MARICOPA COMMUNITY COLLEGES

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PARADISE VALLEY COMMUNITY COLLEGE

Paradise Valley Community College District is an EEO/AA institution and an equal opportunity employer of protected veterans and individuals with disabilities.





COLLEGE CATALOG

2019–2020 | paradisevalley.edu





Union Hills

paradisevalley.edu | 602.787.6500
18401 North 32nd Street
Phoenix, AZ 85032

Black Mountain

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

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Dr. Eric Leshinskie	Vice President of Academic Affair
Mr. Herman Gonzalez	Vice President of Administrative Services
Dr. Jana Schwartz	Vice President of Student Affair
Dr. Stephanie Polliard	Dean of Instruction, Interim
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Dr. Dr. Anne Suzuki	Dean of Student Affair
Mr. Corey Weidner	Associate Vice President of Information Technology
Ms. Loretta Mondragon	Associate Dean of Academic Affair
Mr. Frank Amparo	Associate Dean of Student Affairs & ollege Registrar
Mr. John Snelling	Director of Institutional Research & Effectiveness

Maricopa County Community College District Governing Board

Dr. Linda Thor, President	Mr. Laurin Hendrix, Member
Ms. Kathleen Winn, Secretary	Ms. Jean McGrath, Member
	Mr. Dana G. Saar, Member
	Dr. Tom Nerini, Member
	Ms. Marie Sullivan, Member

College Services

Admissions, Records & Registration	602.787.7020
Adult Re-Entry Services	602.787.6540
Academic Advising	602.787.7060
Assessment Center	602.787.7050
Athletic Department	602.787.7173
Bookstore	602.787.7120
Career Services	602.787.7073
Cashier's	602.787.7350
Computer Commons	602.787.6760
Counseling Division	602.787.6540
Disability Resourcs and Services (DRS)	602.787.7174
Distance Learning, choices@pvc	602.787.6754
Financial Aid Services	1.855.622.2332
Fitness Center	602.787.7270
Honors	602.787.7888
Information/New Student Center	602.787.PUMA
Learning Success Center (LSC)	602.787.7180
Library	602.787.7200
Media	602.787.6606
College Police	602.787.7900
Registration	602.787.7020
Service-Learning Center	602.787.7245
Student Life Center	602.787.7240

Paradise Valley Community College ACCREDITATION - Paradise Valley Community College is accredited by The Higher Learning Commission (HLC) of the North Central Association.
PVCC's ten-year accreditation status was renewed in 2015.



Welcome From The President

On behalf of the students, faculty, and staff, I extend a warm welcome to our college, where we have provided a quality higher education experience for the residents of North Phoenix and the greater northern Maricopa County community for over 30 years. Additionally, our Black Mountain site (located at 60th Street and Carefree Highway) serves communities of Northeast Phoenix, Carefree, Cave Creek, and Anthem.

In this catalog we introduce you to our college and the courses and programs designed with your success in mind. Whether your goal is to transfer to a four-year university, prepare for a career, or enhance your skills, PVCC has an associate degree or certificate program that is right for you. And now you can even earn your bachelor's degree right here on campus through NAU or UofA. We also offer multiple start dates for 16-, 14-, 12- and 8-week Express classes - in person and online - making it more convenient than ever to fit college into your busy life.

We invite you to discover "The Power of Learning" at PVCC. Our goal is to create educationally meaningful activities that engage, motivate, and inspire you as a learner. At PVCC, we view student development and learning as interconnected processes that challenge you to take an active role in educating yourself intellectually, ethically, emotionally, socially, and physically. Specifically, it is important for you to have purposeful intent and to be prepared to learn.

If there's something we know about college students, it's that the most successful ones plan their goals and monitor their progress. Successful students know that college is not a spectator sport, so they engage in the classroom, meet with their academic advisors, and participate in college activities — and their results are amazing! Our "Puma Pathway" agenda for student success and learning helps you identify, right from the start, where you are going, and ties together how your in- and out-of-class experiences will get you there.

This catalog is a resource to assist you in making your educational decisions. It provides information on programs, classes, policies, and procedures. If you have any questions, please meet with one of your faculty members or one of our student affairs staff. We wish you success in the attainment of your goals and welcome you to Paradise Valley Community College!

Sincerely,

Paul Dale, Ed.D.
President

2019-2020

Academic Calendar

Summer 2019 Semester

NOTE: SUBJECT TO THE 2019/2020 CATALOG

Monday	May 27	Observance of Memorial Day - campus closed
Tuesday	May 28	First 5-Wk/8-Wk Sessions Begin
Thursday	June 27	First 5-Week Session Ends
Monday	July 1	Second 5-Week Session Begins
Thursday	July 4	Observance of Independence Day - campus closed
Thursday	July 18	8-Week Session Ends
Thursday	Aug 1	Second 5-Week Session Ends

Fall 2019 Semester

Saturday	August 17	Classes Begin
Monday	September 2	Observance of Labor Day - campus closed
Monday	October 7	Application for December 2019 Graduation
+		Last Day for Withdrawal w/o Instructor's Signature
Monday	November 11	Observance of Veterans' Day - campus closed
Thur–Sunday	Nov. 28–Dec. 1	Thanksgiving Holiday - campus closed
++		Last Day Student Initiated Withdrawal Accepted
Mon–Thursday	December 9-12	Final Exams
Friday	December 13	Mid-Year Recess Begins for Students
Dec. 25, 2019 –	Jan. 1, 2020	Winter Break (campus closed)

Spring 2020 Semester

Saturday	January 11	Classes Begin
Monday	January 20	Observance of M. L. King, Jr. Birthday - campus closed
Monday	February 17	Observance of Presidents' Day - campus closed
Thursday	March 2	Application for May 2020 Graduation
+		Last Day for Withdrawal w/o Instructor's Signature
Mon-Sunday	March 9-15	Spring Break - campus closed March 12-15
++		Last Day Student Initiated Withdrawal Accepted
Sunday	May 3	Last Day of Regular Classes
Mon-Thursday	May 4-7	Final Exams
Friday	May 8	Commencement, Spring Semester Ends
Monday	May 25	Observance of Memorial Day - campus closed

Important Info

*For specific information concerning registration dates, class start dates, consult the class schedule for the college of intended enrollment.

**Classes meeting on Friday evening only, Saturday only or Sunday only will have final examinations during their last regular class meeting. Refer to your course syllabus for exact date and time.

+ See your student schedule in my.maricopa.edu for the Last Day to Withdraw without an Instructor Signature for each class in which you are enrolled.

++Refer to the Important Deadlines for Students section of the student handbook to determine the last day for student initiated withdrawal.

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The Maricopa Community Colleges reserve the right to change, without notice, any materials, information, curriculum, requirements, regulations.

PARADISE VALLEY COMMUNITY COLLEGE

Our Mission

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.

PV provides diverse learning opportunities including:

- University transfer education
- General education
- Developmental education
- Community education
- Continuing Education
- Workforce development
- Student development
- Honors education
- Global engagement
- Civic responsibility

PVCC provides access to these opportunities in a welcoming, inclusive, and supportive environment. As a college committed to learning and continuous quality improvement, PVCC annually assesses and publishes reports concerning the effectiveness of our programs and services.

Our 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.

Our Core Value

Learning is the core value of Paradise Valley Community College. PVCC encourages and supports learning at three levels — student, employee and organizational — and the integrative relationship between the three levels. Learning at Paradise Valley Community College means increasing the capacity of our students, our employees and the college itself, to achieve their goals. PVCC acknowledges organizational learning as a means to continuously improve our college.

Our Supporting Values

Integrity: We uphold ethical behavior in 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 value and support innovation. We encourage informed risk-taking that holds the promise of enhancing student, employee and organizational learning. We view a good faith unsuccessful attempt not as failure, but rather as a rich opportunity to learn.

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.

Maricopa Community Colleges

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 significa t and meaningful.

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

Maricopa County Community College District

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/admin-regs Some regulations include reference to Arizona Revised Statutes from the State of Arizona and are noted as "ARS" followed by a reference number.

2.4.1 General Statement

The Maricopa Community Colleges are dedicated to providing a healthy, comfortable and educationally productive environment for students, employees and visitors.

2.4.2 Nondiscrimination (see 5.1.1 Maricopa EEO Policy)

It is the policy of the Maricopa District (consisting of Chandler-Gilbert Community College, the District Office, Estrella Mountain Community College, GateWay Community College, Glendale Community College, Maricopa Skill Center, Mesa Community College, Paradise Valley Community College, Phoenix College, Rio Salado Community College, Scottsdale Community College, and South Mountain Community College) to: Recruit, hire, and promote in all job groups, and to ensure that all Human Resources (HR) employment selection and decision practices do not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information.

All HR employment selection and decision practices pertaining to advertising, benefit , compensation, discipline (including probation, suspension, and/or involuntary termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training will continue to be administered without regard to race, color, religion, sex, sexual orientation, gender identity, national origin status, citizenship status(including document abuse) , age, disability, veteran status or genetic information.

Hold each level of management responsible for ensuring that all employment policies, procedures, and activities are in full compliance with all applicable federal, state, and local EEO statutes, rules, and regulations.

2.4.3 Equal Opportunity Statement (see 5.1.3 EEO Policy Statement)

It is the policy of Maricopa to promote equal employment opportunities through a positive continuing program. This means that Maricopa will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, it is the policy of Maricopa to provide an environment for each Maricopa job applicant and employee that is free from sexual harassment, as well as harassment and intimidation on account of an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse) , age, disability, veteran status or genetic information. In addition, lack of English language skills is not a barrier to admission into Career and Technical Education (CTE) programs or skill centers. Students who enroll will be supported in the development of these skills by classes in English as a second language and other resources. Translation services and bilingual instruction can also be provided: contact college designee for more information.

Affirmative Action Policy Statement for Individuals with Disabilities

In conformance with the provisions of Section 503 of the Rehabilitation Act of 1973, as amended, and the implementing regulations, 41 CFR 60-741.5 (a), as amended, Maricopa County Community College District will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because of physical or mental disability in regard to any position for which the known applicant or employee is qualifie . Maricopa agrees to take affirmative action to employ, advance in employment, and otherwise treat known qualified individuals with disabilities without regard to their physical or mental disability in all human resources selection and decision practices, such as the following: advertising, benefit , compensation, discipline (including probation, suspension, and/or termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training. Maricopa will also continue to administer these practices without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, all applicants and employees are protected from coercion, intimidation, interference, or discrimination for filing a omplaint or assisting in an investigation under the Act.

