social-Behavioral Sciences Credits: 0
GCU102 Human Geography: Spatial Relationships Between Humans and Culture with Their Environment (3)
AND
GCU121WG World Geography: People, Places, and Culture (3) 6

Natural Sciences Credits: 8
GPH111 Physical Geography: Atmosphere, Lithosphere, Water And Hazards Lecture (3) AND
+ GPH112 Physical Geography: Climate, Landforms, Water and Hazards Laboratory (1) OR
GPH113 Physical Geography: Atmosphere, Lithosphere, Water, and Hazards (4) AND
GPH211 Landform Processes (4) OR
GPH212 Introduction to Meteorology I (3) AND
+ GPH214 Introduction to Meteorology Laboratory I (1) OR
GPH213 Climate and Weather (3) AND
+ GPH215 Climate and Weather Laboratory (1) 8.

Awareness Areas Credits: 0-3
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course with the Cultural Diversity in the U.S. [C] designation.

Historical/Global Awareness Credits: 0
Met by GCU121WG in the Social-Behavioral Sciences [SB] area.

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3

Critical Reading Credits: 0-3
+ CRE101 Critical Reading and Critical Thinking (3) OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information.

Associate in Arts, Emphasis in Mathematics (8125) Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in Mathematics provides the first two years of a four-year curriculum for students who intend to transfer to a four-year institution and earn a bachelor`s degree in mathematics, actuarial science, statistics, computational mathematical science, or related fields. With a bachelor`s degree, students may pursue a number of careers including actuary, statistical assistant, and business intelligence analyst. With a graduate degree, students may pursue employment as a mathematician or statistician, which may include teaching at institutions of higher education, or as an analyst in a number of fields including finance, data science, cryptography, and scientific computing.

Program Notes
Students must earn a grade of C or better in all courses within the program.
This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Liberal Arts and Sciences), Mathematics, BS
ASU (College of Liberal Arts and Sciences), Mathematics (Statistics), BS
ASU (College of Liberal Arts and Sciences), Computational Mathematical Sciences, BS
ASU (College of Liberal Arts and Sciences), Mathematics, BA
ASU (College of Integrative Sciences and Arts), Applied Mathematics, BS
ASU (New College of Interdisciplinary Arts and Sciences), Applied Mathematics, BS
NAU, Mathematics, BS
U of A, Mathematics (Any Emphasis), BA
U of A, Mathematics (Any Emphasis), BS

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU, U of A.

Program Prerequisites: None

Required Courses Credits: 9-13
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

+ MAT230 Calculus with Analytic Geometry II (5) OR
+ MAT231 Calculus with Analytic Geometry II (4) 4-5

+ MAT240 Calculus with Analytic Geometry III (5) OR
+ MAT241 Calculus with Analytic Geometry III (4) 4-5

Arizona General Education Curriculum (AGEC) Credits: 36-44
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 3
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3.

Mathematics Credits: 4-5
+ MAT220 Calculus with Analytic Geometry I (5) OR
+ MAT221 Calculus with Analytic Geometry I (4) OR
Higher approved general education course in the Mathematical Applications [MA] area for which MAT22+ is a prerequisite. (4-5) 4-5

Computer/Statistics/Qualified Applications Credits: 3-4
+ CSC110 Introduction to Computer Science (Java) (3) OR
+ CSC110AA Introduction to Computer Science (Java) (3) OR
+ CSC110AB Introduction to Computer Science (Java) (4) 3-4

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area.

Social-Behavioral Sciences Credits: 6
Any approved general education courses in the Social-Behavioral Sciences [SB] area. 6

Natural Sciences Credits: 0-8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 8

Please check with an Advisor as some transfer university requirements include specific natural science course selections

Awareness Areas Credits: 0-6
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course with the Cultural Diversity in the U.S. [C] designation.

Historical/Global Awareness Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation.

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3

Critical Reading Credits: 0-3
+ CRE101 Critical Reading and Critical Thinking (3) OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information about your transfer-specific world language requirement.

Associate in Arts, Emphasis in Sustainability and Environmental Studies (8123)
Credits: 60-64

Description: The Associate in Arts (AA), Emphasis in Sustainability and Environmental Studies provides the first two years of a four-year curriculum for students who intend to transfer to a four-year institution and specialize in areas of sustainability, environmental science, conservation, or resource management. Upon completion of a bachelor`s degree, students may pursue a number of careers including sustainability specialists, chief sustainability officers, compliance managers, environmental scientists, conservation scientists, soil and water conservationists, range managers, and city and regional planning aides. With a graduate degree, students may pursue a career in several areas including hydrology, urban and regional planning, and post-secondary teaching.

Program Notes
Students must earn a grade of C or better in all courses within the program.
Courses that can be used to fulfill a requirement of the Academic Certificate in Sustainability (Major Code 6240N), Environmental Science (Major Code 6227N), and CCL in Environmental and Natural Resource Conservation (Major Code 5824) while simultaneously fulfilling a requirement of the Associate in Arts, Emphasis in Sustainability and Environmental Studies are noted.

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Global Futures), Sustainability, BA
ASU (College of Global Futures), Sustainability, BS
ASU (College of Liberal Arts and Sciences), Earth and Environmental Sciences, BA
ASU (College of Liberal Arts and Sciences), Earth and Environmental Sciences, BS
ASU (New College of Interdisciplinary Arts and Sciences), Environmental Science, BA
ASU (New College of Interdisciplinary Arts and Sciences), Environmental Science, BS
NAU, Environmental Sciences, BS
U of A, Natural Resources, BS

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU, U of A.

Program Prerequisites: None

Required Courses Credits: 4-6
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

SSH111 Sustainable Cities 3

Restricted Electives Credits: 6-13
Complete requirements in the transfer option that best aligns with your academic and professional goals. Consult with an academic, faculty, or program advisor to select the courses that align with your intended transfer program requirements.

Sustainability Option
SUS110 Sustainable World 3
+ SUS232 Professional Skills in Sustainability Practice 3

Environmental Science Option
CHM107 Chemistry and Society (3) AND
+ CHM107LL Chemistry and Society Laboratory (1) OR
+ CHM130 Fundamental Chemistry (3) AND
+ CHM130LL Fundamental Chemistry Laboratory (1) OR
+ CHM130AA Fundamental Chemistry with Lab (4) OR
+ CHM150 General Chemistry I (4) AND
+ CHM151LL General Chemistry I Laboratory (1) OR
+ CHM150AA General Chemistry I with Lab (5) OR
+ CHM151 General Chemistry I (3) AND
+ CHM151LL General Chemistry I Laboratory (1) OR
+ CHM151AA General Chemistry I with Lab (4) 4-5

Consult with an academic, faculty, or program advisor to select up to eight (8) credits of additional science coursework that aligns with your intended transfer program requirements.
+ AGS260 Soils 4
+ BIO181++ General Biology (Majors) I 4
+ BIO182++ General Biology (Majors) II 4
+ BIO205 Microbiology 4

+ CHM152 General Chemistry II (3) AND
+ CHM152LL General Chemistry II Laboratory (1) OR
+ CHM152AA General Chemistry II with Lab (4) 4

+ CHM230 Fundamental Organic Chemistry (3) AND
+ CHM230LL Fundamental Organic Chemistry Laboratory (1) OR
+ CHM230AA Fundamental Organic Chemistry with Lab (4) OR

+ CHM235 General Organic Chemistry I (3) AND
+ CHM235LL General Organic Chemistry I Laboratory (1) OR
+ CHM235AA General Organic Chemistry I with Lab (4) 4

ENV101 Introduction to Environmental Science 4
ENV225 Our Changing Planet 3

GLG101 Physical Geology: Dynamic Earth Lecture (3) AND
GLG103 Physical Geology: Dynamic Earth Lab (1) OR
GLG101IN Physical Geology: Dynamic Earth (4) 4

GLG102 Historical Geology: Primordial to Present Lecture (3) AND
GLG104 Historical Geology: Primordial to Present Lab (1) OR
GLG102IN Historical Geology: Primordial to Present (4) 4

GLG110 Geological Disasters and the Environment (3) AND
GLG111 Geological Disasters and the Environment Lab (1) OR
GLG110IN Geological Disasters and the Environment (4) 4

GPH111 Physical Geography: Atmosphere, Lithosphere, Water and Hazards Lecture (3) AND
GPH112 Physical Geography: Climate, Landforms, Water and Hazards Laboratory (1) OR
GPH113 Physical Geography: Atmosphere, Lithosphere, Water, and Hazards (4) 4

GPH210 Society and Environment 3

+ PHY101 Introduction to Physics (4) OR
+ PHY111 General Physics I (4) OR
+ PHY121 University Physics I: Mechanics (4) 4
+ PHY131 University Physics II: Electricity and Magnetism 4

Arizona General Education Curriculum (AGEC) Credits: 18-44
A single course with an [L], [HU], [SB], [SG], or [SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, and/or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 3
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3.

Mathematics Credits: 3-9
Before enrolling into a math course, speak to your Academic Advisor to ensure you are selecting the correct math for your transfer goals as MAT14+ or MAT15+ are not applicable for all University program requirements.

+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6)
OR
+ MAT150 College Algebra/Functions (5) OR
+ MAT151 College Algebra/Functions (4) OR
+ MAT152 College Algebra/Functions (3) OR
+ MAT155 College Algebra/Functions with Review (5) OR
+ MAT156 College Algebra/Functions with Review (6) OR
+ MAT150 College Algebra/Functions (5) OR
+ MAT151 College Algebra/Functions (4) OR
+ MAT152 College Algebra/Functions (3) OR
+ MAT155 College Algebra/Functions with Review (5) OR
+ MAT156 College Algebra/Functions with Review (6) AND
+ MAT182 Plane Trigonometry (3)
OR
+ MAT187 Precalculus (5) OR
+ MAT188 Precalculus (4)
Higher approved general education course in the Mathematical Applications [MA] area (3-5) 3-9

Computer/Statistics/Qualified Applications Credits: 3
Any approved general education course in the Computer/Statistics/Quantitative Applications [CS] area. 3

Consult with an academic, faculty, or program advisor to select the option that aligns with your intended transfer program requirements. Refer to the MCCCD University Transfer Partner website for more information about your transfer-specific requirements.

Humanities, Arts and Design Credits: 3-6
Any approved general education course in the Humanities, Arts, and Design [HU] area. 6

May be met by SSH111 in the Required Courses area if not used to meet Social-Behavioral Sciences [SB].

Recommend PHI216 Environmental Ethics for students intending to complete the Academic Certificate in Sustainability.

Social-Behavioral Sciences Credits: 0-6
Any approved general education courses in the Social-Behavioral Sciences [SB] area. 6

May be met by SUS110 in the Restricted Electives area and SSH111 in Required Courses if not used to meet Humanities, Arts and Design [HU].

Recommended for students intending to complete the Academic Certificate in Sustainability:
COM263 Elements of Intercultural Communication (3) OR
ECN212 Microeconomic Principles (3) OR
PSY132 Psychology and Culture (3) OR
SBU200 Society and Business (3) 3

Natural Sciences Credits: 0-8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 8

May be met by BIO181, BIO182, CHM150 and CHM151LL, CHM150AA, CHM151 and CHM151LL, CHM151AA, ENV101, GLG101 and GLG103, or GLG101IN in the Restricted Electives area.

Recommended for students intending to complete the Academic Certificate in Sustainability:
BIO105 Environmental Biology (4) OR
CHM107 Chemistry and Society (3) AND
+ CHM107LL Chemistry and Society Laboratory (1) OR
GPH113 Physical Geography: Atmosphere, Lithosphere, Water, and Hazards (4) 4

ASM104 Bones, Stones, and Human Evolution (4) OR
ENV101 Introduction to Environmental Science (4) OR
GLG110 Geological Disasters and the Environment (3) AND
GLG111 Geological Disasters and the Environment Lab (1) 4

Awareness Areas Credits: 0-3
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course with the Cultural Diversity in the U.S. [C] designation.

Historical/Global Awareness Credits: 0
Met by SSH111 in the Required Courses area.

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3

Critical Reading Credits: 0-3
+ CRE101 Critical Reading and Critical Thinking (3) OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information.

Recommend for students intending to complete the Academic Certificate in Sustainability to select 9 to 12 (9-12) credits of coursework from the following:
ASM104 Bones, Stones, and Human Evolution 4
BIO105 Environmental Biology 4

CHM107 Chemistry and Society (3) AND
+ CHM107LL Chemistry and Society Laboratory (1) 4

COM263 Elements of Intercultural Communication 3
ECN212 Microeconomic Principles 3
ENV101 Introduction to Environmental Science 4
EPS150 Introduction to Entrepreneurship 3
FON135 Sustainable Cooking 3

GLG110 Geological Disasters and the Environment (3) AND
GLG111 Geological Disasters and the Environment Lab (1) 4

GPH113 Introduction to Physical Geography 4
PHI216 Environmental Ethics 3
PSY132 Psychology and Culture 3
SBU200 Society and Business 3
SCT100 Introduction to Sustainable Built Environments 3
SUS100 Introduction to Sustainability 3

Associate in Science, Emphasis in Astronomy (8605) Credits: 60-64

Description: The Associate in Science (AS), Emphasis in Astronomy provides the first two years of a four-year curriculum for students who intend to transfer to a four-year institution to specialize in Astronomy or a related field. Upon completion of a graduate degree, students may pursue a number of careers including astronomers, atmospheric and space scientists, physicists, and astronomy professors.

Program Notes
Students must earn a grade of C or better in all courses within the program.
This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Liberal Arts and Sciences), Earth and Space Exploration (Astrophysics), BS

Refer to the MCCCD University Transfer Partner website for more information: ASU.

Program Prerequisites: None

Required Courses Credits: 12-15
+ AST111 Introduction to Solar System Astronomy 4
+ AST112 Introduction to Stars, Galaxies & Cosmology 4

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

+ MAT276 Modern Differential Equations (4) OR
+ MAT277 Modern Differential Equations (3) 3-4

Arizona General Education Curriculum (AGEC) Credits: 38-44
A single course with an [HU], [SB], or [L] designation may also be used to satisfy the Oral Communication, Critical Reading, or Awareness Area ([C], [G] and/or [H]) requirement(s).
A single course with both the [HU] and [L] designations may be used to satisfy both of these areas.
A single course with both the [SB] and [L] designations may be used to satisfy both of these areas.

See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 0
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3

Mathematics Credits: 4-5
+ MAT220 Calculus with Analytic Geometry I (5) OR
+ MAT221 Calculus with Analytic Geometry I (4) OR
Higher approved general education course in the Mathematical Applications [MA] area for which MAT22+ is a prerequisite. (4-5) 4-5

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area.

Social-Behavioral Sciences Credits: 6
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
COM230 Small Group Communication (3)
AND
Any approved general education courses in the Social-Behavioral Sciences [SB] area. (3) 6

Natural Sciences Credits: 8
+ PHY121 University Physics I: Mechanics (4) AND
+ PHY131 University Physics II: Electricity and Magnetism (4) 8

Subject Options Credits: 8-10
+ MAT230 Calculus with Analytic Geometry II (5) OR
+ MAT231 Calculus with Analytic Geometry II (4)
AND
+ MAT240 Calculus with Analytic Geometry III (5) OR
+ MAT241 Calculus with Analytic Geometry III (4) 8-10

Awareness Areas Credits: 0-3
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course with the Cultural Diversity in the U.S. [C] designation.

Historical/Global Awareness Credits: 0
Any approved general education course with the Historical [H] or Global [G] awareness area designation.

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0
Met by COM100, COM110, or COM230 taken in the Social-Behavioral Sciences [SB] area.

Critical Reading Credits: 0-3
+ CRE101 Critical Reading and Critical Thinking (3)
OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Associate in Science, Emphasis in Biochemistry (8610) Credits: 60-64

Description: The Associate in Science (AS), Emphasis in Biochemistry provides the first two years of a four-year curriculum for students who wish to specialize in biochemistry or are preparing for graduate programs in the area. With an associate's degree, students may qualify as a chemical technician. With a bachelor's degree, students may pursue a career as a biochemist or biochemical engineer. With a graduate degree, students may pursue a career as a medical research scientist.

Program Notes
Students must earn a grade of C or better in all courses within the program.
This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Liberal Arts and Sciences), Biochemistry, BA
ASU (College of Liberal Arts and Sciences), Biochemistry, BS

Refer to the MCCCD University Transfer Partner website for more information: ASU.

Program Prerequisites: None

Required Courses Credits 9-11
+ CHM235 General Organic Chemistry I (3) AND
+ CHM235LL General Organic Chemistry I Laboratory (1) OR
+ CHM235AA General Organic Chemistry I with Lab (4) 4

+ CHM236 General Organic Chemistry II (3) AND
+ CHM236LL General Organic Chemistry II Laboratory (1) OR
+ CHM236AA General Organic Chemistry II with Lab (4) 4

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

Arizona General Education Curriculum (AGEC S) Credits: 38-49
A single course with an [HU], [SB], or [L] designation may also be used to satisfy the Oral Communication, Critical Reading, or Awareness Area ([C], [G] and/or [H]) requirement(s).
A single course with both the [HU] and [L] designations may be used to satisfy both of these areas.
A single course with both the [SB] and [L] designations may be used to satisfy both of these areas.

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 0-3**
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3
Recommend selecting a course that satisfies ([L] and [SB]) or ([L] and [HU]) or ([L] and COM) or ([L] and CRE101) requirements simultaneously.

**0 credits only if shared with [HU] or [SB]

Mathematics Credits: 4-5
+ MAT220 Calculus with Analytic Geometry I (5) OR
+ MAT221 Calculus with Analytic Geometry I (4) OR
Higher approved general education course in the Mathematical Applications [MA] area for which MAT22+ is a prerequisite. (4-5) 4-5

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area.

Social-Behavioral Sciences Credits: 6
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
COM230 Small Group Communication (3)
AND
Any approved general education courses in the Social-Behavioral Sciences [SB] area. (3) 6

Natural Sciences Credits: 8
+ BIO181++ General Biology (Majors) I (4) AND
+ BIO182++ General Biology (Majors) II (4) 8

Subject Options Credits: 8-9
+ CHM150 General Chemistry I (4) AND
+ CHM151LL General Chemistry I Laboratory (1)
OR
+ CHM150AA General Chemistry I with Lab (5)
OR
+ CHM151 General Chemistry I (3) AND
+ CHM151LL General Chemistry I Laboratory (1)
OR
+ CHM151AA General Chemistry I with Lab (4)
AND
+ CHM152 General Chemistry II (3) AND
+ CHM152LL General Chemistry II Laboratory (1) OR
+ CHM152AA General Chemistry II with Lab (4) 8-9

Awareness Areas Credits: 0-6
These requirements may be shared with other AGEC requirements.

Cultural Diversity in the US Credits: 0-3
Any approved general education course with the Cultural Diversity in the U.S. [C] designation.

Historical/Global Awareness Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation.

MCCCD Additional Requirements Credits: 0-3
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0
Met by COM100, COM110, or COM230 in the Social-Behavioral Sciences [SB] area.
Critical Reading Credits: 0-3
+ CRE101 Critical Reading and Critical Thinking (3)
OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

For students intending to transfer to ASU to earn a BA or BS in Biochemistry, BIO201, BIO205, or BIO220 is recommended.

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information about your transfer-specific world language requirement.

Associate in Science, Emphasis in Biological Sciences (8602) Credits: 60-64

Description: The Associate in Science (AS), Emphasis in Biological Sciences provides the first two years of a four-year curriculum for students who wish to specialize in biology-related fields and/or are preparing for application to professional graduate programs in various medical fields. With a bachelor's degree, students may pursue a career as a biological research lab or field technician. With a graduate degree, students may pursue a number of careers, including but not limited to, bioinformatic scientists, molecular and cellular biologists, ecologists, wildlife conservationists and environmental scientists, marine biologists, secondary school (grades 7-12) teachers and university professors, pharmaceutical developer, food safety investigator, geneticists, physicians, physician assistants, pharmacists, dentists, and optometrists and veterinarians.

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

Admission to graduate/professional programs is competitive. GPA in science courses (as well as cumulative GPA) is often an important selection criterion. Understanding of course content is important in preparation for exams such as MCAT, DAT, PCAT and GRE that are generally weighted in admissions rankings.

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Integrative Sciences and Arts), Applied Biological Sciences (Applied Biological Sciences), BS
ASU (College of Integrative Sciences and Arts), Applied Biological Sciences (Preveterinary Medicine), BS
ASU (College of Liberal Arts and Sciences), Biological Sciences, BS
ASU (College of Liberal Arts and Sciences), Biological Sciences (Biomedical Sciences), BS
ASU (College of Liberal Arts and Sciences), Biological Sciences (Conservation Biology and Ecology), BS
ASU (College of Liberal Arts and Sciences), Biological Sciences (Genetics, Cell and Development Biology), BS
ASU (College of Liberal Arts and Sciences), Biological Sciences (Neurobiology, Physiology and Behavior), BS
ASU (College of Liberal Arts and Sciences), Microbiology, BS

ASU (College of Liberal Arts and Sciences), Microbiology (Medical Microbiology), BS
ASU (College of Liberal Arts and Sciences), Molecular Biosciences and Biotechnology, BS
ASU (New College of Interdisciplinary Arts and Sciences), Biology, BS
ASU (New College of Interdisciplinary Arts and Sciences), Biology (Pharmacology/Toxicology), BS
ASU (New College of Interdisciplinary Arts and Sciences), Biotechnology and Bioenterprise, BS
GCU, Biological Sciences, BS
NAU, Biology, BS
U of A, Biology (Biomedical Sciences), BS
U of A, Biology (Organismal Biology), BS

Refer to the MCCCD University Transfer Partner website for more information.

Program Prerequisites: None

Required Courses Credits: 5-7
+ CHM230 Fundamental Organic Chemistry (3) AND
+ CHM230LL Fundamental Organic Chemistry Laboratory (1)
OR
+ CHM235 General Organic Chemistry I (3) AND
+ CHM235LL General Organic Chemistry I Laboratory (1) OR
+ CHM235AA General Organic Chemistry I with Lab (4) 4
Consult with an academic, faculty, or program advisor to select the option that aligns with your intended transfer program requirements.

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

Arizona General Education Curriculum AGEC-S Credits: 38-49
A single course with an [HU], [SB], or [L] designation may also be used to satisfy the Oral Communication, Critical Reading, or Awareness Area ([C], [G] and/or [H]) requirement(s).
A single course with both the [HU] and [L] designations may be used to satisfy both of these areas.
A single course with both the [SB] and [L] designations may be used to satisfy both of these areas.

See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 0-3
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3
Recommend selecting a course that satisfies [L] and [SB] or [L] and [HU] or [L] and (COM) or [L] and CRE101 requirements simultaneously.

Mathematics Credits: 4-5
+ MAT220 Calculus with Analytic Geometry I (5) OR
+ MAT221 Calculus with Analytic Geometry I (4) OR
Higher approved general education course in the Mathematical Applications [MA] area for which MAT22+ is a prerequisite. (4-5) 4-5

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area. 6

Social-Behavioral Sciences Credits: 6
Any approved general education courses in the Social-Behavioral Sciences [SB] area. 6

Natural Sciences [SG]/[SQ] Credits: 8
+ BIO181++ General Biology (Majors) I (4) AND
+ BIO182++ General Biology (Majors) II (4) 8

Subject Options Credits: 8-9
+ CHM150 General Chemistry I (4) AND
+ CHM151LL General Chemistry I Laboratory (1)
OR
+ CHM150AA General Chemistry I (5)
OR
+ CHM151 General Chemistry I (3) AND
+ CHM151LL General Chemistry I Laboratory (1)
OR
+ CHM151AA General Chemistry I (4) 4-5

+ CHM152 General Chemistry II (3) AND
+ CHM152LL General Chemistry II Laboratory (1)
OR
+ CHM152AA General Chemistry II (4) 4

Awareness Areas Credits: 0-6
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course in the Cultural Diversity in the U.S. [C] area.

Historical/Global Awareness Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation.

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3

Critical Reading Credits: 0-3
+ CRE101 Critical Reading and Critical Thinking (3)
OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information.

Associate in Science, Emphasis in Chemistry (8603) Credits: 60-64

Description: The Associate in Science (AS), Emphasis in Chemistry provides the first two years of a four-year curriculum for students who wish to specialize in chemistry or are preparing for graduate programs in the area. With an associate's degree, students may qualify as a chemical technician or chemical equipment operator and tender. With a bachelor's degree, students may pursue a career as a chemist, chemical engineer, or materials scientist. Upon completion of a graduate degree, students may pursue a career as a chemistry professor.

Program Notes
Students must earn a grade of C or better in all courses within the program.
This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Liberal Arts and Sciences), Chemistry, BS
GCU, Chemistry, BS
NAU, Chemistry (Advanced Chemistry Emphasis), BS

Refer to the MCCCD University Transfer Partner website for more information: ASU, GCU, NAU.

Program Prerequisites: None

Required Courses Credits: 17-21
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

+ MAT230 Calculus with Analytic Geometry II (5) OR
+ MAT231 Calculus with Analytic Geometry II (4) 4-5

+ MAT240 Calculus with Analytic Geometry III (5) OR
+ MAT241 Calculus with Analytic Geometry III (4) 4-5

+ PHY121 University Physics I: Mechanics 4
+ PHY131 University Physics II: Electricity and Magnetism 4

Arizona General Education Curriculum (AGEC) Credits: 38-40
A single course with an [HU], [SB], or [L] designation may also be used to satisfy the Oral Communication, Critical Reading, or Awareness Area ([C], [G] and/or [H]) requirement(s).
A single course with both the [HU] and [L] designations may be used to satisfy both of these areas.
A single course with both the [SB] and [L] designations may be used to satisfy both of these areas.

See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 0
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3

Mathematics Credits: 4-5
+ MAT220 Calculus with Analytic Geometry I (4) OR
+ MAT221 Calculus with Analytic Geometry I (5) 4-5
Higher approved general education course in the Mathematical Applications [MA] area for which MAT22+ is a prerequisite. (4-5) 4-5

Humanities, Arts and Design Credits: 6
Any approved general education course in the Humanities, Arts and Design [HU] area with the Literacy and Critical Inquiry [L] designation. (3)
AND
Any approved general education course in the Humanities, Arts and Design [HU] area with the Cultural Diversity in the US [C] designation. (3) 6

Social-Behavioral Sciences Credits: 6
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
COM230 Small Group Communication (3)
AND
Any approved general education courses in the Social-Behavioral Sciences [SB] area with the Historical [H] or Global [G] designation. (3) 6

Natural Sciences Credits: 8-9
+ CHM150 General Chemistry I (4) AND
+ CHM151LL General Chemistry I Laboratory (1) OR
+ CHM150AA General Chemistry I with Lab (5) OR
+ CHM151 General Chemistry I (3) AND
+ CHM151LL General Chemistry I Laboratory (1) OR
+ CHM151AA General Chemistry I with Lab (4)
AND
+ CHM152 General Chemistry II (3) AND
+ CHM152LL General Chemistry II Laboratory (1) OR
+ CHM152AA General Chemistry II with Lab (4) 8-9

Subject Options Credits: 8
+ CHM235 General Organic Chemistry I (3) AND
+ CHM235LL General Organic Chemistry I Laboratory (1) AND
+ CHM236 General Organic Chemistry II (3) AND
+ CHM236LL General Organic Chemistry II Laboratory (1) 8

Awareness Areas Credits: 0
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits:
Met by course taken in the Humanities, Arts and Design [HU] area.

Historical/Global Awareness Credits: 0
Met by course taken in the Social-Behavioral Sciences [SB] area.

MCCCD Additional Requirements Credits: 0-3
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0
Met by COM100, COM110, or COM230 taken in the Social-Behavioral Sciences [SB] area.

Critical Reading Credits: 0-3
+ CRE101 Critical Reading and Critical Thinking (3)
OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Associate in Science, Emphasis in Engineering (8607) Credits: 60-64

Description: The Associate in Science (AS), Emphasis in Engineering provides the majority of the first two years of a four-year curriculum for students who wish to transfer to a four-year institution to earn a bachelor's degree in an engineering discipline. With a bachelor's degree students may pursue a career as an engineer in a number of areas including but not limited to aerospace engineering, biomedical engineering, chemical engineering, civil engineering, computer systems engineering, electrical engineering, industrial engineering, and mechanical engineering.

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

Students who aim to transfer to a 4-year degree program should be aware that many universities have certain GPA requirements (often a minimum 2.75 or 3.00 GPA). Students should check with the program they would like to transfer to, before initiating pursuit of their intended degree program.

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (Ira A. Fulton Schools of Engineering), Aerospace Engineering (Aeronautics), BSE
ASU (Ira A. Fulton Schools of Engineering), Aerospace Engineering (Astronautics), BSE
ASU (Ira A. Fulton Schools of Engineering), Aerospace Engineering (Autonomous Vehicle Systems), BSE
ASU (Ira A. Fulton Schools of Engineering), Biomedical Engineering, BSE
ASU (Ira A. Fulton Schools of Engineering), Chemical Engineering, BSE
ASU (Ira A. Fulton Schools of Engineering), Civil Engineering (Sustainable Engineering), BSE
ASU (Ira A. Fulton Schools of Engineering), Civil Engineering, BSE
ASU (Ira A. Fulton Schools of Engineering), Computer Systems Engineering (Cybersecurity), BSE
ASU (Ira A. Fulton Schools of Engineering), Computer Systems Engineering, BSE
ASU (Ira A. Fulton Schools of Engineering), Construction Engineering, BSE
ASU (Ira A. Fulton Schools of Engineering), Electrical Engineering (Electric Power and Energy Systems), BSE
ASU (Ira A. Fulton Schools of Engineering), Electrical Engineering, BSE
ASU (Ira A. Fulton Schools of Engineering), Engineering (Automotive Systems), BSE
ASU (Ira A. Fulton Schools of Engineering), Engineering (Electrical Systems), BSE
ASU (Ira A. Fulton Schools of Engineering), Engineering (Mechanical Engineering Systems), BSE
ASU (Ira A. Fulton Schools of Engineering), Engineering (Robotics), BSE
ASU (Ira A. Fulton Schools of Engineering), Engineering, BSE
ASU (Ira A. Fulton Schools of Engineering), Industrial Engineering, BSE
ASU (Ira A. Fulton Schools of Engineering), Manufacturing Engineering, BSE
ASU (Ira A. Fulton Schools of Engineering), Materials Science and Engineering, BSE
ASU (Ira A. Fulton Schools of Engineering), Mechanical Engineering (Computational Mechanics), BSE
ASU (Ira A. Fulton Schools of Engineering), Mechanical Engineering (Energy and Environment), BSE
ASU (Ira A. Fulton Schools of Engineering), Mechanical Engineering, BSE
NAU, Civil Engineering, BS
NAU, Computer Engineering, BS
NAU, Electrical Engineering, BS
NAU, Mechanical Engineering, BS
U of A, Aerospace Engineering, BS
U of A, Biomedical Engineering, BS
U of A, Chemical Engineering, BS
U of A, Civil Engineering, BS
U of A, Electrical and Computer Engineering, BS
U of A, Industrial Engineering, BS
U of A, Mechanical Engineering, BS
U of A, Mining and Geological Engineering, BS

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU, U of A.

Program Prerequisites: None

Required Courses Credits: 5-7
+ ECE102 Engineering Analysis Tools and Techniques 2
+ ECE103 Engineering Problem Solving and Design 2

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

Restricted Electives Credits: 13-22
Students may select 13 to 22 credits from any of the areas below. Consult with an academic, faculty, or program advisor to select courses that best align with your academic and professional goals. Refer to the resources on the MCCCD University Transfer Partner website for more information about specific transfer partner requirements and coursework required for specific engineering areas.

General Math and Chemistry Courses (applicable to many engineering areas)
+ CHM140AA General Chemistry for Engineers with Lab (6) OR
+ CHM150 General Chemistry I (4) AND
+ CHM151LL General Chemistry I Laboratory (1) OR
+ CHM150AA General Chemistry I with Lab (5) OR
+ CHM151 General Chemistry I (3) AND
+ CHM151LL General Chemistry I Laboratory (1) OR
+ CHM151AA General Chemistry I with Lab (4) 4-6

+ CHM152 General Chemistry II (3) AND
+ CHM152LL General Chemistry II Laboratory (1) OR
+ CHM152AA General Chemistry II with Lab (4) 4

+ MAT276 Modern Differential Equations (4) OR
+ MAT277 Modern Differential Equations (3) 3-4

Aerospace or Mechanical Engineering
+ ECE105 MATLAB Programming 1
+ ECE211 Engineering Mechanics-Statics 3
+ ECE212 Engineering Mechanics-Dynamics 3
+ ECE215 Mechanics of Materials 3

+ ECE216 Computer-Aided Engineering (2) AND
+ ECE216LL Computer-Aided Engineering Laboratory (1) OR
+ ECE216AA Computer-Aided Engineering (3) 3

+ EEE202 Circuits and Devices 5
+ MAT225 Elementary Linear Algebra 3

Biomedical Engineering
+ BIO181 General Biology (Majors) I (4) OR
+ BIO181XT General Biology (Majors) I (4) 4

+ BIO201 Human Anatomy and Physiology I (4) OR
+ BIO201XT Human Anatomy and Physiology I (4) 4

+ BIO202 Human Anatomy and Physiology II 4
+ EEE202 Circuits and Devices 5
+ MAT225 Elementary Linear Algebra 3

Chemical Engineering
+ CHM235 General Organic Chemistry I (3) AND
+ CHM235LL General Organic Chemistry I Laboratory (1) OR
+ CHM235AA General Organic Chemistry I with Lab (4) 4

+ CHM236 General Organic Chemistry II (3) OR
+ CHM236AA General Organic Chemistry II with Lab (4) 3-4

+ MAT225 Elementary Linear Algebra 3

Civil or Construction Engineering
+ ECE211 Engineering Mechanics-Statics 3
+ ECE212 Engineering Mechanics-Dynamics 3
+ ECE215 Mechanics of Materials 3

GLG101 Physical Geology: Dynamic Earth Lecture (3) AND
GLG103 Physical Geology: Dynamic Earth Lab (1) OR
GLG101IN Physical Geology: Dynamic Earth (4) 4

+ MAT225 Elementary Linear Algebra 3

Computer/Computer Systems Engineering
+ CSC110 Introduction to Computer Science (Java) (3) OR
+ CSC110AA Introduction to Computer Science (Java) (3) OR
+ CSC110AB Introduction to Computer Science (Java) (4) 3-4

+ CSC/EEE120 Digital Design Fundamentals 4
+ CSC205 Object-Oriented Programming and Data Structures (3) OR
+ CSC205AA Object-Oriented Programming and Data Structures (3) OR
+ CSC205AB Object-Oriented Programming and Data Structures (4) OR
+ CSC205AC Object-Oriented Programming and Data Structures (4) OR
+ CSC205AD Object-Oriented Programming and Data Structures (4) 3-4

+ CSC/EEE220 Programming for Computer Engineering 3
+ CSC/EEE230 Computer Organization and Assembly Language 4
+ MAT227 Discrete Mathematical Structures 3

Electrical Engineering
+ CSC110 Introduction to Computer Science (Java) (3) OR
+ CSC110AA Introduction to Computer Science (Java) (3) OR
+ CSC110AB Introduction to Computer Science (Java) (4) 3-4

+ CSC/EEE120 Digital Design Fundamentals 4
+ EEE202 Circuits and Devices 5
+ EEE203 Signals and Systems 3
+ PHY241 University Physics III: Thermodynamics, Optics, and Wave Phenomena 4

Industrial Engineering
+ CSC110 Introduction to Computer Science (Java) (3) OR
+ CSC110AA Introduction to Computer Science (Java) (3) OR
+ CSC110AB Introduction to Computer Science (Java) (4) 3-4

+ CSC205 Object-Oriented Programming and Data Structures (3) OR
+ CSC205AA Object-Oriented Programming and Data Structures (3) OR
+ CSC205AB Object-Oriented Programming and Data Structures (4) OR
+ CSC205AC Object-Oriented Programming and Data Structures (4) OR
+ CSC205AD Object-Oriented Programming and Data Structures (4) 3-4

+ ECE211 Engineering Mechanics-Statics 3

Automotive, Electrical Systems, Manufacturing, Mechanical Systems, and Robotics Engineering
+ CSC/EEE120 Digital Design Fundamentals 4
+ ECE214 Engineering Mechanics 4
+ ECE/MAT280 Foundational Statistics for Engineers 3
+ EEE202 Circuits and Devices 5

Material Sciences and Engineering
+ ECE211 Engineering Mechanics-Statics (3) OR
+ ECE214 Engineering Mechanics (4) 3-4

Mining and Geological Engineering
+ ECE205 Introduction to Mining Engineering 3
+ ECE211 Engineering and Mechanics-Statics 3
+ ECE215 Mechanics of Materials 3

GLG101 Physical Geology: Dynamic Earth Lecture (3) AND
GLG103 Physical Geology: Dynamic Earth Lab (1) OR
GLG101IN Physical Geology: Dynamic Earth (4) 4

Arizona General Education Curriculum (AGEC-S) Credits: 38-41
A single course with an [HU], [SB], or [L] designation may also be used to satisfy the Oral Communication, Critical Reading, or Awareness Area ([C], [G] and/or [H]) requirement(s).
A single course with both the [HU] and [L] designations may be used to satisfy both of these areas.
A single course with both the [SB] and [L] designations may be used to satisfy both of these areas.

See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 0
Met by course taken in the Humanities, Arts and Design [HU] area.

Mathematics Credits: 4-5
+ MAT220 Calculus with Analytic Geometry I (5) OR
+ MAT221 Calculus with Analytic Geometry I (4) OR

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area with a Literacy and Critical Inquiry [L] designation. (3) AND
Any approved general education courses in the Humanities, Arts and Design [HU] area with a Cultural Diversity in the US [C] designation and a Historical [H] designation or Global [G] designation. (3) 6

Social-Behavioral Sciences Credits: 6
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
COM230 Small Group Communication (3)
AND

Any approved general education courses in the Social-Behavioral Sciences [SB] area. (3) 6

Recommend ECN211 or ECN212 for students intending to transfer to ASU for Civil Engineering, Construction Engineering, Electrical Engineering, or Industrial Engineering.

Natural Sciences Credits: 8
+ PHY121 University Physics I: Mechanics (4) AND
+ PHY131 University Physics II: Electricity and Magnetism (4) 8

Subject Options Credits: 8-10
+ MAT230 Calculus with Analytic Geometry II (5) OR
+ MAT231 Calculus with Analytic Geometry II (4)
AND
+ MAT240 Calculus with Analytic Geometry III (5) OR
+ MAT241 Calculus with Analytic Geometry III (4) 8-10

Awareness Areas Credits: 0
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0
Met by course taken in the Humanities, Arts and Design [HU] area.

Historical/Global Awareness Credits: 0
Met by course taken in the Humanities, Arts and Design [HU] area.

MCCCD Additional Requirements Credits: 0-3
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0
Met by COM100, COM110, or COM230 taken in the Social-Behavioral Sciences [SB] area.

Critical Reading Credits: 0-3
+ CRE101 Critical Reading and Critical Thinking (3)
OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Recommended for students seeking a project-based learning experience:
+ ECE104 EPICS Gold I (2) OR
+ ECE294++ Special Topics in Engineering (1-4) OR
+ ECE298++ Special Projects (1-3) 1-4
(EPICS is Engineering Projects in Community Service. Students who complete ECE104 may continue the EPICS sequence at ASU.)

Associate in Science, Emphasis in Geography - Meteorology (8604) Credits: 60-64

Description: The Associate in Science (AS), Emphasis in Geography - Meteorology provides the first two years of a four-year curriculum for students who intend to transfer to a four-year institution to study meteorology and/or climatology. This associate degree will prepare students for employment opportunities in a number of careers including forest and conservation workers and air traffic controllers. Upon completion of a bachelor`s degree, students may pursue a career in several areas including broadcast meteorology, geography, hydrology, environmental science, and forest fire inspection and prevention. Upon completion of a graduate degree, students may pursue a number of careers including atmospheric and space scientist, geoscientist, climate change analyst, and geography professor.

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Liberal Arts and Sciences), Geography (Meteorology-Climatology), BS

Refer to the MCCCD University Transfer Partner website for more information: ASU.

Program Prerequisites: None

Required Courses Credits: 12-17
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

GIS205 Geographic Information Technologies (3)
OR
GPH111 Physical Geography: Atmosphere, Lithosphere, Water and Hazards Lecture (3) AND
+ GPH112 Physical Geography: Climate, Landforms, Water and Hazards Laboratory (1)
OR
GPH113 Physical Geography: Atmosphere, Lithosphere, Water, and Hazards (4) 3-4

+ MAT230 Calculus with Analytic Geometry II (5) OR
+ MAT231 Calculus with Analytic Geometry II (4) 4-5

+ MAT240 Calculus with Analytic Geometry III (5) OR
+ MAT241 Calculus with Analytic Geometry III (4) 4-5

Arizona General Education Curriculum (AGEC) Credits: 38-42
A single course with an [HU], [SB], or [L] designation may also be used to satisfy the Oral Communication, Critical Reading, or Awareness Area ([C], [G] and/or [H]) requirement(s).
A single course with both the [HU] and [L] designations may be used to satisfy both of these areas.
A single course with both the [SB] and [L] designations may be used to satisfy both of these areas.

See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 0-3**
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3

Recommend selecting a course that satisfies ([L] and [HU]) or ([L] and CRE101) requirements simultaneously.

**0 credits only if shared with [HU]]

Mathematics Credits: 4-5
+ MAT220 Calculus with Analytic Geometry I (5) OR
+ MAT221 Calculus with Analytic Geometry I (4) OR
Higher approved general education course in the Mathematical Applications [MA] area for which MAT22+ is a prerequisite. (4-5) 4-5

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area with the Cultural Diversity in the US [C] designation. (3)
AND
Any approved general education courses in the Humanities, Arts and Design [HU] area. (3) 6

Social-Behavioral Sciences Credits: 6
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
COM230 Small Group Communication (3)
AND
GCU102 Human Geography: Spatial Relationships Between Humans and Culture with Their Environment (3) 6

Natural Sciences Credits: 8
+ PHY121 University Physics I: Mechanics (4) AND
+ PHY131 University Physics II: Electricity and Magnetism (4) 8

Subject Options Credits: 8
GPH212 Introduction to Meteorology I (3) AND
GPH214 Introduction to Meteorology Laboratory I (1) AND
GPH213 Climate and Weather (3) AND
GPH215 Climate and Weather Laboratory (1) 8

Awareness Areas Credits: 0
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0
Met by course taken in the Humanities, Arts and Design [HU] area.

Historical/Global Awareness Credits: 0
Met by GCU102 taken in the Social-Behavioral Sciences [SB] area.

MCCCD Additional Requirements Credits: 0-3
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0
Met by COM100, OR, COM110, OR COM230 in the Social-Behavioral Sciences [SB] area.

Critical Reading Credits: 0-3
+ CRE101 Critical Reading and Critical Thinking (3)
OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Associate in Science, Emphasis in Geology (8608) Credits: 60-64

Description: The Associate in Science (AS), Emphasis in Geology provides the first two years of a four-year curriculum for students who wish to specialize in geological sciences and/or are preparing for application to graduate programs in related fields. With a bachelor`s degree, students may pursue a career as a research lab or field technician in environmental geology, mining, petroleum exploration, geological engineering, forestry, conservation, and hydrology. With a graduate degree, students may pursue a number of careers, including but not limited to secondary school (grades 7-12) teachers and university professors, geologic consultants, seismologists, volcanologists, paleontologists, and geologists in a variety of areas.

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Liberal Arts and Sciences), Earth and Space Exploration (Geological and Planetary Sciences), BS
NAU, Geology, BS
U of A, Geosciences (Geology Emphasis), BS

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU, U of A.

Program Prerequisites: None

Required Courses Credits: 1-3
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

Arizona General Education Curriculum (AGEC) Credits: 38-49
A single course with an [HU], [SB], or [L] designation may also be used to satisfy the Oral Communication, Critical Reading, or Awareness Area ([C], [G] and/or [H]) requirement(s).
A single course with both the [HU] and [L] designations may be used to satisfy both of these areas.
A single course with both the [SB] and [L] designations may be used to satisfy both of these areas.

See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 0-3
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3

Recommend selecting a course that satisfies ([L] and [SB]) or ([L] and [HU]) or ([L] and COM) or ([L] and CRE101) requirements simultaneously.

Mathematics Credits: 4-5
+ MAT220 Calculus with Analytic Geometry I (5) OR
+ MAT221 Calculus with Analytic Geometry I (4) OR
Higher approved general education course in the Mathematical Applications [MA] area for which MAT22+ is a prerequisite. (4-5) 4-5

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area. 6
Social-Behavioral Sciences Credits: 6
Any approved general education courses in the Social-Behavioral Sciences [SB] area. 6

Natural Sciences Credits: 8
GLG101 Physical Geology: Dynamic Earth Lecture (3) AND
GLG103 Physical Geology: Dynamic Earth Lab (1) OR
GLG101IN Physical Geology: Dynamic Earth (4) AND
GLG102 Historical Geology: Primordial to Present Lecture (3) AND
GLG104 Historical Geology: Primordial to Present Lab (1) OR
GLG102IN Historical Geology: Primordial to Present (4) 8.

Subject Options Credits: 8-9
+ MAT230 Calculus with Analytic Geometry II (5) OR
+ MAT231 Calculus with Analytic Geometry II (4) AND
+ PHY121 University Physics I: Mechanics (4) 8-9

Awareness Areas Credits: 0-6
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course with the Cultural Diversity in the U.S. [C] designation.

Historical/Global Awareness Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation. 0-3

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

Critical Reading Credits: 0-3
+ CRE101 Critical Reading and Critical Thinking (3) OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information about your transfer-specific world language requirement.

Associate in Science, Emphasis in Physics (8606) Credits: 60-64

Description: The Associate in Science (AS), Emphasis in Physics degree provides the first two years of a four-year curriculum for students who wish to specialize in Physics or are preparing for application to professional graduate programs in various medical fields. With a bachelor's degree, students may pursue a career as a secondary education Physics teacher, physicist, or materials scientist. Upon completion of a graduate degree, students may pursue a number of careers, including but not limited to, Physics professor, physicist, engineer, or researcher.

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

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (College of Integrative Sciences and Arts), Applied Physics, BS
ASU (College of Liberal Arts and Sciences), Biophysics, BS

ASU (College of Liberal Arts and Sciences), Physics, BA
ASU (College of Liberal Arts and Sciences), Physics, BS
NAU, Physics, BS
U of A, Physics, BS

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU, U of A.

Program Prerequisites: None

Required Courses Credits: 1-3
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

Arizona General Education Curriculum (AGEC) Credits: 38-50
A single course with an [HU], [SB], or [L] designation may also be used to satisfy the Oral Communication, Critical Reading, or Awareness Area ([C], [G] and/or [H]) requirement(s).
A single course with both the [HU] and [L] designations may be used to satisfy both of these areas.
A single course with both the [SB] and [L] designations may be used to satisfy both of these areas.
See the AGEC matrix on aztransfer.com for course designations.

First-Year Composition Credits: 6
+ 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)

Literacy and Critical Inquiry: 0-3
Any approved general education course in the Literacy and Critical Inquiry area [L]. 3

Recommend selecting a course that satisfies [L] and [SB] or [L] and [HU] or [L] and (COM) or [L] and CRE101 requirements simultaneously.

Mathematics Credits: 4-5
+ MAT220 Calculus with Analytic Geometry I (5) OR
+ MAT221 Calculus with Analytic Geometry I (4) OR
Higher approved general education course in the Mathematical Applications [MA] area for which MAT22+ is a prerequisite. (4-5) 4-5

Humanities, Arts and Design Credits: 6
Any approved general education courses in the Humanities, Arts and Design [HU] area. 6.

Social-Behavioral Sciences Credits: 6
Any approved general education courses in the Social-Behavioral Sciences [SB] area. 6

Natural Sciences Credits: 8
+ PHY121 University Physics I: Mechanics (4) AND
+ PHY131 University Physics II: Electricity and Magnetism (4) 8

Subject Options Credits: 8-10
+ MAT230 Calculus with Analytic Geometry II (5) OR
+ MAT231 Calculus with Analytic Geometry II (4)
AND
+ MAT240 Calculus with Analytic Geometry III (5) OR
+ MAT241 Calculus with Analytic Geometry III (4) 8-10

Awareness Areas Credits: 0-6
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US Credits: 0-3
Any approved general education course with the Cultural Diversity in the U.S. [C] designation. 0-3.

Historical/Global Awareness Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation. 0-3

MCCCD Additional Requirements Credits: 0-6
Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Oral Communication Credits: 0-3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 0-3

Critical Reading Credits: 0-3
+ CRE101 Critical Reading and Critical Thinking (3) OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.
Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information about your transfer-specific world language requirement.

Associate in Applied Science in Engineering Technology (3187) Credits: 61-70

Description: The Associate in Applied Science (AAS) in Engineering Technology program prepares students as entry-level engineering technicians. They will apply basic engineering principles and technical skills to support engineers engaged in a wide variety of projects. Includes instruction in various engineering support functions, including preparation in the areas of research, production, and operations. This degree will prepare highly skilled and needed workers for area manufacturers and the tech industry.

Program Notes
Students must earn a grade of C or better in each course in the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 27-35
+ CHM130 Fundamental Chemistry (3) AND
+ CHM130LL Fundamental Chemistry Laboratory (1)
OR
+ CHM130AA Fundamental Chemistry with Lab (4)
OR
+ CHM140AA General Chemistry for Engineers with Lab (6)
OR
+ CHM150 General Chemistry I (4) AND
+ CHM151LL General Chemistry I Laboratory (1)
OR
+ CHM150AA General Chemistry I with Lab (5)
OR
+ CHM151 General Chemistry I (3) AND
+ CHM151LL General Chemistry I Laboratory (1)
OR
+ CHM151AA General Chemistry I (4) 4-6

CIS105 Survey of Computer Information Systems 3
+ CIS150 Programming Fundamentals (3) OR
+ CIS150AB Object-Oriented Programming Fundamentals (3) OR
+ CIS156 Python Programming: Level I (3) OR
+ CIS159 Visual Basic Programming I (3) OR
+ CIS162AB C++: Level I (3) OR

+ CIS162AD C#: Level I (3) OR
+ CIS163AA Java Programming: Level I (3) OR
+ CSC100 Introduction to Computer Science (C++) (3)
OR
+ CSC100AA Introduction to Computer Science (C++) (3) OR
+ CSC100AB Introduction to Computer Science (C++) (4) OR
+ CSC110 Introduction to Computer Science (Java) (3)
OR
+ CSC110AA Introduction to Computer Science (Java) (3) OR
+ CSC110AB Introduction to Computer Science (Java) (4) 3-4

+ ECE102 Engineering Analysis Tools and Techniques 2
+ ECE103 Engineering Problem Solving and Design 2
ECE216 Computer-Aided Engineering (2) AND
+ ECE216LL Computer Aided Engineering Laboratory (1) OR
+ ECE216AA Computer Aided Engineering (3) 3

+ ECE104 EPICS Gold I (2) OR
+ ECE294++ Special Topics in Engineering (1-4) OR
+ ECE296++ Cooperative Education (1-3) OR
+ ECE298++ Special Projects (1-3) 1-4

FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3
+ PHY111 General Physics I (4) OR
+ PHY121 University Physics I: Mechanics (4) 4
+ PHY112 General Physics II (4) OR
+ PHY131 University Physics II: Electricity and Magnetism (4) 4

Restricted Electives Credits: 10-14
In consultation with an Academic, Faculty, or Program Advisor, complete 10-14 credits of coursework from any of the areas below that best align with academic and professional goals. Students may select courses from multiple areas.

General Application
Select one of the following programming courses not already taken in required courses:
+ CIS150 Programming Fundamentals (3) OR
+ CIS150AB Object-Oriented Programming Fundamentals (3) OR
+ CIS156 Python Programming: Level I (3) OR
+ CIS159 Visual Basic Programming I (3) OR
+ CIS162AB C++: Level I (3) OR
+ CIS162AD C#: Level I (3) OR
+ CIS163AA Java Programming: Level I (3) OR
+ CSC100 Introduction to Computer Science (C++) (3)
OR
+ CSC100AA Introduction to Computer Science (C++) (3) OR
+ CSC100AB Introduction to Computer Science (C++) (4) OR
+ CSC110 Introduction to Computer Science (Java) (3)
OR

+ CSC110AA Introduction to Computer Science (Java) (3) OR
+ CSC110AB Introduction to Computer Science (Java) (4) 3-4
Select one of the following courses not already taken in required courses:
+ ECE104 EPICS Gold I (2) OR
+ ECE294++ Special Topics in Engineering (1-4) OR
+ ECE296++ Cooperative Education (1-3) OR
+ ECE298++ Special Projects (1-3) 1-4

+ ECE105 MATLAB Programming 1

ECE106 Survey of Nanotechnology (1) OR
MNT110 Nanotechnology: What It Is and Why It Matters (3) 1-3

AIT100 Industrial Safety (1) OR
CON271 Construction Safety (3) OR
GTC/MIT/OSH106 Industrial Safety (2) 1-3

+ MAT206 Elements of Statistics 3

Biomedical Engineering Technician
BIO160 Introduction to Human Anatomy and Physiology (4) OR
+ BIO201 Human Anatomy and Physiology I (4) 4

ABS175 Research Methods in Biology 1
BIO211AA Biotechnology Seminar: Biomedical Applications 1
ECE111 Bioengineering Systems 3

Civil Engineering Technician
+ CET211 Strength of Materials (3) OR
CON223 Strength of Materials (3) 3

+ CON241 Surveying 3

ECE216 Computer-Aided Engineering (2) AND
+ ECE216LL Computer Aided Engineering Laboratory (1) OR
+ ECE216AA Computer Aided Engineering (3) 3

GLG101 Physical Geology: Dynamic Earth Lecture (3) AND
GLG103 Physical Geology: Dynamic Earth Lab (1) OR
GLG101IN Physical Geology: Dynamic Earth (4) 4

Drafting for Engineering Technician
CAD100 Fundamentals of 2D AutoCAD 3
+ CAD101 Elements of CAD Graphics (AutoCAD) 3
+ CAD145 Design Principles for Industry 3
DFT110 Introduction to Drafting 3
DFT126 Building Trades Blueprint Reading 3

ECE216 Computer-Aided Engineering (2) AND
+ ECE216LL Computer Aided Engineering Laboratory (1) OR
+ ECE216AA Computer Aided Engineering (3) 3

General Education Requirement Credits: 19-23

General Education Core Credits: 13-17

First-Year Composition Credits: 6
+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Oral Communication Credits: 3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3
Recommend COM225 or COM230

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

Mathematics Credits: 4-5
+ MAT187 Precalculus (5) OR
+ MAT220 Calculus with Analytic Geometry I (5) OR
+ MAT221 Calculus with Analytic Geometry I (4) 4-5

General Education Distribution Credits: 6

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

Social-Behavioral Sciences Credits: 3
Any approved general education course in the Social-Behavioral Sciences area.
Recommend ECN211 or ECN212

Natural Sciences Credits: 0
Met by CHM or PHY in Required Courses.

Academic Certificate in Sustainability (6240N) Credits: 15-18

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

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 6
SSH111 Sustainable Cities 3
SUS110 Sustainable World 3

Restricted Electives Credits: 9-12
Students must select three focus area classes
ASM104 Bones, Stones, and Human Evolution 4
BIO105 Environmental Biology 4

CHM107 Chemistry and Society (3) and
+ CHM107LL Chemistry and Society Laboratory (1) 4

COM263 Elements of Intercultural Communication 3
FON135 Sustainable Cooking 3
ECN212 Microeconomic Principles 3
EPS150 Introduction to Entrepreneurship 3
ENV101 Introduction to Environmental Science 4

GLG110 Geological Disasters and the Environment (3) and

GLG111 Geological Disasters and the Environment Lab (1) 4

GPH113 Introduction to Physical Geography 4
PHI216 Environmental Ethics 3
PSY132 Psychology and Culture 3
SBU200 Society and Business 3
SUS100 Introduction to Sustainability 3
SCT100 Introduction to Sustainable Built Environments 3



If you are a creative thinker and like to communicate ideas through visual art, design, dance, music, or theatre, the Visual and Performing Arts Field of Interest may be the right choice for you.
Maricopa Community Colleges' Visual and Performing Arts students gain hands-on foundational skills in their chosen mode of expression, including studio art, fashion design, interior design, acting, theatre production, vocal and instrumental performance, and film and audio production. They also develop cultural awareness and the communication, creative, and critical thinking skills necessary for success in a variety of fields. Students in the Visual and Performing Arts FOI may seek direct employment as artists, musicians, designers, actors or audio producers, or they may pursue a bachelor's or graduate-level degree for a career in teaching, art direction, theatre production, fashion or interior design, media arts, and film.

University Transfer and Degrees

AAS in Arts, Fine Arts, Emphasis in Art (8311)
AAS in Arts, Fine Arts, Emphasis in Dance (8312)
AAS in Arts, Fine Arts, Emphasis in Music (8313)
AAS in Arts, Fine Arts, Emphasis in Musical Theatre (8314)
AAS in Arts, Fine Arts, Emphasis in Theatre (8315)
AAS in Audio Production Technologies (3024)
AAS in Music industries: Music Business (3017)

Certificates

CCL in Audio Production Technologies (5334)
CCL in Music Industry Studies: Music Business I (5106)
CCL in Music Industry Studies: Music Business II (5258)
CCL in Stage Combat (5239)
CCL in Technical Theatre: Audio Technician (5077N)
CCL in Technical Theatre: Costuming (5090N)
CCL in Technical Theatre: Lighting (5095N)
CCL in Technical Theatre: Properties (5098N)
CCL in Technical Theatre: Puppetry (5148N)
CCL in Technical Theatre: Stage Crew Technician (5099N)

Associate in Arts, Fine Arts, Emphasis in Art (8311) Credits: 61-71

Description: The Associate in Arts, Fine Arts (AAFA), Emphasis in Art degree provides the first two years of a four-year curriculum for students who wish to specialize in fine arts, including painting, ceramics, textiles, jewelry, sculpture, metals, photography, and drawing. This degree offers an emphasis in creative problem-solving that is required in most career fields. With an associate degree, students may pursue a career as a practicing artist. With a bachelor or graduate degree in fine arts, students may also pursue a career in museums, galleries, community-based art organizations, or art instruction.

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

Students who wish to transfer to an art school should contact an art faculty member at their institution for more information.

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (Herberger Institute for Design and the Arts), Art (Ceramics), BFA
ASU (Herberger Institute for Design and the Arts), Art (Painting and Drawing), BFA
ASU (Herberger Institute for Design and the Arts), Art (Photography), BFA
ASU (Herberger Institute for Design and the Arts), Art (Printmaking), BFA
ASU (Herberger Institute for Design and the Arts), Art (Sculpture), BFA
NAU, Studio Art, BFA
U of A, Studio Art (All Emphases), BFA

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU, U of A.

Program Prerequisites: None

Required Courses Credits: 14-18
ART111 Drawing I 3
ART112 Two-Dimensional Design 3
ART113 Color 3
ART115 Three-Dimensional Design 3

ART255AB The Portfolio (1) OR
ART255 Art Marketing (3) 1-3
(ART255AB is a direct transfer, ART255 is an elective transfer recommended for marketing and professional development)

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

Restrictive Electives Credits: 12-18
Consult with an academic, faculty, or program advisor to prevent exceeding your university transfer program`s maximum transferable credits (typically 64).

Choose an applicable combination from the following list of courses based on your desired transfer plan totaling twelve to thirteen (12-13) credits of additional coursework. Courses cannot be shared with Required Courses.

ART116 Life Drawing I 3
+ ART122 Drawing and Composition II 3
ART131 Photography I 3
+ ART132 Photography II 3
ART136 Documentary Photography 3
ART137 Alternative Photographic Process 3

ART151 Sculpture I 3
ART153 Woodworking I 3
ART161 Ceramics I 3
ART162 Ceramics II 3
+ ART165 Watercolor Painting I 3
+ ART167 Painting I 3
+ ART250 Introduction to Printmaking 3
+ ART277 Textiles I 3
+ ART290GC Studio Art: Ceramics 3
AVC100 Introduction to Digital Arts 1
+ AVC178 Digital Arts Studies 3

Arizona General Education Curriculum (AGEC) Credits: 35- 38
A single course with an [HU], [SB], or [L] designation(s) may also be used to satisfy the Oral Communication, Critical Reading, or Awareness Area ([C], [G] and/or [H]) requirement(s).

First-Year Composition [FYC] Credits: 6
+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry [L] Credits: 3
Any approved general education course in the Literacy and Critical Inquiry [L] area.

Mathematics [MA] Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher level course in the Mathematical Applications [MA] area (3-6) 3-6

Computer/Statistics/Quantitative Applications [CS] Credits: 3
Any approved general education courses in the Computer/Statistics/Quantitative Applications [CS] area.3

Humanities, Arts and Design [HU] Credits: 6
ARH101 Art from Prehistory Through Middle Ages (3)
OR
ARH102 Art from Renaissance to Modernism (3)
AND
ARH201 Art of Asia (3) OR
ARH202 Art of Africa, Oceania, and Americas (3) 6

Social-Behavioral Sciences [SB] Credit: 6
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
COM230 Small Group Communication (3)
AND
Any approved general education courses in the Social-Behavioral Sciences [SB] area with the Cultural Diversity in the U.S. [C] designation. (3) 6

Natural Sciences [SG]/[SQ] Credits: 8
Any approved general education course in the Science Quantitative [SQ] area (4) AND
Any approved general education course in the Science Quantitative [SQ] area or the Science General [SG] area (4). 8

Awareness Areas Credits: 0
These requirements may be shared with other AGEC requirements. See the AGEC matrix on aztransfer.com for course designations.

Cultural Diversity in the US [C] Credits: 0
Met by [SB], [C] course taken in the Social-Behavioral Sciences [SB] area.

Historical/Global Awareness [H]/[G] Credits: 0
Met by ARH101 [HU],[H] or ARH102 [HU], [H] taken in the Humanities, Arts and Design [HU] area.

MCCCD Additional Requirements Credits: 0-3
Courses in this area may also be applied to AGEC Requirements. To minimize total credits required for degree and maximize transferable credits, it is recommended that courses be selected that meet more than one requirement wherever possible.

Oral Communication (COM) Credits: 0
Met by COM100, or COM110, or COM230 in the Social-Behavioral Sciences [SB] area.

Critical Reading (CTE) Credits: 0-3
+ CRE101 College Critical Reading and Critical Thinking (3) OR
Equivalent as indicated by assessment (0) 0-3

General Electives
Select courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with an Academic Advisor.

Associate in Arts, Fine Arts, Emphasis in Dance (8312) Credits: 60-64

Description: The Associate in Arts, Fine Arts (AAFA), Emphasis in Dance provides the first two years of a four-year curriculum for students who intend to specialize in dance. With an associate degree, students may pursue a number of careers, including but not limited to, dance performance, choreography, and dance instruction. Upon completion of a bachelor`s degree, students may pursue additional careers including dance education at the secondary level, arts administration, artistic direction, and dance science specialties. Upon completion of a graduate degree, students may pursue additional careers including dance education at the post-secondary level and dance therapy.

Program Notes: Students must earn a grade of C or better in each course in the program.

Students are expected to meet with a residential dance faculty member for advising each semester prior to enrollment for the following semester. Consult with your faculty advisor to determine which specializations are available at your college.
Students should enroll in two DAN technique courses each semester.
Enrollment in some courses may require an audition and/or permission of instructor.
All applicable DAN technique courses may be repeated for credit.
Pass/No Credit courses cannot be used to fulfill degree requirements.
Program Prerequisites: None

Required Courses Credits: 7-9
+ DAN150 Dance Performance I 1
DAN264 Choreography I 3
+ DAN280 Dance Practicum 2

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

Restricted Electives Credits: 13-23
Complete requirements in the transfer plan that best aligns with your academic and professional goals. If your intended transfer plan is not listed, then select a combination of courses from the transfer options listed in order to meet the minimum credits required in the Restricted Electives section. Consult with an academic, faculty, or program advisor to prevent exceeding your university transfer program`s maximum transferable credits (typically 64).

Transfer Plan 1: Contemporary Concert Dance (CGCC)
Credits: 19-21
Dance Theory:
DAH100 Introduction to Dance in the United States 3
+ DAN265 Choreography II 3

Dance Performance:
Select one to three courses from the following for a total of one (1) to three (3) credits:
+ DAN150 Dance Performance I 1
+ DAN155 Dance Performance II 1
+ DAN250 Dance Performance III 1
+ DAN255 Dance Performance IV 1

Dance Technique (Core):
Students may come in at any level based on assessment by the lead dance residential faculty.

Select three courses from the following for a total of three (3) credits. Courses may be repeated for credit.
DAN131 Ballet I 1
+ DAN134 Ballet II 1
+ DAN231 Ballet III 1
+ DAN234 Ballet IV 1
+ DAN237 Ballet Pointe I 1

Select three courses from the following for a total of three (3) credits. Courses may be repeated for credit.
DAN132 Modern Dance I 1
+ DAN135 Modern Dance II 1
+ DAN232 Modern Dance III 1
+ DAN235 Modern Dance IV 1

Select one course to attain a minimum of Level III competency in Ballet.
+ DAN231 Ballet III (1) OR
+ DAN234 Ballet IV (1) OR
+ DAN237 Ballet Pointe I (1) 1

Select one course to attain a minimum of Level III competency in Modern.
+ DAN232 Modern Dance III (1) OR
+ DAN235 Modern Dance IV (1) 1

Dance Technique (Additional):
Students may come in at any level based on assessment by the lead dance residential faculty.

Select four courses from the following for a total of four (4) credits.
DAN102 Hip Hop I 1
+ DAN103 Hip Hop II 1
DAN106AA Latin I 1
DAN129 Musical Theatre Dance I 1
+ DAN130 Musical Theatre Dance II 1
DAN131 Ballet I 1
DAN132 Modern Dance I 1
DAN133 Jazz Dance I 1
+ DAN134 Ballet II 1
+ DAN135 Modern Dance II 1

+ DAN136 Jazz Dance II 1
DAN140 Tap Dance I 1
+ DAN145 Tap Dance II 1
+ DAN202 Hip Hop III 1
+ DAN203 Hip Hop IV 1
+ DAN229 Musical Theatre Dance III 1
+ DAN230 Musical Theatre Dance IV 1
+ DAN231 Ballet III 1
+ DAN232 Modern Dance III 1
+ DAN233 Jazz Dance III 1
+ DAN234 Ballet IV 1
+ DAN235 Modern Dance IV 1
+ DAN236 Jazz Dance IV 1
+ DAN237 Ballet Pointe I 1
+ DAN240 Tap Dance III 1
+ DAN245 Tap Dance IV 1

Transfer Plan 2: Contemporary Concert Dance (GCC)
Credits: 19-21
Dance Theory:
DAH100 Introduction to Dance in the United States 3

DAH250 Dance in Popular Culture (3) OR
+ DAH255 Hip Hop: Arts, Aesthetic and Culture (3)

DAN170 Dance Kinesiology 3

Dance Performance:
Select one to three courses from the following for a total of one (1) to three (3) credits:
+ DAN155 Dance Performance II 1
+ DAN250 Dance Performance III 1
+ DAN255 Dance Performance IV 1

Dance Technique (Core):
Students may come in at any level based on assessment by the lead dance residential faculty.

Select three courses from the following for a total of three (3) credits. Courses may be repeated for credit.
DAN131 Ballet I 1
+ DAN134 Ballet II 1
+ DAN231 Ballet III 1
+ DAN234 Ballet IV 1

Select three courses from the following for a total of three (3) credits. Courses may be repeated for credit.
DAN132 Modern Dance I 1
+ DAN135 Modern Dance II 1
+ DAN232 Modern Dance III 1
+ DAN235 Modern Dance IV 1

Select one course to attain a minimum of Level III competency in Ballet.
+ DAN231 Ballet III (1) OR
+ DAN234 Ballet IV (1) 1

Select one course to attain a minimum of Level III competency in Modern.
+ DAN232 Modern Dance III (1) OR
+ DAN235 Modern Dance IV (1) 1

Dance Technique (Additional):
Students may come in at any level based on assessment by the lead dance residential faculty.

Select four courses from the following for a total of four (4) credits.
DAN102 Hip Hop I 1
+ DAN103 Hip Hop II 1
DAN129 Musical Theatre Dance I 1
+ DAN130 Musical Theatre Dance II 1
DAN133 Jazz Dance I 1
+ DAN136 Jazz Dance II 1
DAN140 Tap Dance I 1
+ DAN145 Tap Dance II 1
+ DAN202 Hip Hop III 1
+ DAN203 Hip Hop IV 1
+ DAN229 Musical Theatre Dance III 1
+ DAN230 Musical Theatre Dance IV 1
+ DAN233 Jazz Dance III 1
+ DAN236 Jazz Dance IV 1
+ DAN240 Tap Dance III 1
+ DAN245 Tap Dance IV 1

Transfer Plan 3: Contemporary Concert Dance (MCC)
Credits: 16
Dance Theory:
DAH100 Introduction to Dance in the United States 3
DAH250 Dance in Popular Culture 3
DAN170 Dance Kinesiology 3

Dance Performance:
DAN141 Dance Workshop 1
+ DAN155 Dance Performance II 1

Dance Technique (Core):
DAN131 Ballet I 1
DAN132 Modern Dance I 1
+ DAN134 Ballet II 1
+ DAN135 Modern Dance II 1
+ DAN231 Ballet III 1
+ DAN232 Modern Dance III 1

Dance Technique (Additional):
Students may come in at any level based on assessment by the lead dance residential faculty.

Select two courses from the following for a total of two (2) credits:
DAN102 Hip Hop I 1
+ DAN103 Hip Hop II 1
DAN129 Musical Theatre Dance I 1
+ DAN130 Musical Theatre Dance II 1
DAN133 Jazz Dance I 1
+ DAN136 Jazz Dance II 1
DAN140 Tap Dance I 1
+ DAN145 Tap Dance II 1
+ DAN202 Hip Hop III 1
+ DAN203 Hip Hop IV 1
+ DAN229 Musical Theatre Dance III 1
+ DAN230 Musical Theatre Dance IV 1
+ DAN233 Jazz Dance III 1
+ DAN236 Jazz Dance IV 1
+ DAN240 Tap Dance III 1
+ DAN245 Tap Dance IV 1

Transfer Plan 4: Contemporary Concert Dance (PVCC)

Credits: 13-18
Dance Theory:
DAH100 Introduction to Dance in the United States 3
+ DAH255 Hip Hop: Arts, Aesthetic and Culture 3

DAN190 Discovering Dance Careers (1) OR
DAN298AA Special Projects (1) OR
DAN298AB Special Projects (2) OR
DAN298AC Special Projects (3) 1-3

+ DAN265 Choreography II 3

Dance Performance:
Select one to three courses from the following for a total of one (1) to three (3) credits:
+ DAN155 Dance Performance II 1
+ DAN250 Dance Performance III 1
+ DAN255 Dance Performance IV 1

Dance Technique (Core):
Students may come in at any level based on assessment by the lead dance residential faculty.

Select two courses from the following for a total of two (2) credits. Courses may be repeated for credit.
DAN131 Ballet I 1
+ DAN134 Ballet II 1
+ DAN231 Ballet III 1

Select one course to attain a minimum of Level III competency in Ballet.
+ DAN231 Ballet III (1) OR
+ DAN234 Ballet IV (1) 1

Select two courses from the following for a total of two (2) credits. Courses may be repeated for credit.
DAN132 Modern Dance I 1
+ DAN135 Modern Dance II 1
+ DAN232 Modern Dance III 1

Select one course to attain a minimum of Level III competency in Modern.
+ DAN232 Modern Dance III (1) OR
+ DAN235 Modern Dance IV (1) 1

Dance Technique (Additional):
DAN133 Jazz Dance I 1
DAN136 Jazz Dance II 1

Select coursework from the following for a total of one (1) to two (2) credits:
DAN233 Jazz Dance III 1
+ DAN236 Jazz Dance IV 1
DAN290AA Dance Conservatory I 1
DAN290AB Dance Conservatory I 2
DAN101AA Social Dance: Ballroom 1
DAN101AB Social Dance: Swing 1
DAN101AC Social Dance: Latin 1
DAN101AE Social Dance: Tango 1

Transfer Plan 5: Contemporary Concert Dance (SCC)
Credits: 17-23
Dance Theory:
DAH250 Dance in Popular Culture 3
DAN170 Dance Kinesiology 3
DAN190 Discovering Dance Careers 1
DAN221 Rhythmic Awareness I 3

Dance Performance:
Select one course from the following for a total of one (1) credit:
+ DAN150 Dance Performance I 1
+ DAN155 Dance Performance II 1
+ DAN250 Dance Performance III 1
+ DAN255 Dance Performance IV 1

Dance Technique (Core):
Students may come in at any level based on assessment by the program director(s).

Select three courses from the following for a total of three (3) to six (6) credits. Courses may be repeated for credit.
DAN131 Ballet I 1
+ DAN134 Ballet II 1
+ DAN231 Ballet III 1
+ DAN231AA Ballet III: Intensive 2
+ DAN234 Ballet IV 1
+ DAN234AA Ballet IV: Intensive 2

Select one course to attain a minimum of Level III competency in Ballet.
+ DAN231 Ballet III (1) OR
+ DAN231AA Ballet III: Intensive (2) OR
+ DAN234 Ballet IV (1) OR
+ DAN234AA Ballet IV: Intensive (2) 1-2

Select three courses from the following for a total of three (3) to six (6) credits. Courses may be repeated for credit.
DAN132 Modern Dance I 1
+ DAN135 Modern Dance II 1
+ DAN232 Modern Dance III 1
+ DAN232AA Modern Dance III: Intensive 2
+ DAN235 Modern Dance IV 1
+ DAN235AA Modern Dance IV: Intensive 2

Select one course to attain a minimum of Level III competency in Modern.
+ DAN232 Modern Dance III (1) OR
+ DAN232AA Modern Dance III: Intensive (2) OR
+ DAN235 Modern Dance IV (1) OR
+ DAN235AA Modern Dance IV: Intensive (2) 1-2

Dance Technique (Additional):
Students may come in at any level based on assessment by the program director(s).

Select three courses from the following for a total of three (3) credits.
DAN102 Hip Hop I 1
+ DAN103 Hip Hop II 1
+ DAN202 Hip Hop III 1
+ DAN203 Hip Hop IV 1
DAN133 Jazz Dance I 1
+ DAN136 Jazz Dance II 1
+ DAN233 Jazz Dance III 1
+ DAN236 Jazz Dance IV 1

Transfer Plan 6: Jazz and Related Diasporic Forms (CGCC)
Credits: 19-21
Dance Theory:
DAH100 Introduction to Dance in the United States (3) OR
DAH201 Dance, Culture, and Global Contexts (3) OR
DAN221 Rhythmic Awareness I (3) 3
DAN221 recommended

+ DAN265 Choreography II 3

Dance Performance:
Select one to three courses from the following for a total of one (1) to three (3) credits:
+ DAN150 Dance Performance I 1
+ DAN155 Dance Performance II 1
+ DAN250 Dance Performance III 1
+ DAN255 Dance Performance IV 1

Dance Technique (Core):
Students may come in at any level based on assessment by the lead dance residential faculty.

Select eight courses for a total of eight (8) credits from two of the following dance forms: Hip Hop, Musical Theatre, Jazz, or Tap. Students must achieve Level III competency in the two forms selected.

Hip Hop:
DAN102 Hip Hop I 1
+ DAN103 Hip Hop II 1
+ DAN202 Hip Hop III 1
+ DAN203 Hip Hop IV 1

Musical Theater:
DAN129 Musical Theatre Dance I 1
+ DAN130 Musical Theatre Dance II 1
+ DAN229 Musical Theatre Dance III 1
+ DAN230 Musical Theatre Dance IV 1

Jazz:
DAN133 Jazz Dance I 1
+ DAN136 Jazz Dance II 1
+ DAN233 Jazz Dance III 1
+ DAN236 Jazz Dance IV 1

Tap Dance:
DAN140 Tap Dance I 1
+ DAN145 Tap Dance II 1
+ DAN240 Tap Dance III 1
+ DAN245 Tap Dance IV 1

Dance Technique (Additional):
Students may come in at any level based on assessment by the lead dance residential faculty.

Select four courses from the following for a total of four (4) credits:
DAN102 Hip Hop I 1
+ DAN103 Hip Hop II 1
DAN129 Musical Theatre Dance I 1
+ DAN130 Musical Theatre Dance II 1
DAN131 Ballet I 1
DAN132 Modern Dance I 1
DAN133 Jazz Dance I 1
+ DAN134 Ballet II 1
+ DAN135 Modern Dance II 1
+ DAN136 Jazz Dance II 1
DAN140 Tap Dance I 1
+ DAN145 Tap Dance II 1
+ DAN202 Hip Hop III 1
+ DAN203 Hip Hop IV 1
+ DAN229 Musical Theatre Dance III 1

+ DAN230 Musical Theatre Dance IV 1
+ DAN231 Ballet III 1
+ DAN233 Jazz Dance III 1
+ DAN232 Modern Dance III 1
+ DAN234 Ballet IV 1
+ DAN235 Modern Dance IV 1
+ DAN236 Jazz Dance IV 1
+ DAN237 Ballet Pointe I 1
+ DAN240 Tap Dance III 1
+ DAN245 Tap Dance IV 1

Transfer Plan 7: Jazz and Related Diasporic Forms (GCC)
Credits: 17-19
Dance Theory:
DAH100 Introduction to Dance in the United States 3

DAH250 Dance in Popular Culture 3
+ DAH255 Hip Hop: Arts, Aesthetic and Culture 3

DAN170 Dance Kinesiology 3

Dance Performance:
Select one to three courses from the following for a total of one (1) to three (3) credits:
+ DAN155 Dance Performance II 1
+ DAN250 Dance Performance III 1
+ DAN255 Dance Performance IV 1

Dance Technique (Core):
Students may come in at any level based on assessment by the lead dance residential faculty.

Select three courses from the following for a total of (3) to six (6) credits. Courses may be repeated for credit.
DAN133 Jazz Dance I 1
+ DAN136 Jazz Dance II 1
+ DAN233 Jazz Dance III 1
+ DAN236 Jazz Dance IV 1

Select one course to attain a minimum of Level III competency in Jazz.
+ DAN233 Jazz Dance III (1) OR
+ DAN236 Jazz Dance IV (1) 1

Select three courses from the following for a total of 3 credits. Courses may be repeated for credit.
DAN102 Hip Hop I 1
+ DAN103 Hip Hop II 1
DAN129 Musical Theatre Dance I 1
+ DAN130 Musical Theatre Dance II 1
DAN140 Tap Dance I 1
+ DAN145 Tap Dance II 1
+ DAN202 Hip Hop III 1
+ DAN203 Hip Hop IV 1
+ DAN229 Musical Theatre Dance III 1
+ DAN230 Musical Theatre Dance IV 1
+ DAN240 Tap Dance III 1
+ DAN245 Tap Dance IV 1

Select one course to attain a minimum of Level III competency in Hip Hop, Musical Theatre, or Tap.
+ DAN202 Hip Hop III (1) OR
+ DAN203 Hip Hop IV (1) OR
+ DAN229 Musical Theatre Dance III (1) OR
+ DAN230 Musical Theatre Dance IV (1) OR
+ DAN240 Tap Dance III (1) OR
+ DAN245 Tap Dance IV (1) 1

Dance Technique (Additional):
Students may come in at any level based on assessment by the lead dance residential faculty.

Select four courses from the following for a total of four (4) credits.
DAN131 Ballet I 1
DAN132 Modern Dance I 1
+ DAN134 Ballet II 1
+ DAN135 Modern Dance II 1
+ DAN231 Ballet III 1
+ DAN232 Modern Dance III 1
+ DAN234 Ballet IV 1
+ DAN235 Modern Dance IV 1

Transfer Plan 8: Jazz and Related Diasporic Forms (MCC)
Credits: 19
Dance Theory:
DAH100 Introduction to Dance in the United States 3
DAH201 Dance, Culture, and Global Contexts 3
DAH250 Dance in Popular Culture 3
DAN170 Dance Kinesiology 3

Dance Performance:
DAN141 Dance Workshop 1
+ DAN155 Dance Performance II 1

Dance Technique (Core):
DAN102 Hip Hop I 1
+ DAN103 Hip Hop II 1
DAN133 Jazz Dance I 1
DAN136 Jazz Dance II 1
+ DAN202 Hip Hop III 1
+ DAN233 Jazz Dance III 1

Dance Technique (Additional):
DAN132 Modern Dance I 1

DAN129 Musical Theatre Dance I (1) OR
+ DAN130 Musical Theatre Dance II (1) OR
DAN131 Ballet I (1) OR
DAN132 Modern Dance I (1) OR
+ DAN134 Ballet II (1) OR
+ DAN135 Modern Dance II (1) OR
DAN140 Tap Dance I (1) OR
+ DAN145 Tap Dance II (1) OR
+ DAN229 Musical Theatre Dance III (1) OR
+ DAN230 Musical Theatre Dance IV (1) OR
+ DAN231 Ballet III (1) OR
+ DAN232 Modern Dance III (1) OR
+ DAN234 Ballet IV (1) OR
+ DAN235 Modern Dance IV (1) OR
+ DAN240 Tap Dance III (1) OR
+ DAN245 Tap Dance IV (1) 1

Transfer Plan 9: Jazz and Related Diasporic Forms (SCC)
Credits: 19-23
Dance Theory:
DAN170 Dance Kinesiology 3
DAN190 Discovering Dance Careers 1
DAN221 Rhythmic Awareness I 3

Dance Performance:
Select one course from the following for a total of one (1) credit:
+ DAN150 Dance Performance I (1) OR
+ DAN155 Dance Performance II (1) OR
+ DAN250 Dance Performance III (1) OR
+ DAN255 Dance Performance IV (1) 1

Dance Technique (Core):
Students may come in at any level based on assessment by the program director(s).

Select three courses from the following for a total of three (3) credits. Courses may be repeated for credit.
DAN102 Hip Hop I 1
+ DAN103 Hip Hop II 1
+ DAN202 Hip Hop III 1
+ DAN203 Hip Hop IV 1

Select one course to attain a minimum of Level III competency in Hip Hop.
+ DAN202 Hip Hop III (1) OR
+ DAN203 Hip Hop IV (1) 1

Select three courses from the following for a total of three (3) credits. Courses may be repeated for credit.
DAN133 Jazz Dance I 1
+ DAN136 Jazz Dance II 1
+ DAN233 Jazz Dance III 1
+ DAN236 Jazz Dance IV 1

Select one course to attain a minimum of Level III competency in Jazz.
+ DAN233 Jazz Dance III (1) OR
+ DAN236 Jazz Dance IV (1) 1

Dance Technique (Additional):
Students may come in at any level based on assessment by the program director(s).

Select four courses from the following for a total of four (4) to eight (8) credits:
DAN131 Ballet I 1
DAN132 Modern Dance I 1
+ DAN134 Ballet II 1
+ DAN135 Modern Dance II 1
+ DAN231 Ballet III 1
+ DAN231AA Ballet III: Intensive 2
+ DAN232 Modern Dance III 1
+ DAN232AA Modern Dance III: Intensive 2
+ DAN234 Ballet IV 1
+ DAN234AA Ballet IV: Intensive 2
+ DAN235 Modern Dance IV 1
+ DAN235AA Modern Dance IV: Intensive 2

Arizona General Education Curriculum (AGEC) Credits: 20-44
A single course with an [HU], [SB], or [L] designation may also be used to satisfy the Oral Communication, Critical Reading, or Awareness Area ([C], [G] and/or [H]) requirement(s).

First-Year Composition [FYC] Credits: 6
+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry [L] Credits: 3
Any approved general education course in the Literacy and Critical Inquiry [L] area. 3

Met by DAH255 in Transfer Plan 4 or Transfer Plan 7 (Transfer Plan 2 has option of DAH255)

Mathematics [MA] Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Higher approved general education course in the Mathematical Applications [MA] area 3-6

Computer/Statistics/Quantitative Applications [CS]Credits: 3
Any approved general education course in the Computer/Statistics/Quantitative Applications [CS] area. 3

BPC110 or CIS105 recommended for students in Transfer Plan 5 or Transfer Plan 9.

Humanities, Arts and Design [HU] Credits: 6
DAH201 Dance, Culture, and Global Contexts (3)
AND
DAH250 Dance in Popular Culture (3) OR
+ DAH255 Hip Hop: Arts, Aesthetic and Culture (3) 6

DAH255 can only be used to meet the Humanities, Arts and Design [HU] area if not used to satisfy the Literacy and Critical Inquiry [L] area.

Social-Behavioral Sciences [SB] Credits: 6
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
COM230 Small Group Communication (3)
AND
Any approved general education course in the Social Behavior [SB] area (3) 6

Transfer Plan 5: Contemporary Concert Dance (SCC)
COM110 Interpersonal Communication (3)
AND
EDU222 Introduction to the Exceptional Learner (3) 6

Transfer Plan 9: Jazz and Related Diasporic Forms (SCC)
COM110 Interpersonal Communication (3)
AND
EDU222 Introduction to the Exceptional Learner (3) 6

Natural Sciences [SG]/[SQ] Credits: 8
BIO160 Introduction to Human Anatomy and Physiology (4) OR
+ BIO201 Human Anatomy and Physiology I (4) OR
+ BIO201XT Human Anatomy and Physiology I (4)
AND
Any approved general education course in the Science Quantitative [SQ] area or the Science General [SG] area (4). 8

At least four (4) credits must be designated as Natural Sciences (Quantitative) [SQ]

Awareness Areas Credits: 0
These requirements may be shared with other AGEC requirements.

Cultural Diversity in the US [C] Credits: 0
Met by DAH250, OR DAH255, OR EDU222 in [HU], or, [L], or [SB] area.

Historical/Global Awareness [H]/[G] Credits: 0
Met by DAH201 in [HU] area.

MCCCD Additional Requirements Credits: 0
Courses in this area may also be applied to AGEC Requirements. To minimize total credits required for degree and maximize transferable credits, it is recommended that courses be selected that meet more than one requirement wherever possible.

Oral Communication (COM) Credits: 0
May be met by COM100 or, COM110 or, COM230 in the Social-Behavioral Sciences [SB] area.

Critical Reading (CRE) Credits: 0-3
+ CRE101 College Critical Reading and Critical Thinking (3) OR
Equivalent as indicated by assessment (0) 0-3

General Electives Credits:
Select courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Recommended for Transfer Plan 3: Contemporary Concert Dance (MCC) or Transfer Plan 8: Jazz and Related Diasporic Forms (MCC)
DAN141 Dance Workshop 1
DAN164 Improvisation 1
+ DAN235 Modern Dance IV 1
+ DAN250 Dance Performance III 1
+ DAN255 Dance Performance IV 1
+ DAN265 Choreography II 3
+ DAN298AA Special Projects 1
THP213 Introduction to Technical Theatre 4.

Associate in Arts, Fine Arts, Emphasis in Music (8313) Credits: 67-83

Description: The Associate in Arts, Fine Arts (AAFA), Emphasis in Music degree is designed for students planning to transfer to four-year colleges and universities with majors in the Fine/Performing Arts. The degree is designed to prepare students to meet selective admission criteria for programs, such as the Bachelor of Music, which may require an audition. Embedded areas of emphasis include choral, instrumental, guitar and popular music performance.

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

In most cases, courses used to satisfy the AAFA, Emphasis in Music will apply to general university graduation requirements of related majors; however, students need to be aware of any specific lower division requirements of their intended focus at the university to be sure they select courses that will meet those requirements.

Some courses may require permission of instructor and/or audition for placement.

Program Prerequisites: None

Required Courses Credits: 9-11
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

+ MTC105 Music Theory I 3
+ MTC106 Aural Perception I 1
+ MTC155 Music Theory II 3
+ MTC156 Aural Perception II 1

Restricted Electives Credits: 23-28

Transfer Plan 1: Classical Music Performance and Music Education
Credits: 24-28
MUP102++ Private Instruction 2
+ MUP152++ Private Instruction 2
+ MUP202++ Private Instruction 2
+ MTC205 Music Theory III 3
+ MTC206 Aural Perception III 1
+ MUP252++ Private Instruction 2
+ MTC255 Music Theory IV 3
+ MTC256 Aural Perception IV 1

Class Piano Credits: 0-4
MUP131 Class Piano I 1
+ MUP132 Class Piano II 1
+ MUP231 Class Piano III 1
+ MUP232 Class Piano IV 1
(Student`s level and number of credits required for degree determined by piano instructor based on audition) 0-4

Large Music Ensembles Credits: 4
Choose any four (4) credits from the following list of Musical Ensemble courses based on area of emphasis. Any substitutions require official approval of program director.
MUP150 Community Chorus 1
MUP153 Concert Choir 1
MUP159 Community Orchestra 1
MUP160 Orchestra 1
MUP161 Community Band 1
MUP162 Band 1
MUP163 Jazz Ensemble 1 (Jazz Big Bands only)
MUP169 Guitar Ensemble 1
MUP181 Chamber Music Ensembles 1 (Piano Ensemble only)
MUP217 Music Theatre: Broadway Solos 1
+ MUP/THP273 Musical Theater Production 1

MUP153 is recommended for Choral students (or, if unavailable, MUP150), MUP160 for Strings students (or, if unavailable, MUP159), MUP162 for Instrumental students (or, if unavailable, MUP161), MUP163 (limited to Jazz Big Bands) for Jazz students, MUP169 for students interested in transfer to Ottawa University for Guitar (or, if unavailable, any other approved ensemble), and MUP181 (limited to Piano Ensembles only) for Piano majors. Ensemble courses can be taken multiple times for credit.

Related Area Credits: 4
Students should choose four (4) additional credits from the following list of options that best align with their academic and professional goals. Course(s) selected must be different from those used to fulfill a requirement of the AGEC-A and/or those used to fulfill Required Courses and should be selected in consultation with an academic, faculty, or program advisor.
MHL+++ Any MHL Music: History/Literature course(s)
MTC+++ Any MTC Music: Theory/Composition course(s)
MUC+++ Any MUC Music: Commercial/Business course(s)
MUE+++ Any MUE Music: Education course(s)
MUP+++ Any MUP Music Performance course(s)

Transfer Plan 2: Popular Music
Credits: 24-25
MUC140 Songwriting (3) OR
MUC191 Electronic Music I (3) 3

MUC181 Popular Music Orchestration and Arranging (3) OR
+ MUC192 Electronic Music II (3) 3

MUC109 Music Business: Content Creation and Copyright (3) OR
MUC110 Music Business: Marketing and Monetization (3) 3

MUP100 Introduction to Digital Musicianship (2) OR
MUC195 Studio Music Recording I (3) OR
MUC195AA Studio Music Recording I (3) OR
MUC197 Live Sound Reinforcement I (3) OR
+ MUC193 Computer-Based Sound Synthesis (3) OR
+ MUC281 Electronic Music III (3) 2-3

MUC298AA Special Projects 1

MUP101++ Private Instruction (1) (Must be completed for credit twice) OR
MUP102++ Private Instruction (2) 2

+ MUP151++ Private Instruction (1) (Must be completed for credit twice) OR
+ MUP152++ Private Instruction (2) 2

+ MUP201++ Private Instruction (1) (Must be completed for credit twice) OR
+ MUP202++ Private Instruction (2) 2
+ MUP251++ Private Instructions (1) (Must be completed for credit twice) OR
+ MUP252++ Private Instruction (2) 2

Performance Ensemble Credits: 4
Choose any four (4) credits from the following list of Musical Ensemble courses. Ensemble courses can be taken multiple times for credit. Select courses in consultation with an academic, faculty, or program advisor.
MUP150 Community Chorus 1
MUP153 Concert Choir 1
MUP154AA Jazz Vocal Ensemble 1
MUP154AB Jazz Vocal Ensemble 2
MUP158 Popular Music Ensemble 1
MUP159 Community Orchestra 1
MUP160 Orchestra 1
MUP161 Community Band 1
MUP162 Band 1
MUP163 Jazz Ensemble 1
MUP169 Guitar Ensemble 1
MUP181 Chamber Music Ensembles 1 (Jazz Combos)
MUP190 Percussion Ensemble 1

Transfer Plan 3: Jazz Music
Credits: 23-25
MTC130 Jazz Theory 2

MUC181 Popular Music Orchestration and Arranging (3) OR
MTC203 Jazz Composition (3) OR
MUP165 Jazz Improvisation II (2) 2-3

MUP100 Introduction to Digital Musicianship (2) OR
MUC195 Studio Music Recording I (3) OR
MUC195AA Studio Music Recording I (3) OR
MUC197 Live Sound Reinforcement I (3) 2-3

MUP164 Jazz Improvisation I 2

MUP101++ Private Instruction (1) (Must be completed for credit twice) OR
MUP102++ Private Instruction (2) 2

+ MUP151++ Private Instruction (1) (Must be completed for credit twice) OR
+ MUP152++ Private Instruction (2) 2

+ MUP201++ Private Instruction (1) (Must be completed for credit twice) OR
+ MUP202++ Private Instruction (2) 2

+ MUP251++ Private Instructions (1) (Must be completed for credit twice) OR
+ MUP252++ Private Instruction (2) 2

MUP298AA Special Projects 1

Performance Ensemble Credits: 6
Choose any six (6) credits from the following list of Performance Ensemble courses. Ensemble courses can be taken multiple times for credit. Select courses in consultation with an academic, faculty, or program advisor.
MUP163 Jazz Ensemble 1 (May be repeated for credit 4 times)
MUP181 Chamber Music Ensembles 1 (May be repeated for credit 2 times)
MUP183 Jazz Combo 1 (May be repeated for credit 2 times)

Transfer Plan 4: Music Theatre
Credits: 25-28
MUP102++ Private Instruction 2
+ MUP152++ Private Instruction 2
+ MUP202++ Private Instruction 2
+ MTC205 Music Theory III 3
+ MTC206 Aural Perception III 1
+ MUP252++ Private Instruction 2
+ MTC255 Music Theory IV 3
+ MTC256 Aural Perception IV 1

Class Piano Credits: 0-3
MUP131 Class Piano I 1
+ MUP132 Class Piano II 1
+ MUP231 Class Piano III 1
(Student's level and number of credits required for degree determined by piano instructor based on audition)

Large Music Ensembles Credits: 4
Choose any four (4) credits from the following list of Musical Ensemble courses. Ensemble courses can be taken multiple times for credit. Any substitutions require official approval of a program director.
MUP150 Community Chorus 1
MUP153 Concert Choir 1
MUP217 Music Theatre: Broadway Solos 1
+ MUP/THP273 Musical Theater Production 1
MUP270AA Musical Theatre Workshop 1

MUP153 is recommended for Music Theatre students (or, if unavailable, MUP150). Ensemble courses can be taken multiple times for credit.

Related Area Credits: 5
Students should choose five (5) additional credits from the following list of options that best align with their academic and professional goals. Course(s) selected must be different from those used to fulfill a requirement of the AGEC-A and/or those used to fulfill Required Courses and should be selected in consultation with an academic, faculty, or program advisor.

MUP218 Audition Techniques: Music Theater 1
MUP270 Musical Theatre Workshop 2
THP+++ Any THP Theatre Performance course(s)
DAN+++ Any DAN Dance Performance course(s)

Arizona General Education Curriculum (AGEC) Credits: 35-38
A single course with an [HU], [SB], or [L] designation may also be used to satisfy the Oral Communication, Critical Reading, or Awareness Area ([C], [G] and/or [H]) requirement(s).