Affirmative Action Policy Statement for Other Eligible Veterans, Special Disabled Veterans, and Vietnam Era Veterans

In conformance with the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Veterans Employment Opportunities Act of 1998, and the implementing regulations, 41 CFR 60-250 (k), Maricopa County Community College District will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because he or she is a special disabled veteran or Vietnam era veteran in regard to any position for which the known applicant or employee is qualifie . Maricopa agrees to take affirmative action to employ, advance in employment, and otherwise treat known qualified special disabled eterans 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, benefit , compensation, discipline (including probation, suspension, and/or termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training. Maricopa will continue to administer these practices without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, Maricopa agrees to post all suitable job openings at the local office of the State employment service where the job opening occurs. This includes full-time, temporary greater than 3 days' duration, and part-time employment. Finally, all applicants and employees are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under the Act.

Notice of Americans with Disabilities Act (ADA)/Section 504 of the Rehabilitation Act/Title IX Coordinator:

Dr. Jana Schwartz, Vice President of Student Affair
Paradise Valley Community College,
18401 N. 32nd Street, Phoenix, AZ 85032
Telephone: 602.787.7668

Under the ADA and Section 504, Maricopa recognizes the obligation to provide overall program accessibility throughout its locations for disabled individuals. The designated ADA/504/Title IX Coordinator at each college/center will provide information as to the existence and location of services, activities, and facilities that are accessible to and usable by individuals with disabilities. Likewise, under Title IX, there is an obligation to provide services and program accessibility in a gender-neutral manner. Students with disabilities may request catalog information in an alternative format from the college ADA/504 Coordinator.

DECLARACIÓNES DE ACCIÓN AFIRMATIVA

Mandato de No Descriminación

Es el mandato de los Colegios Comunitarios del Condado de Maricopa (The Maricopa Community Colleges) que consisten del Centro de Apoyo del Distrito, los colegios comunitarios de Chandler-Gilbert, Estrella Mountain, Gateway, Glendale, Mesa, Paradise Valley, Phoenix, Rio Salado, Scottsdale, South Mountain y el Centro de Capacitación de Maricopa, proveer igualdad en las oportunidades de empleo mediante un programa continuo y positivo. Esto significa que aricopa no descriminará o tolerará descriminación en empleo o educación en contra de ningún aplicante, empleado, o estudiante debido a su raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadania (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genesica. Asi mismo, es el mandato de los Colegios Comunitarios proveer para cada aplicante, empleado, y estudiante un ambiente libre de acoso sexual como también libre de acoso e intimidación referente a raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadania (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genesica.

Este mandato de no descriminación cubre todos los aspectos de contratación del empleado, ingreso, acceso a, y tratamiento de alumnos en los Colegios Comunitarios de Maricopa los cuáles incluyen también programas de educación vocacional. Este mandato también prohibe descriminación en base de orientación sexual en la admisión y tratamiento de estudiantes, en sus programas y actividades y en la contratación, tratamiento, promoción/ascensos, evaluación y despido de empleados.

Declaración de Igualdad de Oportunidad

Es el mandato de los Colegios Comunitarios del Condado de Maricopa promover igualdad en las oportunidades de empleo mediante un programa continuo y positivo. Esto significa que aricopa no descriminará o tolerará descriminación en contra de ningún aplicante o empleado debido a su raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadania (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genesica. Agregando, es el mandato de los Colegios Comunitarios promover para cada aplicante y empleado un ambiente libre de acoso sexual como también de acoso e intimidación referente a la raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadania (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genesica.

Declaración de Acción Afirmativa

Mandato y Declaración de Acción Afi mativa para Individuos con Incapacidades De acuerdo las provisiones en la Sección 503 de la Ley de Rehabilitación de 1973, como enmienda, y las leyes de implementación, 41 CFR 60-741.5 (a), declara que el Distrito de Colegios Comunitarios de Maricopa no descriminarán o tolerarán descriminación en contra ningún aplicante o empleado debido a su desabilidad/incapacitación física o mental referente a cualquier posición para la cuál el aplicante o empleado ha calificad . Maricopa promete tomar acción afi mativa para emplear, dar ascenso en empleo y tratar a dichos individuos con incapacidades sin hacer incapie en sus incapacidades físicas o mentales en la selección de recursos humanos y prácticas decisivas como son las siguientes: anuncios, beneficio , compensación, disciplina (incluyendo período de prueba, suspensión, y/o terminación de empleo por causa de paro forzoso), facilidades para empleados, evaluación de trabajo, recrutamiento, programas sociales/recreacionales y entrenamiento. Maricopa continuará llevando a cabo éstas prácticas de no descriminar por razones de raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadania(incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genèsica. Asi mismo, todo los aplicantes y empleados estan protegidos en contra de coacción, intimidación, interferencia o descriminación por quejas o por ayudar en una investigación cubierta bajo éste Acto.

Declaración de Mandato de Acción Afirmativa para Otros Veteranos Elegibles, Veteranos con Incapacitación Especial y Veteranos de la Era Vietnamita

Conforme a la ley de Reajuste y Asistencia para los Veteranos de la Era Vietnamita de 1974, acta de Oportunidades de Empleo para Veteranos de 1998 y reglamentos de implementación, 41 CFR 60-250(k), el Distrito de Colegios Comunitarios del Condado de Maricopa no descriminará ni tolerará descriminación en empleo o educación en contra de ningún aplicante, empleado, o estudiante veterano o veterano de la Era Vietnamita con desabilidad/incapacitación especial referente a cualquier posición la cual dicho aplicante o empleado califiqu . Maricopa promete aplicar acción afi mativa para emplear, ascender en empleo y tratar a dichos veteranos incapacitados y de la Era Vietnamita que califiquen sin desc iminar base a su desabilidad/incapacitación o condición de veterano en todas las áreas de recursos humanos y decisiones como son las siguientes: anuncios, beneficio , compensación, disciplina (incluyendo período de prueba, suspensión, y/o despido por causa o paro forzoso), facilidades para empleados, evaluación de trabajo, recrutamiento, programas sociales/recreacionales y entrenamiento. Maricopa continuará llevando a cabo estas prácticas sin descriminar por razones de raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadania (incluendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genèsica. Maricopa promete anunciar todas las oportunidades de empleo disponibles en la oficina local del se vicio de empleo del Estado donde el empleo esté disponible. Esto incluye empleo de tiempo completo, temporal de más de tres días de duración y empleo de tiempo medio. Finalmente, todos los aplicantes y empleados están protegidos en contra de coacción, intimidación, interferencia o descriminación por quejas o por ayudar en una investigación cubierta sobre este Acto.

Notificación del Acta de Americanos con Impedimentos (ADA)/Sección 504 del Acta de Rehabilitación/Coordinador del Título IX:

Dr. Jana Schwartz, Vice President of Student Affair
Dirección: Paradise Valley Community College
18401 N. 32nd Street, Phoenix, AZ 85032
Número Telefónico: 602.787.7668

De acuerdo a ADA y a la sección 504, el distrito y sus colegios reconocen la obligación de proveer acceso a programas en todas sus localidades a personas incapacitadas. El coordinador designado de ADA/504/Título IX proveerá información tocante a la existencia y localidad de servicios, actividades y facilidades que son accesibles y de utilidad a personas incapacitadas. Solicitudes para acomodación deben ser dirigidas al coordinador. Del mismo modo, bajo el Título IX, hay obligación de proveer acceso a servicios y programas de una manera imparcial segun el género.

Estudiantes incapacitados pueden solicitar información de catálogo en una forma diferente por medio del Coordinador designado por ADA/504 en cada colegio.

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 roadmap 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 23). See an advisor to obtain a degree check sheet to help you keep track of your progress. If you are planning on completing a degree or selecting courses prior to transferring to a four-year college or university, then you will find the information on the Transfer Process very helpful (pages 24).

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.

The Puma Pathway to Your Future



Student development and learning are interconnected processes that challenge you to take an active role in educating yourself intellectually, ethically, emotionally, socially and physically. Put directly, this means that:

Because students have the major responsibility for their own development, they need to be involved actively in the learning process,

Learning occurs throughout the campus—in class and in out-of-class activities, and all employees of the college share in the responsibility of supporting faculty in their teaching and learning.

Let's Get Started Reviewing the Puma Pathway to Success, Completion, and Beyond!
If there's something we know about college students, it's that most successful students have a clear plan of how they will achieve academic and career success.They know that college is not a spectator sport, and that in order to become a successful student they will need to be an active participant.

PVCC has created The Puma Pathway, the roadmap to student success, completion, and beyond.

Prepare	The student will be prepared both academically and financially to navigate the PVCC system before the first day of class in order to have a successful college experience
Engage	Students will engage with faculty and staff to ensure academic success and become fully involved in college life
Commit	Students will commit to a plan to reach their educational goals both in and outside of the classroom
Complete	Students will successfully complete their goals, giving them the opportunity for continued education and a focused career path
Thrive	PVCC alumni will thrive as lifelong learners, equipped with knowledge that creates positive social change

The Puma Pathway includes all aspects of the student life cycle from the time they enroll at PVCC to graduation and beyond.

At PVCC we value student learning in and out of the classroom. The General Education Outcomes, are critical to your overall success in college and beyond.

- Civic Engagement - You will be able to demonstrate the skills necessary to identify and address issues of public concern.
- Critical Reading - You will be able to clearly explain and/or accurately apply information you have read.
- Critical Thinking – You will be able to think critically, creatively, and practically.
- Diversity & Global Awareness – You will be able to interact effectively and appropriately in a diverse, multi-cultural, and global society.
- Information Literacy – You will be able to determine information needed and use the information effectively and appropriately.
- Oral Communication – You will be able to clearly and effectively communicate your ideas to others using effective public speaking techniques.

- Problem Solving – You will be able to critically and effectively solve problems by making inferences, relying on data, as well as predicting consequences from your actions.
- Technology – You will be able to use technological resources appropriately and efficiently.
- Written Communication – You will be able to clearly and effectively communicate your ideas to others in an organized written manner using appropriate writing techniques.

Your faculty will refer often to PVCC's general education outcomes. Put in simple terms, general education outcomes are critical life skills that you will develop through in-class and out-of-class experiences.

Get more in-depth information on the general education outcomes at https://www.paradisevalley.edu/employees/assessment-learning/general-education-assessment.

Prepare Follow the MCCCD Enrollment Steps

- Get Admitted
  - Submit proof of identification to the PVCC Admissions & Records Office to finalize your application
  - Take the Placement Tests or submit multiple measure assessments (e.g., high school transcripts, ACT or GED scores for evaluation)
  - Attend Puma Power Up Group Advising Session
  - Register for Classes
  - Pay Tuition and Fees
  - Attend New Student Orientation

For more information on Enrollment Steps, visit https://www.maricopa.edu/getting-started

Get Admitted
The admissions process has been streamlined across the Maricopa Community Colleges to better fit the needs of our students. Your access to Paradise Valley Community College begins with applying for admission. To begin the admissions applications, navigate to https://admissions.maricopa.edu. In this step you will:

- Create your Maricopa Enterprise Identification (MEID)
- Completed the admission application by adding your personal information.

If you have already created your MEID account, you can continue a saved application or reapply or transfer at the Maricopa Student Admissions Application.

- Click **Continue Saved Application** if you have previously created an MEID account and are ready to continue with your application. Please note if you started your application more than 48 hours ago, you will need to start a new application from the beginning.
- Click **Reapply of Transfer** if you have previously enrolled at any of the ten Maricopa Community Colleges and would like to transfer to a new college or resume classes.

After completing the online application, you will need to provide proof of identification to the Admissions & Records Office in the Kranitz Student Center (KSC). For a full list of approved forms of identification visit https://my.maricopa.edu/enrollment-services/admissions-records-registration/identity.

Take the Placement Tests or Submit Multiple Measure Assessments
These tests assess your basic skills in English, reading and mathematics in order to help you and your Academic Advisor select the right courses for you. Your scores are provided to you immediately following the assessment tests on a Student Data Report. Assessment tests are offered free on a walk-in basis in Testing Services (602-787-7050). Visit the Web site at www.paradisevalley.edu/students/testing-services for hours of operation and additional information on multiple measure assessment requirements.

It is critical that you are prepared for your placement tests to be placed into the correct courses. Be sure to utilize the FREE test preparation materials at https://www.paradisevalley.edu/students/testing-services/course-placement-assessments. By studying for these assessments, you will maximize your outcomes and save both time and money in pursuit of your college educational goals.

Attend Puma PowerUp
Puma Power Up is part one of PVCC's onboarding program for new students. Puma PowerUp sessions have been designed to help support students as they transition to college. Students will learn about choosing an academic path, how to apply for financial aid, how to navigate through their Student Center, and much more. Students will participate in group advising and will register for their first semester of college and the New Student Orientation section that supports students' selected Field of Interest (FOI). For more information please visit https://www.paradisevalley.edu/students/advisement/puma-power

Register for Classes
You should have discussed what classes you should enroll in with your advisor during your New Student Orientation or regular academic advisement session. You can register for classes by navigating to https://my.maricopa.edu and logging in to your Student Center.

It is important to meet with your Academic Advisor once a semester to plan for the upcoming term. They will be able to review your current schedule and help you to decide what classes you should plan to take the following term to make sure you graduate on time.

Pay Tuition and Fees
Tuition is due 35 days prior to the start date of your first class. However, if you register with less than 355 days before the start date of your first class, your tuition is due that same day. If you do not pay the balance of your tuition and fess on time, you may risk being dropped from your classes. To check the due date of your tuition and fees, navigate to your Student Center at https://my.maricopa.edu. It is also important to explore your options to help you pay for school.

Complete the FAFSA – All financial aid starts with creating a Federal Student Aid (FSA) ID and completing the online Free Application for Federal Student Aid (FAFSA). To complete your FAFSA online, go to fafsa.gov.

Apply for Scholarships – There are several need and merit-based scholarship opportunities available for students. The Maricopa Community Colleges have publicly funded scholarships as well as privately funded scholarships through the Maricopa Foundation. Navigate to https:///www.maricopa.edu/getting-started/scholarships for more information on how to apply and application deadlines.

Explore Payment Plan – If you're planning on covering some of your school tuition and fees out of pocket, it's important that you understand and enroll in a payment plan. To learn more about payment plans, navigate to https://www.maricopa.edu/getting-started/payment-plans. Don't forget to record the balance of what you will need to pay to attend your classes as well as the due date for your payment.

Attend New Student Orientation
New Student Orientation (NSO) is a wonderful opportunity to get questions answered and learn to navigate the college experience. It is also an opportunity to make friends and get connected to PVCC! At New Student Orientation you will have an opportunity to meet your advisor, faculty members, take a campus tour, get your Student ID and learn more about what it takes to be a successful student.

Selecting a Major and/or Career
It's okay if you have not selected a program major or a career when you arrive at PVCC. Selecting a major or career is a process and we have several resources to assist you. The Counseling Center, (602-787-6540) and

Career Services, (602-787-7073) are two great places to start. The Counseling Center provides counseling and assistance by providing and evaluating career interest inventories and assessments. Career Services offers resume reviews on a walk-in basis and by appointment and is also available to connect you with different types of career exploration seminars and resources.

If you want to consider some preliminary career choices on your own, try the 4-Step Career Planning Process

Step 1: Self-Assessment

Counseling can assist you develop awareness of your skills, values, interests, and personality traits. Assessment tools can help you gain a better understanding of yourself, expand your major and career options, and fins good matches with majors and careers. Self-assessment typically includes meeting with a counselor and perhaps taking one more of the many career assessment inventories offered by PVCC Counseling.

Step 2: Explore Career Options

There are many avenues to learn about various majors and careers. Using the Library and internet resources, conducting information interviews, and volunteering are just a few ways to learn what majors fit various careers. Career Services are available to help you explore your career options based on your interests, skills, values, and knowledge. In addition, you can learn valuable information regarding career trends, educational requirements, salary expectations, and key strategies to give you the competitive edge in the world of work and attain your career goals.

Step 3: Decision Making

As we develop and grow, we evaluate our career choices many times. We may revise and change our direction. Thus, career decision-making is no longer a "one-time" event. We need to learn a process that allows the flexibility and confidence to make the best decision. To this end, Counseling services will help you create a plan of action to turn your major and career vision into reality.

Step 4: Job Search & Development

Now that you've identified one or more majors and careers that interest you, counseling can assist you identify the classes you need and valuable experiences, internships, volunteer experiences, etc. that contribute to your career development. Career Services is available to help you learn more about your specific career field and possible internships to begin gaining experience. There are also several other events held throughout the year including a job fair where you can meet potential employers in your desired career field. For more information visit https://www.paradisevalley.edu/students/career-services.

Engage

Discover ways to engage with faculty and staff to ensure your continued success both in and out of the classroom. Fully immerse yourself in the PVCC student life to be able to discover yourself, express who you are, and identify your leadership potential.

This section identified a few of the ways to engage and connect with other PVCC students, however there are many others. Participating in cultural events, attending concerts and events, volunteering and community outreach, taking fitness classes, and working on campus are just a few additional ways to make the most of your college education.

It's Your Education—Get involved!
Learning is not a spectator sport. The most successful students get involved in their class discussions, projects and experiences. Your success as a learner is important to everyone at PVCC. We are all involved, but the outcome is ultimately up to you. You'll want to apply your newly acquired classroom skills outside of class and the opportunities below provide opportunities for you to do just that!

Make New Life-long Friends
College is not a solo experience, so you'll want to make some friends along the way. Make it a goal to meet at least 2 new faculty or staff members each semester, join or assemble a student study group and definitely take time to join in some of the FREE social events designed for students, by students. The more people you know, the bigger your support network will be when you need help, need a favor, need a job or scholarship recommendation, or just want to hang out.

Puma Student Athletes
The mission of PVCC 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. The PVCC Athletics Department believe athletics are an integral part of that mission. PVCC strives to serve as a model amongst National Junior College Athletic Association (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.

PVCC Athletics includes:
- Men & Women's Tennis
- Men's Baseball
- Women's Softball
- Men & Women's Cross Country
- Men & Women's Track & Field
- Men & Women's Golf
- Men & Women's Tennis
- Men & Women's Soccer

For more information on becoming a Puma Student Athlete navigate to https://www.paradisevalley.edu/athletics/puma.

Student Life & Leadership
Leadership is learned and achieved in the classroom—and through participation in out-of-class activities. Make sure that your educational experiences integrate classroom instruction with hands-on leadership development and participation in political and/or social issues in your community. Applying your college education to practical out-of-class experiences prepares you to be a contributing member of your local and global community. Here are some opportunities to get involved in student leadership at PVCC.

Emerging Leaders
Emerging Leaders is an experientially based (activity based instead of lecture) program designed to develop a greater understanding of leadership skills, develop a passion and commitment to community betterment, empower people to lead, believing in their ability to make a difference. This values-based leadership program is offered for two credits and meets only six times throughout the semester, which includes a weekend retreat. For more information visit www.paradisevalley.edu/studentlife or contact the Office of Student Life & Leadership in KSC 1303 or by phone at 602-787-7240.

Student Government (STUGO)
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 STUGO 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. For more information visit www.paradisevalley.edu/studentlife or contact the Office of Student Life & Leadership at 602-787-7240.

PVCC has variety of Student Clubs and Organizations on campus:
Anime Club, Anthropology Club, Astronomy and Physics Club, AWARE – Adults Who Are Returning to Education, Business Club, CAST – College Artists' of Society in Theatre, Christian Challenge, Club Ed(ucation)

For more information visit https://www.paradisevalley.edu/pv-clubs or visit the Office of Student Life & Leadership in KSC 1303 or by phone at 602-787-7240.

Work On Campus
Federal Work-Study (FWS) provides part-time jobs for undergraduate students at PVCC who demonstrate financial need. This helps students earn money to pay for their college expenses, and encourage community service work related to the student's course of study. FWS provides part-time employment (up to 19.5 hours per week) to both part-time and full-time eligible students enrolled at PVCC.