First-Year Composition [FYC] Credits: 6
+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry [L] Credits: 3
Any approved general education course in the Literacy and Critical Inquiry [L] area.

Mathematics [MA] Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Any approved general education course in the Mathematical Applications [MA] area. 3-6

Computer/Statistics/Quantitative Applications [CS]Credits: 3
Transfer Plan 1: Classical Music Performance and Music Education:
Any approved general education course in the Computer/Statistics/Quantitative Applications [CS] area. 3
(Recommend: MTC180 Computer Literacy for Musicians)

Transfer Plan 2: Popular Music
+ MTC180 Computer Literacy for Musicians 3

Transfer Plan 3: Jazz Music
+ MTC180 Computer Literacy for Musicians 3

Transfer Plan 4: Music Theatre
Any approved general education course in the Computer/Statistics/Quantitative Applications [CS] area. 3
(Recommended: MTC180 Computer Literacy for Musicians)

Humanities, Arts and Design [HU] Credits: 6
+ MHL194 Music and Culture (3)
AND
Any additional MHL+++ Music: History/Literature course with [HU] designation. (3) 6

MHL241 recommended for students transferring to Ottawa/NAU.

Social-Behavioral Sciences [SB] Credits: 6
COM100 Introduction to Human Communication (3)
OR
COM110 Interpersonal Communication (3) OR
COM230 Small Group Communication (3)
AND

Any approved general education courses in the Social-Behavioral Sciences [SB] area with the Cultural Diversity in the US [C] designation. (3) 6

Natural Sciences [SC]/[SQ] Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area (4) AND
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area or the Natural Sciences (General) [SG] area (4). 8

Awareness Areas Credits: 0
These requirements may be shared with other AGEC Requirements.

Cultural Diversity in the US [C] Credits: 0
Met by course taken in the Social-Behavioral Sciences [SB] area.

Historical/Global Awareness [H]/[G] Credits: 0
Met by MHL194 in the Humanities, Arts and Design [HU] area.

MCCCD Additional Requirements Credits: 0-3
Courses in this area may also be applied to AGEC Requirements. To minimize total credits required for degree and maximize transferable credits, it is recommended that courses be selected that meet more than one requirement wherever possible.

Oral Communication (COM) Credits: 0
Met by COM100 or, COM110 or, COM230 in the Social-Behavioral Sciences [SB] area.

Critical Reading (CRE) Credits: 0-3
+ CRE101 College Critical Reading and Critical Thinking (3) OR
Equivalent as indicated by assessment (0) 0-3

General Electives Credits:
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.

Associate in Arts, Fine Arts, Emphasis in Musical Theatre (8314) Credits: 60-64

Description: The Associate in Arts, Fine Arts (AAFA), Emphasis in Musical Theatre degree provides a foundation in performance and production practices in music, theatre, and dance. The degree is designed to prepare students to meet selective admission criteria for programs, such as the Bachelor of Musical Theatre, which may require an audition.

Program Notes
Students must earn a grade of C or better in all courses within the program.
Some courses may require permission of instructor and/or audition for placement. For enrollment in private instruction for voice, consult the college music department.
Because transfer requirements vary by program and institution, students intending to transfer are strongly encouraged to meet with an academic and faculty advisor once they have selected their transfer institution to ensure all requirements for achieving junior standing are satisfied.
Program Prerequisites: None

Required Courses Credits: 26-32
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

Music Theory
Credits: 4
+ MTC105 Music Theory I (3) AND
+ MTC106 Aural Perception I (1)
OR
+ MTC155 Music Theory II (3) AND
+ MTC156 Aural Perception II (1)
OR
+ MTC205 Music Theory III (3) AND
+ MTC206 Aural Perception III (1)
OR
+ MTC255 Music Theory IV (3) AND
+ MTC256 Aural Perception IV (1) 4

Private Voice Instruction
Credits: 6-8
MUP101AA Private Instruction: Voice (1) OR
MUP102AA Private Instruction: Voice (2) 1-2

+ MUP151AA Private Instruction: Voice (1) OR
+ MUP152AA Private Instruction: Voice (2) 1-2

+ MUP202AA Private Instruction: Voice 2
+ MUP252AA Private Instruction: Voice 2

Class Piano
Credits: 1
MUP131 Class Piano I (1) OR
+ MUP132 Class Piano II (1) OR
+ MUP231 Class Piano III (1) OR
+ MUP232 Class Piano IV (1) 1

Music Theatre Workshop and Production
Credits: 2-3
Students must complete at least one credit of MUP/THP273.
+ MUP/THP273 Musical Theatre Production 1 (may be completed for credit twice)

MUP/THO270 Musical Theatre Workshop (2) OR
MUP/THO270AA Musical Theatre Workshop (1) (may be completed for credit twice) 1-2

Acting
Credits: 6
THP112 Acting I 3
+ THP212 Acting II 3

Movement and Voice
Credits: 3
COM/THP271 Voice and Diction (3) OR
THP131 Stage Movement (3) 3

Dance
Credits: 4
Select a total of four credits from the following list. Up to four courses may be selected from the area of Musical Theatre. No more than two courses can be selected from each of the other areas.

Musical Theatre
DAN129 Musical Theatre Dance I 1
+ DAN130 Musical Theatre Dance II 1
+ DAN229 Musical Theatre Dance III 1
+ DAN230 Musical Theatre Dance IV 1

Ballroom
+ DAN104++ Any Ballroom Course 1
DAN106AA Latin I 1
+ DAN106AB Latin II 1

Jazz
DAN133 Jazz Dance I 1
+ DAN136 Jazz Dance II 1
+ DAN233 Jazz Dance III 1
+ DAN233AA Jazz Dance III: Intensive 2
+ DAN236 Jazz Dance IV 1
+ DAN236AA Jazz Dance IV: Intensive 2

Ballet
DAN131 Ballet I 1
+ DAN134 Ballet II 1
+ DAN231 Ballet III 1
+ DAN231AA Ballet III: Intensive 2
+ DAN234 Ballet IV 1
+ DAN234AA Ballet IV: Intensive 2

Modern
DAN132 Modern Dance I 1
+ DAN135 Modern Dance II 1
+ DAN232 Modern Dance III 1
+ DAN232AA Modern Dance III: Intensive 2
+ DAN235 Modern Dance IV 1
+ DAN235AA Modern Dance IV: Intensive 2

Tap
DAN140 Tap Dance I 1
+ DAN145 Tap Dance II 1
+ DAN240 Tap Dance III 1
+ DAN245 Tap Dance IV 1

Hip Hop
+ DAN102++ Any Hip Hop Course 1
+ DAN202++ Any Hip Hop Course 1

Restricted Electives Credits: 1-3
Select an elective course within the area of Dance, Music Performance, and/or Theatre Performance/Production in consultation with a Faculty Program advisor and/or a Visual and Performing Arts student success analyst. Course cannot be used to satisfy Required Courses.

DAN+++ Any DAN Dance course
MUP+++ Any MUP Music: Performance course
THP+++ Any Theatre Performance/Production course

Arizona General Education Curriculum (AGEC) Credits: 35-38
A single course with an [HU], [SB], [L], or [SG/SQ] designation may also be used to satisfy the Oral Communication, Critical Reading, or Awareness Area ([C], [G] and/or [H]) requirement(s). See the AGEC Matrix for course designations.

First-Year Composition [FYC] Credits: 6
+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry [L] Credits: 3
THE220 Modern Drama 3

Mathematics [MA] Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Any higher approved general education course in the Mathematical Applications [MA] area 3-6

Computer/Statistics/Quantitative Applications [CS]Credits: 3
Any approved general education course in the Computer/Statistics/Quantitative Applications [CS] area. 3

Recommended: MTC180 Computer Literacy for Musicians 3

Humanities, Arts and Design [HU] Credits: 6
MHL146 Survey of Broadway Musicals (3)

AND

DAH100 Introduction to Dance in the United States (3) OR
DAH250 Dance in Popular Culture (3) OR
THE111 Introduction to Theatre (3) 6

Social-Behavioral Sciences [SB] Credits: 6
COM100 Introduction to Human Communication 3

Any approved general education courses in the Social-Behavioral Sciences [SB] with the Cultural Diversity in the US [C] designation and the (Global Awareness [G] or Historical [H]) area. 3

Natural Sciences [SG]/[SQ]Credits: 8
Any approved general education course in the Natural Sciences (Quantitative) [SQ] area 4

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

Awareness Areas Credits: 0
Recommend sharing these requirements with other AGEC Requirements.

Cultural Diversity in the US [C] Credits: 0-3
Met by Social-Behavioral Sciences [SB] area.

Historical/Global Awareness [H]/[G] Credits: 0
Met by Social-Behavioral Sciences [SB] area.

MCCCD Additional Requirements Credits: 0-3
Courses in this area may also be applied to AGEC Requirements. To minimize total credits required for degree and maximize transferable credits, it is recommended that courses be selected that meet more than one requirement wherever possible.

Oral Communication (COM) Credits: 0
Met by COM100 Introduction to Human Communication in the Social-Behavioral Sciences [SB] area.

Critical Reading (CRE) Credits: 0-3
+ CRE101 College Critical Reading and Critical Thinking (3) OR
Equivalent as indicated by assessment (0) 0-3

General Electives Credits: 0
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with the Program Director or an Academic Advisor.

Associate in Arts, Fine Arts, Emphasis in Theatre (8315) Credits: 60-92

Description: The Associate in Arts, Fine Arts (AAFA), Emphasis in Theatre provides a foundation in design, technical, and performance practices for students who wish to specialize in performing arts, including acting, directing, design and technology, stage management, playwriting, and dramaturgy. This degree helps students develop the communication, collaboration, and creative problem-solving skills that are sought after by most career fields. With an associate degree, students will be prepared to enter a career or for transfer to a bachelor degree program.

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

Because transfer requirements vary by program and institution, students intending to transfer are strongly encouraged to meet with a faculty program advisor and student success analyst once they have selected their transfer institution to ensure all requirements for achieving junior standing are satisfied.

This emphasis is intended to align with the degree requirements for the following transfer partners:
ASU (Herberger Institute for Design and the Arts), Theatre, BA
ASU (Herberger Institute for Design and the Arts), Theatre (Design and Production), BA
NAU, Theatre (Design and Technology Emphasis), BA or BS
NAU, Theatre (Performance Emphasis), BA or BS
NAU, Theatre (Theatre Studies Emphasis), BA or BS
U of A, Theatre Arts, BA
U of A, Theatre Production: Professional Actors Training Program Emphasis, BFA

Refer to the MCCCD University Transfer Partner website for more information: ASU, NAU, U of A.

Program Prerequisites: None

Required Courses Credits: 15-17
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

THO115 Makeup for Stage and Screen 3
THP112 Acting I 3

THP201AA Theatre Production I (1) OR
THP202 Theatre Production Projects (1) 1
Note that students intending to transfer to the University of Arizona should take THP201AA. Students transferring to NAU should take THP202. Consult with an Academic Advisor.

THP213 Introduction to Technical Theatre 4
+ THP214 Directing Techniques 3

Restricted Electives Credits: 6
Meet with an academic advisor to select appropriate courses totaling six (6) credits.

THE+++++ Any Theatre course
THF+++++ Any Theatre and Film course
THO+++++ Any Theatre Occupational course
THP+++++ Any Theatre Performance/Production course

Arizona General Education Curriculum (AGEC) Credits: 35-44
Some courses with an [HU], [SB], or [L] designation may also be used to satisfy the Oral Communication, Critical Reading, or Awareness Area ([C], [G] and/or [H]) requirement(s).

First-Year Composition [FYC] Credits: 6
+ ENG101 First-Year Composition (3) OR
+ ENG107 First-Year Composition for ESL (3) AND
+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3) 6

Literacy and Critical Inquiry [L] Credits: 3
THE220 Modern Drama 3

Mathematics [MA] Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) OR
Any higher approved general education course in the Mathematical Applications [MA] area 3-6

Computer/Statistics/Quantitative Applications [CS]Credits: 3
Any approved general education course in the Computer/Statistics/Quantitative Applications [CS] area. 3

Humanities, Arts and Design [HU] Credits: 6
THE111 Introduction to Theatre 3
THP217 Introduction to Design Scenography 3

Social-Behavioral Sciences [SB] Credits: 6
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
COM230 Small Group Communication (3) AND
Any approved general education courses in the Social-Behavioral Sciences [SB] area. 6

Natural Sciences [SG]/[SQ]Credits: 8
Any approved general education course in the Science Quantitative [SQ] area (4) AND
Any approved general education course in the Science Quantitative [SQ] area or the Science General [SG] area (4). 8

Awareness Areas Credits: 0-6
These requirements may be shared with other AGEC Requirements.

Cultural Diversity in the US [C] Credits: 0-3
Any approved general education course with the Cultural Diversity in the U.S. [C] designation.

Historical/Global Awareness [H]/[G] Credits: 0-3
Any approved general education course with the Historical [H] or Global [G] awareness area designation. 0-3

MCCCD Additional Requirements Credits: 0-3
Courses in this area may also be applied to AGEC Requirements. To minimize total credits required for degree and maximize transferable credits, it is recommended that courses be selected that meet more than one requirement wherever possible.

Oral Communication (COM) Credits: 0
Met by COM100 OR COM110 OR COM230 in Social-Behavioral Sciences area.

Critical Reading (CRE) Credits: 0-3
+ CRE101 College Critical Reading and Critical Thinking (3) OR Equivalent as indicated by assessment (0) 0-3

General Electives Credits
Select courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits. Consult with an Academic Advisor.

Students may be required to complete a language course at the elementary or intermediate level or demonstrate proficiency through this level as indicated by assessment. Refer to the MCCCD University Transfer Partner website for more information.

Associate in Applied Science in Audio Production Technologies (3024) Credits: 63-71

Description: The Associate in Applied Science (AAS) in Music Industry Studies: Audio Production Technologies offers students hands-on study of audio engineering and related media fields. Students learn and apply the concepts and theories associated with music recording, live sound reinforcement, and sound design. The program is designed to give students foundational knowledge and experience essential in the field of audio production. An embedded Certificate of Completion (CCL) in Music Industry Studies: Audio Production Technologies is also available.
Program Notes
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 32-34
In addition to the required course work, students must consult with a program advisor to select nine credits within the Restricted Electives area.

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

MTC101 Introduction to Music Theory 3
MUC109 Music Business: Content Creation and Copyright 3

MUC110 Music Business: Marketing and Monetization (3) OR
MUC145 Recording Studio Business Operations (3) 3

+ MUC111 Digital Audio Workstation I (DAW I) 3
MUC122 Sound Design I 3
MUC191 Electronic Music I 3
+ MUC218 Audio Mixing Techniques 3

MUC195 Studio Music Recording I (3) OR
MUC195AA Studio Music Recording I (3) 3

+ MUC196 Studio Music Recording II (3) OR
+ MUC196AA Studio Music Recording II (3) 3

MUC197 Live Sound Reinforcement I 3

+ MUC297AA Audio Production Internship (1) OR
+ MUC296WA Cooperative Education (1) OR
+ MUC298AA Special Projects (1) 1

Restricted Electives Credits: 9
Students must select a total of nine (9) credits from the list below in consultation with an academic advisor. NOTE: at least one (1) of the following courses must be completed: MUC281, MUC289, MUC292, or MUC295.

+ MUC112 Digital Audio Workstation II (DAW II) 3
+ MUC192 Electronic Music II 3
+ MUC193 Computer-Based Sound Synthesis 3
+ MUC198 Live Sound Reinforcement II 3
+ MUC222 Sound Design II 3
+ MUC281 Electronic Music III 3
+ MUC289 Live Sound Reinforcement III 3
+ MUC292 Sound Design III 3
+ MUC295 Studio Music Recording III 3

General Education Requirement Credits: 22-28

General Education Core Credits: 12-18

First-Year Composition Credits: 6
+ 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) OR
+ ENG111 Technical and Professional Writing (3) 6

Oral Communication Credits: 3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR

COM230 Small Group Communication (3) 3COM110 is recommended.

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

Mathematics Credits: 3-6
Any approved general education course from the Mathematics area.
Students who intend to transfer must take:
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
+ MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) 3-6

General Education Distribution Credits: 10

Humanities, Arts and Design Credits: 3
Any approved general education courses from the Humanities, Arts and Design area.
MHL140 or MHL145 or MHL153 are recommended.

Social-Behavioral Sciences Credits: 3
Any approved general education course from the Social-Behavioral Sciences area.
PSY101 is recommended.

Natural Sciences Credits: 4
Any approved general education course from the Natural Sciences area.

Associate in Applied Science in Music Industries: Music Business (3017) Credits: 61-70

Description: The Associate in Applied Science (AAS) in Music Industries: Music Business is designed to provide aspiring music industry professionals with a broad background in music management, production, and entrepreneurship activities. The program combines theoretical and applied learning experiences to help students gain a strategic understanding of commercial music as both an art and profession. Students will choose a focus area among business and marketing, commercial performance, and music production. They will employ analytical and communication skills and explore aesthetic, cultural, and historical perspectives relevant to the music industry.

Program Notes
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 26-29
FYE101 Introduction to College, Career and Personal Success (1) OR
FYE103 Exploration of College, Career and Personal Success (3) 1-3

MGT253 Owning and Operating a Small Business 3
MKT110 Marketing and Social Networking 3
MKT271 Principles of Marketing 3
MUC109 Music Business: Content Creation and Copyright 3
MUC110 Music Business: Marketing and Monetization 3

+ MTC180 Computer Literacy for Musicians (3) OR
+ MUC180 Computer Literacy for the Music Business (3) 3
Note: Students who have not already completed MTC180 must take MUC180

+ MUC209 Music Industry Entrepreneurship 3
MUC293 Self Promotion for Music 1

Music Industry Capstone Experience
+ MUC290AA Music Business Internship (1) OR
+ MUC296WA Cooperative Education (1) OR
+ MUC298AA Special Projects (1) 1

Overview of Music Genres
MHL155 Survey of American Music (3) OR
MUC242 Music Genres and Styles (2) 2-3

Restricted Courses Credits: 12-13
Students should work with their program advisor to select 12-13 credits from courses that align with the academic/career goals and further their development in the areas of music business and marketing, music production, and commercial performance. Courses from required courses area may not be used.

Business and Marketing
GBS+++ Any GBS General Business course(s)
MKT+++ Any MKT Marketing course(s)
MUC+++ Any MUC Music: Commercial/Business course(s)

Music Production
MTC+++ Any MTC Music: Theory/Composition course(s)
MUC+++ Any MUC Music: Commercial/Business course(s)

Commercial Performance
MTC+++ Any MTC Music: Theory/Composition course(s)
MUP+++ Any MUP Music: Performance course(s)

General Electives Credits: 0-1
Select courses 100-level or higher to complete the minimum credits required for this degree. Consult with an Academic and/or Program Advisor.

General Education Requirement Credits: 22-28

General Education Core Credits: 12-18

First-Year Composition Credits: 6
+ 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) OR
+ ENG111 Technical and Professional Writing (3) 6
ENG101 or ENG107 and ENG102 or ENG108 is recommended for students who intend to transfer.

Oral Communication Credits: 3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR
+ COM225 Public Speaking (3) OR
COM230 Small Group Communication (3) 3

Consult with an academic advisor about specific COM requirements if intending to transfer.

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

Mathematics Credits: 3-6
+ MAT140 College Mathematics (5) OR
+ MAT141 College Mathematics (4) OR
+ MAT142 College Mathematics (3) OR
MAT145 College Mathematics with Review (5) OR
MAT146 College Mathematics with Review (6) 3-6

General Education Distribution Credits: 10

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

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

Natural Sciences Credits: 4
Any approved general education course from the Natural Sciences area.

Certificate of Completion in Music Industry Studies: Audio Production Technologies (5334) Credits: 40

Description: The Certificate of Completion (CCL) in Music Industry Studies: Audio Production Technologies offers students hands-on study of audio engineering and related media fields. Students learn and apply the concepts and theories associated with music recording, live sound reinforcement, and sound design. The program is designed to give students foundational knowledge and experience essential in the field of audio production. An Associate in Applied Science (AAS) is also available.

Program Notes
Students must earn a grade of C or better in all courses within the program.
This program replaces: CCL/5686 Sound Design
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 31
MTC101 Introduction to Music Theory 3
MUC109 Music Business: Content Creation and Copyright 3

MUC110 Music Business: Marketing and Monetization (3) OR
MUC145 Recording Studio Business Operations (3) 3

+ MUC111 Digital Audio Workstation I (DAW I) 3
MUC122 Sound Design I 3
MUC191 Electronic Music I 3

MUC195 Studio Music Recording I (3) OR
MUC195AA Studio Music Recording I (3) 3

+ MUC196 Studio Music Recording II (3) OR
+ MUC196AA Studio Music Recording II (3) 3

MUC197 Live Sound Reinforcement I 3

+ MUC218 Audio Mixing Techniques 3

+ MUC296WA Cooperative Education (1) OR
+ MUC297AA Audio Production Internship (1) OR
MUC298AA Special Projects (1) 1
Restricted Electives Credits: 9

Students must select a total of nine (9) credits from the list below in consultation with an academic advisor.

NOTE: at least one (1) of the following courses must be completed: MUC281, MUC289, MUC292, or MUC295.
+ MUC112 Digital Audio Workstation II (DAW II) 3
+ MUC192 Electronic Music II 3
+ MUC193 Computer-Based Sound Synthesis 3
+ MUC198 Live Sound Reinforcement II 3
+ MUC222 Sound Design II 3
+ MUC281 Electronic Music III 3
+ MUC289 Live Sound Reinforcement III 3
+ MUC292 Sound Design III 3
+ MUC295 Studio Music Recording III 3

Certificate of Completion in Music Industry Studies: Music Business I (5106) Credits (16)

Description: The Certificate of Completion (CCL) in Music Industry Studies: Music Business I is designed to provide aspiring music industry professionals with a broad background in music management, production, and entrepreneurship activities. The program combines foundational and applied learning experiences to help students gain a strategic understanding of commercial music as both an art and profession. There is a Certificate of Completion (CCL) in Music Industry Studies: Music Business II available, as well as an Associate in Applied Science (AAS) in Music Industry Studies: Music Business.

Program Notes
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 16
MGT253 Owning and Operating a Small Business 3

MKT110 Marketing and Social Networking (3) OR
MKT271 Principles of Marketing (3) 3

MUC109 Music Business: Content Creation and Copyright 3

MUC110 Music Business: Marketing and Monetization 3

MUC293 Self Promotion for Music 1

+ MTC180 Computer Literacy for Musicians (3) OR
MUC180 Computer Literacy for the Music Business (3) 3
Note: Students who have not already completed MTC180 must take MUC180

Certificate of Completion in Music Industry Studies: Music Business II (5258) Credits: 35-37

Description: The Certificate of Completion (CCL) in Music Industry Studies: Music Business II is designed to provide aspiring music industry professionals with a broad background in music management, production, and entrepreneurship activities. The program combines theoretical and applied learning experiences to help students gain a strategic understanding of commercial music as both an art and profession. An Associate in Applied Science (AAS) in Music Industry Studies: Music Business is available.

Program Notes
Students must earn a grade of C or better for all courses within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 25-26
MGT253 Owning and Operating a Small Business 3
MKT110 Marketing and Social Networking 3
MKT271 Principles of Marketing 3
MUC109 Music Business: Content Creation and Copyright 3
MUC110 Music Business: Marketing and Monetization 3

+ MTC180 Computer Literacy for Musicians (3) OR
MUC180 Computer Literacy for the Music Business (3) 3
Note: Students who have not already completed MTC180 must take MUC180

+ MUC209 Music Industry Entrepreneurship 3
MUC293 Self Promotion for Music 1

Music Industry Capstone Experience
+ MUC290AA Music Business Internship (1) OR
+ MUC296WA Cooperative Education (1) OR
MUC298AA Special Projects (1) 1

Overview of Music Genres
MUC242 Music Genres and Styles (2) OR
MHL155 Survey of American Music (3) 2-3

Restricted Electives Credits: 10-11
Students should work with their program advisor to select 10-11 credits from courses that align with the academic/career goals and further their development in the areas of Music Business and Marketing, Music Production, and Commercial Performance. Courses from required courses area may not be used.

Music Business and Marketing
GBS+++ Any GBS General Business course
MKT+++ Any MKT Marketing course
MUC+++ Any MUC Music: Commercial/Business course

Music Production
MTC+++ Any MTC Music: Theory/Composition course
MUC+++ Any MUC Music: Commercial/Business course

Commercial Performance
MTC+++ Any MTC Music: Theory/Composition course
MUP+++ Any MUP Music: Performance course

Certificate of Completion in Stage Combat (5239) Credits: 16

Description: The Certificate of Completion (CCL) in Stage Combat is designed for actors, choreographers, directors, stage managers, fight captains, and those responsible for theater hiring who want to add stage combat and fight captain skills to their repertoire. Equips theater and film professionals with the skills and training needed to pursue Society of American Fight Directors (SAFD) Certified Actor Combatant credentials in eight weapons categories, preparing them for potential recognition as Advanced Actor Combatants. Students who complete the program will have access to SAFD certification exams and acquire a depth and breadth of expertise in stage combat to function as a fight captain on a stage or screen production crew.

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

Program Prerequisites: None

Required Courses Credits: 16
THO130AA Specialized Stage Combat: Unarmed 1.5
THO130AB Specialized Stage Combat: Broadsword 1.5
THO130AC Specialized Stage Combat: Rapier and Dagger 1.5
THO130AD Specialized Stage Combat: Single Sword 1.5
THO130AE Specialized Stage Combat: Small Sword 1.5
THO130AF Specialized Stage Combat: Sword and Shield/Buckler 1.5
THO130AG Specialized Stage Combat: Quarterstaff 1.5
THO130AH Specialized Stage Combat: Knife 1.5
+ THO235 Principles of Stage Combat Safety/Fight Captain 4

Certificate of Completion in Technical Theatre: Audio Technician (5077N) Credits: 11-12

Description: The Certificate of Completion (CCL) in Technical Theatre: Audio Technician is designed to prepare students to apply live sound reinforcement in theatre productions. Classes include instruction in live sound reinforcement, setting up equipment, and sound design for theatrical productions. A Certificate of Completion (CCL) in Technical Theatre and the Associate in Arts, Fine Arts (AAFA), Emphasis in Theatre are also available.

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 11-12
+ MUC122 Sound Design I 3
MUC197 Live Sound Reinforcement I 3
+ MUC198 Live Sound Reinforcement II 3

THP201AA Theatre Production I (1) OR
THP201AB Theatre Production II (2) OR
THP202 Theatre Production Projects (1) OR
THO202AB Theatre Production I Electrics (1) 1-2

THO251 Safety Practices in Theatre and Film Production1

Certificate of Completion in Technical Theatre: Costuming (5090N) Credits: 8-9

Description: The Certificate of Completion (CCL) in Technical Theatre: Costuming is designed to provide students with skills in the acquisition, construction, alteration, and maintenance of costumes for theatrical performances. Courses include instruction in costume construction, theory and period styles. A Certificate of Completion (CCL) in Technical Theatre and the Associate in Arts, Fine Arts (AAFA), Emphasis in Theatre are also available.

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 5-6
THP201AA Theatre Production I (1) OR
THP201AB Theatre Production II (2) OR
THO202AC Theatre Production I Costume Shop (1) 1-2

THP206 Introduction to Costume Construction for Theatre 4

Restricted Electives Credits: 3
Students should select courses for a total of 3 credits based on their career goal. Speak to a Program Director for additional information.

TEC113 Textiles: Dyeing 1
TEC114 Textiles: Block Printing/Silk Screening 1
TEC115 Textiles: Hand Painting 1
TEC225 Pattern Design I 3
THF115 Makeup for Stage and Screen 3

Certificate of Completion in Technical Theatre: Lighting (5095N) Credits: 12-13

Description: The Certificate of Completion (CCL) in Technical Theatre: Lighting is designed to provide students with skills in lighting for theatrical performances. Courses Include instruction in basic circuiting and dimmer application, lighting plots, programming, hanging and focus of lighting instruments, light board operation, and safety in the theatre. A Certificate of Completion (CCL) in Technical Theatre and the Associate in Arts, Fine Arts (AAFA), Emphasis in Theatre are also available.

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 12-13
THP201AA Theatre Production I (1) OR
THP201AB Theatre Production II (2) OR
THO202AB Theatre Production I Electrics (1) 1-2
THP213 Introduction to Technical Theatre 4
THO216 Beginning Stage Lighting 3
THO251 Safety Practices in Theatre and Film Production 1
THO263 Entertainment Industry Drafting I: 2D CAD 3

Certificate of Completion in Technical Theatre: Properties (5098N) Credits: 12-14

Description: The Certificate of Completion (CCL) in Technical Theatre: Properties is designed to provide students with skills in the acquisition, construction, alteration, maintenance, and repair of properties for theatrical performances. Courses include instruction in prop construction, sewing, use of tools, and creation and maintenance of production paperwork. A Certificate of Completion (CCL) in Technical Theatre and the Associate in Arts, Fine Arts (AAFA), Emphasis in Theatre are also available.

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 12-14
THO202AA Theatre Production I Scene Shop (1) OR
THO202AC Theatre Production I Costume Shop (1) OR
THP201AA Theatre Production I (1) OR
THP201AB Theatre Production II (2) 1-2
+ THO267 Painting Techniques for Film, TV and Theatre (3) OR
THP206 Introduction to Costume Construction for Theatre (4) 3-4

THO250 Stage Properties 3
THO251 Safety Practices in Theatre and Film Production 1
THP213 Introduction to Technical Theatre 4

Certificate of Completion in Technical Theatre: Puppetry (5148N) Credits: 15-16

Description: The Certificate of Completion (CCL) in Technical Theatre: Puppetry is designed to provide students with skills in puppetry for theatrical performances. Courses include instruction in the creation and operation of puppets in performance. A Certificate of Completion (CCL) in Technical Theatre and the Associate in Arts, Fine Arts (AAFA), Emphasis in Theatre are also available.

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

Required Courses Credits: 15-16
THP112 Acting I (3) OR
THP151 Theatre for Youth (3) 3

THP201AA Theatre Production I (1) OR
THP201AB Theatre Production II (2) OR
THO202AC Theatre Production I Costume Shop (1) OR
THO202AA Theatre Production I Scene Shop (1) 1-2

THP206 Introduction to Costume Construction for Theatre 4
THO219 Introduction to Puppetry 3
THO250 Stage Properties 3
THO251 Safety Practices in Theatre and Film Production 1

Certificate of Completion in Technical Theatre: Stage Crew Technician (5099N)
Credits: 6-7

Description: The Certificate of Completion (CCL) in Technical Theatre: Stage Crew Technician is designed to provide students with skills to work on theatrical productions as part of the stage crew. The courses include instruction in general theatre knowledge and safety and provide opportunities for hands-on theatrical production experience. A Certificate of Completion (CCL) in Technical Theatre and the Associate in Arts, Fine Arts (AAFA), Emphasis in Theatre are also available at select colleges. Please check with your local college for program availability.

Program Notes
This program is not eligible for Title IV Federal Financial Aid.
Students must earn a grade of C or better for all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
++ indicates that any suffixed course may be selected.

Program Prerequisites: None

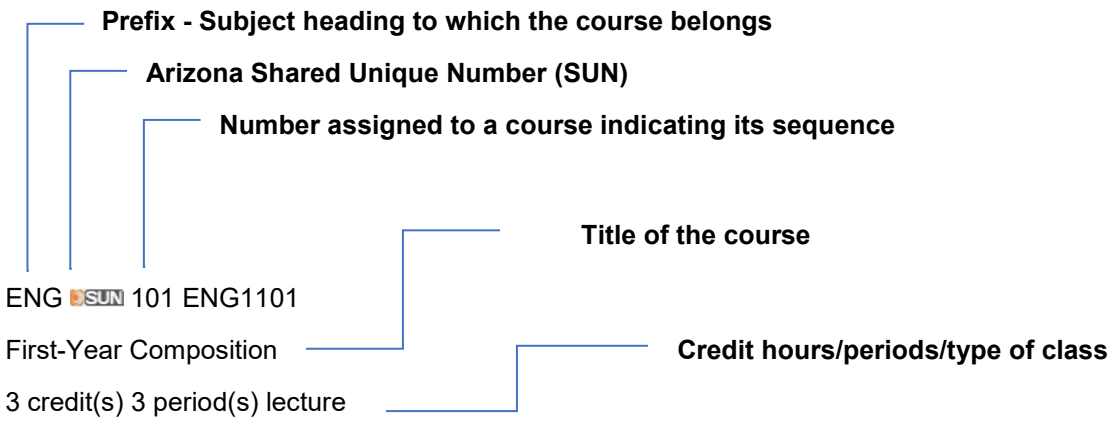
Required Courses Credits: 6-7
THP201AA Theatre Production I (1) OR
THP201AB Theatre Production II (2) OR
THO202AA Theatre Production I Scene Shop (1) OR
THO202AB Theatre Production I Electrics (1) 1-2

THP213 Introduction to Technical Theatre 4
THO251 Safety Practices in Theatre and Film Production I

Official Course Descriptions

The following course descriptions which are offered at PVCC are those officially approved by the Maricopa County Community College District for use by Chandler-Gilbert Community College, Estrella Mountain Community College, Gateway Community College, Glendale Community College, Mesa Community College, Paradise Valley Community College, Phoenix College, Rio Salado College, Scottsdale Community College, and South Mountain Community College. For descriptions not included in this catalog, visit the district website: https://curriculum.maricopa.edu/.

All courses have six common course elements which include prefix, number, title, description, credits, and prerequisites.



Course Description 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 or WAC101, or a grade of B or better in ALT100, or (a grade of C in ALT100 AND Corequisites: ENG101LL or ENG107LL OR WAC101 OR ENG100A+).

Prerequisites: Requirements that you must meet prior to enrollment in the course.

Prefix -The three-letter prefix designates the subject under which the course is offered.

Number - The number assigned to a course provides information about its sequence. Numbers range from 001-299. Numbers below 100 are not considered for transfer to four-year institutions and are not applicable to degrees awarded by the Maricopa Community Colleges. First year courses are generally identified with 100-level numbers. Second year courses are generally identified with 200-levels. Courses at 200-level generally require prerequisites.

Title - The title identifies the course. It may also indicate the level of the course, i.e., Intermediate Algebra, or Beginning Spanish.

Credit hours - Credit hours are awarded for the satisfactory completion of a course. The semester hours of credit for all courses are indicated immediately after course titles. Tuition rates are assessed on a per credit hour basis and vary depending on the student's residency classification. Check with the Admissions and Records Office for information on tuition rates and residency requirements.

Periods – Length of the class, one period is equivalent to 50minutes per week for your 16-week class.

Type of Class – Lecture only, Lab only and lecture and lab

Course Description - Below each course number and title a brief description of the course is given. You should read the course description carefully to be sure that the course meets the requirements of your program of study. Instructors give supplemental course information

(i.e. class outline, syllabus etc.), during the first week of classes so that you will know specific course procedures, grading criteria, and course objectives.

Detailed information on degrees, transfer programs, course equivalency information, general education requirements, assessment, success seminars, and career information is available in the Advisement Center. We recommend that you consult with an advisor prior to registration.

Arizona Shared Unique Number (SUN System) is a college course numbering system designed to help Arizona students plan their education and ensure successful transfer of course credits. Refer to https://www.maricopa.edu/students/transferfor more information.

Detailed information on degrees, transfer programs, course equivalency information, general education requirements, assessment, success seminars, and career information is available in the Advisement Center. We recommend that you consult with an advisor prior to registration. For descriptions not included in this catalog, visit the district website: https://curriculum.maricopa.edu/.

ACC – Accounting

ACC111
Accounting Principles I
3 credit(s) 3 period(s) lecture
Fundamental theory of accounting principles and procedures. Prerequisites: None.

ACC112
Accounting Principles II
3 credit(s) 3 period(s) lecture
Continuation of the fundamental theory of accounting principles and procedures, including interpretation of general-purpose financial statements.
Prerequisites: A grade of C or better in ACC111 or permission of Department or Division.

ACC115
Computerized Accounting
3 credit(s) 3 period(s) lecture + lab
Understanding of fundamental accounting principles and mastery of an accounting information systems including the general ledger, accounts receivable, accounts payable and payroll. Prerequisites: None.

ACC121
Individual Tax Preparation
3 credit(s) 3 period(s) lecture + lab
Theory and practice of accounting for individual taxation.
Prerequisites: None.

ACC212 SUN **ACC2202**
Managerial Accounting
3 credit(s) 3 period(s) lecture
Development and analysis of accounting information for managerial planning and control.
Prerequisites: A grade of C or better in (ACC111 and ACC112) or ACC211 and (CIS105 or permission of Department or Division).

ACC219
Intermediate Accounting, I
3 credit(s) 3 period(s) lecture
Continuation of the theory and practice of financial accounting, applicable to assets, liabilities, equity related problems of income determination and financial reporting.
Prerequisites: A grade of C or better in ACC212 or ACC240 or permission of Department or Division.

ACC220
Intermediate Accounting, II
3 credit(s) 3 period(s) lecture
Continuation of the theory and practice of financial accounting, applicable to assets, liabilities, equity determination of asset values, liabilities, and related problems of income determination, special topics and financial reporting.
Prerequisites: A grade of C or better in ACC219 or permission of Department or Division.

ACC221
Tax Accounting
3 credit(s) 3 period(s) lecture
Theory and practice of accounting for personal, corporate, and non-corporate taxation.
Prerequisites: A grade of C or better in ACC111 or ACC211 or permission of Department or Division.

ACC222
Payroll Accounting
3 credit(s) 3 period(s) lecture
Payroll records for businesses required by federal and state laws.
Prerequisites: A grade of C or better in ACC111 or ACC211 or permission of Department or Division.

ACC224
Tax Practice Administration & Business Entity Analysis
3 credit(s) 3 period(s) lecture
Federal income tax representation, practices, and procedures, including trust and estate income tax, exempt organizations, and retirement plans.
Prerequisites: A grade of C or better in ACC121 or CC221.

ACC260
Certified Bookkeeper (CB) Preparation
3 credit(s) 3 period(s)
Fundamental accounting practices including accrual and deferral adjustments, correcting common transaction recording errors, bank reconciliations and adjusting entries. Includes payroll accounting and related Federal and State payroll law requirements. Accounting for depreciation for financial and tax accounting purposes covered. Inventory valuation methods. Includes calculating, recording, and reporting under generally accepted accounting principles (GAAP). Preventive internal control procedures to detect organizational fraud, theft, and embezzlement covered.
Prerequisites: A grade of C or better in ACC111, or ACC211, or (bookkeeping experience and permission of Instructor).

ACC270AA
Accounting Internship
1 credit(s) 1 period(s) lab
Accounting work experience in a business or industry. Eighty hours of designated work per credit per semester.
Prerequisites: Permission of Department or Division.

ACC270AB
Accounting Internship
2 credit(s) 2 period(s) lab
Accounting work experience in a business or industry. Eighty hours of designated work per credit totaling 160 hours per semester.
Prerequisites: Permission of Department or Division.

ACC270AC
Accounting Internship
3 credit(s) 3 period(s) lab
Accounting work experience in a business or industry. Eighty hours of designated work per credit totaling 240 hours per semester.
Prerequisites: Permission of Department or Division.

AES - Aerospace Studies

Note: AES courses are taught on the ASU Main campus.

AES101
Heritage and Values I
2 credit(s) 1 period(s) lecture
0 credit(s) 1 period(s) lab
Survey course designed to introduce students and cadets to the Department of the Air Force (DAF) and the Air Force Reserve Officer Training Corps (AFROTC). The course allows students and cadets to examine general aspects of the DAF, leadership fundamentals, service benefits, and opportunities for officers. The course also lays the foundation for becoming an Airman or Guardian by outlining our heritage and values. As a foundational course, this course provides a historical perspective such as lessons on war and US military, DAF operations, principles of war, and airpower.
Prerequisites: None.

AES103
Heritage and Values II
2 credit(s) 1 period(s) lecture
0 credit(s) 1 period(s) lab
Survey course designed to introduce students and cadets to the Department of the Air Force (DAF) and the Air Force Reserve Officer Training Corps (AFROTC). The course allows students and cadets to examine general aspects of the DAF, leadership fundamentals, service benefits, and opportunities for officers. The course also lays the foundation for becoming an Airman or Guardian by outlining our heritage and values. As a foundational course, this course provides a historical perspective such as lessons on war and US military, DAF operations, principles of war, and airpower. Prerequisites: None.

AES201
Team and Leadership Fundamentals I
2 credit(s) 1 period(s) lecture
0 credit(s) 1 period(s) lab
A survey course designed to provide a fundamental understanding of both leadership and team building. Students and cadets will learn that there are many layers to leadership, including aspects that do not always come to mind. Such things include listening, understanding themselves, being a good follower, and problem solving efficiently. Students and cadets will apply these leadership perspectives when completing team building activities and discussing things like conflict management. Students and cadets should demonstrate basic verbal and written communication skills. Prerequisites: None.

AES203
Team and Leadership Fundamentals II
2 credit(s) 1 period(s) lecture
0 credit(s) 1 period(s) lab
A survey course designed to provide a fundamental understanding of both leadership and team building. Students and cadets will learn that there are many layers to leadership, including aspects that do not always come to mind. Such things include listening, understanding themselves, being a good follower, and problem solving efficiently. Students and cadets will apply these leadership perspectives when completing team building activities and discussing things like conflict management. Students and cadets should demonstrate basic verbal and written communication skills. Prerequisites: None.

AES294
Air Force Physical Fitness
1 credit(s) 3 period(s) lecture + lab
Physical training component of Air Force ROTC. Covers topics of immediate or special interest to a faculty member and students. Prerequisites: None.

AJS - Administration of Justice Studies

AJS100
Police Academy Preparation
2 credit(s) 2 period(s) lecture
Preparation for individuals entering a police academy as well for those who are in the beginning stages of preparing for a career in law enforcement. Includes principles of policing and job responsibilities. Covers expectations of recruits in the areas of academics, physical fitness, mental and emotional preparation. Emphasis on professional and ethical behavior.
Prerequisites: None.

AJS101 SUN **AJS1101**
Introduction to Criminal Justice
3 credit(s) 3 period(s) lecture
An introduction to crime and society's responses to it. Examines the nature and causes of crime, the criminal law, constitutional safeguards, and the organization and operation of the criminal justice system including the police, courts, jails, prisons, probation and parole departments, and community corrections agencies. Covers the history of the criminal justice system, terminology and career opportunities. Prerequisites: None.

AJS109
Substantive Criminal Law
3 credit(s) 3 period(s) lecture
Covers philosophy of legal sanctions and historical development from the common law to modern American criminal law, classifications of crimes, elements of and parties to crimes, general definition of crimes, common defenses utilized. Includes specific offenses and the essential elements of each offense.
Prerequisites: None.

AJS113
Criminal Justice Crime Control Policies and Practices
3 credit(s) 3 period(s) lecture
Focus on changing the distribution of crime opportunities rather than offender motivation. Topics include application of situational crime prevention strategies, problem-oriented crime control approaches, hot spots policing, and crime prevention through environmental design.
Prerequisites: None.

AJS123
Ethics and the Administration of Justice
3 credit(s) 3 period(s) lecture
Introduces and explores ethical issues and the justice system. Focuses on ethics and the law, the police, courts and corrections. Reviews ethical theory, concepts and practices as they relate to administration of justice. Explores issues of how media/social media shape ethics. Encourages critical thinking and value decision making in criminal justice system situations. Prerequisites: None.

AJS192
Serial Killers and Mass Murderers
3 credit(s) 3 period(s) lecture
The study of serial killers, mass murderers and their victims. Examines the history and frequency of these crimes, profiles the killers and their victims, explores theories of causation, and discusses the problems and techniques of investigation, prosecution, punishment, and prevention.
Prerequisites: None.

AJS198AF
Special Topics in the Administration of Justice
3 credit(s) 3 period(s) lecture
Explores special topics related to the administration of justice with an emphasis on current issues.
Prerequisites: None.

AJS205
Criminal Justice Report Writing
3 credit(s) 3 period(s) lecture
Overview of effective communication for criminal justice agencies. Covers the communication process and flow. Written communication emphasized with report writing, including characteristics of reports and field notes, and the importance and uses of each. Form, style, and procedures for writing various reports, including elements of composition, required substance, proper and improper conclusions, and descriptions of persons and property.
Prerequisites: None.

AJS210
Constitutional Law
3 credit(s) 3 period(s) lecture
An examination of the U.S. Constitution as it relates to the law enforcement function. Includes statutory law and judicial decisions governing the areas of arrest, search and seizure, interrogations and confessions, self-incrimination and other constitutional guarantees. Required in AJS curriculum. Prerequisites: None.

AJS212
Juvenile Justice Procedures
3 credit(s) 3 period(s) lecture
Examines the nature and extent of juvenile delinquency to the present. Including but not limited to the history, jurisdictions, terminology, procedures, and institutions of the juvenile justice system. Prerequisites: None.

AJS215
Criminalistics: Physical Evidence
3 credit(s) 3 period(s) lecture
The scientific analysis and examination of physical evidence with emphasis on scientific investigation, recognition, collection, and preservation of evidence. Topics include fingerprints, shoe prints, tool marks, firearms identification, paint chips and arson.
Prerequisites: None.

AJS216
Criminalistics: Biological Evidence
3 credit(s) 3 period(s) lecture
The scientific analysis and examination of biological evidence with emphasis on collection and preservation of evidence. Topics discussed include blood, drugs, blood alcohol, hairs and fibers, and topics of special interest in criminalistics. Prerequisites: None.

AJS225
Criminology
3 credit(s) 3 period(s) lecture
Study of deviance, society's role in defining behavior; theories of criminality and the economic, social, and psychological impact of crime; relationships between statistics and crime trends. Examines crime victimization and the various types of crime and categories of offenders. Required in the AJS curriculum. Prerequisites: None.

AJS230
The Police Function
3 credit(s) 3 period(s) lecture
An examination of the history, organization, procedures, and methods of operation of public policing in the United States. Career opportunities and current challenges in law enforcement presented. Prerequisites: None

AJS240
The Correction Function
3 credit(s) 3 period(s) lecture
Examines the history and development of correctional theories and institutions. Prerequisites: None.

AJS255
Mental Health Conditions and the Criminal Justice System
3 credit(s) 3 period(s) lecture
An introduction to methods police, court, and correctional personnel employ specific to those with mental health conditions. Covers various types of mental health conditions and police emergency responses to persons in crisis. Examines how criminal and civil courts intersect with persons diagnosed with mental disorders; includes diversion programs and the correctional response both within the community and under confinement.

AJS258
Victimology and Crisis Management in Public Safety
3 credit(s) 3 period(s) lecture
Victimology, the criminal justice system, techniques of crisis intervention and management, and the importance of a multicultural and global perspective. Includes violent crimes, sexual assault, family violence, post-traumatic stress disorder, the role of substance abuse, developing effective coping skills of victims and responders, appropriate community resources, and the cultural responsiveness of the justice system.
Prerequisites: None.

AJS260
Procedural Criminal Law
3 credit(s) 3 period(s) lecture
Concerned with the understanding of procedural criminal law. Examines the processes and procedures followed by law enforcement, attorneys, and the courts in the apprehension and prosecution of criminal offenders. Examines the rationale underlying major court holdings impacting the criminal justice process, the procedural requirements that stem from these holdings and their effect on the daily operations of the criminal justice system.
Prerequisites: None.

AJS270
Community Relations I
3 credit(s) 3 period(s) lecture
Examination, recognition and understanding of community problems; community action programs; methods of coping with human behavior, victimology, conflict and communication; ethnic and minority cultures and environments; the community and relationships with the criminal justice system. Prerequisites: None

AJS275
Criminal Investigation I
3 credit(s) 3 period(s) lecture
Introduction to the theory of criminal investigation. Examines crime scene procedures, case preparation, interviewing, and basic investigative techniques.
Prerequisites: None.

ALT - Academic Literacy

ALT100
Academic Literacy Through Integrated Reading & Writing
4 credit(s) 4 period(s) lecture
Develops academic language skills and critical reading skills for organizing, analyzing, and retaining material through complementary reading and writing assignments. Prepares students for college level reading and writing intensive courses as well as career-related reading and writing tasks. Prerequisites: An appropriate District placement.

ARH - Art Humanities

ARH100
Introduction to Art
3 credit(s) 3 period(s) lecture
Understanding and enjoyment of art and visual culture through study of two-dimensional and three-dimensional works of art, design elements, media and processes, and cultural contexts. Emphasis on contemporary topics and cultural diversity in the arts. Prerequisites: None.

ARH101 SUN **ART1101**
Art from Prehistory Through Middle Ages
3 credit(s) 3 period(s) lecture
History of art from the Paleolithic period through the Middle Ages.
Prerequisites: None

ARH102 SUN **ART1112**
Art from Renaissance to Modernism
3 credit(s) 3 period(s) lecture
History of art from the Renaissance through Modernism.
Prerequisites: None.

ARH112
Introduction to Modern and Contemporary Art
3 credit(s) 3 period(s) lecture
Study of art and theory from the mid-nineteenth century to the present. Focus on European and American modern and contemporary art while considering other regions of the world. Examination of the historical, social, and cultural contexts of artistic developments. Application of various interpretive models to examine modern and contemporary art. Prerequisites: None.

ARH115
History of Photography
3 credit(s) 3 period(s) lecture
Survey of history of photography from beginning to present. Emphasizes the reciprocal relationship between the medium's development and reception, society, and other visual arts. Technical developments, photographic practices, and sociocultural themes are studied.
Prerequisites: None.

ARH201
Art of Asia
3 credit(s) 3 period(s) lecture
Introduction to the origins and historical development of art in Asia, with emphasis on Asia's major sub-regions including West, Central, East, South, and Southeast.
Prerequisites: None.

ART- Ceramics

ART161
Ceramics I
3 credit(s) 6 period(s) lecture + lab
Introduction to ceramic materials and techniques of hand construction, decorating, glazing and throwing on potters' wheel. Prerequisites: None.

ART162
Ceramics II
3 credit(s) 6 period(s) lecture + lab
Major emphasis on wheel throwing, glaze making and decorating techniques.
Prerequisites: A grade of C or better in ART161.

ART261
Ceramics III
3 credit(s) 6 period(s) lecture + lab
Emphasis on wheel throwing skill and individual style development.
Prerequisites: A grade of C or better in ART162.

ART262
Ceramics IV
3 credit(s) 6 period(s) lecture + lab
Experimental work in clays and glazes.
Prerequisites: A grade of C or better in ART261.

ART290GC
Studio Art: Ceramics
3 credit(s) 6 period(s) lecture + lab
Studio course for art majors allowing continuation in a subject field.
Prerequisites: A grade of C or better in ART162 or permission of Instructor.

ART- Drawing, Design & Color

ART111 SUN **ART1111**
Drawing I
3 credit(s) 6 period(s) lecture + lab
Fundamental principles of drawing. Emphasis on composition and facility in objective and expressive representation, using variety of drawing media.
Prerequisites: None.

ART112 SUN**ART1112**
Two-Dimensional Design
3 credit(s) 6 period(s) lecture + lab
Study of fundamental elements and principles of two-dimensional design. Prerequisites: None.

ART113
Color
3 credit(s) 6 period(s) lecture + lab
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.

ART115 SUN **ART1115**
Three-Dimensional Design
3 credit(s) 6 period(s) lecture + lab
Fundamental principles of three-dimensional design.
Prerequisites: None.

ART122
Drawing & Composition II
3 credit(s) 6 period(s) lecture + lab
Emphasis on composition and exploration of drawing media.
Prerequisites: A grade of C or better in ART111.

ART- Life Drawing

ART116
Life Drawing I
3 credit(s) 6 period(s) lecture + lab
Use of form, structure and anatomy of draped and undraped human figure to develop basic principles of sound draftsmanship.
Prerequisites: None.

ART117
Life Drawing II
3 credit(s) 6 period(s) lecture + lab
Further study of form, structure, and anatomy of the draped and undraped human figure with emphasis on composition.
Prerequisites: A grade of C or better in ART116.

ART- Marketing & Gallery

ART255AB
The Portfolio
1 credit(s) 1 period(s) lecture
Choosing the right pieces to include, presenting art work, developing the portfolio. Prerequisites: None.

ART- Painting

ART165
Watercolor Painting I
3 credit(s) 6 period(s) lecture + lab
Transparent and Gouache watercolor painting. Prerequisites: A grade of C or better in (ART111 and ART112) or permission of Instructor.

ART166
Watercolor Painting II
3 credit(s) 6 period(s) lecture + lab
Painting in water soluble media. Emphasis on individual techniques and design.
Prerequisites: A grade of C or better in ART165.
Photography

ART167
Painting I
3 credit(s) 6 period(s) lecture + lab
Exploration of technical and expressive possibilities of various media in painting. Prerequisites A grade of C or better in (ART111 and ART112), or permission of Instructor.

ART168
Painting II
3 credit(s) 6 period(s) lecture + lab
Exploration of technical and expressive possibilities of various media in painting. Prerequisites: A grade of C or better in ART167 or permission of Instructor.

ART268
Painting II
3 credit(s) 6 period(s) lecture + lab
Advanced problem in painting. Study with greater emphasis on personal expression. Prerequisites: A grade of C or better in ART267 or permission of Instructor.

ART290HC
Studio Art: Watercolor
3 credit(s) 6 period(s) lecture + lab
Studio course for art majors allowing continuation in a subject field. Prerequisites: ART166 or permission of Instructor.

ART290PC
Studio Art: Painting
3 credit(s) 6 period(s) lecture + lab
Studio course for art majors allowing continuation in a subject field. Prerequisites: ART168 or permission of Instructor.

ART- Photography

ART131
Photography I
3 credit(s) 6 period(s) lecture + lab
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.

ART234
Color Photography
3 credit(s) 6 period(s) lecture + lab
Basic principles of color theory, camera and input and output techniques using analog or digital photography. Prerequisites: A grade of C or better in ART131, or AVC142, or permission of Instructor.

ART290MC
Studio Art: Digital Photography
3 credit(s) 6 period(s) lecture + lab
Studio course for art majors allowing continuation in a subject field.
Prerequisites: A grade of C or better in AVC143 or permission of Instructor.

AVC- Art and Visual Communications

AVC100
Introduction to Digital Arts
1 credit(s) 2 period(s) lecture + lab
Foundation course in digital arts and design, with emphasis in the production of art using the computer. Prerequisites: None.

AVC140
Portrait Photography
3 credit(s) 6 period(s) lecture + lab
Fundamentals of portrait photography. Basic techniques of lighting, posing, design, and digital workflows applicable to the industry. Theory and practices of a portrait photography business. Prerequisites: A grade of C or better in ART131, or AVC142, or permission of Instructor.

AVC142
Introduction to Digital Photography
3 credit(s) 6 period(s) lecture + lab
Fundamentals of digital photography. Includes camera operations, exposure techniques, introduction to digital output, and theory of digital photography.
Prerequisites: None.

AVC143
Intermediate Digital Photography
3 credit(s) 6 period(s) lecture + lab
Intermediate theory and techniques of digital photography. Aesthetic awareness and personal expression from image capture through intermediate techniques in the digital darkroom. Introduction to high-resolution digital output.
Prerequisites: A grade of C or better in AVC142 or permission of Instructor.

AVC - Computer Art

AVC150
Multimedia Storytelling
3 credit(s) 6 period(s) lecture + lab
Enables students to find and develop their personal stories. Emphasis on the use of digital technology to create, edit, produce and archive a multimedia story.
Prerequisites: None.

AVC185
3D Modeling and Animation I
3 credit(s) 6 period(s) lecture + lab
Basic concepts of 3D modeling. Anatomy of computer geometry; basic elements that make computer models-curves, surfaces, non-uniform rational basis spline (NURBS), and polygons. 3D translation, shading, materials, and rendering. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: AVC100 or permission of Instructor.

AVC200
Animation and Interactivity
3 credit(s) 6 period(s) lecture + lab
Animation and object-oriented programming concepts and techniques using industry standard authoring tools applied by the creative industry to animation productions, and interactive media. Introduction to animation and object- oriented programming concepts and techniques using industry standard authorizing tools. Includes tools used by the creative industry for animation productions and interactive media. Prerequisites: A grade of C or better in AVC100 or permission of Instructor.

AVC236
Photography Location Shooting
3 credit(s) 6 period(s) lecture + lab
Practical application of camera techniques, use of lighting, and on-location shooting for post-production printing.
Prerequisites: A grade of C or better in (ART131 OR AVC142) OR permission of Instructor.

AVC247
High Resolution Digital Model Making Through 3 Laser Scanning and Photogrammetry
3 credit(s) 6 period(s) lecture + lab
This course introduces students to the cutting-edge world of 3D laser scanning and photogrammetry, focusing on creating high-resolution digital models of various objects.
Prerequisites: None.

AVC285
3D Modeling and Animation II
3 credit(s) 6 period(s) lecture + lab
Advanced techniques for 3D modeling and computer animation. Creating and applying 2D background and 3D model textures, creating and applying special effects to models and animation, designing, modeling, and animating a digital 3D character from a character study.
Prerequisites: A grade of C or better in AVC/MMT185.

ASB- Anthropology

ASB100
Introduction to Global Health
3 credit(s) 3 period(s) lecture
The study of human health patterns at an international and local scale. Focus on pressing global health challenges that the world faces today are examined from a broad social, ecological, and cultural context.
Prerequisites: None.

ASB102
Introduction to Cultural Anthropology
3 credit(s) 3 period(s) lecture
Introduces concepts and methods of cultural anthropology, with illustrative materials from a variety of communities in a globalizing world. Explores the concept of culture and examines a variety of cultural and social practices such as subsistence, economics, politics, marriage, kinship, gender and religion. Prerequisites: None.

ASB211
Women Across Cultures
3 credit(s) 3 period(s) lecture
Cross-cultural analysis of the economic, social, political, and religious factors that affect women's status in traditional and modern societies. Prerequisites: None.

ASB214
Magic, Witchcraft and Healing: An Introduction to Comparative Religion
3 credit(s) 3 period(s) lecture
Origins, elements, and forms of religion; a comparative survey of religious beliefs, myths, rituals and symbolism including magic, witchcraft and healing as practiced in selected regions of the world; the place of religion in the total culture. Prerequisites: None.

ASB222
Buried Cities and Lost Tribes: Old World
3 credit(s) 3 period(s) lecture
Introduction to archaeology through discoveries and the researchers who made them. Emphasis on methods of archaeological fieldwork and what these discoveries reveal about humanity, including the nature of archaeological inquiry, the development of human social groups, the changing role of religion in evolving societies, the origins of agriculture, the origins of settled lifeways, the rise of cities and complex societies, political strife across different cultures and the forces which tend to fragment societies. Examples drawn from Africa, Asia, Europe, the Pacific Islands, and Australia. Prerequisites: None.

ASL - American Sign Language

ASL101
American Sign Language I
4 credit(s) 4 period(s) lecture
Introduction of principles, methods, and techniques for communicating with deaf people who sign. Development of expressive and receptive sign skills, manual alphabet, numbers, and sign vocabulary. Overview of syntax, grammar, and culture related to American Sign Language (A.S.L.). Prerequisites: None. ASL103 suggested as a corequisite but not required.

ASL102
American Sign Language II
4 credit(s) 4 period(s) lecture
Continued development of knowledge and language skills for communicating with deaf people who sign. Includes numbers, fingerspelling, and culture. Emphasis on enhancement of receptive sign skills and continued development of expressive sign skills. Application of rudimentary, syntactical, and grammatical structure stressed with continued development of sign vocabulary. Prerequisites: A grade of C or better in ASL101 or permission of Department or Division. Completion of prerequisites within the last three years is required.

ASM- Anthropology

ASM104
Bones, Stones, and Human Evolution
4 credit(s) 5 period(s) lecture + lab
Study of human evolution and variation; including fossil hominids and their tools, primate anatomy and behavior, human genetics, and the environment and human biology.
Prerequisites: None.

ASM275
Forensic Anthropology
4 credit(s) 5 period(s) lecture + lab
Survey of the role of forensic anthropologists, from the crime scene to the courtroom. Course focuses on how skeletal analysis can aid in medicolegal investigations, especially by identifying aspects of the life history of unknown individuals and by reconstructing events that took place at crime scenes. Covers both the legal aspects of forensic practice and the underlying biological basis for evidence obtained from skeletal remains. Examines applications of forensic anthropology in mass disasters, human rights investigations, and the deciphering of historic cases. Lab activities designed to illustrate techniques and principles central to the discipline. Prerequisites: None.

AST - Astronomy

AST101
Survey of Astronomy
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
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.

AST106
Life in the Universe
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
Introduction to the search for life in the universe for the non-science major. Earth's location in space and time, nature of life, light and the spectrum, origin and history of the universe, origin of life on Earth and the possibility of life on other planets. Prerequisites: A grade of C or better in MAT090 or MAT091 or MAT092 or completion of higher-level mathematics course, or satisfactory score on placement exam.

AST111
Introduction to Solar System Astronomy
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
Introduction to astronomy for the non-science major. The scientific method, properties of light, astronomical instruments, our Solar System and solar systems around other stars. Includes hands-on astronomical observations and laboratory exercises. Prerequisites: A grade of C or better in MAT092 or higher, or satisfactory score on district placement exam.

AST112
Introduction to Stars, Galaxies, and Cosmology
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
Introduction to astronomy for the non-science major. Structure and evolution of stars; supernovae, black holes, and quasars; nebulae; star clusters; galaxies; cosmology, including the birth and death of the universe.
Prerequisites: A grade of C or better in MAT092 or higher, or satisfactory score on district placement exam.

AST294AB
Special Topics in Astronomy
1 credit(s) 1 period(s) lab
Conceptual, experimental, and computational aspects of a special topic in astronomy. Prerequisites: Permission of Department or Division.

BIO - Biology

BIO100
Biology Concepts
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
This course will introduce students to the basic principles and concepts of biology, from the smallest molecules to the largest ecosystems. Students will learn about the methods of scientific inquiry that biologists use to study life.
Prerequisites: None.

BIO105
Environmental Biology
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
Fundamentals of ecology and their relevance to human impact on natural ecosystems. Field trips may be required at students` expense. Prerequisites: None.

BIO108
Plants and Society
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
A global study of plants in relation to humans; as a source of food, fiber, drugs, and other products; for aesthetic value, survival, and energy. Prerequisites: None.

BIO109
Natural History of the Southwest
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
Study of the common plants and animals of the Southwest including their distribution, adaptation, behavior, and ecology. Introduction to basic field and laboratory techniques used in the study of natural history. Specific field problems presented dealing with plant and animal analysis and ecological interrelationships.
Prerequisites: None.

BIO145
Marine Biology
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
A survey of marine environments and their biotic communities with emphasis on the natural history of marine organisms. Prerequisites: None.

BIO156
Introductory Biology for Allied Health
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
An introductory biology course for allied health majors with an emphasis on humans. Topics include fundamental concepts of cell biology, histology, microbiology, and genetics. Prerequisites: A grade of C or better in RDG100 or RDG100LL or higher or eligibility for CRE101 as indicated by appropriate reading placement test score. One year of high school or one-semester of college level chemistry is strongly recommended.

BIO160
Introduction to Human Anatomy and Physiology
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
Principles of scientific method. Structural organization, homeostasis and control mechanisms of the body. Specific chemistry concepts. Structure and function of the major systems of the body. Prerequisites: None.

BIO181 SUN **BIO1181**
General Biology (Majors) I
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
The study and principles of structure and function of organisms at the molecular and cellular levels. A detailed exploration of the chemistry of life, the cell, and genetics.
Prerequisites: A grade of C or better in RDG100 or RDG100LL or higher or eligibility for CRE101. One year of high school or one semester of college-level biology and chemistry is strongly recommended.

BIO182 SUN **BIO1182**
General Biology (Majors) II
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
The study and principles of structure and function of living things at cellular, organismic, and higher levels of organization. A detailed exploration of the mechanisms of evolution, biological diversity, biology of organisms, and ecology. Prerequisites: A grade of C or better in BIO181 or BIO181XT.

BIO201 SUN BIO2202
Human Anatomy and Physiology I
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
Study of structure and function of the human body. Topics include cells, tissues, integumentary system, skeletal system, muscular system, and nervous system.
Prerequisites: (A grade of C or better in BIO156 or BIO156XT or BIO181 or BIO181XT or one year of high school biology) and a grade of C or better in RDG100 or RDG100LL or higher or eligibility for CRE101. CHM130 or higher or one year of high school chemistry suggested but not required.

BIO202 SUN BIO2202
Human Anatomy and Physiology II
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
Continuation of structure and function of the human body. Topics include endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems, pregnancy and development, and fluid and electrolyte balance.
Prerequisites: A grade of C or better in BIO201 or BIO201XT.

BIO205 SUN BIO2205
Microbiology
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
Study of microorganisms and their relationship to health, ecology, and related fields.
Prerequisites:(A grade of C or better in (BIO156, or BIO156XT, or BIO181, or BIO181XT, or one year of high school biology) and (RDG100, or RDG100LL, or higher, or eligibility for CRE101). CHM130 or higher or one year of high school chemistry suggested but not required.

BIO298AB
Special Projects
2 credit(s) 2 period(s) lab
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. Requisite: Permission of Program Director or Instructor.

BPC - Business - Personal Computers

BPC110
Computer Usage and Applications
3 credit(s) 4 period(s) lecture + lab
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

BPC125
Microcomputer Set Up and Maintenance
1 credit(s) 1 period(s) lecture + lab
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.

BPC170
A+ Exam Prep: Computer Hardware Configuration and Support
3 credit(s) 4 period(s) lecture + lab
Explore technical aspects of personal computers, including system components, installation, system configuration, peripheral devices, and notebooks. Emphasis placed on hardware installation, maintenance, mobile devices, and hardware troubleshooting. Helps prepare students for the CompTIA A+ examinations.
Prerequisites: None.

BPC270
A+ Exam Prep: Operating System Configuration and Support
3 credit(s) 4 period(s) lecture + lab
Explore advanced technical aspects of maintaining and servicing computers. Emphasis placed on OS installation, maintenance, mobile devices, security, software troubleshooting, and on proper usage of tools, safety procedures, and professionalism. Helps prepare students for the CompTIA A+ examinations.
Prerequisites: A grade of C or better in CIS105 or permission of Instructor

CAP - Counseling & Applied Psychology

CAP120
Introduction to Counseling
3 credit(s) 3 period(s) lecture
Introduction to the field of counseling with a focus on skills and competencies needed as a mental health practitioner. Foundations of counseling including counseling theories, ethical considerations, prevention and intervention topics, and multicultural counseling practices.
Prerequisites: None

CAP220
The Counselor in a Multicultural Society
3 credit(s) 3 period(s) lecture
Current theories and research on culture, race and ethnicity, gender and other aspects of cultural diversity in a multicultural society through the lens of counseling. Focus on personal perspectives, will explore themes, theories, topics and research related to power, privilege and oppression in the United States as applied to counseling discipline.
Prerequisites: None.

CAP240
Introduction to Counseling Skills
3 credit(s) 3 period(s) lecture
Introduction to basic skills and techniques used in the counseling field. Focuses on active listening, self-awareness, and other related skills.
Prerequisites: A grade of C or better in CAP120.

CAP260
Career and Professional Preparation for the Helping Professions
3 credit(s) 3 period(s) lecture
Overview of the process of career and life planning through self-awareness for students interested in helping fields. Focus on current occupational trends and outlook, the learning models of the individual, the world of work, and decision-making. Emphasis on individual application and workplace diversity. Design materials for use in the professional world such as resumes, online presence, career portfolio.
Prerequisites: A grade of C or better in ENG101.

CFS - Child/Family Studies

CFS101AH
Art Activities for Young Children
1 credit(s) 1 period(s) lecture
The creative use of art media and techniques at appropriate developmental levels. Prerequisites: None.

CFS112
Personal Growth and Family Relations
3 credit(s) 3 period(s) lecture
Personal development as related to the individual, the family, and their relations. Emphasis on interpersonal family relationships. Skills and techniques to facilitate and strengthen the individual and family relationships.
Prerequisites: None.

CFS123
Health and Nutrition In Early Childhood Settings
1 credit(s) 1 period(s) lecture
Creating and maintaining healthy environments and practices in programs serving young children. Emphasis on assessing the child's health status, nutrition and food service, communicable disease recognition, transmission, and prevention, infection control, regulations and regulatory agencies, current topics, resources, and innovative practices. Prerequisites: None.

CFS125
Safety in Early Childhood Settings
1 credit(s) 1 period(s) lecture
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.

CFS176
Child Development
3 credit(s) 3 period(s) lecture
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.

CFS205
Human Development
3 credit(s) 3 period(s) lecture
Explores the growth and development process over the human lifespan. Research and theoretical approaches; physical, cognitive, social, and personality development from birth through adulthood and death.
Prerequisites: None

CFS206
Child And Family Organizations: Management And Administration
3 credit(s) 3 period(s) lecture
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

CFS235
Developing Child: Theory into Practice, Prenatal to Age Eight
3 credit(s) 3 period(s) lecture
Understanding and working with young children, birth through age eight. Analysis of young children's physical, social, emotional, cognitive and linguistic development within their home, school, and cultural contexts. Typical and atypical development. Implications for teachers and parents. Emphasis on observations and planning curriculum based on theories, research, and child-specific data. Prerequisites: None.

CFS282
Inclusion of Young Children with Special Needs
1 credit(s) 1 period(s) lecture
An exploration of the educational, social, and behavioral concerns involved in the successful inclusion of children with special needs into typical preschool classrooms. Includes discussion of strategies for adaptations and modifications of the environment and accessing existing resources in the community. Prerequisites: None.

CFS285AA
Family-School Interaction: Preschool
1 credit(s) 1 period(s) lecture
Interaction among parents, teachers and the preschool. Emphasis on methods used cooperatively by parents and preschool teachers to provide for education and developmental needs. Prerequisites: A grade of C or better in CFS/ECH176 or CFS278 or permission of Instructor

CHM – Chemistry

CHM100
Preparation for Fundamental Chemistry
1 credit(s) 1 period(s) lecture
A preparatory course designed to review fundamental math and chemistry principles for students inexperienced or insecure with these concepts. Stresses individualized instruction. Designed to prepare students for CHM130.
Prerequisites: None.

CHM130 SUN CHM1130
Fundamental Chemistry
3 credit(s) 3 period(s) lecture
A survey of the fundamentals of general chemistry. Emphasis on essential concepts and problem solving techniques. Basic principles of measurement, chemical bonding, structure and reactions, nomenclature, and the chemistry of acids and bases. Preparation for students taking more advanced courses in chemistry.
Prerequisites: Prerequisites: A grade of C or better in [(CHM100, or high school algebra, or MAT140 or higher, or an EdReady-Quantitative Reasoning, Algebra and Statistics score of 70 or higher, or an EdReady-College Algebra score of 80 or higher) and (RDG100, or RDG100LL, or higher, or eligibility for CRE101 as indicated by appropriate reading placement)], or permission of the Instructor, or Department or Division Chair.

CHM130AA
Fundamental Chemistry with Lab
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
A survey of the fundamentals of general chemistry. Emphasis on essential concepts and problem solving techniques. Basic principles of measurement, chemical bonding, structure and reactions, nomenclature, and the chemistry of acids and bases. Preparation for students taking more advanced courses in chemistry.
Prerequisites: Prerequisites: A grade of C or better in [(CHM100, or high school algebra, or MAT140 or higher, or an EdReady-Quantitative Reasoning, Algebra and Statistics score of 70 or higher, or an EdReady-College Algebra score of 80 or higher) and (RDG100, or RDG100LL, or higher, or eligibility for CRE101 as indicated by appropriate reading placement)], or permission of the Instructor, or Department or Division Chair.

CHM130LL SUN CHM1130
Fundamental Chemistry Laboratory
1 credit(s) 3 period(s) lab
Laboratory experience in support of CHM130.
Prerequisites: A grade of C or better in CHM130 or
Corequisites: CHM130.

CHM151 SUN CHM1151
General Chemistry I
3 credit(s) 3 period(s) lecture
Detailed study of principles of chemistry for science majors and students in pre-professional curricula.
Prerequisites: A grade of C or better in [(CHM130 and CHM130LL), or CHM130AA, or one year of high school chemistry taken within the last five years] and (a grade of C or better in MAT151 or higher level mathematics course, or satisfactory placement), or permission of the Instructor, or Department or Division Chair.

CHM151AA SUN CHM1151
General Chemistry I with Lab
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
Detailed study of principles of chemistry for science majors and students in pre-professional curricula.
Prerequisites: A grade of C or better in [(CHM130 and CHM130LL), or CHM130AA, or one year of high school chemistry taken within the last five years] and (a grade of C or better in MAT151 or higher level mathematics course, or satisfactory placement), or permission of the Instructor, or Department or Division Chair.

CHM152AA SUN CHM1152
General Chemistry II with Lab
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
A study of the chemical properties of the major groups of elements, equilibrium theory, thermodynamics, electrochemistry, and other selected topics.
Prerequisites: A grade of C or better in [(CHM150 or CHM151) and CHM151LL], or CHM150AA, or CHM151AA, or permission of the Instructor, or Department or Division Chair.

CHM235 SUN CHM2235
General Organic Chemistry I
3 credit(s) 3 period(s) lecture
Rigorous introduction to chemistry of carbon-containing compounds. Reaction mechanisms and recent methods of synthesis emphasized. Prerequisites: A grade of C or better in (CHM152 and CHM152LL), or CHM152AA, or (CHM154 and CHM154LL), or permission of the Instructor, or Department or Division Chair.

CHM235AA SUN CHM2236
General Organic Chemistry I with Lab
4 credit(s) 3 period(s) lecture
0 credit(s) 4 period(s) lab
Rigorous introduction to chemistry of carbon-containing compounds. Reaction mechanisms and recent methods of synthesis emphasized. Prerequisites: A grade of C or better in (CHM152 and CHM152LL), or CHM152AA, or (CHM154 and CHM154LL), or permission of the Instructor, or Department or Division Chair.

CHM236AA SUN CHM2235
General Organic Chemistry IIA with Lab
4 credit(s) 3 period(s) lecture
0 credit(s) 4 period(s) lab
Study of chemistry of carbon-containing compounds continued. Structural determination and additional reaction mechanisms and modern methods of synthesis emphasized. Prerequisites: A grade of C or better in (CHM235 and CHM235LL) or CHM235AA, or permission of the Instructor, or Department or Division Chair.

CHM260
Fundamental Biochemistry
3 credit(s) 3 period(s) lecture
Structures, properties, and functions of proteins, enzymes, nucleic acids, carbohydrates and lipids; the utilization and synthesis of these materials by living systems and the relationship of the processes to energy production and utilization. Prerequisites A grade of C or better in [(CHM230 and CHM230LL) or CHM230AA], or [(CHM235 and CHM235LL) or CHM235AA], or permission of the Instructor, or Department or Division Chair.

CHM295AA
Special Topics in Chemistry
1 credit(s) 1 period(s) lecture + lab
Specialized chemistry-related content not represented in the main curriculum.

CHM295AB
Special Topics in Chemistry
2 credit(s) 2 period(s) lecture + lab
Specialized chemistry-related content not represented in the main curriculum.

CIS - Computer Information Systems

CIS102DA
IT Customer Support
3 credit(s) 4 period(s) lecture + lab
Examines skills, tools and strategies necessary for becoming a computer help-desk or end-user support professional. Prerequisites: None.

CIS103
Introduction to Social Media
3 credit(s) 4 period(s) lecture + lab
Identify and explain social media and Web 2.0 technologies for personal, academic, professional, and business applications. Create and maintain accounts on various sites to socialize, write, and share multimedia, while understanding the related ethics, privacy and security issues. Notes: The student must be 13 years or older.

CIS105 SUN CIS1120
Survey of Computer Information Systems
3 credit(s) 4 period(s) lecture + lab
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.

CIS107
The Electronic Game Industry
3 credit(s) 4 period(s) lecture + lab
Introduction to the electronic game industry, including history, market, distribution and publishing channels, business models, team roles, and career landscape. Technical topics covered include software engineering, artificial intelligence, game physics, computer graphics, and networking. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.

CIS111
Ethics in Information Technology
3 credit(s) 3 period(s) lecture
Ethical issues that arise as a result of increasing use of computers, and the responsibilities of those who work with computers, either as computer science professionals or end users. Critical inquiry and review of ethical challenges in information technology business, including professional and corporate responsibility, government regulation, fiduciary responsibilities of information, infringement of intellectual property, security risk assessment, Internet crime, identity theft, employee surveillance, privacy, compliance, social networking, and the ethics of IT corporations.
Prerequisites: None.

CIS113DE
Microsoft Word: Word Processing
3 credit(s) 4 period(s) lecture + lab
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
Excel Spreadsheet
3 credit(s) 4 period(s) lecture + lab
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
Microsoft Access: Database Management
3 credit(s) 4 period(s) lecture + lab
Introduction to Microsoft Access. Emphasis on features, design, and database management. Prerequisites: None.

CIS118DB
Desktop Presentation: Power Point
3 credit(s) 4 period(s) lecture + lab
Use of PowerPoint to produce professional-quality presentation visuals with animation and sound. Prerequisites: None

CIS120DB
Introduction to Adobe Illustrator
3 credit(s) 4 period (s) lecture + lab
Provides students with the knowledge and skills to use Adobe Illustrator graphics software on a computer. Basic foundation course in the use of electronic techniques to create, manipulate, and edit images, text, abstract art, graphics design, color graphics and business charts; determine file formats appropriate for web and print; utilize tools to optimize graphics and create a PDF file. Prerequisites: None.

CIS120DC
Introduction to Adobe Animate
3 credit(s) 4 period(s) lecture + lab
Focuses on entry-level skill expectations for digital animation using Adobe Animate. Covers basic animation techniques used in the creation, manipulation, and editing of animation graphics. Prepares students for the Adobe certifications related to Adobe Animate.
Prerequisites: None.

CIS120DF
Introduction to Adobe Photoshop
3 credit(s) 4 period(s) lecture + lab
Focuses on entry-level skills and knowledge for digital imaging using Adobe Photoshop. Prepares students for the Adobe Certifications related to Photoshop.
Prerequisites: None.

CIS126DL
Linux Operating System
3 credit(s) 4 period(s) lecture + lab
Introduction to the Linux Operating system. Develop knowledge and skills required to install, configure and troubleshoot a Linux-based workstation including basic network functions. Learn basic command line and Graphical User Interface (GUI) desktop environment utilities and applications. Fundamental abilities to achieve the entry-level industry certification covered.
Prerequisites: None.

CIS133DA
Internet/Web Development Level I
3 credit(s) 4 period(s) lecture + lab
Overview of the Internet/World Wide Web (WWW) and its resources. Hands-on experience with various Internet/WWW resource discovery, information retrieval, and social media tools. Design and Development of multi-page websites using current Hyper Text Markup Language (HTML) and Cascading Style Sheets (CSS) standards. Prerequisites: None.

CIS150AB
Object-Oriented Programming Fundamentals
3 credit(s) 4 period(s) lecture + lab
Structured and Object-Oriented design and logic tools. Use of computer problems to demonstrate and teach concepts using an appropriate programming language. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: CIS105 or permission of Instructor.

CIS151
Computer Game Development -Level I
3 credit(s) 4 period(s) lecture + lab
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: A grade of C or better in CIS105 or permission of Instructor.

CIS156
Python Programming: Level I
3 credit(s) 4 period(s) lecture + lab
Introduction to Python programming. Includes general concepts, program design, development, data types, operators, expressions, flow control, functions, classes, input and output operations, debugging, structured programming, and object-oriented programming. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.

CIS162AD
C#: Level I
3 credit(s) 4 period(s) lecture + lab
Introduction to C# programming including general concepts, program design, development, data types, operators, expressions, flow control, functions, classes, input and output operations, debugging, structured programming, and object-oriented programming. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.

CIS163AA
Java Programming: Level I
3 credit(s) 4 period(s) lecture + lab
Introduction to Java programming. Includes features needed to construct Java Applets, Java Applications, control structures, methods, arrays, character and string manipulation, graphics, and object-oriented programming
Prerequisites: A grade of C or better in CIS105 or permission of Instructor.

CIS190
Introduction to Networking
3 credit(s) 4 period(s) lecture + lab
Overview of networks. Emphasis on the elements of a network, current issues and products, and use of a network. Includes terminology, hardware and software components, connectivity, resource monitoring and sharing, electronic mail and messaging, and security issues. Helps prepare students for the CompTIA Network+ examination.
Prerequisites: None. Corequisites: CIS105 or permission of Instructor.

CIS224
Project Management Microsoft Project for Windows
3 credit(s) 4 period(s) lecture + lab
Introduction to project management concepts while working with MS Project to solve complex project management networks, including creating Gantt and PERT charts, tracking project progress, planning for restrictions, and integrating MS Project with other software packages such as Excel, Word, Powerpoint, and cc Mail.
Prerequisites: None.

CIS227
Assembly Language
3 credit(s) 4 period(s) lecture + lab
Concepts and use of the Assembly programming language, including basic arithmetic operations, flow control, and memory management. Prerequisites: A grade of C or better in CIS162++ or permission of Instructor.

CIS238DL
Linux System Administration
3 credit(s) 4 period(s) lecture + lab
Managing Linux Operating Systems including sophisticated manipulation of file structures, backup systems, printing processes, troubleshooting, user account management, hard disk maintenance and configuration, process monitoring and prioritizing, kernel customization, and system resource control. Preparation for industry certifications such as the CompTIA Linux+, the Red Hat Certified System Administrator (RHCSA), the Red Hat Certified Engineer (RHCE) and the Linux Professional Institute (LPIC-1). Prerequisites: A grade of C or better in CIS126DL or CIS126RH or permission of Instructor.

CIS250
Management of Information Systems
3 credit(s) 4 period(s) lecture + lab
The study of business information systems and its management, communication, e-business strategies, emerging technologies, database concepts, and project management. Overview of systems analysis and design. Learn about the competitive and strategic uses of information systems and how they are transforming organizations and their management. Prerequisites: A grade of C or better in CIS105.

CIS251
Computer Game Development -Level II
3 credit(s) 4 period(s) lecture + lab
Advanced object-oriented game development, advanced game design, and advanced game theory. Use of game development software tools to demonstrate advanced concepts for modeling real-time simulations and creating computer games using object-oriented development tools. In depth coverage of game programming (scripting) techniques, and decision logic using object-oriented techniques. Prerequisites: A grade of C or better in CIS151 or permission of Instructor.

CIS270
Essentials of Network and Information Security
3 credit(s) 4 period(s) lecture + lab
Threats to security of information systems; responsibilities and basic tools for information security, including communication security, infrastructure security, organizational security and basic cryptography. Introduction to the language of network security and hardware, software and firmware components of an information security system for local, metropolitan, enterprise, and wide area networks. Helps prepare participants for the Comptia Security+ exam and the GIAC Security Essentials Certificate (GSEC).
Prerequisites: A grade of C or better in BPC270 or CIS190 or CNT140AB or MST150++ or permission of Instructor.

CIS276DB
SQL Server Database
3 credit(s) 4 period(s) lecture + lab
A broad overview of the Microsoft Structured Query Language (SQL) Server database. Includes SQL instruction for data definition, data manipulation, and data retrieval. Develops knowledge and skills required to install SQL Server, model and create new databases, manage users, authentication, and stored procedures, and develop backup/restore strategies. Prerequisites: A grade of C or better in CIS105, or CIS117DM, or permission of Instructor.

CIS290AA
Computer Information Systems Internship
1 credit(s) 6 period(s) lab
Work experience in business or industry. Prerequisites: Permission of Instructor.

CIS290AC
Computer Information Systems Internship
3 credit(s) 18 period(s) lab
Work experience in business or industry. Prerequisites: Permission of Instructor.

CIS296WB
Cooperative Education
2 credit(s) 10 period(s) lab
Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. 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.

CIS296WC
Cooperative Education
3 credit(s) 15 period(s) lab
Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. 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.

CIS298AB
Special Projects
2 credit(s) 2 period(s) lab
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. Requisites: Permission of Program Director or Instructor.

CIS298AC
Special Projects
3 credit(s) 3 period(s) lab
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. Requisites: Permission of Program Director or Instructor.

CLD – Cloud Computing

CLD110
Amazon Web Services Cloud Foundations
3 credit(s) 4 period(s) lecture + lab
Provides a detailed overview of cloud concepts, Amazon Web Services (AWS) core services, security, architecture, pricing, and support. Intended for students who seek an overall understanding of cloud computing concepts, independent of specific technical roles. Helps to prepare students for the AWS Certified Cloud Practitioner exam.
Prerequisites: None. CIS105 suggested but not required.

CNT - Cisco Network Technology

CNT140AB
Introduction to Networks
4 credit(s) 6 period(s) lecture + lab
Focus on the architecture, structure, functions, components, and models of the Internet and other computer networks. Principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced. Students will build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes. Preparation for Cisco certification examination.
Prerequisites: A grade of C or better in CNT140AB or permission of Instructor.

CNT150AB
Switching, Routing, and Wireless Essentials
4 credit(s) 6 period(s) lecture + lab
Focus on configuring switches and routers for use in small and medium size networks. Including Virtual Local Area Networks (VLANs), VLAN trunking, Inter-VLAN routing, Spanning Tree Protocol (STP), EtherChannel, Dynamic Host Configuration Protocol (DHCP), First Hop Redundancy, Local area Network (LAN) and Switch security, and Static routing. Knowledge and skills needed to implement a Wireless Local Area Network (WLAN) is also covered. Preparation for Cisco certification examination.
Prerequisites: A grade of C or better in CNT140AB or permission of Instructor.

CNT160AB
Enterprise Networking, Security, and Automation
4 credit(s) 6 period(s) lecture + lab
Focus on the configuration of routers and switches within small and medium size networks for advanced functionality including Open Shortest Path First (OSPF), Network security, Access Control Lists (ACLs), Network Address Translation (NAT), Wide Area Network (WAN) concepts, Virtual Private Networks (VPNs), Quality of Service (QOS), network management, design, troubleshooting, virtualization, and automation. Preparation for Cisco certification examination.
Prerequisites: A grade of C or better in CNT150AB or permission of Instructor.

COM - Communication

COM100 SUN COM1100
Introduction to Human Communication
3 credit(s) 3 period(s) lecture
Introduces the theory and practice of human communication. Surveys communication topics related to interpersonal, small group, and public communication. Prerequisites: None.

COM110 SUN COM1110
Interpersonal Communication
3 credit(s) 3 period(s) lecture
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.

COM207
Introduction to Communication Inquiry
3 credit(s) 3 period(s) lecture
Overview of theory and methodological practice in communication with particular attention to scholarly writing skills. Emphasis on development of critical thinking skills through active participation in the research process.
Prerequisites: A grade of C or better in ENG101 or ENG107 or equivalent and COM100 or equivalent or permission of Instructor.

COM225
Public Speaking
3 credit(s) 3 period(s) lecture
Designed to enhance the student's ability to present public speeches confidently and competently. Also designed to improve information literacy and critical thinking skills.
Prerequisites: A grade of C or better in ENG101 or ENG107 or equivalent.

COM230 SUN COM2271
Small Group Communication
3 credit(s) 3 period(s) lecture
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.

COM263
Elements of Intercultural Communication
3 credit(s) 3 period(s) lecture
Diverse cultural contexts are explored through basic concepts, principles, and theories of intercultural communication. Discovering effective interaction and appropriate communication in a global community is emphasized. Prerequisites: None.

COM270
Health Communication
3 credit(s) 3 period(s) lecture
Theory and practice of interpersonal, intercultural, public, and team communication skills in a healthcare setting. Prerequisites: None.

CPD - Counseling & Personal Development

CPD104
Career and Personal Development
3 credit(s) 3 period(s) lecture
An overview of the holistic process of career/life planning through self-awareness and understanding of the world of work. Exploration and application of behavioral, social, and cultural factors leading to college, career, and personal success with emphasis on assessment, applied behavior management, motivation, self-care, and career development. Prerequisites: None.

CPD160
Introduction to Multiculturalism
3 credit(s) 3 period(s) lecture
Examination of the multiple cultures and subcultures within the contemporary United States. Personal exploration of awareness and appreciation of multiculturalism. Activities for experiencing diverse cultural perspectives. Critical thinking skills for recognizing, analyzing, and mediating cultural and psychological factors impacting conflict and accord between diverse cultures through written and oral discourse. Prerequisites: A grade of C or better in ENG101, or ENG107, or permission of Instructor.

CPD250
Peer Mentor Training
3 credit(s) 4 period(s) lecture + lab
Development and application of beginning skills and knowledge required to establish and maintain effective peer helping relationships in a college setting. Focus on the role, function, and responsibilities of the peer mentor; verbal and nonverbal communication skills; problem solving; and strategies and resources for first-year student success. Includes on-campus service-learning component.
Prerequisites: Completion of 24 credit hours (100-level or above) with a B grade point average or better and permission of Instructor.

CPD298AA
Special Projects
1 credit(s) 1 period(s) lab
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. Requisites: Permission of Program Director or Instructor

CRC – Clinical Data Coordination

CRC101
Introduction to Clinical Research
4 credit(s) 4 period(s) lecture
Introduction to the clinical research process. History, development and basic study designs in varied health, biomedical and biotechnical settings. Clinical trial development phases and regulatory protection for human subjects. Roles and responsibilities of the clinical research team and research organization. Good Clinical Practice (GCP) and International Committee on Harmonization (ICH) guidelines. Functions, research terminology, and general research funding of the Institutional Review Board (IRB) and Ethics Review Committee. Prerequisites: None.

CRC102
Clinical Research Regulations
4 credit(s) 4 period(s) lecture
Overview of legal and regulatory research compliance. Federal and international regulations, Good Clinical Practice (GCP) and International Council on Harmonization (ICH) guidelines. Roles, responsibilities and related regulations of Institutional Review Boards (IRB), Data Monitoring Boards and research organizations. Required forms, human subject protection, research integrity, ethical considerations, Health Insurance Portability and Accountability Act (HIPAA) and conflict of interest issues. Prerequisites: None.

CRC103
Research Design and Data Management
4 credit(s) 4 period(s) lecture
Major research design methodologies and data management. Interpretation of research design, organization of study charts and data, participant eligibility, and maintenance of screening/visit logs. Submission of adverse event forms. Overview of database structures, electronic data collection methods, and effective presentation of data in required reports. Tracking of investigational agents and preparation for audits and site visits by sponsors and/or regulators. Federal regulations governing clinical trials electronic data submissions and transmissions. Prerequisites: None.

CRC151
Introduction to Medical Devices in Clinical Evaluation
2 credit(s) 2 period(s) lecture
Introduction to the role of the Clinical Research Coordinator (CRC) in medical device research. Overview of medical device regulatory requirements, the role of the Institutional Review Board (IRB), and classification of medical devices including Humanitarian Device Exemptions. Special emphasis on conduct of an investigational study and roles of the investigator, CRC, and the IRB. Prerequisites: None.

CRC152
Research Ethics
3 credit(s) 3 period(s) lecture
History of human experimentation and bioethics. Fundamentals of ethical principles including autonomy, beneficence, nonmaleficence and justice. Practical application of moral sensitivity, moral reasoning, moral commitment and perseverance, and moral implementation. Overview of ethical issues arising from biomedical research including informed consent, vulnerable populations, using children and animals for research, and placebos and sham surgery in research. Includes Institutional Review Board (IRB`s), conflict of interest, plagiarism and data fabrication. Prerequisites: None.

CRC153
Institutional Review Board in Clinical Research
3 credit(s) 3 period(s) lecture
Examines the historical development, regulatory roles, responsibilities and functions of Institutional Review Board (IRB) membership and related stakeholder relationships. Comparisons of different IRB organizational and operational designs in relation to emerging technologies and implications for future research will be reviewed. Special emphasis on developing an understanding of the complexity of IRB roles, the implementation of state, national and international regulations and guidelines, and potential conflicts associated with the conduct of human research. Includes IRB functions, related regulations, ethical issues, current and future operational trends. Prerequisites: None.

CRC160
Clinical Research Site Management
4 credit(s) 4 period(s) lecture
Clinical research site organization, operation and management. Office setup, study initiation process, site maintenance, essential documentation requirements and binders, site evaluation and site closure. Understanding Institutional Review Boards (IRB) timeliness for submission, approval and study maintenance. Budget and contract negotiation, and sponsor and regulatory audit components and preparation. Coordination with sponsors and related research entities; investigative staff training. Organization of process flow and effective interactions with IRB, Contract Research Organizations, sponsors, regulators, investigators, and community. Prerequisites: None.

CRE – Critical Reading

CRE101
College Critical Reading and Critical Thinking
3 credit(s) 3 period(s) lecture
Develop and apply critical thinking skills through critically reading varied and challenging materials. Includes analysis, evaluation, interpretation, and synthesis through at least two substantial writing and/or speaking tasks.
Prerequisites: A grade of C or better in [(ENG101 or ENG107) and (RDG095 or RDG100 or RDG100LL or RDG111 or RDG112 or RDG113)] or a grade of B or better in ALT100 or an appropriate district placement or permission of Instructor.

CRW - Creative Writing

CRW150
Introduction to Creative Writing
3 credit(s) 3 period(s) lecture
Introduction to the basic aesthetics and techniques in contemporary creative writing within a variety of genres. Introduction to the analytical concepts and terminology necessary to understand, interpret, and enact contemporary creative writing. Facilitation of writing practices and evaluation. Introduction to literature's role in society. Prerequisites: None.

CRW160
Introduction to Writing Poetry
3 credit(s) 3 period(s) lecture
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
Introduction to Writing Fiction
3 credit(s) 3 period(s) lecture
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.

CRW176
Writing Narrative for Video Games
3 credit(s) 3 period(s) lecture
Provides an introduction to narrative theory as it relates to video game production. Delivers a variety of video game storylines, narrative theories, and processes for narrative development in video games. Terminology and video game industry standards are covered. Offers discussion of team building and the role of video games in society.
Prerequisites: None.

CRW190
Introduction to Screenwriting
3 credit(s) 3 period(s) lecture
Overview of screenwriting elements; introduction to screenwriting techniques CRW150 recommended but not required. Prerequisites: None. CRW150 recommended but not required

CRW270
Intermediate Fiction Writing
3 credit(s) 3 period(s) lecture
Writing original short stories; analysis of works of fiction; concentration on revising students` fiction through intensive workshopping. Prerequisites: None.

CRW298AA
Special Projects
1 credit(s) 1 period(s) lab
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.

CRW298AB
Special Projects
2 credit(s) 2 period(s) lab
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.

CRW298AC
Special Projects
3 credit(s) 3 period(s) lab
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.

CSC - Computer Science

CSC100
Introduction to Computer Science C++
3 credit(s) 3 period(s) lecture + lab
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: Prerequisites: A grade of C or better in MAT095, or MAT096, or MAT114, or MAT115, or MAT12+, or an appropriate District placement for MAT15+ or higher, or permission of Instructor or Department/Division Chair.

CSC100AB
Introduction to Computer Science
3 credit(s) 3 period(s) lecture + lab
Concepts of problem-solving, structured and object-oriented programming in Java, fundamental algorithms and techniques and computer system concepts. Social and ethical responsibilities. Intended for Computer Science and Computer Systems Engineering majors. Prerequisites: A grade of C or better in MAT095, or MAT096, or MAT114, or MAT115, or MAT12+, or an appropriate District placement for MAT15+ or higher, or permission of Instructor or Department/Division Chair.