To learn more about Federal Work-Study, or to view available jobs visit https://www.paradisevalley.edu/students/financial-aid/federal-work-study.

PVCC Honors Program
The Honors Program at PVCC Is an opportunity for academically motivated students to participate In challenging and rewarding educational experiences. The purpose of the Honors Program Is to foster greater depth of thought In reading, writing, and discussion with faculty and guest lecturers that will better prepare Honors students to complete a degree and begin their careers. Honors students at PVCC form a community of bright, energetic, and caring students who are committed to their classes, the Honors Program, and to the college. For more information on the Honors Program and Honors scholarship opportunities visit https://www.paradisevalley.edu/students/honors.

Commit

The Commit phase of The Puma Pathway is when you identify your plans to reach your educational, personal, and career goals. These goals are important both in and out of the classroom to ensure your success after completing your program at PVCC.

Committing to a Degree Program
We know that students who commit to a degree program early on are more likely to complete their degree on time and minimize the number of unnecessary courses relevant to their degree program. Visit the Career Services center to meet with someone who can help you connect your passion to many potential careers. Our Counseling and Personal Development division also can provide you access to several career and self-assessment inventories to match your interests and personality with potential careers. Counseling is also available to facilitate small-group workshops, provide career-related resources, and offer career development courses in career/life planning and resume writing.

Meeting with Your Advisor Regularly
Once you have committed to a degree program, it is important to meet with your academic advisor at least once a semester to review your plan for the following term. Academic Advisor are here to help you develop and successfully complete your Puma Pathway. Our advisors will assist you in creating, reviewing and re-evaluating your educational and life goals, while connecting you to resources including information on college policies and procedures, degree requirements, and university transfer. It is essential that you be an active participant and engage in planning your education. Advisors specialize in helping you commit to a major in order to complete your educational goals that will allow you to thrive at PVCC and beyond. Visit https://www.paradisevalley.edu/students/advisement for more information including operating hours and a list of academic advisors.

Continue to Finance Your Education
It is important that as you continue through your Puma Pathway that you look into new ways to fund your education. Be sure to always check your student center for updates or requirements on your financial aid. Also, continue to apply for scholarships throughout the academic year. Many scholarships have deadlines at many different times of the year, and these can all be used to help offset your educational costs. You may also be eligible for a Federal Work-Study (FWS) position on campus. Visit https://www.paradisevalley.edu/students/financial-aid for more information on continuing to finance your education.

Commit to Your Classes
A large component to being a successful student is knowing how to effectively study and retain necessary information for your courses. The PVCC Learning Support Center (LSC) provides free academic support and learning strategies through services, resources, and collaborations with faculty that allow students and the community to achieve their academic goals. The LSC is a great tool for students in need of some additional support in their courses. Successful students know when to reach out for help, whether this be to your instructor, peers, or the LSC. For more information on the Learning Support Center visit https://www.paradisevalley.edu/students/learning-support-center.

Additional resources available to you at no cost to help you commit to your classes are:
- Computer Commons - https://www.paradisevalley.edu/students/computer-commons
- Counseling - https://www.paradisevalley.edu/students/counseling
- Disability Resources and Services - https://www.paradisevalley.edu/students/disability-resources
- Learning Success Center (LCS)/Tutoring - https://www.paradisevalley.edu/students/learning-success-center
- Library - https://www.paradisevalley.edu/library
- Technology Helpdesk - https://www.paradisevalley.edu/employees/technology-helpdesk

Connect What You Learn
Another trait of successful students is being able to connect what you are learning in the classroom to concepts in your field of study. Spend some time outside of class to learn how your current learning outcomes connect to your future career. Service learning, volunteering, and internships are all great ways to work in your future career field while you are still a student. These aspects also contribute to the vision of life-long learning and furthering your education out of the classroom.

Build Your Resume
Successful students know that they do not have to wait until after they graduate to build a professional resume. The Career Services Office on campus is here to assist you with your resume. Also, be sure to add relevant information on key leadership roles you held in campus organizations and in the community while you were pursuing your degree. Always be thinking about ways to distinguish your resume amongst other applicants including leadership roles, volunteer activities, internships, etc.

Complete

Have you completed all of the necessary requirements for your degree or certificate program? Are you ready to complete your journey at PVCC and move on to whatever comes next? If so, Congratulations! This means the big day is drawing near. However, there are several steps to take to graduate on time and be able to participate in the annual Commencement Ceremony.

Graduation

Application: Students wanting to graduate from any of the Maricopa Community Colleges must submit an application for graduation. This application must be signed by your academic advisor and submitted by the given deadlines. A final application must also include a completed degree check sheet. You will need to submit a separate application for each degree/certificate program and accompany each with a check sheet.

Official Transcripts: If you took classes at another institution, in addition to your PVCC coursework, you must request official transcripts from that institution and ask that they be evaluated and posted to your PVCC record. Official transcripts from external institutions may be subject to specific fees by that respective institution. Official transcripts sent within the Maricopa Community Colleges are free and can be requested in your Student Center.

Fees: If you plan to participate in the annual commencement ceremony in May, you must pay the $25.00 fee (one-time fee refundable up to two weeks prior to graduation). This fee must be paid at Cashiers Services by March 1st or you may pay online in your Student Center. This fee includes your cap and gown, honor cords, five announcements, and your degree/certificate cover.

For additional information pertaining to graduation, visit https://www.paradisevalley.edu/students/admissions/graduation.

Transfer Partnerships

PVCC has many partnerships with several universities to offer an easier transition for community college students interested in transferring to complete their Bachelor's Degree. While the transfer process can seem overwhelming, there are resources available on-campus for you to utilize as you create your transfer plan. Many of our transfer partners also have offices at the PVCC Union Hills Campus for you to meet with and discuss your future plans.

PVCC University Partners Include:

- Arizona State University (ASU)
- Grand Canyon University (GCU)
- NAU @ PVCC
- Northern Arizona University (NAU)
- University of Arizona (U of A)
- University of Arizona North Valley
- 46+ Additional Private Out-of-State Transfer Partners

For more information on transferring from PVCC to a university, visit https://students/advisement/transfer-information.

Thrive

PVCC Alumni Association

If you attended or graduated from PVCC, then you are considered one of PVCC's valued alumni. We welcome you to officially join the Paradise Valley Community College Alumni Association (PVCCAA). The alumni association is a network of proud Pumas supporting each other and encouraging new students to engage in all our college has to offer. PVCCAA members are active in communities from local to global. We contribute

our time and talents to make a difference, mentor students, support scholarships, and champion major initiatives supporting community college.

Visit https://www.paradisevalley.edu/alumni for more information including membership benefits, alumni activities, and how to join.

Non-Credit Exercise Courses
Even if you have already completed your degree or certificate from PVCC, you can still be an active community member and enroll in one of our many non-credit exercise courses. We know that exercise is an important aspect of continuing to live a healthy lifestyle, and the PVCC Fitness Center has the perfect resources available to help you continue, or even get started. Non-credit course offerings include fitness center sessions, tai chi, and many others.

Visit https:///www.paradisevalley.edu/academics/health-and-exercise-science/commmunity-fitness for more information.

Lifelong Learning
PVCC is committed to setting the foundation for our students to be lifelong learners. The vision of PVCC is to aspire 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. As our students become the leaders of society, they also continue to learn and further their personal and professional development to reach their full potential.

The Counseling & Personal Development Division offers a Lifelong Learning Seminar Series that is free and open to the public. These seminars cover topics ranging from "Making Your Memory Your Superpower" to "Disengaging from the Harmful Effects of Stereotyping." For more information, contact the Counseling & Personal Development Division at (602) 787-6540.



TIME & ACADEMIC DEMANDS SCHEDULE

AVAILABLE TIME – per week

In a seven-day period you have	168 hours
Subtracting 7 hours/day for sleeping, 1 1/3 hours/day for eating and 1 1/2 hours/day personal grooming. (10 hours/day x 7 days)	- 70 hours
TOTAL AVAILABLE TIME:	98 hours

NECESSITIES – per week

Exercise	
Working	_____ hours
Travel to and from work	_____ hours
Travel to and from school	_____ hours
Housekeeping chores	_____ hours
Family obligations	_____ hours
Proper Nutrition Planning	_____ hours
Relaxation and Leisure	_____ hours
Other demands and obligations	_____ hours
TOTAL TIME FOR NECESSITIES:	_____ hours

Available time before necessities	98 hours	
Subtracting time for necessities	– _____ hours	
TOTAL AVAILABLE TIME FOR ACADEMIC DEMANDS AND EXTRACURRICULAR ACTIVITIES	= [ ]	#1

ACADEMIC DEMANDS

Time per week for	List Courses	1	2	3	4	5
1. Attending class						
2. Reading assignments						
3. Written assignments						
4. Problems						
5. Laboratory work						
6. Meeting with instructors						
7. Library research						
8. Review lecture notes						
9. Test preparation						
10. General study & reflection						
11. Study with other students						
12. Use of support services						
13. Other						
TOTAL TIME PER CLASS						

TOTAL TIME NEEDED TO MEET ACADEMIC DEMANDS [ ] *#2 (add "total time per class" fields)*

Enter available time from Box 1 above		[ ]	*#1 (total time for nonacademic & nonliving)*
Subtract time for academic demands	–	[ ]	*#2 (total time needed for academic demands)*
Remaining time for extracurricular activities		[ ]	

MCCCD Educational Programs

Academic Policies That GovernAssociates Degrees
Designed for University Transfer

AGEC:	Arizona General Education Curriculum
	AGEC-A, AGEC-B, AGEC-S
AA	Associate in Arts
AA EE:	Associate in Arts in Elementary Education
AA FA:	Associate in Arts, Fine Arts–Art Degree
	Associate in Arts, Fine Arts–Dance Degree
	Associate in Arts, Fine Arts–Theatre Degree
AS	Associate in Science
ABus GR:	Associate in Business, General Requirements
ABus SR:	Associate in Business, Special Requirements
AGS:	Associate in General Studies
AAS:	Associate in Applied Science
AC:	Academic Certific tes

General Graduation Requirements

Academic Policies that Govern Associate Degrees Designed for University Transfer

The following academic policies govern the associate degrees designed for university transfer (Associate in Arts [AA]; Associate in Business [ABUS]; and Associate in Science [AS]). Also governed by these policies are the major-specific pathway maps within the AA, ABUS, and AS degrees. ***Note that academic policies that govern the Associate in General Studies [AGS] and Associate in Applied Science [AAS] degrees are listed separately, with the requirements for each of those degrees.***

- The graduation policies within the general catalog must be satisfied (administrative regulation 2.3.9).
- Minimum semester credits for completion vary slightly by degree. Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums for individual degree programs.
- Credits completed toward these minimums must be in courses numbered 100 or above with a grade of "C" or better. These credits must include a minimum of 35 in satisfaction of the requirements of the Arizona General Education Curriculum (AGEC) along with a maximum of 6 credits towards MCCCD's Additional Requirements.
- Detailed degree requirements are maintained by the Center for Curriculum and Transfer Articulation (CCTA); refer to the program search at https://curriculum.maricopa.edu/. Advisement checksheets are maintained at https://curriculum.maricopa.edu/curriculum/degrees-certificates/associate-degrees/academic-degree-checklists-aa-

General Education Requirements:

- The AGEC requirements include a designated number of courses approved for each of the following areas:
    - Core
        - First Year Composition [FYC],
        - Mathematical Applications [MA], Computer/Statistics/Quantitative Applications [CS] (CS not required for Associate in Science),
        - Literacy and Critical Inquiry [L],
        - Humanities, Arts and Design [HU],
        - Social-Behavioral Sciences [SB], and
        - Natural Sciences (Science Quantitative [SQ], Science-General [SG]).
    - Awareness Areas
        - Cultural Diversity in the U.S. [C]
        - Global [G] or Historical [H] Awareness

- Note that there are three different AGECs each aligning with a different subset of associate Degrees--AGEC-A for the Associate in Arts degree (and major-specific pathway maps), AGEC-B for the Associate in Business degree (and major-specific pathway maps), and AGEC-S for the Associate in Science degree (and major-specific pathway maps). For some types of AGECs/Associate degrees, students are allowed to choose from a broad list of courses; for others the courses are more restricted or even specified.
- A single course can simultaneously count toward a Core Area, one or more Awareness Areas, MCCCD Additional Requirements and, for some degree types, other lower division courses used to meet the degree requirements. For example, CRE101 may be used to satisfy both the MCCCD Reading Requirement and the Literacy and Critical Inquiry area [L] of AGEC core. While multiple requirements can be met with a single course, the credits are only counted one time toward the required minimum for the degree.
- Except for the Associate in Science degree, a single course cannot be used to satisfy more than one AGEC Core Area.
- The AGEC-A and AGEC-B require a minimum of 35 credits and the AGEC-S requires a minimum of 36 credits, however, the AGEC credit count within the total credits for a degree may be under these minimums if courses are also applied toward Required Courses or Restricted Electives and the credits are counted in those areas. Awareness Areas and MCCCD's Additional Requirements may also be shared with AGEC Core Areas. Optimizing credits in this way is often recommended because some programs and universities limit transferable credits at 64.

Academic Policies that Govern Associate Degrees Designed for University Transfer

Coursework beyond General Education:

- For some degree types, the additional coursework required to complete the degree is specified while others offer the student more latitude. See degree checksheets for more complete description. Consultation with an academic advisor about course selection is always recommended.
- Oral Communication and Critical Reading are MCCCD Additional Requirements required for Associate in Arts and Associate in Science degrees and the major-specific pathway maps within the AA and AS degrees. Refer to the Program (Degree) Search at curriculum.maricopa.edu for acceptable options to meet these requirements for individual degree programs.
- Within the Restricted Electives, course recommendations are made for specific transfer institutions. Students should select a subplan (group of courses) based on their intended transfer institution. However, not all transfer institutions are reflected in these recommendations. Therefore, students may instead select the general subplan and meet the minimum number of Restricted Elective credits using a combination of courses from the other subplans. Restricted Electives should be selected in consultation with an academic, faculty, or program advisor.
- General Electives may need to be selected to meet the minimum total credits required for the degree. All courses numbered 100-or-higher may be applied as General Electives. Students are encouraged to select courses that align with their goals.
- Note that some majors require up to a 4th semester proficiency (202-course level) in a non-English language. Students should consult with an academic advisor to discuss options to complete these requirements.
- Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives, (e.g., HISELC for a history elective), or general electives (GENELC) that are numbered 100 level or higher, and completed with a grade of "C" or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet these general elective requirements with courses that are transferable and applicable to their intended university degree. Transfer advisement information is accessible on the following websites: aztransfer.com, curriculum.maricopa.edu, as well as those of individual universities. For appropriate course selection, students should consult with an academic advisor.
- Any course cross-referenced under another prefix(es) (for example ENH291/EDU291/STO291-Children's Literature) covers identical content and its credits can only be counted once toward requirements.

Transfer Credit from Institutions Outside of MCCCD:

- Credits transferred from outside of MCCCD must be at a grade of "C" (2.0 on a 4.0 scale) or better.
- External courses evaluated either as equivalent to an MCCCD course or as elective credit may be applied toward the minimum credits for degree completion.
- Transfer credit graded pass/fail or pass/no credit may be used to satisfy AGEC requirements if documentation collected by the community college indicates that this was the only grading option available and that the Pass grade ("P") is equivalent to a "C" or better.
- The AGEC (Arizona General Education Curriculum) designations of courses completed at other Arizona public colleges or universities will be applied as listed on AZTransfer's Course Equivalency Guide (CEG) for the semester(s) in which the course(s) were completed. If a transcript evaluation determines there is no MCCCD direct equivalency to a course from another Arizona public college or university, applicability to AGEC and/or associate degree requirements will be based on the source institution's AGEC designation for the semester in which the course was completed.
- Courses from private, out-of-state, and/or online institutions (i.e., outside of the Arizona Transfer System comprised of Arizona's public community colleges, tribal colleges and universities) will be applied toward AGEC and/or associate degree requirements based on the courses' evaluated MCCCD equivalence. If courses are not directly equivalent, the credit may be articulated as a departmental elective, and if deemed appropriate, may have a general education designation applied to the course.

Academic Policies that Govern Associate Degrees Designed for University Transfer

- Credit awarded at a Maricopa Community College for prior learning is transferable to the other colleges in the district but is not necessarily transferable to other colleges and universities. No more than 20 such assessed semester credit hours may be applied toward AGEC, and no more than 30 credits (including up to 20 toward AGEC) may be applied toward a degree.

Completion and Transfer:

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

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

Maricopa Community Colleges (MCCCD)
2019-2020 Arizona General Education Curriculum (AGEC) – A, B, S

Description

The Maricopa County Community College District Arizona General Education Curriculum (MCCCD AGEC) is a general education certificate that fulfills lower-division general education requirements for students planning to transfer to any Arizona public community college or university. Generally, the MCCCD AGEC transfers as a block without loss of credit. The AGEC-A and AGEC-B require a minimum of 35 credit hours, and the AGEC-S requires a minimum of 36 credit hours.

In most cases, all courses used to satisfy the MCCCD AGEC will apply to graduation requirements of the university major for which the AGEC was designed.

There are three types of AGECs in MCCCD. They are the AGEC-A, the AGEC-B, and the AGEC-S. As described below, these AGECs are also a component of most MCCCD Associate degrees and comparable degrees at other Arizona public community colleges. The AGEC-A is the general education block of the MCCCD Associate in Arts (AA) degree (and major-specific pathway versions), the AGEC-B is part of the MCCCD Associate in Business (ABUS) degree (and major-specific pathway versions), and the AGEC-S defines the general education requirements in the MCCCD Associate in Science (AS) degree (and major-specific pathway versions).

As described in more detail below, all AGECs require designated Core courses in First Year Composition [FYC], Literacy and Critical Inquiry [L], Mathematical Studies [MA/CS] (Exception: The AGEC-S does not require CS.), Social-Behavioral Sciences [SB], Humanities, Design and Fine Arts [HU], and Natural Science [SQ/SG]. Students must satisfy two Awareness areas: Cultural Diversity in U.S. and either Global Awareness or Historical Awareness.

Purpose of the AGECs

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

1. The **AGEC-A** is designed to satisfy requirements in many liberal arts majors as well as other majors that articulate with an Associate in Arts degree (e.g., social sciences, fine arts, humanities, elementary education). AGEC-A requires a minimum of college mathematics or college algebra to satisfy the Mathematics [MA] requirement.

2. The **AGEC-B** is designed to satisfy requirements in business majors that articulate with the Associate in Business. AGEC-B requires a minimum of brief calculus to satisfy the Mathematics [MA] requirement.

3. The **AGEC-S** is designed to satisfy requirements in majors with more prescriptive mathematics and mathematics-based science requirements such as many in the sciences, technology, engineering and mathematics. AGEC-S requires a minimum of the first course in a calculus sequence to satisfy the Mathematics [MA] requirement, and a minimum of eight credits of either university chemistry, university physics or general biology for majors to satisfy the Natural Sciences [SQ/SG] requirement. In addition, students must select six to ten additional credits of math and/or science appropriate to their major.

Academic Policies that Govern the AGEC-A, -B, -S

- Requires completion of at least 35 credit hours (AGEC-A, AGEC-B) and 36 credit hours (AGEC-S) in courses numbered 100 and above and that a minimum of 12 of those credits be taken at one or any combination of the MCCCD colleges.
- All courses applied to the AGEC must be completed with a grade of "C" or better.
- A single course can simultaneously count toward a Core Area and one or more Awareness Areas. For example, a course in world geography can be used to satisfy [SB] and [G] requirements. While multiple requirements can be met with a single course, the credits for that course are only counted one time toward

the required minimum total for the AGEC. Except as detailed below for the AGEC-S, a single course cannot be used to satisfy more than one AGEC Core Area.

- The AGEC-A and AGEC-B require a minimum of 35 credits and the AGEC-S requires a minimum of 36 credits, however, the AGEC credit count within the total credits for a degree may be lower than these minimums if courses are also applied toward Required Courses or Restricted Electives and the credits are counted in those areas. Awareness Areas and MCCCD's Additional Requirements may also be shared with AGEC Core Areas. Optimizing credits in this way is often recommended because some programs and universities limit transferable credits at 64.