CSC110AB
Introduction to Computer Science (Java)
4 credit(s) 4 period(s) lecture + lab
Concepts of problem-solving, structured and object-oriented programming in Java, fundamental algorithms and techniques and computer system concepts. Social and ethical responsibilities. Intended for Computer Science and Computer Systems Engineering Majors. Prerequisites: A grade of C or better in MAT114, or MAT115, or MAT120, or MAT126.

CSC120
Digital Design Fundamentals
4 credit(s) 6 period(s) lecture + lab
Number systems, conversion methods, binary and complement arithmetic, Boolean switching algebra and circuit minimization techniques. Analysis and design of combinational logic, flip-flops, simple counters, registers, ROMs, PLDs, synchronous and asynchronous sequential circuits, and state reduction techniques. Building physical circuits. Prerequisites: None. Corequisites: CSC100 or (CSC110 or CSC110AB) or permission of Instructor or Division or Department Chair.

CSC205AB
Object Oriented Programming and Data Structures
4 credit(s) 4 period(s) lecture + lab
Covers Object-Oriented design and programming; elementary data structures; arrays; lists; stacks; queues; binary trees; recursion; searching and sorting algorithms. Prerequisites: A grade of C or better in CSC110, or CSC110AB, or permission of Instructor.

CSC205AC
Object Oriented Programming and Data Structures
4 credit(s) 5 period(s) lecture + lab
Covers Object-Oriented design and programming; elementary data structures; arrays; lists; stacks; queues; binary trees; recursion; searching and sorting algorithms. Prerequisites: A grade of C or better in CSC110, or CSC110AB, or permission of Instructor.

CSC230
Computer Organization and Assembly Language
4 credit(s) 5 period(s) lecture + lab
Assembly language programming including input/output (I/O) programming and exception/interrupt handling. Register-level computer organization, I/O interfaces, assemblers, and linkers. Processor organization and design, data path, control, pipelining, and input/output. Memory organization with cache and virtual memory. Prerequisites: A grade of C or better in [(CSC100 or CSC110 or CSC110AB) and CSC/EEE120], or permission of Instructor or Division or Department Chair.

CSC240
Introduction to Different Programming Languages
3 credit(s) 5 period(s) lecture + lab
Introduction to procedural (C/C++), applicative (LISP), and declarative (Prolog) languages.
Prerequisites: A grade of C or better in CSC205 or permission of Instructor.

CSC240AA
Introduction to Different Programming Languages
3 credit(s) 5 period(s) lecture + lab
Introduction to procedural (C/C++), applicative (LISP), and declarative (Prolog) languages.
Prerequisites: A grade of C or better in CSC205 or permission of Instructor.

DAH - Dance Humanities

DAH100
Introduction to Dance in the United States
3 credit(s) 3 period(s) lecture
Overview of the field of dance focusing on origins, historical development, cultural characteristics of the various styles of dance and their contemporary practice in the United States, and dance as a vital part of the human experience. Prerequisites: None.

DAH201
Dance, Culture, and Global Contexts
3 credit(s) 3 period(s) lecture
Exploration, analysis, synthesis, and evaluation of the role of dance in various cultures around the world. Prerequisites: None.

DAH255
Hip Hop: Arts, Aesthetic and Culture
3 credit(s) 3 period(s) lecture
Selective survey and historical-cultural analysis of hip-hop arts, aesthetics and culture organized around the founding elements of DJing, MCing, B-boy and B-girling, graffiti arts and knowledge.
Prerequisites: A grade of C or better in ENG101 or ENG107.

DAN - Dance

DAN101AA
Social Dance: Ballroom
1 credit(s) 2 period(s) lecture + lab
Theory and practice of Ballroom dance. Development of movement quality and performance skills individually, with a partner or in a group setting. Prerequisites: None.

DAN101AB
Social Dance: Swing
1 credit(s) 2 period(s) lecture + lab
Theory and practice of Swing dance. Development of movement quality and performance skills individually, with a partner or in a group setting. Prerequisites: None.

DAN101AC
Social Dance: Latin
1 credit(s) 2 period(s) lecture + lab
Theory and practice of Latin dance. Development of movement quality and performance skills individually, with a partner or in a group setting. Prerequisites: None.

DAN131
Ballet I
1 credit(s) 3 period(s) lecture + lab
Introduction to the theory and practice of ballet at the beginning level. Development of movement quality and performance skills. Prerequisites: None.

DAN132
Modern Dance I
1 credit(s) 3 period(s) lecture + lab
Introduction to the theory and practice of modern dance at the beginning level. Development of movement quality and performance skills. Prerequisites: None.

DAN133
Jazz Dance I
1 credit(s) 3 period(s) lecture + lab
Introduction to the theory and practice of jazz dance at the beginning level. Development of movement quality and performance skills. Prerequisites: None.
Corequisites: DAN138 for dance majors.

DAN134
Ballet II
1 credit(s) 3 period(s) lecture + lab
Theory and practice of ballet at the advanced beginning level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN131 or permission of Instructor.

DAN135
Modern Dance II
1 credit(s) 3 period(s) lecture + lab
Theory and practice of modern dance at the advanced beginning level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN132 or permission of Instructor.

DAN136
Jazz Dance II
1 credit(s) 3 period(s) lecture + lab
Theory and practice of jazz dance at the advanced beginning level. Development of movement quality and performance skills.
Prerequisites: A grade of C or better in DAN133 or permission of Instructor.

DAN150
Dance Performance I
1 credit(s) 3 period(s) lecture + lab
An introduction to the process and practice of dance performance.
Prerequisites: None. Corequisites: Any level of any of the following dance technique courses with a DAN prefix: ballet, modern, jazz, hip hop, tap, social, or world dance.

DAN155
Dance Performance II
1 credit(s) 3 period(s) lecture + lab
Continued study of the process and practice of dance performance at advanced beginning level.
Prerequisites: A grade of C or better in DAN150 or permission of Instructor. Corequisites: Any level of any of the following dance technique courses with a DAN prefix: ballet, modern, jazz, hip hop, tap, social, or world dance.

DAN210
Dance Production I
3 credit(s) 3 period(s) lecture + lab
Introduction to the elements of pre-production and production, including but not limited to production organization, production management, lighting design, and sound design as they relate to the art of dance.
Prerequisites: None.

DAN221
Rhythmic Awareness I
3 credit(s) 3 period(s) lecture + lab
Exploration of rhythm in dance performance, choreography and pedagogy. Emphasis on the basic understanding of rhythm and cultivating awareness of rhythm in everyday life. Prerequisites: None.

DAN231
Ballet III
1 credit(s) 3 period(s) lecture + lab
Theory and practice of ballet at the beginning intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN134 or permission of Instructor.

DAN232
Modern Dance III
1 credit(s) 3 period(s) lecture + lab
Theory and practice of modern dance at the beginning intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN135 or permission of Instructor.

DAN232PA
Modern Dance Intermediate Level
.5 credit(s) 1.5 period(s) lecture + lab
Dance training for personal skill development and interest. Theory and practice of modern dance at the intermediate level. Prerequisites: A grade of C or better in DAN135PA or permission of Department or Division.

DAN233
Jazz Dance III
1 credit(s) 3 period(s) lecture + lab
Theory and practice of jazz dance at the beginning intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in
DAN136 or permission of Instructor.

DAN235
Modern Dance IV
1 credit(s) 3 period(s) lecture + lab
Theory and practice of modern dance at the intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN232 or permission of Instructor.

DAN264
Choreography I
3 credit(s) 3 period(s) lecture + lab
Study of basic dance choreography to include construction of a phrase, structure and form in a composition, and the basic elements of time, space and energy. Prerequisites: None.

DAN265
Choreography II
3 credit(s) 3 period(s) lecture + lab
Exploration of choreography at the intermediate level. Experimentation with the various approaches to creative practice as established by 20th and 21st century artists. Prerequisites: A grade of C or better in DAN264 or permission of Instructor.

DAN275
Choreography for Film and Video
3 credit(s) 3 period(s) lecture
Introduction to creating choreography uniquely for screen medium, emphasizing relationship between choreography, work of the camera, and the editing in maintaining the three-dimensional qualities of movement when transferred to the two-dimensional space of the screen. Prerequisites: None. DAN264 recommended but not required.

DAN280
Dance Practicum
2 credit(s) 6 period(s) lecture + lab
A culmination of coursework for the dance major requiring completion of an extended choreographic work from conception to performance. Also requires a final evaluative paper on the successes and challenges encountered throughout the project. Prerequisites Permission of Instructor.

DAN290AA
Dance Conservatory I
1 credit(s) 3 period(s) Lecture+ Lab
An intensive course focusing on the theory and practice of dance technique including, but not limited to, ballet, modern dance, modern jazz, pilates, yoga and dance performance at the beginning level. Study of repertory and development of movement quality and performance skills. Includes an informal public showing of dance technique and performance skills. Prerequisites: None.

DAN290AB
Dance Conservatory I
2 credit(s) 6 period(s) Lecture+ Lab
An intensive course focusing on the theory and practice of dance technique including, but not limited to, ballet, modern dance, modern jazz, pilates, yoga and dance performance at the beginning level. Study of repertory and development of movement quality and performance skills. Includes an informal public showing of dance technique and performance skills. Prerequisites: None.

DAN298AA
Special Projects
1 credit(s) 1 period(s) lab
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. COMMON COMPETENCY COURSE.
Permission of Program Director or Instructor.

ECE - Engineering Science

ECE102 SUN EGR1102
Engineering Analysis Tools and Techniques
2 credit(s) 4 period(s) lecture + lab
Learning culture of engineering, engineering use of computer tools, and computer modeling as applied to engineering analysis and design.
Prerequisites. A grade of C or better in MAT15+ or higher-level mathematics course, or an appropriate District placement above MAT15+, or permission of Instructor or Division or Department Chair.

ECE103 SUN EGR1102
Engineering Problem Solving and Design
2 credit(s) 4 period(s) lecture + lab
Fundamentals of the design process: engineering modeling, communication and problem-solving skills in a team environment. Emphasis on process-based improvements to the design process. Introduction to engineering as a profession.
Prerequisites: A grade of C or better in ECE102 or permission of Instructor or Division or Department Chair.

ECE104
EPICS Gold I
2 credit(s) 2 period(s) lecture
EPICS Gold is the first of a sequence of two two-credit service learning courses in which EPICS teams are formed from students potentially representing all engineering, computer science, and construction disciplines, as well as other majors, including sustainability, business, liberal arts, sciences, and others.
Prerequisites: None.

ECE211
Engineering Mechanics-Statics
3 credit(s) 3 period(s) lecture
0 Credits, 2 Periods lab
Modeling of static equilibrium in particles and rigid bodies through analysis of forces and mechanical properties.
Prerequisites: A grade of C or better in PHY115 or PHY121 or permission of Instructor or Division or Department Chair. Corequisites: MAT230 or MAT231 or permission of Instructor or Division or Department Chair.

ECE294AC
Special Topics in Engineering
.5 credit(s) .5 period(s) lecture
Exploration and investigation of a focused topic in engineering. Prerequisites: Permission of Instructor, or Department or Division Chair.

ECH - Early Childhood Education

ECH140
Learning Made Visible Through Documentation
1 credit(s) 1 period(s) lecture
The study of pedagogical documentation in early childhood settings, including strategies to reflect on children's thinking, hypothesis development, and multiple relationships essential in learning environments. Prerequisites: None.

ECH141
Explore the Fundamentals of the Reggio Emilia Approach
1 credit(s) 1 period(s) lecture
Investigation and critical examination of the integral elements of the organization and philosophy of the Reggio Emilia approach to early childhood education.
Prerequisites: None.

ECH267
Child Development Associate Preparation Practicum I
1 credit(s) 1 period(s) lab
Participation in early childhood education related work experience for the purpose of final preparation for the Child Development Associate (CDA) national credential process.
Prerequisites: None

ECH268
Child Development Associate Preparation
Practicum II
1 credit(s) 1 period(s) lecture
Participation in early childhood education related work experience for the purpose of final preparation for the Child Development Associate (CDA) national credential process.
Prerequisites: A grade of C or better in (CFS178 or CFS194AB or CFS192 or CFS193) and (CFS/ECH287 or CFS278 or CFS196) and ECH270 and (CFS/ECH176 or CFS205).

ECH269
Child Childhood Education Seminar
1 credit(s) 1 period(s) lecture
Emphasizes professional experiences including employment procedures, human relations, employment related issues, and career exploration. Prerequisites: Permission of Department or Division.

ECH270
Observing Young Children
1 credit(s) 1 period(s) lecture
Introduction to observation techniques, recording methods and interpretation of collected data for children from birth to age eight while addressing legal and ethical implications.
Prerequisites: None.

ECH271
Arranging the Environment
1 credit(s) 1 period(s) lecture
Exploration of the influence of the environment on the behavior and development of young children. Considers indoor and outdoor spaces from the perspective of safety, age-related needs, spatial requirements, and usage.
Prerequisites: None.

ECH272
Science and the Young Child
1 credit(s) 1 period(s) lecture
Methods and techniques for recognizing and supporting scientific thinking in young children between the ages of birth and age eight. Focus upon social constructivist theory. Prerequisites: None.

ECH273
Math and the Young Child
1 credit(s) 1 period(s) lecture
Methods and techniques for recognizing and supporting mathematical thought in young children between the ages of birth through age eight. Focus upon social constructivist theory. Prerequisites: None.

ECH275
Literacy Development and the Young Child
1 credit(s) 1 period(s) lecture
Literacy development from birth through age eight. Focus on communication and multiliteracies within social contexts. Prerequisites: None.

ECH279
Early Childhood Curriculum Development
1 credit(s) 1 period(s) lecture
An intensive focus on the process of building curriculum appropriate to the interests and capabilities through the use of design, implementation and evaluation of materials and experiences for children, birth through age eight. Prerequisites: None.

ECH280
Food Experiences with Young Children
1credit(s) 1 period(s) lecture
A discussion of the nutritional needs of young children and the cultural and social meanings of foods, feeding and eating. Includes planning and managing food experiences in home and group settings. Prerequisites: None.

ECH281
Movement/Music for the Young Child
1 credit(s) 1 period(s) lecture
Consideration of motor development in the toddler through the 8-year-old and exploration of age-appropriate rhythmic, musical and creative movement methods. Prerequisites: None.

ECH282
Discipline/Guidance of Child Groups
1 credit(s) 1 period(s)
Exploration of techniques for guiding children in groups with focus on individual child and adult needs for a disciplined environment. Prerequisites: None.

ECH284AB
Early Childhood Teaching Internship
3 credit(s) 3 period(s) lecture + lab
Work experience in early care and education settings centers. 80 hours of designated work per credit. Prerequisites: A grade of C or better in CFS/ECH176 and permission of Department or Division. Corequisites: CFS/ECH269.

ECH287
Professional Development in Early Childhood Education
1 credit(s) 1 period(s) lecture
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.

ECH288
Community Resources and Referral
1 credit(s) 1 period(s) lecture
Survey of current community agencies, resources, and support groups for a variety of child and family needs. Considers appropriate procedures for referral, handling of information, confidentiality and follow up.
Prerequisites: None.

ECH298AC
Special Projects
3 credit(s) 3 period(s) lab
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.

ECN – Economics

ECN211 ECN2201
Macroeconomic Principles
3 credit(s) 3 period(s) lecture
A descriptive analysis of the structure and functioning of the American economy. Emphasis on basic economic institutions and factors that determine national income and employment levels. Consideration given to the macroeconomic topics of national income, unemployment, inflation and monetary and fiscal policies. Prerequisites: None.

ECN212 ECN2202
Microeconomic Principles
3 credit(s) 3 period(s) lecture
Microeconomic analysis including the theory of consumer choice, price determination, resource allocation and income distribution. Includes non-competitive market structures such as monopoly and oligopoly; and the effects of government regulation. Prerequisites: None.

EDU - Education

EDU115
Digital Literacy for Teaching and Learning in Education
3 credit(s) 3 period(s) lecture
Overview of digital literacy for identifying the skills needed to become informed users of technology to communicate, instruct, create and think critically with digital tools. Explores how emerging technologies are used to teach and learn across varied educational environments (face-to-face, hybrid, online, etc.). Includes skills focused on basic computer operations, productivity software, digital citizenship, instructional practices, information literacy and family and professional partnerships. Discusses current trends and related issues about the use of technology and its impacts in P20 education. Prerequisites: None.

EDU220
Introduction to Serving English Language Learners
3 credit(s) 3 period(s) lecture
Historical overview of current educational and legal issues for serving English Learners (EL). Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), Sheltered English Instruction, and bilingual/Dual Language Immersion (DLI). Includes SEI, Sheltered English Instruction, and bilingual/DLI strategies. Prerequisites: None.

EDU221
Introduction to Education
3 credit(s) 3 period(s) lecture
Overview of the historical, political, economic, social, ethical, and philosophical factors that contribute to the complexity of the education system. Opportunity for students to self-reflect and assess their interest and suitability for a career in teaching. Prerequisites: None.

EDU222
Introduction to the Exceptional Learner
3 credit(s) 3 period(s) lecture
Overview of the exceptional learner with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. Issues related to mild disabilities, severe disabilities, emotional and behavioral disorders, intellectual disabilities, and students who are gifted. Prerequisites: None.

EDU225
Professionalism and Ethics in Education
1 credit(s) 1 period(s) lecture
Exploration of topics relative to the professionalism, legal knowledge, and ethical development of classroom teachers. Topics include professionalism within the teaching profession, legal considerations, ethics vs. code of conduct, dispositions, and impact of personal and community values. Prepares individuals for the professional, legal, and ethical issues that are routinely seen in an educational setting. Prerequisites: None

EDU230
Cultural Diversity in Education
3 credit(s) 3 period(s) lecture
Examination of the relationship of cultural diversity to academic success. Includes educational environments and their impact on educational equity. Emphasis on teacher preparation that offers an equal educational opportunity to students of all cultural backgrounds. Prerequisites: None.

EDU250
Teaching and Learning in the Community College
3 credit(s) 3 period(s) lecture
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.

EDU267
Reading Instructional Practices, Interventions, and Assessments
3 credit(s) 3 period(s) lecture
Overview of instructional practices, interventions, and assessments associated with reading instruction and the systematic teaching of phonics. Course will address historical methods and current research in reading; analyze research-based instructional practices; analyze research-based assessments and possible interventions; review support provided by Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI); and explore Reading disabilities (Dyslexia) and laws associated with Reading disabilities. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division.

EDU268
Science of Reading Including Systematic Phonics Instruction
3 credit(s) 3 period(s) lecture
Overview of the science of reading with an emphasis on explicit instructional practices associated with research based systematic phonics instruction. Covers research based on the science of reading related to the teaching of reading in the K-8 school setting to include understanding reading research; essential components of reading instruction; implementation of effective methods for reading instruction; and alignment of reading instruction to systematic phonics instruction. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department

EDU291
Children's Literature
3 credit(s) 3 period(s) lecture
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.

EDU292
The Art of Storytelling
3 credit(s) 3 period(s) lecture
Explore the art and origin of storytelling. Provide a variety of storytelling techniques, styles and exercises to enhance the delivery of telling stories. Assist in the integration and application of storytelling to the learning environment in the classroom. Prerequisites: None.

EDU367
Science of Reading with Systematic Phonics Instruction in Grades K-8
3 credit(s) 3 period(s) lecture
Overview of the science of reading with an emphasis on explicit instructional practices associated with research-based systematic phonics instruction. Uses analysis of science of reading-based research to identify best practices for effectively teaching reading in the K-8 school setting, including essential components, pedagogical strategies and alignment to systematic phonics instruction. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division.

EDU372
Educational Psychology for Teachers (Grades K-12)
3 credit(s) 3 period(s) lecture
Overview of scientific research and psychological principles, theories, and methodologies related to teaching and learning. Emphasis on developmental, learning, and motivational theories. Focuses on human diversity, theories of learning, intelligence, memory, creativity, assessment, and factors influencing effective instruction and learning. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division.

EDU427
Social Studies Teaching Methods and Pedagogical Strategies for Grades K-8 Fall
3 credit(s) 3 period(s) lecture
Application of research-based instruction in elementary social studies. Topics include developmentally appropriate instruction, and assessment, cross-curricular integration of social studies, lesson plan preparation, evidence-based teaching strategies, and teaching resources. Emphasis on current professional teaching standards and Arizona Academic Standards. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division.

EED - Early Education

EED200
Foundations of Early Childhood Education
3 credit(s) 3 period(s) lecture
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 includes practicum designed to explore the field of early childhood education.

EED220
Child, Family, Community and Culture
3 credit(s) 3 period(s) lecture
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
Introduction to the Exceptional Young Child: Birth to Age Eight
3 credit(s) 3 period(s) lecture
Overview of the exceptional learner (birth - age eight), one who differs from the average or the norm, with emphasis on observation, techniques, characteristics, identification, types of programs, and work with families. Issues related to learning exceptionalities, sensory and communication disorders, social and emotional problems, physical and health related disorders, and giftedness. Includes practicum designed to explore the field of early childhood education.
Prerequisites: None.

EED225
Language and Literacy in the Context of Culture and Relationships
3 credit(s) 3 period(s) lecture
Introduces children`s language acquisition and literacy development. Exploration of the relationships among language, literacy, family, culture, and community. Study of educational practices and advocacy opportunities that support language acquisition, literacy development and the preservation of heritage languages. Prerequisites: None.

EED260
Early Childhood Infant/Toddler Internship
1 credit(s) 1 period(s) lab
Work experience with infants and toddlers in early care and education settings. 80 hours of designated work per credit. Prerequisites: Permission of Department.

EED261
Early Childhood Preschool Internship
1 credit(s) 1 period(s) lab
Work experience with preschoolers in early care and education settings. 80 hours of designated work per credit.
Prerequisites: Permission of Department or Division.

EED277
Early Learning Curriculum and Instruction: Language Arts, Social Studies, Art, Music and Movement
3 credit(s) 3 period(s) lecture
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: A grade of C or better in CFS/ECH176 or EED205.

EED282AA
Service-Learning Experience in Early Childhood Education
1 credit(s) 1 period(s) lab
Unpaid Service-Learning (SL) experience, completed with approved community partner.
Prerequisites: Permission of Instructor

EEE - Electrical Engineering

EEE120
Digital Design Fundamentals
4 credit(s) 6 period(s) lecture + lab
Number systems, conversion methods, binary and complement arithmetic, Boolean switching algebra and circuit minimization techniques. Analysis and design of combinational logic, flip-flops, simple counters, registers, ROMs, PLDs, synchronous and asynchronous sequential circuits, and state reduction techniques. Building physical circuits.
Prerequisites: None. Corequisites: CSC100 or (CSC110 or CSC110AB) or Permission of Instructor or Division or Department Chair.

EEE230
Computer Organization and Assembly Language
4 credit(s) 5 period(s) lab
Assembly language programming including input/output (I/O) programming and exception/interrupt handling. Register-level computer organization, I/O interfaces, assemblers, and linkers. Processor organization and design, data path, control, pipelining, and input/output. Memory organization with cache and virtual memory.
Prerequisites: A grade of C or better in [(CSC100 or CSC110 or CSC110AB) and CSC/EEE120], or permission of Instructor or Division or Department Chair.

EMT - Emergency Medical Technology

EMT101
Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Health Care Providers
.50 credit(s) .50 period(s) lecture + lab
Designed to provide the allied healthcare provider with the knowledge and skills to perform Basic Life Support (BLS) according to current guidelines for emergency cardiovascular care (ECC). Prerequisites: None.

EMT104
Emergency Medical Technology
10 credit(s) 10 period(s) lecture
Designed as the Emergency Medical Technician (EMT) lecture to prepare students for scope of practice and standard of care with comprehensive assessment, diagnostic technology, patient advocacy, ethical and professional behaviors, critical thinking, decision-making, and patient management of medical and trauma emergencies and non-emergencies.
Prerequisites: (A grade of C or better in EMT101, or current validation in Basic Life Support Health Care Provider/Professional Rescuer) and (Accuplacer: 74 or higher, or Next Gen Accuplacer 249 or higher, or Asset 42 or higher, or Compass 83 or higher, or EDReady Critical Reading & Thinking 90 or higher, OR High School GPA 3.0 or higher, or Associate's Degree or higher).
Corequisites: EMT104AB.
Course Notes: Students must meet National Registry of EMT requirements for certification. Additional information available at nremt.org

EMT104AB
Applied Practical Studies for Emergency Medical Technology
.50 credit(s) .50 period(s) lab
Simulation of actual emergency responses, with practical application of techniques and skills covered in EMT curricula. Scenario based learning applied to the techniques of emergency medical care in accordance with national and state curriculum. Practical application of anatomy, physiology, patient assessment, and treatment of medically or traumatically compromised patients, special hazards and medical operations. Also includes patient-assisted medication administration, semi-automatic external defibrillator and blood glucose monitoring. Students operate in outside, scenario-based environments.
Prerequisites: None. Corequisites: EMT104.

EMT104LL
Emergency Medical Technology Practicum
2 credit(s) 3.50 period(s) lab
Designed as the simulated Emergency Medical Technician (EMT) practicum in which the student synthesizes standard of care and scope of practice with comprehensive assessment and diagnostic technology, patient advocacy, ethical and professional behaviors, critical thinking, decision-making, and patient management of medical and trauma emergencies. Provides scenario-based learning applied to the techniques of emergency medical care in accordance with national and state curriculum.
Prerequisites: A grade of C or better in EMT104 or permission of Instructor or Corequisites: EMT104.

EMT200
Refresher Course for Certified Emergency Medical Technicians
2 credit(s) 2.7 period(s) lecture + lab
Designed to meet National and Arizona Department of Health Services (A-DHS) recertification for EMTs. Enhances the knowledge base of the Emergency Medical Technician (EMT) and reinforces basic skills competencies.
Prerequisites: Current validation in Basic Life Support (BLS) Health Care Provider/Professional Rescuer or permission of Instructor.

EMT258
Victimology and Crisis Management in Public Safety
3 credit(s) 3 period(s) lecture
Victimology, the criminal justice system, techniques of crisis intervention and management, and the importance of a multicultural and global perspective. Includes violent crimes, sexual assault, family violence, post-traumatic stress disorder, the role of substance abuse, developing effective coping skills of victims and responders, appropriate community resources, and the cultural responsiveness of the justice system.
Designed to meet National and Arizona Department of Health Services (A-DHS) recertification. Prerequisites: None

ENG - English

ENG100AC
The Mechanics of Written English
1 credit(s) 1 period(s) lecture
Review of the mechanics of written English, including punctuation, arbitrary marks and usages, capitalization, agreement, tense, and sentence patterns.
Prerequisites: Appropriate English placement test score or a grade of C or better in ENG091 or ESL097 or permission of Instructor.

ENG101 SUN ENG1101
First-Year Composition
3 credit(s) 3 period(s) lecture
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, or WAC101), or (a grade of B or better in ALT100), or (a grade of C in ALT100 and Corequisites: ENG101LL, or ENG107LL, or WAC101, or ENG100A+), or (a grade of C or better in ESL202 and Corequisites: ENG101LL, or ENG107LL, or WAC101, or ENG100A+).

ENG102 SUN ENG1102
First-Year Composition
3 credit(s) 3 period(s) lecture
Emphasis on rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Developing advanced college-level writing strategies through three or more writing projects comprising at least 4,000 words in total.
Prerequisites: A grade of C or better in ENG101.

ENG107
First-Year Composition for ESL
3 credit(s) 3 period(s) lecture
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, or WAC101), or (a grade of B or better in ALT100), or (a grade of C in ALT100 and Corequisites: ENG101LL, or ENG107LL, or WAC101, or ENG100A+), or (a grade of C or better in ESL202 and Corequisites: ENG101LL, or ENG107LL, or WAC101, or ENG100A+).

ENG200
Reading and Writing About Literature
3 credit(s) 3 period(s) lecture
Equivalent of ENG102 for students of English as a Second Language (ESL). Emphasis on rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Developing advanced college-level writing strategies through three or more writing projects comprising at least 4,000 words in total.
Prerequisites: A grade of C or better in ENG107.

ENH - English Humanities

ENH110
Introduction to Literature
3 credit(s) 3 period(s) lecture
Introduction to international literature through various forms of literary expression; e.g., poetry, drama, essay, biography, autobiography, short story, and novel. Provides a global overview of literature with special emphasis on diverse cultural contributions of women, African Americans, Asian Americans, Hispanic Americans, and Native Americans. Prerequisites: None.

ENH140AA
Sports in Literature and Film
3 credit(s) 3 period(s) lecture
Explores how sports are and have been represented in narrative literature and film, using examples from a range of U.S. media. Investigates the ways in which narrative representation engages changing cultural and historical contexts, and shapes of how fields of human endeavor are perceived. Focus on analysis of narratives' form and content, and the construction of meaning.
Prerequisites: Appropriate reading placement test score and eligibility for ENG101 as indicated by appropriate writing placement test score.

ENH221
Survey of English Literature Before 1800
3 credit(s) 3 period(s) lecture
Emphasizes the social and political backgrounds as well as the form and content of English literature from Anglo-Saxon times to the end of the eighteenth century.
Prerequisites: None.

ENH222
Survey of English Literature After 1800
3 credit(s) 3 period(s) lecture
Emphasizes the social and political backgrounds as well as the form and content of English literature in the nineteenth and twentieth centuries. Prerequisites: None.

ENH241
American Literature Before 1860
3 credit(s) 3 period(s) lecture
Includes literature written prior to 1860 in the United States.
Prerequisites: None.

ENH242
American Literature After 1860
3 credit(s) 3 period(s) lecture
Includes literature written after 1860 in the United States.
Prerequisites: None.

ENH251
Mythology
3 credit(s) 3 period(s) lecture
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.

ENH295
Banned Books and Censorship
3 credit(s) 3 period(s) lecture
History, motivations, and effects of censorship in a democratic society. Censorship and book banning as a method of silencing diverse voices. Critical analysis of banned or challenged literature for children and adults.
Prerequisites: None.

ENH298AA
Special Projects
1 credit(s) 1 period(s) lab
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.
Requisites: Permission of Program Director or Instructor.

EPS - Entrepreneurial Studies

EPS150
Introduction to Entrepreneurship
3 credit(s) 3 period(s) lecture
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
New Venture Creation
2 credit(s) 2 period(s) lecture
Process of starting a new venture including evaluating specific business opportunities identifying financing alternatives, and defining start-up issues.
Prerequisites: None.

EPS195
Business Start-Up and Planning
2 credit(s) 2 period(s) lecture
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.

ESL - English as a Second Language

ESL021
English as a Second Language II: Listening and Speaking
3 credit(s) 3 period(s) lecture
Emphasis on listening and speaking skills involving social exchange. Asking and answering questions, using tag questions. Practice with question and answer patterns. Polite questions and responses. Prerequisites: Appropriate ESL placement test score, or a grade of C or better in ESL010, or ESL011, or ESL012, or ESL/RDG016.

ESL022
ESL II-Writing with Oral Practice
3 credit(s) 3 period(s) lecture
Emphasis on basic writing skills, accompanied by recitation of short writings. Sentence patterns and introduction of paragraph writing. Prerequisites: Appropriate ESL course placement score, or a grade of C or better in ESL012, or permission of Instructor.

ESL030
English as a Second Language III: Grammar
3 credit(s) 3 period(s) lecture
Third level of English as a Second Language (ESL). Emphasis on sentence structure and paragraph building. Extensive grammar study and writing practice. Prerequisites: Appropriate ESL placement test score or a grade of P or C or better in ESL020.

ESL031
English as a Second Language III: Listening and Speaking
3 credit(s) 3 period(s) lecture
Emphasis on listening and speaking skills related primarily to the academic environment. Asking questions, working in small groups, using college resources, informal oral presentation. Prerequisites: Appropriate ESL placement test score, or a grade of C or better in ESL020, or ESL021, or ESL022, or ESL026.

ESL032
ESL III-Writing with Oral Practice
3 credit(s) 3 period(s) lecture
Emphasis on complex sentence patterns in writing and speech. Introduction to the prewriting and writing process in a college setting. Prerequisites: Appropriate ESL course placement score or a grade of C or better in ESL022 or permission of Instructor.

ESL040
English as a Second Language IV: Grammar
3 credit(s) 3 period(s) lecture
Fourth-level of English as a Second Language (ESL). Continued emphasis on sentence structure and paragraph building. Extensive grammar study and writing practice.
Prerequisites: Appropriate ESL placement test score or a grade of P or C or better in ESL030.

ESL041
English as a Second Language IV: Listening and Speaking
3 credit(s) 3 period(s) lecture
Emphasis on academic skills. Listening to lectures, note taking, peer interaction, accessing and using media resources, formal oral presentations.
Prerequisites: Appropriate ESL placement test score, or a grade of C or better in ESL030, or ESL031, or ESL032, or ESLG036.

ESL042
ESL IV-Writing with Oral Practice
3 credit(s) 3 period(s) lecture
Emphasis on paragraph writing and oral recitation of complex sentences and paragraphs. Introduction to the prewriting and writing process for short essays. Prerequisites: Appropriate ESL course placement score or a grade of C or better in ESL032 or permission of Instructor.

ESL051
Pronunciation Improvement for ESL Speakers
3 credit(s) 3 period(s) lecture
Individualized pronunciation practice and drills for English as a second language (ESL) speakers. Prerequisites: Appropriate ESL course placement score, or a grade of C or better in (ESL020, or ESL021, or ESL022, or ESL026), or permission of Instructor.

ESL061
Informal Conversational and Written English for Non-native Speakers
3 credit(s) 3 period(s) lecture
Practice speaking and writing English in informal settings. Emphasis on friendly conversational techniques and effective use of the computer and the Internet to communicate in a friendly, relaxed manner. Prerequisites: Appropriate ESL placement test score or completion of ESL020 or ESL021 or ESL022 or RDG020 with a grade of P or C or better.

ESL110
Beginning to Low-Intermediate English Listening and Speaking
3 credit(s) 3 period(s) lecture
Beginning to low-intermediate English language listening and speaking skills on familiar topics. Focus on the development of an appropriate degree of accuracy, fluency, and spontaneity to allow for interactions appropriate to this level. Prerequisites: Appropriate ESL placement score or permission of Instructor.

ESL140
Beginning to Low-Intermediate English Grammar
3 credit(s) 3 period(s) lecture
Beginning to low-intermediate grammar for English language learners. Emphasis on use of language in familiar contexts. Prerequisites: Appropriate ESL placement score or permission of Instructor.

ESL201AA
English as a Second Language IIIA
3 credit(s) 3 period(s) lecture
High-intermediate language instruction for English language learners to build proficiency in academic and professional listening, speaking, reading, and writing. Focuses on integrated reading and writing skills. Prerequisites: A grade of C or better in ESL102, or (ESL102AA and ESL102AB), or appropriate ESL placement score, or permission of Instructor.

ESL202AA
English as a Second Language IVA
3 credit(s) 3 period(s) lecture
Advanced language instruction for English language learners to further develop proficiency in academic and professional listening, speaking, reading, and writing with an introduction to information literacy. Emphasizes integrated reading and writing skills for use in research and presentation. Prerequisites: A grade of C or better in ESL201, or (ESL201AA and ESL201AB), or appropriate ESL placement score, or permission of Instructor.

ESL210
High-Intermediate to Advanced English Listening and Speaking
3 credit(s) 3 period(s) lecture
High-Intermediate to advanced English language listening and speaking skills on academic, professional, and socio-cultural topics. Focus on the development of accuracy, fluency, and spontaneity to allow for constructive interactions. Prerequisites: A grade of C or better in ESL102, or appropriate ESL placement score, or permission of Instructor.
Course Notes: ESL210 may be repeated for a total of six (6) credit hours. ESL210 content aligns with common European Framework of Reference for languages (CEFR) B1 and B2 guidelines.

ESL240
High-Intermediate to Advanced English Grammar
3 credit(s) 3 period(s) lecture
High-intermediate to advanced grammar for English language learners. Emphasis on use of language for different situations. Prerequisites: A grade of C or better in ESL102, or appropriate ESL placement score, or permission of Instructor.
Course Notes ESL240 may be repeated for a total of six (6) credit hours.
ESL240 content aligns with common European Framework of Reference for languages (CEFR) B1 and B2 guidelines.

EXS - Exercise Science

EXS101
Introduction to Exercise Science
3 credit(s) 3 period(s) lecture
Introductory course that will provide the student with a general overview of the key theories and concepts, professions, and research areas associated with the field of Exercise Science. Educational pathways and career options will also be examined. Prerequisites: None.

EXS125
Introduction to Exercise Physiology
3 credit(s) 3 period(s) lecture
Principles of exercise science applied to fitness instruction. Major factors related to the function of the human body will be examined/introduced with an emphasis on exercise physiology and functional anatomy.
A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: EXS101 or permission of Instructor.

EXS215
Resistance Training and Recovery Techniques
3 credit(s) 4 period(s) lecture + lab
Fundamental methods for safe and effective instruction of resistance, functional, and athletic conditioning exercises. Application of foundational principles of physiology and kinesiology. Overview of warm-up, cooldown, and recovery techniques. Prerequisites: A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: EXS101 or permission of Instructor.

EXS275
Sports Science Internship
3 credit(s) 3 period(s) lecture + lab
A capstone experience in a fitness or health related facility supervised by a National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialists (CSCS) professional. Eighty (80) hours of designated work per credit.
Prerequisites: Completion of a grade of C or better in nine (9) credits of EXS courses, approved by the Department Chair and/or Director, current CPR and AED card, and permission of Department or Division.

EXS290
Introduction to Evidence-Based Practice
3 credit(s) 3 period(s) lecture
Introduction to best practices in the acquisition, analysis, synthesis, and potential application of research in the discipline of exercise science. Specific emphasis on the application of research-based evidence for applied problem solving in exercise science.
Prerequisites: A grade of C or better in ENG101 or ENG107 or permission of Instructor. EXS101 recommended.

FON - Food and Nutrition

FON100
Introductory Nutrition
3 credit(s) 3 period(s) lecture
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.

FON104
Certification in Food Service Safety and Sanitation
1 credit(s) 1 period(s)
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.

FON125
Introduction to Professions in Food, Nutrition, and Dietetics
1 credit(s) 1 period(s) lecture
Overview and discussion of career opportunities in the fields of food, nutrition, and dietetics. Includes information about history, ethics, standards of practice, communication and counseling skills. Emphasis on how to become a Registered Dietitian Nutritionist or a Dietetic Technician Registered. Prerequisites: None.

FON142AB
Science of Food
3 credit(s) 5 period(s) lecture + lab
Exploration and Application of Scientific Principles of Food; experiences with ingredient functionality and application in cooking techniques.
Prerequisites: None.

FON143
Food and Culture
3 credit(s) 3 period(s) lecture + lab
Understanding diet in the context of culture. Historical, religious, and sociocultural influences on the development of cuisine, meal patterns, eating customs, cooking methods, and nutritional status of various ethnic groups. Traditional and contemporary food habits. Health and social impact of changes in diet. Preparation and serving of foods from many cultures. Prerequisites: None

FON207
Introduction to Nutrition Services Management
3 credit(s) 3 period(s) lecture
Principles, knowledge, and techniques required for effective nutrition services management. Includes nutrition service issues in relation to health care trends, leadership skills, management theories and styles, food service manager responsibilities, and laws which pertain to nutrition service operations. Prerequisites: A grade of C or better in [(MAT055 and MAT056 and MAT057) or MAT090 or MAT091 or MAT092] or satisfactory score on mathematics placement exam.

FON210
Sports Nutrition and Supplements for Physical Activity
3 credit(s) 3 period(s) lecture
Principles of nutrition applied to fitness, exercise, and sports. Dietary fundamentals as applied to body fuels, hydration, and other unique needs for exercise and sports. Includes dietary guidelines for weight or endurance training, glycogen loading, the pre-game meal, and glycogen recovery. Emphasis on maximizing fitness, performance, and safety. Discussion of supplements and their effects on metabolic enhancement. Discussion of anabolic, catabolic, and energy-producing agents. Addresses current supplements on the market. Prerequisites: A grade of C or better in FON100 or FON241.

FON225
Research in Complementary and Alternative Nutrition Therapies
3 credit(s) 3 period(s) lecture
Introduction to basic research methods and statistics as applied to complementary and alternative nutrition therapies. Emphasis on the analysis and interpretation of health-related research.
Prerequisites: A grade of C or better in MAT092 or equivalent or satisfactory score on district placement exam.

FON241
Principles of Human Nutrition
3 credit(s) 3 period(s) lecture
Scientific principles of human nutrition. Emphasis on scientific literacy and the study of nutrients for disease prevention. Includes micro and macro nutrients, human nutrient metabolism and nutrition's role in the health of the human body throughout the life cycle. Addresses nutrition principles for prevention of nutrition-related health conditions. Prerequisites: None.

FN241LL
Principles of Human Nutrition Laboratory
1 credit(s) 3 period(s) lab
Self-evaluative laboratory experience to complement FON241, Principles of Human Nutrition using anthropometric, biochemical, clinical, dietary analysis, and ecological/economical assessments. Includes the use of qualitative and quantitative methodology to determine nutritional status and evaluate methodological applications.
Prerequisites: A grade of C or better in FON241 or Corequisites: FON241.

FON242
Introduction to Medical Nutrition Therapy
3 credit(s) 3 period(s) lecture
Introduction to fundamental principles of medical nutrition therapy. Introduces the study of nutritional therapy of disease and evidence-based practice in prevention and nutritional management of diseases. Nutrition care planning for chronic diseases is taught via a variety of methods including case studies. This course applies foundational skills in the application of the Nutrition Care Process (NCP) for diet therapy implementation and documentation. Includes strategies to promote dietary adherence and the development of educational programs for a diverse adult population. Prerequisites: A grade of C or better in BIO160 and FON241.

FON244AA
Food Service Management Practicum
2 credit(s) 2 period(s) lecture
Classroom preparation and training, under the instruction and supervision of a registered dietitian. Application of principles, knowledge, and skills required in the delivery of nutrition services for food service management including food service operations, quantity food production, procurement, organizing and management principles, facility design and equipment, financial management, food safety and sanitation, menu planning, and marketing.
Prerequisites: A grade of C or better in (FON104, FON125, FON142AB, FON207, and FON242) and permission of Program Director. Corequisites: FON244AB.

FON244AB
Food Service Management Practicum Laboratory
2.5 credit(s) 10 period(s) lab
Practicum experience under the supervision of a registered dietitian. Application of principles, knowledge, and skills required in the delivery of nutrition services for food service management including food service operations, quantity food production, procurement, organizing and management principles, facility design and equipment, financial management, food safety and sanitation, menu planning, and marketing.
Prerequisites: A grade of C or better in (FON104, FON125, FON142AB, FON207, and FON242) and permission of Program Director. Corequisites: FON244AA.

FON245AA
Medical Nutrition Therapy Practicum
2 credit(s) 2 period(s) lecture
Classroom preparation and training, under the instruction and supervision of a registered dietitian. Understanding of principles, knowledge, and skills required for the delivery of medical nutrition therapy.
Prerequisites: A grade of C or better in (FON125, FON242, and HCC145AA) and (MAT092, or equivalent, or satisfactory district placement) and permission of Program Director. Corequisites: FON245AB.

FON245AB
Medical Nutrition Therapy Practicum Laboratory
2.5 credit(s) 2 period(s) lecture
Practicum experience under the supervision of a registered dietitian. Application of principles, knowledge, and skills required for the delivery of medical nutrition therapy. Perform nutritional screening, assessment, monitoring, and evaluation for common and complex medical conditions, medical documentation, patient interviewing and counseling, and education in health promotion and disease prevention.
Prerequisites: A grade of C or better in (FON125, FON242, and HCC145AA) and (MAT092, or equivalent, or satisfactory district placement) and permission of Program Director. Corequisites: FON245AA.

FON246AA
Community Nutrition Practicum
2 credit(s) 2 period(s)
Classroom preparation and training, under the instruction of a registered dietitian. Understanding of principles, knowledge and skills required in the delivery of nutrition services in community-based agencies, outpatient health care settings, and social service agencies. Includes knowledge and understanding of nutrition intervention and wellness promotion for individuals and groups across the lifespan, i.e. infants through geriatrics with a diversity of cultural, religious and social backgrounds.
Prerequisites: A grade of C or better in (FON125 and FON242) and permission of Program Director. Corequisites: FON246AB.

FON246AB
Community Nutrition Practicum Laboratory
2 credit(s) 10 period(s)
Practicum experience under the supervision of a registered dietitian. Application of principles, knowledge and skills required in the delivery of nutrition services in community-based agencies, outpatient health care settings, and social service agencies. Includes nutrition intervention and wellness promotion for individuals and groups across the lifespan, i.e. infants through geriatrics with a diversity of cultural, religious and social backgrounds.
Prerequisites: A grade of C or better in (FON125 and FON242) and permission of Program Director.
Corequisites: FON246AA.

FON247
Weight Management Science
3 credit(s) 3 period(s)
The comprehensive study of obesity as a disease of modern society due to multiple determinants. Use of evidence-based data and methods to assess and manage weight in various settings. Use of client-centered counseling strategies, including behavior change theories. Focus on discovering successful healthful long-term weight management strategies.
Prerequisites: A grade of C or better in FON100 or FON241 or permission of Instructor.

FOR - Forensic Science

FOR105
Forensic Science: Physical Evidence
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
Scientific analysis and examination of physical evidence for forensic purposes. Covers fingerprints, shoe prints, tool marks, glass, soil and mineral evidence, firearms identification, paint chips, and arson and explosive evidence. Includes the history of forensic science, functions of the crime lab and criminalist career specialties.
Prerequisites: None.

FOR106
Forensic Science: Biological Evidence
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
Scientific analysis and examination of physical evidence for forensic purposes. Covers fingerprints, shoe prints, tool marks, glass, soil and mineral evidence, firearms identification, paint chips, and arson and explosive evidence. Includes the history of forensic science, functions of the crime lab and criminalist career specialties.
Prerequisites: None.

FOR286
Forensic Science: Principles of Forensic Science
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
This course examines the diverse disciplines and techniques used by forensic scientists in the major sections recognized by the American Academy of Forensic Sciences (AAFS), which include anthropology, criminalistics, digital and multimedia services, general, engineering and applied sciences, jurisprudence, odontology, pathology/biology, psychiatry, and behavioral science, questioned documents and toxicology. Students will participate in laboratory activities that demonstrate best practices and applications in these disciplines, including ethical practices and experiences in case reporting and providing expert testimony.
Prerequisites: A grade of C or better in (BIO181 or BIO181XT) and [(CHM150 or CHM151) and CHM151LL], or CHM150AA, or CHM151AA, or permission of the Instructor, or Department or Division Chair.

FSC - Fire Science

FSC101
Introduction to Fire Service Selection and Entry
4 credit(s) 5 period(s) lecture + lab
Overview of the application and selection processes used by various fire departments and fire service organizations. Focus on the skills and abilities required for entry-level positions in the fire department, including oral and written communication skills, mathematical and mechanical skills, problem-solving skills, and physical agility and stamina. Elements of fire service culture and their effects on personal growth and interpersonal relationships. Major components of written application processes, requirements, preparation of resumes and their effect on employment prospects. Preparation for the interview to include communications skills, mental preparation techniques, behaviors, and the importance of the interview in the pre-employment process.
Prerequisites: None.

FSC102
Fire Department Operations
11 credit(s) 19.6 period(s) lecture + lab
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. Satisfies minimum standards for certification testing set forth by the current Arizona State Training and Certifying Authority.
Prerequisites: A grade of C or better in FSC105, FSC130, and permission of Instructor. Corequisites: (FSC134 or FSC234) and FSC174.

FSC103
Advanced Firefighter
7credit(s) 11 period(s) lecture + lab
Comprehensive review of Fire Department Standard Operating Procedures, Evaluation of Fitness and Conditioning as they relate to fire ground skills. Emphasis on physical development and hands on activities providing participants with skills necessary to safely operate on the fire ground and at emergency scenes. Requisites: Successful completion of the Fire Operations Academy Certified Firefighter I and II through Arizona Fire Marshal and current PASS on Candidate Physical Ability Test (CPAT).

FSC105
Hazardous Materials Awareness and Operations
3 credit(s) 3 period(s) lecture + lab
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. Satisfies minimum standards for certification testing set forth by the current ProBoard and/or Arizona State Training and Certifying Authority.
Prerequisites: None.

FSC108
Fundamentals of Fire Prevention
3 credit(s) 3 period(s) lecture + lab
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.

FSC110
Wildland Firefighter
3 credit(s) 3 period(s) lecture + lab
Basic-level course for individuals with little or no experience in the wildland environment. Preparation for performing as a beginning-level wildland firefighter with an organized fire department engine or hand crew. Satisfies minimum standards for certification testing set forth by the National Wildland Coordinating Group (NWCG). Prerequisites: None.

FSC111
Emergency Vehicle Driver Operator
2 credit(s) 2 period(s) lecture
Emergency vehicle operators training including the problems facing operators; the personal qualities of emergency vehicle operator candidates; legal responsibilities of operators; and physical forces involved in driving an emergency vehicle. Includes hands-on training in an emergency response vehicle. Prerequisites: None.

FSC113
Introduction to Fire Suppression
3 credit(s) 3 period(s) lecture
0 credit(s) 1 period(s) lab
Introduction to the characteristics and behavior of fire, fire hazard properties of ordinary materials, extinguishing agents, firefighter safety, fire suppression organization and equipment, and basic firefighting tactics.
Prerequisites: None.

FSC117
Fire Apparatus
3 credit(s) 3 period(s) lecture
Principles of care, maintenance and operation of fire apparatus and pumps. Includes pump construction and accessories, pumping techniques, power development, and transmission. Driving, troubleshooting and producing effective fire streams. Prerequisites: None.

FSC118
Fire Hydraulics
3 credit(s) 3 period(s) lecture
Review of basic mathematics. Hydraulic laws and formulas as applied to the fire service. Application of formulas and mental calculations to hydraulic problems, water supply variables, and discharge requirements for pumpers.
Prerequisites: None.

FSC119
Introduction Fire Service Ethics
3 credit(s) 3 period(s) lecture
Ethical issues, standards, and philosophical consideration of moral problems encountered in fire service. Ethical responsibility of fire service personnel and those they serve Prerequisites: None.

FSC130
Fitness for Firefighters/CPAT
1 credit(s) 1.5 period(s) lecture + lab
Skills and abilities required for entry level position in the fire service including physical ability, and stamina. Opportunity to take the accredited International Association of Fire Fighters (IAFF) Candidate Physical Ability Test (CPAT) at the end of the course at a IAFF licensed agency. Prerequisites: None

FSC131
Introduction to Urban Technical Rescue
3 credit(s) 3 period(s) lecture + lab
Practical application of safe rescue practices for urban technical rescue. Includes ropes and rope systems, trench rescue, confined-space rescue, swift water rescue, and rescue from collapsed structures. Prerequisites: None.

FSC134
Fitness and Conditioning for Firefighters
3 credit(s) 4.6 period(s) lecture + lab
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 firefighting tasks; individual conditioning strategies, nutritional guidelines, protective clothing concepts, and basic exercise principles. Pre-employment, evaluation, and lifelong fitness and conditioning. Prerequisites: None.

FSC 136
Women Firefighter Preparation
2 credit(s) 2.87 period(s) lecture + lab
Designed for women firefighter candidates. Includes firefighting techniques and procedure, physical/mental conditioning, health concerns, occupational opportunities, and mentorship programs Prerequisites: or Corequisites: FSC134 or permission of Instructor

FSC153
Minimum Company Standards for Fire Fighters
2 credit(s) 4 period(s) lecture + lab
Comprehensive review of Standard Operating Procedures as they relate to fire ground skills. Emphasis placed on hands on activities allowing participants to practice necessary skills to safely operate on the fire ground and vehicle accident scenes.
Requisites: Successful completion of the Fire Operations Academy and current Candidate Physical Ability Test (CPAT).

FSC158
Advanced Education for Probationary Firefighter
3 credit(s) 3 period(s) lecture
Preparation to advance skill level of the probationary firefighter. Includes preparation for ambulance operations, driver's training and safety issues, fire ground operations, and fire department organizational structure. Hands-on application of skills and concepts.
Prerequisites: Permission of Instructor.

FSC159
Ladder Operations
1 credit(s) 1 period(s) lecture + lab
Comprehensive training for members of fire department ladder companies. Emphasis on safety, progressive skills, and equipment review.
Prerequisites: Permission of Instructor.

FSC167
Fire Captain Academy
6 credit(s) 3 period(s) lecture
Roles and responsibilities of a company officer within the fire department system with emphasis on practical application and preparation for the role of company officer in a move-up or out-of-class status. Emphasis on customer service, safety, crew development, discipline, community involvement, and specific engine and ladder company officer functions. Includes fire and emergency medical simulations. Prerequisites: Permission of Instructor.

FSC174
Functions of Command
2 credit(s) 3 period(s) lecture + lab
Basic functions of command in the fire service. Includes brief history and future trends of incident command. Analysis of recent local, national, and international tactical and strategic concerns. Utilizes a Command Training Center to provide real-time, computer- and prop-enhanced simulations.
Prerequisites: Permission of Instructor. Corequisites: FSC102.

FSC175
Fireground Survival
.5 credit(s) .7 period(s) lecture + lab
On-deck procedures, focusing on implementation, tasks and responsibilities, logistics, and their impact on tactics, strategy, and scene safety. Assignment of Rapid Intervention Company (RIC) responsibilities to the on-deck company. Fireground survival skills. Prerequisites: Permission of Instructor.

FSC202
Supervisory Training for Firefighters
3 credit(s) 3 period(s) lecture
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.

FSC204
Firefighting Tactics and Strategy
3 credit(s) 3 period(s) lecture
Methods of coordinating personnel, equipment, and apparatus on the fireground. Practical methods of controlling and extinguishing structural and other types of fires. Includes simulation exercises.
Prerequisites: A grade of C or better in FSC113 or permission of Instructor or current employment as a firefighter and/or Firefighter I and II Certification and/or related experience as determined by the Program Director.

FSC208
Firefighter Safety and Building Construction
3 credit(s) 3 period(s) lecture
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: A grade of C or better in FSC113 or permission of Instructor or current employment as a firefighter and/or Firefighter I and II Certification and/or related experience as determined by the Program Director.

FSC213
Hazard Categorization (HAZ CAT)
1 credit(s) 1 period(s) lecture
Fundamentals of basic chemical identification for field application. Includes demonstration of sampling techniques, safety, key charts, test descriptions and use, and flow charts for tactical application at hazardous materials incidents. Prerequisites: None

FSC214
Human Resource Management in Fire Service
3 credit(s) 3 period(s) lecture
Management of fire service personnel functions. Includes selection procedures, employee discipline, performance ratings, elements of supervision. Labor relations and related personnel responsibilities
Prerequisites: A grade of C or better in FSC202 or four years in the fire service.

FSC215
Customer Service in the Public Sector
3 credit(s) 3 period(s) lecture
Examines the personal and practical skills needed to enhance customer service in the public sector with an emphasis on application, basic management requirements, and training. Prerequisites: None.

FSC216
Fundamentals of Flammable Hazardous Materials
3 credit(s) 3 period(s) lecture
Fundamentals of chemistry used in fire service, chemistry of flammable hazardous materials, containers used to store and transport flammable hazardous materials, and equipment and materials used in controlling emergencies involving flammables. Also includes tactics for hazardous materials emergencies, and laws at federal, state, and local levels pertaining to the use, storage, and transportation of hazardous materials and hazardous wastes.
Prerequisites: A grade of C or better in FSC105.

FSC217
Dangerous and Explosive Hazardous Materials
3 credit(s) 3 period(s) lecture
The chemistry of reactive and unstable hazardous materials, the toxicology of dangerous chemicals, and the measures taken to protect responders, the community, and the environment of chemical accidents. Also includes an introduction to field sampling of unknown substances.
Prerequisites: A grade of C or better in FSC216.

FSC231
Battalion Chief Academy
3 credit(s) 5 period(s) lecture + lab
Examine the many roles and responsibilities required of a chief officer. Manage emergency incidents, explore personal and professional growth, view department issues more globally, manage personnel more effectively, manage conflict resolution for positive outcomes, and define leadership. Prerequisites: None. FSC202 and FSC204 are suggested but not required.

FSC234
Fitness and Wellness for Firefighter Candidates
3 credit(s) 4.6 period(s) lecture + lab
Focus on fitness and wellness for firefighter candidates.
Prerequisites: Permission of Instructor.

FSC238
Vehicular Extrication and Patient Stabilization
2 credit(s) 2 period(s) lecture
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. Provides 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.
Requisites: Basic EMT certification current enrollment in an EMT-Basic program nurse with emergency department experience or law enforcement personnel or permission of Instructor.

FSC258
Victimology and Crisis Management in Public Safety
3 credit(s) 3 period(s) lecture
Victimology, the criminal justice system, techniques of crisis intervention and management, and the importance of a multicultural and global perspective. Includes violent crimes, sexual assault, family violence, post-traumatic stress disorder, the role of substance abuse, developing effective coping skills of victims and responders, appropriate community resources, and the cultural responsiveness of the justice system.
Prerequisites: None.

FSC260
Technical Rope Rescue (RR) 1, 2, 3
3 credit(s) 3.6 period(s) lecture + lab
Concepts, techniques, and skills needed to support technical rope rescue. Meets Arizona Fire Marshal Office requirements for RR1, RR2, RR3 and National Fire Protection Association (NFPA) 1670 Operational Rope Rescue. Prerequisites: A grade of C or better in FSC131 or permission of Instructor.

FSC261
National Fire Protection Agency Rope Technician
3 credit(s) 3.6 period(s) lecture + lab
Advanced anchor construction, use of elevated anchor points on difficult edges, horizontal rope systems, and study of force multipliers commonly experienced during high angle rope rescue. Meets the certification requirements for the NFPA (National Fire Protection Agency) 1670 for Operational Rope Rescue and NFPA 1006 for Technical Rescue Rope Technician. Prerequisites: A grade of C or better in FSC260 or (the Office of the Arizona State Fire Marshals Ropes 1 2 and 3 class) or permission of Instructor.

FSC298AB
Special Projects
2 credit(s) 2 period(s) lab
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.

FYE - First Year Experience

FYE101
Introduction to College, Career and Personal Success
1 credit(s) 1 period(s) lecture
Focus on student success through exploration of academic, career and life skills. Includes study of goal-setting/success strategies, academic mindset and financial literacy. Develop an education/career plan utilizing career assessments and other college resources. Prerequisites: None.

FYE103
Exploration of College, Career and Personal Success
3 credit(s) 3 period(s) lecture
Focus on student success through exploration of academic, career, and life skills. Includes study of goal-setting/success strategies, academic mindset, interpersonal skills, financial literacy, self-care strategies, diverse perspectives, and campus tools and resources. Develop an education/career plan utilizing career assessments and other college resources. Prerequisites: None.

GBS – General Business

For additional Business courses, see International Business (IBS), Management (MGT), and Marketing (MKT) areas.

GBS109
Introduction to Esports Management
3 credit(s) 3 period(s) lecture
Introduction to Esports will introduce the business, economics, operations and marketing of the Esports industry. Historical and cultural implications will be examined from the early days of competitive video gaming, to today's billion dollar industry. Global awareness and diverse cultural viewpoints and trends will be studied as they relate to the Esports industry. This course will introduce students to the numerous business opportunities to work and grow in the dynamic Esports industry. Prerequisites: None

GBS132
Personal and Family Financial Security
3 credit(s) 3 period(s) lecture
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
3 credit(s) 3 period(s) lecture
Characteristics and activities of current local, national, and international business. An overview of economics, marketing, management and finance. Prerequisites: None.

GBS205
Legal, Ethical, and Regulatory Issues in Business
3 credit(s) 3 period(s) lecture
Legal theories, ethical issues and regulatory climate affecting business policies and decisions. Prerequisites: None.

GBS221 SUN **BUS2201**
Business Statistics
3 credit(s) 3 period(s) lecture
Business applications of descriptive and inferential statistics, measurement of relationships, and statistical process management. Includes the use of spreadsheet software for business statistical analysis.
Prerequisites: A grade of C or better in GBS220 or MAT217 or MAT218.

GBS233
Business Communication
3 credit(s) 3 period(s) lecture
Internal and external business communications, including verbal and nonverbal techniques.
Prerequisites: A grade of C or better in ENG101 or ENG107 with grade of C or better or permission of Department or Division.

GCU – Cultural Geography

GCU102
Introduction to Human Geography
3 credit(s) 3 period(s) lecture
Systematic study of human use of the earth. Spatial organization of economic, social, political, and perceptual environments. Prerequisites: None.

GCU221
Arizona Geography
3 credit(s) 3 period(s) lecture
The historical to modern development of Arizona. The interplay between the physical, cultural and economic factors affecting Arizona today. Prerequisites: None.

GLG - Geology

GLG101 SUN GLG1101
Physical Geology: Dynamic Earth Lecture
3 credit(s) 3 period(s) lecture
Introduction to Earth's materials, surface and internal geologic processes, plate tectonics and geologic time. Prerequisites: None.

GLG103 SUN GLG1101
Physical Geology: Dynamic Earth Lab
1 credit(s) 3 period(s) lab
Includes practical experience in rock and mineral identification, topographic maps, and applied problems in geology. Prerequisites: None.

GLG110
Geological Disasters and the Environment
3 credit(s) 3 period(s) lecture
Acquaints students with the use and importance of geological studies as they apply to the interactions between people and the earth. Includes geological processes and hazards such as earthquakes, volcanoes, floods and landslides. Examines environmental impact and use of mineral and energy resources. Prerequisites: None.

GLG111
Geological Disasters and the Environment Lab
1 credit(s) 3 period(s) lab
Introduction to geological processes and concepts. Application of basic geologic knowledge to evaluate, interpret and propose solutions for a variety of current and past geology-related environmental disasters and hazards.
Prerequisites: None.

GPH – Physical Geography

GPH111
Introduction to Physical Geography Lecture
3 credit(s) 3 period(s) lecture
Earth`s physical processes and impacts on human environments via the atmosphere, biosphere, lithosphere and hydrosphere. Topics include severe weather, climate change, biomes and ecosystems, landform processes; mountain building and erosion by rivers, glaciers, waves and wind. Prerequisites: None.

GPH12
Introduction to Physical Geography Lab
1 credit(s) 3 period(s) lab
Earth`s physical processes and impacts on the human environment via the atmosphere, biosphere, lithosphere and hydrosphere. Practical experiences include earth-sun relationships, weather, climate, biomes, landform processes; mountain building and erosion by rivers, glaciers, waves and wind, topographic maps.
Prerequisites: A grade of C or better in GPH111 or Corequisites: GPH111.

GPH113
Introduction to Physical Geography
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
Earth's physical processes and impacts on human environments via the atmosphere, biosphere, lithosphere and hydrosphere. Topics and practical experiences include severe weather, climate change, biomes and ecosystems, landform processes; mountain building and erosion by rivers, glaciers, waves and wind, topographic maps. Prerequisites: None.

GPH211
Landform Processes
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
Geographic characteristics of landforms and earth-surface processes emphasizing erosion, transportation, deposition and implications for human management of the environment.
Prerequisites: A grade of C or better in ENG101 or ENG107 or equivalent.

GPH213
Climate and Weather
3 credit(s) 3 period(s) lecture
Study of atmospheric phenomena over periods of time measured in months, years or longer. Includes average weather conditions, infrequent and unusual types of weather, and the influence of weather on the cultural and human landscape. Prerequisites: None.

GPH215
Climate and Weather Laboratory
1 credit(s) 3 period(s) lab
A mathematical, statistical, and spatial analysis of climatological phenomena.
Prerequisites: None. Corequisites: GPH213.

GPH298AA
Special Projects
1 credit(s) 1 period(s) lab
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 are available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development. Requisites: Permission of Program Director or Instructor

GST - Game Studies

GST202
Games, Culture and Aesthetics
3 credit(s) 3 period(s) lecture
Considers games as artifacts and expressions of our basic consciousness, humanity, and potential. Explores through the lens of world cultures such concepts as values, power relations, gender roles, arts, aesthetics, and desire. Compares games across cultural, temporal, geographic, and linguistic divides, for the purpose of examining and appreciating the experiences, contributions, and values of diverse populations, as conveyed through the global phenomenon of games. Prerequisites: A grade of C or better in (RDG100 or RDG100LL) or (RDG100AA and RDG100AB and RDG100AC) or RDG111 or RDG112 or RDG113 or eligibility for ENG101 as indicated by appropriate writing assessment test score.

HCC - Health Core Curriculum

HCC109
CPR for Healthcare Providers
.5 credit(s) .5 period(s) lecture
Current American Heart Association standards for one and two rescuers cardiopulmonary resuscitation (CPR) and obstructed airway procedures on the adult, infant, and pediatric victim. Use of automatic, external defibrillation and resuscitation equipment**:** Prerequisites: None.

HCC130
Fundamentals in Health Care Delivery
3 credit(s) 3 period(s) lecture
Overview of current and recent development of health care professions, including career and labor market information, health care delivery systems, third party payers, and facility ownership. Health organization structure, patient rights and quality care. Health care and life values. Definition and importance of values, ethics, and essential behaviors in the workplace. Worker rights and responsibilities. Healthful living practices to include nutrition, stress management and exercise. Occupational Safety and Health Administration (OSHA) standard precautions and facility safety. Use of principles of body mechanics in daily living activities. Basic communication skills which facilitate inter-professional teamwork in the health care setting. Focus on development of personal communication skills and an understanding of how effective communication skills promote teamwork. Focus on intercultural communication strategies.
Prerequisites: None.

HCC145
Medical Terminology for Health Care Professionals
3 credit(s) 3 period(s) lecture
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
Medical Terminology for Health Care Professionals I
1 credit(s) 1 period(s) lecture
Introduction to medical terms used in health care. Body systems approach to selected terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing selected terms using basic word parts. Selected medical abbreviations and symbols and term spelling. Prerequisites: None.

HCC146
Common Medical Terminology for Health Care Professionals
2 credit(s) 2 period(s) lecture
Common medical terms used in health care. Body systems approach to common terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing common terms using word parts. Common medical abbreviations and symbols and term spelling.
Prerequisites: None.

HCR - Health Care Related

HCR210
Clinical Health Care Ethics
3 credit(s) 3 period(s) lecture
An introduction to health care ethics with emphasis on analysis and ethical decision making at both the clinical and health policy levels for health care professionals. Theoretical foundation of bioethics reviewed within historical and contemporary contexts.
Prerequisites: A grade of C or better in ENG102 or ENG108 or permission of Instructor.

HCR220
Introduction to Nursing and Health Care Systems
3 credit(s) 3 period(s) lecture
Introduction to the social, political, and economic contexts of the nursing profession and health care systems in the United States. Prerequisites: A grade of C or better in ENG102 or ENG108 or permission of Instructor.

HCR240
Human Pathophysiology
4 credit(s) 4 period(s) lecture
Chemical, biological, biochemical, and psychological processes as a foundation for the understanding of alterations in health. The structural and functional pathophysiology of alterations in health; selected therapeutics considered.
Prerequisites: A grade of C or better in BIO202 or BIO205, or permission of Instructor.

HES- Health Science

HES100
Healthful Living
3 credit(s) 3 period(s) lecture
Health and wellness and their application to an optimal lifestyle. Explores current topics of interest such as stress management, nutrition, fitness, and environmental health. Evaluates common risk factors associated with modern lifestyles. Prerequisites: None.

HES210
Cultural Aspects of Health and Illness
3 credit(s) 3 period(s) lecture
Examines how culture influences health and illness, health care practices, barriers to health care, interactions with healthcare professionals, and health disparities in the U.S.
Prerequisites: None.

HIS - History

HIS101
History of Western Civilization Middle Ages to 1789
3 credit(s) 3 period(s) lecture
Survey of the history of the Western world from the emergence of Western civilization in the Middle Ages to the start of the French Revolution. Prerequisites: None.

HIS102
History of Western Civilization 1789 to Present
3 credit(s) 3 period(s) lecture
Survey of the history of the Western world from the French Revolution to the present. Prerequisites: None.

HIS103 SUN **HIS1131**
United States History to 1865
3 credit(s) 3 period(s) lecture
The political, economic, and social development of the United States from the Pre-Columbian period through the end of the Civil War (1865).
Prerequisites: None.

HIS104 SUN **HIS1132**
United States History 1865 to Present
3 credit(s) 3 period(s) lecture
The political, economic, and social development of United States from 1865 to the present time.
Prerequisites: None.

HIS113
History of Eastern Civilizations to 1850
3 credit(s) 3 period(s) lecture
An examination of the development of civilizations, religions and philosophies in the Near East, India, Far East, and Southeast Asia from ancient times to the mid-nineteenth century. Prerequisites: None.

HIS114
History of Eastern Civilizations 1850 to Present
3 credit(s) 3 period(s) lecture
Examination of characteristics and development of civilizations of Middle East, India, Far East, and Southeast Asia, from mid-nineteenth century to present.
Prerequisites: None.

HON - Honors

HON190
The Honors Experience
3 credit(s) 3 period(s) lecture
Interdisciplinary studies of selected issues confronting the individual and society and overall human experience. Critical inquiry of specific themes from a wide variety of academic viewpoints. Comprehensive and interdisciplinary review of global, historical, and cultural trends, supplemented by readings and discussion. Varied content due to changing honors forum themes and issues.
Prerequisites: Admission to the college honors program or permission of Instructor.

HTM - Health Care Technology Management

HTM150
Introduction to Healthcare IT and Systems
3 credit(s) 3 period(s) lecture
Introduction to current and emerging Healthcare IT systems with particular emphasis on healthcare information and data, governance, information systems and technologies, and industry challenges in a value-added healthcare environment. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.

HUM - Humanities

HUM108
Contemporary Humanities
3 credit(s) 3 period(s) lecture
An exploration of human expression in contemporary arts and sciences. Prerequisites: None.

HUM205
Introduction to Cinema
3 credit(s) 3 period(s) lecture
Survey of the history and development of the art of motion pictures, including criticism of aesthetic and technical elements. Prerequisites: None.

HUM209
Women and Films
3 credit(s) 3 period(s) lecture
Analysis of images of women in films from both historical and contemporary perspectives.
Prerequisites: None.

HUM210
Contemporary Cinema
3 credit(s) 3 period(s) lecture
A study of contemporary films, directors and critics with emphasis on evaluating film as an art form.
Prerequisites: None.

HUM245
Introduction to Holocaust Studies
3 credit(s) 3 period(s) lecture
Introduction to essential information about the Holocaust. Provides theological, social and political background to establish contexts of anti-Semitism, especially in 19th and 20th centuries, with particular attention to National Socialist ideologies. Ghetto and camp life, including resistance, are explored. Emphasis is on texts of the Holocaust, including historical documents, participant testimonies, fiction, creative non-fiction, and poetry, much of which involves theological and moral debate. Includes analysis of supplementary visual material and some performing arts.
Prerequisites: None

HUM250
Ideas and Values in the Humanities: Early Civilizations to the Renaissance
3 credit(s) 3 period(s) lecture
An historical analysis of the interrelationships of art, architecture, literature, music, and philosophy from the early civilizations to the Renaissance, including western and non-western cultures.
Prerequisites: A grade of C or better in ENG101.

IBS - International Business

IBS101
Introduction to International Business
3 credit(s) 3 period(s) lecture
A basic overview of international business to introduce students to international trade concepts. Focus of the course is on international business environment issues that influence global business practices, decisions and applications. Prerequisites: None.

IFS - Information Studies

IFS201
Information in a Post-Truth World
3 credit(s) 3 period(s) lecture Develop a critical approach to using information as both a consumer and creator. Explore the impact of culture and worldview on how information is created, shared, understood, and used. Utilize analysis, evaluation, interpretation, and synthesis through substantial writing and/or speaking tasks.
Prerequisites: A grade of C or better in ENG101 or ENG107.

IFS210
Digital Information and Access in a Global Society
3 credit(s) 3 period(s) lecture
An investigation into digital information access in a global environment. Explores the evolving cultures and socioeconomic factors related to the digital flow of information. Examines emerging technologies to produce and distribute information ethically within a global society.
Prerequisites: None.

IPH - Integrated Public Health

IPH101
Introduction to Public Health
3 credit(s) 3 period(s) lecture
Introduction to Public Health introduces students to the broad discipline of public health and how it influences community and individual health status. Includes sciences of public health, historical context of public health, role of various public health agencies, core functions, methods of measurement and evaluation, major public health issues in the United States, public policy, and factors that contribute to individual and community health.
Prerequisites: None.

IPH105
Introduction to Community Health Work
3 credit(s) 3 period(s) lecture
Basic concepts of patient navigation including disease prevention and community health, health insurance navigation, as well as accessing and analyzing health information. Training in assisting individuals with limited health literacy to access the maximum array of benefits from community services, clinical care, and health insurance. Prerequisites: None.

IPH112
Community-Based Health Education in Health and Illness
3 credit(s) 3 period(s) lecture
Provides the student with a basic understanding of the application of public health principles to community-based health education interventions. Includes an overview of public health, factors impacting health, health education theories and ethical considerations, the community needs assessment process, the program planning process, health communication, interventions at both the individual and population level. Prerequisites: None.

IPH205
Chronic Disease Management
2 credit(s) 1 period(s) lecture
Focuses on the prevention and management of chronic disease as a critical priority for health systems around the world. Provides participants with an overview of prevention and management of chronic disease in community settings. Develops practical skills in analyzing and evaluating approaches to chronic disease in a variety of settings. Helps to identify capacities and opportunities for change. Prerequisites: None.

IPH275
Community Health Work Practicum
1 credit(s) 5 period(s) lecture
Provides students with hands-on experience in the role of the community health worker in the public health field, including guiding patients through various types of health care situations. Provides 45 hours of workplace engagement per credit. Prerequisites: Completion of six (6) credits of IPH courses with a grade of C or better, and permission of Department/Division Chair or the Program Director.

Information Technology

ITS110
Information Security Fundamentals
3 credit(s) 4 period(s) lecture + lab
Fundamental concepts of information technology security. Topics include authentication methods, access control, cryptography, Public Key Infrastructure (PKI), network attack and defense methods, hardening of operating systems and network devices, securing remote access and wireless technologies and securing infrastructures and topologies. Emphasis on hands-on labs in both the Windows and Linux environments. Builds on thorough understanding of Transmission Control Protocol/Internet Protocol (TCP/IP) and security concepts and Microsoft (MS) Windows and Linux Administration. Prerequisites: A grade of C or better in CIS126DL, or CIS126RH, or permission of Program Director. Corequisites: BPC270 or MST150++.

ITS240
Ethical Hacking and Network Defense
3 credit(s) 4 period(s) lecture + lab
Preparation for the EC-Council Certified Ethical Hacking examination. In-depth exploration of how to effectively protect computer networks from risks ranging from malicious infiltration to cyber-warfare. Includes examination of ethical hacking, relevant tools and methodologies, and its importance to network security. Resources to identify new computer network vulnerabilities and counter security strategies will be discussed as well as an overview of relevant computer crime laws and penalties.
Prerequisites A grade of C or better in ITS110, or CNT205, or CIS270, or permission of Instructor.

ITS291
Computer Forensics Foundations
4 credit(s) 5 period(s) lecture + lab
Development of foundational computer forensic skills. Introduction to preserving, identifying, extracting, interpreting, and documenting computer data as part of a forensically sound analysis. Examination of the physical and logical structure of hard drives. Study of the logical structure of Windows-based file systems and common applications. Introduction to the logical structure of Unix/Linux-based file systems and common applications of commercial forensic tools. Prerequisites: A grade of C or better in BPC170 and ITS110 or permission of Instructor.

ITS292
Advanced Computer Forensics
4 credit(s) 5 period(s) lecture + lab
Advanced computer forensics analysis techniques with commercial tools. Introduction to open-source forensic tools. Emphasis on data recovery from complex applications and media types. Study of the logical structure of Unix/Linux-based file systems. Advanced search techniques. Analysis of unallocated space, compound files, and NTFS artifacts
Prerequisites: A grade of C or better in ITS291 or permission of Instructor.

JPN - Japanese

JPN101 SUN JPN1101
Elementary Japanese I
5 credit(s) 6 period(s) lecture + lab
Basic grammar, pronunciation, and vocabulary of Japanese. Study of Japanese culture. Development of speaking, listening, reading and writing skills.
Prerequisites: None.

JPN102 SUN JPN1102
Elementary Japanese II
5 credit(s) 6 period(s) lecture + lab
Continued study of basic grammar, pronunciation and vocabulary of Japanese. Study of the Japanese culture. Intensive practice in oral communication and development of reading and writing skills.
Prerequisites: A grade of C or better in JPN101 or permission of Department or Division. Completion of prerequisites within the last three years is required.

MAT - Mathematics

MAT103
College Mathematics Prep
3 credit(s) 3 period(s) lecture
Foundational knowledge of topics necessary for success in College Mathematics. Emphasis on understanding mathematical concepts and their applications. Topics include number sense, proportional reasoning, numerical and algebraic expressions, linear equations, and representations of data. Prerequisites: None.
Course Notes: MAT103 students may receive credit for only one of the following: (MAT052 and MAT053 and MAT055) or MAT103. This course is designed for students that do not qualify for MAT141 or MAT142, but intend to complete MAT14+ College Mathematics for their degree path. This course covers topics from basic arithmetic and introductory algebra.

MAT114
College Algebra Prep
4 credit(s) 4 period(s) lecture
Proper use of function notation, average rate of change of functions, and evaluating arithmetic and algebraic expressions. Analysis of linear and quadratic equations, and their applications; graphs of linear and quadratic functions; operations on polynomial expressions.
Prerequisites: None.
Course Notes: MAT114 students may receive credit for only one of the following: MAT114, OR MAT115.

MAT115
College Algebra Prep
5 credit(s) 5 period(s) lecture
Proper use of function notation, average rate of change of functions, and evaluating arithmetic and algebraic expressions. Analysis of linear and quadratic equations, and their applications; graphs of linear and quadratic functions; operations on polynomial expressions.
Prerequisites: None.
Course Notes: MAT115 students may receive credit for only one of the following: MAT114, OR MAT115.

MAT141 SUN MAT1142
College Mathematics
4 credit(s) 4 period(s) lecture
Working knowledge of college-level mathematics and its applications to real-life problems. Emphasis on understanding mathematical concepts and their applications. Topics include proportional reasoning, modeling, finance, probability, and statistics.
Prerequisites: An appropriate District placement or a grade of C or better in (MAT052, MAT053 and MAT055) or (MAT055, MAT056 and MAT057) or MAT085 or MAT09+ or MAT103 or MAT114 or MAT115 or MAT12+.
Course Notes: MAT141 students may receive credit for only one of the following: MAT140, MAT141, MAT142, MAT145, or MAT146.
Students do not need to take all MAT classes in numerical order; please consult with an advisor for the appropriate math sequence for student educational goals.

MAT142 SUN MAT1142
College Mathematics
3 credit(s) 3 period(s) lecture
Working knowledge of college-level mathematics and its applications to real-life problems. Emphasis on understanding mathematical concepts and their applications. Topics include proportional reasoning, modeling, finance, probability, and statistics.
Prerequisites: An appropriate District placement or a grade of C or better in (MAT052, MAT053 and MAT055) or (MAT055, MAT056 and MAT057) or MAT085 or MAT09+ or MAT103 or MAT114 or MAT115 or MAT12+.
Course Notes: MAT142 students may receive credit for only one of the following: MAT140, MAT141, MAT142, MAT145, or MAT146.
Students do not need to take all MAT classes in numerical order; please consult with an advisor for the appropriate math sequence for student educational goals.

MAT150 SUN MAT1151
College Algebra/Functions
5 credit(s) 5 period(s) lecture
Analysis and interpretation of the behavior and nature of functions including linear, quadratic, higher-order polynomials, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, using multiple methods including matrices, and modeling and solving real world problems.
Prerequisites: A grade of C or better in MAT095, or MAT096, or MAT114, or MAT115, or MAT12+, OR an appropriate district placement for MAT15+, OR permission of Department or Division Chair.

MAT151 SUN MAT1151
College Algebra/Functions
4 credit(s) 4 period(s) lecture
Analysis and interpretation of the behavior and nature of functions including linear, quadratic, higher-order polynomials, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, using multiple methods including matrices, and modeling and solving real world problems.
Prerequisites: A grade of C or better in MAT095, or MAT096, or MAT114, or MAT115, or MAT12+, OR an appropriate district placement for MAT15+, OR permission of Department or Division Chair. **Course Notes:** Students may receive credit for only one of the following: MAT150, OR MAT151, OR MAT152, OR MAT155, OR MAT156.

MAT152 SUN MAT1151
College Algebra/Functions
3 credit(s) 3 period(s) lecture
Analysis and interpretation of the behavior and nature of functions including linear, quadratic, higher-order polynomials, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, using multiple methods including matrices, and modeling and solving real world problems.
Prerequisites: A grade of C or better in MAT095, or MAT096, or MAT114, or MAT115, or MAT12+, OR an appropriate district placement for MAT15+, OR permission of Department or Division Chair. **Course Notes** Students may receive credit for only one of the following: MAT150, OR MAT151, OR MAT152, OR MAT155, OR MAT156.

MAT187 SUN MAT1187
Precalculus
5 credit(s) 5 period(s) lecture
Topics in algebra and trigonometry in preparation for calculus. Prerequisites: A grade of C or better in MAT15+, or an appropriate district placement. **Course Notes**: Students may receive credit for only one of the following: MAT182, or MAT187, or MAT188.

MAT188
Precalculus
4 credit(s) 4 period(s) lecture
Topics in algebra and trigonometry in preparation for calculus. Prerequisites: A grade of C or better in MAT15+, OR an appropriate district placement.
Course Notes: Students may receive credit for only one of the following: MAT182 OR MAT187 OR MAT188.

MAT206 SUN MAT1160
Elements of Statistics
3 credit(s) 3 period(s)
Basic concepts and applications of statistics, including data description, estimation and hypothesis tests.
Prerequisites: A grade of C or better in MAT14+, or MAT15+, or MAT187, or equivalent, or an appropriate District placement, or permission of Department/Division Chair.

MAT212 SUN MAT2212
Brief Calculus
3 credit(s) 3 period(s)
Introduction to the theory, techniques and applications of the differential and integral calculus of functions with problems related to business, life, and the social sciences.
Prerequisites: A grade of C or better in MAT15+, or MAT187, or an appropriate District placement.
Course Notes: Students may receive credit for only one of the following: MAT212 or MAT213.

MAT213 SUN MAT2212
Brief Calculus
4 credit(s) 4 period(s)
Introduction to the theory, techniques, and applications of the differential and integral calculus of functions with problems related to business, life, and the social sciences.
Prerequisites: A grade of C or better in MAT15+, or MAT187, or an appropriate District placement.
Course Notes: Students may receive credit for only one of the following: MAT212 or MAT213.

MAT217
Mathematical Analysis for Business
3 credit(s) 3 period(s) lecture
An introduction to the mathematics required for the study of business. Includes multivariable optimization, Lagrange multipliers, linear programming, linear algebra, probability, random variables, discrete and continuous distributions.
Prerequisites: A grade of C or better in MAT212, or MAT213, or MAT220, or MAT221. **Course Notes:** Students may receive credit for only one of the following: MAT217 or MAT218.

MAT218
Mathematical Analysis for Business
4 credit(s) 4 period(s) lecture
An introduction to the mathematics required for the study of business. Includes multivariable optimization, Lagrange multipliers, linear programming, linear algebra, probability, random variables, discrete and continuous distributions.
Prerequisites: A grade of C or better in MAT212, or MAT213, or MAT220, or MAT221. **Course Notes:** Students may receive credit for only one of the following: MAT217 or MAT218.

MAT220 SUN MAT2220
Calculus with Analytic Geometry I
5 credit(s) 5 period(s) lecture
Limits, continuity, differential and integral calculus of functions of one variable.
Prerequisites: Prerequisites: A grade of C or better in MAT187, or MAT188, or an appropriate District placement. **Course Notes:** Students may receive credit for only one of the following: MAT220 OR MAT221.

MAT221 SUN MAT2220
Calculus with Analytic Geometry I
4 credit(s) 4 period(s) lecture
Limits, continuity, differential and integral calculus of functions of one variable.
Prerequisites: A grade of C or better in MAT187, or MAT188, or an appropriate District placement.
Course Notes: Students may receive credit for only one of the following: MAT220 OR MAT221.

MAT225
Elementary Linear Algebra
3 credit(s) 3 period(s)
Introduction to matrices, systems of linear equations, determinants, vector spaces, linear transformations and eigenvalues. Emphasizes the development of computational skills. Prerequisites: A grade of C or better in MAT212 or MAT213 or MAT220 or MAT221, or equivalent.

MAT227 SUN MAT2227
Discrete Mathematical Structures
3 credit(s) 3 period(s)
Course emphasizes discrete mathematics connections to computer science by exposing students to foundational concepts of set theory, logic, counting, induction, proof techniques, graph theory, and algorithms.
Prerequisites: A grade of C or better in MAT212, or MAT213, or MAT220, or MAT221, or permission of Department or Division Chair.

MAT230 SUN MAT2230
Calculus with Analytic Geometry II
5 credit(s) 5 period(s)
Techniques of integration for both proper and improper integrals with applications to the physical and social sciences, elements of analytic geometry, and the analysis of sequences and series. Prerequisites: A grade of C or better in MAT220 or MAT221 or equivalent.

MAT231 SUN MAT2230
Calculus with Analytic Geometry II
4 credit(s) 4 period(s) lecture
Techniques of integration for both proper and improper integrals with applications to the physical and social sciences, elements of analytic geometry, and the analysis of sequences and series. Prerequisites: A grade of C or better in MAT220 or MAT221 or equivalent.

MAT241 SUN MAT2241
Calculus with Analytic Geometry III
4 credit(s) 4 period(s) lecture
Multivariate calculus including vectors, vector- valued functions, partial differentiation, multiple integration and an introduction to vector fields. Prerequisites: A grade of C or better in MAT230 or MAT231.

MAT256
Investigating Quantity: Number, Operations and Numeration Systems
4 credit(s) 4 period(s) lecture
Explore number, numeration systems and operations on numbers. Techniques of problem solving with an emphasis on exploring a variety of strategies. Use a variety of visualization techniques to develop a conceptual understanding of these topics.
Prerequisites: A grade of C or better in (MAT15+ or higher), or (MAT12+ and MAT14+), or [MAT14+ and (MAT114 or MAT115)], or (MAT14+ and an appropriate District placement into MAT150, MAT151, or MAT152), or permission of Department/Division Chair.

MAT257
Investigating Geometry, Probability and Statistics
4 credit(s) 4 period(s) lecture
Explores geometry, measurement, probability and statistics. Uses visualization, technologies, problem solving, reasoning and proof to develop a conceptual understanding of these topics. Prerequisites: A grade of C or better in MAT256 or permission of Department/Division Chair.

MAT276 SUN MAT2262
Modern Differential Equations
4 credit(s) 4 period(s) lecture
Introduces differential equations, theoretical and practical solution techniques with applications. Problem solving using MATLAB. Prerequisites: A grade of C or better in MAT230 or MAT231 or permission of Department/Division Chair.

MGT - Management

MGT109
Development of Professional Skills and Standards
3 credit(s) 3 period(s) lecture + lab
Explores the skills and qualities necessary to develop and maintain a successful professional life. Topics include management/leadership skill development, effective job search, image development, career advancement, gender issues, professional conduct, time/financial management, and human relations. Prerequisites: None.

MGT126
Customer Service Skills and Strategies
3 credit(s) 3 period(s) lecture + lab
Explores strategies to help improve job performance and develop a service-oriented philosophy. Uses practical training concepts and techniques to demonstrate how superior customer service can lead to competitive advantage and profitability in business. Focuses on both internal and external customers, interactions among people, processes, and systems within the organization and how to integrate these areas into a total quality delivery program.
Prerequisites: None.

MGT175
Business Organization and Management
3 credit(s) 3 period(s) lecture
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.

MGT229
Management and Leadership, I
3 credit(s) 3 period(s) lecture
Covers management concepts and applications for business, industry, and government organizations. Prerequisites: None.

MGT251
Human Relations in Business
3 credit(s) 3 period(s) lecture
Analysis of motivation, leadership, communications, and other human factors. Cultural differences that may create conflict and affect morale individually and within organizations. Prerequisites: None. MGT101 or MGT175 or MGT229 suggested but not required.

MGT253
Owning and Operating a Small Business
3 credit(s) 3 period(s) lecture
Starting, organizing, and operating a small business, including location, finance management processes, advertisement and promotion, credit, inventory control and ethics.
Prerequisites: None.

MHL – Music Humanities

MHL145
American Jazz and Popular Music
3 credit(s) 3 period(s) lecture
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
Rock Music and Culture
3 credit(s) 3 period(s) lecture
History of Rock music and how cultural, social, political, and economic conditions have shaped its evolution. Prerequisites: None.

MHL155
Survey of American Music
3 credit(s) 3 period(s) lecture
History of the music of North America from the earliest American Indian music to the present. Introduction to the musical trends, composers, socioeconomic developments and trends, musical forms and styles that influence our modern American musical sense. Prerequisites: None.

MHL204
Hip-Hop Music and Culture
3 credit(s) 3 period(s) lecture
A history of Hip-Hop's musical and artistic elements and how cultural, social, political, and economic conditions have shaped its evolution. Prerequisites: A grade of C or better in ENG101, or ENG107, or permission of Instructor.

MKT - Marketing

MKT101
Introduction to Public Relations
3 credit(s) 3 period(s) lecture
Emphasizes public relations techniques used both within and outside the business organization, including operation of a PR counseling firm Prerequisites: A grade of C or better in MKT110.

MKT111
Applied Marketing and Social Networking
3 credit(s) 3 period(s) lecture
Examination of the strategic use of digital and social media marketing platforms and tools for global communication and networking, including analysis of various digital and social media platforms and tools for developing brands, creating professional networks and creating engaging content. Hands-on use of social media platforms and tools to conduct research, develop strategies for creating, integrating, and evaluating social media marketing campaigns, and development of metrics to measure effectiveness. Prerequisites: A grade of C or better in MKT110.

MKT263
Advertising Principles
3 credit(s) 3 period(s) lecture
Introduces the advertising function within business, including media study, creative strategies, and advertising campaigns MKT271 suggested, but not required.
Prerequisites: None. MKT271 suggested but not required.

MKT267
Principles of Sales
3 credit(s) 3 period(s) lecture
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.

MKT271
Principles of Marketing
3 credit(s) 3 period(s) lecture
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.

MST - Microsoft® Technology

Note: Under the terms and conditions specified in the legal agreement between Microsoft® Corporation and each AATP campus in the Maricopa Community College District, Microsoft requires that “all instructors of Microsoft Official Curriculum and Microsoft Approved Study Guides pass the Microsoft® Certified Professional exam in the product area of the courseware being delivered.”

MST150WT
Installing and Configuring Microsoft Windows 10
3 credit(s) 4 period(s) lecture + lab
In-depth exploration of how to effectively install and configure Windows 10. Includes features of Windows 10, virtualization improvements, network connectivity, access to resources, monitor and maintain Windows clients and backup and recovery. Designed to prepare students for the Microsoft Windows 10 certification examination.
Prerequisites: None. CIS190 or CNT140AB suggested but not required.

MTC – Music: Theory/Composition

MTC101
Introduction to Music Theory
3 credit(s) 3 period(s) lecture
Designed to develop written and aural skills necessary for advanced study of music theory and skills.
Recommended for music majors. Prerequisites: None.

MTC105
Music Theory I
3 credit(s) 3 period(s) lecture
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: A grade of C or better in MTC100 or MTC101 or permission of instructor. Corequisites: MTC106.

MTC106
Aural Perception I
1 credit(s) 2 period(s) lecture + lab
The development of listening and performing skills through dictation, sight singing and keyboard harmony.
Prerequisites: None. Corequisites: MTC105.

MTC130
Jazz Theory
2 credit(s) 3 period(s) lecture
Develop written and aural theory skills necessary in the jazz idiom. Note: MTC130 is recommended for students taking jazz improvisation, jazz composition and jazz combo. Prerequisites: A grade of C or better in (MTC101 and MTC103), or permission of Instructor.

MTC155
Music Theory II
3 credit(s) 3 period(s) lecture
A continuation of Music Theory I with emphasis on harmony and part-writing procedures. Prerequisites: A grade of C or better in MTC105. Corequisites: MTC156.

MTC156
Aural Perception II
1 credit(s) 2 period(s) lecture + lab
A continuation of Aural Perception I, including harmonic practices. Prerequisites: A grade of C or better in MTC106. Corequisites: MTC155.

MTC180
Computer Literacy for Musicians
3 credit(s) 4 period(s) lecture + lab
Instruction in basic computer literacy, including generic applications and music-specific programs with hands-on experience. Ability to read music notation required.
Prerequisites: A grade of C or better in MTC101, or MTC105, or Corequisites: MTC105, or permission of Instructor.

MTC181
Popular Music Orchestration and Arranging
3 credit(s) 3 period(s) lecture
Basic orchestration and arranging techniques as used in popular music genres including jazz, pop, and rock music for vocal and instrumental music performance ensembles. Idiomatic uses of harmony, melodic rhythm, voicing, tonal color and notation. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: (MTC155 or higher level of MTC music theory course) and MTC180. Higher Level Theory Courses: MTC156 or MTC205 or MTC206 or MTC255 or MTC256.

MTC205 SUN MTC2222
Music Theory III
3 credit(s) 3 period(s) lecture
The study of chromatic harmony and melody, modulation techniques and expanded chords. The analysis of formal structure. Prerequisites: A grade of C or better in MTC155. Corequisites: MTC206.

MTC206 SUN MTC2222
Aural Perception III
1 credit(s) 2 period(s) lecture + lab
A development of listening and performing skills, including an introduction of chromatic harmonic techniques and concepts of style.
Prerequisites: A grade of C or better in MTC156.
Corequisites: MTC205.

MTC240
Composition
3 Credits, 0.6 Periods lecture + lab
Introduction to the basics of music composition, stressing techniques and procedures for developing original ideas.
Prerequisites: A grade of C or better in (MTC105 and MTC106 or equivalent) and permission of Instructor.

MTC255 SUN MTC2223
Music Theory IV
3 credit(s) 3 period(s) lecture
A continuation of Music Theory III, including 20th century theories and techniques.
Prerequisites: A grade of C or better in MTC205.
Corequisites: MTC256.

MTC256 SUN MTC2223
Aural Perception IV
1 credit(s) 2 period(s) lecture + lab
A continuation of Aural Perception III, including extended chords. Prerequisites: A grade of C or better in MTC206.
Corequisites: MTC255.

MUC - Music: Commercial Business

MUC109
Music Business: Content Creation and Copyright
3 credit(s) 3 period(s) lecture
Designed to provide an overview of content creation and copyright considerations within the Music Industry. Topics include songwriting and music creation, copyright, publishing and licensing, studio production, media applications of music, business ownership and operations, and emerging technologies. Prerequisites: None.

MUC110
Music Business: Marketing and Monetization
3 credit(s) 3 period(s) lecture
Designed to provide an overview of the marketing and monetization of music. Topics include music label operations; contracts; marketing, promotion, and merchandising; agents, managers, and attorneys; concert promotion and touring; and unions and guilds.
Prerequisites: None.

MUC111
Digital Audio Workstation I (DAW I)
3 credit(s) 5 period(s) lecture + lab
Use of digital mixing and automation software in conjunction with editing and recording. Includes computer operation, troubleshooting, and file management.
Prerequisites: A grade of C or better in MUC195 or MUC195AA or FMP105 or permission of Instructor.

MUC112
Digital Audio Workstation II (DAW II)
3 credit(s) 5 period(s) lecture + lab
Use of digital mixing and automation software in conjunction with editing and recording. Includes computer operation, troubleshooting, and file management.
Prerequisites: A grade of C or better in MUC111, and (MUC195 or MUC195AA).

MUC122
Sound Design I
3 credit(s) 5 period(s) lecture + lab
Introduction to Sound Design and Audio Post-Production for Multimedia. Includes creating and editing Sound Effects, ADR, Foley, Music, and Ambience, such as Film, TV, Video Gaming, Theatre, and Dance. Emphasis on computer assisted production using Digital Audio Workstations and sound design techniques using industry-standard equipment. Prerequisites: None.

MUC140
Songwriting
3 credit(s) 3 period(s) lecture
An introduction to the art and craft of songwriting through the study and analysis of diverse songwriters and musical styles, and creation of original songs.
Prerequisites: A grade of C or better in MTC101 or MTC105 or permission of Instructor.

MUC180
Computer Literacy for the Music Business
3 credit(s) 3 period(s) lecture + lab
Basic computer literacy, including business applications used in the Music Industry, with hands-on experience.
Prerequisites: A grade of C or better in MUC109 or permission of Instructor or Department or Division Chair.

MUC191
Electronic Music I
3 credit(s) 4 period(s) lecture + lab
An introduction to creating music with computers, utilizing the Musical Instrument Digital Interface (MIDI) protocol, synthesizers, digital audio software/hardware, and MIDI controllers. Prerequisites: None.

MUC192
Electronic Music II
3 credit(s) 4 period(s) lecture + lab
Continued study of creating music with computers, utilizing the Musical Instrument Digital Interface (MIDI) configurations, audio editing, and music software/hardware at the intermediate level. Emphasis on more complex configurations and their applications in compositions.
Prerequisites: A grade of C or better in MTC191

MUC195
Studio Music Recording I
3 credit(s) 5 period(s) lecture + lab
Basic principles of studio sound recording. Emphasis on musical acoustics, operation of recording equipment, studio setups, and multitrack recording. Includes studio session process and musical production decisions.
Prerequisites: None.

MUC196
Studio Music Recording II
3 credit(s) 5 period(s) lecture + lab
Emphasis on signal-processing equipment, mixing consoles, and advanced musical recording session procedures, production, and engineering. Includes mix-down and resultant master tape of a musical recording session. Prerequisites: A grade of C or better in MUC195 or MUC195AA.

MUC197
Live Sound Reinforcement I
3 credit(s) 4 period(s) lecture + lab
Basic principles of live sound engineering. Emphasis on signal flow, acoustic, sound reinforcement set-ups and installation, signal processing, microphone selections and placement. Includes setting up sound systems and mixing live music. Prerequisites: None.

MUC198
Live Sound Reinforcement II
3 credit(s) 4 period(s) lecture + lab
Emphasis on musical production decisions. Front-of-house and monitor console placement, loudspeaker arrangements, power considerations, program material and sound pressure levels. Includes setting up of sound system and mixing live performances with various styles of music. In addition to mixing at alternate locations.
Prerequisites: A grade of C or better in MUC197.

MUC222
Sound Design II
3 credit(s) 5 period(s) lecture + lab
Intermediate level Sound Design and Audio Post-Production for Multimedia.
A grade of C or better required in all Prerequisites.
Prerequisites: MUC122. Prerequisites or Corequisites: MTC191, or MUC111, or permission of Instructor.

MUC218
Audio Mixing Techniques
3 credit(s) 4 period(s) lecture + lab
Approaches in final mixing for different musical genres. Develop critical listening skills, and applying these techniques to students' projects. Professional-type facilities and equipment available for student use.
Prerequisites: A grade of C or better in MUC111 and MUC196, or permission of Instructor.

MUC281
Electronic Music III
3 credit(s) 4 period(s) lecture + lab
Continued study of the production of music using electronic processes. Emphasis on more complex configurations and their applications in live performance or studio use.
Prerequisites: A grade of C or better in MTC192.

MUC290AA
Music Business Internship
1 credit(s) 1 period(s) lecture + lab
Music Business Internship work experience. Perform a variety of activities, to fulfill the routines and responsibilities of the department or business where the internship is served. Eighty (80) hours of designated work per credit.
Prerequisites: Permission of Department or Division.

MUC292
Sound Design III
3 credit(s) 6 period(s) lecture + lab
Advanced Sound Design Production for Multimedia: Designed to provide an atmosphere of team research and study paralleled by professional expertise and guidance. Professional-type facilities and equipment available for student use.
Prerequisites: A grade of C or better in MUC222, or permission of Instructor.

MUC293
Self-Promotion for Music
1 credit(s) 1 period(s) lecture
Designed to provide the skills and knowledge required for effective self-promotion. Focus on career goal development, market analysis, communication and networking skills, and the development of a self-promotional campaign. Prerequisites: None.

MUC295
Studio Music Recording III
3 credit(s) 6 period(s) lecture + lab
Producing and engineering a recording project. Covers how recording studios work and how recording projects are organized from pre-production through delivery of the final mix. Prerequisites: A grade of C or better in MUC196 and (MUC111 or permission of Instructor).

MUC297AA
Audio Production Internship
1 credit(s) 1 period(s) lecture + lab
Music Internship work experience in a business or industry. Eighty (80) hours of designated work per credit.
Prerequisites: Permission of Department or Division.

MUC297AB
Audio Production Internship
2 credit(s) 2 period(s) lecture + lab
Music Internship work experience in a business or industry. Eighty (80) hours of designated work per credit.
Prerequisites: A grade of C or better in MUC110.

MUC297AC
Audio Production Internship
3 credit(s) 3 period(s) lecture + lab
Music Internship work experience in a business or industry. Eighty (80) hours of designated work per credit.
Prerequisites: Permission of Department or Division.

MUC298AA
1 credit(s) 1 period(s) lab
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.

MUC298AC
Special Projects
3 credit(s) 3 period(s) lab
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.

MUP - Music: Performance
Private Instruction

MUP101 (see Music Performance Modules)
Private Instruction
1 credit(s) .6 period(s) lecture + lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp.
Prerequisites: None.

MUP102
Private Instruction (see Music Performance Modules)
2 credit(s) 1.2 period(s) lecture + lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None.

MUP151
Private Instruction (see Music Performance Modules)
1 credit(s) .6 period(s)
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp.
Prerequisites: A grade of C or better in MUP101 (appropriate module).

MUP152
Private Instruction (see Music Performance Modules)
2 credit(s) 1.2 period(s) lecture + lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp.
Prerequisites: A grade of C or better in MUP102 (appropriate module).

MUP201
Private Instruction (see Music Performance Modules)
1 credit(s) .6 period(s) lecture + lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp.
Prerequisites: A grade of C or better in MUP151 (appropriate module).

MUP202
Private Instruction (see Music Performance Modules)
2 credit(s) 1.2 period(s) lecture + lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp.
Prerequisites: A grade of C or better in MUP152(appropriate module).

MUP251
Private Instruction (see Music Performance Modules)
1 credit(s) .6 period(s) lecture + lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp.
Prerequisites: A grade of C or better in MUP201 (appropriate module).

MUP252
Private Instruction (see Music Performance Modules)
2 credit(s) 1.2 period(s) lecture + lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp.
Prerequisites: A grade of C or better in

MUP202(appropriate module).
Music Performance MUP Modules:
101, 102, 151, 152, 201, 202, 251, 252 AA Voice
101, 102, 151, 152, 201, 202, 251, 252 AD Piano
101, 102, 151, 152, 201, 202, 251, 252 AM Guitar
101, 102, 151, 152, 201, 202, 251, 252 AP Trumpet
101, 102, 151, 152, 201, 202, 251, 252 AS French Horn
101, 102, 151, 152, 201, 202, 251, 252 AV Trombone
101, 102, 151, 152, 201, 202, 251, 252 BB Tuba
101, 102, 151, 152, 201, 202, 251, 252 BE Flute
101, 102, 151, 152, 201, 202, 251, 252 BH Oboe
101, 102, 151, 152, 201, 202, 251, 252 BK Clarinet
101, 102, 151, 152, 201, 202, 251, 252 BN Bassoon
101, 102, 151, 152, 201, 202, 251, 252 BQ Saxophone
101, 102, 151, 152, 201, 202, 251, 252 BT Violin
101, 102, 151, 152, 201, 202, 251, 252 BW Viola
101, 102, 151, 152, 201, 202, 251, 252 BZ Violoncello
101, 102, 151, 152, 201, 202, 251, 252 CC Contrabass
101, 102, 151, 152, 201, 202, 251, 252 CF Pop Bass Guitar
101, 102, 151, 152, 201, 202, 251, 252 CI Percussion
101, 102, 151, 152, 201, 202, 251, 252 CK Pop Music Voice
101, 102, 151, 152, 201, 202, 251, 252 CN Pop Music Drum
101, 102, 151, 152, 201, 202, 251, 252 CO Pop Music Prod
101, 102, 151, 152, 201, 202, 251, 252 CP Elect Music Perf

Class/Group Instruction

MUP131
Class Piano I
3 credit(s) 3 period(s) lecture + lab
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 harmonization including the I, IV, V7 chords. Prerequisites: None.

MUP132
Class Piano II
3 credit(s) 3 period(s) lecture + lab
Continuation of Piano I with emphasis on elementary piano techniques including major and minor scales, transposition, improvisation, and sight reading.
Prerequisites: A grade of C or better in MUP131 or permission of Instructor.

MUP231
Class Piano III
3 credit(s) 3 period(s) lecture + lab
Development of intermediate piano techniques including selected solo literature, transposition of harmonic patterns, and secondary dominants.
Prerequisites: A grade of C or better in MUP132 or permission of Instructor.

MUP232
Class Piano IV
3 credit(s) 3 period(s) lecture + lab
Continuation of Piano III including modulation techniques, improvisation of piano accompaniments, advanced chromatic harmony, and sight reading of advanced literature.
Prerequisites: A grade of C or better in MUP231 or permission of Instructor.

Choir, Ensemble, Orchestra

MUP150
Community Chorus
3 credit(s) 3 period(s) lecture + lab
A mixed chorus with emphasis on college/community participation and preparation of a variety of choral literature for public performance. Auditions may be required. Prerequisites: None.

MUP158
Rock Band
3 credit(s) 3 period(s) lecture + lab
Emphasizes instrumental and vocal techniques and the preparation of all styles of rock band literature. Introduces music business. Requires participation in public and private performances throughout the semester.
Prerequisites: Auditions are required.

MUP163
Jazz Ensemble
3 credit(s) 3 period(s) lecture + lab
Practical and performance experience in various jazz styles. Open to all students on the basis of auditions.
Prerequisites: None.

MUP164
Jazz Improvisation I
3 credit(s) 3 period(s) lecture + lab
Theoretical and performance skills in many styles of jazz improvisation. Prerequisites: None.

MUP181
Chamber Music Ensembles
1 credit(s) 2 period(s) lecture + lab
Practical and performance experience in instrumental, vocal, and mixed ensembles.
Prerequisites: None.
MUP181 Chamber Music Flute
MUP181 Chamber Music Ensemble: Advanced Flute
MUP181 Chamber Music Ensemble: Cello
MUP181 Chamber Music Ensemble: Open Score
MUP183 Brass
MUP183 Jazz Combo
MUP183 Union Jazz Institute

MUP183
Jazz Combo
1 credit(s) 2 period(s) lecture + lab
Jazz Combo participation provides an opportunity for students to develop improvisational skills in a variety of styles from historical and contemporary jazz practice, while offering a creative outlet for composers and arrangers.
Prerequisites: None.

MUP185
Flute Choir
1 credit(s) 3 period(s) lecture + lab
Ensemble of the entire flute family that may include piccolo, E flat flute, C flutes, alto flutes, and bass flute. Literature will include commissioned works, original works for standard flute choir, and transcriptions from various musical periods.
Prerequisites: None.

MUP270
Musical Theatre Workshop
2 credit(s) 5 period(s) lecture + lab
Workshop in the study and performance of Musical Theatre repertoire. Includes audition techniques, stage directions, character role development, rehearsal techniques, vocal acting styles and vocal technique, stage movement, crew roles, and performance.
Prerequisites: None.

NCE - Nursing: Continuing Education

NCE214MI
Math and Medications for Intermediate Nursing Students
.5 credit(s) .5 period(s) lecture
Focus on basic mathematical concepts to calculate metric- apothecary conversion, dosage problems, intravenous flow rates using the ratio/proportion and dimensional analysis methods. These calculations will focus application to acute care, long-term care, and pediatric specialty areas
Current student in Nursing program or permission of Department or Division.

NCE214MM
Math/Methods of Drug Calculation
1 credit(s) 1 period(s) lecture
Focuses on basic mathematical concepts using decimals and fractions to calculate fractional and metric-apothecary conversion dosage problems and intravenous flow rates. Emphasis on the dimensional analysis problem solving method. Prerequisites: None.

NCE274
Industry Telemetry Nursing
4 credit(s) 4.5 period(s) lecture + lab
Overview of cardiac anatomy, physiology, and the conduction system. Demonstration of a cardiac assessment, review of normal and abnormal lab values, arrhythmias, and cardiac abnormalities seen on an electrocardiogram (ECG). Introduction to medications specific to the cardiac patient. Overview of cardiac procedures, nursing interventions, and emergency treatment. Prerequisites: Current Arizona Registered Nurse (RN) license or Licensed Practical Nurse (LPN) license or permission of Instructor.

NUR – Nursing Science: Basic

NUR106
Nursing Theory and Science Transition (Paramedic Bridge)
9 credit(s) 5 period(s) lecture
0 credit(s) 157.5 period(s) lab
Introduction and utilization of Nurse of the Future competencies to develop knowledge, skills, and attitudes to provide safe, quality patient care across the wellness-illness continuum in selected medical-surgical and mental health patients. Basic care concepts and nursing process are utilized to meet the needs of adult and older adult patients. Prerequisites: (Arizona or National Paramedic Registry Certificate), acceptance into the Maricopa Nursing advanced placement, a grade of C or better in NUR187, and (one year current work experience utilizing Paramedic scope of practice or permission of Nursing Department Chairperson)
Course Notes: NUR106 is intended for experienced paramedics seeking advanced placement to Maricopa Nursing.

NUR152
Nursing Theory and Science, I
9 credit(s) 4 period(s) lecture
0 credit(s) 225 period(s)
Introduction of Nurse of the Future competencies as a foundational framework for development of the professional nurse. Basic care concepts, the nursing process, and clinical reasoning are utilized to meet the needs of adult and older adult patients. Prerequisites: Admission into the Nursing Program.

NUR158
Nurse Assisting
4.5 credit(s) 2.5 period(s) lecture
0 credit(s) 6 period(s)
Introduction to the role of the nursing assistant for clients across the wellness/illness continuum within the nurse assisting scope of practice. Includes basic problem solving processes specific to meeting the basic and holistic needs of clients, therapeutic communication skills, interventions to ensure the needs and safety of the client, specific types of diseases, conditions and alterations in behavior of the client. Focus is on the special needs of the older adult client in the acute and long-term care settings, and basic care skills and procedures. Provides opportunity for the development of clinical competency in the performance of selected nurse assisting skills and procedures through participation in the care of clients. Prerequisites: Reading and math assessment as well as completion of all required Health and Safety documents.

NUR172
Nursing Theory and Science II
9 credit(s) 5.5 period(s) lecture
0 credit(s) 11.81 period(s) lab
Utilization of Nurse of the Future competencies and clinical judgment measures to develop knowledge, skills, and attitudes to provide safe, quality patient care across the wellness-illness continuum in selected medical-surgical and mental health patients.
Prerequisites: A grade of C or better in (BIO202 and NUR152) or permission of Nursing Department Chair.

NUR187
Pharmacology and Medication Administration
1.5 credit(s) 1.5 period(s) lecture
Overview of selected drug classifications and categories. Emphasis on principles of drug metabolism and effects, interactions and adverse reactions, medication administration, and nursing implications for safe practice with a focus on adult and older adult patients. Requires application of previous knowledge of physical, biological, and social sciences. Prerequisites: Permission of Nursing Department/Division Chair.

NUR252
Nursing Theory and Science III
9 credit(s) 5.5 period(s) lecture
0 credit(s) 11.81 period(s) lab
Application of critical thinking strategies and clinical judgment measures related to holistic care of the newborn and childbearing patients. Integration of concepts related to holistic care of adults and older adult patients with selected acute and chronic alterations in health. Integration of professional nursing standards in role development. Utilization of previous knowledge of physical, biologic, psycho-social sciences, and the cultural, spiritual aspects of nursing care. Integration of concepts of nutrition, pharmacology, communication, health promotion, and pathophysiology into nursing care. Prerequisites: A grade of C or better in [(CRE101 or appropriate district placement) and NUR172 and PSY101] or permission of Nursing Department Chair.

NUR283
Nursing Theory and Science IV
9 credit(s) 5.5 period(s) lecture
0 credit(s) 11.81 period(s) lab
Applies Nurse of the Future competencies and clinical judgment measures to practice and manage care for the child/family unit and adults requiring complex care throughout the wellness/illness continuum, and prepare for transition from student to professional nurse. Prerequisites: A grade of C or better in (BIO205 and NUR252) or permission of Nursing Department Chair.

OAS – Office Automation

OAS102
Computer Typing II: Document Production
3 credit(s) 5 period(s) lecture + lab
Arrangement of letters, memos, manuscripts, and tabulation; speed/accuracy improvement. Prerequisites: A grade of C or better in OAS101 or permission of Department or Division.

PAR – Paralegal

PAR101
Introduction to the Paralegal Profession
3.0 credit(s) 3.0 period(s) lecture
Comprehensive introduction into the legal profession with a focus on the paralegal`s role. Introduction into legal terminology, basic legal principles, and the parties involved in the legal system.

PAR102
Paralegal Research, Analysis, and Writing I
3.0 credit(s) 3.0 period(s) lecture
Advanced legal writing and research. Analysis and application of the writing process to produce well-written documents commonly used in the practice of law. Covers various types of legal writing, including memorandum of law, persuasive writing, and legal correspondence. The use of proper grammar, punctuation, and spelling in the construction of sentences and the development of paragraphs. Prerequisites: A grade of C or better in (ENG101 or ENG107) and (BPC110 or CIS105) and (CRE101 or equivalent as indicated by assessment).

PAR103
Paralegal Research, Analysis, and Writing II
3.0 credit(s) 3.0 period(s) lecture
Introduction into legal research, analysis and writing. Covers legal research binding, persuasive authority, and use of legal citation. Includes components and use of case law and briefs in addition to use of secondary sources and digests. Also covers electronic legal research and research plans.
Prerequisites: A grade of C or better in PAR102.

PAR104
Ethics for the Paralegal
3.0 credit(s) 3.0 period(s) lecture
Paralegal rules of professional responsibility and ethical requirements. Includes regulation of the profession as well as unauthorized practice of law and confidentiality. Also covers conflict of interest, competence, and negligence.
Prerequisites: A grade of C or better in (ENG101 or ENG107) and (BPC110 or CIS105) and (CRE101 or equivalent as indicated by assessment) and PAR102.

PAR106
Legal Foundations for Paralegals
3.0 credit(s) 3.0 period(s) lecture
Legal principles of tort, contract, and criminal law. Includes roles and responsibilities of court systems, the legal community, and the paralegal. Also covers procedures for preparing cases for trial, adjudication, and post-trial.
Prerequisites: A grade of C or better in (ENG101 or ENG107) and (BPC110 or CIS105) and (CRE101 or equivalent as indicated by assessment) and PAR103.

PAR112
Civil Litigation I
3.0 credit(s) 3.0 period(s) lecture
Responsibilities of the paralegal in the civil litigation process. Includes review of the American court system and techniques for case investigation. Also covers case management and evidence procedures as well as settlements and pleadings. Prerequisites: A grade of C or better in (ENG101 or ENG107) and (BPC110 or CIS105) and (CRE101 or equivalent as indicated by assessment).

PAR114
Civil Litigation II
3.0 credit(s) 3.0 period(s) lecture
Civil litigation responsibilities of the paralegal in the areas of discovery, depositions, pretrial, and post-trial procedures. Includes preparation of clients, witnesses, and exhibits for the courtroom. Also covers responsibilities of the paralegal in the evidentiary phase of trial, post-trial, and the appeals process in addition to collection and enforcement of judgments. Prerequisites: A grade of C or better in PAR112.

PED - Physical Education

PED101BE
Belly Dance
1 credit(s) 2 period(s) lecture + lab
Practice and demonstration of basic belly dance skills and movements. Basic posture and muscularity, primary upper and lower body isolations, footwork, simple combination movements. Rhythms broken down, and at least one prop demonstrated. Basic routine, improvisation, and current styles and trends in belly dance. Belly dance etiquette and attire. Prerequisites: None.

PED101DF
Self Defense
1 credit(s) 2 period(s) lecture + lab
Basic self-defense skills, ground-fighting skills, and stand-up fighting capabilities. Modified for all skill levels. Practice is based on real-life experiences and endurance enhanced drills. Develops self-confidence. Prerequisites: None.

PED101FL
Fitness for Life
1 credit(s) 2 period(s) lecture + lab
Learn the basics of designing and implementing a personalized fitness program to meet your needs in the areas of Cardiovascular Fitness, Weight Control, Muscular Strength and Flexibility. Prerequisites: None

PED101GF
Group Fitness/Aerobics
1 credit(s) 2 period(s) lecture + lab
Group exercise incorporating a variety of equipment to increase respiration, heart rates, strength, and flexibility. Prerequisites: None.

PED101GO
Golf
1 credit(s) 2 period(s) lecture + lab
Instruction and practice for all skill levels, beginning through advanced. Assistance on shot making, club selection and etiquette on the course. Prerequisites: None.

PED101HH
Hip Hop
1 credit(s) 2 period(s) lecture + lab
Basic skills of hip hop with instruction, practice, and performance including proper body mechanics, choreography, and behavioral competencies. Prerequisites: None.

PED101KB
Kickboxing
1 credit(s) 2 period(s) lecture + lab
Techniques to increase muscular endurance and strength, enhance flexibility and increase body awareness and self-confidence. Jabs, kicks, and blocks will be used in this martial arts-based workout. Prerequisites: None.

PED101KF
Kung Fu
1 credit(s) 2 period(s) lecture + lab
Techniques of one of the most comprehensive martial arts in China. Prerequisites: None.

PED101PC
Physical Conditioning
1 credit(s) 2 period(s) lecture + lab
Exercise program with access to free weights, strength machines and cardio equipment. Prerequisites: None.

PED101PS
Pilates
1 credit(s) 2 period(s) lecture + lab
Mat-based exercise system focused on improving flexibility and strength for the total body. Teaches core control and stabilization while improving postural alignment.
Prerequisites: None.

PED101QG
Qi Gong
1 credit(s) 2 period(s) lecture + lab
Ancient Chinese Qi Gong breathing exercises for healing and opening channels of energy. Includes Power of Positive thought along with relaxation and meditation techniques. Prerequisites: None.

PED101SO
Soccer
1 credit(s) 2 period(s) lecture + lab
Basic skills and game strategy of soccer. Class emphasis on competition and drills. Prerequisites: None.

PED101ST
Strength Training
1 credit(s) 2 period(s) lecture + lab
Introduction to techniques of basic weight training, concentrating on incorporating an exercise regimen for increased strength. Prerequisites: None.

PED101TC
Tai Chi
1 credit(s) 2 period(s) lecture + lab
Fundamentals of Tai Chi including moves, breathing and meditation. Prerequisites: None.

PED101TE
Tennis
1 credit(s) 2 period(s) lecture + lab
Basic skills and game strategy of tennis. Class emphasis on competition and drills. Prerequisites: None.

PED101YG
Gentle Yoga
1 credit(s) 2 period(s) lecture + lab
Focuses on the use of such props as blankets, blocks, and chairs to modify traditional Yoga poses, enabling participation with moderate effort and without strain; suitable for all levels but especially for students needing a slower pace. Prerequisites: None.

PED101YO
Yoga
1 credit(s) 2 period(s) lecture + lab
Promotion of overall health by strengthening muscles and stimulating glands and organs. Basic postures, breathing and relaxation techniques. Prerequisites: None.

PED102PC
Physical Conditioning - Intermediate
1 credit(s) 2 period(s) lecture + lab
Intermediate level exercise program with access to free weights, strength machines and cardio equipment. Not recommended for the beginner. Prerequisites: None. Prior experience recommended.

PED102SO
Soccer – Intermediate
1 credit(s) 2 period(s) lecture + lab
To improve upon basic skills and game strategy of soccer at the intermediate level. Class emphasis on competition and drills.
Prerequisites: None. Prior experience recommended.

PED102ST
Strength Training – Intermediate
1 credit(s) 2 period(s) lecture + lab
Intermediate techniques of strength training, concentrating on incorporating an exercise regimen for increased strength and endurance. Not recommended for the beginning weight lifter. Prerequisites: None. Prior experience recommended.

PED102TC
Tai Chi - Intermediate
1 credit(s) 2 period(s) lecture + lab
Intermediate level techniques of Tai Chi including moves, breathing and meditation.
Prerequisites: None. Prior experience recommended.

PED102TE
Tennis - Intermediate
1 credit(s) 2 period(s) lecture + lab
Improve upon basic skills and game strategy of tennis at the intermediate level. Class emphasis on competition and drills. Prerequisites: None. Prior experience recommended.

PED103BD
Ballroom Dancing
.5 credit(s) 1 period(s) lecture + lab
Basic level instruction on ballroom dancing footwork, timing, techniques, and style. Partners rotate.
Prerequisites: None.

PED103PS
Pilates
.5 credit(s) 1 period(s) lecture + lab
Mat-based exercise system focused on improving flexibility and strength for the total body. Teaches core control and stabilization while improving postural alignment.
Prerequisites: None.

PED115
Lifetime Fitness
2 credit(s) 4 period(s) lecture + lab
Increase personal fitness, strength, and vitality. Current principles of cardiovascular exercise, weight training, flexibility, and balance exercises applicable to lifetime fitness goals. Personalized fitness plans developed and implemented with support of highly trained fitness professionals. Techniques to make sessions more effective and enjoyable. Prerequisites: None.

PED117
Weight Training for Wellness
2 credit(s) 4 period(s) lecture + lab
Strength training and muscular fitness activity to help develop a lifetime of regular exercise and muscular strength maintenance. Development of full body strength and stability of the body's core musculature, translating to increased power, balance, and functional movement ability including assessment of current strength and goal-specific program design to increase strength and muscular fitness.
Prerequisites: None.

PED201PC
Physical Conditioning - Advanced
1 credit(s) 2 period(s) lecture + lab
Advanced level training program with access to free weights, strength machines and cardio equipment.
Prerequisites: None. Prior experience at competitive level recommended.

PED201SO
Soccer - Advanced
1 credit(s) 2 period(s) lecture + lab
To improve upon intermediate skills and game strategy of soccer at the advanced level. Class emphasis on competition and drills. Prerequisites: None. Prior experience at competitive level recommended.

PED202
Physical Activities: Elite
1 credit(s) 2 period(s) lecture + lab
Individual, dual, or team sports activities at the elite level. Prerequisites: None. Prior experience at competitive level recommended.

PED202SO
Soccer – Elite
1 credit(s) 2 period(s) lecture + lab
Improve upon advanced skills and game strategy of soccer at the elite level. Class emphasis on competition and drills.
Prerequisites: None. Prior experience at competitive level recommended.

PHI - Philosophy

PHI101 SUN **PHI1101**
Introduction to Philosophy
3 credit(s) 3 period(s) lecture
General consideration of human nature and the nature of the universe. Knowledge, perception, freedom and determinism, and the existence of God.
Prerequisites: None.

PHI103 SUN **PHI1103**
Introduction to Logic
3 credit(s) 3 period(s) lecture
Comprehensive introduction to logical reasoning. Exploration of informal logic, including common logical fallacies, delving into symbolic logic to analyze and construct valid arguments using formal methods such as truth tables, truth trees, or proofs. Emphasis on developing critical thinking skills essential for evaluating arguments in a variety of contexts. Prerequisites: A grade of C or better in ENG101 or ENG107 or equivalent.

PHI105 SUN **PHI1105**
Introduction to Ethics
3 credit(s) 3 period(s) lecture
A survey of ethical theory in Western Philosophy, including the major normative theories and selected metaethical theories. Prerequisites: None.

PHI213
Medical and Bio-Ethics
3 credit(s) 3 period(s) lecture
A philosophical consideration of moral problems that arise in relation to medicine and biology, e.g., death, patient's rights and biological experimentation.
Prerequisites: None.

PHS - Physical Science

PHS115
The Science of Musical Instruments
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
A science class set in a musical context where students learn about music, musical instruments, and about the underlying scientific and mathematical principles of sound.
Prerequisites: A grade of C or better in MAT090, or higher level mathematics course, or eligibility for MAT120 or higher as indicated by appropriate placement.

PHY- Physics

PHY101
Introduction to Physics
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
A survey of physics emphasizing applications of physics to modern life.
Prerequisites: A grade of C or better in MAT090 or higher level mathematics course or eligibility for MAT120 or higher as indicated by appropriate placement.

PHY111 SUN **PHY1111**
General Physics I
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
Includes motion, energy, and properties of matter.
Prerequisites: A grade of C or better in MAT187 or MAT220 or MAT221 or eligibility for MAT220 as indicated by appropriate placement or one-year high school Trigonometry with a grade of C or better or permission of Department or Division.

PHY112 SUN **PHY1112**
General Physics II
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
Includes electricity, electromagnetism, and modern physics.
Prerequisites: A grade of C or better in PHY111.

PHY121 SUN **PHY1121**
University Physics I: Mechanics
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
Kinematics, Newton's laws, work, energy, momentum, conservation laws, dynamics of particles, solids, fluids, mechanical waves, and sound.
Prerequisites: A grade of C or better in MAT220 or MAT221 or permission of Department or Division. One year of High School physics or PHY111 and PHY112 suggested but not required.

PHY131 PHY1131
University Physics II: Electricity and Magnetism
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
Electric charge and current, electric and magnetic fields in vacuum and in materials, and induction. AC circuits, displacement current, and electromagnetic waves. Prerequisites: A grade of C or better in MAT230 or MAT231 or permission of Department or Division and PHY121. Corequisites: MAT241 or permission of Department or Division.

PHY241
University Physics III: Thermodynamics, Optics, and Wave Phenomena
4 credit(s) 3 period(s) lecture
Laboratory **0.0** Credit(s) 3.0 Period(s)
Heat, entropy, and laws of thermodynamics; wave propagation; geometrical and physical optics; introduction to special relativity.
Prerequisites: A grade of C or better in PHY116 or PHY131 or permission of Instructor.

PME - Paramedicine

PME190
Introduction to ECG Rhythm Analysis and Interpretation for EMS Professionals
3 credit(s) 3 period(s) lecture
Designed to provide an overview of the anatomy and physiology of the cardiovascular system and electrophysiology of the cardiac conduction system for Emergency Medical Service (EMS) professionals. Basic electrocardiograph (ECG) multi-lead acquisition, analysis, and interpretation of various dysrhythmias and cardiovascular conditions. Prerequisites: None.

PME191
Introduction to Pharmacology for EMS Professionals
3 credit(s) 3 period(s) lecture
Designed to provide an overview of the principles of pharmacology and pharmacologic agents utilized in patient pharmacodynamics, physiology of pharmacology, calculating drug dosages, and drug profiles.
Prerequisites: None.

PME201
Advanced Cardiac Life Support (ACLS) Initial Provider in Paramedicine
1 credit(s) 2 period(s) lecture + lab
Designed to provide the knowledge and skills needed to recognize and manage cardiopulmonary arrest, acute dysrhythmia, stroke, and acute coronary syndromes according to current emergency cardiovascular care (ECC) guidelines. Integrates knowledge of basic electrocardiographic rhythm interpretation, pharmacologic agents, and other interventions used in advanced cardiac life support. Prerequisites: Admission into the Paramedic Education Program.

PME202
Pediatric Advanced Life Support (PALS) Initial Provider in Paramedicine
1 credit(s) 1.5 period(s) lecture + lab
Designed to provide the knowledge and skills needed to recognize and manage an infant, child or adolescent in respiratory compromise, circulatory compromise, or cardiopulmonary arrest according to current Pediatric Advanced Life Support (PALS) and emergency cardiovascular care (ECC) guidelines. Integrates knowledge of basic electrocardiographic rhythm interpretation, pharmacologic agents, and other interventions used in pediatric emergencies.
Prerequisites: Admission into the Paramedic Education Program.

PME203
Pediatric Emergencies for Prehospital Professionals (PEPP) Initial Provider in Paramedicine
1 credit(s) 1.5 period(s) lecture + lab
Designed to provide the knowledge and skills needed to recognize and manage an infant, child or adolescent in respiratory compromise, circulatory compromise, or cardiopulmonary arrest according to current Pediatric Emergencies for Prehospital Professionals (PEPP) and emergency cardiovascular care (ECC) guidelines. Integrates knowledge of basic electrocardiographic rhythm interpretation, pharmacologic agents, and other interventions used in pediatric emergencies.
Prerequisites: Admission into the Paramedic Education Program.

PME204
Neonatal Resuscitation Provider (NRP) in Paramedicine
.5 credit(s) 1.5 period(s) lecture + lab
Designed to provide the knowledge and skills needed to recognize and manage a neonate with respiratory compromise, circulatory compromise, or cardiopulmonary arrest according to current American Academy of Pediatrics (AAP) and emergency cardiovascular care (ECC) guidelines. Integrates knowledge of basic electrocardiographic rhythm interpretation, pharmacologic agents, and other interventions used in neonatal resuscitation. Prerequisites: Admission into the Paramedic Education Program.

PME205
Advanced Medical Life Support (AMLS) Initial Provider in Paramedicine
1 credit(s) 1.5 period(s) lecture + lab
Designed to provide the knowledge and skills needed to recognize and manage various medical conditions according to the National Association of EMTs (NAEMT) Advanced Medical Life Support (AMLS) guidelines. Skills are sequenced and synthesized into simulations.
Prerequisites: Admission into the Paramedic Education Program.

PME206
International Trauma Life Support (ITLS) Provider/Pre-Hospital Trauma Life Support (PHTLS)
1 credit(s) 1.5 period(s) lecture + lab
Designed to provide the knowledge and skills needed to recognize and manage various trauma conditions and environmental injuries according to the International Trauma Life Support (ITLS) or Provider/ Pre-Hospital Trauma Life Support (PHTLS) guidelines. Skills are sequenced and synthesized into simulations.
Prerequisites: Admission into the Paramedic Education Program.

PME240
Pharmacology in Paramedicine
3 credit(s) 5 period(s) lecture + lab
Designed to provide an overview of the pathophysiologic principles of pharmacology, pharmacologic agents in the Paramedic scope of practice, and the practice of medication administration. Develops psychomotor skills in the paramedic scope of practice through sequenced lab simulations. Prepares students to integrate comprehensive knowledge of the pathophysiologic principles of pharmacology and pharmacologic agents to formulate a differential diagnosis and to implement a management plan for medical emergencies and trauma.
Prerequisites: Admission into the Paramedic Education Program.

PME245
Airway and Ventilatory Management in Paramedicine
3 credit(s) 4 period(s) lecture + lab
Designed to prepare students to integrate knowledge of the respiratory system, comprehensive assessment practices, and pharmacologic agents to formulate a differential diagnosis and implement airway and ventilatory management plans for medical emergencies and trauma. Develops psychomotor skills in the paramedic scope of practice through sequenced lab simulations. Prepares students to perform comprehensive assessment and techniques in the paramedic scope of practice for assuring airway patency, adequate mechanical ventilation, and respiration for all age groups. Prerequisites: Admission into the Paramedic Education Program.

PME250
Comprehensive Patient Assessment in Paramedicine
1 credit(s) 3 period(s) lecture + lab
Designed to provide an overview of comprehensive patient assessment. Develops psychomotor skills in the paramedic scope of practice. Integrates the pathophysiological significance of comprehensive assessment findings to formulate a differential diagnosis and implement a management plan for medical emergencies and trauma.
Prerequisites: Admission into the Paramedic Education Program.

PME251
Medical Emergencies in Paramedicine I
4 credit(s) 8 period(s) lecture + lab
Designed to provide an overview of pathophysiologic principles, epidemiology, comprehensive assessment, differential diagnosis, and pharmacology for respiratory and cardiovascular emergencies. Develops psychomotor skills in the paramedic scope of practice through sequenced lab simulations. Prepares students to implement a management plan in the Paramedic scope of practice for respiratory and cardiovascular emergencies.
Prerequisites: Admission into the Paramedic Education Program.

PME252
Medical Emergencies in Paramedicine II
4 credit(s) 6 period(s) lecture + lab
Designed to provide an overview of pathophysiologic principles, epidemiology, comprehensive assessment, differential diagnosis, and pharmacology for various medical emergencies. Develops psychomotor skills in the paramedic scope of practice through sequenced lab simulations. Prepares students to implement a management plan in the Paramedic scope of practice for various medical emergencies.
Prerequisites: Admission into the Paramedic Education Program.

PME253
Medical Emergencies in Paramedicine III
4 credit(s) 4 period(s) lecture + lab
Designed to provide an overview of pathophysiologic principles, epidemiology, comprehensive assessment, differential diagnosis, and pharmacology for various medical conditions. Develops psychomotor skills in the paramedic scope of practice through sequenced lab simulations. Prepares students to implement a management plan in the Paramedic scope of practice for gynecologic, obstetric, pediatric, and geriatric emergencies, neonatal care, and patients with special challenges. Prerequisites: Admission into the Paramedic Education Program.

PME254
Technical Operations in Paramedicine
2.5 credit(s) 3 period(s) lecture + lab
Designed to provide an overview of transport operations, incident management, multi-casualty incidents, extrication, special rescue, hazardous materials incidents, terrorism incidents, and disaster response. Examines the Paramedic's operational roles and responsibilities.
Prerequisites: Admission into the Paramedic Education Program.

PME260
Trauma Patient Management in Paramedicine
2 credit(s) 2 period(s) lecture + lab
Designed to provide an overview of pathophysiologic principles, epidemiology, comprehensive assessment, differential diagnosis, and pharmacology for various trauma conditions. Develops psychomotor skills in the paramedic scope of practice through sequenced lab simulations. Prepares students to implement a management plan in the Paramedic scope of practice for hemorrhage, soft tissue trauma, burns, face and neck trauma, head and spine trauma, chest trauma, abdominal and genitourinary trauma, orthopedic trauma, and environmental emergencies.
Prerequisites: Admission into the Paramedic Education Program.

PME270
Immersive Total Patient Management Experience (ITPME)
2 credit(s) 2 period(s) lecture + lab
Designed to provide immersive-simulated live patient interactive out-of-hospital scenarios. This course creates an environment which facilitates incident stress inoculation and interdisciplinary collaboration.
Prerequisites: Admission into the Paramedic Education Program.

PME280
Preparation for Paramedicine Practicum
1 credit(s) 1 period(s) lecture
Designed to provide an overview of Emergency Medical Service (EMS) systems, safety and wellness, resiliency, health, medical/legal and ethical issues, EMS communications, documentation, and crime scene awareness. Examines the Paramedic's roles and responsibilities to assure personal, patient, and public health and safety in the provision of professional emergency care.
Prerequisites: Admission into the Paramedic Education Program.

PME281
Paramedicine Clinical Practicum: Comprehensive
2 credit(s) 15 period(s) lecture + lab
Designed as the precepted Paramedicine clinical practicum in which the student synthesizes standard of care and scope of practice with comprehensive assessment and diagnostic technology, patient advocacy, ethical and professional behaviors, critical thinking, decision-making, and patient management of medical emergencies and trauma in a clinical setting.
Prerequisites: Admission into the Paramedic Education Program.

PME288
Paramedicine Comprehensive Field Internship Practicum
5 credit(s) 34 period(s) lecture + lab
Designed as the precepted Paramedicine field internship in which the student synthesizes standard of care and scope of practice with comprehensive assessment and diagnostic technology, patient advocacy, ethical and professional behavior, critical thinking, decision-making, and patient management of medical emergencies and trauma in the out-of-hospital setting.
Prerequisites: Admission into the Paramedic Education Program.

PME289
Preparation for Paramedic National Credentialing
2 credit(s) 3 period(s) lecture + lab
Designed to provide preparation for the national cognitive and psychomotor examinations, and other credentials required for national and state Paramedic certification/licensure. Prerequisites: Admission into the Paramedic Education Program.

POS - Political Science

POS110 SUN **POS1110**
American National Government
3 credit(s) 3 period(s) lecture
Study of the historical backgrounds, governing principles, and institutions, of the national government of the United States. Prerequisites: None.

POS113
United States and Arizona Social Studies
3 credit(s) 3 period(s) lecture
Overview of government, history, and geography of the United States and Arizona. Includes the relationship of Arizona to the U.S. government as well as the influences and developments that have shaped U.S. and Arizona history. Also covers geographical systems, regions, and study techniques. Prerequisites: None

POS120 SUN **POS1120**
International Relations
3 credit(s) 3 period(s) lecture
Introduction to the principles and issues relating to the study of international relations. Evaluation of the political, economic, national, and transnational rationale for international interactions. Prerequisites: None.

POS222
U.S. Constitution
2 credit(s) 2 period(s) lecture
Examination of the United States Constitution. Equivalent to the first part of POS220. May not enroll in POS220 and POS222 concurrently. Prerequisites: None.

POS281AB
Public Policy/Service Internship
Laboratory **3.0** Credit(s) 3.0 Period(s)
Field experience in community service, public policy or public service.
Prerequisites: Minimum of 15 credit hours at college granting internship with minimum GPA of 3.0 and permission of Instructor.

PSY - Psychology

PSY101 SUNP SY1101
Introduction to Psychology
3 credit(s) 3 period(s) lecture
Overview of the methods, concepts, and applications of psychological science. Includes an introduction to key domains of psychology: Biological, Cognitive, Developmental, Social and Personality, and Mental and Physical Health. Prerequisites: None.

PSY132
Psychology and Culture
3 credit(s) 3 period(s) lecture
Examines how psychology is inherently shaped by cultural contexts. Explores how cultural influences relate to enculturated psychological processes, gaining insights into how individuals think, feel, and behave within their cultural environments. Prerequisites: None.

PSY215
Sports Psychology
3 credit(s) 3 period(s) lecture
Application of the physiological, behavioral, social, cognitive, and humanistic perspectives in psychology to sport. Includes topics such as optimal performance, correlation, motivation, co-action effect, self-actualization, psycho-behavioral techniques, self-efficacy, and the general health benefits of sport participation.
Prerequisites: None.

PSY230
Introduction to Statistics
3 credit(s) 3 period(s) lecture
An introduction to basic concepts in descriptive and inferential statistics, with emphasis upon application to psychology. Consideration given to the methods of data collection, sampling techniques, graphing of data, and the statistical evaluation of data collected through experimentation. Required of psychology majors.
Prerequisites: A grade of C or better in (PSY101 and eligibility for MAT14+ or higher as indicated by appropriate district mathematics placement) or permission of Instructor.

PSY231
Laboratory for Statistics
1 credit(s) 2 period(s) lecture
Applications of inferential and descriptive statistics to statistical software in the field of psychology.
Prerequisites: None. Corequisites: PSY230.

PSY240
Developmental Psychology
3 credit(s) 3 period(s) lecture
Human development from conception through death. Includes biological, physical, cognitive, emotional, and sociocultural development across various ages.
Prerequisites: A grade of C or better in PSY101 or permission of Instructor.

PSY250
Social Psychology
3 credit(s) 3 period(s) lecture
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: A grade of C or better in PSY101 or permission of Instructor.

PSY266
Psychological Disorders
3 credit(s) 3 period(s) lecture
Distinguishes between healthy psychological functioning and psychological disorders. Includes topics in psychopathology such as problems with anxiety and depression, eating disorders, substance-use, schizophrenia, sexuality, and personality. Also covers causes and treatments of psychological disorders.
Prerequisites: A grade of C or better in PSY101 or permission of Instructor.

PSY290AB SUN PSY2290
Research Methods
4 credit(s) 3 period(s) lecture
0 credit(s) 3 period(s) lab
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: A grade of C or better required in all Prerequisites. ENG101 or ENG107. Prerequisites or Corequisites: PSY230 or PSY230WL or permission of Instructor.

RDG - Reading

RDG100
Successful College Reading
3 credit(s) 3 period(s) lecture
Emphasis on reading study strategies for any introductory class in any subject area. Introduction to Learning Management System (LMS), how to successfully read course textbooks and assessments, how to navigate information technology and development of academic vocabulary.
Prerequisites: A grade of C or better in ALT100, or RDG081, or ESL202, or appropriate reading placement, or permission of Instructor. Corequisites: Any 100-level course in another content area, or permission of Instructor.
Course Notes: RDG100 satisfies RDG091 requirement. RDG100 may be repeated for a total of twelve (12) credit hours.

REL - Religious Studies

REL100 SUN **REL1101**
World Religions
3 credit(s) 3 period(s) lecture
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.

REL270
Introduction to Christianity
3 credit(s) 3 period(s) lecture
The nature and content of the Christian tradition developed over time, with overview of the New Testament, major historical trends and figures, major Christian ideas and practices, and survey of denominations.
Prerequisites: None.

RPM - Recreation

RPM150AB
Outdoor Adventure Skills
3 credit(s) 2 period(s) lecture + lab
Camping and outdoor skills including types of camping, equipment selection and use, cooking and fire building, camp programs, backpacking, and safety.
Prerequisites: None

RPM155AC
Outdoor Rock Climbing
1 credit(s) 2 period(s) lecture + lab
Basic outdoor rock-climbing skills. Includes belaying, climbing techniques, rope systems and anchor systems.
Prerequisites: None.

RPM155AE
Indoor Rock Climbing
1 credit(s) 2 period(s) lecture + lab
Basic indoor rock-climbing skills. Includes belaying, climbing techniques, rope systems, anchor systems and safety. Prerequisites: None.

RPM155AG
Hiking
1 credit(s) 2 period(s) lecture + lab
Development of safe and enjoyable hiking skills. Essentials and requirements for safe hiking.
Prerequisites: None

SBS - Small Business Management

SBS213
Hiring and Managing Employees
1 credit(s) 1 period(s) lecture
Methods and techniques for managing employees in a small business. Includes supervisor's role, leadership styles, interpersonal communications, staff planning, employee work styles, techniques for handling problem employees, and employee motivation. Focuses on real life situations to enable the business owner to gain high performance from their employee team. Includes segment on hiring, new employee orientation, training, benefits, and developing future staffing needs assessment.
Prerequisites: None.

SBS214
Small Business Customer Relations
1 credit(s) 1 period(s) lecture
Developing and improving customer relations for the small business. Planning and delivering quality customer service. Includes topics on attitude of employees, customer perceptions and motivations, handling customer dissatisfaction, and developing customer, supplier, vendor, and distributor loyalty. Prerequisites: None.

SBS220
Internet Marketing for Small Business
2 credit(s) 2 period(s) lecture
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
Financial and Tax Management for Small Business
2 credit(s) 2 period(s) lecture
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.

SBU – Society and Business

SBU200
Society and Business
3 credit(s) 3 period(s) lecture
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.

SOC - Sociology

SOC101 SUN **SOC1101**
Introduction to Sociology
3 credit(s) 3 period(s) lecture
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.

SOC212
Gender and Society
3 credit(s) 3 period(s) lecture
A sociological exploration of the way culture shapes and defines gender in contemporary U.S. society. Major emphasis on gender roles, gender stereotypes, power and the relationship between gender and other intersecting social identities such as race, ethnicity, class, and sexual identity. Prerequisites: None.

SOC241 SUN **SOC2215**
Race and Ethnic Relations
3 credit(s) 3 period(s) lecture
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.

SOC270
The Sociology of Health and Illness
3 credit(s) 3 period(s) lecture
The scientific study of the social patterns and social factors (e.g., class, race, gender, religion, ethnicity, kinship networks, marriage, educational status, age, place, and cultural practices) that influence health. The roles of health care providers and patients, various modalities of treatment, prevention and access, and the history, current status, future trends in medicine and medical technology, and complementary health care approaches from a cross-cultural and global sociological perspective.
Prerequisites: None.

SOC298AA
Special Projects
1 credit(s) 1 period(s) Lab
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

SPA – Spanish

SPA101 SUN **SPA1101**
Elementary Spanish I
4 credit(s) 4 period(s) lecture
Basic grammar, pronunciation and vocabulary of the Spanish language. Includes the study of the Spanish-speaking cultures. Practice of listening, speaking, reading, and writing skills. Prerequisites: None.

SPA102 SUN **SPA1102**
Elementary Spanish II
4 credit(s) 4 period(s) lecture
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.

SPA117
Health Care Spanish I
3 credit(s) 3 period(s) lecture
Basic conversational Spanish for health care workers or students. Emphasis on basic sentence structure, pronunciation and vocabulary used in health care settings.
Prerequisites: None.

SPA201 SUN SPA2201
Intermediate Spanish I
4 credit(s) 4 period(s) lecture
Continued study of essential Spanish grammar and Spanish-speaking cultures. Continued practice and development of reading, writing, and speaking skills in Spanish. Emphasis on fluency and accuracy in spoken Spanish.
Prerequisites: A grade of C or better in SPA102, or SPA102AA, or SPA111, or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA202 SUN SPA2202
Intermediate Spanish II
4 credit(s) 4 period(s) lecture
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.

SPE – Special Education

SPE341
Special Education: Language Development and Disorders
2 credit(s) 2 period(s) lecture
Language development and language acquisition of typical children and children with disabilities. Includes language characteristics of children with a variety of disabilities and the creation of enhanced learning experiences in the classroom. Covers augmentative and alternative communication tools. Also compares language disorders and language differences.
Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division

SPE343
Special Education: Effective Collaboration and Communication Practices
1 credit(s) 1 period(s) lecture
Focuses on principles of effective collaboration, consultation, and co-teaching to improve programs, services, and outcomes for students with disabilities and their families. Topics include interpersonal communication strategies and collaboration tools for working with diverse groups of people. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division.

SPE376
Special Education: Special Education: Classroom Management and Behavioral Analysis
3 credit(s) 3 period(s) lecture
Application of research-based strategies in classroom management and behavioral analysis. Focuses on the classroom as a multidimensional environment in which principles of design, communication, management, and resources determine behavioral management success. Emphasis on positive behavior supports, group dynamics, student motivation, discipline models, and current research findings related to classroom management and behavior analysis. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division. EDU221 recommended but not required. **Course Notes:** SPE376 requires field experience in a K-12 classroom.

SPE409
Special Education: Law, Policy, and Practice
3 credit(s) 3 period(s) lecture
Overview of special education legislation and litigation as it applies in K-12 settings. Examines federal and state level statutes and regulations, including the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973. Covers regulations governing assessment and evaluation procedures, due process, mediation, manifestation determination, and disciplinary action. Emphasis on the development, implementation, and evaluation of individual education plans (IEPs), free appropriate public education (FAPE), and least restrictive environment (LRE). Focuses on students' and parents' legal rights and schools' responsibilities regarding special education. The Council for Exceptional Children (CEC) Code of Ethics will be examined. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division. EDU222 recommended but not required.

SPE422
Special Education: Mild to Moderate Disabilities
4 credit(s) 4 period(s) lecture
Application of research-based instruction in special education, including lesson planning, instructional design, assessment accommodations, modification, strategies, and materials appropriate for teaching individuals with mild to moderate disabilities in a variety of educational settings. Covers characteristics, etiologies, legal and educational provisions. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division.
Course Notes: SPE422 requires an approved field experience.

SPE424
Special Education Assessment and Eligibility of Exceptional Learners
4 credit(s) 4 period(s) lecture
Examines eligibility criteria for students to receive and maintain special education and related services. Overviews nondiscriminatory assessments and adaptive behavior measurements, including educational achievement tests, standardized diagnostic tests, and intelligence tests, as well as the concepts, laws, current issues, and procedures that relate to formal and informal assessment of students. Analyzes the relationship between assessment data and instruction. Prerequisites: Formal acceptance to a Maricopa Community College state approved teacher preparation program or permission of Department or Division.

SPH – Spanish Humanities

SPH245
Hispanic Heritage in the Southwest
3 credit(s) 3 period(s) lecture
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.

SSH - Sustainability/Social Sciences and Humanities

SSH111
Sustainable Cities
3 credit(s) 3 period(s) lecture
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.

SUS – Sustainability /Natural Science

SUS110
Sustainable World
3 credit(s) 3 period(s)
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.

SWU - Social Work

SWU171
Introduction to Social Work
3 credit(s) 3 period(s) lecture
Analysis of contemporary social welfare services and professional social work. Prerequisites: None.

SWU181
Economics: A Social Issues Perspective
3 credit(s) 3 period(s) lecture
Introduction to economic principles through the lens of contemporary social issues for social work and related fields. Prerequisites: None.

SWU182
A Social Services Perspective of Government
3 credit(s) 3 period(s) lecture
Government and the role of policy practice in advancing social and economic justice and effective social services within the southwest. Prerequisites: None.

SWU183
Introductory Ethics: A Social Service Perspective
3 credit(s) 3 period(s) lecture
Introductory exploration of ethics from a historical and multicultural perspective viewed through the lens of contemporary social issues. Prerequisites: None.

SWU258
Victimology and Crisis, a Social Services Perspective
3 credit(s) 3 period(s) lecture
A social work response to victimology, working with the criminal justice system, evidence-based techniques in crisis intervention, and the importance of a multicultural and global perspective. Includes a therapeutic approach to topics such as sexual assault, family violence, post-traumatic stress disorder, stress management, natural disasters, effective coping skills, appropriate community resources, and the responsiveness of the justice system. Prerequisites: None.

SWU282AA
Volunteerism for Social Work: A ServiceLearning Experience
1 credit(s) 1 period(s) lab
Service-learning field experience within private/public agencies, and citizen volunteer groups. Prerequisites: Permission of Instructor.

SWU291
Social Service Delivery Systems
3 credit(s) 3 period(s) lecture
Purposes, structures, and delivery systems of human service agencies. Includes 40 hours of volunteer experience in local human service agencies. Prerequisites: A grade of C or better in SWU171, or permission of Department or Division or Corequisites: SWU171.

SWU295
Effective Helping in a Diverse World
3 credit(s) 3 period(s) lecture
Introduction to professional helper communication skills with respect to cross-cultural practice and diversity issues, in a social work setting. Prerequisites: None. SWU171 suggested but not required.

THE - Theatre

THE111 SUN **THE1100**
Introduction to Theatre
3 credit(s) 3 period(s) lecture
A survey of theatre, including basic elements and principles of production, styles, and/or historical perspectives of theatre, dramatic literature, and criticism. Prerequisites: None.

THE220 SUN **THE2220**
Modern Drama
3 credit(s) 3 period(s) lecture
Analysis of dramatic literature studied within political, historical, and cultural contexts and examined from the perspective of the playwright's structure and style. Prerequisites: A grade of C or better in ENG101 or ENG107 or equivalent.

THF - Theatre & Film

THF115
Makeup for Stage and Screen
3 credit(s) 4 period(s) lecture + lab
Purposes, materials, and techniques of makeup for stage and screen. Prerequisites: None.

THF130
Combat for Stage and Screen
3 credit(s) 4 period(s) lecture + lab
Fundamental techniques and terminology of staged combat with and without weapons. Analysis and performance of safely choreographed violence that tells a story for stage and screen. Prerequisites: None.

THO - Theatre & Film Occupational

THO118
Playwriting
3 credit(s) 3 period(s) lecture + lab
Practice and study of theories and techniques of writing for the stage; creating characters, dialogue, and plot for monodramas, scenes, and plays. Prerequisites: None.

THO130AA
Specialized Stage Combat: Unarmed
1.5 credit(s) 2 period(s) lecture + lab
Teaches fundamental techniques and terminology of unarmed staged combat as required for professional certification by the Society of American Fight Directors (SAFD). Includes the analysis and performance of safely choreographed violence that tells a story for stage and screen. Prepares students for the SAFD skills proficiency test in unarmed stage combat. Prerequisites: None

THO130AB
Specialized Stage Combat: Broadsword
1.5 credit(s) 2 period(s) lecture + lab
Teaches fundamental techniques and terminology of staged combat utilizing the broadsword as required for professional certification by the Society of American Fight Directors (SAFD). Includes the analysis and performance of safely choreographed violence that tells a story for stage and screen. Prepares students for the SAFD skills proficiency test in the use of the broadsword in stage combat. Prerequisites: None.

THO130AE
Specialized Stage Combat: Small Sword
1.5 credit(s) 2 period(s) lecture + lab
Teaches fundamental techniques and terminology of staged combat utilizing the small sword as required for professional certification by the Society of American Fight Directors (SAFD). Includes the analysis and performance of safely choreographed violence that tells a story for stage and screen. Prepares students for the SAFD skills proficiency test in the use of the small sword in stage combat. Prerequisites: None.

THO130AF
Specialized Stage Combat: Sword and Shield/Buckler
1.5 credit(s) 2 period(s) lecture + lab
Teaches fundamental techniques and terminology of staged combat utilizing the sword and shield/buckler as required for professional certification by the Society of American Fight Directors (SAFD). Includes the analysis and performance of safely choreographed violence that tells a story for stage and screen. Prepares students for the SAFD skills proficiency test in the use of the sword and shield/buckler in stage combat. Prerequisites: None.

THO130AG
Specialized Stage Combat: Quarterstaff
1.5 credit(s) 2 period(s) lecture + lab
Teaches fundamental techniques and terminology of staged combat utilizing the quarterstaff as required for professional certification by the Society of American Fight Directors (SAFD). Includes the analysis and performance of safely choreographed violence that tells a story for stage and screen. Prepares students for the SAFD skills proficiency test in the use of the quarterstaff in stage combat. Prerequisites: None.

THO130AH
Specialized Stage Combat: Knife
1.5 credit(s) 2 period(s) lecture + lab
Teaches fundamental techniques and terminology of staged combat utilizing the knife as required for professional certification by the Society of American Fight Directors (SAFD). Includes the analysis and performance of safely choreographed violence that tells a story for stage and screen. Prepares students for the SAFD skills proficiency test in the use of the knife in stage combat. Prerequisites: None

THO135AA
Stage Combat Recertification: Unarmed
0.5 Credit(s) 1.0 Period(s) lecture + lab
Course to provide Society of American Fight Directors (SAFD) recertification in unarmed stage combat. Course taught by SAFD certified teacher, Fight Director, or Fight Master. Prerequisites: Certification in specified weapon by SAFD or permission of Program Director.

THO135AB
Stage Combat Recertification: Broadsword
0.5 Credit(s) 1.0 Period(s) lecture + lab
Course to provide Society of American Fight Directors (SAFD) recertification in using the broadsword in stage combat. Course taught by SAFD certified teacher, Fight Director, or Fight Master. Prerequisites: Certification in specified weapon by SAFD or permission of Program Director.

THO135AH
Stage Combat Recertification: Knife
0.5 Credit(s) 1.0 Period(s) lecture + lab
Course to provide Society of American Fight Directors (SAFD) recertification in using the knife in stage combat. Course taught by SAFD certified teacher, Fight Director, or Fight Master. Prerequisites: Certification in specified weapon by SAFD or permission of Program Director

THO135AG
Stage Combat Recertification: Quarterstaff
0.5 Credit(s) 1.0 Period(s) lecture + lab
Course to provide Society of American Fight Directors (SAFD) recertification in using the quarterstaff in stage combat. Course taught by SAFD certified teacher, Fight Director, or Fight Master.
Prerequisites: Certification in specified weapon by SAFD or permission of Program Director.

THO203
Technical Theatre Production
3 credit(s) 6 period(s) lab
Designed to give college credit to the technical production crews of college theatre productions. Prerequisites: A grade of C or better in THP213 or permission of Instructor

THO218
Beginning Stage Lighting
3 credit(s) 4 period(s) lecture + lab
Basic theories and methods of stage lighting for all production types. Emphasis on technical/theoretical facts, artistic/design concept development, and teamwork structure of theatre. Examines stage lighting optics, instrument selection and application, color theory, circuiting and control systems, and basic design. Prerequisites: A grade of C or better in THP213 or permission of Instructor.

THO235
Principles of Stage Combat Safety/Fight Captain
4 credit(s) 5 period(s) lecture + lab
Evaluate stage combat performances for safety in order to identify issues that might require intervention, communication, and revision. Course to prepare students for work as a fight captain in a stage or film environment. Provides opportunity to practice weapon maintenance and instruction; safe choreography; analysis of how choreography design elements affect safety; written and recorded choreography notation; and the implementation and communication of choreography and intervention strategies. Includes practical experience as a teaching assistant for other stage combat courses or as an assistant fight captain on dramatic productions. Prerequisites: A grade of C or better in at least four (4) stage combat courses (THF130AA, THF130AB, THF130AC, THF130AD, THF130AE, THF130AF, THF130AG, or THF130AH) or permission of Program Director.

THO251
Safety Practices in Theatre and Film Production
1 credit(s) 2 period(s) lecture + lab
Safety practices in theatre and film production. Includes Focus on national safety organizations and production practices of theatre stages and soundstages, theatrical rigging, electrical, scenic construction, paint and chemical handling, automation, special effects, welding, and personal safety practices. Prerequisites: None

THO265
Introduction to Stage Management
3 credit(s) 4 period(s) lecture + lab
The focus of this course is the role of the stage manager. Topics include all aspects of preparation and implementation of rehearsals and performances for the stage manager position. Prerequisites: None

THO268
Opportunities in Production
3 credit(s) 6 period(s) lecture + lab
Provides the continuing design student, dramaturge, stage management, technical director, and directing students with opportunities to expand the versatility of professional skills. Emphasis on relating their work to the total production process. Linking design ideas to production concept. Maintain dramaturge, stage manager, director documentation. Practical application of student work for portfolio development. Prerequisites: Permission of Department or Division.

THO270
Musical Theatre Workshop
2 credit(s) 5 period(s) lecture + lab
Workshop in the study and performance of Musical Theatre repertoire. Includes audition techniques, stage directions, character role development, rehearsal techniques, vocal acting styles and vocal technique, stage movement, crew roles, and performance. Prerequisites: None.

THP - Theatre Performance/Production

THP112
Acting I
3 credit(s) 4 period(s) lecture + lab
Fundamental techniques and terminology of acting through physical and vocal expression, improvisation, and monologue and scene work. Emphasis on characterization. Prerequisites: None.

THP151
Theatre for Youth
3 credit(s) 4 period(s) lecture + lab
Principles and techniques of selecting plays, adapting stories, playwriting, directing, designing, producing, and acting in theatre for youth. The course will provide the opportunity to analyze and experience the production process from creating a script to performing a theatre production for a youth audience. Prerequisites: None.

THP201AA
Theatre Production I
1 credit(s) 2 period(s) lab
Designed to give college credit to the cast and technical production crews of college theatre productions. Prerequisites: None.

THP201AB
Theatre Production II
2 credit(s) 4 period(s) lab
Designed to give college credit to the cast and technical production crews of college theatre productions. Prerequisites: None

THP202
Theatre Production Projects
1 credit(s) 2 period(s) lab
The objective of this course is to provide hands-on experience in the creation of a theatrical production. This course is tailored around the work done on a production. Structured to provide the student with an atmosphere of professional expertise and guidance. Professional-type facilities and equipment are made available for student use.
Prerequisites: None

THP212
Acting II
3 credit(s) 4 period(s) lecture + lab
Fundamental techniques of acting through script analysis, rehearsal, and performance. Prerequisites: A grade of C or better in THP112 or permission of Department or Division

THP213
Introduction to Technical Theatre
4 credit(s) 4 period(s) lecture
0 credit(s) 2 period(s) lab
Procedures of technical theatre production and demonstration. Topics include design and construction of scenery, lighting, and properties. Prerequisites: None.

THP214
Directing Techniques
3 credit(s) 4 period(s) lecture + lab
Contemporary theory and practice in directing, the evolution of present-day directing procedures, and a sampling of scripts for directing practice. Principles of script analysis, blocking, casting, rehearsing, and performing.
Prerequisites: A grade of C or better in THP112 or THE220, or permission of Instructor.

THP217
Introduction to Design Scenography
3 credit(s) 4 period(s) lecture + lab
The role of the theatre designer in creating scenic, lighting, costume, sound, and multimedia effects for stage productions. Elements of the design process and communication of dramatic themes and visions to the audience. Prerequisites: None.

THP271
Voice and Diction
3 credit(s) 3 period(s) lecture
Exercises and techniques to free the voice and improve projection, resonance, and articulation. Covers international phonetic alphabet and standard stage speech. Prerequisites: None.

THP298AA
Special Projects
1 credit(s) 1 period(s) Lab
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 are made available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development. Permission of Program Director or Instructor

WED – Wellness Education

WED151

Introduction to Alternative Medicine
3 credit(s) 3 period(s) lecture
Definition of health; exploration of mind-body-spirit connection in health; various therapeutic modalities; identification of strengths and limitations of alternative therapies. Also includes development of ability to critically review written material in the alternative therapy area.
Prerequisites: None.

WST - Women's Studies

WST100
Introduction to Women's and Gender Studies
3 credit(s) 3 period(s) lecture
Introduction to critical issues in women's studies
Prerequisites: None

Residential Faculty

Anderson, Versha *Communication*
- B.A. University of Rhode Island; M.A. Colorado State University; Ph.D. Arizona State University.

Bailey, Tatum *Health P.E. Recreation*
- B.S., Arizona State University; M.S., A.T. Still University.

Bains, Satinder *Chemistry*
- B.S., & M.S., University of Bombay; M.S., Southern Illinois University; Ph.D., University of Tennessee.

Bankhead, Mary *Counseling*

Barney, Tina *Nursing*
- B.A., M.S.N. Grand Canyon University.

Berry, Adam. *Psychology*
- M.S., Southern CA University.

Bielick, Michelle D. *Reading*
- B.A., Columbia College; M.A. Saint Xavier University.

Birkmann, Harry *Geology*
- Diploma, Friedrich Alexander University; M.S., Ph.D. Arizona State University.

Bjork, Stephanie *Anthropology*
- B.A. Marquette University; M.S., Ph.D. University of Wisconsin-Milwaukee.

Boniface, Amy *Education*
- B.A. Arizona State University; M.A. Grand Canyon University; Ph.D. Northern Arizona University

Bradley, David *Art*
- B.F.A. Louisiana Technical University; M.F.A. University of North Texas.

Brandenburg, Victoria *English*
- A.A. Glendale Community College; B.A. Arizona State University; M.A. Northern Arizona University.

Brown, Jennifer *Psychology*
- BA University of Illinois; MA Institute of Transpersonal Psychology; Ph.D. Institute of Transpersonal Psychology.

Browning, Darra *Biology*
- B.S. University of Arizona; D.V.M. Colorado State University.

Bruhn, Jessica *Nursing*
- B.S.N. Northern Arizona University; M.S.N. Grand Canyon University; DNP. Regis College.

Byle, Nicholas *Philosophy & Religious Studies*
- MA and PhD, University of South Florida.

Carter, Michelle *Business/Personal Computers*
- B.S., University of Arizona; M.A.Ed. University of Phoenix; Ph.D. Northcentral University

Chapman, Diane *Counseling & Personal Development*
- B.S., M.A. University of Iowa; Ed.D. Walden University

Chavez, John *Library*
- B.A., University of Texas at El Paso; M.L.I.S., University of Texas at Austin.

Childs, Kara *Mathematics*
- B.S., M.Ed., Utah State University.

Christiano, Angela *Mathematics*
- B.Ed., Arizona State University; M.Ed., Northern Arizona University.

Clark, Lynn *Accounting*
- B.B.A. Adelphi University; M.S. Grand Canyon University.

Colunga, Christie *Early Childhood Education & Child & Family Studies*
- B.A. Colorado Women's College; M.Ed. Arizona State University; Post graduate Certificate Pacific Oaks College.

Corbet, Jaimee B. *Biology*
- B.S. Northern Arizona University; M.S. United States Sports Academy.

Crossman, Paula *Library*
- B.A., M.L.I.S. Dalhousie University.

Dash, Kishore *Business, Entrepreneurialism & Management*
- B.A. Utkal University; M.A. University of Delhi; M.B.A. Diploma Georgetown University/East West Center; Ph.D. University of Hawaii of Manoa.

Dean, Kim *Mathematics*
- B.A. St. Joseph's College; M.Ed., M.A. Northern Arizona University.

Diefert, Cynthia *Reading*
- B.S. Texas Tech University; M.Ed. Grand Canyon University.

Douglass, John *Geography*
- B.S., M.A. Northern Arizona University; Ph.D. Arizona State University.

Durandet, Casey *Physics*
- B.S., M.S., Ph.D. University of Wisconsin – Madison.

Dwork, David *Mathematics*
- B.S., University of California - Los Angeles; M.A. Arizona State University.

Farrington, Jason *Mathematics*
- B.A., Southern Utah University; J.D. University of Nevada – Las Vegas; M.Ed., Arizona State University; M.S. Grand Canyon University.

Fernandez, Jacqueline *Mathematics*
- B.S. California Institute of Technology; M.A University of California, Santa Barbara.

Freeman, Christine *Mathematics*
- B.S., University of Arizona; M.Ed., Northern Arizona University.

Gaffney, Michael, *Emergency Medical Technology & Paramedicine*
- CEP- Certified Emergency Paramedic

Ghosh, Vaswati *History*
- B.A., St. Xavier's College - Bombay, India; M.A., University of Bombay, India; Ph.D., University of London - United Kingdom.

Goegan, Brian *Economics*
- B.S., Arizona State University; Ph.D., University of Illinois at Chicago.

Goodwin, Jocelyn *Nursing*
- B.S.N., Wayne State University; M.S.N., Eastern Michigan University.

Hall, Jenny *Astronomy*
- B.S. Sweet Briar College; M.S. University of California – Davis.

Hayashi, Jon *Biology*
- B.A., Ripon College; Ph.D., University of North Carolina Chapel Hill.

Henderson, Jennifer *Mathematics*
- B.A., Arizona State University; M.Ed. Northern Arizona University.

Heuser, Dale *Health & Exercise Science*
- B.S. University of Missouri – Rolla; M.Ed. Northern Arizona University; M.S. California University of Pennsylvania.

Hill, Kurt *Geography*
- B.S., M.S. Brigham Young University.

Hoyt, Jeffrey *Microbiology*
- B.S. University of Wyoming; Ph.D. University of Nevada.

Jennings, David *Biology*
- B.S., Kansas State University; M.S., Rutgers University; Ph.D. University of Colorado, Boulder.

Johnston, Tomi *Art History*
- B.A., M.A. Arizona State University.

Jordan, Angela *Nutrition and Dietetic Technology*
- NDTR Paradise Valley Community College; B.S. Arizona State University; M.Ed. Northern Arizona University.

Kang, Li *Library & Information Science*
- B.A. Shanxi Teachers' Normal University - China; M.A., M.L.I.S. University of South Florida.

Kellgren, Gary *Mathematics*
- B.S. Allegheny College; M.S. Southern Illinois University at Carbondale.

Kelly, Keith *Music*
- B.M. University of the Pacific - Conservatory of Music; M.M., D.M.A. Arizona State University.

Kirk, Meggin *Education*
- B.A. Arizona State University; M.A. Western Washington University.

Koglin, Tyler *Mathematics*
- B.S. George Fox University; M.S. Northern Arizona University.

Kremer, Ilse Yvonne *Biology*
- B.S. Arizona State University; M.A. University of Phoenix; M.S. University of Nebraska, Kearny; D.H.Ed A.T. Still University.

Lace, Jeff *Biology*
- A.A. Highland Community College; B.S. Benedictine College; M.S. Arizona State University, M.P.T. Northern Arizona University.

Lamanna, Anthony *Biology*
- B.S. Excelsior College, New York; M.S. University of Bridgeport; D.C. Life University School of Chiropractic.

Lange, Samantha *Library*
- B.F.A., B.A. Sonoma State University; Ms. Ed. California State University, East Bay; M.L.I.S. San Jose State University; Ed.D. Maryville University.

Lauffer, Raji *Computer Information Systems & Computer Science*
- B.E. Bharathiar University; Ph.D. Arizona State University.

Loop, James *Computer Information Systems*
- B.S. Western International University; M.Ed. Grand Canyon University.

Lopez, Raquel *Math*
- A.S. Yuba College; B.S. Pacific University; M.A. Arizona State University; Ph.D. Arizona State University.

Martinez, David *English, Creative Writing*

Martínez, Elizabeth "Bootsie" *Administration of Justice Services*
- M.A., California University of Pennsylvania; M.A., Seton Hill University.

Macias-Murrieta, Andrea E. *Counseling*
- B.A., M.C. Arizona State University.

Macias, Leonard M. *English*
- B.A., M.A. Arizona State University.

Marion, Michele *Sociology*
- A.A. Allan Hancock College; B.A., M.A. Chapman University; M.A. Vermont College; Ed.D. North Central University.

Martin, Doug *Nursing*
- B.S.N. Grand Canyon University; M.S.N. University of Phoenix; C.N.E. National League of Nursing.

Massey, Scott *Chemistry*
- B.S. Northern Arizona University; Ph.D., Stanford University.

McCanless, Robert *Business/Accounting*
- B.S., Arizona State University; MTax Arizona State University.

McClelland, Lynn *English & English Humanities*
- B.A., M.A., Arizona State University; M.S. Walden University.

Miller, Kathy *Nursing*
- AA Mesa Community College; B.A. University of Phoenix; M.S. University of Phoenix; Ph.D. Regis College

Morris, Barbara *Nursing*
- A.A.S. Paradise Valley Community College; B.S.N. Grand Canyon University; M.S.N. Western Governors University

Nelson, Benjamin. *Counseling & Personal Development*

Nicoloff, Stephen J. *Mathematics*
- A.A. State University of New York at Alfred; B.A. State University College at Geneseo; M.Ed. Northern Arizona University; Ed.D. Arizona State. University.

Noschka, Michael J. *English*
- B.A., M.A. North Carolina State University; Ph.D. Arizona State University.

Olander, Julie K. *Chemistry*
- B.S. University of Arizona; M.S. Northern Arizona University.

Osback, Pamela *English*
- A.A. York College; B.A. Texas Technical University; M.Ed. University of Phoenix.

Palis, Lelia *ESL, English*
- B.A. Western Washington University; M.A. TESL/TEFL Central Washington University; Ph.D. Grand Canyon University.

Pecora, Adria *Art*
- B.S. Skidmore College; M.F.A. Art Institute of Chicago.

Peevey, Andy *ESL, English & Spanish*
- A.A. Eastern Arizona College; B.A. (Spanish), M.A. (TESOL) Northern Arizona University.

Pegram, David *English*
- B.A. California State University- Long Beach; M.F.A. Wichita State University; Ph.D. Arizona State University.

Pierceall, Reese *Communication*
- B.A. Eastern Illinois University; M.A. Ball State University.

Podwika, Janice *Nursing*
- B.S.N. Aurora University; M.S. Rush University.

Poledna, Mari *Nursing*
- B.S.N San Diego State University; M.S.N Grand Canyon University; PhDc Arizona State University.

Price-McKell, Cheryl *English*
- B.A Boise State University; M.A. Boise State University; PhD Arizona State University.

Preston-Ortiz, Dina *Business, Marketing & Management*
- B.A. Arizona State University; M.B.A., D.B.A. University of Phoenix.

Raciak, Kate *Nursing*
- B.S.N. Arizona State University; M.S.N. Northern Arizona University.

Ramírez, Felicia *Communication*
- A.A. Glendale Community College; B.A., M.A. Arizona State University; Ed.D. Capella University.

Reed, Brett *Music*
- B.A. University of New Mexico; M.A., D.M.A. University of California - San Diego.

Robertson, Andrea *Theatre*
- B.A., M.F.A. Western Illinois University.

Robertson, Julie *Nursing*
- B.S.N., M.S.N, M.S. Grand Canyon University.

Rubí, David *Spanish Humanities*
- A.A. Phoenix College; B.A. Arizona State University; M.A. Stanford University; Ph.D. Arizona State University.

Rubin, James *Counseling & Personal Development*
- B.A. University of Wisconsin, Madison; M.C. Arizona State University; Ph.D. Union Institute.

Rusu, Abigail *Business/Personal Computers/Computer Information Systems Healthcare Technology Systems*
- B.S. Arizona State University; M.Ed. Grand Canyon University.

Sada, Caron *Psychology*
- B.S. Arizona State University; M.B.A. University of Phoenix; Ph.D. Walden University.

Saknee, Ayad *Business/IT*
- B.S. Mustansiriyah University; MIS University of Phoenix; DBA, Grand Canyon University.

Schmidt, Thomas *Psychology*
- B.S. University of Iowa; M.Ed. Boston University; Ph.D. University of Connecticut.

Scinto, Christopher *Music*
- B.M. Arizona State University; M.M. Bowling Green State University; D.M.A. Arizona State University.

Sizemore, Jim *Engineering*
- B.S., Washington State University; M.S, University of San Diego; Ph.D. Engineering, Stanford University.

Smith, Stacy *General Business*
- A.A. Rio Salado; B.A. Arizona State University; M.A. Northern Arizona University; J.D. Seattle University School of Law.

Southerly, Kaitlin *English*
- B.A. University of San Diego; MA, Ph.D. Arizona State University.

Stearns, Linda *Chemistry*
- B.S.E., & Ph.D. Arizona State University.

Stone, Ryan *Creative Writing*
- B.A. University of Central Missouri; M.F.A. University of Missouri.

Storslee, Jon *Computer Information Systems*
- B.S. St. Louis University; M.B.A. University of Phoenix; Ph.D. Arizona State University.

Taussig, Kevin *Emergency Medical Technology & Paramedicine*
- A.G.S. Mesa Community College; A.G.S. Rio Salado Community College; B.A., M.Ed. Northern Arizona University.

Thiel, Peter *Economics*
- B.S. United States International University; M.S. Florida International University; D.A. Illinois State University.

Thielen, Walt *Communication*
- B.A. University of Northern Iowa; M.A. University of Iowa; Ed.D. Nova Southeastern University.

Thomas, Tatjana *Biology*
- B.S. Arizona State University; Ph.D. John Hopkins University.

Thompson, Julie *English*
- B.A.; M.A. Northern Arizona University.

Tolentino, Lisa *Art*
- B.A. UC San Diego, M.M. UC San Diego; Ph.D. Arizona State University.

Valle, Sonia *Dance*
- B.A. San Diego State University; M.F.A. Arizona State University.

Walker, Kathleen *Psychology*
- B.S. Ohio University; M.Ed. Northern Arizona University.

West, Eric, *Emergency Medical Technology & Paramedicine*
- CEP- Certified Emergency Paramedic

Zaro, Gary *Humanities & Theatre*
- B.A., M.A. San Jose University; M.A. Arizona State University.

MCCCD Catalog Common Policies 2025-2026

2.2.1 Admission Policy AMENDED through the Administrative Regulation Approval Process, May 12, 2025;
2.2.2 Admission Information AMENDED through the Administrative Regulation Approval Process, May 12, 2025;
2.2.8 Registration AMENDED through the Administrative Regulation Approval Process, May 12, 2025;
2.2.9 Tuition and Fees AMENDED through the Administrative Regulation Approval Process, May 12, 2025;
2.2.10 Refund Policy AMENDED through the Administrative Regulation Approval Process, May 12, 2025;
2.3.9 General Graduation Requirements AMENDED through the Administrative Regulation Approval Process, May 12, 2025;
2.3.13 Course Substitutions and Waivers AMENDED through the Administrative Regulation Approval Process, May 12, 2025;
2.5.2 Student Conduct Code AMENDED through the Administrative Regulation Approval Process, May 12, 2025;
2.5.3 Student Records AMENDED through the Administrative Regulation Approval Process, May 12, 2025;
S-5 Student Financial Assistance AMENDED through the Administrative Regulation Approval Process, May 12, 2025;
S-6 Instructional and Final Grade Grievance Process AMENDED through the Administrative Regulation Approval Process, May 12, 2025;

The following are a portion of the Administrative Regulations used in managing the day-to-day operations of the Maricopa County Community College District (MCCCD) and are subject to change. Administrative Regulations are amended, adopted, or deleted as necessary and are subject to a formal approval process. Administrative Regulations are referenced by number, which corresponds with the regulations on the MCCCD web site: https://district.maricopa.edu/regulations

Some regulations include reference to Arizona Revised Statutes from the State of Arizona and are noted as “ARS” followed by a reference number.

2.4.1 General Statement

The Maricopa Community Colleges are dedicated to providing a healthy, comfortable and educationally productive environment for students, employees and visitors.

2.4.2 Nondiscrimination (see 5.1.1 Maricopa EEO Policy)

It is the policy of the Maricopa County Community College District (MCCCD), (consisting of Chandler-Gilbert Community College, the District Office, Estrella Mountain Community College, GateWay Community College, GateWay Community College - Central City, Glendale Community College, Mesa Community College, Paradise Valley Community College, Phoenix College, Rio Salado Community College, Scottsdale Community College, South Mountain Community College, and all affiliated locations) to:

1. Recruit, hire, and promote in all job groups, and to ensure that all Human Resources (HR) employment selection and decision practices do not discriminate, nor tolerate discrimination in employment against any applicant or employee, on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.
2. Administer all HR employment selection and decision practices pertaining to advertising, benefits, compensation, discipline (including probation, suspension, and/or involuntary termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training will be administered without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.
3. Hold each level of management responsible for ensuring that all employment policies, procedures, and activities are in full compliance with all applicable federal, state, and local EEO statutes, rules, and regulations.
4. Maintain an educational environment that does not discriminate or tolerate discrimination on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, or veteran status in federally funded programs, activities and MCCCD sponsored events.
5. Hold each level of academic and student life management responsible for ensuring that all academic environments and activities are in full compliance with all applicable federal, state, and local non-discrimination laws.

2.4.3 Equal Opportunity Statement (See 5.1.3 EEO Policy Statement)

It is the policy of the Maricopa County Community College District (MCCCD) to promote equal employment opportunities
through a positive continuing program. This means that Maricopa will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information. Additionally, it is the policy of Maricopa to provide an environment for each Maricopa job applicant and employee that is free from sexual harassment, as well as harassment and intimidation on account of an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.
In addition, lack of English language skills is not a barrier to admission into Career and Technical Education (CTE) programs or skill centers.

Affirmative Action Statements

Affirmative Action Policy Statement for Individuals with Disabilities
In conformance with the provisions of Section 503 of the Rehabilitation Act of 1973, as amended, and the implementing
regulations, 41 CFR 60-741.5 (a), as amended, Maricopa County Community College District (MCCCD) will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because of physical or mental disability in regard to any position for which the known applicant or employee is qualified. MCCCD agrees to take affirmative action to employ, advance in employment, and otherwise treat known qualified individuals with disabilities without regard to their physical or mental disability in all human resources selection and decision practices, such as the following: advertising, benefits, compensation, discipline (including probation, suspension, and/or termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training. MCCCD will also continue to administer these practices without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, all applicants and employees are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under the Act.

Affirmative Action Policy Statement for Other Eligible Veterans, Special Disabled Veterans, and Vietnam Era Veterans
In conformance with the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Veterans Employment Opportunities Act of 1998, and the implementing regulations, 41 CFR 60-250 (k), Maricopa County Community College District (MCCCD) will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because they are a special disabled veteran or Vietnam era veteran in regard to any position for which the known applicant or employee is qualified. MCCCD agrees to take affirmative action to employ, advance in employment, and otherwise treat known qualified special disabled veterans and Vietnam era veterans without discrimination based upon their disabled or veteran status in all human resources selection and decision practices, such as the following: advertising, benefits, compensation, discipline (including probation, suspension, and/or termination for
cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training. MCCCD will continue to administer these practices without regard to race, color, religion, sex, sexual orientation, gender
identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, MCCCD agrees to post all suitable job openings at the local office of the State employment service where the job opening occurs. This includes full-time, temporary greater than 3 days' duration, and part-time employment. Finally, all applicants and employees are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under the Act.

Notice of Americans with Disabilities Act (ADA)/ Section 504 of the Rehabilitation Act/Title IX Coordinator (see 5.1.7 Notice of Americans with Disabilities Act (ADA)/Section 5004 of the Rehabilitation Act/Title IX Coordinator)
Under the ADA and Section 504, the Maricopa County Community College District (MCCCD) recognizes the obligation to provide overall program accessibility throughout its locations for qualified disabled individuals. Students and employees can raise concerns or make complaints, without retaliation, about matters made unlawful under the ADA.

EMPLOYEES
The District Office and each College must post the address and telephone number for the individual responsible for coordinating services and/or activities relating to the Americans with Disabilities Act (42 U.S.C. Chapter 126), Section 504 of the Rehabilitation Act (29 U.S.C. §794(d)), and all other applicable law. The Notice will specify how employees can request reasonable accommodations. College ADA Coordinators (Credentials are needed to enter secure site.)

STUDENTS
The District Office and each MCCCD location must post the address and telephone number for the individual responsible for coordinating services and/or activities relating to the Americans with Disabilities Act (42 U.S.C. Chapter 126), Section 504 of the Rehabilitation Act (29 U.S.C. §794(d)), and Title IX of the Education Amendments of 1972 (20 U.S.C. §1681), using the format below:

- ADA/504/Title IX Coordinator
- Address
- Phone #
- Email address

Additionally, each college/center must publish electronically or in print the above information in student handbooks and catalogs.
The designated ADA/504/Title IX Coordinator at each college/center will provide information as to the existence and location of services, activities, and facilities that are accessible to and usable by individuals with disabilities. Likewise, under Title IX, there is an obligation to provide services and program accessibility in a gender-neutral manner.
Title IX Coordinators
ADA/504 Managers

4.1 Governing Values (Board Policy)

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.

Admissions, Registration, and Enrollment

2.1 General Regulation

1. **General Statement**
   Compliance with Policies, Rules and Regulations
   Every student is expected to know and comply with all current published policies, rules and regulations as stated in the college catalog, class schedule, and/or student handbook. Documents are available on each college's website.

   Policies, courses, programs, fees and requirements may be suspended, deleted, restricted, supplemented or changed through action of the Governing Board of the Maricopa Community Colleges.

   The Maricopa Community Colleges reserve the right to change, without notice, any materials, information, curriculum, requirements and regulations.

   Note: *The regulations that comprise the student section contain language that appears in various sources such as the Catalog Common Pages and the Student Handbook. All areas became Administrative Regulations with the 1996 adoption of the Governance Model. Changes are made annually either through the Administrative Regulations approval process, or by Board approval for those items that fall under its statutory duty, such as Tuition and Fees. In an effort to prevent duplication, topics in this section may be incorporated by reference, as they are featured in other areas of the manual and are noted accordingly. Upon adoption of the Governance leadership model in 1996, the Governing Board transferred certain policies to the Chancellor. These former Board policies are now called Administrative Regulations and cover issues related to Students, Instruction, Fiscal Management, Auxiliary Services, Equal Employment Opportunity and Affirmative Action and Board Resources. Administrative Regulations are used by the Chancellor in managing the day to day operations of the Maricopa County Community College District (MCCCD). Administrative Regulations are amended, adopted or deleted as necessary and are subject to a formal approval process.*

   The Maricopa County Community College District Vision, Mission and Values that are featured in the Common Pages are a part of approved Governing Board policy and are located in the policy section of the manual. As such, the following statement related to Outcomes Assessment that appears in the Common Pages is presented here as a general statement.

2. **Outcomes Assessment**
   The mission of the Maricopa Community Colleges is "to create and continuously improve affordable, accessible, and effective learning environments for the lifelong educational needs of the diverse communities we serve." In order to evaluate how successfully the Maricopa County Community College District accomplishes this mission, student outcomes will be assessed as part of the continuous improvement process.

   Students may be asked to participate in a variety of assessment activities at each college. Assessment results will be used to improve educational programs, services and student learning.

2.2.1 Admission Policy

Persons meeting the admissions criteria may attend any Maricopa Community College of their choice. Falsification of any admission materials or official college records may be cause for denial or cancellation of admission. Exceptions to the admissions policies may be requested through the Admissions and Standards Committee. Admission is determined in accordance with state law (ARS §§15-1805.01 and 15-1821) and regulations of the Maricopa Community Colleges Governing Board.

Admission Classifications

1. Admission of Regular Students

Admission to the community college in Arizona may be granted to any person who meets at least one of the following criteria:

1. 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.
2. Has a high school certificate of equivalency.
3. Is at least 18 years of age and demonstrates evidence of potential success in the community college.
4. Is a transfer student in good standing from another college or university.

2. Admission of Students Under 18 Years of Age

A. In accordance with ARS15-1805.01 AND ARS15-1821 the colleges have adopted an admission process for students under the age of 18. These students have the same rights and responsibilities as any other college student. Admission to the college does not guarantee admission to a specific certificate or degree program, or to all courses offered by the college. See 2.2.8 for more information regarding the registration/enrollment process.

B. A community college in this state shall grant admission to any student who is under eighteen years of age and who achieves at least one of the following: i. ii. A composite score of 720 or more on the Preliminary Scholastic Aptitude Test (PSAT). A composite score of 720 or more on the Scholastic Aptitude Test (SAT). iii. A composite score of twelve or more on the American College Test (ACT). iv. A passing score on the relevant portions of the statewide assessment. v. The completion of a college placement method designated by the community college district that indicates the student is at the appropriate college level for the course. vi. Is a graduate of a private or public high school or has a high school certificate of equivalency.

C. Home schooled students are exempt from this sub-section (per state law). Students will be required to take the EdReady reading assessment to determine college readiness for admissions and will be required to meet one of the college course placement options for enrolling into specific classes. Home schooled students are exempt from this sub-section (per state law). Students will be required to take the EdReady reading assessment to determine college readiness for admissions and will be required to meet one of the college course placement options for enrolling into specific classes.

3. Specialized Vocational / Training Program

Students who enroll in vocational courses may be admitted on an individual basis with the approval of college officials if the students meet the established requirements of the courses for which the student enrolls and the college officials determine that the student's admission is in the best interest of the student.

4. Western Undergraduate Exchange Program

The Western Undergraduate Exchange (WUE) program is a student exchange program coordinated by the Western Interstate Commission for Higher Education (WICHE) and administered by the Arizona Board of Regents. Through WUE, students who reside in western states (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming) 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.

. Admission of F-1 Non-immigrant Students

Prospective students should contact the Admissions and Records Office/Office of Student Enrollment Services or designated office for the international student application form(s) or apply online at https://www.maricopa.edu/become-student/international-admissions. When completed, the form(s) should be submitted to the Admissions and Records Office/Office of Student Enrollment Services or the International Education office with all requested supporting documents. After the file has been reviewed, a notice will be sent to the applicant indicating either acceptance or denial of admission.

To be guaranteed consideration for admission, all application materials must be received by July 1 for the fall semester and November 1 for the spring semester.

Prospective students seeking admission based on F-1 non-immigrant 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 non-immigrant students have graduated in the upper 50% of their secondary school (high school or equivalent) in order to ensure success in academic classes at this college. Applicants for admission to the college must have high school and college (if applicable) transcripts sent directly from the high school or college to the Admissions and Records Office/Office of Student Enrollment Services or designated office. In addition, it is the applicant's responsibility to have all transcripts translated into English and evaluated by a foreign credential evaluation service if necessary.

A. Admission to Academic Programs Applicants who wish to enroll in an academic program at the college must present evidence of English language proficiency. Some colleges may have a higher minimum score requirement for admission to specific academic programs. Students should contact their respective college for its English language proficiency requirements. 1. If the Test Of English As A Foreign Language (TOEFL iBT) is used to satisfy this requirement, a minimum score of 70 is required. 2. If the languagecert academic test is used to satisfy this requirement, a minimum score of B2+ is required. 3. If Duolingo is used to satisfy this requirement, a minimum score of 100 is required. 4. If the International Language Testing System (IELTS) is used to satisfy this requirement, a minimum IELTS overall Band Score of 6.0 is required. 5. The Dean or Director of the Admissions and Records Office/Office of Student Enrollment Services or designee of the college may accept other proof of English language proficiency for admission purposes; including, but not limited to, the ACCUPLACER, ASSET, COMPASS and CELSA TESTS.
B. Admission to an Intensive English Program Applicants for admission to an Intensive English Program are advised to check with individual colleges for their respective admission requirements. Applicants must provide evidence of at least an intermediate command of English by way of one or more of the following criteria:
    1. At least six years of English language instruction as shown by the applicant's school transcript(s);
    2. A minimum TOEFL iBT SCORE OF 20.
    3. A minimum Languagecert Academic Test Score of A1.
    4. A minimum Duolingo Score of 15.
    5. A minimum IELTS Score of 2.0.
    6. An original letter of recommendation from a teacher, school principal or headmaster/ headmistress, or the director of an English language institute attesting to the applicant's proficiency at the intermediate level;
    7. Other credentials, test scores, interview results, or evidence accepted by the coordinator of an intensive English program or the college's responsible designee. Students admitted to an Intensive English Program will not be allowed to enroll in courses outside those officially designated as part of the program unless and until they have met all of the prerequisites or other course requirements.
    8. Foreign students under certain types of visas may need special permission to enroll and should contact the appropriate college official.

C. Financial Support
Evidence of financial support will be required prior to issuance of the I-20 form. The colleges have no scholarship or financial aid provisions for foreign students; therefore, students must be fully prepared to meet the necessary financial obligations for the full time they will be in the United States. The colleges estimate a student's average expenses for 10 months to be:

Tuition and Fees	$9,115(1)
Living Expenses	$17,200(2)
Books	$1,104(3)
Health Insurance	$2,800(4)
Total	$30,219(5)

D. Dependent Financial Guarantee
Evidence of financial support for dependents of F-1 and M-1 students (spouse and dependent children) is also required: $5,000 for the first dependent and $2,500 for each additional dependent.

E. Health Insurance
All F-1 and M-1 students who have an I-20 issued by one of the Maricopa Community Colleges are required to purchase the Maricopa Community Colleges' international student health insurance plan. Health insurance coverage for dependents of F-1 and M-1 students is highly recommended. The Maricopa Community Colleges contracts with an insurance provider annually to offer a health insurance plan for F-1 and M-1 students. For more information contact the college Admissions and Records Office/Office of Student Enrollment Services or designated international student office.

Footnotes:
(1) Based on 2023-2024 tuition and fee schedule.
(2) Based on estimated living expenses for two (2) semesters (10 months).
(3) Based on average new and used textbook prices and rental rates. Assumes books are sold at the end of the semester.
(4) Based on the estimated 2023-2024 insurance premium for the mandatory Maricopa Community Colleges' International Student Health Plan.
(5) Applicants must provide evidence of this minimum amount of financial support before an I-20 is issued.

2.2.2 Admission Information

Students must file a Student Information Form, online or in-person, with the Admissions and Records Office/Office of Student Enrollment Services at the college of attendance. There is no charge for this service.

1. **Student Classifications**
Some financial aid programs have specific criteria based on the student's classification (grade level). A student's classification does not necessarily correspond to the number of semesters or credits required to complete all degree requirements, as some degree programs require more than the standard 60 for associate's or 120 for bachelor's degrees. Classification includes MCCCD and accepted transfer credit.

Freshmen	You are classified as a Freshman if you have completed less than 30 college-level credits toward a degree.
Sophomore	You are classified as a Sophomore if you have completed at least 30 college-level credits toward a degree.
Junior	You are classified as a Junior if you have completed at least 60 college-level credits and have declared a bachelor's degree program in the Student Information System (SIS).
Senior	You are classified as a Senior if you have completed at least 90 college-level credits and have declared a bachelor's degree program in the Student Information System (SIS).