Transfer Credit from Institutions Outside of MCCCD

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

Completion and Transfer

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

AGEC Requirements

Descriptions and definitions of the requirements for each of the three AGECs follow. The following website identifies the courses that apply to the different General Education Core and Awareness Areas within each AGEC:

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.

Note that for students pursuing a major-specific pathway within the Associate in Arts, Associate in Business or Associate in Science, the AGEC course requirements may be more prescriptive. Students pursuing a major-specific pathway should consult the Program (Degree) Search at curriculum.maricopa.edu for specific degree and AGEC requirements. Consultation with an academic advisor about course selection is always recommended.

	Credits
Arizona General Education Curriculum--Arts (AGEC-A)	**35 (min.)**
The AGEC-A requires a minimum of 35 credits, however, the AGEC credit count within the total credits for a degree may be under 35 if courses are also applied toward Required Courses or Restricted Electives and the credits are counted in those areas. Credits count once toward the total for the degree. Therefore, the AGEC-A may be met with fewer than 35 credits within an associate degree provided that all requirements listed below are completed.	
A. Core Areas: Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area, Required Course(s) or Restricted Elective(s). AGEC designations are subject to change. Courses may meet more than one requirement but are only counted once toward the total credits for the degree.See AGEC matrix for each course's value(s) in the semester it is taken.	
1. First-Year Composition [FYC]	**6**
ENG101 OR ENG107	(3)
AND ENG102 OR ENG108	(3)
2. Literacy and Critical Inquiry [L]	**3**
3. Mathematical Applications [MA]	**3-6**
Requires a course in college mathematics (MAT140, MAT141, MAT142, MAT145, MAT146) or college algebra (MAT150, MAT151, MAT152, MAT155, MAT156) or pre calculus (MAT187) orhigher [MA]-approved general education course.	
4. Computer/Statistics/Quantitative Applications [CS]	**3**
5. Humanities, Arts and Design [HU]	**6**
Students are encouraged to choose course work from more than one discipline.	
6. Social-Behavioral Sciences [SB]	**6**
Students are encouraged to choose course work from more than one discipline.	
7. Natural Sciences [SQ/SG]	**8**
The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four credits must be designated as SQ-Science Quantitative. Eight credits of SG-Science General will not satisfy this requirement.	
B. Awareness Areas	**0-6**
Some courses may be used to satisfy both a Core Area and one or more Awareness Area(s). (See AGEC matrix for current course values.)	
1. Cultural Diversity in the United States [C]	(0-3)
2. Global Awareness [G] OR Historical Awareness [H]	(0-3)

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

The AGEC-B requires a minimum of 35 credits, however, the AGEC credit count within the total credits for a degree may be under 35 if courses are also applied toward Required Courses or Restricted Electives and the credits are counted in those areas. Credits count once toward the total for the degree. Therefore, the AGEC-B may be met with fewer than 35 credits within an associate degree provided that all requirements listed below are completed.

A. Core Areas:

Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area, Required Course(s) or Restricted Elective(s). AGEC designations are subject to change. Courses may meet more than one requirement but are only counted once toward the total credits for the degree.See AGEC matrix for each course's value(s) in the semester it is taken.

1.	First-Year Composition [FYC]	**6**
	ENG101 OR ENG107 AND	(3)
	ENG102 OR ENG108	(3)
2.	Literacy and Critical Inquiry [L]	**3**
3.	Mathematical Applications [MA]	**(3-5)**
	MAT212 Brief Calculus OR	(3)
	MAT213 Brief Calculus OR	(4)
	Higher [MA] designated course	(3-5)
4.	Computer/Statistics/Quantitative Applications [CS]	**3**
	CIS105 Survey of Computer Information Systems	
5.	Humanities, Arts and Design [HU]	**6**
	Students are encouraged to choose course work from more than one discipline.	
6.	Social-Behavioral Sciences [SB]	**6**
	ECN211 Macroeconomics AND ECN212 Microeconomics	
7.	Natural Sciences [SQ/SG]	**8**
	The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four credits must be designated as SQ-Science Quantitative. Eight credits of SG-Science General will not satisfy this requirement.	

B.	Awareness Areas	**0-6**
	Some courses may be used to satisfy both a Core Area and one or more Awareness Area(s). (See AGEC matrix for current course values.)	
1.	Cultural Diversity in the United States [C]	(0-3)
2.	Global Awareness [G] OR Historical Awareness [H]	(0-3)

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

The AGEC-S requires a minimum of 36 credits, however, the AGEC credit count within the total credits for a degree may be under 35 if courses are also applied toward Required Courses or Restricted Electives and the credits are counted in those areas. Credits count once toward the total for the degree. Therefore, the AGEC-S may be met with fewer than 36 credits within an associate degree provided that all requirements listed below are completed.

A. Core Areas:

Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area, Required Course(s) or Restricted Elective(s). AGEC designations are subject to change. Courses may meet more than one requirement but are only counted once toward the total credits for the degree.See AGEC matrix for each course's value(s) in the semester it is taken.

1. First-Year Composition [FYC] — **6**
   - ENG101 OR ENG107 — (3)
   - AND ENG102 OR ENG108 — (3)
2. Literacy and Critical Inquiry [L] — **0-3** (0 only if shared with HU or SB)

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

   Requires the first semester of calculus courses designed for scientists and engineers (MAT220 or MAT221) or any other [MA] designated course for which Calculus I is a pre-requisite.
4. Humanities, Arts and Design [HU] — **6**

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

   For the AGEC-S, a single course with both [SB] and [L] designations may satisfy both Areas. Note that some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area(s). (AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.)
6. Natural Sciences [SQ/SG] — **8**

   Students must complete eight (8) credits of General Chemistry, University Physics or General Biology for Majors. Consult specific requirements of university transfer major for guidance.

   [(CHM150 or CHM151) & CHM151LL] or
   CHM150AA or CHM151AA General Chemistry I
   AND
   [CHM152 & CHM152LL] or CHM152AA General Chemistry II

   OR

PHY115 or PHY121 University Physics I
AND
PHY116 or PHY131 University Physics II

OR

BIO181 & BIO182 General Biology (Majors) I and II

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

   Select Mathematics course(s) [MAT] above Calculus I and/or
   Computer Science course(s) [CSC] and/or
   Science courses from the following disciplines: Astronomy, Biology, Botany, Chemistry, Engineering, Environmental Science, Geology, Physical Geography, Physics, Zoology (MCCCD prefixes AST, BIO (except BIO174), CHM, ECE, EEE, ENV, GLG, GPH, and/or PHY)

B. Awareness Areas..... **0-6**
Some courses may be used to satisfy both a Core Area and one or more Awareness Area(s). (See AGEC matrix for current course values.)
   1. Cultural Diversity in the United States [C]..... (0-3)
   2. Global Awareness [G] OR Historical Awareness [H]..... (0-3)

AGEC Area Requirements Descriptions/Definitions

CORE AREAS

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

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

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

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

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

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

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

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

AWARENESS AREAS
Students must satisfy two Awareness areas: Cultural Diversity in U.S. and either Global Awareness or Historical Awareness. Courses can satisfy a Core area and one or two Awareness areas simultaneously. Therefore, no additional semester credits are required to satisfy the two Awareness areas.

Cultural Diversity in the United States [C]
The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. U.S. history involves the experiences not only of different groups of European immigrants and their descendants, but also of diverse groups of American Indians, Hispanic Americans, African Americans and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view one. Awareness of cultural diversity and its multiple sources can illuminate the collective past, present, and future and can help to foster greater mutual understanding and respect.

The objective of the Cultural Diversity area requirement is to promote awareness of and appreciation for cultural diversity within the contemporary United States. This is accomplished through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the United States, or exploration of successful or unsuccessful interactions between and among cultural groups.

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

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

1. Area studies that are concerned with an examination of culture-specific elements of a region of the world;
2. The study of a non-English language;
3. Studies of international relationships, particularly those in which cultural change is facilitated by such factors as social and economic development, education, and the transfer of technology; and
4. Studies of cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology.

Historical Awareness [H]
The Historical Awareness Area option in the requirements aims to develop a knowledge of the past that can be useful in shaping the present and future. Because historical forces and traditions have created modern life and lie just beneath its surface, historical awareness is an aid in the analysis of present-day problems. Also, because the historical past is a source of social and national identity, historical study can produce intercultural understanding by tracing cultural differences to their origins. Even the remote past may have instructive analogies for the present.

The Historical Awareness Area consists of courses that are historical in method and content. In this area, the term "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence.

The requirement presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. History is present in the languages, art, music, literature, philosophy, religion, and the natural sciences, as well as in the social science traditionally called history.

Maricopa Community Colleges (MCCCD)
2019-2020 Associate in Arts (AA) Degree

Description

The Maricopa County Community College District Associate in Arts degree requires a minimum of 60 semester credits for the program of study; minimum total credits for major-specific pathway versions of the Associate in Arts degree vary. Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums for individual degree programs. A minimum grade point average of 2.0 and grades of "C" or higher are required to earn the degree. The Associate in Arts degree, including major-specific pathways within the degree, is governed by the MCCCD General Academic Policies for Transfer Degrees.

The Associate in Arts degree includes the following components:

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

Purpose of the Degree

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

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

Degree Requirements

The requirements for the Associate in Arts follow. All versions of the Associate in Arts require a minimum of 60 credits; for major-specific pathways within the degree, minimum credits for categories within the degree, as well as the total, vary. Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums for major-specific pathways within the degree. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-A 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 vary by type of Associate in Arts degree, and are not required for the non-major-specific version of the degree. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums required for major-specific pathways within the degree.	**Number varies**
II. Required Courses Required (major-specific) courses vary by type of Associate in Arts degree, and are not required for the non-major-specific version of the degree. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums required for major-specific pathways within the degree.	**Number varies**

III. Restricted Electives..... **Number varies**

Restricted electives vary by type of Associate in Arts degree, and are not required for the non-major-specific version of the degree. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums required for major-specific pathways within the degree.

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

The AGEC-A requires a minimum of 35 credits, however, prerequisite/required/restricted elective courses may also meet AGEC-A requirements and credits count once toward the total for the degree. Therefore, the AGEC-A may be met with fewer than 35 credits as long as all requirements listed in this section (IV) are completed.