2. **Student Identification Number**
Disclosure of the social security number is voluntary (ARS §15-1823). However, students must use social security numbers for reporting information pertaining to potential educational tax credits and for processing federal financial aid applications and Veterans Administration benefits.

3. **Residency for Tuition Purposes** (See Appendix S-1)
   All students are classified for tuition purposes under one of the following residency classifications:
   A. Maricopa County resident
   B. Out-of-County resident
   C. Out-of-State resident (including F-1 non-immigrant students and students on other non-immigrant visas)
4. **Residency Determination**
   Residency for tuition purposes is determined in accordance with state law (ARS §§15-1801 et seq. and ARS §§15-1803) and regulations of the Maricopa Community Colleges Governing Board. All of the Maricopa Community Colleges are subject to the above statutes and regulations. Students who have questions about their residency should contact the Admissions and Records Office/Office of Student Enrollment Services for clarification.
   A. **Implementation**
      i. An applicant must be eligible to attend post-secondary education in the United States prior to being eligible to register for classes and pay fees.
      ii. Domicile status must be established before the student registers and pays fees. It is the student's responsibility to register under the correct domicile status.
      iii. Enforcement of domicile requirements shall be the responsibility of the Chancellor of the Maricopa Community Colleges. The Chancellor has charged the Director of Admissions and Records or other designee at each college to make the initial domicile classification. In determining a student's classification, the college may consider all evidence, written or oral, presented by the student and any other information received from any source which is relevant to determining classification. The college may request written sworn statements or sworn testimony of the student.
      iv. A request for review of the initial classification may be made to a district review committee. The request must be in writing, signed by the student and accompanied by a sworn statement of all facts relevant to the matter. The request must be filed with the admissions officer of the college within ten (10) days of receipt of notification of classification as a non-resident. **Failure to properly file a request for review within the prescribed time limit constitutes a waiver of review for the current enrollment period.** The decision of the review committee shall be final.
   B. **Definitions**
      i. “Armed Forces of the United States” means the Army, the Navy, the Air Force, the Marine Corps, the Coast Guard, the commissioned corps of the United States Public Health Services, the National Oceanographic and Atmospheric Administration, the National Guard, or any military reserve unit of any branch of the Armed Forces of the United States.
      ii. "Continuous attendance" means enrollment at one of Maricopa Community Colleges as a full-time or part-time student for a normal academic year since the beginning of the period for which continuous attendance is claimed. Students need not attend summer sessions or other such intersession beyond the normal academic year in order to maintain continuous attendance.
      iii. "Maricopa County resident" means an individual lives in Maricopa County and has lived in the state of Arizona for at least one year prior (365 days) to the first day of the semester (as published in the approved MCCCD academic calendar posted online at Academic Calendars) and who is a United States citizen or in a lawful status. In-state residency must be established prior to county residency for those moving from other states. Refer to Section C for guidelines.
      iv. "Domicile" means a person's true, fixed, and permanent home and place of habitation. It is the place where he or she intends to remain and to which he or she expects to return when he or she leaves without intending to establish a new domicile elsewhere. Visa status must confer the ability to establish domicile in the United States in order to be classified as an in-state student
      v. "Emancipated person" means a person who is neither under a legal duty of service to his parent nor entitled to the support of such parent under the laws of this state.
      vi. "Full-time student" means one who registers for at least twelve (12) credit hours per semester.
      vii. "Part-time student" means one who registers for fewer than twelve (12) credit hours per semester.
      viii. "Parent" means a person's father, or mother, or if one parent has custody, that parent, or if there is no surviving parent or the whereabouts of the parents are unknown, then a guardian of an unemancipated person if there are not circumstances indicating that such guardianship was created primarily for the purpose of conferring the status of an in-state student on such unemancipated person.

C. **Criteria for Determining Residency**

i. In-State Student Status

1. Except as otherwise provided in this article, no person having a domicile elsewhere than in this state is eligible for classification as an in-state student for tuition purposes. (Applicants applying for in-state tuition status may be required to provide supporting documentation for identification and residency classification.)
2. A person is not entitled to classification as an in-state student until the person is domiciled in this state for one year preceding the official starting day of the semester, except that a person whose domicile is in this state is entitled to classification as a Maricopa County resident if the person meets one of the following requirements:
    a. The person's parent's domicile is in this state and the parent is allowed to claim the person as an exemption for state and federal tax purposes.
    b. The person is an employee of an employer which transferred the person to this state for employment purposes or the person is the spouse of such an employee.
    c. The person is an employee of a school District in this state and is under contract to teach on a full-time basis, or is employed as a full-time non-certified classroom aide, at a school within that school District. For purposes of this paragraph, the person is eligible for classification as an in-state student only for courses necessary to complete the requirements for certification by the state board of education to teach in a school District in this state. No member of the person's family is eligible for classification as an in-state student if the person is eligible for classification as an in-state student pursuant to this paragraph, unless the family member is otherwise eligible for classification as an in-state student pursuant to this section. Eligibility for in-state tuition is subject to verification of intent to domicile in this state. Determination of residency is made by the admissions and records office/office of enrollment services.
    d. The person's spouse (spouse must be in an eligible status to qualify for in-state residency) has established domicile in this state for at least one year and has demonstrated intent and financial independence and is entitled to claim the student as an exemption for state and federal tax purposes or the person's spouse was temporarily out of state for educational purposes, but maintained a domicile in this state. If the person is a non-citizen, the person must be in an eligible visa status pursuant to federal law to classify as an in-state student for tuition purposes.
    e. The person is a citizen of The Federated States of Micronesia, The Republic of the Marshall Islands, or The Republic of Palau as stipulated in Section 209 (B)(1)(E) of Title II of Division G of the Consolidated Appropriations Act of 2024 (Public Law 118-42).
3. The domicile of an unemancipated person is that of such person's parent.
4. An unemancipated person who remains in this state when such person's parent, who had been domiciled in this state, removes from this state is entitled to classification as an in-state student until attainment of the degree for which currently enrolled, as long as such person maintains continuous attendance.
5. A person who is a member of the Armed Forces of the United States and who is stationed in this state pursuant to military orders or who is the spouse or a dependent child of a person who is a member of the armed forces of the United States and who is stationed in this state pursuant to military orders is entitled to classification as an in-state student. The student does not lose in-state student classification while in continuous attendance toward the degree for which he or she is currently enrolled.
6. A person who is a member of the armed forces of the United States or the spouse or a dependent of a member of the armed forces of the United States is entitled to classification as an in-state student if the member of the armed forces has claimed this state as the person's state of home record for at least twelve consecutive months before the member of the armed forces, spouse or dependent enrolls in a university under the jurisdiction of the Arizona Board of Regents or a community college under jurisdiction of a community college district governing board. For purposes of this subsection, the requirement that a person be domiciled in this state for one year before enrollment to qualify for in-state student classification does not apply.

7. Immediate classification as an in-state student shall be granted to a veteran who meets the provisions of Arizona statute HB 2091, paragraph G, which reads:
   A person holding an honorable discharge from the uniformed services of the United States from either active duty or reserve or national guard status, or who has retired from active duty or reserve or national guard status, shall be granted immediate classification as an in state student and, while continuously enrolled, does not lose 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 student using Chapter 30, 33, or 35 benefits who does not otherwise qualify under item 7 above (paragraph G of PL 2091), or a veteran's dependent or spouse who is using transferred Post-9/11 GI Bill® (Chapter 33) benefits or the Marine Gunnery Sergeant John David Fry Scholarship, will be eligible for immediate classification as an in-state student if they provide the institution a current certificate of eligibility or ebenefits statement showing the student is eligible for chapter 30, 33, or 35 Veteran Affairs (VA), education benefits and documentation showing the student is residing within the state. Students are required to submit the following:
   1. Certificate of eligibility letter or ebenefits statement from the Veteran Affairs (VA) awarding Chapter 30, 33, or 35 benefits or the Fry Scholarship, or the Dept. of Defense document approving the transfer of CH. 33 benefits
   2. Students must also provide at least one of the following to show presence within the state:

      A. Registration to vote in this state.
      B. An Arizona driver license.
      C. Arizona motor vehicle registration.
      D. Employment history in Arizona.
      E. Transfer of major banking services in Arizona.
      F. Change of permanent address on all pertinent records.
      G. Other materials of whatever kind or source relevant to domicile or residency status.

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

9. Per Arizona state law, a person who is honorably discharged from the armed forces of the United States on either Active duty or Reserve or National Guard status, or who has retired from Active duty or Reserve or National Guard Status, shall be granted immediate classification as an in-state student on honorable discharge from the Armed forces and, while in continuous attendance toward the degree for which currently enrolled, does not lose in-state student classification if the person has met the following requirements:

   A. Registered to vote in this state.
   B. Demonstrated objective evidence of intent to be a resident of Arizona which, for the purposes of this section, include at least one of the following:
      1. An Arizona driver license
      2. Arizona motor vehicle registration
      3. Employment history in Arizona
      4. Transfer of major banking services to Arizona
      5. Change of permanent address on all pertinent records
      6. Other materials of whatever kind or source relevant to domicile or residency status

10. A student using any VA educational benefits who does not otherwise qualify under items above shall be granted immediate classification as an in-state student, and while continuously enrolled does not lose in-state student classification if the person has demonstrated objective evidence of intent to be a resident of Arizona that for the purposes of this section, includes at least one of the following:

1. Registration to vote in this state
2. An Arizona driver license
3. Arizona motor vehicle registration
4. Employment history in Arizona
5. Transfer of major banking services to Arizona.
6. Change of permanent address on all pertinent records
7. Other material of whatever kind or source relevant to domicile or residency status.

11. A person who is a member of an Indian tribe recognized by the United States Department of the Interior whose reservation land lies in the state and extends into another state and who is a resident of the reservation is entitled to classification as an in-state student.

ii. Alien In-State Student Status

1. An alien is entitled to classification as an in-state refugee student if such person has been granted refugee status in accordance with all applicable laws of the United States and has met all other requirements for domicile.
2. Notwithstanding any other law, a student, other than a nonimmigrant alien as described in 8 United States code section 1101(A)(15), who meets both of the following requirements is eligible for in- state tuition at any community college as defined in ARS 15-1401:
   Attended any public or private high school option or homeschool equivalent pursuant to ARS 15-802 while physically present in this state for at least two years.
   Graduated from any public or private high school option or homeschool equivalent pursuant to ARS 15-802 while physically present in this state or obtained a high school equivalency diploma in this state.
3. Persons without lawful immigration status are eligible for in-state tuition pursuant to subsection 2 of this section
4. A student will be assessed out-of-state tuition until such time that documentation of status is received in the Office of Admissions and Records/Enrollment Services and (eligibility for) residency is confirmed. Documentation must be provided prior to the end of the term in which residency classification is being requested. Documentation received after the end of term will be used for residency determination in subsequent terms.
5. In establishing domicile, the alien must not hold a visa that prohibits establishing domicile in the United States and this state. After meeting other domicile requirements, students holding valid, unexpired visas in the following categories may be classified as in-state students (See Appendix S-1A).
6. A student must verify U.S. citizenship, permanent residency, or other lawful immigration status. Lawful immigration status means they have legal authority to be in the United States and also have the authority to go to school while in the United States.
7. Students who hold a current or expired visa and have applied for a change of status will retain their immigration status based on their prior visa status and not the status or visa for which they are applying. Students will need to submit a copy of the new visa card with the updated status. The timeline for establishing domicile begins with the issue date on the current visa that allows for establishment of residency.
8. Please note: Two requirements must be met to qualify for instate tuition.
   1. A student must meet the domicile residency requirement of residing in the State of Arizona for one year preceding the official start of the semester.
   2. The student must have an immigration status that allows for the establishment of residency for one (1) year.
9. (Applicants applying for in- state tuition status will be required to provide supporting documentation for identification and residency classification) all applicants for in-state tuition may be required to provide a combination of the following documents:
   - An Arizona Driver's License issued after 1996 or an Arizona Non-operating Identification License or an Arizona Instruction Permit.
   - A birth certificate or delayed birth certificate issued in any state, territory, or possession of the United States (A hospital record/certificate is not acceptable. A certified abstract of birth with the official state seal and/or watermark is acceptable).
   - A United States Certificate of Birth Abroad.
   - A United States Passport.
   - A Foreign Passport with a United States Visa.
   - An 1-94 Form with a Photograph.

- An appropriately designated United States Citizenship and Immigration Services Employment Authorization (Work Permit) or Refugee Travel Document [as listed on the Employee Authorization Document Chart]. (Additional documents may be required with an employee authorization card.)
- A United States Permanent Resident Card.
- A United States Certificate of Naturalization.
- A United States Certification of Citizenship.
- A Tribal Certificate of Indian Blood.
- A Tribal or Bureau of Indian Affairs Affidavit of Birth.

* Tribal members*, the Elderly and "Persons with disabilities or incapacity of the Mind or Body," may submit certain types of documentation under section 1903 of the federal Social Security Act (42 United States Code 1396B, As Amended By Section 6036 of the Federal Deficit Reduction Act of 2005)**

*A Document issued by a federally recognized Indian Tribe Evidencing Membership or Enrollment in, or affiliation with, such tribe.

iii. Presumptions Relating to Student Status

Unless there is evidence to the contrary, the registering authority of the community college or university at which a student is registering will presume that:

1. No emancipated person has established a domicile in this state while attending any educational institution in this state as a full-time student, as such status is defined by the community college district governing board or the Arizona Board of Regents, in the absence of a clear demonstration to the contrary.
2. Once established, a domicile is not lost by mere absence unaccompanied by intention to establish a new domicile.
3. A person who has been domiciled in this state immediately before becoming a member of the Armed Forces of the United States shall not lose in-state status by reason of such person's presence in any other state or country while a member of the Armed Forces of the United States.

iv. Proof of Residency

When a student's residency is questioned, the following proof will be required.

1. Establishing Domicile
    a. An affidavit signed by the student must be filed with the person responsible for verifying residency.
    b. A combination of the following may be used in determining a student's domicile in Arizona:
        1. Arizona income tax return
        2. Arizona Voter registration
        3. Arizona Motor Vehicle registration
        4. Arizona Driver's license
        5. Employment history in Arizona
        6. Place of graduation from high school
        7. Source of financial support
        8. Dependency as indicated on federal income tax return
        9. Ownership of real property
        10. Notarized statement of landlord and/or employer
        11. Transfer of major banking services to Arizona
        12. Change of permanent address on all pertinent records
        13. Arizona Department of Children Services documents related to foster care placement
        14. Other relevant information
2. County Residency

    A combination of the following may be used to determine a student's county residency:

    0. Notarized statements of landlord and/or employer
    1. Source of financial support
    2. Place of graduation from high school
    3. Ownership of real property
    4. Bank accounts

5. Arizona income tax return
6. Dependency as indicated on a Federal income tax return
7. Other relevant information

D. **Concurrent Enrollment in Arizona Public Institutions of Higher Education (ARS §15-1807)**(See Appendix S-3)
Under Arizona Revised Statutes §15-1807, it is unlawful for any non-resident student to register concurrently in two or more public institutions of higher education in this state including any university, college or community college for a combined student credit hour enrollment of more than six (6) credit hours without payment of non-resident tuition at one of such institutions. Any non-resident student desiring to enroll concurrently in two or more public institutions of higher education in this state including any university or community college for a combined total of more than six (6) credit hours who is not subject to non-resident tuition at any of such institutions shall pay the non-resident tuition at the institution of his choice in an amount equivalent to non-resident tuition at such institution for the combined total of credit hours for which the non-resident student is concurrently enrolled.

2.2.3 Other Admission Information

1. **Veterans**
By Arizona statute, any failing grades from any Arizona university or community college that were received prior to military service will not be used to determine admission to the community college for the honorably discharged veterans with two years' service in the Armed Forces of the United States. Students admitted or readmitted to the community college under this statute are subject to progression, retention, graduation and other academic regulations and standards. (See Administrative Regulation 2.3.6 Withdrawal)
2. **Ability to Benefit**
   A. Federal guidelines require that students who are applying for financial aid demonstrate the ability to benefit. Under federal law, a student who enrolls after June 30, 2012, must be a high school graduate, have a GED certificate, or have completed a secondary school education in a home school setting that is treated as a home school or private school under state law, be admitted as a regular student, and be pursuing an eligible degree or certificate to qualify for federal financial assistance under Title IV of the Higher Education Act.
   B. For student enrolled prior to July 1, 2012, an evaluation during the admission process resulted in the student being admitted to the college with the status of Regular, Regular with Provisional Requirements or Special.
      i. "Regular" status, for the purpose of 2.2.3.2, is granted to an individual admitted to the college who is a high school graduate, has a GED certificate, or has completed a secondary school education in a home school setting that is treated as a home school or private school under state law. A student without a high school diploma or GED certification and beyond the age of compulsory high school attendance may be a regular status student if the student has been assessed to benefit from college instruction by receiving qualifying scores on approved assessment instruments. All regular status students must be pursuing a degree/certificate in an eligible program.
      ii. "Regular with Provisional Requirements" status, for the purpose of 2.2.3.2, is granted to a student admitted to the college who is not a high school graduate, does not have a GED certificate, is beyond the age of compulsory high school attendance, or has completed a secondary school education in a home school setting that is treated as a home school or private school under state law, but has been assessed to benefit from college instruction and is pursuing a degree/certificate in an eligible program.
      iii. "Special" status, for the purpose of 2.2.3.2, is granted to a student admitted to the college for concurrent enrollment or pursuing one or more courses of special interest and who meets all the requirements for admission.
3. **Transcripts**
The Maricopa Community Colleges reserve the right to require an official transcript for admission to specific programs, for verification of course requisites and for determination of academic standing. The official transcript must be sent directly from the source institution to the college Admissions and Records Office/Office of Student Enrollment Services. The official transcripts may be sent via a secured website. Please contact the Admissions office of the Maricopa College you plan to attend to verify which secure websites may be valid. It is the student's responsibility to ensure that official transcripts have been received and are complete.

Students entering as high school graduates may be required to submit high school transcripts. Please contact the Admissions office of the Maricopa College you plan to attend for more information on preparing a home-schooled official transcript. Students entering as GED recipients may be required to present a copy of the high school equivalency certificate or official report of qualifying GED scores.

4. **Educational Assessment**
   All students are encouraged to undergo an educational assessment to determine course placement. Prospective students who do not possess a high school diploma or GED equivalence certificate are required to complete an educational assessment to determine their ability to benefit from college instruction. See Student Course Placement Process (AR 2.2.7)

5. **High Pressure Recruitment Tactics**
   The Maricopa County Community College District prohibits its employees from engaging in high-pressure recruitment tactics or in providing to any person or entity engaged in student recruitment, admission activity, or in making decisions regarding the award of Title IV, HEA funds, any commissions, bonuses, or other incentive payments based, in any part, directly, or indirectly upon successfully securing enrollments or the awarding of financial aid. (34 CFR 668.14(a)(22)(i)).

6. **Programs Leading to Licensure**
   The Maricopa Community colleges provides disclosures of whether a program meets the academic requirements for professional licensure within Arizona.

7. **Determining Student Location**
   A determination of a student's location is made and documented in the student information system at the time of application on review of the completed student application for admission. A student's initial location at the time of enrollment is defined as where a student is physically located while engaged in their academic program. Students who are not located in a state in which an individual Maricopa Community College(s) is authorized to enroll students or otherwise exempt from authorization may not be enrolled.

   Students are required to notify the Maricopa Community College(s) they attend of a change in location. Students may also update their local address at any time in self-service within the student information system. Should college personnel be notified in writing by a student that the physical location where the student will be engaged in their academic program has changed, this is considered a formal receipt of information, and the student will be guided to document the change in self-service within the student information system.

   Initial and continued enrollment in an online program may be subject to where the student is physically located while taking the course(s). Students who relocate to a state where the college is not authorized or otherwise exempt, may have their enrollment negatively affected. Students who are pursuing a program leading to licensure or certification should contact the Admissions and Records office at their college to review any potential impacts from a change in location.

2.2.4 Transfer Credit and Prior Learning Assessment

TRANSFER CREDIT

A student enrolling at one of the Maricopa Community Colleges after having attended other post-secondary institutions can have coursework evaluated for transfer credit. To be eligible for evaluation, coursework must appear on official transcripts from the source institutions. The official transcripts must be mailed or sent through an approved electronic transfer method directly from the source institutions to the Admissions and Records/Enrollment Services Office of the receiving institutions. Exceptions may be made for students who are identified as part of a special reverse transfer cohort (e.g. reverse transfer), who have transcript exchange as a cohort condition. Other exceptions may be made on a case by case basis. Hand-carried and emailed transcripts cannot be accepted for an official evaluation. Students should allow approximately 10 days before confirming with your Maricopa Community College that the transcript(s) was received. The Admissions and Records/Enrollment Services Office at the receiving institutions will complete course-by-course evaluations for all submitted transcripts upon student request. The award of transfer credit shall not express or imply that all transfer credit will be fully accepted or applied toward all Maricopa degree and certificate requirements.

The Maricopa Community Colleges will evaluate coursework from institutions listed in the *Database of Accredited Postsecondary Institutions and Programs,* accredited by recognized U.S. accrediting organizations at the time the coursework was taken. To be "recognized" means that the accreditors in the database have been reviewed by the Council For Higher Education Accreditation (CHEA) or by the U.S. Department of Education (USDE) or both and meet the quality standards of the respective organizations.

College-level courses completed outside the United States and recorded on official transcripts will be evaluated for transfer credit, provided that the institution where the courses were taken is accredited by the Ministry of Education in that country. It is the student's responsibility to submit all foreign and international transcripts to an approved international credential evaluation service to be translated into English (when applicable), evaluated on a course-by-course-basis, and sent directly to the receiving college(s). Contact your College Admissions and Records/Enrollment Services Office to obtain a list of recommended evaluation services.

CONDITIONS OF TRANSFER CREDIT:

- Credits transferred from outside of MCCCD graded on a plus/minus system are converted to a letter grade associated with MCCCD's grading scale. The conversion of that plus/minus grade will be determined by the grade point value of each grade, as indicated on the grading scale of the transferring institution. Please refer to A.R. 2.3.3 Grading Only courses with a grade equal to a 2.0 or better (on a 4.0 scale) are transferable.

- Developmental coursework is accepted for the purpose of fulfilling course prerequisites. However, the credit does not apply toward a degree or certificate, and it does not transfer to another postsecondary institution. It does, however, get added to the transfer credit report as part of the evaluation. Course credit below 100 level, earned at a MCCCD institution prior to August 2020 or at a sending institution, cannot be used to calculate grade level.

- Courses with different credit systems (quarter hours, trimester, units) are converted to semester hours of credit. The semester conversion of quarter credits is at a rate of .67 semester credits for each quarter credit. For example, 4 quarter credits will convert to 2.68 semester credits. Trimester credits will be determined by the credit definition of the transferring institution, and converted, as needed, to semester credits.

- The age of credit may be considered in applying credit toward degrees and certificate programs as outlined in A.R. 2.2.5 Catalog Under Which A Student Graduates.

- Courses accepted as equivalent do not necessarily apply toward the requirements for the student's declared degree or certificate at MCCCD.

Please refer to 2.3.9 General Graduation Requirements regarding MCCCD residency requirements to Graduate.

PRIOR LEARNING ASSESSMENT (PLA)

The Maricopa Community Colleges are committed to the idea that people deserve credit for verifiable college-level learning, no matter how it was acquired. Many people have developed learning outside of the traditional classroom. This evaluation of credit is referred to as Prior Learning Assessment, or PLA. Prior learning can be identified and assessed in a variety of ways to determine if college credit should be awarded. Credit is awarded only to certificate or degree seeking students who:

1. plan to enroll, and
2. are admitted and matriculated within the college awarding the credit.

Exceptions can be made for contractual agreements One such exception includes evaluation of journeymen cards for apprentices from current or former apprenticeship partners, or other registered apprenticeship sponsors and intermediaries. Credit awarded for journeymen have specific PLA evaluation process and separate fee policies.

PLA credit may be applied toward a degree program, certificate, general education requirements, required courses, restricted electives, and general electives that count toward the student's elected pathway. Some restrictions may apply depending on the specific program of study. PLA credit may also be used to satisfy prerequisite requirements.

Students seeking an associate degree may be awarded no more than 45 credit hours through Prior Learning Assessment, unless required by a specific program of study within the Maricopa Community Colleges. Up to 60 credits earned through PLA can be applied to a Bachelor's degree. Evaluated credit from post-secondary institutions and military credit as indicated on Joint Service transcripts, Community College of the Air Force, and Air University are not included in this credit limitation. Evaluated credit and credit awarded for prior learning does not count as hours in residence for graduation requirements. Please refer to 2.3.9 General Graduation Requirements. Exceptions to this institutional regulation must have prior written approval of the program director, faculty chair, or designee and documentation of rationale and approval included as part of the admission process and/or application to graduate. No more than 20 credit hours may be applied to the Arizona General Education Curriculum (AGEC). Please direct questions about Prior Learning Assessment at the Maricopa Community Colleges to the Admissions and Records/Enrollment Services Office.

PRIOR LEARNING ASSESSMENT FEE SCHEDULE

Transfer credit from accredited and recognized institutions, international coursework that has been officially evaluated by a foreign evaluator service that is a member of the National Associate of Credential Evaluation Services (NACES), standardized college-level exams (such as CLEP, AP, IB, DSST, CIE), GED exams, Military Transcripts, ACE (American Council On Education) transcripts, credit received through organizations and companies that offer nationally recognized credit evaluated by ACE, NCCRS, etc. (Straighterline, NOCTI, Study.Com, etc.), industry recognized credentials, industry/corporate training, Skill Center and clock hour transcripts.	No fees assessed
Departmental Challenge Exam	$40 Administrative fee per exam request
Individualized Portfolio or Other Individualized Assessments	$150 Administrative fee per Portfolio Evaluation Request
Journeymen Cards	$500 Administrative fee per Journeymen Card Evaluation

NATIONAL STANDARDIZED EXAMS

ACE (American Council On Education) has published credit recommendations for a number of national standardized examinations such as the ones listed below in the *ACE National Guide.* The Maricopa Community Colleges use these recommendations as guidelines to award credit for equivalent coursework as well as elective credit. The number of credits listed in the *ACE National Guide* are recommendations only. A college is not required to grant a student the number of credits recommended.

Scores must be sent directly to the Admissions and Records/Enrollment Services Office from the specific testing companies before credit is awarded; equivalencies are subject to review and change. Credit received through Prior Learning Assessment is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. Therefore, students are strongly advised to research the Prior Learning Assessment policies at any college or university outside of the Maricopa Community Colleges to which they plan to transfer. Credit for national standardized exams is awarded based on equivalencies in effect at the time of evaluation. Changes to exams and scores are determined by the respective Maricopa Instructional Councils (ICS) and/or Statewide Articulation Task Forces (ATFS).

Maricopa recognizes the following examinations:

- Advanced Placement (AP)
- American College Testing Proficiency Examination Program (ACT-PEP)
- Cambridge International Exams (CIE), A and AS LEVEL
- College-Level Examination Program (CLEP)
- Defense Activity For Non-Traditional Education Support [DANTES] Subject Standardized Tests (DSST)
- GED, College Ready + Scores
- International Baccalaureate (IB) Diploma/Certificate

Fees for standardized exams are the responsibility of the student.
Current list of exams and scores

ADVANCED PLACEMENT (AP) CREDIT
Students who have taken an advanced placement course of the College Entrance Examination Board (CEEB) in their secondary school and who have taken an Advanced Placement Examination of the CEEB may receive course credit. Scores must be received directly from CEEB to Admissions and Records/Enrollment Services before credit is awarded.

AMERICAN COLLEGE TESTING PROFICIENCY EXAMINATION PROGRAM
The Maricopa Community Colleges may award credit for the American College Testing Proficiency Examination Program (ACT-PEP) based on the scores earned to Admissions and Records/Enrollment Services.

CAMBRIDGE INTERNATIONAL EXAMINATIONS (CIE) A AND AS LEVEL
Students who have taken a Cambridge International Examination may receive college credit. Scores must be received directly from CIE to Admissions and Records/Enrollment Services before credit is awarded.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)
Students who have taken a College Level Examination of the College Entrance Examination Board (CEEB) may receive college credit. Scores must be received directly to Admissions and Records/Enrollment Services from CEEB before credit is awarded.

Estrella Mountain Community College, Glendale Community College, South Mountain Community College, Rio Salado College, Paradise Valley Community College, and Mesa Community College are CLEP test sites. For more information on registering for the CLEP examinations, contact the Testing Centers at these colleges.

DSST (Formerly DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT or DANTES)
The Maricopa Community Colleges may award credit for DSST Examination Program to individuals who meet or exceed the ACE recommended scores for awarding credit on the DSST Exams. The Maricopa Community Colleges do not award credit for ENG 102 through DSST Examination. Credit received through DSST is transferable within the Maricopa Community Colleges, but is not necessarily transferable to other colleges and universities.

Currently, DSST proctoring is available at Rio Salado College testing centers. For additional information on registering for DSST Examinations, call (480) 517-8560.

Students who have taken a DSST Examination may receive college credit. Scores must be received directly from DSST before credit is awarded.

GED EXAMS
The Maricopa Community Colleges may award credit for GED subject area scores designated as College Ready + In Accordance with the ACE recommended scores. The transcript needs to be sent directly by the Department Of Education to the Admissions and Records Office /Enrollment Services in order to be awarded credit. Disclaimer: test scores are continually reviewed and may be updated at any time.

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA/CERTIFICATE
Students who present an International Baccalaureate Diploma/Certificate may qualify for college credit. Maricopa grants credit for college-level courses only. Scores must be received directly from the institution where the exams were administered before credit is awarded.

ACE (AMERICAN COUNCIL ON EDUCATION) RECOMMENDED CREDIT

EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES

The Maricopa Community Colleges may award credit for military experiences based on the ACE Military Guide. A student may receive college credit if:

- Training parallels a discipline area offered through the Maricopa Community Colleges, and
- Credit meets a program requirement or is used as elective credit.

Upon request, individuals who have successfully completed basic training, four (4) credit hours in physical education will be awarded as indicated in the ACE Guide and the Community College of the Air Force catalog. Official documentation of military training is required.

ORGANIZATIONS PARTNERED WITH ACE

ACE evaluates training programs offered by business, industry, and government and publishes its credit recommendations in the ACE National Guide. If a student has received training that appears in the guide, they may receive college credit if:

- Training parallels a discipline area offered through the Maricopa Community Colleges, and
- Credit meets a program requirement or is used as elective credit.

CREDIT BY EVALUATION

INDUSTRY RECOGNIZED CREDENTIALS, INDUSTRY/CORPORATE TRAINING, and NON-CREDIT COURSEWORK

A variety of professional certifications and industry credentials can be evaluated for college credit through a Credit by Evaluation process. Students may apply for a Credit by Evaluation in certain courses by obtaining the appropriate form in the Admissions and Records /Enrollment Services Office. The credit awarded is based on competencies demonstrated through the successful attainment of the credential or certification, and the training must be verifiable through a third party that has the authority to issue the credential or certification.

INDIVIDUALIZED PORTFOLIO ASSESSMENTS

Portfolios consist of documentation and corresponding narrative submitted for credit that demonstrates comprehensive proficiency of course competencies. Individual portfolios are assessed using current MCCCD standards. If an approved standardized or challenge exam exists, MCCCD may choose not to offer a portfolio option.

Some academic departments may have additional requirements that must be met before credit may be granted through Credit By Evaluation. When credit is granted a notation of "other credits," and the type of training, number of credits, and a grade of pass "P" will appear on the student's transcript. These credits are not used in computing the grade point average. Credit By Evaluation is transferable within the Maricopa Community Colleges, but is not necessarily transferable to other colleges and universities. Students may not request:

- To challenge a course a second time;
- To challenge a course while currently enrolled in the course;
- To establish credit in a previously completed course; and
- To establish credit for a lower level of a course in which credit has been received.

DEPARTMENTAL CREDIT BY EVALUATION

Departmental exams may be available for particular courses. If a student is pursuing this option for an approved course, they may apply by obtaining the appropriate form in the admissions and records/enrollment services department, paying the required fee, and completing the examination and other requirements of the college. Please refer to Appendix S-4 (Tuition and Fee Schedule) for appropriate fees. Students may not request:

- To challenge a course a second time;
- To challenge a course while currently enrolled in the course;
- To establish credit in a previously completed course; and
- To establish credit for a lower level of a course in which credit has been received.

Additionally:

- Exceptions may be granted at some of the Maricopa Community Colleges for their unique programs of study. Specialized programs may allow courses to be repeated due to the student needing to have recent knowledge of the content in order to progress in the program.
- Academic departments may have additional requirements that must be met before credit may be granted through departmental credit by examination.
- Only grades of A, B, C, D or P earned as a result of this examination will be recorded on the student's transcript. Fees are not refundable after the examination has been administered, regardless of results.
- When credit is granted as outlined above, a notation of "Credit By Exam," a grade and the number of credits will appear on the student's transcript.

PLA AND TRANSFER DISCLAIMER

If pursuing a transfer degree (AA, ABUS, AS, AAEE, AAFA, or Articulated Academic Degree Program), transfer credit and PLA will be granted for the purpose of satisfying Maricopa graduation requirements. Because credits may not transfer to all colleges or universities, contact your transferring institution to determine their transfer credit and PLA requirements and policies.

2.2.5 Catalog Under Which a Student Graduates

Catalogs for the Maricopa Community Colleges are published each academic year and contain information about courses, certificates, degrees, and academic regulations and procedures. Academic program requirements and academic regulations are updated often and may change.

In determining the catalog under which a student graduates, students maintaining continuous enrollment at any public Arizona community college or university may graduate according to the requirements of the catalog in effect at the time of initial enrollment or according to the requirements of any catalog in effect during subsequent terms of continuous enrollment. Students may maintain continuous enrollment whether attending a public community college or public university or transferring among public institutions in Arizona.

The rules for maintaining continuous enrollment are:

1. A semester in which a student earns course credit will be counted toward continuous enrollment. Enrollment by Arizona community college students in nontransferable courses still constitutes enrollment for purposes of determining whether the student has been continuously enrolled. Noncredit courses, audited courses, failed courses and courses from which the student withdraws do not count toward the determination of continuous enrollment for catalog purposes.
2. Failure to earn course credit in three consecutive regular (Fall/Spring/Fall or Spring/Fall/Spring) semesters at any Arizona community college or public university means students are no longer considered continuously enrolled. Students are not obligated to enroll and earn course credit during summer terms, but summer enrollment may be used to maintain continuous enrollment status.
3. If continuous enrollment is not maintained, the student must fulfill the requirements for graduation specified in the catalog in effect at the time they readmit/enroll or any single catalog in effect during terms of continuous enrollment after readmitted/re-enrolling.
4. Students who initially admitted/enrolled or readmitted/re-enrolled to an Arizona community college or public university during a summer term must follow the requirements of the catalog in effect for the following fall semester or of any single catalog in effect during the subsequent terms of continuous enrollment

Age of Credit

In areas of study in which the subject matter changes rapidly, material in courses taken long before graduation may become obsolete or irrelevant. Coursework that is more than ten years old is applicable to completion of certificate and degree requirements at the discretion of the designated individuals at the college. The college may accept such coursework, reject it, or request that the student revalidate its substance. The ten-year limit on coursework applies except when program accreditation agencies limit the life of coursework to less than ten years. Departments may also require students to satisfy current major requirements rather than major requirements in earlier catalogs, when completing earlier requirements is no longer possible or educationally sound. Exceptions made by a college apply only to the college that made the exception.

Continuous Enrollment Examples

STUDENT'S ACTIVITY	SEMESTER/YEAR	STATUS
EXAMPLE A		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2019	Active
Continued at an Arizona Community College	Spring 2020 Fall 2020	Active
Transferred to an Arizona Public University	Spring 2021	Student Enrolled Under 2019-2020 or any Subsequent Catalog
EXAMPLE B		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2015	Active
Enrolled but Earned all "W"s, "Z"s, or "F"s (0.00)	Spring 2016	Inactive
Enrolled in Audit Courses Only	Fall 2016	Inactive
Nonattendance	Spring 2017	Inactive
Transferred to an Arizona Public University	Fall 2018	Student Enrolled Under 2018–2019 or any Subsequent Catalog
EXAMPLE C		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2018	Active
Nonattendance	Spring 2019 Fall 2019 Spring 2020	Inactive
Readmitted and Earned Course Credit at an Arizona Community College	Fall 2020	Active
Transferred to an Arizona Public University	Spring 2021	Student Enrolled Under 2020-2021 or any Subsequent Catalog
EXAMPLE D		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2018	Active
Nonattendance	Spring 2019	Inactive
Readmitted and Earned Course Credit at an Arizona Community College	Summer 2019	Active
Nonattendance	Fall 2019 Spring 2020	Inactive
Transferred to an Arizona Public University	Fall 2020	Student Enrolled Under 2018-2019 or any Subsequent Catalog
EXAMPLE E		
Admitted and Earned Course Credit at an Arizona Community College	Summer 2017	Active
Continued at an Arizona Community College	Fall 2018 Spring 2019	Active
Nonattendance	Fall 2019	Inactive
Readmitted and Earned Course Credit at an Arizona Community College	Spring 2020	Active
Transferred to an Arizona Public University	Summer 2020	Student Enrolled Under 2017-2018 or any Subsequent Catalog
EXAMPLE F		
Admitted and Earned Course Credit at an Arizona Community College	Summer 2018	Active
Nonattendance	Fall 2018	Inactive
Nonattendance	Spring 2019	Inactive
Readmitted and Earned Course Credit at an Arizona Community College	Fall 2019	Active
Admitted and Earned Course Credit at an Arizona Community College	Spring 2020	Student Enrolled Under 2018-2019 or any Subsequent Catalog

**Please note that the above language is guided by statewide practices.*

2.2.6 Academic Advising and New Student Orientation

1. **Academic Advising**
   Students who will be attending college for the first time, and intend to earn an Associate's degree or to transfer to a college/university to complete a Bachelor's degree, will be required to meet with an academic advisor within the first two semesters at a MCCCD college.
   i. Recent high school students who received MCCCD credits through Dual/Concurrent Enrollment, ACE, Hoop of Learning, or any MCCCD Early Outreach Program are considered first time to college.
2. **New Student Orientation**
   Students who will be attending college for the first time, and intend to earn a degree or to transfer to a college/university, will be encouraged to attend New Student Orientation within the first two semesters at a MCCCD college.
   i. Recent High School students who received MCCCD credits through Dual/Concurrent Enrollment, ACE, Hoop of Learning, or any MCCCD Early Outreach Program are considered first time to college.

2.2.7 Student Assessment and Course Placement

1. **Course Placement**
   A. Course placement assesses students' skill levels in English, reading, and math to help determine which courses students should take first to be successful. Students who plan to register in English, reading, or math will be advised to enroll into courses based on valid District-approved placement methods.
   B. Students who place into course(s) that are below college-level (i.e., below 100-level) will be advised to enroll into the course(s) within the first two semesters.
   C. A department/division chair or designee may grant a course placement waiver under special circumstances. The signed waiver will be noted on the student's electronic record. The process may also be done electronically without a signature if supported by the attending college.
   D. Course placement will be determined utilizing the District placement options under any one of the following conditions:
      i. The student is taking his or her first college credit English, reading and/or math course, or any college course for which English, reading or math is a prerequisite.
      ii. The student is pursuing a degree or transfer pathway and does not have current valid District-approved course placement on file or does not have previous college credit in English, reading and math.
      iii. The student for whom English is not the primary language and who is taking his or her first English as a Second Language class is required to take a test of English proficiency.
   E. Students will be exempt from the course placement process if at least one of the following conditions apply:
      i. The student has earned an associate or higher degree from an accredited college.
      ii. The student has earned college credits from an accredited college in English, reading, and math with a grade of C or higher.
      iii. The student has currently valid District-approved course placement scores on file.
      iv. The student who is exempt from the course placement process must still fulfill the minimum graduation requirements.
2. **Determining Course Placement**
   The Maricopa Community Colleges use multiple placement options. In cases, when a course placement test is given, scores will be valid for two years. Other placement methods will also have limited time validity. For additional information, go to: Placement.
   A. Reading placement test scores that indicate "exempt from CRE101" do not expire.
   B. Students will be permitted one re-test in English, Reading, or by Math level after at least a 24-hour waiting period. One additional re-test is permitted no sooner than three months from the oldest valid score date at any course placement testing site.
   C. The Vice President of Student Affairs or designee may approve re-testing for students with special needs or circumstances. The re-test date will then serve as the date of record.
3. **Implementation of Policy**
   To ensure consistency of the course placement process within the Maricopa Community Colleges:
   A. All colleges shall accept the same approved course placement methods.
   B. All colleges shall adhere to the same approved placement scores.
   C. All colleges shall adhere to the approved limited time validity for each course placement method. For more information, go to: Placement.
   D. Reading placement scores that indicate "Exempt from CRE101" Do Not Expire.

4. **Evaluation**
   The Maricopa Community Colleges will provide an ongoing evaluation of the course placement process. An annual report shall be submitted to the Governing Board to indicate the policy's effectiveness noting the number of students assessed, their placement scores and their success in courses. Every three years a thorough review of the policy and procedures shall be implemented, including recommendations from the English, Reading and Math Instructional Councils regarding cut-off scores, course placement assessment tools and procedures.

2.2.8 Registration

Students must register for classes according to the dates indicated, and in the manner described in the college class schedule. To be eligible for registration, students must have completed the appropriate steps listed under the Admissions section. The college may allow early or priority registration. Tuition and fees must be paid or payment arrangements made by the due date to secure class enrollment. Students may not attend a class for which they are not registered.

The colleges reserve the right to enroll students in courses. The colleges have established a process for registration in classes for students under the age of 18 who have not graduated from high school or have a high school equivalency. The final decision for registration into any class for students admitted under section 2 of AR 2.2.1 will be determined by the designated college administrator in consultation with the faculty chair and/or faculty.

1. Each student under the age of 18 and their parent/guardian are required to complete a separate registration form accepting responsibility for the decision to register in classes. This form must be completed and approved by the designated college administrator in consultation with the faculty each semester.
2. The college may limit the registration/enrollment to not more than six (6) credit hours.
3. Students who enroll in vocational courses may be admitted on an individual basis with the approval of college officials if the student meets the established requirements of the courses for which the student enrolls and the college official determines that the student's admission is in the best interest of the student.
4. Students in dual enrollment, achieving a college education, Hoop of Learning programs or other college-sponsored educational partnerships will follow their specific program enrollment guidelines.

Class Registration Deadlines:

1. For classes with published start dates and meeting times, registration in the class must be completed before the first official class meeting date and time. Students may not register for a class once it has started. Self-Service registration for a class through www.maricopa.edu/students will end at 11:59 PM on the day before the class starts. Registration for a class on the date it starts must be done in person or on the phone, and must be completed before the class start time.
2. For classes without published meeting times (for example, online classes, special projects), registration in the class must be completed by 11:59 PM on the day before the class starts.
3. Exceptions
   a. Exceptions to class registration deadlines require permission of appropriate instructor(s) and approval of the appropriate department/division chair or designee.
   b. Exceptions are limited to

      i. Courses requiring permission of instructor
      ii. Courses requiring auditions or try-outs
      iii. Courses for Special Populations or Cohorts
      iv. Enrollment in an alternative section of a course taught by the same instructor
      v. Enrollment in an alternative section of a course taught by a different instructor
      vi. Course level changes
      vii. Students dropped for non-payment during the 100% refund period may be reinstated if they attended since the first class meeting.
      viii. Students dropped due to Human or system errors may be reinstated if they attended the first class meeting.
      ix. Other exceptions may be granted after faculty consultation with the student.

2.2.9 Tuition and Fees

Tuition and fees are public monies within the jurisdiction and responsibility of the Maricopa Community Colleges Governing Board under the laws and regulations of the State of Arizona and must be administered by the Governing Board. The Governing Board reserves the right to change tuition and fee charges when necessary without notice. All students are classified for tuition purposes under one of the following residency classifications:

1. Maricopa County resident
2. Out-of-County resident
3. Out-of-State resident (including F-1 non-immigrant students)

Residency for tuition purposes is determined in accordance with state law (ARS §§15-1801 *et seq*.) and regulations of the Maricopa Community Colleges Governing Board. All of the Maricopa Community Colleges are subject to the above statutes and regulations. Students who have questions about their residency should contact the Admissions and Records Office/Office of Student Enrollment Services for clarification.

Students attending more than one Maricopa Community College will be assessed tuition and fees for their enrollment at each of the Maricopa Community colleges/centers. (Students who are considered to be out-of-state residents for tuition and fees purposes should refer to Appendix S-3, Concurrent Enrollment in Arizona Public Institutions of Higher Education.)

With Maricopa Community Colleges Governing Board approval, colleges may assess course fees to offset unique course costs that exceed the expenses of normal instruction that are covered by tuition. These fees are used on course-specific expenses that directly benefit the fee-paying student, such as equipment, consumables, and services. Fees vary by course and by discipline. Course fees are subject to change. Because course fees are often fully expended on materials before a class starts, they will be refunded only if the student qualifies for a 100% refund. Refer to A.R. 2.2.10 (Refund Policy).

1. **Time of Payment**
   All tuition, fees, assessments and deposits must be paid at the time of registration or by the specified deadline date and in accordance with the tuition and fee schedule approved by the Maricopa Community Colleges Governing Board.
2. **Tuition and Fees Schedule**
   Current information can be found at https://district.maricopa.edu/regulations/admin-regs/appendices/students/s-4.

   The following is a tuition and fees schedule and is provided for reference. **These tuition and fees are subject to change**. Consult the college's Admissions and Records Office/Office of Student Enrollment Services for course fees in effect during the semester/term in which you intend to register. See Appendix S-4
3. **Outstanding Debts**
   Any debt or returned check may revoke a student's current enrollment and the student's right to register in subsequent semesters at all Maricopa Community Colleges. Delinquent debts may require penalties, late charges, collection costs, and/or legal fees to be paid before good standing is restored to the student.

   The following procedure will be used for the collection of returned checks and other outstanding debts:

   A. The designated college official or fiscal officer is responsible for:

      i. Verifying the student's district wide debt,
      ii. Attempting to notify the student of the debt and
      iii. Attempting to collect the debt.

   B. Maricopa Community College services may be withheld pending payment of debt (at designated college office) with cash, certified check or money order or online with debit or credit card or in person with credit card. Student may be withdrawn from classes.

   C. If other collection attempts fail, the Maricopa Community Colleges District Office will either collect or use other means available, including:

      i. Collection agency, requiring payment of collection fees by the student;
      ii. The Tax Refund Setoff Programs as stated in ARS §42-1122;
      iii. Litigation, requiring payment of court costs and legal fees by the student.

   D. Debt Holds may be lifted only in limited instances by the appropriate College or District business services designee for the extension of services provided that at least one of the following conditions are met:

      i. MCCCD staff verify that full payment has been made to another College;

ii. The College can deduct payment from a financial aid award made to the student (referring to student authorization guidelines for regulations on applying federal financial aid to debt balances);
iii. A third party not related to the student, such as an employer or state agency, makes a verified payment directly to the College;
iv. It is determined and verified with the appropriate MCCCD office that the hold resulted from a system error and the error is due to an activity that requires correction by the appropriate College or District personnel.

E. Debt incurred as a Minor Student

i. When a student under the age of 18 enrolls in a course as a minor, a parent/legal guardian or representative is required to accept financial responsibility for all tuition, fees, and fines that may be incurred related to the minor student's enrollment in the Maricopa Community Colleges until the student turns 18 years of age.
ii. Failure to resolve past due balances may result in an impact of services, including holds on the minor student's account, restricting future registration, other services, and forwarding of any unpaid past due balances to collection agencies.
iii. Any outstanding balances that remain unresolved when the student turns 18 will become the student's responsibility.

Admission Criteria to Attend a College within the Maricopa Community College District (MCCCD) is determined in accordance with state law (ARS §§15-1805.01 AND 15-1821) and regulations of the Maricopa Community Colleges Governing Board and the Chancellor. As such, participants enrolled in courses as part of third party agreements are also subject to the same admissions criteria. This includes the participants resolving any current enrollment or administrative holds that are unrelated to the Third party in an existing student account, but that otherwise impact his/her eligibility to enroll in courses or participate in programs delivered by MCCCD faculty or staff.

4. **Discounted Fees and Waivers**

A. Citizens 62 years of age and older shall be issued ID cards that allow them the privilege of attending events at no cost and that allow them to use the library facilities.
B. **Employees, Dependents and Mandated Groups**
The Maricopa Community College District waives tuition for credit-hour courses for employees and their dependents, and tuition and fees as specified for legislatively mandated groups. Special, registration, course fees and fees for Non-credit/Special Interest Community Services courses are not waived.
C. **Tuition and Registration Fee Waiver for Members of the Pima-Maricopa Indian Community**
Tuition and fee waivers shall be funded through Auxiliary Fund Monies for college credit courses for the enrolled members of the Pima-Maricopa community who live on the Pima-Maricopa Reservation.

5. All other guidelines and procedures established for the purpose of administering waivers, affidavits and exemptions are outlined in the Maricopa County Community College District tuition waiver manual.

2.2.10 Refund Policy

1. **Refund Policy for Credit/Clock Classes**
Students who officially withdraw from credit/clock classes (in fall, spring, or summer) within the refund deadlines listed below will receive a 100% refund for tuition, course and registration fees. Students should refer to the Student Information System (SIS), Student Center, Account Summary for specific refund dates. Deadlines that fall on a weekend or a college holiday will advance to the next college workday except for classes fewer than 10 calendar days in length or as specified by the college. Calendar days include weekdays and weekends. Refer to individual colleges for withdrawal and refund processes. Never attending is not an allowable refund exemption or an excuse of the debt incurred through registration.

Credit and Clock Classes Length of Class	Official Withdrawal Deadlines for 100% Refund
70+ calendar days	7 calendar days including the class start date
60-69 calendar days	6 calendar day including the class start date
50-59 calendar days	5 calendar days including the class start date
40-49 calendar days	4 calendar days including the class start date
30-39 calendar days	3 calendar days including the class start date
20-29 calendar days	2 calendar days including the class start date
10-19 calendar days	1 calendar days including the class start date
1-9 calendar days	prior to the class start date

**Because course fees are often fully expended on materials before a class starts, they will be refunded only if the student qualifies for a 100% refund. Debts owed to any of the Maricopa Community Colleges must be satisfied before any refunds are paid to the student. Refunds for students receiving federal financial assistance are subject to federal guidelines. Appeals to the refund policy, including course fees outside of the 100% refund period, must be filed at the Maricopa Community College where the student attended the class within one year from the semester in which the class was taken.*

DEFINITIONS:
Drop - Within the refund period, no tuition and fees assessed; class and grade will not appear on academic transcript
Withdrawal - W or Y grade appears on the academic transcript when a student is withdrawn past the refund deadline; tuition and fees are assessed for the class

2. **Refund Policy for Non-Credit Classes**
   Unless otherwise specified, students who officially withdraw from non-credit classes prior to the class start date are eligible for a 100% refund, including any course fees. Debts owed to any of the Maricopa Community Colleges must be satisfied before any refunds are paid to the student. appeals to the refund policy, including course fees outside of the 100% refund period, must be filed at the Maricopa Community College where the student attended the class within one year from the semester in which the class was taken.
3. **Canceled Classes**
   When a class is canceled by the college, a 100% refund will be made for tuition, course fees, and registration fees.
4. **Refund Appeals**
   Students withdrawing from a college or from classes for one of the following reasons must submit an appeal for a refund to the Admissions and Records Office/Office of Student Enrollment Services or designated college official at the college of enrollment within one year from the semester in which the class was taken:

   A. A student with a serious illness, verifiable by a doctor's written statement that the illness prevents the student from attending all classes for the semester. The doctor's statement must be on file with the college before a refund can be given.
   B. Serious illness or death of an immediate family member that prevents the student from attending all classes for the semester. Immediate family members include spouse/partner, father, mother, grandfather, grandmother, child, foster child, grandchild, stepchild, sibling, stepsibling, stepfather, stepmother, or spouse's/partner's father, mother, grandfather, grandmother, or in-laws in any one incident. Appropriate documentation must be provided before a refund can be given.
   C. Death of a student. Appropriate documentation must be provided before a refund can be given.
   D. A student in the Armed Forces or the Arizona National Guard who is called to active duty and assigned to a duty station, verifiable by a copy of the orders, will be allowed to withdraw and receive a 100% refund of tuition, provided classes have not been completed.

4. Requests for a total withdrawal from a college or classes for one of the above reasons may result in a partial prorated refund of tuition, provided classes have not been completed. All decisions made by the college are final.
   Limitation: Never attending is not an allowable refund exception or an excuse of the debt incurred through registration.
5. **Refund Policy for Department of Defense Tuition Assistance Funds**
   Students who receive tuition assistance (TA) funds for a class or classes from the Department of Defense (DOD) may have a refund processed and returned to the student's DOD branch of service in the following situations. Refer to individual colleges for withdrawal and refund processes.

A. Per Refund Appeals D, a student who is called to active duty and assigned to a duty station, verifiable by a copy of the orders, will be allowed to withdraw, provided classes have not been completed. A 100% refund of TA funds will be issued to the student's DOD branch of service.

B. A student who withdraws for reasons other than those outlined above within the first 60% of the period for which funds were received will have the proportional amount of unearned TA funds returned to the student's DOD branch of service. Refer to individual colleges and DOD branch of service for potential student financial responsibility as a result of withdrawal.

Requests for refund should be referred directly to the Admissions and Records Office/Office of Student Enrollment Services or designated college official at the college of enrollment.

2.2.11 Student Financial Assistance

The Maricopa Community Colleges provide students financial assistance to enable access to higher education. Student financial assistance shall be awarded on the basis of demonstrated financial need except where funds are specified for recognition of special talents and achievements. Additional procedural information on financial assistance is available in Appendix S-5.

Appendix S-5: Student Financial Assistance

Additional Information about Financial Aid may be found at www.maricopa.edu/students website.*

The Maricopa Community Colleges provide students financial assistance to enable access to higher education. Student financial assistance shall be awarded on the basis of demonstrated financial need except where funds are specified for recognition of special talents and achievements. Only those with a lawful presence in the United States may qualify for federal financial aid 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 https://studentaid.gov/h/apply-for-aid/fafsa. Each academic year, continuing students must reapply by completing a FAFSA, Renewal FAFSA, or FAFSA on the web. Scholarships require separate applications. Specific information regarding financial assistance, including application deadlines or priority dates, may be obtained from the college Office of Student Financial Aid.

Types of Aid
Grants, loans, student employment, and scholarship funds may be available from federal, state, and/or private sources.

The Maricopa Community Colleges Foundation offers a variety of scholarship opportunities **available to all Maricopa students**. For more information, visit the scholarship application page, or email https://www.maricopa.edu/students/scholarships

Distribution of Aid
Criteria by which aid is distributed among eligible financial aid applicants are available on request at the college Office of Student Financial Aid.

Rights and Responsibilities
Students should read all information provided in the process of applying for federal financial aid in order to gain a greater knowledge of all the rights as well as responsibilities involved in receiving that assistance.

Satisfactory Academic Progress
Specific requirements for academic progress for financial aid recipients are applied differently than scholastic standards. In addition to scholastic standards which are explained elsewhere in this catalog, financial aid recipients are also subject to the following Standards of Satisfactory Academic Progress.. Specific information is available at the college Office of Student Financial Aid.

Refunds and Repayments
In accordance with federal regulations (CFR 668.22), a student may be required to repay federal financial aid funds if they completely withdraw, are withdrawn, or fail to earn a passing grade from all classes during a semester. Further information is available at the college Office of Student Financial Aid. This could affect a student's ability to receive Financial Aid in the future at any school. For a student receiving Financial Aid, also see Administrative Regulation 2.3.6
Withdrawal for Withdrawal procedures.

Verification of Information
1. A Free Application for Federal Student Aid (FAFSA) or a change to that FAFSA may be selected for verification. If a student's FAFSA is selected for verification, the student will be notified via the Student Center in www.maricopa.edu/students. In most cases, the student will be required to submit documentation as part of the verification process. The earlier the Financial Aid Office receives the required documentation, the earlier the student's eligibility for financial aid can be determined. The verification process must be completed no later than 120 days after the last date of enrollment or August 31, whichever comes first. In addition, the Financial Aid Office must receive a final and valid electronic SAR by the student's last day of enrollment or June 30 of the award year, whichever comes first. The verification process must be completed before the Financial Aid Office can award any federal aid.
2. If an award has already been made and a FAFSA is selected for verification, the student must provide required documentation within thirty days after it has been requested of the student or on June 30, whichever comes first. If documentation is not received within this deadline, the student's award may be adjusted or canceled.
3. The required forms and documents a student submits for verification will be compared to the information reported on the student's FAFSA. If the information provided does not match what is shown on the FAFSA, the Financial Aid Office will submit changes to the US Department of Education FAFSA processor. After all changes are made to the FAFSA data, the student's eligibility for financial aid will be reviewed. If there are any changes to the student's financial aid eligibility as a result of verification, the student will be notified by means of the Student Center in www.maricopa.edu/students. If, following verification, the institution discovers evidence of student aid fraud (including identity theft), waste or abuse of US Department of Education funds, such evidence may be referred to the Office of Inspector General of the US Department of Education.

Course Applicability and Level of Enrollment
A student's award amount is based on their enrollment status for the upcoming semester. Enrollment status is determined by the number of credit hours a student is taking at the college where they are receiving federal aid. However, federal regulations stipulate that a student can only use federal funds for those courses required for their current program of study. Students who enroll in a class that does not apply towards their degree, certificate, or other recognized credential, cannot use it to determine their enrollment status, unless it is an eligible remedial course. Students who choose to enroll in a course that is not applicable to their program of study, may be responsible for all charges related to that course.

A reduction in course load after financial aid has been awarded may result in an adjusted financial aid award. Federal student aid recipients are advised to register at the same time for all classes they intend to take during a semester to maximize award. Some federal aid may not be awarded for classes added at a later date. Contact the college Office of Student Financial Aid for more information.

Repeated Coursework and Financial Aid Enrollment Status
Federal regulations regarding repeated coursework may impact your financial aid eligibility and awards. Federal regulations specify that students may receive federal financial aid funding for one repetition of a previously passed course. A passed course is defined as one in which a grade of A, B, C, D, or P is received. If you enroll in a course in which you have previously received passing grades twice, the course will not be counted towards your enrollment level for financial aid purposes. You may repeat a failed course until it is passed. Your enrollment for financial aid purposes will be calculated accordingly.

Maricopa Community Colleges Standards of Satisfactory Academic Progress (SAP) for Financial Aid Eligibility
Federal regulations (CFR 668.32(f) and 668.34) require a student to move toward the completion of a degree or certificate within an eligible program when receiving financial aid. Specific requirements for academic progress for financial aid recipients are applied differently than Scholastic Standards. Federal regulations state that Academic Progress Standards must include a review of all periods of enrollment, regardless of whether or not aid was received. Students will be evaluated using the standards described below. Failure to meet any of these minimum standards will result in loss of Title IV, HEA program (federal financial aid) eligibility.

To remain eligible for federal and state aid programs, students must meet ALL of MCCCD's Satisfactory Academic Progress (SAP) standards regardless of whether a student has received financial aid in the past or not. These standards apply to a student's entire academic records at any MCCCD college, including transfer credit hours accepted by the college.

1. **Definitions and Terminology Pertaining to this Policy**
    1. Summer: Enrollment in the summer semester includes all courses scheduled within the summer enrollment period with all coursework counted in the SAP evaluation.
    2. Non-Standard Session / Clock Hour: Sessions that do not follow the traditional start and end dates for the semester.
    3. Attempted Credit: Any credit for which a grade of A, B, C, D, F, I, IP, N, P, W, Y, or Z is received and courses not yet graded.
    4. CGPA [Cumulative Grade Point Average]: The MCCCD grading policy is published in the administrative regulations at 2.3.3. The CGPA does not include credits accepted in transfer.
    5. Financial Aid Warning: status assigned to an eligible payment period for the next enrolled semester after failing SAP GPA (2.0) and/or Completion Pace (⅔). Students not meeting maximum timeframe evaluation are not eligible for a warning period.
    6. Appeal: A process by which a student who is not meeting the institution's satisfactory academic progress standards is eligible to appeal the institution for reconsideration of the student's eligibility for Title IV, HEA program assistance based on extenuating circumstances.
    7. Extenuating Circumstance: A one-time (not on-going) circumstance that is beyond the reasonable control of the student. Examples of extenuating circumstances may include, but not limited to:
        a. Documented medical condition or serious illness that prevented you from performing certain life tasks
        b. Documented illness of a family member that required your presence for a significant amount of time
        c. Death of immediate family member which impacted you significantly enough to affect participation in your courses
        d. Involuntary call to active military duty
        e. Documented involuntary change in employment conditions that prevented you from attending classes
        f. Any other extraordinary/emergency circumstances, such as a natural disaster

    8. Financial Aid Probation: A status assigned by an institution to a student who fails to make satisfactory academic progress and who has appealed and has had eligibility for aid reinstated. A student in this status may not receive Title IV, HEA program funds for the subsequent payment period unless the student makes satisfactory academic progress or the institution determines that the student met the requirements specified by the institution in the academic plan for the student.
    9. Academic Plan – A plan developed through the SAP Appeal Process which will lead a student to qualify for further Title IV, HEA program funds and complete the program within 150% of published program length.
    10. Financial Aid Suspension – The status assigned upon failing to meet the minimum SAP standards or the terms of probationary status. Students in this status are not eligible to receive Title IV, HEA assistance.
2. Federal regulations (CFR 668.32(f) and 668.34) require institutions of higher education to evaluate Satisfactory Academic Progress (SAP) using qualitative (GPA) and quantitative (pace of progression) standards.
3. Qualitative and quantitative measures of SAP are required to ensure students receiving Federal Student Aid are progressing towards the completion of a degree or certificate within an eligible program.
4. Specific requirements for academic progress for Federal Student Aid recipients are applied differently than Scholastic Standards. Federal regulations state that SAP Standards must include a review of all periods of enrollment, regardless of whether or not aid was received. Standards are applicable for all enrolled payment periods, including all levels of enrollment (full-time or part-time enrollment). Students will be evaluated using the standards described below.

5. Failure to meet any of the minimum standards outlined below will result in a student's loss of HEA, Title IV Federal Student Aid.

Evaluation Period

1. Standards of Satisfactory Academic Progress (SAP) will be evaluated at the end of each payment period. For credit hour programs, a payment period is a semester (Fall, Spring, and Summer). For clock hour programs, a payment period / evaluation will depend on the hours required in the program.
2. Standards of Satisfactory Academic Progress (SAP) are evaluated based on qualitative (GPA), quantitative (pace of progression), and maximum timeframe. Failure to meet any of these standards may result in the loss of eligibility for financial aid. Grades of F, I, N, W, Y, Z, and courses not yet graded are considered attempted, but not completed in evaluating SAP. Late grades will be recalculated and may change eligibility.
    1. **Grade Point Average Qualitative Measurement:** Students must maintain a 2.0 cumulative Grade Point Average in order to meet SAP GPA requirements.
    2. **Pace of Progression Quantitative Measurement:** Students must successfully complete 2/3 (66.67%) of all attempted course work. For clock hour programs, please refer to program attendance requirements.
    3. **Maximum Time Frame Measurement:** Students must be able to complete their program within 150% of the published program length. Once students have attempted 150% of the published program length, they are no longer eligible for Federal Student Aid. For example, a 16-credit certificate program will allow up to 24 credit hours to complete the program. A 60 credit Associate's degree will allow up to 90 credit hours to complete the program. A 120 credit Bachelor's degree will allow up to 180 credit hours to complete the program.
3. Courses included in SAP evaluation:
    a. All attempted coursework, regardless of enrollment status
    b. Courses funded through a Consortium Agreement
    c. All attempted remedial credits, including English as a Second Language (ESL) courses.
    d. Repeated course work
    e. All transferred coursework
    f. Grades attempted, but not completed (F, I, N, W, Y, Z)
4. Course work included in the Maximum Time Frame evaluation:
    a. All of those included in the Pace of Progression evaluation
    b. Any Bachelor's degree (or higher) earned will be considered to have exhausted maximum timeframe eligibility
    c. All coursework forgiven through the Academic Renewal Process
5. Course work not included in SAP evaluation:
    a. Audited courses
    b. Non-credit courses
    c. Credit by examination
    d. Credit for prior learning option (as outlined in the college general catalog)

Notification

Students who have applied for Federal Student Aid, but are not meeting Satisfactory Academic Progress requirements, will be notified via email of their FA Warning or ineligibility for financial aid. The notification will direct students to information regarding available college resources during the Warning Period and the appeal process in cases of extenuating circumstances.

Financial Aid Warning

Students are allowed a warning period upon failing Qualitative and/or Quantitative SAP standards. The warning period allows one (1) payment period (semester) of Federal Student Aid eligibility upon failing SAP. The warning period will follow the semester for which SAP was not met, meaning the next semester for which the student registers for classes. In order to receive the Warning period, students must be meeting Maximum Timeframe requirements.

SAP Appeal

Any student who has lost federal student aid eligibility due to a resolved, one-time extenuating circumstance may appeal to have their financial aid reinstated by completing a Satisfactory Academic Progress Appeal Form. The form must address:

1. what caused the student's work to fall below acceptable standards--specific explanations must be provided, including any supporting documentation,
2. each incomplete/failed course,
3. how the extenuating circumstance has been resolved, and

4. how the student will maintain good academic standards and progress toward the degree if the appeal is granted.

The outcome of the appeal will depend upon:
1. the nature of the extenuating circumstances (if the stated circumstance qualifies as such),
2. the quality of the documentation provided, and
3. how well the student has demonstrated the ability to progress towards degree completion within a reasonable time period.

All documentation submitted is confidential. All decisions are final and cannot be appealed. For assistance in completing the SAP appeal paperwork, including examples of supporting documentation, visit your college Financial Aid Office.

Students will be notified of the results of their appeal within fourteen business (14) days of filing the appeal. Notification will include any restrictions or conditions pertaining to their appeal. The outcome of an appeal may include a probationary period. Appeals granted longer than one (1) payment period must include an academic plan, which must be followed. Failure to follow an approved academic plan will result in immediate suspension of Federal Student Aid. Students are responsible for any and all debt incurred as a result of this adjustment to financial aid.

Failure to successfully complete all conditions during the probationary period (as defined in the academic plan) will result in loss of future financial aid eligibility.

Regaining Eligibility
A student who has lost financial aid eligibility may only regain eligibility by meeting the minimum SAP standards. Transfer coursework taken at other colleges will be considered for reinstatement purposes.

If you are receiving federal financial aid it is important to read the information below prior to making a decision to withdraw.

Treatment of Title IV Aid When a Student Withdraws
POLICY SUMMARY STATEMENT
To provide guidance on the treatment of federal student aid (Title IV) funds when a student withdraws from a Maricopa College.

DEFINITIONS
Date of Determination – The date of determination is the date in which the school determines that a student ceased attendance or completely withdrew from school. This may be the date that the institution becomes aware that the student ceased attendance, or the date that the student begins the official withdrawal process at the school.

Earned Aid Calculation – A formula used to determine the amount of Title IV aid the student earned for the payment period. To calculate the amount of Title IV aid earned by the student multiply the percentage of Title IV aid earned by the student, by the total amount of Title IV aid disbursed (including that which could have been disbursed to the student or on behalf of the student), for the payment period as of the student's withdrawal date.

Official Withdrawal - The process by which a student begins the school's official withdrawal process or provides official notification to the school of his or her intent to withdraw. The student's approach to his or her withdrawal directly impacts the school's date of determination for which the student ceased attendance, and is used in the return of Title IV funds calculation.
To officially withdraw, the student will need to notify a designated office; this office for most MCCCD colleges is the Admissions and Records department. The designated office staff will assist the student to complete the withdrawal process. Schools will utilize a change in student status or comparable form to record a student's withdrawal, official or unofficial (see "unofficial withdrawal" definition). The school registrar will determine the last date of attendance based on federal and institutional policy and the school's date of determination. The date of determination is either the date that the student began the prescribed withdrawal process, or the date that the student provided the school with an official notification of his or her intent to withdraw, whichever is later. If the student is present, the student will sign and date the change in status or comparable form. Designated office staff will also sign and date the form, and retain it in the student's file at the school.

Order Of Return of Title IV Funds – A federally prescribed order for returning Title IV FUNDS required as a result of a return of Title IV funds calculation. Unearned funds, returned by either the institution or the student, are credited to the programs from which the student received the aid from during the payment period, up to the net amount disbursed from each program. Funds will be returned based on the following order:

1. Unsubsidized Federal Direct Stafford Loans
2. Subsidized Federal Direct Stafford Loans
3. Federal Direct Plus Loans
4. Federal Pell Grants
5. Iraq and Afghanistan Service Grants
6. FSEOG
7. Teach Grants

Percentage of Title IV Aid Earned – Definitions for term, and modular programs below, in accordance with ED regulations:

Title IV Credit Balance - A Title IV credit balance occurs whenever the amount of Title IV Funds credited to a student's account for a payment period exceeds the allowable charges associated with the semester (payment period). All Title IV federal student aid credit balances are disbursed directly to the student and refunded to the method selected in the student center. Refunds are generally processed within 3 business days but no later than 14 days of when credit balance occurred.

STANDARD TERM PROGRAMS

Upon the withdrawal, the District Office Student Financial Services (DOSFS) will calculate the percentage and amount of awarded federal student aid funds that the student has earned in the payment period. In some cases and depending upon the withdrawal date and percentage of completion, the student may earn 100 percent of the FSA funds, the calculation will still be completed as required and the amount earned will be based on the percentage of the term or payment period that was completed in days up to and including the last date of attendance or eligible academic activity, with scheduled attendance locked at census / Pell recalculation. To calculate the amount earned, DOFA will determine the percentage by dividing the number of calendar days completed in the term/payment period up to and including the last date of attendance by the total number of calendar days in the term/payment period. The number of days a student is scheduled to attend during a payment period is determined based on the start and end date of the scheduled term / payment period. All scheduled breaks during the term / payment period are excluded from the calculation.

MODULES

A program that is offered in modules is a program that consists of course(s) in the program that do not span the entire length of the payment period or period of enrollment. *Regulatory change effective July 1, 2021: a program is offered in modules if the program uses a standard-term or non-standard term academic calendar, is not a subscription-based program, and a course or courses in the program do not span the entire length of the payment period or period of enrollment.* The DOSFS will calculate the percentage and amount of awarded federal student aid that the student earned within the payment period. If the student has completed more than 49 percent of the payment period, or has completed all of the degree requirements from his/her program before completing the days/hours in the period that he/she was scheduled to complete, or if the student completes coursework equal to or greater than the coursework required for the institution's definition of a half-time student for the payment period, or the school receives written notification that the student will attend a module that begins in the same payment period or period of enrollment, the student is not considered to have withdrawn, and a Return of Title IV Funds (R2T4) is not required and will not be calculated.

When a student withdraws from the payment period before completing 49 percent of the payment period, the amount of federal student aid the student earned is determined based on a specific formula. The number of days a student is scheduled to attend during a payment period is determined based on the start and end date of the scheduled term / payment period, with scheduled attendance locked at census / Pell recalculation. Scheduled breaks are excluded from the calculation. The amount of assistance the student earned is determined on a rate-of-progression basis.

Post-Withdrawal Disbursement - If, as of the date of the institution's determination that the student withdrew the amount of Title IV aid that the student earned is more than the amount of Title IV aid disbursed to the student or on behalf of the student, the difference between these amounts is considered earned aid, and must therefore be applied to outstanding charges on the student's account and/or directly disbursed to the student.

Return of Title IV Funds (R2T4) -When a recipient of Title IV aid withdraws from an institution during a payment period or period of enrollment in which the recipient began attendance, the school must calculate the amount of earned and unearned Title IV aid and compare this to the amount of aid disbursed at the date of determination, to determine how to proceed.

If it is determined that the amount of Title IV aid disbursed exceeds the amount of Title IV aid earned, a return of Title IV funds is due, and both the school and the student may have a responsibility for returning the unearned portion of the funds. The school must return the unearned portion of Title IV aid for which the school is responsible for and notify the student of the unearned portion of Title IV aid that the student is responsible for and therefore must return.

If it is determined that the amount of earned Title IV aid exceeds the amount of Title IV aid disbursed, the student may be eligible for the amount of aid not yet disbursed, in the form of a post-withdrawal disbursement. A post-withdrawal disbursement must be made within 180 days of the date the institution determined that the student withdrew. The amount of a post-withdrawal disbursement is determined by following the requirements for calculating earned Title IV aid and has no relationship to incurred educational costs. All Title IV federal student aid credit balances are disbursed directly to the student and refunded to the method selected in the student center. Refunds are generally processed within 3 business days but no later than 14 days of when credit balance occurred.

TITLE IV LOANS
For unearned funds calculated to be returned by the school:
It is policy, as part of the R2T4 process, to provide notification to the student indicating the loan type(s) and amount(s) calculated as needing to be returned and, thus, the date returned by the school. The school must return the lesser of the amount of Title IV funds not earned, or the amount of institutional charges that the student incurred for the payment period multiplied by the percent of funds not earned.

For unearned Title IV funds calculated to be returned by the student:
If there is a remaining balance of unearned Title IV aid which needs to be returned, after the school has returned its portion of unearned Title IV aid, the student (or the parent for plus loan) is responsible for returning this amount. While the student must return or repay any unearned Title IV loan amount in accordance with the terms of the loan, the student must repay any unearned Title IV grant funds as an overpayment of the grant. The student's portion is calculated by subtracting the amount of unearned Title IV aid that the institution is required to return from the total amount of unearned Title IV aid required to be returned. If it is calculated that unearned loan(s) need to be returned by the student, the center will notify the lender or servicer of the student's last date of attendance; the student will not need to repay the loan(s) immediately, but will repay the loans based on the terms of the promissory note. The lender or servicer will notify the student or parent, per the terms of the promissory note.

TITLE IV GRANTS
For unearned funds calculated to be returned by the school or student:

It is policy, as part of the R2T4 process, to provide notification to the student indicating the grant type(s) and amount(s) calculated as needing to be returned and, thus, the date returned by the school.

Return of Unearned Aid - If, as of the date of the institution's determination that the student withdrew the amount of Title IV aid that the student earned is less than the amount of Title IV aid disbursed to the student or on behalf of the student, the difference between these amounts is considered unearned aid, and must therefore be returned to the Title IV program in a specified order, by either the school, the student, or both.

Unofficial Withdrawal (also known as an "administrative" withdrawal) - A student who did not begin the official withdrawal process or provide notification of his or her intent to withdraw; the date of the school's determination that the student withdrew would be the date that the school becomes aware that the student ceased attendance. See "official withdrawal" definition above.

A student who does not notify the school that s/he is withdrawing but ceases attending, is administratively withdrawn by the school within 14 days of non-attendance; this is otherwise known as an unofficial withdrawal. A student is administratively withdrawn from school when the student violates the school's published attendance policy, which adheres to state licensing and accreditation requirements. Please see the school's catalog for its current attendance policy.

Withdrawal Date (also known as the "last date of attendance") - The date that the student begins the school's withdrawal process or the date that the student provides official notification of intent to withdraw, whichever comes earlier. If the student does not provide any official notification of intent to withdraw, the withdrawal date will be determined by the school, and depend upon the student's circumstances.

FEDERAL TITLE IV REFUND POLICY
If a recipient of Title IV grant or loan funds withdraws from a school after beginning attendance, the school must perform a Return of Title IV funds (R2T4) calculation to determine the amount of Title IV federal student aid funds earned by the student. If the calculation determines that the amount of Title IV aid disbursed to the student is greater than the amount the student earned, the unearned Title IV funds must be returned to the program. If it is determined that the amount of Title IV aid disbursed to the student is less than the amount the student earned (and for which the student is otherwise eligible for), the student may be eligible for a post-withdrawal disbursement for the earned Title IV funds not yet disbursed to the student.

The R2T4 calculation is required if a student receiving Title IV federal student aid ceases attendance or completely withdraws from all courses without completing the semester (payment period).

The school must determine the amount of Title IV aid earned by the student, as of the withdrawal date. Once the earned portion is calculated, the unearned portion is calculated to determine if funds must be returned to the program or a post-withdrawal disbursement is necessary. Federal policy is followed to determine the amount of Title IV aid earned on a case by case basis. The R2T4 calculation is always required when a student fully withdrawals or ceases attendance prior to the scheduled end of the semester, the calculation may determine that the student earned 100% of Title IV funds and will not be required to return funds. A return of Title IV funds worksheet is calculated when a student ceases attendance in all courses within the scheduled semester (payment period), i.e. withdrawal.

WITHDRAWAL PROCEDURE OVERVIEW:
Policy Disclaimer
This policy serves as a guideline for the refund of Title IV and tuition procedure with the understanding that it does not cover every possible scenario. As a result, complex areas may arise where certain refund procedures may need to be addressed on a case-by-case basis.

Party(ies) Responsible for Policy Training
MCCCD District Office of Financial Aid Compliance and Operations / Office of General Council. District Director of Financial Aid Operations and Compliance. The policy owner is responsible to determine the method, means and frequency of training on this policy.

Exceptions
Requests for an exception to this policy should be addressed to the policy owner as outlined in the procedure for requesting a policy exception.

Policy Review/Update and Audit
This policy will be reviewed annually. Compliance with this policy is audited on a random basis by Internal Audit.

2.2.12 Vaccinations

The Maricopa County Community Colleges District does not require that students receive vaccinations prior to enrollment. Certain professional or occupational programs do require particular vaccinations for participation in those programs. More information about these programs can be found on college websites.

2.2.13 University Transfer Fair

The Maricopa Community Colleges have developed formal agreements to facilitate the transfer of credit to other bachelor degree awarding colleges and universities. This is accomplished through the development of course and program articulation agreements. The Maricopa Community Colleges articulate with accredited private, public, and international baccalaureate granting institutions. Maricopa transfer agreements are on behalf of the District as a whole and not with individual colleges within the district. Courses taken at any of the Maricopa Community Colleges are equally transferable by institutions wishing to articulate. Students planning to transfer to a university may be required to submit official transcripts.

Articulated Transfer Programs and pathways between the Maricopa Community Colleges and other institutions [such as the MyPath2ASU™, the UA Bridge Program, 2NAU and 90/30 transfer agreements] are official, recognized programs of study that fulfill degree requirements at both institutions. These articulated programs and pathways are designed to aid in a smooth transition for a student planning to transfer to a college or university by identifying the required, transferable, and applicable coursework for that student's specific program of study. A complete list of MyPath2ASU™ requirements by major and catalog year is maintained on ASU'S website, at Transfer.

ARIZONA PUBLIC COMMUNITY COLLEGES AND UNIVERSITIES

Maricopa is a participant in the Arizona statewide transfer system. AZTRANSFER.COM is the official source of information for the statewide articulation agreements between the Arizona public community colleges and universities (Arizona State University, Northern Arizona University, and University of Arizona). Included on AZTRANSFER.COM is the Course Equivalency Guide (CEG), which shows transfer course equivalencies between Arizona's public community colleges and tribal institutions to Arizona State University, Northern Arizona University, and the University of Arizona. The transferability of a course does not indicate directly how the course will apply to meet requirements for specific programs of study. AZ Transfer Course Equivalency Guide

TRANSFER CREDIT DISCLAIMER

There may be limitations on the transfer of credit (e.g. age of the credit, remedial courses, credit earned through prior learning assessment). Students are encouraged to work with their intended transfer institution to maximize the acceptability and application of credits towards specific university requirements.

(U.S.) AND INTERNATIONAL INSTITUTIONS

The Maricopa Community Colleges have transfer agreements with accredited U.S. universities and colleges as well as international institutions that have been approved by the Ministry of Education. These partnerships are formalized through District-wide memorandums of understanding and articulation agreements, and are designed to help students maximize the applicability of transfer credit at the transfer institution. To access a list of institutions with which Maricopa has established articulation agreements, visit: Maricopa University Partner List

TIME LIMIT FOR TRANSFER COURSEWORK

Students should be aware other colleges and universities may have age of credit limits on certain coursework to be used in transfer. Students should refer to the policy of their intended transfer institution regarding time limits for transfer coursework.

SHARED UNIQUE NUMBERING (SUN) SYSTEM COURSE INFORMATION

Senate bill 1186, which passed into law in 2010, mandated the creation of a shared numbering system for public college and university courses in Arizona to identify courses that transfer from community colleges to universities toward a baccalaureate degree. The Shared Unique Number (SUN) system is a college course numbering system designed to help students locate and enroll in courses that have direct equivalents for transfer among Arizona's public community colleges and three state universities. However, even if a course at the Maricopa Community Colleges is not designated as a SUN course, it may still transfer to other Arizona public institutions with a direct equivalent as per the course equivalency guide on AZTRANSFER.COM. The SUN system does not address the applicability of courses. Students are encouraged to work with an Academic Advisor on course selections. To access a list of SUN courses, visit SUN

2.9 Veterans Services

The Maricopa Community Colleges' veterans' services offices act as liaisons with the Department of Veterans Affairs (VA) and the state approving agency. Each program must be approved by the state approving agency. Students may be eligible to receive educational benefits if they are registered in courses that apply to the student's approved programs. Application forms, counseling, advisement, tutoring, and priority enrollment are available for students who are eligible for veteran's educational benefits. Students applying for veteran's educational benefits should allow eight to ten weeks before receiving benefits. The amount of benefits awarded is determined by the Department of Veterans Affairs, and is based on the number of credit hours or clock hours for which a student is enrolled and the length of the enrollment period for each course.

Prior to enrolling, eligible service members receiving tuition assistance must speak with an Education Services Officer (ESO) or counselor within their military service branch/ organization.

Veteran's benefits available:

- Chapter 30 - Montgomery GI Bill®
- Chapter 31 - Veteran Readiness and Employment (VR&E)
- Chapter 32 - VEAP Program
- Chapter 33 - Post 9/11 GI Bill® & Transfer of Eligibility to Dependents (TOE)
- Chapter 35 - Survivors and dependents of deceased/100% disabled veterans
- Chapter 1606 - Montgomery GI Bill®, Selected Reserve

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

Covered individuals (as defined in 38 U.S.C. § 3679) utilizing Chapter 33, Chapter 30, Chapter 31, Chapter 32, Chapter 35, or Chapter 1606 VA education benefits may attend or participate in a program of study during the period beginning on the date the individual provides the educational institution a Certificate of Eligibility (COE), a Statement of Benefits obtained from eBenefits, or a purchase order for Chapter 31, and ending on the earlier of the following dates:

1. The date upon which payment from the VA is made to the institution;
2. 90 days after the date the institution certified tuition and fees following the receipt of the Certificate of Eligibility.

No penalty, including the assessment of late fees, and/or the denial of access to classes or other institutional facilities will be imposed on the individual due to the delayed disbursement funding from VA under Chapter 33, 30, 31, 32, 35 or 1606.

It is the student's responsibility to notify the office that serves veterans at their campus regarding any change in enrollment, address, program of study, enrollment at another institution, or any other change that may impact their veteran's educational benefits.

Those students receiving benefits must follow the VA academic progress policy to continue to receive benefits.

Department of Veterans Affairs regulations require that all persons using any type of veteran educational assistance program make satisfactory academic progress toward achievement of their educational objective (program of study). A student who does not meet the minimum standards of 2.0 upon completion of 12 or more credit hours will be placed on probation, at which point the student will have no more than two semesters in which to improve academic standing to acceptable. At this point, if satisfactory academic progress has not been demonstrated, veteran educational benefits will be terminated. Benefits may be resumed when the student raises the cumulative grade point average to the required minimum standards or demonstrates the ability to meet these standards through the approval of a written appeal. For appeal procedures, contact the office that serves veterans at your campus.

For additional details and information regarding veteran's educational benefits, contact the office that serves veterans at
your campus.

Distance Learning:
The course content and competencies for distance learning classes are the same as courses offered in-person or in a hybrid format. The courses offered in this format lead to completion of MCCCD degrees and/or certificates of completion.
Colleges use Learning Management Systems (LMS) like Canvas and RioLearn for online offerings. These portals are used for both hybrid and online classes. Students must use their Maricopa Enterprise ID and password to access the portal. The link to the portal is provided on the college home page and on www.maricopa.edu/students, the district's website for student access to Maricopa tools. Maricopa-assigned student email addresses are used for communicating with students within the tools. Students are also able to communicate with the instructor through the LMS, via Maricopa e-mail or by phone.

Externship Programs:
The Maricopa Community College's official district course descriptions for credited experiential learning opportunities (Internships, Externships, Practicums, and Clinicals) state the amount of hours required in order for a student to receive college credit. The descriptions also 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: – Center for Curriculum and Transfer Articulation website, located at: https://www.maricopa.edu/degrees-certificates/university-transfer

Prior Credit Evaluation:
Department of Veterans Affairs requires that all persons using any type of Veteran's educational assistance must have all prior education and training evaluated. Students will be required to request transcripts from all prior institutions, including military training. Without all prior institutions and military training, veteran educational assistance may not be certified. Transcripts will be evaluated and credit will be granted, as appropriate.

Scholastic Standards

2.3.1 Academic Load

A credit hour is defined as an amount of work represented in course competencies and verified by evidence of student achievement that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or at least an equivalent amount of work for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. In accordance with common practice in higher education, instruction representing a credit hour is typically delivered in a 50-minute class period.

Students carrying at least twelve (12) credit hours will be considered full-time students for the fall and spring semesters. Three-quarter-time is 9 - 11.9 credit hours. Half-time is 6 - 8.9 credit hours. Fewer than six (6) credit hours is considered less than half-time. Academic load for summer and special terms may be defined differently. Contact the Admissions and Records Office/Office of Student Enrollment Services for clarification. As provided in the Reduced Course Load administrative regulation, a student may be deemed a full-time student carrying fewer than twelve credit hours pursuant to an accommodation of a disability.

Courses may vary in length, and begin and end throughout the year. A credit hour indicates the value of an academic credit. Standards for the awarding of credit hours may be time based or competency based. To obtain credit, a student must be properly registered and must pay fees for the course. The fall and spring semesters are typically sixteen (16) weeks in length. Summer sessions are typically five or eight weeks in length.

Students desiring to take more than eighteen (18) credit hours must obtain approval from the designated college official. Ordinarily, only students with a grade point average of 3.0 or higher for the preceding semester or first semester students who were in the upper quarter of their high school graduating class are permitted to carry more than eighteen (18) credit hours.

Students participating in extra-curricular or co-curricular activities or receiving financial assistance may be required to maintain a specified minimum academic load.

Students who are working, have considerable extra-curricular or co-curricular activities, or have been reinstated from academic suspension/probation should plan their academic load accordingly.

Schedule Changes

Students may change their schedule by following the designated procedures at their college of enrollment. It is the student's responsibility to notify the college if he/she will no longer be attending the class (see Administrative Regulation
2.3.6 Withdrawal for Withdrawal Procedures).

2.3.2 Attendance

- Only persons who are registered for a class at any of the Maricopa Community Colleges may attend that class. Attendance requirements are determined by the course instructor. Students who do not meet the attendance requirement as determined by the course instructor may be withdrawn.
- Students who fail to attend the first scheduled class meeting, or to contact the instructor regarding absence before the first scheduled class meeting may, at the option of the instructor, be withdrawn.
- At the beginning of each course, each faculty member will provide students with written attendance requirements. It is the student's responsibility to consult with the instructor regarding official or unofficial absences. Absences begin to accumulate with the first scheduled class meeting.
- Students bear the responsibility of notifying the Admissions and Records Office/Office of Student Enrollment Services when they discontinue studies in a course or at the college. Please refer to Administrative Regulation 2.3.6
  Withdrawal for Withdrawal Procedures.

1. **Official Absences**
    A. Official absences are those that occur when students are involved in an official activity of the college, i.e., field trips, tournaments, athletic events, and present an official absence excuse form. Absences for such events shall not count against the number of absences allowed by an instructor or department. Students who must miss a class for an official reason must obtain an official absence verification card from the appropriate vice president or designee and present it to the appropriate instructor(s) before the absence. Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the student will not be penalized.
    B. Other official absences include jury duty and subpoenas. Appropriate documentation will be required. Prior arrangements must be made with each instructor for makeup work. If prior arrangements have been made, the student will not be penalized.
    C. In the event of military commitments. Absences for periods of up to one week will not be counted against the number of absences allowed by an instructor or department. The student is required to provide appropriate documentation of the specific orders, length of assignment and location. Prior notification must be initiated with each instructor to discuss make-up work. If the length of the absence will be longer than one week, the instructor and the student will determine whether there is sufficient opportunity for the student to make up the work. If it is determined that the length of absence for the military commitment provides an undue hardship on the student's ability to make up the assignments, he or she will be provided an opportunity to request an incomplete grade or drop the class or, in the case of open-entry classes, the opportunity to request an extension.
    D. In the event of the death of an immediate family member, absences for periods of up to one week will not be counted against the number of absences allowed by an instructor or department. Students should contact instructor(s) as soon as possible to arrange for make-up work. Appropriate documentation will be required (for example, a copy of the obituary or funeral program). In specialized programs that require clinical rotations, this regulation may not apply.
2. **Religious Holidays**
    Students shall have the right to observe major religious holidays without penalty or reprisal by any administrator, faculty member or employee of the Maricopa Community Colleges. Absences for such holidays shall not count against the number of absences allowed by an instructor or department, provided the student has utilized the Religious Accommodation Procedure outlined in ND-4 of the Administrative Regulations Appendices. The Procedure and Religious Accommodation Form may be found at ND-4. As outlined in the ND-4 Religious Accommodation Procedure, to the extent possible, requests must be made at least two (2) weeks before the requested absence from class due to religious holiday or day of observance by providing the faculty member with the Religious Accommodation Request Form. Once a religious accommodation is granted, the student must make arrangements with each instructor for make-up work.
3. **Excused Military Absences**

member of the National Guard of this state or any other state or of the United States Armed Forces Reserves who is a
student at an institution of higher education in this state and who is ordered to either state or federal reserve component duty or a person who is the spouse of a member of the National Guard of this state or any other state or the
United States Armed Forces Reserves, who is a student at an institution of higher education in this state and whose
spouse is ordered to either state or federal reserve component duty, whether the member or spouse is attending class in
person or online and whether the member is stationed in or outside of this state, may do any of the following:

A. Withdraw from one or more courses for which tuition and fees have been paid. the tuition and fees must be credited to the student's account at the institution. Any refunds are subject to the requirements of the state or federal financial aid programs of origin. The student may not receive credit for the courses and may not receive a failing grade, an incomplete or another negative annotation on the student's record and the student's grade point average may not be altered or affected in any manner because of the student's withdrawal under this subsection.

B. Depending on when the member is ordered to either state or federal reserve component duty and depending on the individual student's needs, receive a grade of incomplete and be allowed to complete the course if the course is being offered at the time to other students on release from reserve component duty under the institution's standard practice for completion of incompletes.

C. In accordance with any academic unit or institution of higher education requirements or in compliance with accreditation or certification standards, when applicable, continue and complete the course for full credit. Class sessions the student misses due to state or federal reserve component duty must be counted as excused absences and may not be used in any way to adversely impact the student's grade or standing in the class. Any student who selects this option is not automatically excused from completing assignments due during the period the student or student's spouse is performing state or federal reserve component duty. A letter grade or a grade of pass may be awarded only if the faculty member teaching the course determines that the student has completed a sufficient amount of work and has demonstrated sufficient progress toward meeting course requirements to justify the grade.

D. Withdraw and be readmitted with the same academic status and enrolled as a student at the institution, without penalty or redetermination of admission eligibility, within one year after the release of the student or student's spouse from state or federal reserve component duty.

1. A member of the National Guard of this state or any other state or of the United States Armed Forces Reserves who is a student at an institution of higher education in this state, who is ordered to either state or federal reserve component duty and as a result of that service or follow-up medical treatment for an injury incurred during that service, misses any test, examination, laboratory, presentation or class day on which a written or oral assignment is due or other event on which a course grade or evaluation is based may make up the test, examination, laboratory, presentation, class or event without prejudice to the final course grade or evaluation. The makeup activity must be scheduled after the student's return from reserve component duty and after a reasonable amount of time for the student to prepare for the test, examination, laboratory, presentation, class or event.

2. For class sessions a student described in subsection a of this section misses due to state or federal reserve component duty, the institution of higher education shall excuse the student's absences and not use these excused absences in any way to adversely impact the student's grade or standing in class.

3. If the faculty member teaching the course determines that the student has completed a sufficient amount of work and has demonstrated sufficient progress toward meeting course requirements to justify the grade without making up the test, examination, laboratory, presentation, class or event, a grade may be awarded without the makeup activity and the missed test, examination, laboratory, presentation, class or event may not be used in any way to adversely impact the student's grade or standing in the class.

4. The protections in this section may be invoked as follows:

a. If the state or federal reserve component duty is known in advance, the student must submit evidence documenting the state or federal reserve component duty to the faculty member teaching the course early in the semester or as soon as practicable before the missed class, assignment or examination.

b. If the state or federal reserve component duty is not known in advance, the student is responsible for providing evidence of the state or federal reserve component duty to the faculty member teaching the course as soon as practicable after the missed class, assignment or examination.

c. The student or an appropriate officer from the military organization in which the student or student's spouse will be serving must give written notice that the student or student's spouse is being or has been ordered to reserve component duty as prescribed in this section.

d. On written request from the institution of higher education, the student shall provide written verification of service.

5. To readmit a person with the same academic status means that the institution admits the student to the same program to which the student was last admitted by the institution or, if that exact program is no longer offered, the program that is most similar to that program, unless the student requests or agrees to admission to a different program, per CFR 34 668.18 (a)(2)(iii)(A).

2.3.3 Grading

1. **Policy**
   It is the policy of the Maricopa Community Colleges that a grade will be assigned at the conclusion of the course. Official grades are available on designated college web sites.

GRADE KEY

GRADE	VALUE	GRADES CALCULATED IN GPA	CONSIDERED AN ATTEMPT	MAY BE REPEATED
A	4.0 - EXCELLENT	YES	YES	NO
B	3.0 - ABOVE AVERAGE	YES	YES	YES
C	2.0 - AVERAGE	YES	YES	YES
D	1.0 - BELOW AVERAGE	YES	YES	YES
F	0.0 - FAILING	YES	YES	YES
I	INCOMPLETE	NO	NO	N/A
IP	COURSE IN PROGRESS	NO	NO	N/A
N	AUDIT	NO	NO	N/A
W	WITHDRAWN, PASSING	NO	NO	N/A
Y	WITHDRAWN, FAILING	YES	YES	YES
P*	CREDIT	NO	YES	YES
Z	NO CREDIT	NO	YES	YES

*A "P" is judged to be equivalent to a grade of "C" or higher.

ATTEMPT DEFINITION: A student is enrolled in a class and receives a grade of A, B, C, D, F, Y, P, or Z.

Students who wish to attempt a course after the fourth time will need assistance from the Admissions & Records/Enrollment Services Office to enroll.

If a student has been awarded financial aid, veterans benefits, or other military tuition assistance programs, scholarships, or grants they should check with those offices about repeating classes.

The student is responsible for any tuition and fees associated with each attempt.

NOTE: Grading errors discovered after the sixty (60) day expiration date can be corrected if they have been researched by the Director of A&R/Enrollment Services and the Instructor of Record or the Department/Division Chair.

2. **Incomplete Grade**
   A. Students who are doing acceptable work may request an incomplete grade "I" if they are unable to complete the course requirements by the end of the term because of illness or other extenuating circumstances. If the request is approved by the instructor, they shall define, in a written/electronic contract, how the course will be completed.
   B. Students must complete the requirements within the time period agreed to--maximum time allowed is seven (7) months from the last date of class in which the grade of incomplete was assigned. Students who do not complete the requirements within the approved time period will have their grade recorded in accordance with the written contract. Students should NOT reregister for the course to complete the contract nor will they be allowed to attend or otherwise participate in a current class in order to make up the missed work.

C. A student's eligibility for financial aid may be jeopardized by an incomplete grade. Refer to the Standards of Satisfactory Academic Progress for details.

3. **Repeating a Course/Improving a Grade**
Students who wish to improve their GPA may repeat a course within the Maricopa Community Colleges up to three times after the initial attempt. (A "W" is not considered an attempt.) Students planning to repeat a course should seek advisement prior to enrolling. The lower grade(s) and credit for repeated courses taken at the same college will automatically be excluded from the grade point calculation. However, if the course(s) were taken at a different Maricopa Community College, the student must submit a request for the lower-graded course to be excluded from the GPA. The request can be submitted to the admissions and records office at any of the Maricopa Community Colleges that the student attended. Students receiving federal financial assistance and/or benefits should follow up with the Office of Financial Aid and/or Veterans' Services regarding their policies for repeated courses. An official student transcript is a permanent academic record issued by the College Registrar. It displays all courses taken for credit within the Maricopa Community Colleges District and includes all grades received. Unlike an unofficial transcript, it is signed and dated by the College Registrar and displays the college seal of the Maricopa College issuing the official transcript. Check individual courses and programs for exceptions.

4. **Credit/No Credit Courses (P/Z)**
   A. Some courses may be taken under a credit/no credit grading system. These courses carry grades of P (credit, equivalent to a grade of C or higher) or Z (no credit) and are not computed in the student's grade point average. Credits earned with a grade of P may be counted toward graduation with the exception of AGEC (Arizona General Education Curriculum).
   B. The prescribed time limits are for full-semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See "Important Deadlines for Students".
   C. In courses with credit/no credit (P/Z) grading, the student may request standard grading (A, B, C, D, F), within fourteen (14) days including the date of the first class meeting. The instructor must immediately notify the Admissions and Records Office/Office of Student Enrollment Services.
   D. In courses with standard grading (A, B, C, D, F), the instructor determines if the credit/no credit option is available. If the option is available, the student must obtain the permission of the instructor. The instructor must notify the Admissions and Records Office/Office of Student Enrollment Services within fourteen (14) days including the day of the first class meeting.
   E. It is the student's responsibility to verify the transferability of credit/no credit courses. Some universities place a limitation on the number of credit/no credit courses that can be transferred.
   Advisory note: Some institutions outside the Maricopa Community Colleges may translate the Z grade as failing.

5. **Audit Courses**
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.

The prescribed time limits are for full-semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly and appear in the "Important Deadlines for Students".

6. **GPA Calculations**
There are three types of GPA's Semester, Overall Cumulative and Graduation.

TYPE	CALCULATION	LOCATED
SEMESTER GPA	Calculated Using the Courses Taken in the Semester at a Single Maricopa Community College	Unofficial and Official Transcript Enrollment Verification
OVERALL CUMULATIVE GPA*	Calculated Using All Courses Taken at a Single Maricopa Community College	Unofficial and Official Transcript Enrollment Verification
GRADUATION GPA	Calculated Using All the Courses Applied Toward Graduation With a Specific Degree or Certificate, Including Courses Taken at the Award-Granting Maricopa Community College as Well as Transfer Credit Evaluated as Equivalent From Other Maricopa Community Colleges or Other Institutions.	Degree Progress Report

The grade point average (GPA) of a student will be calculated by multiplying the number of course credits/semester hours for each course by the grade point values associated with the grade received in that course, adding those totals together, and dividing that sum by the total number of course credits/semester hours. MCCCD has a 4.0 scale and does not use a weighted GPA calculation for honors or advanced placement courses.

For a semester GPA, as well as the cumulative GPA, use all regularly graded courses in the GPA calculation. * Refer to the grade key to identify which course grades count toward the GPA calculation. The cumulative GPA is calculated based on individual courses rather than as an average of semester GPAs. All GPAs are truncated to three decimal points.

*The lower grade of courses repeated for credit (refer to repeating a course/improving a grade) and academic renewal courses (A.R. 2.3.7 Academic Renewal) are not calculated in the GPA.

EXAMPLE:

COURSE	GRADE	NUMERICAL GRADE POINT EQUIVILANT	COURSE CREDITS	GRADE POINT VALUE (QUALITY POINTS = GRADE POINT x CREDITS)
ENG101	A	4.000	3.00	12.000
PSY101	C	2.000	3.00	6.000
FYE101	B	3.000	1.00	3.000
MAT140	B	3.000	5.00	15.000
PED115	P	0.000	2.00**	0.000**
TOTAL			14.00	36.000
36.000 GRADE POINT VALUE / 12.00** COURSE CREDITS = 3.000 GPA ** THE P GRADE IS NOT CALCULATED INTO THE GPA PER THE GRADE SCALE				

7. Important Deadlines for Students

Appendix S-12 Important Deadlines for Students

Class Length	Deadline for Students to Withdraw with Guaranteed Grade of W	Deadline for Students to Withdraw From a Course (Instructor Signature Required)	Deadline for Students to Request Complete Withdrawal	Deadline to Change Type of Grading (A-F to P/Z, or P/Z to A-F)	Deadline to Change from Audit Grade to Credit Grade	Deadline to Change from Credit Grade to Audit Grade
One Week or less (1 to 7 days)	1st Day of Class	1st Day of Class or Prior to the Last Day of Class	1st Day of Class or Prior to the Last Day of Class	1st Day of Class	1st Day of Class	1st Day of Class
Two Weeks (8 to 14 days)	3rd Calendar Day	6th Calendar Day	6th Calendar Day	1st Day of Class	1st Day of Class	3rd Calendar Day
Three Weeks (15 to 21 Days)	6th Calendar Day	12th Calendar Day	12th Calendar Day	2nd Calendar Day	1st Day of Class	5th Calendar Day
Four Weeks (22 to 28 days)	9th Calendar Day	17th Calendar Day	17th Calendar Day	3rd Calendar Day	2nd Calendar Day	7th Calendar Day
Five Weeks (29 to 35 days)	12th Calendar Day	23rd Calendar Day	23rd Calendar Day	4th Calendar Day	2nd Calendar Day	9th Calendar Day
Six Weeks (36 to 42 days)	14th Calendar Day	29th Calendar Day	29th Calendar Day	5th Calendar Day	3rd Calendar Day	11th Calendar Day
Seven Weeks (43 to 49 days)	17th Calendar Day	35th Calendar Day	35th Calendar Day	5th Calendar Day	3rd Calendar Day	12th Calendar Day
Eight Weeks (50 to 56 days)	20th Calendar Day	41st Calendar Day	41st Calendar Day	6th Calendar Day	3rd Calendar Day	15th Calendar Day
Nine Weeks (57 to 63 days)	23rd Calendar Day	46th Calendar Day	46th Calendar Day	7th Calendar Day	4th Calendar Day	17th Calendar Day
Ten Weeks (64 to 70 days)	26th Calendar Day	52nd Calendar Day	52nd Calendar Day	8th Calendar Day	4th Calendar Day	19th Calendar Day
Eleven Weeks (71 to 77 days)	29th Calendar Day	58th Calendar Day	58th Calendar Day	9th Calendar Day	5th Calendar Day	21st Calendar Day
Twelve Weeks (78 to 84 days)	32nd Calendar Day	63rd Calendar Day	63rd Calendar Day	10th Calendar Day	5th Calendar Day	23rd Calendar Day
Thirteen Weeks (85 to 91 days)	35th Calendar Day	70th Calendar Day	70th Calendar Day	10th Calendar Day	5th Calendar Day	25th Calendar Day
Fourteen Weeks (92 to 98 days)	38th Calendar Day	76th Calendar Day	76th Calendar Day	11th Calendar Day	6th Calendar Day	27th Calendar Day
Fifteen Weeks (99 to 105 days)	41st Calendar Day	82nd Calendar Day	82nd Calendar Day	12th Calendar Day	6th Calendar Day	28th Calendar Day
Sixteen Weeks or more (106 or more days)	End of the 7th week	Two weeks before the last class period	Two weeks before the last class period	Within 14 days including the first class period	Within first week of class	Within first five weeks
Deadlines are based on calendar days a class. Deadlines that fall on a weekend or holiday Advance to the next college work day.						

2.3.4 Academic Standing, Warning and Probation

Academic standing is defined by the student's GPA. The GPA is calculated by dividing the number of grade points earned in courses that assign letter grades by the number of credits attempted.

The purpose for the academic standing, warning and probation policies is to establish a formal process through which the faculty, staff, and administration at the Maricopa Community Colleges may identify and provide support to students who experience academic difficulty and fall below a cumulative grade point average (GPA) of 2.0. The combined cumulative GPA includes computation of grades for both Maricopa and posted transfer courses. It is not intended to discourage or penalize students. rather, this process reflects the commitment of the college's faculty, staff, and administration to provide students with assistance and support to ensure success in achieving their educational goals.

Academic Good Standing
Students in academic good standing have a GPA of 2.0 or higher.

Academic Warning
Students who do not achieve a minimum cumulative GPA of 2.0 after completion of up to eleven (11) or fewer credit hours are placed on academic warning. If a student does not achieve the minimum cumulative GPA of 2.0 after completion of twelve (12) credit hours, the student will be placed on academic probation for at least one additional term.

Academic Probation
A student will be placed on academic probation if, after completion of a total of twelve (12) or more credit hours at the college, the student's cumulative grade point average is less than 2.0. Students on academic probation may take no more than twelve (12) credit hours per semester unless a written appeal is filed by the student and reviewed by counseling faculty for academic support guidance (e.g., time management, test taking techniques, study skills, etc.) and the designated academic or student affairs dean or designee as determined by the college.

A student on academic probation who fails to raise the cumulative grade point average to 2.0 will be placed on continued probation and may be limited to taking six (6) credit hours unless reviewed by a counseling faculty for academic support (e.g., time management, test taking techniques, study skills, etc.) and the designated academic or student affairs dean or designee as determined by the college.

Students who receive an academic warning or who are placed on academic probation may be required to meet with an academic advisor or other designated intervention team members or engage in other intervention strategies prior to enrolling in courses to discuss an academic improvement plan which may include referrals to academic support, tutoring, and/or student support services to help them achieve good standing. Students using federal financial aid, VA education benefits, or active duty tuition assistance should contact their financial aid office and veterans services office to review possible impacts to their funding. See S-5 Student Financial Assistance.

Also See:2.3.11 ACADEMIC MISCONDUCT

2.3.5 Instructional Grievance Process

A student who feels that he or she has been treated unfairly or unjustly by a faculty member with regard to an academic process such as grading, testing, or assignments, has the right to appeal according to the approved procedures.

The appeal process for grades must be initiated no later than sixty (60) calendar days from the date the grade was issued. Steps outlining the process are available in Appendix S-6.

Appendix S-6 Instructional and Final Grade Grievance Process

Overview-please note the requirements for review which include specific written documentation and signatures, etc.

INSTRUCTIONAL GRIEVANCE
When there is a complaint by a student against a full-time or adjunct faculty member, proper district or college authority will work in confidence with the parties to resolve the conflict. A full-time or adjunct faculty member will not be required to respond to any complaint that is not in writing over a complainant's signature or to complaints that do not have specific documentation of incidents such as dates, times, etc. this complaint must be made available to the full-time or adjunct faculty member involved.

STEP ONE:
○ A student who feels that they have been treated unfairly or unjustly by a full-time or adjunct faculty member with regard to an academic process such as grading, testing, or assignments, shall discuss the issue first with the faculty member involved. This conference shall be requested by the student within fifteen (15) business days from the time the student knew or reasonably should have known about the unfair or unjust treatment.

○ This instructional grievance process shall not be utilized in a case in which a student feels they have experienced discrimination. If the student feels that they have experienced discrimination on the basis of race, color, religion, national origin, gender, age, disability, veteran status, or sexual orientation, the student shall refer to the discrimination complaint procedures for students as administered by the college's Equal Opportunity & Title Ix Regional Director or designee.

STEP TWO:
○ IF, within ten (10) business days of the request for the conference with the full-time or adjunct faculty member, the problem is not resolved or the faculty member has been unable to meet with the student, the student may continue the process by filing a written complaint with the Faculty Chair and appropriate administrative office at the college. This written complaint must be filed within ten (10) business days following the previous deadline. The written complaint will be given to the full-time or adjunct faculty member five (5) days before any official meetings are convened.
○ Upon receipt of a written complaint, the Faculty Chair or appropriate college administrative officer will work with the parties in an attempt to resolve the conflict. The full-time or adjunct faculty member may ask that the Faculty Senate President be in attendance. Every attempt will be made to maintain confidentiality during this process.
○ A full-time or adjunct faculty member will not be required to respond to a complaint that is not in writing and that, when appropriate, did not have the specific documentation including dates, times, materials, etc. the written complaint will be made available to the full-time or adjunct faculty member.

STEP THREE:
○ If the complaint is not resolved at this level within ten (10) business days, the student should forward, to the VPAA or appropriate college administrative office, a copy of the original written complaint with an explanation regarding action taken at each prior level. The VPAA or appropriate college administrative officer will meet with the student, full-time or adjunct faculty member, the Faculty Chair, and the Faculty Senate President (the latter upon request of the full-time or adjunct faculty member), and attempt to resolve the issues. This level will be the final step in any complaint process regarding grades.

If the complaint, other than those concerning grades, is not resolved by the VPAA or the appropriate college administrative officer, it may be forwarded in writing by the student to the College President for final resolution. The College President or designee will expedite a timely examination of the issues and will issue a final written determination in the complaint process.

FINAL COURSE GRADE APPEAL
This process is to be used to appeal the final instructional grades for a course. Assignment or exam grades may be reviewed in this process if they impact continuation in a program.
A final grade can only be changed by the instructor of record through this process, except for extraordinary circumstances as outlined below.
This process should not be utilized in a case in which a student feels that they have experienced discrimination or harassment. A student who feels that they have experienced discrimination on the basis of race, color, religion, gender, sex, sexual orientation, gender identity, or national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information should refer to the discrimination complaint procedures for students found on the district's student and faculty resources webpage.
In addition, a student who feels that they have experienced sexual harassment should refer to the sexual harassment policy for students.

TIMELINESS OF APPEAL Any appeal of a final grade must be initiated no later than sixty (60) calendar days from the date the grade is issued. Absent exceptional circumstances, as determined at the sole discretion of the Faculty Chair, no untimely appeals will be considered. The resolution timeline for grade appeals that occur after the spring semester may be deferred until the first day of accountability of the following fall semester if so desired by the full-time or adjunct faculty member who assigned the grade.

PROCESS DEADLINES The Faculty Chair or VPAA, as appropriate based on the level, may, upon a showing of good cause, extend any of the deadlines set forth in this process. Alternatively, any deadline may be extended by mutual agreement of the full-time or adjunct faculty member and student.

DOCUMENTATION The student is responsible for providing a rationale for initiating a grade appeal. Any documentation to support the student's appeal is encouraged.

REMEDIES Remedies under this process may include, as appropriate, a change in the grade received for the course, exam, project, or other assignment. Documentation of the resolution will be housed within the department/division.

FINAL GRADE APPEAL PROCESS

● FACULTY LEVEL

○ A student who wants to appeal a final grade shall first attempt to resolve the issue with the full-time or adjunct faculty member involved.

○ The student shall initiate the process by submitting to the full-time or adjunct faculty member a written grade appeal explaining why they feel there is an issue with the final grade.

○ Upon receipt of the written grade appeal, the full-time or adjunct faculty member shall contact the student to make arrangements for discussing the appeal.

○ Communication may occur in person, by phone, by mail, or by online means.

○ The full-time or adjunct faculty member and student shall make reasonable efforts to conduct the meeting within fifteen (15) business days from the submission of the written grade appeal.

○ When discussing concerns or complaints with an instructor it is most effective to arrange a time when the instructor is available for a confidential conversation.

○ The full-time or adjunct faculty member shall attempt to investigate and resolve the issue and inform the student of the resolution no later than ten (10) business days from the date of the meeting between the student and full-time or adjunct faculty member.

○ If the full-time or adjunct faculty member is unavailable or fails to timely resolve the appeal, the student may escalate their appeal to the department/division level.

○ A record of the resolution or reasons for non-resolution will be documented by the full-time or adjunct faculty member.

DEPARTMENT/DIVISION LEVEL

○ If, after ten (10) business days, the appeal remains unresolved; the full-time or adjunct faculty member has been unable to meet with the student; or the student believes that the full-time or adjunct faculty member has reached an resolution, the student may, within ten (10) business days, forward the written appeal to the Faculty Chair. Upon receipt of the written appeal, the Faculty Chair will meet with the parties to attempt to resolve the appeal.

○ The full-time or adjunct faculty member may ask that the college Faculty Senate President or designee attend any meetings to advise on concerns of policy.

○ The student shall have the right to be assisted by any member of the college community they choose. A student who elects to be assisted by a member of the college community must notify the college community member's supervisor and Faculty Chair of the name and contact information of the college community member not less than two (2) business days before the scheduled meeting.

○ The college community member may not be serving in a legal capacity. The student is responsible for presenting their own information and, therefore, the college community member is not permitted to speak on behalf of or participate directly in any final grade appeal process meeting. The meeting may take place in person, by telephone, by mail, or by online means. Every attempt will be made to maintain confidentiality during this process.

○ A record of the resolution or reasons for non-resolution will be documented by the Faculty Chair on the intake form.

VPAA LEVEL

○ If the appeal is not resolved at the department/division level within ten (10) business days, the student may forward the written appeal to the VPAA or designee a copy of the written appeal with an explanation of the action taken at each prior level.

○ The VPAA or designee will meet with the student, full-time or adjunct faculty member, the college Faculty Senate President (if requested by the full time or adjunct faculty member), the member of the college community (if requested by the student), and the Faculty Chair to attempt to resolve the matter.

○ The VPAA or designee shall issue a written decision regarding the outcome of the appeal no later than ten (10) business days following the date of the meeting.

○ Except as outlined below (extraordinary circumstances), this is the final level of review for appeals regarding grades. A record of the resolution will be documented by the VPAA or designee on the intake form.

Extraordinary Circumstances

○ In extraordinary circumstances and where the VPAA deems it necessary in the interest of fairness, the VPAA may convene a committee to resolve the appeal. To minimize conflicts of interest, the committee shall be composed of neutral parties including:

■ At least one full-time faculty member from the academic discipline from which the appeal rises.

■ One faculty senate member as designated by the college Faculty Senate President; the Faculty Chair.

■ the Dean of Instruction or appropriate college/center administrative officer.
■ A student from the student government or similar representative body. The committee will issue a written decision, which shall be final and binding as to appeals regarding grades.
■ Examples of extraordinary circumstances may include, but are not limited to the following:
- The faculty member is no longer employed within the district.
- The faculty member deviated substantially from the course syllabus or any communicated changes in the course syllabus.
- Other review processes of the faculty revealed inconsistencies in grading/assessment practices or unprofessional behavior.

Within thirty (30) business days of seating the committee, a resolution must be reached and documented. This is the final level of appeal for grades reviewed under this process.

EXPEDITED GRADE APPEAL PROCESS FOR TECHNICAL ERRORS OR OMISSIONS
This process may be used only to resolve grade appeals regarding technical errors or omissions in calculating or recording (a) a grade on an exam, project, or other assignment, or (b) an overall course grade. The grade appeal process should be used to process all other appeals regarding grades. This is the exclusive process for appeals regarding technical errors or omissions in grading.
● **FACULTY LEVEL**
○ A student who feels that a technical error or omission has occurred with respect to the calculation or recording of a grade shall first attempt to resolve the issue with the full-time or adjunct faculty member who issued the alleged incorrect grade.
○ An appeal regarding a technical error or omission in grading must be brought to the full-time or adjunct faculty member's attention no later than fifteen (15) business days from the date the student knew or reasonably should have known of the error or omission.
○ The student shall provide the appeal to the full-time or adjunct faculty member in writing. The full-time or adjunct faculty member shall attempt to investigate and resolve the appeal and inform the student of the resolution no later than ten (10) business days from the date the student first reported the appeal to the full-time or adjunct faculty member. ○ If the full-time or adjunct faculty member is unavailable or fails to timely resolve the appeal, the student may escalate the appeal to the department/division level. A record of the resolution or reasons for non-resolution will be documented by the full-time or adjunct faculty member.

● **DEPARTMENT/DIVISION LEVEL**
○ If the full-time or adjunct faculty member or representative faculty member has not resolved the appeal within ten (10) business days, or if the student believes the full-time or adjunct faculty member or representative faculty member has reached an erroneous resolution, the student may within ten (10) business days forward the written appeal to the Faculty Chair.
○ The Faculty Chair shall investigate the appeal and inform the student of the resolution no later than ten (10) business days from the date the student reported the appeal to the Faculty Chair.
○ The decision of the Faculty Chair is final and binding. Once a resolution has been made at any level of the process, it is considered final and will be documented as such. The request for the grade appeal cannot be reopened.

2.3.6 Withdrawal

The Office of Admissions and Records/Office of Student Enrollment Services provides information about the withdrawal process. To withdraw from a course or courses from the college, students must follow approved procedures as outlined below. The official date of withdrawal is the date the withdrawal is received in the Admissions and Records Office/Office of Student Enrollment Services. Withdrawal from a course (or courses) does not automatically qualify for a refund of tuition and fees. Tuition and fee refunds will be calculated based on 2.2.10 Refund Policy or reviewed under the refund appeal process. Never attending is not an allowable refund exception or an excuse of the debt incurred through registration.

Types of Withdrawals
STUDENT WITHDRAWAL: Is a change in the student's course schedule where one or more courses are withdrawn before the end of the term.

FACULTY WITHDRAWAL: Occurs when a faculty member withdraws a student.

COMPASSIONATE WITHDRAWAL: Is considered when a sudden emergency or severe change in personal circumstances, result in an inability to continue/complete courses. The student provides a written statement of their situation and any documentation to support this request if applicable (e.g. death certificate, accident report, etc.). Steps outlining the process are available in APPENDIX S-20

MEDICAL WITHDRAWAL: Is considered when there is an unexpected serious illness or injury that prevents the student from continuing with their course or courses. The medical withdrawal policy covers physical health and mental health difficulties.

All applications for compassionate and medical withdrawal that are submitted by the student, or on their behalf, require thorough and credible documentation. An approved medical/compassionate withdrawal request will result in a note on the student's official transcript, under each course affected by the withdrawal clarifying that the withdrawal was for extenuating circumstances, although the specific reason will not be identified to maintain privacy. Medical and compassionate withdrawal applications and supporting documents are retained for at least five years and filed securely. If a request for refund has also been made, further assessment is done to determine eligibility. Steps outlining the process are available in APPENDIX S-20.

LEAVE OF ABSENCE: Assists and encourages students to return and graduate after an absence due to military deployment, service on an official church mission, or with a foreign aid service of the federal government. If your absence is due to this or any other reason, you may be eligible to return to a Maricopa College through a quick re-entry process, which permits students to enroll without submitting a new application if they previously attended a Maricopa College. If the leave of absence is due to military commitments, students should also reference Administrative Regulation 2.2.3(3).

WITHDRAWAL OF FINANCIAL AID STUDENTS

Withdrawing can have implications for certificate or degree completion, future registration, financial aid eligibility, and return of financial aid funds. In accordance with federal regulations (34CFR 668.22), a student may be required to repay federal financial aid funds if they completely withdraw or are withdrawn, or fail to earn a passing grade from all courses during a semester. This could affect a student's ability to receive financial aid in the future at Maricopa or any school.

Prior to submitting a request for any withdrawal or leave of absence, students are encouraged to meet with a college advisor about the potential impact related to the student's academic progress. Students using financial aid, VA education benefits, or active duty tuition assistance should contact their Financial Aid and Veterans Services offices to review possible impacts to their funding.

Withdrawal Procedures

Withdrawal from Specific Courses

A student may officially withdraw from specific courses in the following ways:

- The prescribed time limits are for full semester courses. Time limits for courses which meet fewer than sixteen (16) weeks are adjusted accordingly. See Important Deadlines for Students. Failure to file an official withdrawal form may result in failing grades and responsibility for course tuition and fees. Tuition and fee refunds will be processed based on the 2.2.10 Refund Policy.
- Through the 7th week*, a student may initiate an official withdrawal from any course by completing the withdrawal process online using the student self service system or by submitting a course withdrawal form to the Admissions and Records Office/Office of Student Enrollment Services in accordance with the published deadlines. A grade of W (withdrawn, passing - not computed in the grade point average) will be assigned.
- After the 7th week, a student must initiate a withdrawal request with the faculty member. If, after consultation with the student, the faculty member approves the request, a grade of W (withdrawn, passing - not computed in the grade point average) or Y (withdrawn, failing - computed in the grade point average as a failing grade) will be assigned. If the request is not approved, the student will remain in the course.

A student has the right to appeal a withdrawal decision according to the approved procedures. Steps outlining the process are available in Appendix S-6.

Complete Withdrawal from College

Students electing to withdraw from the college must contact the Admissions and Records Office/Office of Enrollment Services no later than two weeks* before the end of the last class meeting and may be required to file a written request.

A grade of W will be assigned in all courses for students who withdraw by the end of the 7th week* of classes. Withdrawals completed after this time will result in a grade of W (withdrawn, passing – not computed in the grade point average) or Y (withdrawn, failing – computed in the GPA as a failing grade).

*The prescribed time limits are for full semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See Important Deadlines for Students. Failure to file an official withdrawal form may result in failing grades and responsibility for course tuition and fees. Refunds will only be processed within the refund period.

Faculty Withdrawal Procedures
A faculty member has the option of withdrawing a student who has accumulated unofficial absences in excess of the number of times indicated in that faculty member's attendance policy in the course syllabus (see AR 2.3.2). A grade of W (withdrawn passing - not computed in GPA) or a grade of Y (withdrawn failing - 0 grade points per credit hour) may be assigned in accordance with the course syllabus.

Faculty members electing to withdraw students must record the withdrawal through the online system, including last date of attendance and withdrawal code. Students withdrawn for excessive absences may be reinstated only with the approval of the faculty member. Any impact on attendance that is protected by the exercise of students' rights under ADA/504, Title IX, Title VI, or other recognized law or policy do not count as unexcused absences for the purposes of instructor-initiated withdrawals for lack of attendance/participation. Requests for withdrawals should be referred directly to the college of enrollment.
Also See: 2.2.10 Refund Policy

2.3.7 Academic Renewal ("Academic Forgiveness")

The Maricopa Community Colleges recognize that a student's academic record may contain grades that are not reflective of more recently demonstrated academic success. Academic renewal (or academic forgiveness) is defined as the process by which a student's previously recorded substandard credit coursework is excluded from the student's cumulative grade point average (Refer to 2.3.3 Grading). Through this regulation, a student may request that grades and credits for all courses in which they earned a grade of D, F, or Y are disregarded from the cumulative GPA. Courses earned with a grade of A, B, and C will not be excluded and will be calculated into the GPA and total credits completed. A maximum of 24 credits taken at Maricopa are eligible to be disregarded under this policy. The academic renewal policy may be used only once and cannot be revoked once approved.

To apply for academic renewal the student must:
1. Complete the academic renewal request form, attaching unofficial transcripts.
2. Submit the completed form to the Admissions and Records/Enrollment Services Office.

Upon approval, courses with a grade of D, F, or Y will be annotated on the student's official transcript as excluded from the calculation of their cumulative GPA by academic renewal. All courses will remain on the student's permanent record to reflect an accurate academic history.

Academic renewal at one of the Maricopa Community Colleges does not guarantee that colleges outside the Maricopa Colleges will accept this action. Acceptance of the adjusted GPA (post academic renewal) is at the discretion of the receiving institution.

Financial Aid/Veteran Benefits and Satisfactory Academic Progress (SAP)
The academic renewal policy can improve a student's GPA, while reducing their earned credit hours towards degree and certificate requirements, so students must be aware of all consequences before pursuing academic renewal. If interested in financial aid and/or veteran benefits, students are required to meet the financial aid standards of academic progress (SAP) as academic renewal does not replace or override the SAP requirement. Students should follow financial aid SAP appeal procedures outlined in Administrative Regulation 2.3.6 Withdrawal or section 2.9 Veteran Services satisfactory progress standards for regaining aid eligibility.
Additionally, students are encouraged to speak with the financial aid and the veteran services offices if they have questions about how the academic renewal process may affect their aid and benefit eligibility. For More Information on SAP.
Also See:
2.3.4 Academic Standing, Warning, and Probation
2.3.6 Withdrawal (Medical/ Compassionate Withdrawal)
2.3.11 Academic Misconduct
More on Financial Aid

2.3.8 Honors Opportunities & Recognition

Honors Program
Each of the Maricopa Community Colleges has an honors program. Interested students should contact the college Honors Coordinator for information about the program and available scholarships, including the Chancellor's, Foundation's, and President's Scholarships, and Honors Achievement Award.

President's Honor List
The President's Honor List for each college consists of all students who complete twelve (12) or more credit hours in residence in courses numbered 100 or higher in a given semester with a college semester grade point average of 3.75 or higher. This is a distinct acknowledgement of academic achievement not related to participation in the honors program.

Graduate with Honors
See General Graduation Requirements (AR 2.3.9). This is a distinct acknowledgement of academic achievement tied to graduation. This is a distinct acknowledgement of academic achievement not related to participation in the honors program.

2.3.9 General Graduation Requirements

Note: Also see Catalog Under Which a Student Graduates (AR 2.2.5)

Earning a Certificate or Degree

The Maricopa Community Colleges offers certificates and degrees in a variety of areas. Each certificate and degree has specified program requirements for graduation. See certificate and degree information for specific program requirements. It is the student's responsibility to be aware of these requirements.

Candidates for graduation must satisfy the following requirements:

- Complete a minimum number of credits required for the certificate or degree. MCCCD may waive total credit requirements in limited cases where a course requirement has been waived or credit for a course was increased after the student completed the course, and further, it has been determined by the college that there is no appropriate course substitute or applicable credit to fulfill the requirement (refer to A.R. 2.3.13 Course Substitutions and Waivers). The amount of credit earned toward the program requirements shall not be less than 120 for bachelor's degrees and 60 for Associate degrees. No more than 10% of the minimum required number of credits within a certificate of completion credits can be waived. Such cases must have prior written approval of the Program Director, Department/Division Chair, or designee who has oversight for the degree or certificate and/or in the cases of general education the disciplinary subject matter expert. Documentation of rationale and approval must be included as part of the application to graduate or institutional graduation process.
- Complete the minimum number of credits (i.e., establish institutional residency) at the Maricopa Community College conferring the degree or certificate as follows:
    - For Bachelor's degrees, at least 30 credits applicable to the degree must be completed at the awarding college.
    - For Associate's degrees, at least 15 credits applicable to the degree must be completed at the awarding college.
    - For certificates that are 15 or more credits, at least 6 credits applicable to the certificate must be completed at the awarding college.
    - For certificates that are 14 or fewer credits, at least a quarter of the credits applicable to the certificate must be completed at the awarding college.
    - For certificates, if there is a range of credits to complete the certificate, residency will be calculated on the minimum number of credits required to complete the certificate, and any resulting quarter calculations will be rounded up to the nearest whole number. Certificates that require completion of one course or a single choice of requirements will not be split for purposes of residency determination.
    - Refer to the section on the Arizona General Education Curriculum (AGEC) further in this regulation for specific information regarding the minimum number of credits required at the awarding college.

      Credit awarded for prior learning assessment (PLA) does not count as credits in residence for graduation requirements. Student appeals to residency requirements must have prior written approval of the Program Director, Department/Division Chair, or designee and documentation of rationale and approval included as part of the admission process and/or application to graduate/institutional graduation process. Exceptions to residency may also be made by the college for unique programs of study (e.g., educational service agreements).

- All new Maricopa students who declare a degree will be required to successfully complete a first-year experience course (FYE101 or FYE103) within the first two semesters at a MCCCD college. Students who enrolled but did not earn any credit at MCCCD are considered new to MCCCD. Students who have only earned credits via Prior Learning Assessment (Refer to AR. 2.2.4 Transfer Credit And Prior Learning Assessment), previous Dual Enrollment, or who withdrew from all previously attempted courses at MCCCD are considered new to Maricopa.
- Meet the required certificate or degree requirements (general education, required courses, restricted electives, and/or general electives). Requirements can be satisfied by MCCCD coursework, prior learning assessment, and transfer credit. Transfer credit from outside of MCCCD or from Maricopa Community Colleges not awarding the degree or certificate and prior learning assessment does not count as hours in residence for graduation requirements.
- Earn a minimum grade point average (GPA) of 2.0 on a four-point grading scale in the coursework (100-level and above) used to satisfy degree or certificate requirements completed in residence and accepted in transfer) Some awards may specify additional GPA requirements.
- Remove all deficiencies (e.g. incomplete grades, missing transcripts, national test results, course substitutions, course waivers, etc.) on the record to use those courses toward program completion.
- Fulfill any financial obligations with the college.
- Complete and submit a Petition/Application for Graduation with the Admissions, Records, & Registration/Enrollment Services office with the exception of reverse transfer and proactive graduation programs as outlined further in this policy. Note that commencement ceremonies are a separate process and may include the submission of an additional form for students to participate in the celebration. Participation in commencement (walking/marching) does not guarantee a student has graduated or a degree has been earned.

Appeals to this institutional regulation may be considered prior to the admission process and/or petition to graduate. See the Admissions, Records, & Registration/Enrollment Services Office for a copy of the appeals process.

Multiple Certificates And Degrees
A student may earn a total of one of the same type of degree (AA, AS, AAEE, ABUS, AGS, or BSN) from the colleges in the Maricopa County Community College District regardless of emphasis, if applicable.

Because of the inherent unique required course requirements within, students may earn multiple distinct certificates (AC, CCL, AND CCT) and degrees (AAS, AAFA, BA, BS, and BAS) from the college(s) offering the awards but cannot earn the same certificate or degree at one or more Maricopa Community Colleges.

AWARD TYPE	# THAT CAN BE EARNED
AA or AA WITH EMPHASIS	One AA with or without emphasis may be awarded across all MCCCD
AS or AS WITH EMPHASIS	One AS with or without emphasis may be awarded across all MCCCD
AAFA	Student may earn multiple distinct AAFA emphasis, but cannot earn the same AAFA emphasis at one or more Maricopa Community Colleges
ABUS	One ABUS either GR or SR may be awarded across all MCCCD
BA	Students may earn multiple distinct BA Degrees, but cannot earn the same BA Degree at one or more Maricopa Community Colleges
BAS	Students may earn multiple distinct BAS Degrees, but cannot earn the same BAS Degree at one or more Maricopa Community Colleges
BS	Students may earn multiple distinct BS Degrees, but cannot earn the same BS Degree at one or more Maricopa Community Colleges
BSN	One may be awarded across all MCCCD
AAEE	One may be awarded across all MCCCD
AGS	One may be awarded across all MCCCD

AAS	Students may earn multiple distinct AAS, but cannot earn the same AAS Degree at one or more Maricopa Community Colleges
AC	Students may earn multiple distinct ACS, but cannot earn the same AC at one or more Maricopa Community Colleges
CCL or CCT	Students may earn multiple distinct CCLS or CCTS, but cannot earn the same CCL or CCT at one or more Maricopa Community Colleges

Historical Replaced Awards
Students may not earn awards that replace historical awards with similar to the same content. Replaced awards are identified in the program notes.

Student-Initiated Graduation
Students should complete a petition for graduation when they intend to graduate and should contact the Admissions & Records office at their college for the deadlines.

Proactive Graduation
In an effort to support students to completion, each of the colleges in MCCCD may elect to confer an award to current and former students who have met graduation requirements for any degree or certificate offered at the Maricopa Community Colleges in a process known as proactive graduation. The proactive graduation process applies to students who meet the following criteria:

- Met all graduation and program requirements for the eligible catalog year used in the proactive graduation process (refer to A.R. 2.2.5 Catalog Under Which a Student Graduate).
- Earned the minimum cumulative credits for institutional residency for the degree(s) or certificate(s) between Maricopa Community Colleges.
- Degree(s) or certificate(s) will be conferred from the Maricopa Community College accredited to offer the program at which the student has completed the greatest number of institutional resident credit hours directly applicable to the degree or certificate.
- Students will be given the opportunity to opt out of the proactive awarding of the degree or certificate by notifying the college prior to the award.
- Students will be awarded the certificate and/or degree on the day, month, and year it is processed. The posting date will not be backdated to when the student completed the last course requirement nor future dated to the next commencement date.

Students should not depend on this process for graduation. The petition for graduation should always be submitted when a student intends to graduate.

Reverse Transfer Partnership Initiative
In an effort to assist former Maricopa students who have transferred to a university without first completing an Associate degree, coursework can be transferred backward (or in reverse) from a participating institution to the Maricopa Community Colleges for the purpose of fulfilling Associate degree requirements. The reverse transfer initiative applies to students, identified by the partnering university or college, who do not yet have an Associate's degree (or higher), and who meet the following criteria:

- Completed a minimum of 15 credits at one or more Maricopa Community Colleges
- Earned a minimum of 60 cumulative credits between Maricopa Community Colleges and other accredited institutions attended
- Met all requirements for an Associate degree as outlined in the Maricopa Community College catalog, with the exception of the MCCCD additional/specific requirements of the First Year Experience, Reading, and Oral Communication
- Interested students at participating accredited institutions must meet that accredited institution's criteria and provide appropriate consent to qualify for free transcript exchange.

If eligible, students will receive their degree from the Maricopa Community College where the majority (greatest amount of credit) of the student's applicable coursework toward the graduating program was completed.

Participation in reverse transfer does not guarantee coursework applicability or degree or certificate eligibility. Students participating in reverse transfer must meet all curriculum and college requirements in order to graduate as outlined in this regulation. Students should not depend on reverse transfer for graduation. The petition for graduation should always be submitted when a student is intending to graduate. Students will be awarded the certificate and/or degree on the day, month, and year it is processed. The posting date will not be backdated to when the student completed the last course requirement nor future dated to the next commencement date.

Students interested in applying university or college credit after transfer toward the completion of a Maricopa Community College degree or certificate outside of a partnership initiative will follow the general graduation requirements outlined previously in this regulation.

Refer to the Reverse Transfer Process for partnering institutions and additional information.

Maricopa Nursing Program
For the Maricopa Nursing program, the cumulative GPA for awarding purposes is calculated based on courses required for the degree or certificate taken at any Maricopa campus and includes pre-requisites, co-requisites, and nursing blocks. Students must apply for graduation from the college where they have successfully completed Block 4 of the Associate in Applied Science in Nursing.

Graduation with Honors
All courses used to fulfill graduation and degree requirements, including courses from other institutions outside of MCCCD are used in the grade point average calculation (GPA) at graduation. Degree-seeking students who have distinguished themselves with GPAs 3.50 and higher are recognized with the following graduation honors*:

- 3.50 to 3.69 graduation “with distinction”
- 3.70 to 3.89 graduation “with high distinction”
- 3.90 to 4.0 graduation “with highest distinction”

Certificate programs are not eligible for institutional honors.

*GPA for Honors distinction is calculated at the time of graduation application/petition submission and does not include any in-progress grades, grades received after the initial calculation, or grades not on file at the initial calculation. The final GPA and resulting distinction level will not be changed based on new grades.

Degrees and certificates will not be reposted if grades are contested after the initial award posting.

Arizona General Education Curriculum (AGEC)
The Arizona public community and tribal colleges and three public universities have agreed upon a common structure for a transfer general education curriculum. This curriculum provides students attending any Arizona public community or tribal college with the opportunity to build a general education curriculum that is transferable upon completion without loss of credit to another Arizona public community or tribal college or university. This common agreement is called the Arizona General Education Curriculum (AGEC).

Students must earn a minimum of 12 credits in the AGEC at one or any combination of the MCCCD colleges. Students who complete the requirements will have the AGEC posted on their official transcripts. AGEC awards are not printed or sent to students.

Any transfer credit or Prior Learning Assessment (PLA) granted for the AGEC, a limit of up to 20 such credits, is for the purpose of satisfying the AGEC requirements within the Maricopa County Community College District. Although the AGEC will transfer to the Arizona public universities as a whole in order to satisfy their lower-division general education requirements, each course, individually, may not be awarded credit similarly at all public Arizona universities. Students should contact their transferring institution to determine their PLA requirements and policies.

Refer to the Academic Policies
Refer to A.R. 2.2.4 Transfer Credit and Prior Learning Assessment
Refer to the AGEC Policies

Intersegmental General Education Transfer Curriculum (IGETC)
The California public community colleges and state universities have agreed upon a common structure for a general education core curriculum. This common structure is called the Intersegmental General Education Transfer Curriculum (IGETC) or the California State General Education Pattern (CSUGE). The IGETC and the CSUGE are composed of a minimum of 35 - 40 semester units of lower-division general education coursework that prepares the student for transfer.* All transferable coursework must be completed with a grade of -C- or better.

Students transferring to the Maricopa Community Colleges from California with an IGETC certified by a California community college will have completed the majority of the MCCCD’s general education and additional requirements. Successful completion of the IGETC will fulfill the following requirements:

- First-Year Composition (6 Credits)
- Oral Communication (3 Credits)
- Mathematics (3 Credits)
- Humanities, Arts, and Design (6 Credits)
- Social-Behavioral Sciences (6 Credits)
- Cultural Diversity in the US (3 Credits)

NOTE: To earn a specific degree, programs may require students to take a designated course to fulfill the general education requirement. Acceptance of the IGETC does not supersede these requirements. Students may request a course substitution (Refer to A.R. 2.3.13 Course Substitutions).

To complete the Natural Sciences (7-8 credits), MCCCD will need to validate the student's completion of two laboratory science courses at the transfer institution or at MCCCD. To satisfy the literacy requirement, the MCCCD will need to verify the student's completion of a course at the transfer institution or at MCCCD that involves the development of competence in written discourse and involves the gathering, interpretation, and evaluation of evidence. To satisfy the historical/global awareness requirement, MCCCD will need to verify the student's completion of a course at the transfer institution or at MCCCD that focuses on contemporary global/international awareness or historical awareness.
Maricopa Community Colleges reserve the right to verify that an IGETC or CSUGE certified by a community college or university conforms to California-approved policy before the IGETC is applied toward a MCCCD degree.

In the absence of a certified IGETC, transfer students from California colleges and universities may meet the MCCCD general education requirements with a combination of courses taken before their initial enrollment at MCCCD subject to the results of a course-by-course evaluation, along with subsequent MCCCD general education course work.
Refer to A.R. 2.2.4 Transfer Credit and Prior Learning Assessment

2.2.5 Catalog Under Which a Student Graduates

Catalogs for the Maricopa Community Colleges are published each academic year and contain information about courses, certificates, degrees, and academic regulations and procedures. Academic program requirements and academic regulations are updated often and may change.

In determining the catalog under which a student graduates, students maintaining continuous enrollment at any public Arizona community college or university may graduate according to the requirements of the catalog in effect at the time of initial enrollment or according to the requirements of any catalog in effect during subsequent terms of continuous enrollment. Students may maintain continuous enrollment whether attending a public community college or public university or transferring among public institutions in Arizona.

The rules for maintaining continuous enrollment are:

1. A semester in which a student earns course credit will be counted toward continuous enrollment. Enrollment by Arizona community college students in nontransferable courses still constitutes enrollment for purposes of determining whether the student has been continuously enrolled. Noncredit courses, audited courses, failed courses and courses from which the student withdraws do not count toward the determination of continuous enrollment for catalog purposes.
2. Failure to earn course credit in three consecutive regular (Fall/Spring/Fall or Spring/Fall/Spring) semesters at any Arizona community college or public university means students are no longer considered continuously enrolled. Students are not obligated to enroll and earn course credit during summer terms, but summer enrollment may be used to maintain continuous enrollment status.
3. If continuous enrollment is not maintained, the student must fulfill the requirements for graduation specified in the catalog in effect at the time they readmit/enroll or any single catalog in effect during terms of continuous enrollment after readmitted/re-enrolling.
4. Students who initially admitted/enrolled or readmitted/re-enrolled to an Arizona community college or public university during a summer term must follow the requirements of the catalog in effect for the following fall semester or of any single catalog in effect during the subsequent terms of continuous enrollment

Age of Credit
In areas of study in which the subject matter changes rapidly, material in courses taken long before graduation may become obsolete or irrelevant. Coursework that is more than ten years old is applicable to completion of certificate and degree requirements at the discretion of the designated individuals at the college. The college may accept such coursework, reject it, or request that the student revalidate its substance. The ten-year limit on coursework applies except when program accreditation agencies limit the life of coursework to less than ten years. Departments may also require students to satisfy current major requirements rather than major requirements in earlier catalogs, when completing earlier requirements is no longer possible or educationally sound. Exceptions made by a college apply only to the college that made the exception.

Continuous Enrollment Examples

STUDENT'S ACTIVITY	SEMESTER/YEAR	STATUS
EXAMPLE A		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2019	Active
Continued at an Arizona Community College	Spring 2020 Fall 2020	Active
Transferred to an Arizona Public University	Spring 2021	Student Enrolled Under 2019-2020 or any Subsequent Catalog
EXAMPLE B		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2015	Active
Enrolled but Earned all "W"s, "Z"s, or "F"s (0.00)	Spring 2016	Inactive
Enrolled in Audit Courses Only	Fall 2016	Inactive
Nonattendance	Spring 2017	Inactive
Transferred to an Arizona Public University	Fall 2018	Student Enrolled Under 2018–2019 or any Subsequent Catalog
EXAMPLE C		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2018	Active
Nonattendance	Spring 2019 Fall 2019 Spring 2020	Inactive
Readmitted and Earned Course Credit at an Arizona Community College	Fall 2020	Active
Transferred to an Arizona Public University	Spring 2021	Student Enrolled Under 2020-2021 or any Subsequent Catalog
EXAMPLE D		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2018	Active
Nonattendance	Spring 2019	Inactive
Readmitted and Earned Course Credit at an Arizona Community College	Summer 2019	Active
Nonattendance	Fall 2019 Spring 2020	Inactive
Transferred to an Arizona Public University	Fall 2020	Student Enrolled Under 2018-2019 or any Subsequent Catalog
EXAMPLE E		
Admitted and Earned Course Credit at an Arizona Community College	Summer 2017	Active
Continued at an Arizona Community College	Fall 2018 Spring 2019	Active
Nonattendance	Fall 2019	Inactive
Readmitted and Earned Course Credit at an Arizona Community College	Spring 2020	Active
Transferred to an Arizona Public University	Summer 2020	Student Enrolled Under 2017-2018 or any Subsequent Catalog
EXAMPLE F		
Admitted and Earned Course Credit at an Arizona Community College	Summer 2018	Active

Nonattendance	Fall 2018	Inactive
Nonattendance	Spring 2019	Inactive
Readmitted and Earned Course Credit at an Arizona Community College	Fall 2019	Active
Admitted and Earned Course Credit at an Arizona Community College	Spring 2020	Student Enrolled Under 2018-2019 or any Subsequent Catalog

**Please note that the above language is guided by statewide practices.*

2.3.10 Transcripts for Transfer

An official student transcript is a permanent academic record issued by the college registrar. It displays all courses taken
for credit within the Maricopa Community College District and includes all grades received. Unlike an unofficial transcript, it is signed and dated by the College Registrar and displays the college seal of the Maricopa College ISSUING
the official transcript.

The transcript is issued upon request only. Those students who want to transfer to other institutions of higher education must request their transcript be sent from the Admissions and Records Office/Office of Student Enrollment Services. However, transcripts may be shared within the Maricopa Community College District without the written request of the student in compliance with FERPA. Students should check with the institution they intend to transfer to for requirements regarding the type (official or unofficial), handling, and number of transcripts.

Upon request by a student and payment of transcript fee, MCCCD will provide an official transcript that includes all the credit or clock hours from the enrollment.

MCCCD will not withhold transcripts against a student related to a balance owed by the student, unless the balance owed was the result of fraud on the part of the student. Refer to A.R. 2.5.3(A)(3) for additional information.

The release of transcripts is governed by the guidance of the Family Education Rights and Privacy Act of 1974 (see Records Policy in the Student Rights and Responsibilities section of this manual). There is no charge for unofficial transcripts, or for official transcripts sent between Maricopa Community Colleges. Refer to S-4 Tuition and Fee Schedule for charges for other official transcripts.

2.3.12 Non-Instructional Complaint Resolution Process

A student who feels that he or she has been treated unfairly or unjustly by any employee with regard to a non-instructional process such as a student or administrative services has the right to file a formal and written complaint according to the approved procedures. See Appendix S-8

Appendix S-8: Non-Instructional Complaint Resolution Process

A student who feels that he or she has been treated unfairly or unjustly by any employee with regard to a non-instructional process such as a student or administrative services has the right to file a formal and written complaint
according to the approved procedures. Steps for students to follow:

1. Discuss the issue with the employee involved. The student should request this conference within fifteen (15) working days from the time the student knew or reasonably should have known about the unfair or unjust treatment.

2. If, within ten (10) working days of the request for the conference with the employee, the problem is not resolved or the employee has been unable to meet with the student, the student may continue the process by filing a written complaint with the appropriate supervisor of the employee where authority exists to take corrective action. This written complaint must be filed within ten (10) working days following the previous deadline. The written complaint will be given to the employee five (5) working days before any official meetings are convened.

3. Upon receipt of a written complaint, the appropriate supervisor will work with the parties in an attempt to resolve the conflict. Every attempt will be made to maintain confidentiality during this process. An employee will not be required to respond to a complaint which is not in writing and which, when appropriate, does not have specific documentation including dates, times, actions, supporting documents, etc. The written complaint will be made available to the employee.

4. If the complaint is not resolved at this level within ten (10) working days, the student should forward to the Vice President of Student Affairs or Designee, a copy of the original written complaint with an explanation regarding

action taken at each prior level. The dean and/or associate dean will meet with the student, the employee, and the relevant supervisor and attempt to resolve the issues.

5. If the associate dean and/or dean do not resolve the complaint, the student may forward it in writing to the college president for final resolution. The college president or designee will issue a final written determination in the complaint process.

2.3.13 Course Substitutions and Waivers

A course substitution is a course that takes the place of a course requirement in a degree or certificate when a clear relationship exists between the two. Course substitutions are made on a case-by-case basis with the intent that the integrity of the learning will not be compromised. Course substitutions differ from waivers of program requirements outlined in the curriculum or Prior Learning Assessment activities.

Course substitutions should only be made in a consistent and transparent manner, according to Transfer Credit and Prior Learning Assessment academic policies(A.R.2.2.4), academic policies, and the following guidelines:

Students may seek to have course(s) requirements (including required courses, restricted electives, and prescribed general education requirements) in their declared bachelor's, associate in applied science or certificate program substituted.

Because a substituted course may not be accepted by a transfer institution or meet transfer degree requirements, course substitutions are not allowed in any of the required course areas of the Associate in Arts or Associate in Science degrees (including the "with emphasis" versions), Associate in Business - GR, Associate of Business - SR, Associate in Arts, Elementary Education, or the Associate in Arts, Fine Arts with emphasis. Substitutions in the required course areas of these degrees may be considered in limited cases when a student has successfully completed a course that requires the substituted course as the prerequisite.

The course being used as a substitution must meet the equivalent content and/or rigor of the substituted course in the student's pathway plan (or for date status petitions by reason of disability). If the pathway course being substituted satisfies an Arizona General Education Curriculum requirement, the substituted course must meet that same requirement. Considerations for substitutions should also include impact to satisfying transfer pathway and industry requirements. Substituted courses should provide the skills and knowledge specified by the pathway learning outcomes.

Course substitutions should not be processed for degree-seeking students who have earned fewer than 15 credits (at Maricopa or elsewhere).

To pursue a course substitution, students must obtain a course substitution petition from the Admissions and Records office or Academic Advisor. Substitutions must be approved by the Program Department Chair, Program Division Chair, Academic/Occupational Program Director, or designee responsible for the degree or certificate program. The Department Chair, Division Chair, or Academic/Occupational Program Director will work with other departments as needed for courses within the degree or certificate that are outside of the discipline. The student may also request to meet with the designated college personnel to discuss or appeal a substitution decision.

If the credits of a substituted course are fewer than the original requirement, the missing credit hours are not granted by a substitution. Students must complete the minimum credit hours required by the award. Refer to General Graduation Requirements (A.R. 2.3.9) regarding exceptions/appeals to minimum credit hours to meet graduation requirements.

Students are encouraged to seek substitutions prior to enrollment in an intended substitute course, but substitutes can be reviewed and determined as a part of the graduation process if the substitute course has already been taken. Requests for course substitutions and supporting documentation (e.g. transcripts, course outlines/syllabi, catalog descriptions of the requested courses, etc.) should be submitted as soon as possible when transcripts are reviewed. For assistance, students should meet with an Academic Advisor specific to the declared transfer emphasis. Students seeking Title IV financial aid and veteran benefits for a course substitution must have the substitution approved and processed prior to registering for the substitute course.

Course substitutions do not expire but may no longer be applicable if a student changes academic plans or catalog years.

Course Waivers
A course waiver is an exemption from a course within the program because the competencies of the course have already been attained due to prior training, education, or work experience but for which Prior Learning Assessment (PLA) is not applicable. A demonstration of these competencies by the student will be required as part of a waiver request process. A course waiver must have prior written approval of the program director, department/division chair, or designee who has oversight for the degree or certificate and/or in the cases of general education the disciplinary subject matter expert. Documentation of rationale and approval must be included as part of the waiver request process.

Course waivers do not require the student to make up the deficient credit(s). However, there are limits to the number of credits that can be waived in a program. Waivers may not drop a student's required credits under 60 hours for an associate degree. The amount of credit earned toward the program requirements are 120 for bachelor's degrees and 60 for associate degrees. No more than 10% of the minimum required number of credits within a certificate of completion credits can be waived.

Because a waiver may not be accepted by a transfer institution or meet transfer degree requirements, course waivers are not allowed in the Associate in Arts or Associate in Science Degrees (including the "with emphasis" versions), Associate in Business - GR, Associate of Business - SR, Associate in Arts, Elementary Education, or the Associate in Arts, Fine Arts with Emphasis.
See also,

Administrative Regulation 3.5 Course Substitution for Students With Documented Disabilities.
Administrative Regulation 2.2.4 Credit for Prior Learning
Administrative Regulation 2.3.9 General Graduation Requirements

3.6 Distribution Of Course Syllabus

The MCCCD strives to create a productive learning environment for all students. Students will be advised of course content and instructor expectations through a course syllabus. The course syllabus serves as an agreement between the instructor and student. The instructor must present a draft of the course syllabus to students and the division/department office by the start date of the course. A copy of the final course syllabus must be submitted to the division/department office at the college and the students no later than 48 hours after the start date of the course.
The following items must be included or referenced in the course syllabus:

- College name, Campus or Site
- Instructor's name and contact information for student support
- Course information
    - Title, prefix, course number and section number(s)
    - Academic term and year, e.g., Fall 2016
    - MCCCD Course Description and/or Overview
    - Course format, e.g. Online, Hybrid, Face-to-Face
    - Credit Hours
    - Expected mode(s) and delivery of applicable course materials (i.e., LMS, LMS messaging, school email, in person, social media, video conferencing software, third party platform, etc.)
    - Instructional Contact Hours and Minimum for the number of hours spent out-of-class to complete coursework as determined by the federal credit hour definition.
- Statement or link to the MCCCD Official Course Curriculum Competencies
- Grading standards and practices
- Attendance requirements
- List of required and recommended texts, materials and technologies.
- Statement of student responsibility for the information in the syllabus.
- Statement of student responsibility for the college policies included in the college catalog, handbook, program guide, etc. available electronically on the college's or MCCCD's website.
- Information about the availability of services for students that require special accommodations.
- Statements, as applicable, to inform students of the use of and date they will be able to access third-party learning tools, course-level integrations (LTIS) in the Learning Management System (E.g. Publisher Tools, Maricopa Open Educational Resource (MOER) learning system materials), social networks, combined (cross-listed) sections, proctored/monitored exams and plagiarism detection.
- Statement indicating that information included in the syllabus may be subject to change such as: "Students will be notified by the instructor of any changes in course requirements or policies."
- Statement outlining expectations for the instructor's response to student-initiated communication (e.g., response time to email).
- Statement or link regarding services for students with disabilities, unless the instructor has placed the statement as an announcement in the classroom with the subject header classroom accommodations for students with disabilities, or the statement is placed on another piece of mandatory course material. Mandatory syllabus statements may be found on the consumer information page of the Maricopa Community Colleges website

- Statement or link regarding Title IX sexual harassment unless instructor has placed the statement as an announcement in the classroom with the subject header addressing incidents of Title IX sexual harassment or the statement is placed on another piece of mandatory course material. Mandatory syllabus statements may be found on the consumer information page of the Maricopa Community Colleges website.

An instructor may choose to include additional information, such as expectations for academic work, guidelines for the use of artificial intelligence, an explanation of how course fees are used to support learning, required format, due dates, penalties for late/missed work, extra credit, etc., as necessary.

College Environment

2.4.4 Sexual Harassment Policy for Students

2.4.4 Sexual Harassment Policy for Students (replaced with Administrative Regulation 5.1.16).
Administrative Regulation 2.4.4 is rescinded effective August 14, 2020. For cases made prior to August 14, 2020, 2.4.4 applies. Administrative Regulation 2.4.4 has been archived for transitional purposes.

5.1.8 Policy Prohibiting Harassment

Policy
The policy of the Maricopa County Community College District (MCCCD) is to provide an educational, employment, and business environment free of harassment that is based on race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information. Such prohibited harassment includes but is not limited to sexual violence, unwelcome sexual advances, requests for sexual favors, and other verbal and/or physical conduct or communications constituting harassment with regards to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information as defined and otherwise prohibited by state and federal law.

Employee complaints of harassment must be reported to the District Office of Equal Employment and Opportunity.

Harassment based on race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information violates MCCCD Policy when the conduct is unwelcome, verbal, or physical conduct that is sufficiently severe, or pervasive that it alters working conditions and creates a hostile environment for employees. The unwelcome behavior may be based on power differentials, the creation of a hostile environment, or retaliation for harassment complaints. Harassment by and between any student or employee (paid, unpaid, or contract), is prohibited by this policy.

Due process is afforded any employee accused of harassment. Upon receipt of a complaint, an immediate preliminary review will be conducted to determine if there is reasonable cause to believe the nondiscrimination policy may have been violated. If so, then a prompt, thorough, impartial investigation will be conducted by the authorized administrator, or designee. If the final decision is that harassment occurred, the college will take immediate action to eliminate the hostile environment, prevent its recurrence, and address its effects. Remedies for the complainant will also be sought. Violations of this policy may result in disciplinary action up to and including termination for employees, sanctions up to and including suspension or expulsion for students, and appropriate sanctions against campus visitors. This policy applies to prohibited conduct that occurs both on and off campus and covers employees, and visitors.

MCCCD affirms its commitment to supporting the academic and personal freedom of all members of the community. In particular, the policy against harassment shall not be applied in a manner that contradicts the principle of academic freedom: Faculty and other members of the community are entitled to freedom in research, and faculty members are entitled to freedom in the classroom to pursue controversial matters related to their disciplines. However, this right to teach controversial material entails the responsibility that it be carried out in a way that would be judged by peers as not violating the District's non-discrimination policy.

Questions about this policy may be directed to the MCCCD EEO/Affirmative Action Office.

B. Examples of Policy Violations

It shall be a violation of MCCCD's Harassment Policy for any employee (paid, unpaid, or contract), student or campus visitor to engage in any unwelcome conduct that is based on race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information. Such as to:

1. Engage in offensive conduct that is sufficiently severe or pervasive to create a work or academic environment that a reasonable person would consider intimidating, hostile, or abusive. Such conduct must be based on race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.

2. Engage in unwelcome verbal or physical conduct, including intimidation, ridicule, insult, or comments, when the behavior can reasonably be considered to adversely affect the work or academic environment, or an employment decision based upon the employee's acceptance or rejection of such conduct. Such verbal or physical conduct must be based on race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information or on their protected activities under applicable non-discrimination laws and policies.
3. Engage in Sexual Harassment, which includes, but is not limited to:
    A. Make unwelcome sexual advances to another employee (paid, unpaid, or contract), student or campus visitor;
    B. Make unwelcome requests for sexual favors, whether or not accompanied by promises or threats with regard to the employment or academic relationship;
    C. Engage in verbal or physical conduct of a sexual nature with another employee, student or campus visitor, that may threaten or insinuate, either explicitly or implicitly, that the individual's submission to, or rejection of, the sexual advances will in any way:
        1. Influence any personnel decision regarding that person's employment, evaluation, wages, advancement, assigned duties, shifts or any other condition of employment or career development; or
        2. Influence his or her grades, participation in or access to academic programs, class standing or other educational opportunities;
    D. Engage in verbal or physical conduct of a sexual nature that:
        1. Has the purpose or effect of substantially interfering with an employee's ability to do his or her job; or with a student's ability to learn or participate in a class; or
        2. Which creates an intimidating, hostile or offensive work or academic environment;
    E. Commit any act of sexual assault or public sexual indecency against any employee or student whether on MCCCD property or in connection with any MCCCD-sponsored activity;
    F. Continue to express sexual interest in another employee, student or campus visitor after being informed or on notice that the interest is unwelcome (reciprocal attraction is not considered sexual harassment).
4. Engage in other harassing conduct in the workplace or academic environment, whether physical or verbal, including, but not limited to, commentary about an individual's body (or body parts), degrading words to describe an individual, offensive comments, suggestive language or jokes, innuendoes, and suggestive objects, print or digital media. Misconduct may include exploitation, stalking, bullying. Such conduct must be based on an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.
5. Treat a complainant or witness of harassment in a manner that could dissuade a reasonable person from pursuing or participating in the complaint and investigation. Such treatment must be based on an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.
6. Engage in sexual misconduct, including but not limited to:
    A. The use or display in the classroom, including electronic, of pornographic or sexually harassing materials such as posters, photos, cartoons or graffiti without pedagogical justification.
    B. Explicit sexual comments by one or more employees about another employee or student, or circulating drawings or other images depicting an employee or student in a sexual manner.
    C. Unwelcome sexual advances, repeated propositions or requests for a sexual relationship to an individual who has previously indicated that such conduct is unwelcome, or sexual gestures, noises, remarks, jokes, questions, or comments by a student about another person's sexuality or sexual experience.
    D. Harassment based on sex, pregnancy, gender identity, gender expression, or sexual orientation that creates a hostile environment. A hostile environment exists when the conduct is sufficiently severe, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefitting from the District's education programs and/or activities, including employment. The existence of a hostile environment is to be judged both objectively (meaning a reasonable person would find the environment hostile) and subjectively (meaning the impacted individual felt the environment was hostile).
    E. Sexual Exploitation, which means taking non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited. Examples of behavior that could rise to the level of Sexual Exploitation include:
        1. Recruiting, harboring, transporting, providing, or obtaining another person for the purpose of sexual exploitation;
        2. Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;

3. Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
4. Going beyond the bounds of consent (such as attempting to kiss an employee or student without their consent)
5. Engaging in non-consensual voyeurism;
6. Knowingly transmitting an STI (sexually transmitted infection), such as HIV, to another without disclosing one's STI status;
7. Exposing one's genitals in non-consensual circumstances, or inducing another to expose their genitals;
8. Possessing, distributing, viewing or forcing others to view obscenity.

7. All complaints of sexual harassment or sexual misconduct shall be referred promptly to the college Title IX Coordinator (or the District Title IX Coordinator, if the allegations concern a District Office employee), for initial review in determining the appropriate investigation channel.
8. Matters pertaining to sexual harassment/misconduct that do not meet the definition of sexual harassment as outlined in Administrative Regulation 5.1.16 or otherwise do not meet the definition of an educational program or activity and do not occur against a person within the United States will be referred by the Title IX Coordinator to the College or District's respective Human Resources Department for investigation and adjudication under this conduct policy.

5.1.9 Additional Policy Violations

Mandatory Reporters (as defined in Administrative Regulation 5.1.16) must report allegations of sexual harassment/assault (whether reported by the person who is the subject of the sexual harassment or a witness) to an

Official with Authority or the Title IX Coordinator (as defined in Administrative Regulation 5.1.16). Failure to report to an Official with Authority or the Title IX Coordinator is a policy violation subject to discipline up to and including dismissal.

Campus Security Authority (CSAs) are mandatory reporters under the Cleary Act. Failure to report is a policy violation subject to discipline up to and including dismissal.

Mandatory Reporters are expected to report harassment/discrimination (whether reported by the person who is the subject of the sexual harassment or a witness) based on an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Failure to report may be a policy violation subject to discipline up to and including dismissal.

5.1.10 Responsibility for Policy Enforcement

Employees and students must avoid offensive or inappropriate harassing behavior based on an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information at work or in the academic environment (in and out of the classroom).

Employees and students are encouraged (but not required) to inform perceived offenders of this policy and that the commentary/conduct is offensive and unwelcome.

5.1.11 Complaints

1. **Employees**
   Employees who experience harassment at work (by a supervisor, co- employee, student or visitor) are urged to report such conduct to the direct attention of their supervisor, their college president or to the Maricopa County Community College District (MCCCD) Equal Employment Opportunity/Affirmative Action Office. If the complaint involves the employee's supervisor or someone in the direct line of supervision, or if the employee for any reason is uncomfortable in dealing with their immediate supervisor, the employee may go directly to the MCCCD EEO/AA Office.

2. **Students**
   Students who experience sexual harassment or sexual assault in a school's education program and activities (by a faculty member, administrator, staff, campus visitor or other student) are urged to report such conduct to the designated Title IX Coordinator, of which there is one for each MCCCD college. A student may also contact the MCCCD EEO/AA Office to obtain the name and phone number of the college official designated to respond to harassment complaints based on an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information.
3. **General**
   A. Complaints by employees will be investigated according to procedures established by the MCCCD EEO/AA Office. Copies of these procedures may be obtained on the District website and the MCCCD EEO/AA Office.
   B. Complaints by students will be investigated according to the procedures established in the College Environment section of the Administrative Regulations (AR 2.4). Copies of these procedures are posted on the District website.
   C. All complaints will be investigated in a prompt, thorough, and impartial manner.
   D. Where investigation confirms the allegations, appropriate, response action will be taken by the college/center/MCCCD.

5.1.12 Confidentiality

Records will be maintained in a confidential manner to the extent permitted by law and insofar as they do not interfere with the Maricopa County Community College District's (MCCCD) legal obligation to investigate and resolve issues of discrimination and harassment based on one's protected class status as outlined in law and in MCCCD policy. The MCCCD cannot promise complete confidentiality.

5.1.13 Violations of Law

An employee or student may be accountable for discrimination, retaliation, and/or harassment under applicable local, state, and/or federal law, as well as under Maricopa County Community College District (MCCCD) policy. Disciplinary action by MCCCD may proceed while criminal proceedings are pending and will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced.

5.1.14 False Statements Prohibited

Any individual who knowingly provides false information pursuant to filing a discrimination charge or during the investigation of a discrimination charge, will be subject to appropriate disciplinary action, up to and including, employment termination or academic dismissal.

5.1.15 Retaliation Prohibited

Retaliation against an employee or student for engaging in protected activity is strictly prohibited. The Maricopa County Community College District (MCCCD) strictly prohibits taking an adverse action that might deter a reasonable person from participating in activity protected by antidiscrimination laws. Protected activity consists of:

(a) opposing conduct reasonably believed to constitute discrimination, including harassment which violates a nondiscrimination statute or which MCCCD policy prohibits;
(b) filing a complaint about such practice; or
(c) testifying, assisting, or participating in any manner in an investigation or other proceeding related to a discrimination complaint.
Retaliatory actions are not limited to formal personnel actions such as termination, demotion, non-promotion, or

non-selection. Retaliatory actions are broadly defined as harassing behavior, significant changes to job duties or working conditions, and even threats to take personnel actions based on engaging in protected activity. MCCCD will take appropriate disciplinary action, up to and including employment termination or academic dismissal if retaliation occurs.

5.1.16 Title IX Sexual Harassment Policy

I. **DEFINITIONS**

1. **Actual Knowledge** means that an employee, student, or third-party informs the Title IX Coordinator or other Official with Authority of the alleged occurrence of alleged harassing, discriminatory, and/or retaliatory conduct. Actual knowledge compels the Maricopa County Community College District (MCCCD) to initiate action.
2. **Advisor** means a person chosen by a party or appointed by the institution to accompany the party to meetings related to the resolution process, to advise the party on that process, and to conduct cross-examination for the party at the hearing, if a hearing is held. This individual may be an MCCCD employee, a member of the community, or attorney (hired and paid for by a party).
3. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment or retaliation for engaging in a protected activity.
4. **Formal Complaint** means a document filed with the Title IX Coordinator/signed by a Complainant or signed by the Title IX Coordinator alleging against sexual harassment or retaliation for engaging in a protected activity against a Respondent and requesting that the MCCCD investigate the allegation.
5. **Confidential Resource** means an employee who is not a Mandatory Reporter or an Official with Authority (irrespective of Clery Act Campus Security Authority status). At MCCCD, there is only one confidential resource. This confidential resource is the Ombudsman, who is located in the MCCCD Office of Public Stewardship.
6. **Day(s)** means a business day when the MCCCD is in normal operation.
7. **Education program** or **activity** means locations, events, or circumstances where MCCCD exercises substantial control over both the Respondent and the context in which the sexual harassment or discrimination occurs and also includes any building owned or controlled by a student organization that is officially recognized by the MCCCD.
8. **Final Determination of Responsibility** means a conclusion by preponderance of the evidence that the alleged conduct occurred, or did not occur, and whether it did, or did not violate policy.
9. **Formal Grievance Process** means a method of formal resolution designated by MCCCD to address conduct that falls within the policies included below, and which complies with the requirements of 34 CFR Part 106.45.
10. **Grievance Process Pool** means any investigators, appeal officers, hearing administrators, and Advisors who may perform any or all of these roles (though not at the same time or with respect to the same case).
11. **Hearing Decision-maker** means a person who has decision-making and sanctioning authority within the MCCCD's Formal Title IX Grievance process.
12. **Investigator** means the person or persons charged by MCCCD with gathering facts about an alleged violation of this policy, assessing relevance and credibility, synthesizing the evidence, and compiling this information into an investigation report and file of directly related evidence.
13. **Mandatory Reporter** means an employee of MCCCD who is obligated by policy to share knowledge, notice, and/or reports of harassment, discrimination, and/or retaliation with the Title IX Coordinator. Mandatory reporters do not convey actual knowledge to the MCCCD. Mandatory Reporter under this policy does not diminish the requirement under Arizona state law to report alleged or suspected child abuse, elder abuse, and/or abuse of individuals with disabilities to appropriate officials, though these responsibilities may overlap with those who have mandatory\ reporter responsibility in this policy.
14. **Official with Authority (OWA)** means an employee of the MCCCD explicitly vested with the responsibility to implement corrective measures for harassment and/or retaliation on behalf of the MCCCD. Notice to an OWA of an allegation of sexual harassment as defined in this policy conveys actual knowledge to the MCCCD and triggers a responsibility to act.
15. **Parties** include the Complainant(s) and Respondent(s), collectively.
16. **Promptness** means the time period in which allegations are acted upon once MCCCD has received notice or a formal complaint. Typically, complaints can take 60-90 business days to resolve. There are always exceptions and extenuating circumstances that can cause a resolution to take longer, but MCCCD will avoid all undue delays within its control.
17. **Remedies** means post-finding actions directed to the Complainant and/or the community as mechanisms to address safety, prevent recurrence, and restore access to MCCCD's educational program.
18. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute harassment or discrimination based on a protected class; or retaliation for engaging in a protected activity. When the Respondent is a member of the MCCCD community, a grievance process may be available regardless of the status of the Complainant, who may or may not be a member of the MCCCD community.
19. **Resolution** means the result of an informal or formal grievance process.
20. **Sanction** means a consequence imposed by MCCCD on a Respondent who is found to have violated this policy.
21. **Sexual Harassment** means the umbrella category including the offenses of sexual harassment, sexual assault, stalking, and dating violence and domestic violence.

22. **Title IX Coordinator** is at least one official designated by MCCCD to ensure compliance with Title IX and the MCCCD's Title IX program. References to the coordinator throughout this policy may also encompass a designee of the coordinator for specific tasks.
23. **Student** means any individual who is registered or enrolled for credit or non-credit bearing coursework, camps and other District-sponsored programs or activities, and who maintains an ongoing relationship with the MCCCD, which means the student is on leave (medical, administrative, or other documented leave of absence), but is not registered or taking classes at the time of the complaint being filed.
24. **Title IX Team** refers to the Title IX Coordinator, any deputy coordinators, and any member(s) of the Grievance Process Pool.

II. RATIONALE FOR POLICY

MCCCD is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from sexual harassment, discrimination on the basis of sex, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, MCCCD has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of sexual harassment, and for allegations of retaliation. MCCCD values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the grievance process during what is often a difficult time for all those involved.

III. TITLE IX COORDINATOR

Each MCCCD college has a designated Title IX Coordinator who oversees implementation of this policy. The Title IX Coordinator has the primary responsibility for coordinating MCCCD's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy.

The names and contact information for each college Title IX Coordinator can be found on the following page: https://district.maricopa.edu/consumer-information/title-ix/title-ix-coordinators. It is the responsibility of each of the MCCCD colleges' Vice Presidents of Student Affairs to ensure this list is up-to-date with correct information. The college Title IX Coordinators must act with independence and authority free from bias and conflicts of interest.

To raise any concern involving bias or conflict of interest by the college Title IX Coordinator, contact the Compliance Office in the Office of General Counsel by emailing compliance@domail.maricopa.edu. Concerns of bias or a potential conflict of interest by any other Title IX team member should be raised with the respective college Title IX Coordinator.

Reports of misconduct or discrimination committed by the college Title IX Coordinator should be reported to the college Human Resources Department. Reports of misconduct or discrimination committed by any other Title IX Team member should be reported to the respective college Title IX Coordinator.

IV. OFFICIALS WITH AUTHORITY AND MANDATORY REPORTERS OFFICIALS WITH AUTHORITY

MCCCD has determined that the following administrators are Officials with Authority to address and correct sexual harassment and/or retaliation. In addition to the Title IX team members listed in Section 1. Definitions, these Officials with Authority listed below may also accept notice or complaints on behalf of the MCCCD. Knowledge on the part of an Official with Authority conveys actual knowledge to the MCCCD.

1. College/District Title IX Coordinator
2. Chancellor
3. Provost
4. General Counsel and Associate General Counsels
5. Chief Human Resources Officer
6. Chief Executive Officer
7. College President
8. College Vice Presidents (at all levels)
9. Associate Vice Chancellors
10. Law enforcement
11. Athletic Directors
12. Directors (in any administrative area of a college or the District)

MANDATORY REPORTERS

The following classification of employees are mandatory reporters and are required to report actual or suspected discrimination or harassment to the respective college Title IX Coordinator or to the District Compliance Office for District employees. A Complainant who expects formal action in response to their allegations, but does not wish to contact the Title IX Coordinator should report their allegations to any mandatory reporter who can connect them with resources to report crimes and/or policy violations. Mandatory reporters will, within twenty-four (24) hours, refer reports to the Title IX Coordinator (and/or police, if desired by the Complainant), who will take action. Mandatory reporters must promptly (within twenty-four (24) hours) share with the Title IX Coordinator all known details of a report made to them in the course of their employment. The persons occupying the following positions are mandatory reporters. Knowledge to a mandatory reporter does not convey actual knowledge to the MCCCD.

1. Chancellor
2. Provost
3. General Counsel
4. Chief Human Resources Officer
5. Chief Workforce and Economic Development Officer
6. Chief Executive Officer
7. College Presidents
8. Associate Vice Chancellors
9. Director of Communications
10. Associate General Counsels
11. Supervisors/Managers/Directors (but not including division or department chairs)
12. College Vice Presidents, at all levels
13. Deans, at all levels
14. Athletic Directors/Coaches/Trainers
15. Law enforcement

Anonymous Notice to Mandated Reporters

A Complainant may request that the mandatory reporter provide notice to the Title IX Coordinator anonymously, without identification of the Complainant. A mandatory reporter cannot remain anonymous themselves. The MCCCD will investigate matters in which anonymous notice has been given to the extent possible, both to assess the underlying allegation(s) and to determine if supportive measures or remedies can be provided. However, anonymous notice typically limits the MCCCD's ability to investigate, respond, and provide remedies, depending on what information is shared. When a Complainant has made a request for anonymity, the Complainant's personally identifiable information may be withheld by a mandatory reporter, but all other details of the alleged incident(s) must be shared with the Title IX Coordinator. Supportive measures may be offered to the Complainant as the result of such disclosures without formal MCCCD action.

Failure of a mandatory reporter to report an incident of harassment or discrimination of which they become aware is a violation of MCCCD policy and the mandatory reporter may be subject to disciplinary action, up to and including termination, for failure to comply.

V. CONFIDENTIAL RESOURCES AND FEDERAL RESOURCES

- On-campus (Maricopa Community Colleges District Office) Office of Public Stewardship
- Off-campus (non-employees):
    - Licensed professional counselors and other medical providers
    - Local rape crisis counselors
    - Domestic violence resources
    - Local or state assistance agencies
    - Clergy/Chaplains
    - Attorneys

The Office of Public Stewardship will timely submit anonymous statistical information for Clergy Act purposes unless they believe it would be harmful to their client.
External Inquiries may also be made to:

Office for Civil Rights,
Denver Office
U.S. Department of Education
Cesar E. Chavez Memorial Building
1244 Speer Boulevard, Suite 310
Denver, CO 80204-3582
Telephone: (303) 844-5695
Facsimile: (303) 844-4303
Email: OCR.Denver@ed.gov

VI. NOTICE/COMPLAINTS OF DISCRIMINATION, HARASSMENT, AND/OR RETALIATION

Notice or complaints of discrimination, harassment, and/or retaliation in violation of this policy may be made using any of the following options:

1) File a complaint with, or give verbal notice to, a college Title IX Coordinator or an Official with Authority. Such a report may be made at any time (including during non-business hours) by using the telephone number or email address, or by mail to the office address, listed for the Title IX Coordinator or any other official listed. Title IX Coordinators can be found on the following page: https://district.maricopa.edu/consumer-information/title-ix/title-ix-coordinators. It is the responsibility of each of the MCCCD college's Vice President of Student Affairs to ensure this list is up to date with correct information.
2) Report online, using the reporting form posted at https://district.maricopa.edu/consumer-information/reporting. Anonymous reports are accepted, but can give rise to a need to investigate. The MCCCD tries to provide supportive measures to all Complainants, which is impossible with an anonymous report when the name of the Complainant is not shared in the report. Since anonymous reporting carries no obligation to initiate a formal response and since the MCCCD respects a Complainant's requests to dismiss complaints, unless there is a compelling threat to health and/or safety, the matter will be dismissed.

A formal complaint is a document filed and signed by the Complainant or signed by the Title IX Coordinator alleging a policy violation by a Respondent and requesting that the MCCCD investigate the allegation(s). A complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information in the section immediately above, or as described in this section. As used in this paragraph, the phrase "document filed by a Complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the MCCCD) that contains the Complainant's physical or digital signature, which can include the Complainant's name on the email, or otherwise indicates that the Complainant is the person filing the complaint.

The Title IX Coordinator will contact the Complainant regarding any notice that is submitted in a form that does not comply with these requirements to ensure that it is filed correctly.

VII. SUPPORTIVE MEASURES

MCCCD will offer and implement appropriate and reasonable supportive measures to the parties upon notice of alleged harassment, discrimination, and/or retaliation.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties to restore or preserve access to the MCCCD's education program or activity, including measures designed to protect the safety of all parties, the MCCCD's educational environment, and/or deter sexual harassment, discrimination on the basis of sex, and/or retaliation.

The Title IX Coordinator shall make supportive measures available to the parties upon receiving notice of allegations or a formal complaint. There is no statute of limitations for filing a Title IX Complaint. The Title IX Coordinator works with the Complainant to ensure their wishes are considered with respect to the planned and implemented supportive measures.

The MCCCD will maintain the privacy of the supportive measures, provided that maintaining privacy does not impair the MCCCD's ability to provide the supportive measures. MCCCD will act to ensure as minimal an academic impact on the parties as possible. The MCCCD will implement measures in a way that does not unreasonably burden the other party.

These actions may include, but are not limited to:

1. Referral to counseling, medical, and/or other healthcare services
2. Referral to the Employee Assistance Program
3. Referral to community-based service providers
4. In-house visa and immigration assistance
5. Student financial aid counseling
6. Education to the community or community subgroup(s)
7. Altering work arrangements for employees or student-employees
8. Safety planning
9. Providing campus safety escorts
10. Implementing contact limitations (no contact orders) between the parties
11. Academic support, extensions of deadlines, or other course/program-related adjustments
12. Trespass orders, when applicable
13. Timely warnings under the Clery Act
14. Class schedule modifications, withdrawals, or leaves of absence
15. Increased security and monitoring of certain areas of the campus
16. Any other actions deemed appropriate by the Title IX Coordinator

Violations of no contact orders will be referred to appropriate student or employee conduct processes for enforcement and further discipline, as is necessary.

VIII. EMERGENCY REMOVAL

MCCCD can act to remove a Respondent entirely or partially from its education program/activities or MCCCD employment on an emergency basis when an individualized safety and risk analysis has determined that an immediate threat to the physical health or safety of any student or other individual justifies removal. This risk analysis is performed by the Title IX Coordinator in conjunction with the college or District Behavioral Intervention Team (also known as BIT/BAT/TAT/CARE, etc.) using its standard objective violence risk assessment procedures.

The Title IX Coordinator has sole discretion under this policy to implement or stay an emergency removal and to determine the conditions and duration. Violation of an emergency removal under this policy will be grounds for discipline, which may include expulsion from the MCCCD or termination from employment.

In all cases where an emergency removal is imposed:

1. The Respondent will be given written notice of the action. In the written notice will be the option to request to meet with the Title IX Coordinator as soon as reasonably possible, to show cause as to why the action/removal should not be implemented or should be modified. This meeting is not a hearing on the merits of the underlying Title IX allegations, but rather an administrative process intended to determine solely whether the emergency removal is appropriate.
2. The Respondent has three (3) days after the receipt of the emergency removal to request a meeting with the Title IX Coordinator. If the Respondent does not make such a request within the three (3) day time period, objection to the emergency removal is deemed waived.
3. The Respondent may be accompanied by an Advisor of their choosing in the Show Cause administrative meeting with the Title IX Coordinator.
4. The Respondent will be given access to a written summary of the basis for the emergency removal prior to the meeting to allow for adequate preparation. Such summary will be included in the notification letter regarding the emergency removal.
5. The Title IX Coordinator will issue a Show Cause Meeting Determination letter to the Respondent within two (2) days of the meeting taking place.
6. There is no appeal process for emergency removal decisions.
7. A Complainant and their Advisor may be permitted to participate in this meeting, as it is equitable to do so.
8. MCCCD will implement the least restrictive emergency actions possible in light of the circumstances and safety concerns.

For additional information regarding emergency removals, please see Emergency Removals.

IX. **PRIVACY**

Every effort is made by the MCCCD to preserve the privacy of a report under this policy.

For additional information regarding privacy and confidentiality under this policy, please see Privacy and Confidentiality.

X. **JURISDICTION**

This policy applies to all MCCCD educational programs and activities, and to conduct that takes place on the campus or on property owned or controlled by the MCCCD, at MCCCD-sponsored events, or in buildings owned or controlled by MCCCD's recognized student organizations. The Respondent must be a member of MCCCD's community in order for its policies to apply. Nevertheless, even when the Respondent is not a member of the MCCCD's community, supportive measures, remedies, and resources may be accessible to the Complainant by contacting the Title IX Coordinator.

This policy applies to the effects of off-campus misconduct that effectively deprive someone of access to MCCCD's educational programs. The MCCCD may also extend jurisdiction to off-campus and/or to online conduct when the Title IX Coordinator determines that the conduct affects a substantial MCCCD interest.

Regardless of where the conduct occurred, the MCCCD will address notice/complaints to determine whether the conduct occurred in the context of its employment or educational program or activity and/or has continuing effects on campus or in an off-campus sponsored program or activity.

A Title IX Coordinator may be able to provide guidance for a student or employee Complainant who experiences sexual harassment/discrimination in an externship, study abroad program, or other environment external to the MCCCD under the MCCCD's Student Conduct Code or employee conduct or nondiscrimination policies.

For additional information regarding the MCCCD jurisdiction over Title IX matters, please see Jurisdiction.

XI. **TIME LIMITS ON REPORTING**

There is no time limitation on providing notice/complaints to the Title IX Coordinator. However, if the Respondent is no longer subject to the MCCCD's jurisdiction and/or significant time has passed, the ability to investigate, respond, and provide remedies may be more limited or impossible.

Acting on notice/complaints significantly impacted by the passage of time (including, but not limited to, the rescission or revision of policy) is at the discretion of the Title IX Coordinator (except in cases where mandatory dismissal is required), who may document allegations for future reference, offer supportive measures and/or remedies, and/or engage in informal or formal action, as appropriate.

The MCCCD will apply the policy in place at the time of the alleged misconduct and the procedures in place at the time of the notice of alleged misconduct or complaint of sexual harassment.

XII. **ONLINE HARASSMENT AND MISCONDUCT**

This policy is written and should be interpreted broadly to include online and cyber manifestations of any of the behaviors prohibited below, when those behaviors occur in or have an effect on the MCCCD's education programs and activities or use MCCCD networks, technology, or equipment.

When harassing communications made on websites, social media, and other venues not controlled by the MCCCD are reported to the MCCCD pursuant to this policy the MCCCD will attempt to address and mitigate the effects of such communications. Any online postings or other electronic communication by students and employees, including cyber-bullying, cyber-stalking, cyber-harassment, etc., occurring completely outside of the MCCCD's control (e.g., not on MCCCD networks, websites, or between MCCCD email accounts) will only be subject to this policy when such online conduct can be shown to cause a substantial in-program disruption to the student's educational pursuit of MCCCD's educational programs and/or activities.

Off-campus harassing speech by employees, whether online or in person, may be regulated by the MCCCD only when such speech is made in an employee's official or work-related capacity, including where the speaker holds themselves out as employees of an MCCCD college or District office. Otherwise, such communications are considered speech protected by the First Amendment. Supportive measures for Complainants will be provided, but protected speech will not be subjected to discipline.

XIII. TITLE IX SEXUAL HARASSMENT

MCCCD has adopted the following definition of Title IX Sexual Harassment in order to address the unique environment of an academic community, which consists not only of employer and employees, but of students as well.

Acts of sexual harassment may be committed by any person upon any other person, regardless of the sex, sexual orientation, and/or gender identity of those involved.

Sexual Harassment, as an umbrella category, includes the offenses of sexual harassment/discrimination, sexual assault, domestic violence, dating violence, and stalking, and is defined as:

Conduct on the basis of sex that satisfies one or more of the following:

1. Quid Pro Quo:
    a. an employee of the MCCCD,
    b. conditions the provision of an aid, benefit, or service of the MCCCD,
    c. on an individual's participation in unwelcome sexual conduct; and/or
2. Sexual Harassment:
    a. unwelcome conduct,
    b. determined by a reasonable person,
    c. to be so severe, and
    d. pervasive, and,
    e. objectively offensive,
    f. that it effectively denies a person equal access to the MCCCD's education program or activity.

    Severity, pervasiveness, and objective offensiveness are evaluated based on the totality of the circumstances from the perspective of a reasonable person in the same or similar circumstances ("in the shoes of the Complainant"), including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced.
3. Sexual assault, defined as:
    a. Sex Offenses, Forcible:
        i. Any sexual act directed against another person,
        ii. without the consent of the Complainant,
        iii. including instances in which the Complainant is incapable of giving consent.
    b. Forcible Rape:
        i. Penetration,
        ii. no matter how slight,
        iii. of the vagina or anus with any body part or object, or
        iv. oral penetration by a sex organ of another person,
        v. without the consent of the Complainant.
    c. Forcible Sodomy:
        i. Oral or anal sexual intercourse with another person,
        ii. forcibly,
        iii. and/or against that person's will (non-consensually), or
        iv. not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age (under the age of 18) or because of temporary or permanent mental or physical incapacity.
    d. Sexual Assault with an Object:
        i. The use of an object or instrument to penetrate,
        ii. however slightly,
        iii. the genital or anal opening of the body of another person,
        iv. forcibly,
        v. and/or against that person's will (non-consensually),
        vi. or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
    e. Forcible Fondling:
        i. The touching of the private body parts of another person (buttocks, groin, breasts),
        ii. for the purpose of sexual gratification,
        iii. forcibly,
        iv. and/or against that person's will (non-consensually),
        v. or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

f. Sex Offenses, Non-forcible:
    i. Incest:
        1) Non-forcible sexual intercourse,
        2) between persons who are related to each other,
        3) within the degrees wherein marriage is prohibited by Arizona law.
    ii. Statutory Rape:
        1) Non-forcible sexual intercourse,
        2) with a person who is under the Arizona statutory age of consent, which is the age of 18 years old.

4. Dating Violence, defined as:
    a. violence,
    b. on the basis of sex,
    c. committed by a person,
    d. who is in or has been in a social relationship of a romantic or intimate nature with the complainant.
        i. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition
        ii. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse
        iii. Dating violence does not include acts covered under the definition of domestic violence.
5. Domestic Violence, defined as:
    a. violence,
    b. on the basis of sex,
    c. committed by a current or former spouse or intimate partner of the Complainant
    d. by a person with whom the Complainant shares a child in common, or
    e. by a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner, or
    f. by a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of the state of Arizona or
    g. by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of the state of Arizona.

    To categorize an incident as Domestic Violence, the relationship between the Respondent and the Complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.
6. Stalking, defined as:
    a. engaging in a course of conduct,
    b. on the basis of sex,
    c. directed at a specific person, that would cause a reasonable person to fear for the person's safety, or
    the safety of others; or
    suffer substantial emotional distress.
    For the purposes of this definition—
        i. Course of conduct means two or more acts, including, but not limited to, acts in which the Respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
        ii. Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant.
        iii. Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

MCCCD reserves the right to impose any level of sanction, ranging from a reprimand up to and including suspension or expulsion/termination, for any offense under this policy.

Force, Coercion, Consent, and Incapacitation:
As used in the offenses above, the following definitions apply:

Force: Force is the use of physical violence and/or physical imposition to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion that is intended to overcome resistance or produce consent.

Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Silence or the absence of resistance alone is not consent. Consent is not demonstrated by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-consent.

Coercion: Coercion is unreasonable pressure for sexual activity. Coercive conduct differs from seductive conduct based on factors such as the type and/or extent of the pressure used to obtain consent. When someone makes clear that they do not want to engage in certain sexual activity, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point may be coercive.

Consent is:

- knowing, and
- voluntary, and
- clear permission
- by word or action
- to engage in sexual activity.

Since individuals may experience the same interaction in different ways, it is the responsibility of each party to determine that the other has consented before engaging in the activity. No one under the age of consent in Arizona, specifically, 18 years old, can consent to sexual activity.

If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter, but clear communication from the outset is strongly encouraged.

For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied. For example, if someone kisses you, you can kiss them back (if you want to) without the need to explicitly obtain their consent to being kissed back.

Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, that sexual activity should cease within a reasonable time.

Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). A current or previous intimate relationship is not sufficient to constitute consent.

Proof of consent or non-consent is not a burden placed on either party involved in an incident. Instead, the burden remains on the MCCCD to determine whether its policy has been violated. The existence of consent is based on the totality of the circumstances evaluated from the perspective of a reasonable person in the same or similar circumstances, including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced.

Incapacitation: Incapacitation occurs when someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g., to understand the “who, what, when, where, why, or how” of their sexual interaction).

Incapacitation is determined through consideration of all relevant indicators of an individual’s state and is not synonymous with intoxication, impairment, blackout, and/or being drunk.

A person cannot consent if they are unable to understand what is happening or are disoriented, helpless, asleep, or unconscious, for any reason, including by alcohol or other drugs. As stated above, a Respondent violates this policy if they engage in sexual activity with someone who is incapable of giving consent.

It is a defense to a sexual assault policy violation that the Respondent neither knew nor should have known the Complainant to be physically or mentally incapacitated. “Should have known” is an objective, reasonable person standard which assumes that a reasonable person is both sober and exercising sound judgment.

This policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating drugs.

XIV. RETALIATION

Protected activity under this policy includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, assisting in providing information relevant to an investigation, and/or acting in good faith to oppose conduct that constitutes a violation of this policy.

Acts of alleged retaliation should be reported immediately to the Title IX Coordinator and will be promptly investigated. The MCCCD is prepared to take appropriate steps to protect individuals who fear that they may be subjected to retaliation.

It is prohibited for the MCCCD or any member of MCCCD's community to take materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and procedure.

Charges against an individual for Student Conduct Code violations that do not involve sex discrimination or sexual harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

The following do not constitute retaliation under this policy:

1. The exercise of rights protected under the First Amendment.
2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy and procedure. A determination regarding responsibility, alone, is not sufficient to conclude that any party has made a materially false statement in bad faith.

For additional information on prohibited retaliation, please see Retaliation.

XV. WHEN A COMPLAINANT DOES NOT WISH TO PROCEED

If a complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the campus and to comply with state or federal law.

The Title IX Coordinator has ultimate discretion over whether the MCCCD proceeds when the complainant does not wish to do so. The Title IX Coordinator may sign a formal complaint to initiate a grievance process upon completion of an appropriate violence risk assessment. The Title IX Coordinator's decision to sign a formal complaint should be based on results of the violence risk assessment that show a compelling risk to health and/or safety that requires the MCCCD to pursue formal action to protect the community.

When the Title IX Coordinator executes the written complaint, they do not become the Complainant. The Complainant is the individual who is alleged to be the victim of conduct that could constitute a violation of this policy. The Complainant (or their Advisor) may have as much or as little involvement in the process as they wish. The Complainant retains all rights of a Complainant under this Policy irrespective of their level of participation. Typically, when the Complainant chooses not to participate, the Advisor may be appointed as proxy for the Complainant throughout the process, acting to ensure and protect the rights of the Complainant.

In cases in which the Complainant requests confidentiality/no formal action and the circumstances allow the MCCCD to honor that request, the MCCCD will offer supportive measures, and remedies to the Complainant and the community, but will not otherwise pursue formal action.

If the Complainant elects to take no action, they can change that decision if they decide to pursue a formal complaint at a later date. Upon making a formal complaint, a Complainant has the right, and can expect, to have allegations taken seriously by the MCCCD, and to have the incidents investigated and properly resolved through these procedures.

XVI. FEDERAL TIMELY WARNING OBLIGATIONS

Parties reporting sexual assault, domestic violence, dating violence, and/or stalking should be aware that under the Clery Act, MCCCD must issue timely warnings for incidents reported to them that pose a serious or continuing threat of bodily harm or danger to members of the campus community.

MCCCD will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the potential danger.