A. Core Areas:

Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area, Required Course(s) or Restricted Elective(s). AGEC designations are subject to change. Courses may meet more than one requirement but are only counted once toward the total credits for the degree.See AGEC matrix for each course's value(s) in the semester it is taken.

1. First-Year Composition [FYC]..... **6**
   - ENG101 OR ENG107..... (3)
   - AND ENG102 OR ENG108..... (3)
2. Literacy and Critical Inquiry [L]..... **3**
3. Mathematical Applications [MA]..... **3-6**

   Requires a course in college mathematics (MAT140, MAT141, MAT142, MAT145, MAT146) or college algebra (MAT150, MAT151, MAT152, MAT155, MAT156) or pre calculus (MAT187) orhigher [MA]-approved general education course.
4. Computer/Statistics/Quantitative Applications [CS]..... **3**
5. Humanities, Arts and Design [HU]..... **6**

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

   Students are encouraged to choose course work from more than one discipline.
7. Natural Sciences [SQ/SG]..... **8**

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

B. Awareness Areas..... **0-6**

Some courses may be used to satisfy both a Core Area and one or more Awareness Area(s). (See AGEC matrix for current course values.)

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

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

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

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

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

COM100AA & COM100AB & COM100AC [SB] (3 credits) OR
COM110AA & COM110AB & COM110AC [SB] (3 credits)

B. Critical Reading..... (0-3)
Students may demonstrate proficiency through assessment.
CRE101 [L] Critical Reading OR equivalent as indicated by assessment

VI. General Electives..... **0-25**

Select courses 100-level or higher if needed to complete a minimum of 60 semester credits but no more than a total of 64 semester credits, which is the maximum number of credits accepted toward most degree programs at Arizona's public universities. Ideally, students should select courses that meet requirements for their major/area of interest and transfer institution. See General Associate Degree Academic Policies for further details, limitations, and guidelines.

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

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

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

Maricopa Community Colleges (MCCCD)
2019-2020 Associate in Arts, Elementary Education (AAEE) Degree

Description

The Maricopa County Community College District Associate in Arts, Elementary Education degree requires a minimum of 60 semester credits for the program of study. A minimum grade point average of 2.0 and grades of "C" or higher are required to earn the degree. The Associate in Arts, Elementary Education degree is governed by the MCCCD General Academic Policies for Transfer Degrees.

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

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

Purpose of the Degree

The AAEE is designed for the student who plans to transfer to an Elementary Education, Early Childhood, Multicultural/Multilingual, or Special Education program at an Arizona public higher education institution and/or who plans to become a classroom instructional aide. Generally, the degree transfers as a block without loss of credit to Arizona's public universities, and in most cases, its required courses apply to graduation requirements for these Education majors.

Degree Requirements

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

Requirements	***Credits***
I. Required Courses	**17**
EDU221 Introduction to Education	(3)
EDU222 Introducation to the Exceptional Learner	(3)
EDU230 Cultural Diversity in Education	(3)
MAT256 Investigating Quantity: Number, Operations, and Numeration Systems	(4)
MAT257 Investigating Geometry, Probability, and Statistics	(4)
II. Restricted Electives	**8**

A total of 8 semester credits is required to satisfy the Electives for Arizona Professional Teacher Standards: 3 credits in an additional Education course and 5 credits in Content Area Electives, as outlined below.

Courses must transfer to all public Arizona universities as elective credit, departmental elective, or equivalent to a university course as indicated in the Arizona Course Equivalency Guide in effect when the course is taken. Courses identified as non-transferable in the Arizona Course Equivalency Guide cannot be used to satisfy this requirement.

Select one additional EDU course (other than EDU221, EDU222, EDU230 or EDU250)..... (3)
Recommended:
EDU110 Education in Film
EDU220 Introduction to Serving English Language Learners (ELL)
EDU236 Classroom Relationships
EDU/HUM/STO292 The Art of Storytelling

Choose any combination from the following list of courses and prefixes to total 5 credits of additional coursework. Course(s) selected must be different from those used to fulfill a

requirement of the AGEC-A or to fulfill an Education Foundations requirement.

Content Area Electives: Select 5 credits from the following:..... (5)
AAA/CPD115 Creating College Success
ARH+++ Any ARH Art Humanities course(s)
ART+++ Any ART Art course(s)
CFS/ECH176 Child Development
CFS205 Human Development
CIS+++ Any CIS Computer Information Systems course(s)
ECN+++ Any ECN Economics course(s)
BPC+++ Any BPC Business-Personal Computers course(s)
EED215 Early Learning: Health, Safety, Nutrition and Fitness
EDU+++ Any EDU Education course(s) (except EDU221, EDU222, EDU230, and EDU250)
ENG+++ Any ENG English course(s)
ENH+++ Any ENH English Humanities course(s)
GCU+++ Any GCU Cultural Geography course(s)
GPH+++ Any GPH Physical Geography course(s)
HIS+++ Any HIS History course(s)
MAT+++ Any MAT Mathematics course(s) 140 or higher (except MAT256 and MAT257)
MHL+++ Any MHL Music: History/Literature course(s)
MTC+++ Any MTC Music: Theory/Composition course(s)
POS+++ Any POS Political Science course(s)
THE+++ Any THE Theatre course(s)
THF+++ Any THF Theatre and Film course(s)
THP+++ Any THP Theatre Performance/Production course(s)
Any Foreign Language course(s)
Any Natural Science course(s)

III. Arizona General Education Curriculum--Arts (AGEC-A)..... **35-44**
The AGEC-A requires a minimum of 35 credits, however, prerequisite/required/restricted elective courses may also meet AGEC-A requirements and credits count once toward the total for the degree. Therefore, the AGEC-A may be met with fewer than 35 credits as long as all requirements listed in this section (III) are completed.

A. Core Areas:
Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area, Required Course(s) or Restricted Elective(s). AGEC designations are subject to change. Courses may meet more than one requirement but are only counted once toward the total credits for the degree.See AGEC matrix for each course's value(s) in the semester it is taken.

1. First-Year Composition [FYC]..... **6**
   ENG101 OR ENG107..... (3)
   AND ENG102 OR ENG108..... (3)
2. Literacy and Critical Inquiry [L]- COM225 Public Speaking..... **3**
3. Mathematical Applications [MA]..... **3-6**
   Requires a course in college mathematics (MAT140, MAT141, MAT142, MAT145, MAT146) or college algebra (MAT150, MAT151, MAT152, MAT155, MAT156) or pre calculus (MAT187) or any other [MA] designated course for which college algebra is a pre-requisite.
   (Note that MAT256, MAT257, MAT182, and MAT206 are excluded)
4. Computer/Statistics/Quantitative Applications [CS]..... **3**
   BPC110 Computer Usage and Applications OR
   CIS105 Survey of Computer Information Systems
5. Humanities, Arts and Design [HU]..... **6**

Note that some of these courses also have Awareness Areas designations (see section 2 below) and can be used to satisfy [G] and/or [H] requirement as well as [HU]. (AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.)

1) Select one of the following ARH, DAH, MHL or THE courses:..... (3)
ARH100 Introduction to Art OR
ARH101 Prehistoric through Gothic Art OR
ARH102 Renaissance through Contemporary Art OR
DAH100 Introduction to Dance OR
DAH201 World Dance Studies OR
DAH250 Dance in Popular Culture OR
MHL140 Survey of Music History OR
MHL145 American Jazz and Popular Music OR
MHL146 Survey of Broadway Musicals OR
MHL153 Rock Music and Culture OR
THE111 Introduction to Theatre OR
THE220 Modern Drama

AND

2) Select one of the following EDU, ENH or HUM courses:..... (3)
EDU/ENH291 Children's Literature (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 OR
HUM251 Ideas and Values in the Humanities

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

Note that some of these courses also have Awareness Areas designations (see section 2 below) and can be used to satisfy [G] and/or [H] requirement as well as [SB]. (AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.)

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

AND

2) Select one of the following CFS, ECH, GCU, ECN, HIS or PSY courses... (3)
CFS205 Human Development OR
ECH/CFS176 Child Development OR
GCU121 World Geography I: Eastern Hemisphere OR
GCU122 World Geography II: Western Hemisphere OR
ECN211 Macroeconomic Principles OR
ECN212 Microeconomic Principles OR
HIS104 United States History 1865 to Present OR
PSY101 Introduction to Psychology

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

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

1) Life Sciences: Select four (4) credits of SQ in Biology (BIO) from the following courses:..... (4)
BIO100 Biology Concepts

BIO101 Introduction to Human Genetics for Non-Majors
BIO102 Cells to Systems: An Introduction to Biology for Non-Majors
BIO105 Environmental Biology
BIO107 Introduction to Biotechnology
BIO108 Plants and Society
BIO156 Introductory Biology for Allied Health
BIO156XT Introductory Biology for Allied Health
BIO181 General Biology (Majors) I
BIO241 Human Genetics

AND

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

Note: Students are advised to check with the university they plan to attend as specific requirements for lab sciences may vary.

B. Awareness Areas..... **0-3**
1. Cultural Diversity in the United States [C]..... (0)
Met by EDU222 and EDU230 in Required Courses.
2. Global Awareness [G] OR Historical Awareness [H]..... (0-3)
May be met by [HU] and/or [SB] course depending on specific courses selected. (AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.)

IV. MCCCD Additional Requirements..... **0-3**
As noted below, courses in this area may also be applied toward AGEC-A Core Area requirements.
A. Oral Communication..... (0)
Met by COM225 in Required Courses.
B. Critical Reading..... (0-3)
Students may demonstrate proficiency through assessment.
CRE101 [L] Critical Reading OR equivalent as indicated by assessment

TOTAL..... **60-68****

*NOTE: State certification requirements include courses on the constitutions of US and Arizona. Taking GCU/POS113 for [SB] fulfills this requirement completely. Students who instead take HIS103 or POS110 for [SB] should consider taking POS221 as a Content Area Elective so they have completed study of both constitutions. POS220 meets state certification requirements for both constitutions but does not meet [SB].

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

Maricopa Community Colleges (MCCCD)
2019-2020 Associate in Arts, Fine Arts (AAFA) – Art, Dance, Music, Theatre

Description

The Maricopa County Community College District Associate in Arts, Fine Arts degree requires a minimum of 60 semester credits for the program of study; minimum total credits for major-specific pathway versions (Art, Dance, Music, Theatre) of the Associate in Arts, Fine Arts degree vary. Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums for individual degree programs. A minimum grade point average of 2.0 and grades of "C" or higher are required to earn the degree. The Associate in Arts, Fine Arts degree, including major-specific pathways within the degree, is governed by the MCCCD General Academic Policies for Transfer Degrees.