XVII. FALSE ALLEGATIONS AND EVIDENCE

Deliberately false and/or malicious accusations under this policy, as opposed to allegations which, even if erroneous, are made in good faith, are a serious offense and will be referred to either the Student Conduct Code or employee conduct policies for appropriate disciplinary action.

Additionally, witnesses and parties knowingly providing false evidence, tampering with or destroying evidence after being directed to preserve such evidence, or deliberately misleading an investigator or hearing Decision-maker will be subject to discipline under the appropriate student or employee policy as well as under this policy for providing false testimony.

XVIII. AMNESTY FOR COMPLAINANTS AND WITNESSES

The MCCCD community encourages the reporting of misconduct and crimes by Complainants and witnesses. Sometimes, Complainants or witnesses are hesitant to report to MCCCD officials or participate in grievance processes because they fear that they themselves may be in violation of certain policies, such as underage drinking or use of illicit drugs at the time of the incident. Respondents may hesitate to be forthcoming during the process for the same reasons.

It is in the best interests of the MCCCD community that Complainants choose to report misconduct to MCCCD officials, that witnesses come forward to share what they know, and that all parties be forthcoming during the process. To encourage reporting and participation in the process, MCCCD maintains a policy of offering parties and witnesses amnesty from minor policy violations, such as underage consumption of alcohol or the use of illicit drugs related to the incident being reported.

Amnesty does not apply to more serious allegations such as physical abuse of another or illicit drug distribution. A decision not to offer amnesty to a Respondent should not be based on sex nor gender, but should take into account the rationale for amnesty. The incentive to report serious misconduct is rarely applicable to Respondents with respect to a Complainant.

MCCCD maintains a policy of amnesty for students who offer help to others in need via bystander intervention. While policy violations cannot be overlooked, MCCCD may provide purely educational options with no official disciplinary finding, rather than punitive sanctions, to those who offer their assistance to others in need.

XIX. FEDERAL STATISTICAL REPORTING OBLIGATIONS

Certain campus officials – those deemed Campus Security Authorities – have a duty to report the following for federal statistical reporting purposes (Clery Act):

a) All “primary crimes,” which include homicide, sexual assault, robbery, aggravated assault, burglary, motor vehicle theft, and arson;
b) Hate crimes, which include any bias motivated primary crime as well as any bias motivated larceny or theft, simple assault, intimidation, or destruction/damage/vandalism of property;
c) VAWA based crimes, which include sexual assault, domestic violence, dating violence, and stalking (VAWA is the Violence Against Women Act, enacted in 1994 codified in part at 42 U.S.C. sections 13701 through 14040); and
d) Arrests and referrals for disciplinary action for weapons-related law violations, liquor-related law violations, and drug abuse-related law violations.

All personally identifiable information is kept private, but statistical information must be passed along to campus law enforcement regarding the type of incident and its general location (on or off-campus or in the surrounding area, but no addresses are given) for publication in the Annual Security Report and daily campus crime log.

Campus Security Authorities include: presidents, vice-presidents, student affairs/student conduct staff, campus law enforcement/public safety, local police, coaches, athletic directors, student activities staff, human resources staff, Advisors to student organizations, and any other official with significant responsibility for student and campus activities.

XX. ALLEGED VIOLATIONS OF THE TITLE IX POLICY

1. **Overview**

   MCCCD will act on any formal or informal notice/complaint of violation of the Title IX Sexual Harassment policy (“the Policy”) that is received by the Title IX Coordinator or any other Official with Authority by applying these procedures.

   The procedures below apply **only** to qualifying allegations of sexual harassment (including sexual assault, dating violence, domestic violence, and stalking, as defined in Section XIII) involving MCCCD students, staff, administrator, or faculty members.

Unionized/other categorized employees are subject to the terms of their agreements/employees' rights to the extent those agreements do not conflict with this policy.

2. **Notice/Complaint**
Upon receipt of a complaint or notice to the Title IX Coordinator of an alleged violation of this Policy, MCCCD will initiate a prompt initial assessment to determine the next steps. The Title IX Coordinator will initiate at least one of three responses:
    1) Offering supportive measures because the Complainant does not want to proceed formally;
    2) Offering supportive measures and initiating an informal resolution; or
    3) Offering supportive measures and initiating a Formal Grievance Process including an investigation and a hearing to determine whether or not the Policy has been violated.

3. **Initial Assessment**
Following receipt of notice or a complaint of an alleged violation of this Policy, the Title IX Coordinator (or designee) will engage in an initial assessment, which is typically one (1) to five (5) business days in duration.

    For more information related to the Initial Assessment, please see The Investigative Process.

4. **Emergency Removal**
In the event an emergency removal is considered, the Title IX Coordinator will follow the procedures outlined in Section VIII of this policy.

5. **Dismissal (Mandatory and Discretionary)**
Mandatory Dismissal: The Title IX Coordinator must dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:

    1. The conduct alleged in the formal complaint would not constitute sexual harassment as defined in the Policy hereinabove, even if proved; and/or
    2. The conduct did not occur in an educational program or activity controlled by MCCCD (including buildings or property controlled by recognized student organizations), and/or MCCCD does not have control of the Respondent; and/or
    3. The conduct did not occur against a person in the United States.

    Any conduct alleged in the formal complaint that is dismissed under the first (1st) provision above will be referred by the Title IX Coordinator to the Student Code of Conduct administrator (for student Respondents) or the college or district Human Resources administrator (for employee/third party Respondents). Referrals shall take place within three (3) days of the date of the Dismissal Letter being mailed to the parties.

    Discretionary Dismissal: The Title IX Coordinator may choose to dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing:
    1. A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein. A Complainant who decides to withdraw a complaint may later request to reinstate it or refile it; or
    2. The Respondent is no longer enrolled in or employed by the MCCCD; or
    3. Specific circumstances prevent MCCCD from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

    Upon any dismissal, MCCCD will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the parties.

    Both mandatory and discretionary dismissal decisions are appealable by any party under the procedures for appeal below.

6. **Counterclaims**
MCCCD is obligated to ensure that the grievance process is not abused for retaliatory purposes. MCCCD permits the filing of counterclaims but uses an initial assessment, described above, to assess whether the allegations in the counterclaim are made in good faith. Counterclaims made with retaliatory intent will not be permitted and may constitute a violation of this policy.

    Counterclaims determined to have been reported in good faith will be processed using the grievance procedures below. Investigation of such claims may take place after resolution of the underlying initial allegation, in which case a delay may occur.

Counterclaims may also be resolved through the same investigation as the underlying allegation, at the discretion of the Title IX Coordinator.

7. **Right to an Advisor**
The parties may each have an Advisor of their choice. The Advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the resolution process. The parties may choose Advisors from inside or outside of the MCCCD community. The Advisor may be present with the Complainant or Respondent for all of their meetings and interviews within the resolution process, if they so choose.

   The parties may select whoever they wish to serve as their Advisor as long as the Advisor is eligible and available. "Available" means the party agrees to act as Advisor and has no conflict of interest in doing so. Also, the Advisor cannot have institutionally conflicting roles, such as being a Title IX administrator who has an active role in the matter, or a supervisor who must monitor and implement sanctions.

   Choosing an Advisor who is also a witness in the process creates potential for bias and conflict-of-interest. A party who chooses an Advisor who is also a witness can anticipate that issues of potential bias will be explored by the hearing Decision-maker.

   If the parties choose an Advisor from the pool available from the MCCCD, the Advisor will be trained by the MCCCD and be familiar with the MCCCD's resolution process. If the parties choose an Advisor from outside the pool of those identified by the MCCCD, the Advisor may not have been trained by the MCCCD and may not be familiar with MCCCD policies and procedures.

   Parties also have the right to choose not to have an Advisor in the initial stages of the resolution process, prior to a hearing. If either party chooses not to have an Advisor present in the initial stages of the resolution process, this choice will be documented in the record of the case.

For more information regarding the training received by an Advisor, please see Advisors FAQ.

a. **Advisors in Hearings/MCCCD-Appointed Advisor**
Under U.S. Department of Education regulations applicable to Title IX, cross-examination is required during the hearing, but must be conducted by the parties' Advisors. The parties are not permitted to directly cross-examine each other or any witnesses. If a party does not have an Advisor for a hearing, MCCCD will appoint a trained Advisor for the limited purpose of conducting cross-examination.

   A party may reject this appointment and choose their own Advisor, but they may not proceed with the hearing without an Advisor. If the party's Advisor will not conduct cross-examination, MCCCD will appoint an Advisor who will do so thoroughly, regardless of the participation or non-participation of the advised party in the hearing itself. Extensive questioning of the parties and witnesses may also be conducted by the Decision-maker during the hearing.

b. **Pre-Interview Meetings**
Advisors may request to meet with the administrative officials conducting interviews/meetings in advance of these interviews or meetings. In order for a pre-interview meeting to be held it must be requested by the Advisor. This pre-meeting allows Advisors to clarify and understand their role and MCCCD's policies and procedures. A pre-interview meeting is not mandatory.

c. **Advisor Violations of MCCCD Policy**
All Advisors are subject to the same MCCCD policies and procedures, whether they are attorneys or not. Advisors are expected to advise without disrupting proceedings. Advisors may not address MCCCD officials in a meeting or interview unless invited to do so (e.g., asking procedural questions). The Advisor may not speak on behalf of their advisee during any meeting or proceeding and may not speak on behalf of the advisee to the investigator(s) or other Decision-maker except during a hearing proceeding, during cross-examination.

   The parties are expected to respond to questions on their own behalf throughout the investigation phase of the resolution process. Although the Advisor generally may not speak on behalf of their advisee, the Advisor may consult with their advisee, either privately as needed, or by conferring or passing notes during any resolution process meeting or interview. For longer or more involved discussions, the parties and their Advisors should ask for breaks to allow for private consultation.

Any Advisor who oversteps their role as defined by this policy will be warned only once. If an Advisor continues to disrupt or otherwise fails to respect the limits of the Advisor role, the meeting will be ended, or other appropriate measures implemented. Subsequently, the Title IX Coordinator will determine how to address the Advisor's non-compliance and future role.

d. **Sharing Information with the Advisor**
Parties may share documentation and evidentiary information directly with their Advisor or other individuals if they wish. Doing so may help the parties participate more meaningfully in the resolution process.

MCCCD also provides a consent form (FERPA authorization to release) that authorizes the MCCCD to share such information directly with a party's Advisor. The parties must either complete and submit this form to the Title IX Coordinator or provide similar documentation demonstrating consent to a release of information to the Advisor before MCCCD is able to share records with an Advisor.

The MCCCD will not comply with any party's request that all communications be made through their attorney Advisor.

e. **Privacy of Records Shared with Advisor**
Advisors are expected to maintain the privacy of the records shared with them. These records may not be shared with third parties, disclosed publicly, or used for purposes not explicitly authorized by MCCCD. MCCCD may seek to restrict the role of any Advisor who does not respect the sensitive nature of the process or who fails to abide by the MCCCD's privacy expectations.

f. **Expectations of an Advisor**
The MCCCD expects an Advisor to adjust their schedule to allow them to attend MCCCD meetings when planned. At the sole discretion of the Title IX Coordinator, scheduled meetings may be changed to accommodate an Advisor's inability to attend, if doing so does not cause an unreasonable delay. A Title IX Coordinator's decision as to whether to change meeting dates and times is final.

MCCCD may also make reasonable provisions to allow an Advisor who cannot attend in person to attend a meeting by telephone, video conferencing, or other similar technologies as may be convenient and available.

g. **Expectations of the Parties with Respect to Advisors**
A party may elect to change Advisors during the process and is not obligated to use the same Advisor throughout. The parties are expected to inform the Investigator(s) of the identity of their Advisor at least two (2) business days before the date of their first meeting with Investigators (or as soon as possible if a more expeditious meeting is necessary or desired).

The parties are expected to provide timely notice to the Title IX Coordinator if they change Advisors at any time. It is assumed that if a party changes Advisors, consent to share information with the previous Advisor is terminated, and a release for the new Advisor must be secured. Parties are expected to inform the Title IX Coordinator of the identity of their hearing Advisor at least two (2) business days before the hearing.

8. **Resolution Processes**
Resolution proceedings are private. All persons present at any time during the resolution process are expected to maintain the privacy of the proceedings in accordance with MCCCD policy. While there is an expectation of privacy around what Investigators share with parties during interviews, the parties have discretion to share their own knowledge and evidence with others if they so choose. MCCCD encourages parties to discuss this topic with their Advisors before doing so.

9. **Formal Grievance Process**
The Formal Grievance Process relies on a pool of administrators ("the Pool") to carry out the process. Members of the Pool are announced in an annual distribution of this policy to all students, parents/guardians of students, employees, prospective students, and prospective employees. They are also listed in the Annual Title IX Report published by the Title IX Office.

For more information regarding the Formal Grievance Pool—including selection, training, and responsibilities—please see Formal Grievance Pool.

10. **Formal Grievance Process: Notice of Investigation and Allegations**
    The Title IX Coordinator will provide written notice of allegations (the "NOA") to the Respondent upon commencement of the Formal Grievance Process. This facilitates the Respondent's ability to prepare for the interview and to identify and choose an Advisor to accompany them. The NOA is also copied to the Complainant, who is to be given advance notice of when the NOA will be delivered to the Respondent.

    The NOA will include:
    - A meaningful summary of all of allegations,
    - The identity of the involved parties (if known),
    - The precise misconduct being alleged,
    - The date and location of the alleged incident(s) (if known),
    - The specific policies implicated,
    - A statement of the potential sanctions/responsive actions that could result
    - A statement that the MCCCD presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination,
    - A statement that determinations of responsibility are made at the conclusion of the process and that the parties will be given an opportunity to inspect and review all directly related and/or relevant evidence obtained during the review and comment period,
    - A statement about the MCCCD's policy on retaliation,
    - Information on the need for each party to have an Advisor of their choosing and suggestions for ways to identify an Advisor,
    - A statement informing the parties that the MCCCD's policy prohibits knowingly making false statements, including knowingly submitting false information during the resolution process,
    - Detail on how the party may request disability accommodations during the interview process,
    - A suggested date and time for an initial meeting (proper time will be given to allow for the selection of an Advisor)
    - The name(s) of the Investigator(s), along with a process to identify, in advance of the interview process, to the Title IX Coordinator any conflict of interest that the Investigator(s) may have, and
    - An instruction to preserve any evidence that is directly related to the allegations.

    Amendments and updates to the NOA may be made as the investigation progresses and more information becomes available regarding the addition or dismissal of various charges.

    Notice will be made in writing and will be sent via electronic mail to the MCCCD-issued email account and mailed via regular mail to the local or permanent address as indicated in official MCCCD records. Notice is presumed to have been given upon emailing the NOA to the Respondent's MCCCD-owned email address. The NOA will also be placed in regular mail, postage pre-paid.

11. **Resolution Timeline**
    The MCCCD will make a good faith effort to complete the resolution process within a sixty-to-ninety (60-90) business day time period, including appeal, which can be extended as necessary for appropriate cause by the Title IX Coordinator, who will provide notice and rationale for any extensions or delays to the parties as appropriate, as well as an estimate of how much additional time will be needed to complete the process.

12. **Appointment of Investigators**
    Once the decision to commence a formal investigation is made, the Title IX Coordinator shall appoint a team of two (2) investigators to investigate the allegations. Appointment of investigators typically occurs within two (2) business days of determining that an investigation should proceed.

13. **Ensuring Impartiality**
    Any individual materially involved in the administration of the resolution process may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent. The Title IX Coordinator will vet the assigned Investigator(s) to ensure impartiality by ensuring there are no actual or apparent conflicts of interest or disqualifying biases. The parties may, at any time during the resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. The Title IX Coordinator's decision allegations of bias or conflict of interest is final.

The Formal Grievance Process involves an objective evaluation of all relevant inculpatory and exculpatory evidence obtained. Credibility determinations may not be based solely on an individual's status or participation as a Complainant, Respondent, or witness.

A Respondent is presumed not to be responsible for the reported misconduct unless and until the Respondent is determined to be responsible for a policy violation by the applicable preponderance of the evidence standard.

14. **Delays in the Investigation Process and Interactions with Law Enforcement**
The MCCCD may undertake a short delay in its investigation (several days) if the following circumstances require: a request from law enforcement to temporarily delay the investigation, the need for language assistance, the absence of parties and/or witnesses, and/or accommodations for disabilities or health conditions, or such circumstances as determined by the Title IX Coordinator in their sole discretion.

    The MCCCD will communicate in writing the anticipated duration of the delay and reason to the parties and provide the parties with status updates if necessary. The MCCCD will promptly resume its investigation and resolution process as soon as feasible. During such a delay, MCCCD will implement supportive measures, as deemed appropriate.

    The MCCCD's action(s) are not typically altered or precluded on the grounds that civil or criminal charges involving the underlying incident(s) have been filed or that criminal charges have been dismissed or reduced.

15. **The Investigation Process**
All investigations should be thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with all relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary. Either party may submit a written statement to the Title IX Coordinator outlining their position on the allegations.

    All parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence and expert witnesses (at their own expense), and to fully review and respond to all evidence on the record.

    For additional information regarding steps in the investigative process, please see Investigative Process.

16. **Role and Participation of Witnesses in the Investigation**
Witnesses (as distinguished from the parties) who are employees or students of the MCCCD are expected to cooperate with and participate in the MCCCD's investigation and resolution process. Failure of such witnesses to cooperate with and/or participate in the investigation or resolution process constitutes a violation of this policy and may warrant discipline.

    While in-person interviews for parties and all potential witnesses are ideal, circumstances (e.g., study abroad, summer break) may require individuals to be interviewed remotely. Skype, Zoom, FaceTime, WebEx, or similar technologies may be used for interviews if the Investigator(s) determine that timeliness or efficiency dictate a need for remote interviewing. MCCCD will take appropriate steps to reasonably ensure the security/privacy of remote interviews.

    Witnesses may also provide written statements in addition to being interviewed.

17. **Recording of Interviews**
No audio or video recording of any kind is permitted during investigation meetings.

18. **Evidentiary Considerations in the Investigation**
The investigation does not consider:

    1) incidents not directly related to the possible violation, unless they evidence a pattern;
    2) the character of the parties; or
    3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

19. **Referral for Hearing**
The Title IX Coordinator will refer the matter for a hearing, once the final investigative report is shared with the parties.

The hearing cannot be less than ten (10) business days from the conclusion of the investigation, when the final investigation report is made available to the Parties and the Decision-maker for review and comment, unless all parties, and the Decision-maker agrees to an expedited timeline. This agreement must be in writing.

The Title IX Coordinator will select a Decision-maker that is hired from a list of approved attorneys for any hearing held under the Title IX policy.

20. **Hearing Decision-maker Composition**
The MCCCD will designate a single decision-maker. The single Decision-maker will also be the Chair of the hearing. The Decision-maker will not have had any previous involvement with the investigation. The Decision-maker is an out-sourced position. The Decision-maker will not be an MCCCD employee. The Decision-maker will have had no previous involvement in the matter at hand.

21. **Evidentiary Considerations in the Hearing**
Any evidence that the Decision-maker determines is relevant and credible may be considered. The hearing does not consider:

    1) incidents not directly related to the possible violation, unless they evidence a pattern;
    2) the character of the parties; or
    3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

Previous disciplinary action of any kind involving the Respondent may be considered in determining an appropriate sanction upon a determination of responsibility. This information is only considered at the sanction stage of the process.

The parties, if they so choose, may submit a written impact statement prior to the hearing for the consideration of the Decision-maker at the sanction stage of the process when a determination of responsibility is reached.

After post-hearing deliberation, the Decision-maker renders a determination based on the preponderance of the evidence--whether it is more likely than not that the Respondent violated the policy as alleged.

22. **Notice of Hearing**
No less than ten (10) business days prior to the hearing, the Title IX Coordinator will send notice of the hearing to the parties via email to the individual MCCCD-issued email address. Once emailed, notice will be presumptively delivered.
The notice will contain:
    1. A description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable procedures, and a statement of the potential sanctions/responsive actions that could result.
    2. The time, date, and location of the hearing and a reminder that attendance is mandatory, superseding all other campus activities. Thoroughness and fairness are the primary FOCI of any Title IX hearing process. Hearings are generally scheduled for two (2) hours, but can be extended, as needed at the discretion of the Decision-maker, to ensure that both parties are able to present the information relevant to their position. (e.g., complicated fact pattern, numerous witnesses, etc.).
    3. Any technology that will be used to facilitate the hearing.
    4. A list of all those who will attend the hearing, along with an invitation to object to the Decision-maker on the basis of demonstrated bias. This must be raised with the Title IX Coordinator at least two (2) business days prior to the hearing.
    5. Information on how the hearing will be recorded and on access to the recording for the parties after the hearing.

6. A statement that if any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence. For compelling reasons, the Decision-maker may reschedule the hearing.
7. Notification that the parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The party must notify the Title IX Coordinator if they do not have an Advisor, and the MCCCD will appoint one. Each party must have an Advisor present. There are no exceptions.
8. An invitation to each party to submit to the Decision-maker an impact statement. Pre-hearing that the Decision-maker will review during any sanction determination.
9. An invitation to contact the Title IX Coordinator to arrange any disability accommodations, language assistance, and/or interpretation services that may be needed at the hearing, at least seven (7) business days prior to the hearing.
10. Direction that the parties may not bring mobile phones/devices into the hearing.
Hearings for possible violations that occur near or after the end of an academic term (assuming the Respondent is still subject to this policy) and are unable to be resolved prior to the end of term will typically be held immediately after the end of the term or during the summer, as needed, to meet the resolution timeline followed by the MCCCD and remain within the 60-90 business day goal for resolution.

In these cases, if the Respondent is a graduating student, a hold may be placed on graduation and/or official transcripts until the matter is fully resolved (including any appeal). A student facing charges under this policy is not in good standing to graduate.

23. **Virtual Hearings**
All hearings will occur virtually by use of technology, specifically WebEx or Zoom technology. Each party will be located in a separate room from the Decision-maker, but will be able to see and hear each other. Witnesses will testify in the same room as the Decision-maker, but not the room where the parties and their Advisors sit. The Title IX Coordinator will arrange to use technology to allow remote testimony without compromising the fairness of the hearing.

24. **Pre-Hearing Preparation**
The Decision-maker, or designee, after any necessary consultation with the parties, Investigator(s) and/or Title IX Coordinator, will provide the names of persons who will be participating in the hearing, all pertinent documentary evidence, and the final investigation report to the parties at least ten (10) business days prior to the hearing. During the ten (10) business day period prior to the hearing, the parties have the opportunity to review and comment on the final investigation report and available evidence.

The Decision-maker, or designee will also provide the parties a copy of the pre-hearing preparation checklist/document. A copy of the pre-hearing preparation checklist/document may be found on the MCCCD's Title IX webpage: https://district.maricopa.edu/consumer-information/title-ix/ .

25. **Hearing Procedures**
At the hearing, the Decision-maker has the authority to hear and make determinations on all allegations of sexual harassment and/or retaliation and may also hear and make determinations on any additional alleged policy violations that have occurred in concert with the discrimination, harassment, and/or retaliation, even though those collateral allegations may not specifically fall within the Title IX policy.

Participants at the hearing will include the Decision-maker, the hearing facilitator, the Investigator(s) who conducted the investigation, the parties, Advisors to the parties, any called witnesses, the Title IX Coordinator and anyone providing authorized accommodations or assistive services.

The Decision-maker will answer all questions of procedure. Anyone appearing at the hearing to provide information will respond to questions on their own behalf.

The Decision-maker will allow witnesses who have relevant information to appear at a portion of the hearing in order to respond to specific questions from the Decision-maker and the parties and will then be excused from attendance.

26. **Joint Hearings**
In hearings involving more than one Respondent or in which two (2) or more Complainants have accused the same individual of substantially similar conduct, the parties may agree to hear the allegations jointly. All parties must agree to a joint hearing. If one party does not agree, the default will be to hold the hearings separately.

    In joint hearings, separate determinations of responsibility will be made for each Respondent with respect to each alleged policy violation.

27. **Refusal to Submit to Cross-Examination and Inferences**
The Decision-maker may not draw any inference solely from a party's or witness's absence from the hearing or refusal to answer cross-examination or other questions.

    If charges of policy violations other than sexual harassment are considered at the same hearing, the Decision-maker may consider all evidence it deems relevant.

    If a party's Advisor of choice refuses to comply with MCCCD's established rules of decorum for the hearing, MCCCD may require the party to use a different Advisor. If a MCCCD-provided Advisor refuses to comply with the rules of decorum, the Title IX Coordinator may provide that party with a different Advisor to conduct cross-examination on behalf of that party.

28. **Recording Hearings**
Hearings (but not deliberations) are recorded by MCCCD for purposes of review in the event of an appeal. The parties may not record the proceedings and no other unauthorized recordings are permitted.

    The Decision-maker, the parties, their Advisors, and appropriate administrators of the MCCCD will be permitted to listen to the recording in a controlled environment determined by the Title IX Coordinator. No person will be given a copy or be allowed to make a copy of the recording.

29. **Deliberation, Decision-making, and Standard of Proof**
The Decision-maker will deliberate alone to determine, by a preponderance of the evidence, whether the Respondent is responsible or not responsible for the policy violation(s) in question. The deliberation period is not to exceed five (5) days. The Decision-maker may consider the previously submitted party impact statements in determining appropriate sanction(s), when there is a finding of responsibility as to one or more of the allegations.

    The Decision-maker will ensure that each of the parties has an opportunity to review any impact statement submitted by the other party(ies). The Decision-maker may--at their discretion--consider the statements, but they are not binding.

    The Decision-maker will then prepare a written deliberation statement and deliver it to the Title IX Coordinator, detailing the determination, rationale, the evidence used in support of its determination, the evidence disregarded, credibility assessments, and any sanctions. This report typically should not exceed three (3) to five (5) pages in length and must be submitted electronically to the Title IX Coordinator within two (2) business days of the end of deliberations, unless the Title IX Coordinator grants an extension. If an extension is granted, the Title IX Coordinator will notify the parties in writing of the extension.

30. **Notice of Outcome**
Using the deliberation statement, the Title IX Coordinator will prepare a Notice of Outcome, which shall include the final determination, rationale, and any applicable sanction(s). The Title IX Coordinator will then provide the Notice of Outcome to the parties and their Advisors within five (5) business days of receiving the Decision-makers deliberation statement. The Notice of Outcome must be shared with the parties simultaneously.

    Notification will be made in writing and will be mailed to the local or permanent address of the parties as indicated in official MCCCD records, or emailed to the parties' MCCCD-issued email or otherwise approved account. Once mailed, emailed, and/or received in-person, notice will be presumptively delivered.

For more information about the Notice of Outcome Letter, please see Notice of Outcome.

31. **Sanctions**

Factors considered when determining a sanction/responsive action may include, but are not limited to:

1. The nature, severity of, and circumstances surrounding the violation(s)
2. The Respondent's disciplinary history
3. Previous allegations or allegations involving similar conduct
4. The need for sanctions/responsive actions to bring an end to the discrimination, harassment, and/or retaliation
5. The need for sanctions/responsive actions to prevent the future recurrence of discrimination, harassment, and/or retaliation
6. The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the community
7. Any other information deemed relevant by the Decision-maker

The sanctions will be implemented as soon as is feasible, either upon the outcome of any appeal or the expiration of the window to appeal without an appeal being requested.

The sanctions described in this policy are not exclusive of, and may be in addition to, other actions taken or sanctions imposed by external authorities.

a. **Student Sanctions**

The following are the usual sanctions that may be imposed upon students or organizations singly or in combination:

1. *Warning:* A formal statement that the conduct was unacceptable and a warning that further violation of any MCCCD policy, procedure, or directive will result in more severe sanctions/responsive actions.
2. *Required Counseling:* A mandate to meet with and engage in external counseling to better comprehend the misconduct and its effects.
3. *Probation:* A written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions in the event that the student is found in violation of any institutional policy, procedure, or directive within a specified period of time. Terms of the probation will be articulated and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders, and/or other measures deemed appropriate.
4. *Suspension:* Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met. Students who return from suspension are automatically placed on probation through the remainder of their tenure as a student at MCCCD.
5. *Expulsion:* Permanent termination of student status and revocation of rights to be on any MCCCD campus for any reason or to attend MCCCD-sponsored events.
6. *Withholding Diploma:* MCCCD may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities if the student has an allegation pending or as a sanction if the student is found responsible for an alleged violation.
7. *Revocation of Degree:* MCCCD reserves the right to revoke a degree previously awarded from MCCCD for fraud, misrepresentation, and/or other violation of MCCCD policies, procedures, or directives in obtaining the degree, or for other serious violations committed by a student prior to graduation.
8. *Organizational Sanctions:* Deactivation, loss of recognition, loss of some or all privileges (including MCCCD registration) for a specified period of time.
9. *Other Actions:* In addition to or in place of the above sanctions, MCCCD may assign any other sanctions as deemed appropriate.

b. **Employee Sanctions**

Responsive actions for an employee who has engaged in harassment, discrimination, and/or retaliation include:

1. Warning – Verbal or Written
2. Performance Improvement/Management Process
3. Required Counseling
4. Required Training or Education
5. Probation
6. Loss of Annual Pay Increase
7. Loss of Oversight or Supervisory Responsibility

8. Demotion
9. Suspension with pay
10. Suspension without pay
11. Termination
12. Other Actions: In addition to or in place of the above sanctions, the MCCCD may assign any other sanctions as deemed appropriate.

32. **Withdrawal or Resignation While Charges Pending**
Students: If a student is a Respondent in a pending matter alleging a violation of the Title IX policy, the MCCCD may place a hold on a student's ability to graduate and/or to receive an official transcript/diploma.

Should a student decide to not participate in the resolution process, the process proceeds absent their participation to a reasonable resolution. Should a student Respondent permanently withdraw from the MCCCD, the resolution process ends, as the MCCCD no longer has disciplinary jurisdiction over the withdrawn student. A student who withdraws or leaves while the process is pending may not return to any MCCCD college. Such exclusion applies to all campuses of MCCCD. A hold will be placed on their ability to be readmitted. They may also be barred from MCCCD property and/or events.

However, MCCCD will continue to address and remedy any systemic issues, variables that may have contributed to the alleged violation(s), and any ongoing effects of the alleged harassment, discrimination, and/or retaliation.

During the resolution process, MCCCD may put a hold on a responding student's educational record that a disciplinary matter is pending.

Employees: Should an employee Respondent resign with unresolved allegations pending, the resolution process ends, as MCCCD no longer has disciplinary jurisdiction over the resigned employee. The employee who resigns with unresolved allegations pending is not eligible for rehire with any MCCCD or any campus of the MCCCD, and the records retained by the Title IX Coordinator will reflect that status. Human Resources should also be notified and make the appropriate notation on its list of people who are not permitted to be rehired.

However, MCCCD will continue to address and remedy any systemic issues, variables that contributed to the alleged violation(s), and any ongoing effects of the alleged harassment or discrimination.

All MCCCD responses to future inquiries regarding employment references for that individual will include that the former employee resigned during a pending disciplinary matter.

33. **Appeals**
Any party may file a Request for Appeal by submitting such a request in writing to the Title IX Coordinator within five (5) days of the delivery of the Notice of Outcome Letter. Once the five (5) days have passed, the matter will be deemed closed.

The request for appeal will be forwarded to the Provost or Chief Academic Officer for the MCCCD, acting as the Appeal Chair, for consideration to determine if the request meets the grounds for appeal.

a. **Grounds for Appeal**
Appeals are limited to the following grounds:

A. Procedural irregularity that affected the outcome of the matter;
B. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
C. An allegation that the Title IX Coordinator, Investigators, or Decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that affected the outcome of the matter.

The Appeal Chair will deny any request for appeal that does not meet the grounds in this policy and will notify the parties and their Advisors in writing of the denial and the rationale. Denials based on lack of grounds shall be communicated to the requesting party within five (5) days of the request for appeal being received by the Appeal Chair.
If any of the grounds in the Request for Appeal meet the grounds in this policy, then the appeal chair will:

1. Notify the other party(ies) and their Advisors, the Title IX Coordinator, and, when appropriate, the investigators and/or the original Decision-maker.
2. Provide the other party(ies) and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker a copy of the appeal request with the approved grounds outlined.
3. Provide the other party(ies) and their Advisors, the Title IX Coordinator, and when appropriate, the investigators and/or the original Decision-maker five (5) days to submit a response to the portion of the appeal that was approved and involves them.
4. Collect any additional information needed and all documentation regarding the approved grounds and the subsequent responses and render a decision in no more than fifteen (15) days from the date the Request for Appeal was filed, barring exigent circumstances. All decisions apply the preponderance of the evidence.
5. Prepare a Notice of Appeal Outcome letter and send it to all parties simultaneously, which includes the decision on each approved ground and rationale for each decision. The Notice of Appeal Outcome letter will also outline specific instructions for remand or reconsideration of any sanction imposed by the Decision-maker, which MCCCD is permitted to share according to state or federal law.

The Notice of Appeal Outcome letter will be mailed to the local or permanent address of the parties as indicated in official institutional records and emailed to the parties' MCCCD-issued email or otherwise approved account. Notice is presumed to have been made once the letter is emailed.

b. **Sanctions Status During the Appeal**
Any sanctions imposed as a result of the hearing are stayed during the appeal process. Supportive measures may be continued or reinstated, subject to the supportive measures procedure in Section VII of this policy.

MCCCD may still place holds on official transcripts, diplomas, graduations, and course registration pending the outcome of an appeal when the original sanctions included separation.

34. **Long-Term Remedies/Other Actions**
Following the conclusion of the resolution process, and in addition to any sanctions implemented, the Title IX Coordinator may implement additional long-term remedies or actions with respect to the parties and/or the campus community that are intended to stop the harassment, and/or retaliation, remedy the effects, and prevent reoccurrence.

These remedies/actions may include, but are not limited to:
1. Referral to community services including counseling and health services
2. Referral to the Employee Assistance Program
3. Education to the individual and/or the community
4. Permanent alteration of work arrangements for employees
5. Provision of campus safety escorts
6. Climate surveys
7. Policy modification and/or training
8. Implementation of long-term contact limitations between the parties
9. Implementation of adjustments to academic deadlines, course schedules, etc.

At the discretion of the Title IX Coordinator, certain long-term support or measures may also be provided to the parties even if no policy violation is found.

When no policy violation is found, the Title IX Coordinator will address any remedies owed by the MCCCD to the Respondent to ensure that the Respondent did not experience effective denial of educational access.

The MCCCD will maintain the privacy of any Party subject to any long-term remedies/actions/measures, provided doing so does not impair the MCCCD's ability to provide these services.

35. **Failure to Comply with Sanctions and/or Interim and Long-term Remedies and/or Responsive Actions**
All parties are expected to comply with the assigned sanctions, responsive actions, and/or corrective actions within the timeframe specified by the final Decision-maker (including the Appeal Chair).

Failure to abide by the sanction(s)/action(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s)/action(s), including suspension, expulsion, and/or termination from the MCCCD.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

36. **Recordkeeping**
MCCCD will maintain for a period of seven (7) years records of:
    1. Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required under federal regulation;
    2. Any disciplinary sanctions imposed on the Respondent;
    3. Any remedies provided to the Complainant designed to restore or preserve equal access to the MCCCD's education program or activity;
    4. Any appeal and the result therefrom;
    5. Any Informal Resolution and the result therefrom;
    6. All materials used to train Title IX Coordinators, investigators, Decision-makers, and any person who facilitates an Informal Resolution process. MCCCD will make these training materials publicly available on MCCCD's website. (Note: If the MCCCD does not maintain a website, MCCCD must make these materials available upon request for inspection by members of the public.); and
    7. Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, including:
        a. The basis for all conclusions that the response was not deliberately indifferent;
        b. Any measures designed to restore or preserve equal access to the MCCCD's education program or activity; and
        c. If no supportive measures were provided to the Complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

The MCCCD will also maintain any and all records in accordance with state and federal laws. The MCCCD will follow the destruction of records policy as outlined by the state of Arizona.

37. **Disabilities Accommodations in the Resolution Process**
MCCCD is committed to providing reasonable accommodations and support to qualified students, employees, or others with disabilities to ensure equal access to the MCCCD's resolution process. Anyone needing such accommodation should contact the Title IX Coordinator and request the accommodation. The Title IX Coordinator shall seek consultation from the college Disability Resource Services Manager (for students) or Human Resources (for employees).

38. **Mandatory Training**
This policy requires that annual training for the Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process will include:

    1. the definition of sexual harassment under this policy,
    2. the scope of the MCCCDs education program or activity,
    3. how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and
    4. how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Decision-makers will receive annual training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Investigators will receive annual training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

39. Revision of this Policy and Procedures

This policy and procedures supersede any previous policy(ies) addressing Title IX sexual harassment and discrimination. The policy (administrative regulation) will be reviewed and updated as needed by the Title IX Coordinator, in consultation with any other stakeholders deemed necessary by the Title IX Coordinator and upon approval by the Chancellor. MCCCD reserves the right to make changes to this document as necessary, and once those changes are posted online, they are in effect.

During the resolution process, the Title IX Coordinator may make minor modifications to procedures that do not materially jeopardize the fairness owed to any party, such as to accommodate summer schedules. District legal may also vary procedures materially with notice (on the institutional website, with the appropriate effective date identified) upon determining that changes to law or regulation require policy or procedural alterations not reflected in this policy and procedures.

If government laws or regulations change – or court decisions alter – the requirements in a way that impacts this document, this document will be construed to comply with the most recent government regulations or holdings.

This document does not create legally enforceable protections beyond the protection of the background state and federal laws which frame such policies and codes, generally.

This policy and procedures are effective August 14, 2020.

ATIXA 2020 ONE POLICY, TWO PROCEDURES MODEL.

USE AND ADAPTATION OF THIS MODEL WITH CITATION TO ATIXA IS PERMITTED THROUGH A LIMITED LICENSE
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5.1.18 Pregnancy and Related Conditions and Parenting Student

1. Non-discrimination Statement

MCCCD does not discriminate in its education program or activity against any applicant for admission, student, applicant for employment, or employee on the basis of current, potential, or past pregnancy or related conditions as mandated by title ix of the education amendments of 1972 (Title IX). MCCCD prohibits members of the MCCCD community from adopting or implementing any policy, practice, or procedure which treats an applicant for admission, student, applicant for employment, or employee differently on the basis of current, potential, or past parental, family, or marital status. This policy and its pregnancy-related protections apply to all pregnant persons, regardless of gender identity or expression.

2. Definitions

● Familial status. The configuration of one's family or one's role in a family.
● Marital status. The state of being married or unmarried.
● Parental status. The status of a person who, with respect to another person who is under the age of 18 or a person who is 18 or older but who is incapable of self-care because of a mental or physical disability. Is a biological, adoptive, foster, or stepparent; a legal custodian or guardian; in loco parentis with respect to such a person; or actively seeking legal custody, guardianship, visitation, or adoption of such a person.
● Pregnancy and related conditions. The full spectrum of processes and events connected with pregnancy, including pregnancy, childbirth, termination of pregnancy, or lactation; related medical conditions; and recovery therefrom. Termination of pregnancy includes the end of pregnancy in any manner, including, miscarriage, stillbirth, or abortion.
● Reasonable modifications. Individualized modifications to the recipient's policies, practices, or procedures that do not fundamentally alter the recipient's education program or activity.

3. Reasonable Adjustments for Students

Students who are pregnant or are experiencing related conditions are entitled to reasonable adjustments to prevent sex discrimination and ensure equal access to MCCCD's education program and activity. Any student seeking reasonable modifications must contact the TIXC to discuss appropriate and available reasonable modifications based on their individual needs. Students are encouraged to request reasonable modifications as promptly as possible, although retroactive modifications may be available in some circumstances. Reasonable modifications are voluntary, and a student can accept or decline the offered reasonable modifications. Not all reasonable modifications are appropriate for all contexts.

Reasonable modifications/adjustments and other information is located at: https://district.maricopa.edu/consumer-information/title-ix/working-pregnant-and-parenting-students

Supporting documentation for reasonable adjustments will only be required when it is necessary and reasonable under the circumstances to determine which reasonable adjustments to offer to determine other specific actions to take to ensure equal access.

Information about pregnant students' requests for modifications will be shared with faculty and staff only to the extent necessary to provide the reasonable modification. Students experiencing pregnancy-related conditions that manifest as a temporary disability under the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act are eligible for reasonable accommodations just like any other student with a temporary disability. The TIXC will consult with Disability Resources and Services (DRS) to ensure the student receives reasonable accommodations for their disability as required by law.

4. Certification to Participate

All students should be informed of health and safety risks related to participation in academic and co-curricular activities, regardless of pregnancy status. A student may not be required to provide health care provider or other certification that the student is physically able to participate in the program or activity, unless:

- The certified level of physical ability or health is necessary for participation;
- The institution requires such certification of all students participating; and
- The information obtained is not used as a basis for pregnancy-related discrimination.

5. Lactation Space Access

MCCCD provides students and employees with access to lactation spaces that are functional, appropriate, and safe. Such spaces are regularly cleaned, shielded from view, and free from the intrusion of others.

6. Leaves of Absence

Students are permitted to take a voluntary leave of absence for a reasonable time as deemed medically necessary by their healthcare provider because of pregnancy and/or the birth, adoption, or placement of a child. The leave term may be extended in the case of extenuating circumstances or medical necessity. To the extent possible, MCCCD will take reasonable steps to ensure that students who take a leave of absence or medical leave return to the same position of academic progress that they were in when they took leave, including access to the same or an equivalent course catalog that was in place when the leave began. Continuation of students' scholarships, fellowships, or similar MCCCD-sponsored funding during the leave term will depend on student registration status and the policies of the funding program regarding registration status. Students will not be negatively impacted by or forfeit their future eligibility for their scholarship, fellowship, or similar MCCCD-supported funding by exercising their rights under this policy. In order to initiate a leave of absence, the student must contact the TIXC at least thirty (30) calendar days prior to the initiation of leave, or as soon as practicable. The TIXC will assist the student in completing any necessary paperwork.

7. Student Parents

Students with child caretaking/parenting responsibilities who wish to remain engaged in their coursework while adjusting their academic responsibilities because of the birth or adoption of a child or placement of a foster child may request an academic modification period during the first eight (8) weeks from the time the child entered the home. Extensions may be granted when additional time is required by medical necessity or extraordinary caretaking/parenting responsibilities. During the modification period, the student's academic requirements will be adjusted and deadlines postponed as appropriate, in collaboration among the student's academic advisor, and the appropriate academic department(s). Students seeking a period of modified academic responsibilities may consult with the TIXC to determine appropriate academic adjustment requests. Students are encouraged to work with their faculty members to reschedule course assignments, lab hours, examinations, or other requirements, and/or to reduce their overall course load, as appropriate, once authorization is received from the TIXC. If, for any reason, caretaking/parenting students are not able to work with their faculty members to obtain appropriate modifications, students should alert the TIXC as soon as possible, and the office will help facilitate needed accommodations and modifications. Students can request modified academic responsibilities under this policy regardless of whether they elect to take a leave of absence. While receiving academic modifications, students will remain registered and retain benefits accordingly.

8. Regulation Dissemination and Training

A copy of this Regulation will be made available to employees in annually required training and posted on the MCCCD website. MCCCD will alert all new students about this regulation and the location of this regulation as part of orientation. The TIXC will make educational materials available to all members of the MCCCD community to promote compliance with this regulation and familiarity with its procedures.

9. Revision of this Regulation

The Regulation will be reviewed and updated as needed by the TIXC, in consultation with any other stakeholders deemed necessary and upon approval by the chancellor. MCCCD reserves the right to make changes to this document as necessary, and once those changes are posted online, they are in effect. If government laws or regulations change, or court decisions alter, the requirements in a way that impacts this Regulation, this Regulation will be construed to comply with the most recent government regulations or holdings. This Regulation is effective August 1, 2024.

BASED ON THE 2024 ATIXA TITLE IX MODEL POLICY AND PROCEDURES (AMPP).
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2.4.6 Emissions Control Compliance

Pursuant to ARS §15-1444 C. no vehicle shall be allowed to park in any college parking lot unless it complies with ARS §49-542 (the annual vehicle emissions inspection program). At the time of course registration, every out-of-county and out-of-state student will be required to sign an affidavit stating that the student's vehicle meets the requirements of ARS §49-542. Vehicles that are not in compliance are subject to being towed at the owner's expense.

2.4.8 Petition Signature Solicitation

1. This regulation shall govern access to college premises by representatives who wish to solicit signatures on petitions for the purpose of submission of a ballot proposition to voters, or nomination of a candidate for elective office, in a city-, county-, or state-wide election.
2. Each college president shall designate general hours of accessibility for solicitation and a location on college premises where all representatives on behalf of any candidate or ballot proposition may solicit signatures. The location shall be in a common area where the solicitation will not serve as an obstruction to student activities or otherwise disrupt the college environment.
3. All solicitation must take place in designated areas. Standard space may include one or two tables and chairs. Campus restrictions regarding amplification will apply. Representatives may not distribute or make available to students, employees, or college visitors any tangible item, except for informational literature about the proposed candidate or ballot initiative.
4. Representatives shall notify the designated official at each college or center for their intent to be present on college premises no fewer than three working days prior to soliciting signatures. Upon obtaining authorization, representatives shall be provided a written version of this regulation.

Specific procedures on how to implement the Petition Signature regulation can be found in appendix S-14.

2.4.9 Use of College Grounds by Non-MCCCD-Affiliated Users

In contrast to traditional public forums such as a public square, park, or right of way, Maricopa's campuses are dedicated by law to the purpose of formal education. They are, and have been since their creation, for the use and benefit of prospective and enrolled students, the Maricopa employees who serve them, and those who are invited to campus by members of the College community to attend or participate in sponsored events. The Maricopa County Community College District (MCCCD) has a long history of regulating the time, place, and manner in which expressive activities are conducted on campuses, for the purposes of avoiding disruption or interference with its educational activities, and protecting the rights of the members of the campus community and their invited guests to express themselves and access information. While members of the general community always have been welcome to share their ideas with the campus community, they are subject to reasonable, content-neutral regulation of the time, place and manner of the event and to the institution's mission-based priorities – including but not limited to the need to provide an environment conducive to teaching and learning.

POLICY

This administrative regulation governs use of the college grounds, defined as the open areas and walkways of the campus by non-MCCCD-affiliated users. Use of college facilities is governed by a separate administrative regulation. Parking lots are not available for events and activities other than those sponsored and authorized by the College president.

Camping is not permitted anywhere on the campuses. Camping is defined as the use of college grounds or facilities for living accommodations or housing purposes such as overnight sleeping or making preparations for overnight sleeping (including the laying down of bedding for the purpose of sleeping), the making of any fire for cooking, lighting or warmth, or the erection or use of tents, motor vehicles, or other structures for living or shelter. These activities constitute camping when it reasonably appears, in light of all the circumstances, the participants conducting these activities intend to use or are using the facilities or grounds for living accommodations or housing, regardless of the duration or other purpose of the use.

Lawful use of college grounds for events or expressive activities by individuals, groups, and organizations may be authorized by college officials when the events and activities are lawful and consistent with the non-profit, educational nature of the campus, authorized and conducted in accordance with MCCCD policies, administrative regulations and priorities, and compliant with reasonable restrictions as to time, place, and manner. The content of the expression will not be a factor in authorizing, locating, or scheduling decisions. However, events and activities will not be permitted to disrupt or obstruct the teaching, research, or administrative functioning of the College by means of physical obstacles and crowds, by the creation of sound or noise that would interfere with teaching, learning, and the conduct of College business, or by any other means. Each College president will designate a Responsible College Official with delegable authority to approve, locate, and schedule use of college grounds.

Permit Application:

Any non-MCCCD-affiliated organization, group, or individual desiring to use campus grounds for an event or activity must submit a request form to the Responsible College Official in advance of the use date.

If the activities proposed in the application are limited to low-impact, non-commercial activities the request form shall be submitted at least two business days in advance of the expected use date. For purposes of this administrative regulation, “low-impact, non-commercial activities” are defined as: (1) activities that do not seek to sell or promote a product or service for direct or indirect financial gain; (2) activities that are limited to gatherings of five people or less at any given time; and (3) activities that do not involve machinery, temporary structures, tables, chairs, displays or electronic equipment, including amplifiers, or the distribution of food products.

For events that are not low-impact, non-commercial activities, the request form shall be submitted at least seven business days before the expected use. The additional advance time is required to allow the College to prepare for conditions that may affect the flow of foot traffic, involve signs and displays, create crowds, involve significant numbers of participants, or require the use of significant amounts of space and/or use of equipment and resources.

Designated Areas:

Because each College has a limited amount of outdoor space, activities and events sponsored by non-MCCCD-affiliated users, including speech and literature distribution, shall be restricted to designated areas. For each College, the Responsible College Official shall establish specific designated areas for such activities. A written description of these areas shall be maintained at the office of Student Life and Leadership for each College. Consistent with the goal of providing a healthy, comfortable, and educationally productive environment, the Responsible College Official should attempt to locate the designated areas in prominent locations on campus where there is a likelihood of significant pedestrian traffic. The designated areas shall not be located in building stairways and entryways, parking lots, or congested areas. The Responsible College Official will make every effort to assign users to their requested space when a specific space is desired. However, in order to ensure the potential success of all scheduled events, the College reserves the right to assign an event or activity to the area the College deems most appropriate in light of the campus capacity, other activities scheduled, and the type of event or activity being planned.

Use Fees and Proof of Insurance:

To offset the costs associated with the use of college grounds, non-MCCCD-affiliated users shall be required to pay a fee of $50 per day or $125 per week. In order to protect the health and safety of College students, faculty and staff and to protect MCCCD resources, non-MCCCD-affiliated users shall also be required to provide proof of insurance that indicates at least $1 million in general liability coverage and names the MCCCD as an additional insured for the anticipated use date.

The fee and proof-of-insurance provisions of this Administrative Regulation shall not be applied to low-impact, non-commercial users. A user may request designation as a low-impact, non-commercial user from the applicable College's Responsible College Official. Any questions or comments about the criteria for approval or denial of such request shall be directed to the District Ombudsman.

Permits:

The approved request form will describe the location of the authorized activity and any other restrictions specific to the event. Violation of the terms of the permit, District policy, administrative regulation or law shall be grounds for immediate revocation of the permit, and the individual violators and their organizations may be banned from the campus.

Priorities and Criteria for Approval of Permits:

The content or subject of the proposed expressive activity or event will not affect approval of the application. Availability of space is not guaranteed. Reservations shall be approved on a space-available basis and will be addressed on a first come-first served basis, subject to the following priorities and criteria for the use and scheduling of space on campus grounds:

Scheduling Priorities (in order)

1. The use of facilities and grounds for the operations of the College. For example, there are times when the college is unusually crowded by members of the campus community, such as registration and orientation at the beginning of the semester. Other uses may reasonably be precluded during those times.
2. Activities and events sponsored by the College administration.
3. Activities and events sponsored by MCCCD student organizations or employee groups.
4. Activities of non-MCCCD-affiliated individuals and organizations.
5. Commercial advertising or activities.

Criteria

1. Capacity of college grounds to accommodate the number of participants at the scheduled time and proposed location.
2. Capacity of College Safety staff to provide security for all events and activities scheduled at the time.
3. Possible interference or conflict with College operations or other scheduled activities and events on the grounds.
4. General feasibility of hosting the event as proposed.

Other Policies:

This administrative regulation will be applied in conjunction and coordination with all other MCCCD policies and administrative regulations and College processes and procedures, including but not limited to regulations on facilities use, signage, sales of alcohol and/or food, and solicitation of donations.

Specific procedures on how to implement the Use of College Grounds regulation can be found in Appendix S-15.

2.4.10 Children on Campus

Children (younger than 18) may not attend any class unless they are officially registered for the class.

Children will not be allowed on campus unless participating in an authorized college program or under the supervision of an adult.

2.4.11 Crime Awareness and Campus Security Act

Federal legislation requires the college to maintain data on the types and number of crimes on college property as well as policies dealing with campus security. To obtain additional information on this subject, contact the college Safety and Security Department.

2.4.12 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.

2.4.15 Campus Sex Crimes Prevention Act

Federal legislation requires that the MCCCD establish notification procedures concerning the presence of registered sex offenders enrolled either as students or those working for the institution. The Registered Sex Offender Notification Procedure is outlined in Appendix item S-18.

Student Rights and Responsibilities

2.4.5 Copyright Act Compliance

Students are expected to comply with the provisions of the Copyright Act of 1976 pertaining to photocopying of printed materials, copying of computer software and videotaping. In order to assist students in complying with the Copyright Law, appropriate notices shall be placed on or near all equipment capable of duplicating copyrighted materials.

3.2 Copyright Regulation

1. It is the intent of the Governing Board of the Maricopa County Community College District to adhere to the provisions of the U.S. Copyright Law (Title 17, United States Code Section 101 et seq.). Though there continues to be controversy regarding interpretation of the Copyright Law, this policy represents a sincere effort by the Board to operate legally within the District.
2. The Governing Board directs the Chancellor or his designee(s) to develop and distribute to employees guidelines that (1) clearly discourage violation of the Copyright Law and (2) inform employees of their rights and responsibilities under the Copyright Law.
3. Each college president or provost and the Chancellor shall name an individual(s) at each district location who will assume the responsibilities of distributing copyright guidelines, act as a resource person regarding copyright matter and provide training programs on current copyright laws.
4. Employees are prohibited from copying materials not specifically allowed by the (1) copyright Law, (2) fair use guidelines, (3) Licenses or contractual agreements, or (4) other permission.
5. The Governing Board disapproves of unauthorized duplication in any form. Employees who willfully disregard this Board policy and/or the aforementioned copyright guidelines do so at their own risk and assume all liability for their actions.
6. In order to assist employees and students in complying with the Copyright Law, appropriate notices shall be placed on or near all equipment capable of duplicating copyrighted materials.

What Students Should Know About Copyright

What is copyright? Copyright is a protection afforded under federal law for various types of creative works. A work is copyrightable if it is an original work of authorship fixed in a tangible medium of expression. Copyrightable works include literary, musical or dramatic works; motion pictures and other audiovisual works; choreographic works and pantomimes; sound recordings; and architectural works.

The owner of a copyright in a particular work has the exclusive right to copy, display, perform, distribute, and create a derivative version of the work. Generally, then, this means that you may not do things like duplicate, show or perform a copyrighted work unless it is expressly allowed under the Copyright Act or you have the prior permission of the copyright holder. A copyright exists in a work at the time it becomes fixed in some tangible medium of expression. Neither registration of the copyright with the federal government nor a copyright notice on the work itself is required for copyright protection.

What is copyright infringement?
Generally, copyright infringement occurs when you copy, display, perform, distribute or create a derivative version of a copyrightable work either without the permission of the copyright holder or when such activity is not otherwise allowed under an exception provided by federal copyright law. The penalties for infringement include significant damages-potentially in excess of $100,000 for each work infringed as well as criminal penalties, which may include fines and even incarceration.

How does copyright law affect information I obtain off the Internet?
Copyright law covers works in both traditional and new media, including digital media. Copyrightable materials are often available on the Internet without any indication of their copyrighted status. As a rule of thumb, you should assume that everything you find on the Internet is copyrighted, unless otherwise labeled. Even popular activities, such as file swapping or copying software or pictures from the Internet, may be copyright infringement and should be avoided.

The Digital Millennium Copyright Act, which Congress enacted in 2000, affords greater protection for copyright holders of digital works. Generally, then, even if a work appears solely in a digital form, it is likely subject to copyright law protections.

New technology has made many creative works widely available through the Internet. For example, the technology known as Peer to Peer (P2P) allows for the transmission of music, videos, movies, software, video games and other materials-most of which is subject to copyright protection.

Remember that a copyright exists in a work at the time it becomes fixed in some tangible medium of expression. That means that an image you have downloaded from the Internet, as well as a video or musical performance is almost certainly subject to copyright protection. When you download these works, transfer them to a disk or other medium, or send them to a friend, you are infringing on the rights of the copyright holder. Trafficking in such material without the permission of the copyright holder, then, violates copyright law. This includes unauthorized music file sharing over the Internet. According to a statement recently issued by representatives of the motion picture, recording and songwriting industries, uploading and downloading copyrighted works over the Internet is theft: "It is no different from walking into the campus bookstore and in a clandestine manner walking out with a textbook without paying for it."

Why is it important for a student to be aware of copyright law?
Copyright infringement is expressly prohibited by the US Copyright Act. Anyone who infringes another's copyright in a creative work is subject to liability, and could be required to pay large sums in damages.

In addition, as the law clearly prohibits copyright infringement, using any college resources-such as photocopiers, desktop and laptop computers, printers, central computing facilities, local-area or college-wide networks, Internet access, or electronic mail-for the purpose of infringing a copyright in any work may be grounds for student discipline. According to Maricopa Community College District administrative regulation, "students are expected to comply with the provisions of the Copyright Act of 1976 pertaining to photocopying of printed materials, copying of computer software and videotaping."

Moreover, under the Maricopa Community Colleges Computing Resource Standards, a student is prohibited from the "use of software, graphics, photographs, or any other tangible form of expression that would violate or infringe any copyright or similar legally-recognized protection of intellectual property rights." The Standards also prohibit "transmitting, storing, or receiving data, or otherwise using computing resources in a manner that would constitute a violation of state or federal law . . . ."

A student who violates these policies, then, can be disciplined at any of the Maricopa Community Colleges. This discipline could include suspension or even expulsion.

Does copyright law allow me to download files from a college web site?
Thanks to recent changes to copyright law, colleges and universities are allowed to transmit copyrighted images, recordings, and other materials over the Internet in connection with distance learning offerings. These changes allow for the performance of non-dramatic literary works or musical works, as well as the display of "reasonable and limited portions" of any work in an amount comparable to that typically displayed in a live classroom setting. Use of the works must, however, be "an integral part" of the distance-learning class session, and available solely to students enrolled in the class. In addition, the transmission of the copyrighted works must be under the direction or actual supervision of an instructor.

Even though the college does not hold the copyright to these works, or even have the express permission of the copyright holder, they may be delivered over the Internet to students in distance learning classes.

The fact that the law authorizes such use of copyrighted materials, though, does not allow a student in these classes to freely download, copy, or re-transmit the works. They are intended solely for use by the institution in connection with distance instruction; any other use would likely constitute a violation of copyright law.

3.4 Recording of Faculty Lectures

1. MCCCD acknowledges that faculty members are, by law, afforded copyright protection in their classroom lectures and, therefore, may limit the circumstances under which students may record (audio/visual) their classes.
2. Each faculty member shall inform their students in the course syllabus or other course introductory material of their policy with regard to recording of class lectures. Failure to do so will accord students the right to record lectures. A lecture is defined as anything upon which a student is tested or that is part of the curriculum or course content whether in person, virtual, or pre-recorded. A restriction on recording does not apply if the recording is allowed under another policy.
    a. Students, regardless of whether they have permission or not from the faculty member to record class lectures, may not reproduce or otherwise share and/or distribute all or part of recorded class lectures and/or activities taking place during class time, without the written consent of the faculty member. (Reproducing includes, but is not limited to, posting any pre-recorded or real time recording of a class lecture—in whole or in part—to any social media platform (TikTok, Twitter, Facebook, Instagram, YouTube, etc.)).
    b. Any violation of AR 3.4 (2)(a) may constitute "academic misconduct" prohibited by AR 2.3.11 Academic Misconduct.
3. Students with disabilities that render them unable to take adequate lecture notes are entitled to reasonable accommodation – subject to engagement in the interactive process and a determination of functional limitation as outlined in AR 2.8 Students with Disabilities – to remedy this inability. Approved accommodation may require a faculty member to modify their recording policy for the affected student.

    In accordance with Subpart E of Section 504 of the Rehabilitation Act of 1973, a student with a qualifying disability which adversely affects the student's ability to take or read notes may be permitted to audio record class lectures as a reasonable academic accommodation.

    In an effort to address faculty concerns for privacy and protection of copyright while still assuring the availability of recording classroom lectures as a reasonable accommodation for students, use of this accommodation is subject to the following conditions:
    a. The faculty member must have received the Disability Resource Services (DRS) Faculty Notification Letter specifying the recording of classroom lectures as a granted reasonable accommodation.
    b. Such recordings of class lectures are only for the student's personal use in study and preparation related to class.
    c. The student must comply with a faculty request to stop recording during discussions, demonstrations, presentations, guest speakers, and situations of a sensitive nature. The faculty member should provide as much notice of these situations as possible in order for the student to coordinate with the faculty member and DRS to have notes taken on the substantive parts of the lecture.
    d. The student may not share classroom lecture, or any other recordings made during class time with any other person or in any media or on a public or private platform without the written consent of the faculty member.
    e. Information contained in the authorized audio recorded lectures, and any other recordings whether authorized or unauthorized, may be protected under federal copyright laws and may not be published or quoted without the written consent of the faculty and without giving proper identity and credit to speakers, this includes publication via any social media platform, emails, or text messages.
    f. The student may not use the authorized recorded lectures, and any other recordings whether authorized or unauthorized, against the faculty member, other instructors, or students whose classroom comments are recorded as part of the class activity. This provision is subject to the protections under policy and the law.
    g. The student will erase all recorded class lectures when they are no longer needed for academic work. Upon written request from the faculty member, the student will return all class recordings to the faculty member for erasure. Faculty members should provide DRS with a copy of the aforementioned written request. Likewise, students are not permitted to post the lectures on any social media platform, website, or learning management system without the instructor's written consent except for communications to the instructor of record.
    h. Students who wish to keep recordings beyond the end of the course for future review must obtain written permission from the faculty member.
    i. Audio, or any other recordings outside of the aforementioned lectures (including fieldwork, internships, etc.) may be discussed on a case-by-case basis in collaboration with the faculty member, program of study, site manager, and DRS. In clinical/experiential learning placements, the recording of any discussions, lectures, or conversations are never permitted.

j. Students, regardless of whether they have permission or not from the faculty member to record class lectures or any other part of the classroom/class time experience, may not post all or part of recorded class lectures or any other recordings made during class time to any social media platform (TikTok, Twitter, Facebook, Instagram, YouTube, etc.), or otherwise reproduce, share and/or distribute to any other person or party.
k. Any violation of AR 3.4(3) may constitute "academic misconduct" prohibited under AR 2.3.11 Academic Misconduct.

4.4 Technology Resource Standards

Introduction

The Maricopa County Community College District (MCCCD) provides its students, employees, Governing Board members and the public with access to information resources and technologies. MCCCD recognizes that the free exchange of opinions and ideas is essential to academic freedom, and the advancement of educational, research, service, operational, and management purposes, is furthered by making these resources accessible.

Arizona constitutional and statutory mandates require that MCCCD resources, including technology, be used only for the public's business, and not for private purposes. Those mandates apply to all MCCCD public officials–employees of every kind and the Governing Board. The aim of those laws is to safeguard the use of resources, including technology resources, acquired and maintained with public funds. Compliance with other laws–both federal and state–also dictates the need for standards for the use of MCCCD technology resources. In some cases, the Governing Board policies emphasize the importance of compliance with the law such as the requirement to adhere to copyright laws. Governing Board policies also establish MCCCD's own standards, such as the directive that all persons within the MCCCD community be treated in a manner that is humane, fair and dignified.

This administrative regulation establishes standards for the use of MCCCD technology resources. They should be seen as supplementing, and not in lieu of, Governing Board policy, applicable law and other applicable administrative regulations such as Administrative Regulation 4.3 "Electronic Communications."

General Responsibilities

Technology resources (including, but not limited to, desktop and laptop systems, printers, central computing facilities, MCCCD-wide or college-wide networks, local-area networks, telephones, facsimile machines, scanners, access to the Internet, electronic mail and similar electronic devices and information) of the MCCCD are available to MCCCD Governing Board members, employees, students and, in a limited number of cases, MCCCD contractors and the public. Use of all those resources is subject to the standards set forth in this regulation (Standards).

The first screen that each MCCCD computer exhibits on starting up advises users of these Standards and requires an acknowledgment before the user may proceed to the next screen. Additionally, all MCCCD employees are responsible for annually acknowledging receipt of the *Blue Book*, which contains this regulation. So all users of MCCCD technology resources are presumed to have read and understood the Standards. While the Standards govern use of technology resources MCCCD-wide, an individual community college or center may establish guidelines for technology resource usage that supplement, but do not replace or waive, these Standards.

Use of Non-MCCCD Technology

Under Arizona's public records law, MCCCD is required to transact business so that its records are accessible and retrievable. The policy underlying the law is that work done in the name of the public be transparent. Thus, any member of the public may request public records and, except in a few specific instances, are entitled to get copies of them.

Each individual employee or Governing Board member is responsible for ensuring that MCCCD records that he or she initiates or receives are retained for the period of time required by and disposed of according to mandates established by Arizona State Library, Archives and Public Records–the state agency tasked with setting standards for record retention. Therefore, an employee's or Governing Board member's use of non-MCCCD technology resources for communication of any type of MCCCD business is heavily discouraged because those records are less capable of being managed according to MCCCD's process for ensuring retention, retrieval and disclosure set forth in Administrative Regulation 4.15 "Retrieval, Disclosure and Retention of Records."

Additionally, an MCCCD employee who receives a communication allegedly from another MCCCD employee using a non-MCCCD e-mail address is not required to respond substantively to that e-mail. The employee receiving the e-mail is entitled to verify that the sender is whom he or she says that he or she is. The employee receiving the e-mail may request that the sender provide the information or inquiry set forth in the e-mail via hard-copy form.

Acceptable Use

Use of MCCCD's technology resources, including websites created by MCCCD employees and students, is limited to educational, research, service, operational and management purposes of the MCCCD and its member institutions. Likewise, data, voice, images and links to external sites posted on or transmitted via MCCCD's technology resources are limited to the same purposes.

Frequently, access to MCCCD's technology resources can be obtained only through use of a password known exclusively to the MCCCD employees, Governing Board members or students. It is those users' responsibility to keep a password confidential. While MCCCD takes reasonable measures to ensure network security, it cannot be held accountable for unauthorized access to its technology resources by other persons, both within and outside the MCCCD community. Moreover, it cannot guarantee employees, Governing Board members and students protection against reasonable failures. Finally, under certain limited circumstances defined in Administrative Regulation 4.15 "Retrieval, Disclosure and Retention of Records," certain MCCCD employees are authorized to access information on an MCCCD technology device.

It is not Maricopa's practice to monitor the content of electronic mail transmissions, files, images, links or other data stored on or transmitted through Maricopa's technology resources. The maintenance, operation and security of Maricopa's technology resources, however, require that network administrators and other authorized personnel have access to those resources and, on occasion, review the content of data and communications stored on or transmitted through those resources. Any other review may be performed exclusively by persons expressly authorized for such purpose and only for cause. To the extent possible in the electronic environment and in a public setting, a user's privacy will be honored. Nevertheless, that privacy is subject to Arizona's public records laws and other applicable state and federal laws, as well as policies of Maricopa's Governing Board all of which may supersede a user's interests in maintaining privacy in information contained in Maricopa's technology resources.

Incidental Computer and Technology Usage

Limited incidental personal use of MCCCD technology resources including through use of personal e-mail systems is permitted, except as described in item 16 under "Prohibited Conduct." MCCCD employees are responsible for exercising good judgment about personal use in accordance with this regulation, Colleges' consistent local guidelines and MCCCD ethical standards. Personal use refers to activities which only affect the individual and that are not related to an employee's outside business. MCCCD employees are required to conduct themselves in a manner which will not raise concern that they are or might be engaged in acts in violations of the public trust. Refer to the Guidelines for Incidental Computer Usage for the Maricopa Community Colleges (Appendix AS-8) and Guidelines for Incidental Telephone Usage for the Maricopa Community Colleges (Appendix AS-9).

Prohibited Conduct

The following is prohibited conduct in the use of MCCCD's technology resources

1. Posting to the network, downloading or transporting any material that would constitute a violation of MCCCD contracts.
2. Unauthorized attempts to monitor another user's password protected data or electronic communication, or delete another user's password protected data, electronic communications or software, without that person's permission.
3. Installing or running on any system a program that is intended to or is likely to result in eventual damage to a file or computer system.
4. Performing acts that would unfairly monopolize technology resources to the exclusion of other users, including (but not limited to) unauthorized installation of server system software.
5. Hosting an unauthorized website that violates the .EDU domain request.
6. Use of technology resources for non-MCCCD commercial purposes, including to advertise personal services, whether or not for financial gain.
7. Use of software, graphics, photographs, or any other tangible form of expression that would violate or infringe any copyright or similar legally-recognized protection of intellectual property rights.
8. Activities that would constitute a violation of any policy of MCCCD's Governing Board, including, but not limited to, MCCCD's non-discrimination policy and its policy against sexual harassment.
9. Transmitting, storing, or receiving data, or otherwise using technology resources in a manner that would constitute a violation of state or federal law, or MCCCD policy or administrative regulation including, but not limited to, obscenity, defamation, threats, harassment, and theft.
10. Attempting to gain unauthorized access to a remote network or remote computer system.
11. Exploiting any technology resources by attempting to prevent or circumvent access, or using unauthorized data protection schemes.
12. Performing any act that would disrupt normal operations of computers, workstations, terminals, peripherals, or networks.

13. Using technology resources in such a way as to wrongfully hide the identity of the user or pose as another person.
14. Allowing any unauthorized access to MCCCD's technology and non-technology resources.
15. Making personal long distance or other toll calls, except where the charges for the calls are incurred directly by the caller or arrangements are otherwise made at the time of the call to directly bill the caller.
16. Intermittent use of technology resources that interferes with the performance of an employee's main responsibilities.
17. Use of technology resources to market or conduct other activities on behalf of a third-party regarding the "hosting" of an event that is prohibited under MCCCD's Use of College Facilities administrative regulation.
18. Conducting District or college-related business using any electronic mail account other than one hosted or provided by MCCCD, and approved by the Vice Chancellor of Information Technology Services, even when the e-mail account copies all outgoing and incoming messages to the MCCCD hosted account.
19. Deleting or altering a technology public record in violation of public records retention requirements, or in anticipation of receiving or after receipt of a public records request, subpoena or a complaint filed as part of an MCCCD grievance, investigation or review, or other lawful request for the record.
20. Deleting or altering a technology record on an MCCCD device in anticipation or after receipt of a public records request, subpoena or a complaint filed as part of an MCCCD grievance, investigation or review, or other lawful request for the records where the record may demonstrate a misuse of technology resources under this regulation.

Review and Approval of Alternate E-Mail Account Systems

The prior review and approval by the Vice Chancellor of Information Technology is required for the implementation of alternate College electronic mail account systems. Requests will be evaluated based upon the following considerations:

1. The system must be compatible and interoperable with the MCCCD e-mail system. All information within the e-mail system must meet the standards and authorize District Office access as specified in Administrative Regulation 4.15, "Retrieval, Disclosure and Retention of Records."
2. Any proposed changes to an MCCCD's entity's e-mail system with e-discovery implications must be approved in advance during the planning stages as specified in Administrative Regulation 4.15, "Retrieval, Disclosure and Retention of Records."

Disclaimer

The home page of an MCCCD web site must display, or link to, the following disclaimer in a conspicuous manner:

All information published online by MCCCD is subject to change without notice. MCCCD is not responsible for errors or damages of any kind resulting from access to its internet resources or use of the information contained therein. Every effort has been made to ensure the accuracy of information presented as factual; however, errors may exist. Users are directed to countercheck facts when considering their use in other applications. MCCCD is not responsible for the content or functionality of any technology resource not owned by the institution.

The statements, comments, or opinions expressed by users through use of Maricopa's technology resources are those of their respective authors, who are solely responsible for them, and do not necessarily represent the views of the Maricopa County Community College District.

Information Accuracy and Marketing Standards

In order to help ensure that the most accurate information sources are reflected on web pages, information should be cited, sourced or linked from the website of the official District or college custodian responsible for the particular subject. In addition, the design of web pages shall reflect established marketing standards with respect to the imaging and using of MCCCD marks as outlined in the marketing standards handbook and Use of Marks administrative regulation.

Complaints and Violations

Complaints or allegations of a violation of these standards will be processed through Maricopa's articulated grievance procedures or resolution of controversy. Upon determination of a violation of these standards, MCCCD may unilaterally delete any violative content and terminate the user's access to MCCCD's technology resources. It is the user's responsibility to demonstrate and/or establish the relevance of content in the event that a content complaint is made official. Users retain the right to appeal actions through MCCCD's grievance procedures or resolution of controversy.

2.6 Hazing Prevention Regulation

The Maricopa County Community College District (MCCCD) strives to exceed the changing expectations of our many communities for effective, innovative, student-centered, flexible and lifelong educational opportunities. Our employees are committed to respecting diversity, continuous quality improvement and the efficient use of resources. We are a learning organization guided by our shared values of: education, students, employees, excellence, diversity, honesty and integrity, freedom, fairness, responsibility and public trust.

Central to the vitality and dignity of our community of learners is an environment that produces broadly educated responsible citizens, who are prepared to serve and lead in a free society. Academic instruction, co-curricular activities and community involvement come together to meet this goal. All members of the MCCCD community, through the best of their abilities, must be provided the opportunity to contribute in a safe, orderly, civil and positive learning environment. One factor that inhibits the achievement of the above stated purpose is the practice of hazing.

1. Hazing by any student, employee or other person affiliated with MCCCD is prohibited.
2. "Hazing" is defined as any intentional, knowing or reckless act committed by a student or other person in any MCCCD college or affiliated educational setting, whether individually or in concert with other persons, against another student, and in which both of the following apply:
    A. The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any club/organization that is affiliated with MCCCD; and
    B. The act contributes to a substantial risk of potential physical injury, mental harm or personal degradation, or causes physical injury, mental harm or personal degradation.
3. Any solicitation to engage in hazing is prohibited.
4. Aiding and abetting another person who is engaged in hazing is prohibited.
5. Victim consent is not a defense for violation of the Maricopa Community Colleges Hazing Prevention Regulation.
6. All students, faculty and staff must take reasonable measures within the scope of their individual authority to prevent violations of the MCCCD Hazing Prevention Regulation.
7. Hazing activities and situations include, but are not limited to, the following:
    A. Pre-pledging, illegal pledging or underground activities.
    B. Acts of metal and physical abuse, including, but not limited to: paddling, slapping, kicking, pushing, yelling, biting, duck-walking, line-ups, tuck-ins, belittling, excessive exercise, beating or physical abuse of any kind, and the potentially forced consumption of any food or beverage that contributes to or causes physical injury, mental harm or personal degradation.
    C. Sleep deprivation (activities that deprive prospective and/or current students and/or members of the opportunity of a minimum of six hours sufficient sleep each day).
    D. Encouraging or forcing use of alcohol or drugs.
    E. Any type of student club/organization scavenger hunt, quest, road trip or other activity that would physically or psychologically endanger prospective and/or current students and/or members or others.
    F. Stroking or physically touching in an indecent or inappropriate manner. See Sexual Harassment Policy 5.1.8
    G. Student club/organization activities that subject prospective and/or current students and/or members or others to public nuisance or spectacle.
    H. Aiding or abetting theft, fraud, embezzlement of funds, destruction of public, personal or private property, or academic misconduct.
    I. Being required to wear odd or look-alike apparel that contributes to or causes physical injury, mental harm or personal degradation.
    J. Personal services that contribute to or cause physical injury, mental harm or personal degradation.
2. 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.

3. 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.
4. 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.
5. 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.
6. 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.
7. For the purposes of the MCCCD hazing prevention regulation:
   "**Organization**" is defined as an athletic team, association, order, society, corps, cooperative, club or other similar group that is affiliated with MCCCD, whose membership consists primarily of students enrolled at MCCCD and that may also be classroom-related or co-curricular in nature.

2.4.7 Abuse-Free Environment

See also the **Auxiliary Services** section for Tobacco-Free Environment and the **Appendices/Student Section** Medical Marijuana Act of the Administrative Regulations.

1. **Substance Abuse/Misuse Statement**
   Drug abuse and misuse has become a national issue and is receiving national attention, particularly in the academic community. The insidious effects of the abuse of these agents are also felt by all walks of life and economic levels. Therefore, as an education providing institution, we are responsible to provide knowledge and guidelines about prevention, control, and treatment of the abuse/misuse of alcohol, illegal and legal drug uses and misuses. Annual Acknowledgements for students and employees are provided through the online messaging accounts. Students who experiment with drugs, alcohol, and illegal substances or use them recreationally may develop a pattern of use that leads to abuse and addiction. Maricopa Community Colleges recognized drug and alcohol abuse as an illness and a major health problem as well as a potential safety and security issue. Part of the educational mission of the Maricopa Community Colleges is to educate students about positive self-development, the benefits of a healthy lifestyle and the health risks associated with substance abuse. This mission closely aligns with the Drug-Free School and Communities Act of 1989, and other relevant substance abuse laws.
2. **Student Program to Prevent Illicit Use of Drugs and Abuse of Alcohol**
   The Maricopa Community College District fully supports disciplinary action for misconduct and the enforcement of state laws governing the use of alcohol and the use, abuse, possession or distribution of controlled substances or illegal drugs.

A. Introduction and Purpose
The Federal Drug-Free Schools and Communities Act of 1989 (Public Law 101-226) requires federal contractors and grantees to certify that they will provide a drug-free school. As a recipient of federal grants, the District must adopt a program toward accomplishing this goal. While federal legislation has been the impetus for creation of the program, the administration and Governing Board recognize that substance abuse is a problem of national proportions that also affect students at the Maricopa Community Colleges.

The Maricopa Community Colleges are committed to maintaining learning environments that enhance the full benefits of a student's educational experience. The Maricopa County Community College District will make every effort to provide students with optimal conditions for learning that are free of the problems associated with the unauthorized use and abuse of alcohol and drugs.

B. Standards of Conduct
In the student handbooks of the Maricopa Community Colleges under codes of conduct, the following are examples of behavior that is prohibited by law and/or college rules and policies:
   i. Drinking or possession of alcoholic beverages on the college campus.
   ii. Misuse of narcotics or drugs.

C. Sanctions for Violation of Standards of Conduct
Disciplinary actions include, but are not limited to:
   i. Warning,
   ii. Loss of privileges,
   iii. Suspension, or
   iv. Expulsion.

B. Legal Sanctions
   1. Local, state, and federal law prohibit the unlawful possession, use or distribution of illicit drugs and alcohol. Conviction for violating these laws can lead to imprisonment, fines, probation, and/or assigned community service. Persons convicted of a drug-and/or alcohol related offense will be ineligible to receive federally funded or subsidized grants, loans, scholarships, or employment.

      Any employee is subject to disciplinary action, up to and including employment termination, for any of the following: reporting to work under the influence of alcohol and/or illegal drugs or narcotics; the use, sale, dispensing, or possession of alcohol and/or illegal drugs or narcotics on MCCCD premises, while conducting MCCCD business, or at any time which would interfere with the effective conduct of the employee's work for the MCCCD; and use of illegal drugs.

3. **MCCCD Program Standards**
The Maricopa Community College District is committed to establishing a preventative substance abuse program at Each college designed to affect positively the problems of irresponsible use of alcohol and the use and abuse of illegal substances. A main focus of the program will be on education of the campus community and assistance to individuals.
   A. Identify a key individual, at each college, to provide emergency services and/or to contact and work with outside agencies that provide drug and alcohol counseling, treatment or rehabilitation programs that may be available to students and employees.
   B. Support disciplinary action for misconduct and the enforcement of state laws governing the use of alcohol and the use, abuse, possession or distribution of controlled substances or illegal drugs.
   C. Establish a preventative substance abuse program at each college designed to affect positively the problems of irresponsible use of alcohol and the use and abuse of illegal substances
4. **Use of Alcoholic Beverages**
See Section 4.13 of the Administrative Regulations
5. **Other Health Concerns**
General Guidelines Concerning AIDS
Neither a diagnosis of AIDS nor a positive HIV antibody test will be part of the initial admission decision for those applying to attend any of the Maricopa Community Colleges. The Maricopa Community Colleges will not require screening of students for antibody to HIV.
Students with AIDS or a positive HIV antibody test will not be restricted from access to student unions, theaters, cafeterias, snack bars, gymnasiums, swimming pools, recreational facilities, restrooms, or other common areas, as there is not current medical justification for doing so.

Where academically and logistically feasible, students who have medical conditions, including AIDS, may seek accommodation in order to remain enrolled. Medical documentation will be needed to support requests for accommodation through the Office of Disabled Resources and Services or the Office of Vice President of Student Affairs.

The Maricopa Community Colleges acknowledge the importance of privacy considerations with regard to persons with AIDS. The number of people who are aware of the existence and/or identity of students who have AIDS or a positive HIV antibody test should be kept to a minimum. When a student confides in an faculty member, knowledge of the condition should be transmitted to the appropriate vice president or designee who will make the determination if the information should be further disseminated. It should be remembered that mere exposure to the person in a classroom does not constitute a need to know the diagnosis. It is, therefore, unnecessary to document in a student's file the fact that he or she has AIDS unless the information is to be used for accommodation reasons. Sharing confidential information without consent may create legal liability.

Students are encouraged to contact the Office of Disabled Resources and Services and/or the vice president of student affairs or designee for the types of services available in the district or community on matters regarding AIDS or the HIV virus.

4.13 Alcoholic Beverage-Usage Regulation

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.

1. **No Funds.** No funds under the jurisdiction of the governing board of the District may be used to purchase alcoholic beverages, except for the limited purposes of purchasing small amounts of them for use solely as ingredients in food preparation for classes and at the District's culinary institutes. Alcoholic beverages may not be stored on premises owned, leased, or rented by MCCCD except as provided in Paragraph 8.
2. **No Service or Sale of Alcoholic Beverages.** The law of the state of Arizona strictly regulates the service, sale, distribution and consumption of alcoholic beverages. In light of that law, the District does not permit alcoholic beverages to be served, sold or distributed on or in the premises owned by the District or leased or rented by the Maricopa Community Colleges for District-approved educational, fund-raising or other community purposes, except as provided in Paragraphs 3 and 7.
3. **Service at District Events on District-owned Property.** The Chancellor has the sole authority to approve the service, but not the sale or other distribution, of wine or beer at District events on district-owned property that the Chancellor either sponsors or approves. The only District employees authorized to request the Chancellor's approval are the College Presidents and the Vice Chancellors. Additionally, the law strictly limits the service of wine or beer by the District on District-owned property, and those restrictions are specified in Paragraph 5. Unless approved by the Chancellor in compliance with the law and this regulation, alcoholic beverages may not be served on District-owned property.
4. **Event Form Required.** A College President or Vice Chancellor who wishes to obtain the Chancellor's approval for the service of wine or beer at a District-sponsored event on District-owned property shall forward a completed written request to the Chancellor no later than 30 days before the event. The request form is available at: AS-6 - Notice of Intent to Serve Beer and Wine. On signing the form, the Chancellor will provide a copy of it to the requestor and to the MCCCD Risk Manager. For events that the Chancellor sponsors, he or she will complete the form, sign it and provide it to the MCCCD Risk Manager no later than 10 business days before the event.
5. **Service restrictions required by law.** An event approved under Paragraph 4 must, by law, comply with the all of the following restrictions: Additionally, beer and wine may only be served by a beverage service contractor whose liquor license with the state of Arizona is in good standing, except as provided in Paragraph 6. The contractor must provide all of the beverages served and well as the servers or bartender. Before the event, the contractor must provide a certificate of insurance that meets the requirements of the District's Risk Manager and that adds the District as an additional insured. The contractor must also agree in writing to indemnify the District regarding the service of the beverages.
    A. 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;
    B. The gathering must be by invitation only, and not open to the public;
    C. The gathering may not exceed 300;
    D. Invitees may not be charged any fee for either the event or the beer or wine; and

E. The consumption may only take place between noon and 10:00 p.m.

6. **Culinary Institutes.** The Chancellor may sponsor or approve an event at one of the District's culinary institutes. Students may serve wine and beer at the event as part of their class requirements, subject to the limitations of Paragraph 5. Any student serving those beverages must, by law, be 19 years or older.
7. **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:
    A. 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;
    B. The entity completes the form available at AS-7 - Request to Serve Beer and Wine - Third Party. And provides it to the Chancellor for approval along with a copy of the liquor license no later than 30 days before the event, unless the Chancellor approves a shorter period of time in a particular case;
    C. 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;
    D. The entity agrees in writing to indemnify the District from any claims of any kind arising out of the event;
    E. 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;
    F. The contractor provides all of the beverages served and well as the servers or bartenders;
    G. 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
    H. The contractor agrees in writing to indemnify the District regarding the service of the beverages.

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:

A. 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
B. 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.

2. **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).
3. **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.
4. **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.
5. **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.

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.

See also 4.21 Breathe Easy Tobacco Free | Smoke Free

Appendix S-16 Statement On The Arizona Medical Marijuana Act (Proposition 203)

In 2010, Arizona voters approved the Arizona Medical Marijuana Act (Propositions 203), a state law permitting individuals to possess and use limited quantities of marijuana for medical purposes. Because of its obligations under federal law, however, the Maricopa Community Colleges will continue to prohibit marijuana possession and use on campus for any purpose.

Under the Drug Free Workplace Act of 1988, and the Drug Free Schools and Communities Act of 1989, “…no institution of higher education shall be eligible to receive funds or any other form of financial assistance under any federal program, including participation in any federally funded or guaranteed student loan program, unless it has adopted and has implemented a program to prevent the use of illicit drugs and abuse of alcohol by students and employees.” Another federal law, the Controlled Substances Act, prohibits the possession, use, production, and distribution of marijuana for any and all uses, including medicinal use. This law is not affected by the passage of the Arizona Medical Marijuana Act. Because Maricopa Community Colleges could lose its eligibility for federal funds if it fails to prohibit marijuana, it is exempt from the requirements of the Arizona Medical Marijuana Act. Therefore, Maricopa Community Colleges will continue to enforce its current policies prohibiting the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance on its property or as part of any of its activities.

Employees and students who violate Maricopa Community Colleges policy prohibiting the use or possession of illegal drugs on campus will continue to be subject to disciplinary action, up to and including expulsion from school and termination of employment.

2.8 Students with Disabilities

2.8.1 Eligibility for Accommodations & Required Disability Documentation

This policy is intended to specify the disability documentation required that will qualify Maricopa County Community College District (MCCCD) students for reasonable and appropriate academic adjustments through each college’s Disability Resources and Services (DRS) office.
Only accommodations granted by the respective college DRS office and communicated to faculty through a Faculty Notification Letter (FNL) will be recognized by the District as approved accommodations for students with disabilities.
Faculty are not required to provide reasonable accommodations/academic adjustments to students with disabilities unless the student has registered with DRS and engages in the interactive process.

I. General Eligibility Requirements

1. To receive services from the DRS, a student must be admitted and enrolled as an MCCCD student.

2. The student must provide the DRS office with documentation of a qualifying disability that verifies the nature and extent of the disability prior to receiving any accommodation or academic adjustment.

    a. Any of the following submitted by an individual seeking admission to MCCCD is sufficient to establish that the individual is an individual with a disability:

1. Documentation that the individual has had an individualized education program in accordance with Section 614(d) of the Individuals with Disabilities Education Act, including an individualized education program that is not current on the date of the determination that the individual has a disability. MCCCD may ask for additional documentation from an individual who had an individualized education program but who was subsequently evaluated and determined to be ineligible for services under the Individuals with Disabilities Education Act, including an individual determined to be ineligible during elementary school.
2. Documentation describing services or accommodations provided to the individual pursuant to a Section 504 plan as defined in Section 15-731.
3. A plan or record of service for the individual from a private school, a local education agency, a state educational agency or an institution of higher education provided in accordance with the Americans with Disabilities Act of 1990.
4. A record or evaluation from a relevant licensed professional finding that the individual has a disability.
5. A plan or record of disability from another institution of higher education.
6. Documentation of a disability due to service in the uniformed services.

b. If a student does not have documentation, they are still required to follow the application and intake process, which includes meeting with a DRS representative and participating in the interactive process. Additional documentation may be required to establish the need for an academic adjustment/accommodation after a student has been identified as a student with disabilities (see Section IV1(f)).

c. Provisional accommodations may be granted to a student by DRS to assist students while they collect appropriate documentation to support their eligibility for accommodations/academic adjustments. Such provisional accommodations must not exceed thirty (30) days, unless such extensions are granted due to extenuating circumstances. In these cases, an additional thirty (30) days of provisional accommodations may be granted. Any extension request beyond the additional thirty (30) days must be reviewed by the District ADA/504 Coordinator. Such extension must be based on extenuating circumstances beyond the control of the requesting student, and is not guaranteed.

II. Who is Eligible for Services

1. To be eligible for DRS support services, a student must have a disability as defined by federal law (Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA).

2. An individual with a disability is a person who has a physical or mental impairment which substantially limits one or more major life activities. These persons are protected by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Individuals with a record of such an impairment and individuals who are regarded as having such an impairment are also protected by these federal laws.

3. The definition of “disability” in Section 504 and the ADA should be interpreted to allow for broad coverage.

III. Definitions

1. **Academic Adjustment** means: a modification of a non-essential academic requirement, an examination, or an institutional rule that is necessary to provide access to the academic and educational environment. Academic adjustments may include changes in the length of time permitted for completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. Academic adjustments may not substantially or materially alter the course modality, curriculum, competencies or degree requirements.

2. **Accommodation** means: an alteration of environment, curriculum format, or equipment that allows a student with a disability to gain access to content and/or complete assigned tasks. Accommodations allow students with disabilities to pursue a regular course of study. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.

   Examples of accommodations include, but are not limited to, sign language interpreters for students who are hearing impaired, computer text-to-speech, computer-based systems for students with visual impairments or dyslexia; extended time for students with fine motor limitations, visual impairments, or learning disabilities, and large-print books and worksheets for students with visual impairments.

3. **Current Documentation** means: documentation of a diagnosed physical or mental impairment that is dated within 5-7 years. Adult norms must be used for all testing provided as documentation.

4. **Major Life Activities** include, but are not limited to: functions such as caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. Major life activities also include major bodily functions such as functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive function.

5. **Mental Impairment** means: any mental or psychological disorder, including but not limited to, intellectual disabilities (intellectual developmental disorder), organic brain syndrome, emotional or mental illness, specific learning disabilities, post-traumatic stress disorder, depression and bipolar disorder. The phrase substantially limits must be interpreted without regard to the ameliorative effects of mitigating measures, other than ordinary eyeglasses or contact lenses. Mitigating measures are things like medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications that an individual may use to eliminate or reduce the effects of an impairment. These measures cannot be considered when determining whether a person has a substantially limiting impairment. An impairment that is episodic or in remission is a disability if, when in an active phase, it would substantially limit a major life activity. For example, a student with bipolar disorder would be covered if, during manic or depressive episodes, the student is substantially limited in a major life activity (e.g., thinking, concentrating, neurological function, or brain function).

6. **Physical Impairment** means: a physiological disorder or condition, a cosmetic disfigurement, or an anatomical loss, that affects one or more of the following body systems: neurological; musculoskeletal; special sense organs (which would include speech organs that are not respiratory such as vocal cords, soft palate, tongue, etc.); respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine. Examples include, but are not limited to, orthopedic, visual, speech, and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, Diabetes, HIV (symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

IV. Procedures

1. General Procedures
    a. The DRS office alone is responsible for evaluating documentation and determining eligibility and reasonable academic adjustments/accommodations.

    b. Any instructor, academic staff member, or support staff (i.e., admissions of financial aid employees) who receives a request from a student for accommodations/academic adjustments due to a disability must refer the student to the college's DRS office.

    c. All requests for academic adjustments/accommodations shall be considered on an individual, case-by-case basis and all reasonable and appropriate requests for academic adjustments/accommodations from eligible students shall be considered by DRS. DRS may exercise its right to require additional documentation in support of a request for academic adjustment/accommodation.

    d. Academic adjustments/accommodations are determined by the DRS Office through an interactive exchange (the interactive process) with the eligible student. The interactive exchange may continue during the course of the year and may involve faculty members' input regarding the terms and conditions of the course or program of study. Accommodations/ academic adjustments in the classroom environment shall require participation of course faculty.

    e. MCCCD is not required to provide "best" or "most desired" accommodations, but rather a reasonable accommodation sufficient to provide the eligible student equal access to the educational environment/activities.

    f. MCCCD shall continue the interactive process to establish a reasonable accommodation for an individual pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 until it finds an accommodation or accommodations that meet the needs of the individual and do not impose an undue burden on college/district.

2. Material Alteration of class or certification requirement
    a. If a faculty member believes the DRS approved academic adjustment/ accommodation would alter an essential academic course competencies, curriculum, or a licensing requirement, the instructor shall meet with the DRS office as part of the interactive process. In the event this issue was not previously addressed in the interactive process, a conversation with DRS should take place within five (5) days of the faculty member's receipt of the Faculty Notification Letter outlining the approved academic adjustment/accommodation. The Parties will attempt to resolve the concern.

    b. If the faculty member's concerns are not resolved after the meeting with the DRS Manager, the faculty member and the DRS Manager will meet with the Chief Academic Officer, or designee, and the District ADA/504 Coordinator to resolve the concern. This meeting should take place within three (3) days of the meeting between the DRS Manager and the faculty member. The Chief Academic Officer's decision is final.

    c. Any change in the DRS Office's initial recommendation resulting from the meeting with the Chief Academic Officer will be communicated to the student by the DRS Office and the interactive process will continue in an effort to provide reasonable and appropriate academic adjustments/accommodations.

3. Recipients of federal funds are prohibited from intimidating, threatening, coercing, discriminating or otherwise retaliating against any individual for the purpose of interfering with any right or privilege secured by this policy or by the federal and or state law, any retaliatory action by instructors, supervisors, managers, academic professionals, administrators , or other employees who have the authority to take adverse action against a complainant or witness is strictly prohibited and may be grounds for disciplinary action.

V. Rights and Responsibilities

1. Students served by Disability Resources and Services have the right:
    a. To an equal opportunity to access course information and materials

    b. To an equal opportunity to participate in and benefit from the college community

    c. To choose whether or not to disclose the nature of their disability to their professor(s). The information the student provides to DRS is protected by FERPA.

    d. To request reconsideration of accommodation determinations if dissatisfied with the granted accommodations because they believe their disability(ies) is/are not being properly accommodated or if they believe they have been discriminated against during the interactive process.

    e. To be free from retaliation for seeking redress under this or other district policy.

2. Students served by Disability Resources and Services Responsibilities:
    a. Self-identify to DRS as having a disability and provide accurate, recent, and timely documentation.

    b. Check MCCCD email and/or DRS Connect portal for updates and announcements.

    c. Request accommodations each semester in a timely manner and understand that a late request does not constitute retroactive adjustments.

    d. Notify DRS if classes are dropped or added.

    e. Ensure that instructors have received the Faculty Notification Letter once it has been issued through DRS Connect.

    f. Communicate directly with DRS regarding exam accommodations, such as taking exams in the testing center, and stay in communication about the time and place for such exams.

    g. Contact DRS in a timely manner if having any difficulty securing or arranging accommodations.

    h. Promptly return any borrowed or assigned equipment (as an accommodation) to DRS when it is no longer needed.

i. If approved for note taking or audio recording services, understand that these services are for personal use only and may not be shared. In addition, the student must understand that you must be present in class to receive these services.

j. Understand that requesting accommodations does not mean that the student's request will be approved.

k. Meet the same standards—academic, technical, performance, and behavioral—expected of all Maricopa County Community College students.

l. Accommodations may be granted on a provisional basis (30 days). This may be based on the need for additional documentation. In these cases, the student will need to update their documentation to receive accommodations beyond the 30 days. The student must understand that approval will be based on a review of the new documentation and there is no guarantee that the provisional (or any) accommodations will be approved.

m. Understand that faculty are not required to provide any accommodation that fundamentally alters the nature of their course or lowers the academic standards.

VI. General Disability Documentation Guidelines

Physical Disabilities

Maricopa County Community College District, Disability Resources and Services will accept current diagnoses of physical disabilities that are based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified and/or licensed) professionals (e.g., medical doctors, ophthalmologists, psychologists, neuropsychologists, audiologists).

Learning Disabilities

Maricopa County Community College District, Disability Resources and Services will accept diagnoses of specific learning disabilities that are based on comprehensive, age-appropriate, psychoeducational evaluations that demonstrate current functional limitations of the disability.

The assessment must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, educational diagnostician) who has had direct experience with adolescents and adults with learning disabilities, including all battery scores in addition to evaluative notes.

Attention Deficit Hyperactivity Disorder (ADHD)/Attention Deficit Disorder (ADD)

Maricopa County Community College District, Disability Resources and Services will accept current diagnoses of ADHD that are based on age-appropriate, diagnostic evaluations, administered by trained and qualified (i.e., certified or licensed) professionals (e.g., psychiatrists, psychologists, or neuropsychologists). Submitted documentation must demonstrate current functional limitations of the disability.

Psychiatric Disabilities

Maricopa County Community College District, Disability Resources and Services will accept current diagnoses of psychiatric disabilities that are based on comprehensive and appropriate diagnostic evaluations completed by trained and qualified (i.e., licensed or certified) professionals (e.g., psychologists, psychiatrists, neuropsychologists, school psychologists).
Submitted documentation must demonstrate current functional limitations of the disability.

VII. Additional Documentation Guidelines and Resources

The Maricopa County Community College District, Disability Resources and Services can provide a "Disability Verification Form" that can be completed by a trained and qualified professional, or the professional may choose to submit a letter. The letter must be on letterhead, with date and signature (including license number, if applicable), and must include the following:

1. a diagnostic statement identifying the disability (including the date of the diagnosis)

2. current severity/impact of the disability (mild/moderate/severe)

3. an assessment of major life activities that are impacted by the disability (e.g., learning, concentration, class attendance, social interactions, reading, walking, etc.) and

4. specific recommendations for accommodations. The DRS office alone is responsible for evaluating documentation and determining eligibility and reasonable academic adjustments/accommodations.

VIII. Request for Reconsideration and Grievance Procedure

1. Request for Reconsideration
    a. If a student is unsatisfied with either the academic adjustments/ accommodations granted by the DRS office or the denial of academic adjustments/accommodations, the student should submit **in writing** to the respective college DRS manager/director the specific reason(s) they are unsatisfied and the redress they seek. The DRS manager/director will respond to this communication within five (5) business days. The communication should outline the manager/director's response as well as if there has been a determination that an adjustment or change of accommodation status is warranted.

b. If the student is still dissatisfied with their academic accommodations or the denial of their accommodations, the student may submit a formal request for reconsideration of accommodation to the accommodation review committee (ARC).
    1. The request for reconsideration must be made in writing within ten (10) business days of the mailing of the DRS response to the initial request for reconsideration.
    2. This written request should be delivered to the district ADA/504 coordinator and must include a statement of desired outcome. In reviewing a request for reconsideration, the ARC will rely on the documentation available to the DRS at the time of the initial decision in making accommodation determinations.
    3. The ARC shall consist of two (2) DRS managers from colleges unaffiliated with the student, and one equal opportunity & title IX regional program director.

c. The ARC will respond to students within ten (10) business days of the district ADA/504 coordinator receiving the request for reconsideration.
d. **The ARC may uphold the original accommodation determination or may return the matter to the granting college's DRS team to revisit the interactive process.** The decision of the ARC shall be final. Any changes to accommodations will be communicated **to the student by the DRS office**. Accommodations are not retroactive.

2. Grievance Procedure
    a. If a student believes they have been subject to unlawful discrimination based on their disability, the student may file a complaint under the Discrimination Complaint Procedures for Students.

2.8.2 Eligibility of Students Taking A Reduced Course Load

Although any student may register for fewer than twelve credit hours, a student with a disability may request a reduced academic load as a reasonable and appropriate accommodation. A college Disability Resource Services (DRS) professional may certify that a student who is afforded a reduced academic load as an accommodation for a disability shall nevertheless be deemed a full-time student. Such certification shall be solely to enable the student to seek eligibility for health insurance benefits and to seek eligibility to comply with mandates of the National Junior College Athletic Association. The college DRS professional will certify that a student may be deemed a full-time student as provided under this regulation only on a semester-by-semester basis.

The appropriate college offices will receive documentation of the DRS professional's certification from the professional or the student. An incoming student may apply for such certification upon acceptance to the college. Requests for certification must be made prior to the beginning of each semester. Every attempt will be made to accommodate these requests.
The following criteria also apply:

1. Students taking a reduced course load must register for at least 6 credit hours (based on DRS approval) during the regular fall and spring semesters. It is recommended that students register for at least three (3) credit hours during the summer to offset the impact of academic eligibility.
2. Students taking a reduced course load must maintain satisfactory academic progress standards as defined by the College catalog.
3. The reduced credit load may result in an adjusted financial aid package. ***There may be additional ramifications including, but not limited to, extra time to complete college, insurance coverage, Vocational Rehabilitation funding, etc.***
4. Eligibility for Federal Stafford Loans may be reduced according to the total number of credit hours taken in the full academic year. A student, taking a reduced course load, must be at least half time in a semester (6 credits) in order to receive a Stafford Loan.
5. The amount of Federal Financial Aid (Title IV) awarded is based on the actual number of credit hours taken.
6. Requirements for continuation of funding through Vocational Rehabilitation may differ. The student must contact his/her VR counselor to determine how a reduced course load will impact their funding.
7. The National Junior College Athletic Association (NJCAA) has published standards in regard to the designation of Certified Disabled Student-Athlete in Article V Section J of the NJCAA bylaws. This procedure addresses the NJCAA criteria for reduced course loads.

Application Process

1. Applications for reduced course loads must be submitted to the Disability & Services professional with supporting documentation. **Requests must be made prior to the beginning of each semester.**
2. Supporting documentation must include a diagnostic evaluation from an appropriate professional. The documentation must meet the guidelines set forth by the Maricopa Community College District's Documentation Policy in order to evaluate the current impact of the disability in regards to the request. Students are required to complete an application form for this status every semester, but do not need to re-submit their documentation. Continuation of this status is not automatic. Each case will be re-evaluated at the end of the semester to determine if this accommodation is still appropriate.

3. Students requesting a reduced course load should consult with their academic advisor regarding the consequences of this status for making progress toward graduation requirements and eligibility for various academic distinctions and designations.
4. Students registered in occupational and/or academic programs that have specific block formats will not be considered for reduced course loads.
5. Students who are approved for a reduced course load will be required to sign the Reduced Course Load Approval Form (see Appendix S-10), which includes a statement acknowledging that he or she has reviewed the consequences that go with reduced load status and accepts them.
6. When a reduced course load status is granted by the Disability Resources & Services professional, a copy of the Reduced Course Load Approval Form will be sent to the appropriate individuals.

2.8.3 Technology Accessibility

The Maricopa Community College District is committed to ensuring equal access to information, programs, services and activities through its technologies, Web pages, and resources both in the academic and work environments. This regulation establishes that Electronic and Information Technology (EIT) that are used to conduct the business of the Maricopa Community Colleges shall adhere to established accessibility standards and guidelines.

2.3.11 Academic Misconduct

1. **Definitions**

A. **Academic Misconduct** includes any conduct associated with the classroom, laboratory, or clinical learning process that is inconsistent with the published course competencies/objectives and/or academic standards for the course, program, department, or institution. Examples of academic misconduct include, but are not limited to: (a) cheating and plagiarism (including any assistance or collusion in such activities, or requests or offers to do so); (b) excessive absences; (c) use of abusive or profane language; and (d) disruptive behavior.

B. **Cheating** is any form of dishonesty in an academic exercise. It includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, examinations, or any other form of assessment whether or not the items are graded; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; (c) the acquisition, without permission, of tests or other academic material belonging to or administered by the college or a member of the college faculty or staff; (d) unauthorized (as determined by instructor) collaboration, contract cheating, or engaging a third-party individual or service (e.g. ghostwriting) to complete an assignment or exam without the approval of the instructor of the class; (e) unauthorized use of generative artificial intelligence (AI) tools to complete an assignment or exam without the approval of the instructor of the class; and (f) fabrication of data, research, facts, or information.

C. **Plagiarism** is the act of using the ideas, words, or creative work generated by another person or entity without proper attribution. It includes, but is not limited to: (a) the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; (b) unacknowledged use of materials prepared by another person or unauthorized (as determined by instructor) collaboration, contract cheating, or engaging a third-party individual or service (e.g. ghostwriting) to complete an assignment or exam without the approval of the instructor of the class; (c) information gathered from the internet and not properly identified; and (d) the unauthorized use of generative AI tools to complete some or all of an assignment or exam without approval of the instructor of the class.

2. **Academic Consequences**

Any student found by a faculty member to have committed academic misconduct may be subject to the following academic consequences, based on the faculty member's judgment of the student's academic performance including, but not limited to:

- **Warning** - A notice in writing to the student that the student has violated the academic standards as defined in 1.A.
- **Grade Adjustment** - Lowering of a grade on a test, assignment, or course.
- **Discretionary Assignments** - Additional academic assignments determined by the faculty member.
- **Course Failure** - Failure of a student from a course where academic misconduct occurs.

3. **Disciplinary Sanctions**

A faculty member may remove a student from one (1) class meeting for disciplinary reasons. For involuntary removal from more than one (1) class period, the faculty member should invoke the procedures outlined in AR 2.5.2.

If the misconduct is sufficiently serious to warrant course failure, and if either
(a) the failure results in a student being removed from an instructional program or

(b) the student refuses to accept responsibility for the misconduct and its academic consequences, the faculty member will, in addition to awarding the course grade, consult the department chair and the vice president of academic affairs as to whether institutional sanctions set forth below should be sought under AR 2.5. Regardless of whether the student has accepted responsibility for academic consequences, in all cases of academic misconduct the faculty member may make recommendations for sanctions and may file a written complaint of misconduct. The vice president of academic affairs will serve as the student conduct administrator in all academic misconduct cases, and will follow the procedure established in AR 2.5.2 to evaluate whether disciplinary sanctions are warranted. College probation, suspension, or expulsion will be imposed only by the vice president of academic affairs or designee, and only after the student has received the procedural rights provided in AR 2.5.2.

A. **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.
B. **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.)
C. **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 and Consequences for Academic Misconduct.**
Students can appeal academic consequences by following the instructional grievance process. (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.

Also See:
2.3.4 Academic Standing, Warning, and Probation
2.3.5 Instructional Grievance Process(Appendix S-6 Instructional Grievance Process)
2.5.2 Student Conduct Code

Appendix ND-4 Religious Accommodation Procedure and Form

1. The Maricopa County Community College District will reasonably accommodate the religious needs, observances, and practices of their employees and students, when requested and when said requests are made in accordance with these procedures. An individual's request for reasonable religious accommodations, including requests for time off from work or school activities, is justified unless college, class, or District operations would suffer unduly by granting the individual's request. Requests should be made in writing using the Religious Accommodation Request form.
2. Individuals may not be discriminated against because of their religious beliefs or practices, or because they lack religious beliefs or practices.
    a. Faculty and staff who believe they have been discriminated against by the denial of a requested religious accommodation should contact the Equal Employment Opportunity / Affirmative Action Office at 480-731-8473.
    b. Students who believe they have been discriminated against by the denial of a requested religious accommodation should contact the Dean of Students, or designee at their respective college.
3. **DEFINITIONS**:
    a. **Religion or Creed**: includes traditional, organized religions but also religious beliefs, including those that are new, uncommon, not part of a formal church or sect. All aspects of religious belief and observance that are sincerely held will be considered as part of this policy.
        i. *Religious Practice or Belief*: A sincerely held practice or observance that includes moral or ethical beliefs as to what is right and wrong, most commonly in the context of the cause, nature and purpose of the universe. Religion includes not only traditional, organized religions, but also religious beliefs that are new, uncommon, not part of a formal religious institution or sect, or only subscribed to by a small number of people. Social, political, or economic philosophies, as well as mere personal preferences, are not considered to be religious beliefs.

b. **Religious Accommodation**: A reasonable change in the work or academic environment that enables a student or employee to practice or otherwise observe a sincerely held religious practice or belief without undue hardship on the college or District.
    i. A reasonable religious accommodation may include, but is not limited to:
        1. Time for prayer during a work day,
        2. The ability to attend religious events or observe a religious holiday, or
        3. Any necessary modification to college or District policy, procedure or other requirement for a student's or employee's (or prospective employee's) religious beliefs, observance or practice, provided such accommodation is reasonable and does not cause undue hardship.

c. **Undue Hardship**: Significant difficulty or expense and related circumstances in relationship to the cost or difficulty of providing a specific accommodation.
    i. Undue hardship may refer to financial difficulty in providing an accommodation or accommodations that are unduly expensive, substantial, disruptive, or that would fundamentally alter academic requirements, the nature or operation of the college or district's business, or the essential functions of a job. Accommodations which interfere with the safe and efficient operation of the workplace or campus will often present an undue hardship.

4. **PROCEDURES FOR SEEKING RELIGIOUS ACCOMMODATION:**

a. Students:
    i. All students may request a religious accommodation by making a written request for an accommodation to the appropriate faculty member. To the extent possible, requests must be made at least two (2) weeks before the requested absence from class due to religious holiday or day of observance. [Students and employees are encouraged to review the calendar for all holidays/holy days at the beginning of the calendar year (for employees) and semester (for students) and to make accommodation requests as early as possible.]
    ii. Faculty members will, upon receiving the request for a religious accommodation, submit the request to the Dean or Academic Chair of his/her department.
    iii. In cooperation with the Dean of Students, or designee, the accommodation request will be reviewed and the student's request responded to within a reasonable time.
        1. A reasonable time period should take into consideration the timeliness of the request as well as the imminent nature of the request.
    iv. Additional information may be necessary, in support of the requested accommodation. In these cases, the additional information should not be overly burdensome and shall not be information more detailed than would be requested for other accommodations (not related to religion).
    v. In situations where an accommodation is not granted, the District Compliance Office must review the reasons for the denial within 72 hours (3 business days) after the denial.

b. Employees:
    i. All employees may request a religious accommodation by making a written request for an accommodation to their supervisor(s). Employees will be required to complete a Formal Accommodation Request form and may be required to provide other documentation or information supporting the request. (See Religious Accommodation Request form). Employees who anticipate being absent from work because of a religious observance must submit their request for time off in advance and as soon as they become aware of the need or at least ten (10) business days in advance. Failure to do so, when reasonably unavoidable, will not prevent the granting of the absences.
    ii. Supervisors receiving the accommodation request will meet with college (and/or District Human Resources) to seek guidance as to the granting of the accommodation.
        1. Additional information may be necessary, in support of the requested accommodation. In these cases, the additional information should not be overly burdensome and shall not be information more detailed that would be requested for other accommodations (not related to religion).
        2. In situations where an accommodation is not granted, the District Compliance Office must review the reasons for the denial within 72 hours (3 business days) after the denial.

c. Accommodation request determinations will be made on a case-by-case basis taking into account factors, including but not limited to: the fundamental requirements of the applicable academic program and/or related technical standards, essential functions of an individual's job, the duties of others in the department or job group, the requirements of the department or major, any impact of the accommodation, the duration of the accommodation request, and the availability of alternative accommodations.

d. The college or District will endeavor to protect the requesting student or employee's privacy in evaluating and implementing the accommodation requested to the extent possible. However, following receipt of the request, the college or District official or administrator, supervisor(s) or designee(s) will discuss the accommodation request as necessary with the student or employee, and with select others in order to further evaluate and/or implement the accommodation.
e. Approvals should be provided in writing to the requesting student or employee by filling out the "disposition" section of the Religious Accommodation Request form.
f. Employees with questions about this policy and/or its application may contact Equal Employment Opportunity / Affirmative Action Director, Deric Hall at 480-731-8473 or by e-mail at: deric.hall@domail.maricopa.edu.
g. Students with questions about this policy and/or its application may contact the Vice-President of Student Affairs at their respective college.

5. **ADDITIONAL INFORMATION**:
   a. **Absences-Student Notice**: Students who anticipate being absent from classes because of a religious observance must provide faculty or appropriate designee with advance notice of their absence in accordance with the common pages. Students involved in an internship or clinical placement program must also provide advance notice to their internship or clinical placement supervisor prior to any absence.
      i. Students should understand that if an accommodation is granted, missing time from an internship or clinical placement may require the student to make up work or repeat the internship or clinical placement at a later time.
      ii. Make up/Extension: If examinations or assignment deadlines are scheduled on the day(s) of a religious observance, any student who provided advance notice of absence will have the opportunity to make up the examination or extend the assignment deadline and will not be penalized for the absence.
      iii. Being absent from class or other educational responsibilities does not excuse students from keeping up with any information shared or expectations set during the missed class(es). Students are responsible for obtaining the materials and information provided during any class(es) missed.
6. **ABSENCES–EMPLOYEES (INCLUDING FACULTY AND STAFF):** The college or District will make reasonable efforts to accommodate an employee's requests for absences to the extent possible by allowing flexible arrival and departure times, floating or optional holidays, flexible work breaks, or considering schedule substitutions with colleagues of substantially similar qualifications which may need to be arranged by or with the assistance of the requesting employee. Employees may request time off from work to observe religious holidays that are not designated college holidays. Such requests will be granted unless it would result in an undue hardship to the department or MCCCD. Employees taking a non-designated religious day off must charge time off to personal time, accrued vacation time, or take time without pay.
   a. Please be aware that the college or District is not required to accept a requested preferred accommodation if there is more than one alternative that eliminates the religious conflict.
7. **RELIGIOUS ATTIRE, DRESS, GROOMING AND OTHER REQUIREMENTS:** Upon request, the college or District will make reasonable efforts to accommodate student and employee attire that is related to their sincerely held religious beliefs and which conflict with any college or district requirement. religious attire is not cultural or traditional dress; it is a requirement of religious observance. religious attire may include, but it is not limited to: hairstyle or beard: Sikh hair and beard, Rastafarian dreadlocks, Jewish payot; yarmulkes, turbans, headscarves (hijab), Rastafari headdress; crucifixes, Star Of David or other items of ceremonial dress.
8. **QUIET SPACES AND PRAYER, UPON REQUEST:** The college or District will evaluate and where reasonable and available, provide access to quiet, private spaces for meditation, study and/or prayer consistent with the requirements of this policy.
9. **ATHLETIC-RELATED RELIGIOUS ACCOMMODATIONS**: Upon request, the college or District will make reasonable efforts to accommodate students participating in intercollegiate athletics. The process outlined in this procedure must be followed, with the accommodation request form being delivered to the Head Coach for the intercollegiate sport as well as the Athletic Director.
10. **RETALIATION PROHIBITED:** The college or District prohibits retaliation against students and employees requesting a religious accommodation, participating in an approved accommodation or otherwise engaging in protected conduct under this policy. Any person who violates this anti-retaliation provision may be subject to disciplinary and/or corrective action.
11. **RECORDKEEPING REQUIREMENT:**
    a. Employee religious accommodation requests shall be maintained in the Equal Employment Opportunity / Affirmative Action Office and shall adhere to the applicable records retention schedule, as outlined by the Office of Public Stewardship.

b. Student religious accommodation requests shall be maintained in the Dean of Student's office and shall adhere to the applicable records retention schedule, as outlined by the Office of Public Stewardship.

The Religious Accommodation Request form is located at: RELIGIOUS ACCOMMODATION REQUEST FORM

2.5.1 Conduct Standards and Authority

Disciplinary Probation and Suspension Standards
According to the laws of the State of Arizona, jurisdiction and control over the Maricopa County Community College District (MCCCD) are vested in the MCCCD Governing Board. The MCCCD Governing Board and its agents-the Chancellor, administration, and employees are granted authority to regulate student behavior subject to basic standards of reasonableness.

In developing responsible student conduct, the MCCCD prefers mediation, guidance, and admonition. However, when these means fail to resolve problems of student conduct and responsibility, appropriate disciplinary procedures will be followed. The MCCCD reserves the right to levy discipline rather than attempt mediation and guidance, based on the severity of the conduct.

2.5.2 Student Conduct Code

The purpose of this Student Code of Conduct is to help ensure a productive and safe environment for students, employees, and visitors. This conduct code is not a stand-alone policy. This code is subject to the provisions outlined in AR 5.1.16, generally known as the Title IX policy, and AR 6.24, generally known as the Free Expression policy, and AR 5.1, generally known as the Non-Discrimination policy. There are other policies that may intersect with other administrative regulations**.**

Article I: Definitions

The following are definitions of terms or phrases contained within this Code:

1. "**College**" means a Maricopa County Community College District (MCCCD) College or center/site.
2. "**College premises**" means all land, buildings, facilities and other property in the possession of or owned, used, or substantially controlled by the college or MCCCD.
3. "**College official**" means any person employed by the college or MCCCD, performing assigned administrative or professional responsibilities pursuant to this Student Conduct Code. The college President shall designate the college/center official who is responsible for the administration of the Student Conduct Code.
4. "**Complainant**" means any person who submits a complaint alleging that a student violated this Student Conduct Code. When a student believes they have been a victim of another student's misconduct, the student who believes they have been a victim will have the same rights under this Student Conduct Code as are provided to the Complainant, even if another member of the college community submitted the complaint itself.
5. "**Day**" means business day when college is in session, and shall exclude weekends and college/MCCCD holidays.
6. "**Disruptive behavior**" means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting/ facility, which includes educational or professional internships, clinical placements, or other experiential learning opportunities. Disruptive behavior also includes conduct that materially interferes with or obstructs college business operation.
7. "**District**" means the Maricopa County Community College District (MCCCD).
8. "**Faculty member**" means any person hired by the college or MCCCD to conduct classroom or teaching activities or who is otherwise considered by the college to be a member of the faculty in credit / non-credit courses and clock hour courses and programs.
9. "**Member of the college community**" means any person who is a student, faculty member, college official, or any other person employed by the college or center/site. A person's status in a particular situation shall be determined by the college President.
10. "**Organization**" means any number of persons who have complied with the formal requirements for college recognition.
11. "**Policy**" is defined as the written regulations of the college and/or MCCCD as found in, but not limited to, this Student Conduct Code and MCCCD Governing Board policy.
12. **"Respondent"** means any student accused of violating MCCCD's Student Conduct Code. Respondents enjoy the presumption of innocence until such time as the Respondent is adjudicated to have violated the Student Conduct Code.

13. "**Student**" means any individual who is currently admitted or registered in credit or non-credit college programs on a full or part time basis, or who participates in a college function (such as orientation, in anticipation of enrollment) or who was enrolled in the immediate previous term or is registered for a future term, including college employees so admitted, registered, or enrolled.
14. "**Student Conduct Administrator**" means a college official authorized by the college official responsible for administration of the Student Conduct Code to impose sanctions upon students found to have violated this Student Conduct Code.
15. "**Threatening behavior**" means any written or oral statement, communication, conduct or gesture directed toward any member of the college community, which causes a reasonable apprehension of physical harm to self, others, or property. It does not matter whether the person communicating the threat has the ability to carry it out, or whether the threat is made on a present, conditional, or future basis.

Article II: Judicial Authority

1. Decisions made by a Student Conduct Administrator shall be final, pending the normal appeal process.
2. Matters pertaining to sexual harassment must always be referred first to the college Title IX Coordinator for review under AR 5.1.16. Conduct that does not meet the definition of sexual harassment as outlined in AR 5.1.16, or otherwise do not meet the definition of an educational program or activity, do not occur against a person within the United States, or are otherwise dismissed either under the mandatory or discretionary dismissal provisions will be referred by the Title IX Coordinator back to the college's respective Student Conduct Administrator for investigation and adjudication under the Student Conduct Code.

Article III: Prohibited Conduct

1. Jurisdiction

The Student Conduct Code shall apply to conduct that occurs on any college or MCCCD premises, or at any center/site or MCCCD-sponsored event or activity that adversely affects the college community and/or the pursuit of its objectives.

A. Jurisdiction may be applied against student behavior conducted online, via email, or other electronic medium provided that it meets the criteria listed above. Further, jurisdiction under this policy applies to any person who is currently admitted or in credit or non-credit college programs or who participates in a college function (such as orientation, in anticipation of enrollment) or who was enrolled in the immediate previous term or is registered for a future term, including college employees so admitted, registered, or enrolled.
B. The Student Conduct Code shall apply to a student's conduct even if the student withdraws from school while a disciplinary matter is pending.

2. Title IX Sexual Harassment

Matters pertaining to sexual harassment/misconduct that do not meet the definition of sexual harassment as outlined in Administrative Regulation 5.1.16 or otherwise do not meet the definition of an educational program or activity and do not occur against a person within the United States will be referred by the Title IX Coordinator to the college's respective Student Conduct Administrator for investigation and adjudication under the Student Conduct Code.

3. Disruptive Behavior In Class (Temporary Removal of Student)

Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to a faculty member's appropriate classroom rules or instructions, or interferes with the normal operations of the college. Students who engage in disruptive behavior or threatening behavior may be directed by the faculty member to leave the classroom or by the college official responsible for administration of the Student Conduct Code to leave the college premises. (Academic Misconduct AR 2.3.11). If the student refuses to leave after being requested to do so, college police may be summoned to provide assistance. For involuntary removal from more than one (1) class period, the faculty member should invoke the procedures outlined below.

4. Conduct - Rules and Regulations
Any student found to have committed the following misconduct is subject to the disciplinary sanctions outlined in Article IV:

A. Acts of dishonesty, including but not limited to the following:

   i. Knowingly furnishing false information to any college official or officer (including filing a false report or complaint), including during an official investigation (i.e. Title IX, conduct, or campus police investigation).
   ii. Forgery, alteration or misuse of any college document, record or instrument of identification, even if there is no reliance on the forged or altered document in the posting of grades or other academic/financial benefit.
   iii. Tampering with the election of any college- recognized student organization.
   iv. Financial aid fraud or corresponding behaviors that would allow a student to receive a monetary benefit for which they are not eligible.
   v. Misrepresentation of one's identity (see also Identity Theft Red Flag and Security Incident Reporting AR 6.11).
   vi. Misuse of the colleges copyrighted content and trademark (Copyright Act Compliance AR 2.4.5).
   vii. Knowingly filing a false report (Title IX, conduct, or campus police investigation) to a college official or campus police.

B. Obstruction or disruption of teaching, research, administration, disciplinary proceedings or other college activities, including its public service functions on campus, in clinical settings or other authorized non-college activities.
C. Conduct that intentionally or recklessly causes physical harm or that otherwise threatens or endangers the health or safety of any person.

   i. Physical abuse – hitting, pushing, use of a weapon, beating or other such activity resulting in or, intended to cause physical harm.
   ii. Making a threat(s) of violence (including verbal, written, or virtual communication) that does or could cause(s) a reasonable expectation of harm to the health or safety of a specific person.
   iii. Substantial or repeated acts and/or harassment directed at a person or group of people that would cause a reasonable person to feel fearful and/or find intimidating, hostile, or offensive, including but not limited to, bullying, stalking, and hazing (Hazing Prevention Regulation AR 2.6) as defined in Article I.
   iv. Any form of retaliation towards a Complainant or any participant in an investigation or conduct process.

D. Attempted or actual theft of, damage to, or unauthorized use of property of the college or property of a member of the college community or other personal or public property.
E. Trespassing or unauthorized access to physical or virtual/cyber property or services of the college.
F. Having an animal in a campus building, other than in accordance with MCCCD policy (Domesticated Animals on Campus AR 3.9 and Guidelines for Service Animals on Campus) and ADA laws, such as permitted service animals individually trained to perform tasks for the benefit of an individual with a disability.
G. Failure to comply with direction of college officials or law enforcement officers in the performance of their duties and/or failure to properly identify oneself to these persons when requested to do so.
H. Unauthorized possession, duplication or use of keys to any college premises, or unauthorized entry to or use of college premises.
I. Violation of any college or MCCCD policy, rule or regulation published in hard copy or online, such as a college catalog, handbook, program guide, etc. available electronically on the college's or MCCCD's website.
J. Violation of federal, state or local law.
K. Use, possession, manufacturing or distribution of illegal or other controlled substances except as expressly permitted by law, unless such use is prohibited due to a program of study for fields that are deemed safety sensitive positions. (Abuse-Free Environment AR 2.4.7, S-16 statement on the Arizona Medical Marijuana Act Proposition 203).
L. Illegal use, possession, manufacturing or distribution of alcoholic beverages or public intoxication.
M. Smoking tobacco products, using e-cigarettes, or any other violation of the Smoke-Free/Tobacco-Free Environment policy (AR 4.12).
N. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on college premises, or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others, or property damage (Weapons policy AR 4.6).
O. Participation in a demonstration, riot or activity that disrupts the normal operations of the college and infringes on the rights of other members of the college community; leading or inciting others to disrupt scheduled and/or normal activities within any college building or area.

P. Obstruction of the free flow of pedestrian or vehicular traffic on college premises or at college-sponsored or supervised functions.
Q. Conduct that is disorderly, lewd or indecent; breach of the peace; or aiding, abetting or procuring another person to breach the peace on college premises or at functions sponsored by or participated in by the college or members of the academic community. Disorderly conduct includes but is not limited to: any unauthorized use of electronic or other devices or to make an audio or video record of any person while on college or MCCCD premises without their prior knowledge, or without their effective consent or when such a recording is likely to cause injury or distress. This includes, but is not limited to, secretly taking pictures of another person in a gym, locker room, or restroom.
R. Engaging in individual conduct that materially and substantially infringes on the rights of other persons to engage in or listen to expressive activity is subject to discipline under this conduct code. (Free Expression policy AR 6.24).
S. Attempted or actual theft or other abuse of technology facilities or resources, including but not limited to:

    i. Unauthorized entry into a file, to use, read or change the contents or for any other purpose
    ii. Unauthorized transfer of a file
    iii. Unauthorized use of another individual's identification and/or password
    iv. Use of technology facilities or resources to interfere with the work of another student, faculty member or college official
    v. Use of technology facilities or resources to send obscene or abusive messages
    vi. Use of technology facilities or resources to interfere with normal operation of the college technology system or network
    vii. Use of technology facilities or resources in violation of copyright laws (Copyright Act Compliance AR 2.4.5)
    viii. Any violation of the MCCCD's technology resource standards (Technology Resource Standards AR 4.4)
    ix. Use of technology facilities or resources to illegally download files
    x. Unauthorized use of intellectual property (Intellectual Property policy)

T. Abuse of the Student Conduct system, including but not limited to:

    i. Falsification, distortion or misrepresentation of information before a Student Conduct Official.
    ii. Invoking a Student Conduct Code proceeding with malicious intent or under false pretenses
    iii. Attempting to discourage an individual's proper participation in, or use of, the Student Conduct system
    iv. Attempting to influence the impartiality of the member of a judicial body prior to, and/or during the course of, the Student Conduct proceeding
    v. Harassment, either verbal or physical, and/or intimidation of a Student Conduct Administrator prior to, during and/or after a Student Conduct proceeding
    vi. Failure to comply with the sanctions imposed under this Student Conduct Code
    vii. Influence or attempting to influence another person to commit an abuse of the Student Conduct Code system
    viii. Failure to obey the notice from a Student Conduct or college official to appear for a meeting or hearing as part of the Student Conduct system.

U. Engaging in irresponsible social media conduct. All Student Conduct policies apply to social networking platforms.
V. Attempt to bribe a college or MCCCD employee.
W. Stalking behavior, which occurs if a student intentionally or knowingly maintains visual or physical proximity toward another person on two (2) or more occasions over a period of time and such conduct would cause a reasonable person to fear for their safety.
X. Sexual misconduct, including but not limited to:

    i. The use or display in the classroom, including electronic, of pornographic or sexually harassing materials such as posters, photos, cartoons or graffiti without pedagogical justification.
    ii. Explicit sexual comments by one (1) or more students about another student, or circulating drawings or other images depicting a student in a sexual manner.
    iii. Unwelcome sexual advances, repeated propositions or requests for a sexual relationship to an individual who has previously indicated that such conduct is unwelcome, or sexual gestures, noises, remarks, jokes, questions, or comments by a student about another student’s sexuality or sexual experience.

iv. Harassment based on sex, pregnancy, gender identity, gender expression, or sexual orientation that creates a hostile environment. A hostile environment exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefiting from the MCCCD education programs and/or activities. The existence of a hostile environment is to be judged both objectively (meaning a reasonable person would find the environment hostile) and subjectively (meaning the impacted individual felt the environment was hostile).

Y. Sexual Exploitation

i. Taking non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited. Examples of behavior that could rise to the level of Sexual Exploitation include:

a. Recruiting, harboring, transporting, providing, or obtaining another person for the purpose of sexual exploitation;
b. Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
c. Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
d. Going beyond the bounds of consent (such as letting your friends hide in the closet to watch you having consensual sex);
e. Engaging in non-consensual voyeurism;
f. Knowingly transmitting an STI (sexually transmitted infection), such as HIV, to another without disclosing one's STI status;
g. Exposing one's genitals in non-consensual circumstances, or inducing another to expose their genitals;
h. Possessing, distributing, viewing or forcing others to view obscenity.

5. Violation of Law and College Discipline

A. Disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both the criminal law and this Student Conduct Code (that is, if both possible violations result from the same factual situation) without regard to pending civil or criminal litigation. If a criminal investigation and/or prosecution results from the same factual situation, proceedings under this Student Conduct Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of the college official responsible for administration of the Student Conduct Code. Determinations made or sanctions imposed under this Student Conduct Code shall not be subject to change because criminal charges arising out of the same facts giving rise to violation of college rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

B. When a student is charged by federal, state or local authorities with a violation of law, the college will not request or agree to special consideration for that individual because of their status as a student. If the alleged offense is also being processed under this Student Conduct Code, however, the college may advise external law enforcement and other authorities of the existence of this Student Conduct Code and of how such matters will be handled internally within the college community. The college will cooperate fully with the law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators. Individual students and faculty members, acting within their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

C. The Student Code of Conduct may apply to off-campus behavior that affects a substantial interest of the college. A substantial college interest means:

i. Any situation where it appears that the student's conduct may present a danger or threat to the health or safety of themselves or others; and/or
ii. Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly breaches the peace and/or causes social disorder; and/or
iii. Any situation that is detrimental to the educational mission and/or interests of the college, unless it is protected by a student's constitutional right to free expression.

Article IV: Student Conduct Code Procedures

1. **Allegations and Resolution Options**
   A. Any member of the college community may file a complaint against a student for violations of this Student Conduct Code. A complaint may be in writing or verbally given to the Student Conduct Administrator. Once the complaint has been made, it shall be put in writing and a notice of allegation should be submitted to the Respondent. A Respondent must receive written notice of the allegations before a meeting is held with the Respondent regarding the conduct. The notice of allegations should outline the particulars of the complaint, the presumption of innocence, an outline of the Respondent's due process rights, and the contact information for the Student Conduct Administrator.

   B. There is no statute of limitations for bringing a complaint under the Student Conduct Code, but it is advisable to bring a complaint as soon after the conduct being reported occurred.

   C. Both the Complainant and the Respondent shall have the right to be assisted by an advisor of their choosing. A party who elects to be assisted by an advisor must notify the Student Conduct Administrator of the name and contact information of the Advisor not less than two (2) days before the scheduled meeting with the party. Advisors may not be an attorney. Both the Complainant and the Respondent are responsible for presenting their own information during the course of the meeting. Advisors are not permitted to speak or participate directly in any Student Conduct meeting or proceeding and can be removed from proceedings by not abiding by these parameters.

   D. Misconduct that would fall under the jurisdiction of AR 5.1.16, meaning it alleges sexual harassment, discrimination, sexual assault, dating/domestic violence, or stalking should be forwarded to the Title IX Coordinator for a jurisdictional review. In such cases where the conduct alleged does not meet the definition of sexual harassment, as outlined in the Title IX Regulations (and MCCCD policy AR 5.1.16) or is otherwise subject to mandatory or discretionary dismissal, the alleged conduct will be referred back to the Student Conduct Code for investigation and adjudication.

   E. After receiving information on alleged violations of the Student Conduct Code, the Student Conduct Administrator will review the information, gather facts, and make a determination on the appropriate next steps. Documentation regarding the aforementioned steps must be maintained. Next steps are:

      i. Dismiss the case due to insufficient evidence, lack of jurisdiction, or the alleged behavior, even if proven true, would not violate the code.
      ii. Proceed with a full, thorough, and impartial investigation with formal disciplinary proceedings.
      iii. Initiate an informal resolution outside of formal disciplinary proceedings provided involved parties mutually agree and the Student Conduct Administrator determines this option is appropriate given the nature of the allegations. An informal resolution can also be an option when the Respondent accepts responsibility for the behavior.
      iv. If the informal resolution option is initiated, the determination with regard to responsibility and sanctions is final and cannot be appealed.

2. **Informal Resolution Options**
   A. Informal resolution options include, but are not limited to: administrative dispositions, mediation, facilitated dialogue, and restorative justice practices.
   B. Determinations regarding the type of informal resolution offered in a particular case will be made in consultation with the Student Conduct Administrators, other MCCCD leadership, as necessary, and the students at issue. Staff outside of the Student Conduct Administrator's office may be involved in facilitating the agreed upon option.
   C. Informal resolutions can result in the same sanctions and institutional responses as are reserved for matters that have been addressed through a full investigation.
   D. The Student Conduct Administrator will make the determination with regard to responsibility.
   E. Should new facts come forward during the informal resolution process that significantly alter the nature of the allegations, the Student Conduct Administrator has the discretion to initiate a full investigation. If one of the involved parties decides that the informal resolution option is not appropriate, they may request a full investigation. This request must be submitted to the Student Conduct Administrator before the conclusion of the informal resolution process. If this action is taken, the Student Conduct Administrator will document the end of the informal resolution process and shall initiate a formal investigation.
   F. Both the Complainant and the Respondent must sign an agreement to engage in the informal resolution process.

3. **Interim Actions**
   A. If the Student Conduct Administrator is in receipt of information indicating that the Respondent poses a threat of harm or substantial disruption, the Student Conduct Administrator may take administrative action(s) to restrict, suspend, or alter the rights of a student for a temporary period. The interim action(s) will be communicated in writing to involved parties and will remain in place until a final decision on the pending allegations has been made or until the Student Conduct Administrator believes the reason(s) for issuing the interim action(s) no longer exists. These administrative actions are not designed to be punitive, and they are not issued as sanctions.
   B. A student who is restricted from campus or suspended due to interim action(s) may appeal the interim action(s) in writing to the Dean or Vice President of Student Affairs (VPSA) who is over the Student Conduct Administrator, and in the case that a VPSA is the Student Conduct Administrator, to the President of the college, no later than five (5) business days following the effective date of the interim action(s). This person will determine, within five (5) business days of receipt of the appeal, if the interim action(s) should remain in place, be modified, or lifted.
   C. Examples of interim actions include, but are not limited to, no contact directives, removal from a class or classes or specific MCCCD locations, administrative removal from campus, administrative/enrollment holds, and temporary suspension.
   D. Factors considered before issuing interim actions include, but are not limited to, individual safety, community safety, and the need to maintain an academic and work environment free from disruption. If the interim action is temporary suspension or removal from campus, the Student Conduct Administrator will consult with the college's behavioral assessment team as part of the decision-making process.

4. **Notice of Allegations and Investigations**
   A. The notice of allegations letter sent to the Respondent will also be sent to the Complainant. The notice of allegation should specify that the investigation will be done to determine, under the preponderance of the evidence standard, if a violation of the policy has taken place. The notice of allegations should outline the particulars of the complaint, the presumption of innocence, an outline of the Respondent's due process rights, and the contact information for the Student Conduct Administrator.
   B. Investigations will be conducted in a fair and impartial manner. Respondents are treated with a presumption of innocence until such time as it has been adjudicated that a violation of the Student Conduct Code has taken place.
   C. If during the investigation additional allegations are presented or if allegations outlined in the original notice of allegations have been retracted, the Respondent must receive an amended notice of allegations and shall be allowed to address the new allegations.
5. **Investigation Process**
   A. At the beginning of the investigation interview, the Student Conduct Administrator will review with the party being interviewed: the Student Conduct Code, the investigation process, how determinations are made, possible sanction(s), the prohibition against retaliation, and appeal options.
   B. Students are expected to comply with requests and directives issued by the Student Conduct Administrator performing duties connected to an investigation. Should a student choose to not participate in the conduct process, the Student Conduct Administrator will proceed with the investigation and make determinations without gaining input from the non-participating student.
   C. After the investigative interview, Respondents will be given up to five (5) days to reflect upon and respond to the allegations(s) in writing. The written response should be delivered to the Student Conduct Administrator within that time period. Likewise, Complainants and witnesses will be given up to five (5) days to reflect upon and respond to the information presented and outlined during the investigative interview. The Student Conduct Administrator does not need to provide interview notes or additional information to the student to facilitate this process.
   D. A student can have an advisor present in all conduct proceedings, but the advisor cannot speak on the student's behalf.
   E. Involved parties can identify witnesses who have information relevant to the investigation. These witnesses will be contacted by the Student Conduct Administrator who will assess the relevance of the witnesses and conduct interviews as appropriate.
   F. Complainants and Respondents will be notified in writing when an investigation has concluded and the investigative report has been completed, which will encompass all information except for a final determination.

6. **Determinations**
   A. The Student Conduct Administrator will determine whether it is more likely than not that a student and/or student organization violated the Student Conduct Code.
   B. The Student Conduct Administrator will consider any mitigating or aggravating factors and determine the appropriate sanctions.
   C. Within five (5) business days of the determination, the Student Conduct Administrator will provide the parties a written decision. The written decision will indicate whether or not the charge(s) was substantiated and, if the charge(s) was/were substantiated, will outline the remedial action(s) taken including sanctions if applicable, to be issued by the college. The determination letter will summarize the investigation and outline the determination made regarding the allegations outlined in the complaint, as well as state any issued sanction(s) based on a finding of responsibility.
   D. Respondent will be informed of the right to appeal the determination and will be given instructions on how to do so in the decision letter.
7. **Appeals**
   A. The Respondent must submit a written appeal request to the supervising Dean of Students or Vice President of Student Affairs (VPSA), or in the case that the Student Conduct Administrator is the VPSA, the President, no later than five (5) days from the date of the written determination.
   B. If no appeal is filed within the five (5) day window, the determination regarding responsibility for a violation under this policy and sanctions is final.
   C. Pending the filing of a timely appeal request, the decision by the Dean of Students or VPSA will delay the effective date of the disciplinary sanction.
   D. The grounds for an appeal are restricted to the following:
      i. Procedural irregularity that affected the outcome of the matter, and
      ii. New evidence that was not reasonably available at the time determinations regarding responsibility was made, or that could affect the outcome of the matter.
   E. The Dean of Students or VPSA will notify the involved parties of a decision regarding the appeal within five (5) days of receiving the appeal request. Both parties to the original investigation will be notified of the appeal decision.
      i. If the appeal is denied, the decision by the Student Conduct Administrator shall be considered final and binding upon all concerned.
      ii. If the appeal is granted, the rationale for the decision will be outlined in the decision letter as will the next steps in the process.
         a. The appellate body has discretion upon granting an appeal to refer the matter back to the Student Conduct Administrator for re-consideration, or alter the sanction(s) only (including issuing more severe sanctions).
8. **Matters Related to Infringement of the Rights to Free Expression**
   A. As outlined in Arizona Revised Statute 15-1866, any student who engages in individual conduct that materially and substantially infringes on the rights of other persons to engage in or listen to expressive activity is subject to discipline under this conduct code.
   B. In all disciplinary proceedings involving students, including proceedings involving expressive conduct, a student is entitled to a disciplinary hearing under published procedures that include, at a minimum, all of the following:
      i. The right to receive advanced written notice of the allegations.
      ii. The right to review the evidence in support of the allegations.
      iii. The right to confront witnesses who testify against that student.
      iv. The right to present a defense.
      v. The right to call witnesses.
      vi. A decision by an impartial person or panel.
      vii. The right to appeal.
      viii. If either a suspension of more than thirty (30) days or expulsion is a potential consequence of a disciplinary proceeding under this section, the right to active assistance of counsel.
9. **Sanctions**
   A. The following sanctions may be imposed upon any student found to have violated the Student Conduct Code:
      i. **Warning -** a written notice to the student that the student is violating or has violated institutional rules or regulations.
      ii. **Disciplinary Probation -** a written reprimand for violation of specified rules or regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional rules or regulation(s) during the probationary period.

iii. **Loss of Privileges -** denial of specified privileges for a designated period of time which can include, but is not limited to, eligibility for some leadership roles, scholarships, membership in college-affiliated organizations, programs, and activities, and restricted access to college premises.
iv. **Restitution -** compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.
v. **Discretionary Sanctions -** work assignments, essays, service to the college, or community, apology letters, educational programs, or other related discretionary assignments. (Such assignments must have the prior approval of the Student Conduct Administrator and will have specific due dates.)
vi. **Behavioral Requirement -** engagement with services or programs designed to address behaviors of concern through education and skill-building.
vii. **College Suspension -** separation of the student from all the colleges in MCCCD for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified. Suspension from ONE college means a suspension from ALL colleges in MCCCD.
viii. **College Expulsion** - permanent separation of the student from all the colleges in MCCCD. Expulsion from one college means expulsion from all MCCCD colleges.
ix. **Degree/Certificate Revocation** - permanent revocation of a student's degree and/or certificate.
x. **Other Sanctions -** additional or alternative sanctions may be created and designed as deemed appropriate to the offense with the approval of the Student Conduct Administrator.

B. More than one of the sanctions listed above may be imposed for any single violation.
C. Disciplinary sanctions are part of a student's educational record.

10. **Miscellaneous**
A. **Administrative Hold**
The Student Conduct Administrator may place a temporary administrative hold preventing a student's registration, transcript release, or graduation if it is necessary to secure the student's cooperation in the investigation or compliance with an administrative direction. This hold is not a sanction but a necessary step to resolve the complaint promptly.
B. Academic Consequences
Violations of the Student Conduct Code can have academic consequences if the violation also constitutes failure to meet standards of performance or professionalism set by the instructor or the program, or if it constitutes cheating, plagiarism, falsification of data, or other forms of academic dishonesty. In such cases, the instructor may award a failing grade for the assignment or the course in such cases, and the program faculty may decide that the student is ineligible to continue in the program. Academic consequences are determined by the faculty and academic administration, and are not dependent on the decisions of the college officials charged with the administration of the Student Conduct Code.

Article V: Interpretation and Revision
Any question of interpretation regarding the Student Conduct Code shall be referred to the college official responsible for administration of the Student Conduct Code for final determination.

2.5.3 Student Records

1. **Definitions**
For the purposes of this policy, the Maricopa County Community College District has used the following definition of terms.
A. "College" includes all colleges, educational centers, skill centers and District office.
B. "Educational Records" are any record (in handwriting, print, tapes, film, or other media) maintained by the college or an agent of the college which is directly related to a student, except:
i. A personal record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute.
ii. An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment.
iii. Records maintained by the colleges security unit, if the record is maintained solely for law enforcement purposes, is revealed only to law enforcement agencies of the same jurisdiction and the security unit does not have access to education records maintained by the community college.
iv. Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional, if the records are used *only* for treatment of a student or made available only to those persons providing treatment.

v. Alumni records which contain information about a student after he or she is no longer an attendant of the community college and the records do not relate to the person as a student.

2. **Records Request**
   Official verification of educational records is issued by the Admissions and Records Office/Office of Student Enrollment Services.
3. **Fees**
   If a copy(ies) of a portion or all of the records in a student's file is requested, the custodian of the records may charge a fee for copies made. However, the willingness or ability to pay the fee will not effectively prevent students from exercising their right to inspect and review (under supervision of a college employee) their records. A fee will not be charged to search for or to retrieve records. Standard fees for printing and duplication services will apply.
4. **Annual Notification (SEE ALSO FERPA EXPLANATION)**
   Students will be notified of their rights annually by electronic mail in a FERPA Annual Notification. Students rights may also be provided via the following means: FERPA Annual Notification placement on the college website, publication in the college catalog and/or handbook, etc. available electronically on the college's or MCCCD's website.

   Individuals requesting admission or enrollment at any of the Maricopa County Community Colleges are asked to provide certain contact information that is collected and used for the purpose of responding to the request. The information collected may include your name, address, telephone number or email address. Maricopa county community colleges and/or its agents, including attorneys and/or collection agencies, may use this information to contact you through various means, including phone calls, text messages, e-mail and postal mail. Communication may include, but is not limited to, information regarding account balances, programs and services that MCCCD offers.
5. **Rights of Access to Educational Records**
   The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (FERPA defines an "eligible student" as a student who has reached 18 years of age or is attending a postsecondary institution at any age). These rights include:
   A. ***The right to inspect and review the student's education records within 45 days after the day the college receives a request for access.***
      1. Students should submit to the Admissions & Records Office/Enrollment Services written requests that identify the record(s) they wish to inspect at each college they attend. The form to do so may be found here. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
      2. There may be occasions when a record may not be copied, especially if doing so may compromise another student or faculty member's privacy. The college or District may deny access to the following records:
         a. Parents' financial statements;
         b. Letters of recommendation, if the student has waived his or her right of access;
         c. Records filed before January 1, 1975; or
         d. Records not included in the FERPA definition of educational records.
      3. The Maricopa County Community College District and its associated colleges reserve the right to deny copies of records, including transcripts, in any of the following situations:
         a. There is an unresolved disciplinary action against the student; or
         b. The educational record requested is an exam or set of standardized test questions.
   B. ***The right to request the amendment of the student's education records that the student believes is inaccurate, or misleading.***
      1. Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. A proper request to correct a student education record must:
         a. Be written to the College Registrar;
         b. Clearly identify the part of the record they want to be changed; and
         c. Specify why the record is inaccurate or misleading.
      2. Any written request which does not include the required information will not be considered. The requestor will be notified in writing that their request was not properly submitted and they will receive directions on how to resubmit it.

      3. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. The FERPA Appeal Process is also outlined in the college catalog and/or handbook, etc. available electronically on the college's or MCCCD's website and in Appendix S-17 of the MCCCD Administrative Regulations.

4. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. The FERPA Appeal Process is also outlined in the college catalog and/or handbook, etc. available electronically on the college's or MCCCD'S website and in Appendix S-17 of the MCCCD Administrative Regulations.

C. ***The right to provide written consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.***

1. With the exception of directory information and the various FERPA authorized disclosures without consent, the Maricopa County Community College District or its associated colleges must receive written consent from students before disclosing any personally identifiable information from educational records. The FERPA release of information consent may be found here .

CONDITIONS OF DISCLOSURE WITHOUT CONSENT

FERPA permits the disclosure of personally identifiable information (PII) from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA Regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

1. To other school officials, including instructions, administrators, supervisors, Governing Board members, academic or support staff, law enforcement and health staff, within the MCCCD whom the college or District has determined to have legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities. This includes contractors, attorneys, auditors, collection agents, consultants, volunteers, or other parties to whom the college has outsourced institutional services or functions, provided that the conditions listed in

   §99.31(A)(1)(I)(B)(1) – (A)(1)(I)(B)(2) are met. (§99.31(A) (1))

2. To officials of another school where the student seeks to or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(A) (2))

3. To authorized representatives of the US Comptroller General, the US Attorney General, and the US Secretary of Education, or State and Local Educational Authorities, such as a state postsecondary authority that is responsible for supervising the college's state supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of federal-or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement, or compliance activity on their behalf (§§99.31(A) (3) AND 99.35)

4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(A) (4))

5. To organizations conducting studies for, or on behalf of, the college, in order to: (A) Develop, Validate, or Administer Predictive Tests; (B) Administer student aid programs; or (C) Improve instruction (§99.31(A) (6))

6. To accrediting organizations to carry out their accrediting functions. (§99.31(A) (7))

7. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(A) (8))

8. To comply with a judicial order or lawfully issued subpoena. (§99.31(A) (9))

9. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(A) (10))

10. Information the college has designated as "Directory Information" under §99.37. (§99.31(A) (11))

11. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(A) (13))

12. To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the college's rules or polices with respect to the allegation made against him or her. (§99.31(A) (14))
13. To parents of a student regarding the student's violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(A) (15))

Students who believe that MCCCD or an agent of the college has disclosed information contrary to the provisions outlined in this section may submit a grievance via the non-instructional complaint resolution process. The process is posted at: S-8 Non-Instructional Complaint Resolution

D. ***The right to file a complaint with the US Department to Education concerning alleged failures by the college to comply with the requirements of FERPA.***

For more information about filing a complaint visit:
HTTPS://STUDENTPRIVACY.ED.GOV/FILE-A-COMPLAINT
Email completed Complaint Forms to FERPA.COMPLAINTS@ED.GOV (for FERPA Complaints) or PPRA.COMPLAINTS@ED.GOV (for PPRA Complaints), or mail the completed form to the following address:
US Department of Education

Student Privacy Policy Office
400 Maryland Avenue, SW
Washington, DC 20202-8520

E. ***2012 FERPA Amendment***: As of January 3, 2012, The U.S. Department Of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including social security number, grades, or other private information—may be accessed without student consent. for more information on this amendment, please see: FERPA

F. **Student Directory Information**

1. A Maricopa County Community College may release directory information about any student who has not specifically requested the withholding of such information. Students who do not want directory information released may so indicate during the admissions process or notify the Admission & Records Office/Enrollment Services.

   A. Students should consider very *carefully* the consequences of a decision to withhold directory information. A privacy block will call for the college or District to not release this directory information. Therefore, any future requests for such information from non-institutional persons or organizations will be refused.

2. Students may request their college to withhold the sharing of directory information by filling out a request to withhold directory information form and submitting that form to the college Admission & Records Office/Enrollment Services.

3. Directory information is considered public information. At any Maricopa County Community College, directory information is defined as a student's:
    A. Name
    B. Address
    C. Phone Number
    D. MCCCD Email Address
    E. Photograph/Electronic Image
    F. Place of Birth
    G. Major Field of Study
    H. Current Enrollment Status
    I. Participation in Officially Recognized Activities
    J. Dates of Attendance
    K. Degrees Awarded
    L. Awards and Academic Honors Received/Dean's List Selection
    M. Previous Institutions Attended
    N. Program and promotional materials on participants in various sports and similar public activities, including weight and height of athletic team members.

G. Disclosure to Parents

In accordance with federal law, college officials may disclose educational records to parents of a student who have established the student's status as a dependent according to the Internal Revenue Code of 1986, section 152, without the written consent of the student.

RELEASE OF DIRECTORY (PUBLIC) INFORMATION

At its discretion, the college or District may provide *directory information* in accordance with the provisions of FERPA. Types of information considered as *directory information* are listed below. Additional information may be found at: DISTRICT.MARICOPA.EDU under Consumer Information.

BLOCKING THE RELEASE OF DIRECTORY (PUBLIC) INFORMATION

By default, a college or District may release a student's directory information. Students may prohibit (or block) the public disclosure of directory information by completing a ***PRIVACY BLOCK*** form.

Students should consider *very carefully* the consequences of a decision to withhold directory information. A privacy block will call for the college or District to not release this *directory information*. Therefore, any future requests for such information from non-institutional persons or organizations will be refused.

Although the college or District will honor a student's request to withhold directory information, it cannot *assume responsibility* to contact the student for subsequent permission to release this information. Regardless of the effect upon the student, the college or District assumes no liability as a result of honoring a student's instructions to withhold such information.

ADDITIONAL INFORMATION:

- If a student blocks directory information, it still may be inspected by those MCCCD officials authorized by law to inspect education records without consent.
- If a student chooses to block directory information, it cannot be released to friends, family, prospective employers, the news media, advisors, student activities, and honors societies.
- Some reasons for considering a privacy block on directory information include harassment or the advice of a legal or medical professional.
- If a student wishes to keep public data private but release information so it can be published in commencement programs and honors lists, contact the office of admissions & records/enrollment services at the appropriate college(s).

If a student wishes to remove the privacy block, he or she must rescind the previous block. The college and District cannot assume responsibility to contact students for subsequent permission to release this information. It is the sole responsibility of the student to initiate the release of blocked information.

USING SOCIAL SECURITY NUMBERS

Due to identity theft concerns and privacy issues, students will no longer be asked to provide a social security number as a personal identifier. Instead, students will be assigned a student id number upon enrollment that can be used to access education records, as needed.

Appendix S-17 FERPA Appeal Process

In instances where the college decides not to amend an education record as requested by the student, the college will notify the student of the decision and advise him/her of the right to an appeal hearing according to the following process:
The student must have first presented the issue in writing to the college's Admissions/Enrollment Office or designee identifying the records that he/she wishes to have amended and provided any supporting documentation. Note: With the exception of clerical errors, requests that are expressly related to grade disputes are not subject to this process and must be vetted through the Instructional Grievance Process.

- If the request to change the record was deemed unsubstantiated by the college designee and the institution was able to demonstrate that the record was accurate, the student will be informed of the right to a formal appeal hearing.
- Students must request a formal hearing within 10 business days from the date they are informed of the right to an appeal hearing.
- The request for a formal hearing must be in writing and delivered to the [Dean of Admissions/Enrollment Services, Vice President of Student Affairs] or designee.
- The college official who receives the formal hearing request will either review the case personally or designate a hearing committee if the issue involves a matter not clearly established by current policy or administrative regulation.
- A written decision will be delivered to all parties summarizing the evidence and stating the reason(s) for the decision. If the decision is in favor of the student, the education record will be amended. If the decision is for the record to remain the same, the student may place a statement commenting on or disagreeing with the decision in the education record.
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Discrimination Complaint Procedures for Students (ND-2)

I. This procedure provides for the prompt and equitable resolution of discrimination and harassment complaints brought by students against a member of the college community that is based on membership in a "protected class/category" (not otherwise addressed in the Title IX Sexual Misconduct Policy).

1. Complaints may be brought under this procedure for discrimination based on membership in a protected group: race, color, religion, national origin, citizenship status (including document abuse), sex (including pregnancy and sexual harassment), (not including those cases under the Title IX Policy Jurisdiction), sexual orientation, gender identity, age, veteran status, physical or mental disability, or genetic information.
2. All members of the college community should act promptly upon receipt of an allegation of conduct that might constitute harassment and/or discrimination. Any member of the college community should refer a person who might be a victim of such conduct to the college's equal opportunity & Title IX Regional Director [Regional Director] (or designee) or to the district's Title IX, ADA/504 Coordinator who are both responsible for resolving complaints of unlawful harassment/discrimination.
3. Students who believe they are experiencing sexual harassment in violation of Title IX should submit a written complaint under Administrative Regulation 5.1.16, Title IX Sexual Harassment Policy.
4. Students who wish to file a complaint related to disability accommodations should first exhaust the remedies outlined under A.R. 2.8 Students with Disabilities.
5. Students who feel they have been treated unfairly or unjustly by a faculty member regarding instruction or a grade **not involving discrimination based on membership in a protected group (as outlined above)** should utilize the S-6 Instructional Grievance Process.

II. College officials should take all necessary steps to ensure the prompt and equitable resolution of any complaint of harassment/discrimination. The typical time period to resolve allegations under this policy is sixty (60) business days. MCCCD will make a good faith effort to complete the resolution process within this period. Any extenuating circumstances that extend this time period will be communicated to the complainant and respondent and noted in the investigative file.

1. The term 'Complainant" refers to an individual who has experienced the alleged prohibited conduct. Only the person who has experienced the alleged prohibited conduct may file a complaint under this policy. The term "Respondent" refers to an individual who has been accused of engaging in prohibited conduct.
2. The written complaint must identify the action, decision, conduct, or basis that the student believes constitutes prohibited discrimination or harassment. If the complaint does not contain the above-referenced information, the Regional Title IX Director or district Title IX, ADA/504 Coordinator will request clarification.
3. Every effort will be made to address the complaint consistent with the complainant's desires. However, under certain circumstances, the MCCCD may have a legal obligation to identify and remedy discrimination or harassment, irrespective of whether a formal complaint is actually filed and even if the complainant would prefer no action be taken.

III. Optional Informal Resolution of Discrimination Complaints

1. Before filing a formal complaint under this procedure, the student may attempt to resolve the problem through informal discussions with the respondent. Students are not required to use the informal resolution process before filing a formal complaint.
2. The student should work with the Regional Director to schedule and facilitate the informal resolution meeting.
3. The informal resolution process consists of:
   a) The discussion between parties regarding the allegations,
   b) The response to the allegations
   c) A written resolution agreement between the parties as to the disposition of the allegations. The regional director shall be involved with the drafting of the written resolution agreement.
4. Both parties must sign the written resolution agreement in order to deem the matter closed.
5. There is no appeal to the informal resolution process. The Regional Director is charged with ensuring the disposition (and any actions stated therein) is completed.
6. At any time before the signing of the resolution agreement, the student can end the informal process and initiate the formal process.
7. If the complaint cannot be informally resolved to the satisfaction of the student, the student has the right to file a formal complaint and to proceed under the formal resolution procedures.

IV. Formal Resolution of Discrimination Complaints

1. A student who contends that unlawful or MCCCD-prohibited discrimination has occurred may file a formal complaint by contacting the Regional Director at each respective college or center or the district's Title IX, ADA/504 Coordinator if the respondent is a district office employee.
2. A formal complaint is a signed and dated document submitted by the complainant (an email from the student will suffice) alleging a policy violation by a respondent, a summary of allegations, and requesting that the MCCCD investigate the allegation(s).

3. The formal process consists of a signed complaint, preliminary assessment, an investigation, a determination regarding the allegation, appropriate corrective action or sanctions when the complaint is substantiated, and an offered appeal process.
4. Upon receipt of a formal complaint of discrimination or harassment, the Regional Director shall conduct a preliminary assessment to determine whether, if substantiated, the behavior or conduct reported would constitute a violation of MCCCD policy. The Regional Director has sole discretion to determine whether further investigation is necessary in any particular case. In circumstances where a complaint will not be investigated, the complaint will be notified.
5. Following the determination that an investigation should take place, the Regional Director shall appoint two (2) trained investigators to investigate the allegations. The complainant, respondent and/or investigators shall disclose any potential conflicts of interest or bias regarding the complaint to the Regional Director.
6. Regional Director will provide written notice of allegations (the "NOA") to the respondent upon commencement of the formal resolution process. The NOA will include:
    - a summary of all allegations,
    - specific policies implicated,
    - a statement of the potential sanctions/corrective actions that could result,
    - a statement that the applicable evidentiary standard is a preponderance of the evidence,
    - a statement that the MCCCD presumes the respondent is not responsible for the reported misconduct unless and until the evidence supports a determination of a policy violation,
    - the name(s) of the assigned investigator(s),
    - detail on how the party may request disability accommodations during the interview process,
    - a statement about MCCCD's policy on retaliation, and
    - an instruction to preserve any evidence that is directly related to the allegations.
7. Amendments and updates to the NOA may be made as the investigation progresses and more information becomes available. Notice is presumed to have been given upon emailing the NOA to the respondent's MCCCD-owned email address.
8. The investigators shall review all information provided to the Regional Director and will interview individuals who potentially possess relevant evidence as identified by the parties and determined by the investigators. The investigators shall focus on the allegation(s) of policy violation, assess the relevance of witnesses and evidence, and work efficiently to conclude the investigation promptly (within 60 business days), as outlined in this procedure. The investigators shall deliver to the Regional Director the investigation report, which shall include: **a)** a summary of the allegations**,** a detailed fact-finding report or relevant evidence.
9. Within ten (10) business days following receipt of the results of the investigation the Regional Director will accept or recommend further investigation. The Regional Director will provide a written notification of the investigation outcome simultaneously to the complainant and respondent. This outcome notification will include a summary of the investigator's written findings, whether a violation is substantiated or unsubstantiated, and recommendation(s) addressing substantiated findings.

V. Sanctions and Corrective Action

1. The Vice President of Student Affairs will implement student sanctions as appropriate under A.R. 2.5 Student Rights and Responsibilities Policy. If the respondent is an employee, the Vice President of Student Affairs will report the findings of fact and policy conclusions to the college or District Human Resources who will issue appropriate disciplinary sanctions or corrective action.
2. MCCCD has clear policy goals to prevent and correct discrimination or harassment, therefore, possible sanctions include, but are not limited to: written warning, counseling, suspension, transfer, mandatory training, or dismissal of the respondent. As appropriate to remedy the effects of policy violations, action on behalf of complainants, such as employee assistance, professional counseling, voluntary transfer, etc., may also be offered. The institution will take appropriate steps to prevent further occurrences.

VI. Supportive Measures

For any allegation of unlawful discrimination, the MCCCD may provide supportive measures to assist or protect the parties during the pendency of the investigation. Such measures may include academic adjustments, arranging for changes in class schedules, or other appropriate temporary measures.

VII. Appeal Right

1. A complainant or respondent who is not satisfied with the outcome has five (5) business days to submit an appeal of the decision, in writing, to the College President. If a conflict of interest prevents the College President from serving as the appeal officer, then the district Provost shall serve as the appeal officer. For respondents who are district office employees, the Provost shall serve as the appeal officer. If the Provost has a conflict of interest, a College President may serve as the appeal officer. Conflicts of interest requiring a change of appeal officer shall be communicated to the requesting party.
   Grounds for Appeal. Appeals are limited under the following grounds:
   A) Procedural irregularity that affected the outcome of the matter; ***OR***,
   B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.

2. The appeal request must state the grounds for appeal and why the complainant or respondent believes the outcome was improper.
3. Denials based on lack of grounds shall be communicated to the requesting party within five (5) business days of the request for appeal being received by the appeal officer.
4. If any grounds for appeal are met, the appeal officer will review the results of the investigation and written findings and respond to the request within ten (10) business days from receipt of the request. The ten-day review and response period may be extended for extenuating circumstances, with notice to all parties. The appeal officer may accept, reject, or modify the investigatory outcome. If the appeal officer determines that it is necessary to remedy a substantial deficiency caused by one of the appeal grounds above, the case file will be reopened and assigned for further investigation. If necessary, other investigator(s) may be assigned. If the appeal officer determines that the investigation was thorough and complete and that the decision is supported by the evidence, the appeal officer will affirm the investigation outcome. At this point, the student has exhausted the Discrimination Complaint Procedure for Students.

VIII. Maintenance of Documentation
Documentation resulting from each level in the Formal Resolution Process (including witness statements, investigative notes, etc.) will be maintained in accordance with state and MCCCD document retention guidelines, A.R. 4.15 Retrieval, Disclosure and Retention of Records.

IX. Confidentiality of Proceedings
Every effort will be made by the college and MCCCD to protect the confidentiality of the parties during the processing of complaints under this procedure. Records will be maintained in a confidential manner to the extent permitted by law and insofar as they do not interfere with MCCCD's legal obligation to investigate and resolve issues of discrimination.

X. Retaliation Prohibited
Retaliation against a person who has filed a complaint or against any witness questioned during an investigation is strictly prohibited. Any retaliatory action by instructors, supervisors, managers, academic professionals, administrators, or other employees who have the authority to take adverse action against a complainant or witness is prohibited and may be grounds for disciplinary action. As per A.R. 5.1.15 Retaliation Prohibited, "MCCCD strictly prohibits an adverse action that might deter a reasonable person from participating in activity protected by antidiscrimination laws."

XI. False Statements Prohibited
Any individual who knowingly provides false information pursuant to filing a discrimination charge or during the investigation of a discrimination charge will be subject to appropriate discipline under the Student Conduct Code or appropriate employee Administrative Regulation.

External Filing of Discrimination Complaint
MCCCD encourages students to use the MCCCD Discrimination Complaint Procedure for Students to resolve discrimination concerns. Students also have the right to file civil rights complaints with appropriate external agencies. No retaliation will be taken against a person for filing a complaint with an external agency. The following agency accepts discrimination charges filed by, or on behalf of, students:

Office for Civil Rights, Region VIII (OCR) Denver Office
U.S. Department of Education Federal Building
1244 Speer Boulevard, Suite 310
Denver, Colorado 80204-3582
Phone: 303-844-5695
Fax: 303-844-4303
TDD: 303-844-3417
E-mail: OCR_Denver@ed.gov

2.5.4 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 student affairs.

E. **Student Compensation**
The hourly rate of pay for student employees shall coincide with the policies of the District Salary Schedule.

F. **Employee Contracts and Forms** (See Appendix FM-3)

G. **Student Employee Grievance Procedure**
Part-time student employees working for one of the Maricopa Community Colleges may wish to file a grievance relating to certain working conditions or violation of student employment regulation. Please refer to the Non-Instructional Complaint Resolution Process (AR 2.3.12)

2. **Student Security Guards**

A. **Introduction and Philosophy**
Students may be employed by the college as student help. If student guards do not come from the ranks of Administration of Justice classes, they must undergo appropriate training to qualify them as student guards. This training program is outlined in the regulation.

B. **Workload of Student Security Guards**

i. Student security guards shall be enrolled for a minimum of three (3) semester hours.

ii. Student security guards shall be limited to 20 hours per week when the workweek starts at 7:00 a.m. on Monday and concludes at 11:00 p.m. on Friday. Additional hours may be worked if guards are assigned special duty at games or activities held on campus during the weekend, or if guards are assigned a shift on Saturday and Sunday, between 7:00 a.m. and 11:00 p.m.

B. **Students not in Administration of Justice Program**

i. Use of student other than those in Administration of Justice Program:

1. Selection of the student must be personally approved by the vice president of students affairs and chief of security.
2. Selection of a student should not extend beyond one semester without the approval of the vice president of students affairs.
3. Selected student must undergo a special training program directed by the chief of security and approved by the vice president of students affairs.

ii. Recommended program for students other than those in Administration of Justice programs:
Students employed by campus security who are not majors in the Administration of Justice program should be given at least twenty (20) hours of training with pay before being allowed to function independently as a campus security guard. This training should include, but not be limited to instruction in:

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

B. **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.

C. **Student Employment Records**
The student security guard's employment records will be maintained at the office of the chief of security and reviewed periodically by the vice president of students affairs.

2.5.5 Student Governance

Student governing bodies derive their authority from the Maricopa County Community College District Governing Board that exists in accordance with Arizona Revised Statutes. The administration of the District is vested in the Chancellor who delegates responsibility for each college to the college president who serves in a management and policy implementation capacity having the ultimate responsibility for all activities of the college. The president shall designate the administrator(s) (i.e., directors of student leadership) at each college who will be charged with the responsibility for working with the college student governing body(ies) in the development of college student activities and programs.

A representative form of student governance may exist at each college/center as well as district wide to provide an effective means of communication among students, faculty, staff and administration and to provide student input in college and District matters. Eligibility requirements are to be met and spelled out in detail in each student governance constitution. These constitutions shall establish the minimum requirements for the elective/appointive officers. All student government constitutions shall be submitted to the Governing Board General Counsel to ensure compliance with federal and state laws, the Maricopa Community Colleges Governing Board Policies and the Chancellor's

Administrative Regulations. Since Rio Salado Community College is a countywide non-campus college, the president shall ensure that opportunities exist for student involvement.

College student constitutions should be reviewed annually by student governance. The appropriate vice president or designee of each college shall be responsible for submitting any changes to the president of the college for transmittal to the Governing Board General Counsel.

1. **Officers/Members**
   All reference in this document to positions will designate whether the position is an officer position or a member position.
   Each student governance constitution shall define which of its elected positions (maximum of 5) within its structure shall be designated as officers. The persons filling those positions shall be referred to, in this document, as officers. Persons filling all other positions, elected or appointed, shall be referred to as members (excluding non-voting committee members).

   All positions filled by election shall be considered as elected positions, even though the person filling the position may have been appointed to fill an unexpired term of another individual.

2. **Designation**
   Colleges with two (2) student governments shall designate the governments as "day" or "evening." Colleges with one (1) government shall be considered day students, for the purposes of this document.
3. **Eligibility for Office**
   All student governance constitutions shall prescribe that all persons elected or appointed as officers shall be enrolled in and maintain a minimum of six (6) credit hours for day student governments, three (3) credit hours for evening student governments. Officers shall have and maintain a minimum cumulative grade point average of 2.50 and be in good standing (not on probation) according to the written district policy. Convicted felons shall be ineligible for office (ARS § 13-904). The constitution may, however, set more rigid requirements, if so desired by college student governance.
4. **Tenure of Position**
   Tenure in any student governance position shall be determined by the respective student governance constitutions. In no case shall any student be allowed to serve in any combination of officer/member positions beyond a total of ten (10) semesters. Tenure in any combination of officer positions shall be limited to four (4) semesters.
5. **Removal from Office**
   Provisions shall be made in all student governance constitutions for removal for cause of individuals from elected or appointed student governance positions.
6. **Remuneration Limitations**
   A. Student body officers may receive financial support and/or a letter grade in a leadership class during their terms of office as authorized in their respective student governance constitutions. Student body officers (maximum 5) may receive up to twenty (20) hours per week in financial support and/or up to six (6) credit hours in leadership classes per semester. Remuneration shall be for services rendered and not for merely holding the office.
   B. For qualifying students, Federal Work Study (FWS) funds may be used in accordance with Federal guidelines.
   C. The allowance for awarding honorariums or scholarships for executive student officers is a maximum of $200.00.

D. Compensation may be received for both honorariums/scholarships and college employment in the same semester.

7. **Amending Student Constitutions**
   College student constitutions should be reviewed annually by student governance. The appropriate vice president or designee of each college shall be responsible for submitting any constitutional changes to the President of the college for transmittal to the Governing Board General Counsel.
8. **Student Governance Advisors**
   College organization advisors will be provided for in each student governance constitutions. Such advisors shall be full-time or part-time employees of the Maricopa Community Colleges.
   Recommendations for appointment of an advisor may be submitted to the appropriate vice president or college president. Recommendations for dismissal of an advisor with just cause may be submitted to the appropriate vice president or college president.
9. **Legal/Fiscal/Financial Matters**
   Authority and responsibility beyond the scope specifically covered in student policies, or interpretation of such matters within laws, board policies, etc. shall rest with the offices of General Counsel and Chancellor, respectively.
10. **Final Authority**
    In the event of a complete breakdown of the governance body, the college president will serve as the final authority.

Student Clubs and Organizations

In addition to student governing bodies, student clubs and organizations may be formed that fall under the operational direction of the Office of Student Life and Leadership and the administrative direction of the Vice President of Student Affairs at each college. Student clubs and organizations are generally interest-based in nature (such as for a particular program, discipline, or college activity) and are considered to be an important part of the total college experience. Each college shall outline the requirements necessary to establish the formation of an interest-based student club and organization (i.e., mission/purpose, size, structure, advisors). Club advisors shall be employees of the Maricopa County Community College District.

In most instances, student clubs and organizations shall be open to all students who are enrolled in credit courses at a Maricopa Community College. Pursuant to ARS §15-1863, religious or political student organizations may determine that the organization's internal affairs, selecting the organization's leaders and members, defining the organization's doctrines, and resolving the organization's disputes are part of the organization's religious or political mission and that only persons committed to that mission should conduct such activities. For religious and political organizations, state statute recognizes the role that viewpoint serves in the mission and purpose of the organization's operations. Thus, such groups may elect to select members based upon organizational doctrine. The MCCCD may not deny recognition or any privilege or benefit to a religious or political student organization or group that exercises its rights pursuant to the statute.

Whereas ARS §15-1863 allows religious and political organizations to determine their internal affairs and the selection of their leaders and members, the MCCCD non-discrimination policy is applicable to all other aspects of these student clubs and organizations.

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

Allied Health or Nursing Assumption of Risk/Release of Liability

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

Use of Confidential Information

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

MCCCD Required Background Checks

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

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

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

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

1. *National Federal Health Care and Abuse Databases*
2. *Social Security Verification*
3. *Residency History*
4. *Arizona Statewide Criminal Records*
5. *Nationwide Criminal Databases*
6. *Nationwide Sexual Offender Registry*
7. *Homeland Security Search*

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

1. Social Security number does not belong to the applicant
2. Any inclusion on any registered sex offender database
3. Any inclusion on any of the Federal exclusion lists or Homeland Security watch lists
4. Any conviction of a felony no matter what age of the convictions
5. Any warrant any state
6. Any misdemeanor conviction for the following no matter how long ago:
    A. Violent crimes
    B. Sex crime of any kind including non consensual sexual crimes and sexual assault
    C. Murder, attempted murder
    D. Abduction
    E. Assault
    F. Robbery
    G. Arson
    H. Extortion
    I. Burglary
    J. Pandering
    K. Any crime against minors, children, vulnerable adults including abuse, neglect, exploitation
    L. Any abuse or neglect
    M. Any fraud
    N. Illegal drugs
    O. Aggravated DUI
7. Any misdemeanor controlled substance conviction in last 7 years
8. Any other misdemeanor conviction within last 3 years [EXCEPTIONS: Any misdemeanor traffic (DUI is NOT considered traffic).

The information that MCCCD uses for the "pass/fail" background check is subject to change at any time without notice. MCCCD recommends that students carry proof of the background clearance at all times during any clinical agency learning experience.

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

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

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

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

Changes to Admission or Background Check Requirements
MCCCD may change its program admission requirements or background check requirements without notice at any time.

No Guarantee of Receipt of Licensure/Certificate
Many of the nursing and allied health programs prepare graduates for application for State or National certificates or licenses. In some professions, such licensure and certification is required prior to employment or practice in the profession. Graduation from a nursing and allied health program does not guarantee the receipt of a license or certificate to practice in the field of study.

4.18 Consensual Relationships

1. **General**
   The existing Governing Board Policy on Hiring of Relatives prohibits employees from being involved in any employment or key decision that involves a relative. This would include work performance, job assignments, or pay related matters. In that such relationships can create a conflict with the interests of the Maricopa Community Colleges, and the increased potential for nepotism and favoritism, the same principles also apply in the case of consensual amorous, romantic and/or sexual relationships that occur between employees or between employees and students.

   In the work and academic environment, such a relationship that might be appropriate in other circumstances is inappropriate if one of the individuals in the relationship has a professional responsibility toward, or is in a position of authority with respect to, the other, such as in the context of supervision, instruction, coaching, counseling or advisement. An element of power is present in such a context and it is incumbent upon those with authority not to abuse that power. In addition, consensual relationships may yield to third parties the appearance that unfair bias or favoritism towards the student or supervisee is taking place.

   A. Definitions
      i. **Consensual relationships** are defined as romantic, amorous and/or sexual relationships between consenting employees or between employees and adult (18 years or older) college students currently enrolled at one of the community colleges.
      ii. An **employee** is any individual who is employed by the Maricopa County Community College District (MCCCD). An employee includes an individual who is subject to an established employee job group policy manual, whether regular, full-time board approved, at-will, part-time, and/or temporary. An employee also includes a contract worker (special services employment, request for personnel services) working or serving as an agent or designee on behalf of the MCCCD.

iii. A **student** is considered to be any person currently enrolled in a credit or non-credit class at one of the colleges or centers within the Maricopa County Community College District.
iv. A **vendor** is someone who sells or can sell products or services to the Maricopa County Community College District.
v. A **recent** consensual relationship is considered to be one that has taken place within the past 24 months.

B. Prohibited Conduct
i. An employee shall not maintain, engage in or be involved in a consensual relationship with another employee who is subject to that individual's supervision or with a student that is currently enrolled in the individual's class, or a student whom the individual otherwise instructs, coaches, counsels or advises, or with a vendor if the employee manages that contract or otherwise exerts influence over the contract.
ii. The Governing Board recognizes that the personal life of its employees is not a concern of the institution, and therefore, this regulation does not seek to prohibit romantic relationships that exist between parties where the context of power-authority between employees or between employees and students is not present; and provided that the relationship does not affect the employee's effectiveness in fulfilling his or her professional obligation. For these instances, appropriate measures should still be taken in order to avoid conflicts of interest from occurring. For relationships that may exist prior to the time that either a student or employee is placed in a situation of instruction or supervision that is considered to be a conflict of interest, the employee(s) involved shall disclose and take immediate measures to avoid the conflict or appearance of conflict.

2. **Procedures for Disclosure**
Employees should first avoid allowing an inappropriate consensual, amorous or sexual relationship to develop with a supervisee or student.
A. Where the employee is already in or has had a recent consensual relationship with a supervisee, the following procedures shall be followed:
i. Immediate disclosure by the employee of the relationship to their supervisor and to the appropriate Vice President or Vice Chancellor in order to ensure that any conflicts of interest have been adequately addressed.
ii. The respective administrator responsible for the department or division shall place the subordinate under alternate supervision when a supervisor under his/her direction has or has had a recent consensual relationship with the employee.
iii. The supervisor shall recuse himself or herself from any discussions or involvement with decisions related to evaluations, promotion, hiring, determination of salary, or continuation of contract or employment.
iv. The respective Vice President or Vice Chancellor shall prepare and retain a report that specifies the appropriate alternate arrangements that have been made to eliminate the conflict of interest. The EEO/AA Office shall be provided a copy of the report along with the employees involved in the relationship.

B. Where the employee is already in or has had a recent consensual relationship with a student prior to enrollment in his or her class, the following procedures shall be followed:
i. The faculty member shall counsel and advise the student not to enroll in his or her course.
ii. The Consensual Relationships Policy will be made available to students via the student handbook and other appropriate communications vehicles.
iii. If it is not possible for a student to enroll in another course, section, or course and section at another college due to a requirement for completion of a degree or certificate and no other academic option is available, disclosure of the relationship will be made to the appropriate Department Chair, Dean and Vice President of Academic Affairs or Vice President for Student Affairs as appropriate for review. The Vice President will refer the matter to the Vice Chancellor for Academic and Student Affairs for consideration. The Chancellor or his/her designee may allow a student to enroll in the class only upon a showing by the student that the enrollment is necessary to avoid an extreme hardship, and upon a showing by the college President or designee that the academic integrity of the student's enrollment in the class will nevertheless be maintained.

3. Persons who are married, or were married, are included within the definition of persons that have or who have had a consensual amorous relationship. Disclosure in this instance may be made via the Maricopa Disclosure process [The *Annual Acknowledgement and Disclosures* form may be found in the *Employee Learn Center*. Employee credentials are needed to enter secure site].
4. An employee who fails to follow the requirements established in this policy and who does not withdraw from participation in activities or decisions that may reward or penalize a supervisee or student with whom the employee has or has had a recent consensual amorous relationship, will be considered in violation of policy and will be addressed in accordance with established processes in job group policy manuals.

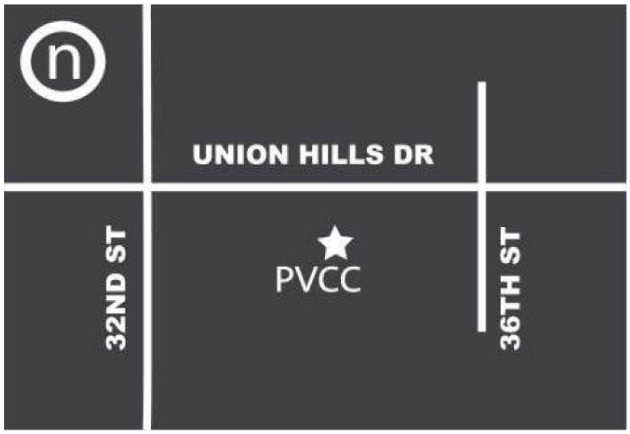
learn more drive less

PVCC offers two locations, close to home.

Union Hills

18401 N. 32nd Street
Phoenix, AZ 85032

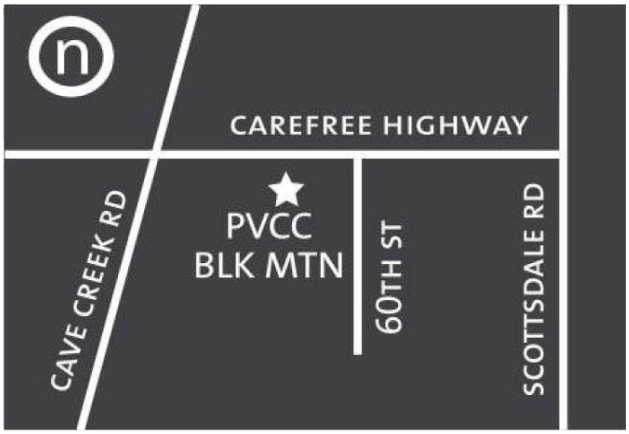
Our full-service campus offers a comprehensive college experience including athletics, personal fitness facilities and the Center for Performing Arts in the heart of the Northeast Valley. The college is located at 32nd Street and Union Hills Drive, just west of SR-51.



Black Mountain

34250 N. 60th Street, Building A
Scottsdale, AZ 85266

PVCC Black mountain is located on 60th Street, just south of Carefree Highway, and provides access to higher education, close to home.



PVCC Union Hills Campus Map

A **Administration Building**
Conference Room: A122
Deans Offices
Development & Community Relations
Information Technology Services
President's Office
Vice Presidents Offices

C **Physical Plant**
Deliveries

CPA **Center for The Performing Arts**
Classrooms: CPA113-149
Lobby Art Gallery
Rehearsal Rooms & Green Room
Theatre

D **Ceramics Studio**

E **Learning Resources Complex**
Buxton Southwest Art Collection
Computer Commons
Disability Resources & Services
Facilities Services Department
Puma Tutoring Center
Library
IT/Media Helpdesk

F **Fitness Center**
Classrooms
Health & Exercise Science Division
Faculty Offices

G **G Building**
Classrooms G136-138
Physical Sciences Department
Laboratories: G139 & G147
Nursing Department
Conference Room: G126
Faculty Offices

H **Science Labs**
Classrooms/Labs: H101 – H104
Laboratories: H107, H113, H127-H129

HS **Health Sciences**
Health Simulation/Skills Lab

J **J Building**
Art Studio: J141 (Outside Entry)
Classrooms: J126-140
Business/IT Division
Conference room: J126
Faculty Offices

K **K Building**
Classrooms: K103-104, K109-116
Entrepreneurships Education Center-K117
Honors Center: K101-102
Veterans' Services K108

Kranitz Student Center Lower Level
Welcome Center
Academic Advising
Admissions, Registration & Records
Financial Aid
New Student & Information Center
Payments
Bookstore
Cafeteria-Puma Den Café
Career Services & Job Placement
Conference Rooms:
Patayan Community Center: KSC1000
Agave Room: KSC1122
College Police Office
Copy Center
Counseling Division
Early Education Programs
Recruitment
Student Life Center
Student Union/Game Room

KSC **Kranitz Student Center Upper Level**
Student Affairs Leadership, LSC2800
Marketing/Communications, KSC2500
Assessment/Testing Center KSC2400
Conference Room: Hohokam
Room: KSC2605
Conference Room: O'Odham
Room: KSC2007
Conference Room: Piipaash
Room: KSC2006
Institutional Effectiveness, KSC2200
Human Resources, KSC2608
ASU, GCU, U of A KSC 2 floor

L **L Building**
Classrooms: L101-102
EMT Skills Lab
Athletic Department
EMT & Fire Science Departments

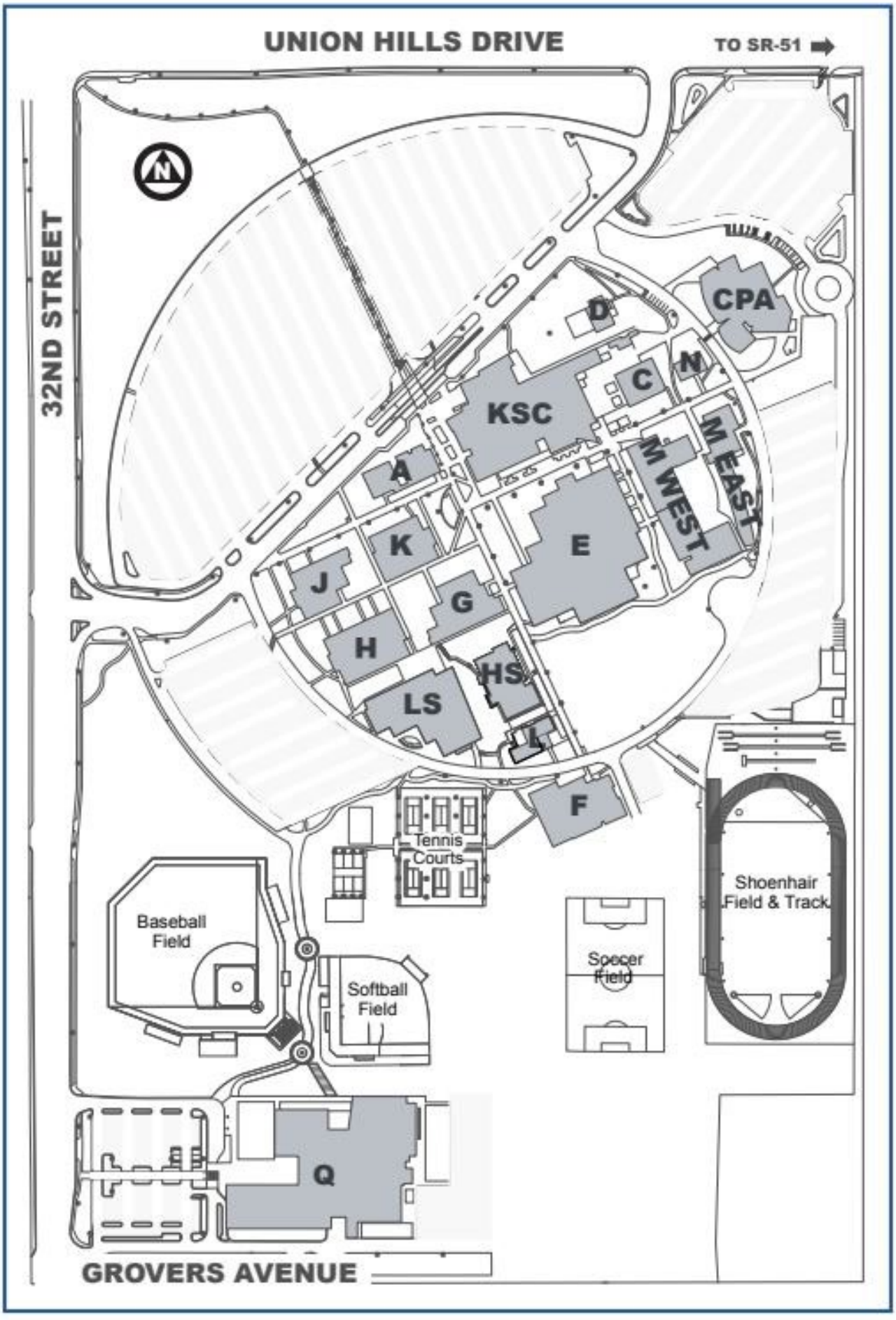
LS **Life Sciences Building**
Life Science Division
Classrooms: LS109, LS201-206
Conference Room: LS217
Faculty Offices
Laboratories: LS101-108

M **M Building – East**
Behavioral Sciences Division
Communication & Humanities
English Division
Fine & Performing Arts Division
Social Sciences Division
Studio Theater
Conference Rooms: M197, 297
Faculty Offices

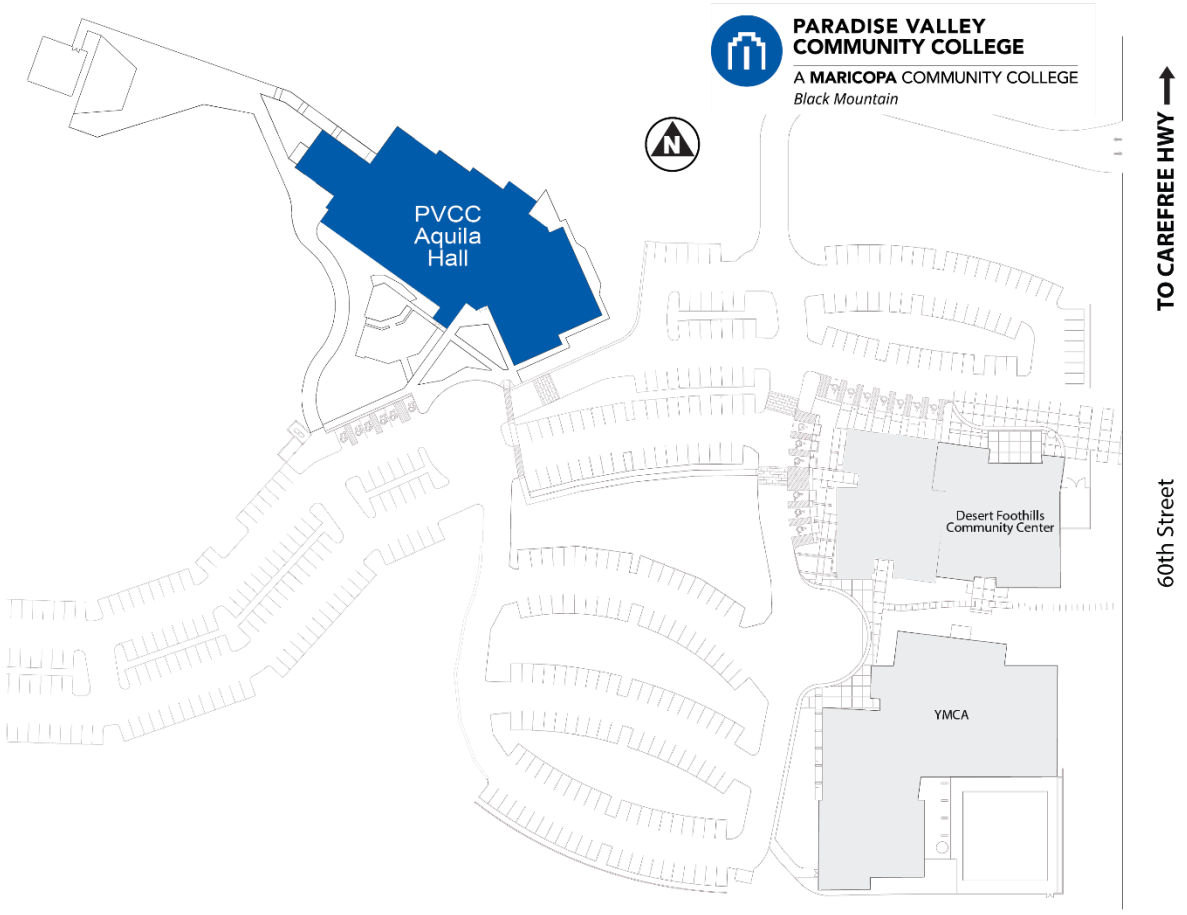
M **M Building West**
Art Studio: M142
Classrooms: M101-134 (Lower Level)
Classrooms: M201-234 (Upper

N **Music Building**
Classrooms: N101-N103

Q **Q Building**
Classrooms: 130, Q151-152 Q201-209, Q301-305, Q401-405
Fire Science
Mathematics Division
Puma Tutoring at the Q Math Testing Site
Conference Rooms: Q120, Q125, Q171, Q262
Faculty Offices


UNION HILLS DRIVE
TO SR-51
32ND STREET
CPA
D
C
N
KSC
M WEST
M EAST
A
K
E
J
G
H
HS
LS
F
Tennis Courts
Shoenhair Field & Track
Baseball Field
Softball Field
Soccer Field
Q
GROVERS AVENUE

Black Mountain Campus Map



Aquila Hall

Tutoring: AQH102
Faculty Offices: AQH116-120
Computer Classroom: AQH104
Classrooms/Labs: AQH132-145
College Safety: AQH111