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

I. Program Prerequisites (if applicable)
II. Required Courses (for major-specific pathway versions-Art, Dance, Music, Theatre)
III. Restricted Electives (for major-specific pathway versions-Art, Dance, Music, Theatre)
IV. Arizona General Education Curriculum for Arts (AGEC-A)
V. MCCCD Additional Requirements (Oral Communication and Critical Reading)
VI. General Electives (if needed to reach minimum credits for degree)

Purpose of the Degree

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

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

Degree Requirements

The requirements for the Associate in Arts, Fine Arts follow. All versions of the Associate in Arts, Fine Arts require a minimum of 60 credits; for major-specific pathway versions (Art, Dance, Music, Theatre) within the degree, minimum credits for categories within the degree, as well as the total, vary. Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums for major-specific pathways within the degree. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-A 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 vary by type of Associate in Arts, Fine Arts degree, Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums required for major-specific pathways (Art, Dance, Music, Theatre) within the degree.	**Number varies**
II. Required Courses Required (major-specific) courses vary by type of Associate in Arts, Fine Arts degree. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums required for major-specific pathways (Art, Dance, Music, Theatre) within the degree.	**Number varies**

III. Restricted Electives ..... **Number varies**

Restricted electives vary by type of Associate in Arts, Fine Arts degree. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums required for major-specific pathways (Art, Dance, Music, Theatre) within the degree.

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

The AGEC-A requires a minimum of 35 credits. However, prerequisite/required/restricted elective courses may also meet AGEC-A requirements and credits count once toward the total for the degree. Therefore, the AGEC-A may be met with fewer than 35 credits as long as all requirements listed in this section (IV) are completed.

A. Core Areas:

Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Area designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area, Required Course(s) or Restricted Elective(s). AGEC designations are subject to change. Courses may meet more than one requirement but are only counted once toward the total credits for the degree.See AGEC matrix for each course's value(s) in the semester it is taken.

1. First-Year Composition [FYC] **6**
   ENG101 OR ENG107 ..... (3)
   AND ENG102 OR ENG108 ..... (3)
2. Literacy and Critical Inquiry [L] **3**
3. Mathematical Applications [MA] **3-6**
   Requires a course in college mathematics (MAT140, MAT141, MAT142, MAT145, MAT146) or college algebra (MAT150, MAT151, MAT152, MAT155, MAT156) or pre calculus (MAT187) or higher [MA]-approved general education course.
4. Computer/Statistics/Quantitative Applications [CS] **3**
5. Humanities, Arts and Design [HU] **6**
   Major specific pathways for the AAFA will specify courses to be taken to fulfill the Humanities, Arts and Design area. Students should refer to their specific pathway for courses to meet this requirement.
6. Social-Behavioral Sciences [SB] **6**
   Students are encouraged to choose course work from more than one discipline.
7. Natural Sciences [SQ/SG] **8**
   The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four credits must be designated as SQ-Science Quantitative. Eight credits of SG-Science General will not satisfy this requirement.

B. Awareness Areas **0-6**

Some courses may be used to satisfy both a Core Area and one or more Awareness Area(s). (See AGEC matrix for current course values.)

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

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

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

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

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

B. Critical Reading..... (0-3)
Students may demonstrate proficiency through assessment.
CRE101 [L] Critical Reading OR equivalent as indicated by assessment

VI. General Electives..... **0-25**

Select courses 100-level or higher if needed to complete a minimum of 60 semester credits but no more than a total of 64 semester credits, which is the maximum number of credits accepted toward most degree programs at Arizona's public universities. Ideally, students should select courses that meet requirements for their major/area of interest and transfer institution. See General Associate Degree Academic Policies for further details, limitations, and guidelines.

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

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

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

Maricopa Community Colleges (MCCCD)
2019-2020 Associate in Business, General Requirements (ABUS-GR) Degree

Description

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

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

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

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

Purpose of the Degree

The Associate in Business General Requirements (ABUS-GR) degree is designed for students who plan to transfer to four-year colleges and universities. In general, the components of this degree meet requirements for the various business majors (except Computer Information Systems) at Arizona's public universities. Computer Information Systems majors should follow the Associate in Business Special Requirements (ABUS-SR) pathway instead. Generally, the degree transfers as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements.

Special Academic Policies that Govern the ABUS-GR Degree

- The ABUS-GR does not include any MCCCD Special Requirements for Oral Communication and/or Critical Reading like the other Associate degrees. (However, some university programs have a speech requirement; consult your academic advisor or transfer guide to verify the specifics for your program.)
- A single course can be used to satisfy multiple areas within the degree simultaneously simultaneously (AGEC-B Core Area and/or Awareness Area(s), Required Courses (Common Lower Division Requirements), and/or Restricted Electives (Business Electives)). Credits are counted once toward the total for the degree.

Degree Requirements

The 62-72 semester credits required for the Associate in Business General Requirements follow. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-B 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 each MCCCD college's website.

Requirements	***Credits***
I. Required Courses	**21-25**
Accounting	(6-9)
ACC111 Accounting Principles **AND** ACC230 Uses of Accounting Information I **AND** ACC240 Uses of Accounting Information II **OR** ACC211 Financial Accounting **AND** ACC212 Managerial Accounting **OR** ACC111 Accounting Principles I **AND** ACC112 Accounting Principles II **AND** ACC212 Managerial Accounting	

Some of the following courses can be used to satisfy both this requirement and an AGEC-B Core Area. AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.

ECN211 [SB] Macroeconomic Principles	(3)
ECN212 [SB] Microeconomic Principles	(3)
GBS205 Legal, Ethical, and Regulatory Issues in Business	(3)
GBS221 Business Statistics	(3)
Quantitative Methods	(3-4)

GBS220 Quantitative Methods in Business **OR**
MAT217 or MAT218 Mathematical Analysis for Business
Note: *Students planning to attend ASU W. P. Carey School of Business will be required to take MAT217 or MAT218*

II. Restricted Electives **0-6**

Select two courses (6 credits) from the following options:
Some courses may be used to satisfy both Restricted Elective and Arizona General Education Curriculum (AGEC) requirements, as indicated in **[brackets]** below, but two courses must be completed. AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.

GBS151	Introduction to Business (Recommended)	(3)
CIS114DE	Excel Spreadsheet	(3)
CIS133DA	Internet/Web Development Level I	(3)
CIS162AD	C#: Level I	(3)
GBS110	Human Relations in Business and Industry **OR**	
MGT251	Human Relations in Business	(3)
GBS233 **[L]**	Business Communication	(3)
GBS220	Quantitative Methods in Business (If course used to satisfy Required Courses, it can not be used to satisfy Restricted Electives.)	(3)
IBS101 **[G]**	Introduction to International Business	(3)
MGT253	Owning and Operating a Small Business	(3)
REA179	Real Estate Principles I	(3)
REA180	Real Estate Principles II	(3)
MKT271	Principles of Marketing	(3)
PAD100	21st Century Public Policy and Service	(3)
SBU200 **[SB,G]**	Society and Business	(3)

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

The AGEC-B requires a minimum of 35 credits, however, Required and Restricted elective courses may also meet AGEC-B requirements and credits count once toward the total for the degree. Therefore, the AGEC-B may be met with fewer than 35 credits as long as all requirements listed in this section (III) are completed.

A. Core Areas:

Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area, Required Course(s) or Restricted Elective(s). AGEC designations are subject to change. Courses may meet more than one requirement but are only counted once toward the total credits for the degree.See AGEC matrix for each course's value(s) in the semester it is taken.

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

ENG101 OR ENG107 AND..... (3)
ENG102 OR ENG108..... (3)

2. Literacy and Critical Inquiry [L]..... **3**
   *(**Note:** Students planning to attend ASU W.P. Carey will be required to take COM225.)*
3. Mathematical Applications [MA]..... **(3-5)**
   MAT212 Brief Calculus OR (3)
   MAT213 Brief Calculus OR (4)
   Higher [MA] designated course (3-5)
4. Computer/Statistics/Quantitative Applications [CS]..... **3**
   CIS105 Survey of Computer Information Systems
5. Humanities, Arts and Design [HU]..... **6**
   Students are encouraged to choose course work from more than one discipline.
6. Social-Behavioral Sciences [SB]..... **0**
   Met by Required Courses ECN211 AND ECN212
7. Natural Sciences [SQ/SG]..... **8**
   The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four credits must be designated as SQ-Science Quantitative. Eight credits of SG-Science General will not satisfy this requirement.

B. Awareness Areas..... **0-6**
Some courses may be used to satisfy both a Core Area and one or more Awareness Area(s). (See AGEC matrix for current course values.)

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

***Note:** Students transferring to ASU in Accountancy should take two of the following courses: Sociology with [SB] value, Psychology with [SB] value, and COM230 or COM225. If students do not take these prior to transfer, they may need to take additional hours to meet ASU requirements.*

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

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

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

TOTAL..... **62-72***

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

Maricopa Community Colleges (MCCCD)
2019-2020 Associate in Business, Special Requirements (ABUS-SR) Degree

Description

The Maricopa County Community College District Associate in Business, Special Requirements (ABUS-SR) degree requires a minimum of 62 semester credits for the program of study. A minimum grade point average of 2.0 and grades of "C" or higher are required to earn the degree. This degree provides the first two years of a four-year curriculum for students who wish to pursue Computer Information Systems majors at Arizona`s public universities. With a bachelor's degree, students may pursue a number of careers, including but not limited to accountancy, business administration, business data analytics, computer information systems, economics, entrepreneurship, finance, marketing, management, retail management, and supply chain management. The Associate in Business-Special Requirements degree is governed by the MCCCD General Academic Policies for Transfer Degrees.

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

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

Purpose of the Degree

The Associate in Business Special Requirements (ABUS-SR) degree is designed for students who plan to transfer to four-year colleges and universities. In general, the components of this degree meet requirements for Business' Computer Information Systems majors at Arizona's public universities.. Other Business majors should follow the Associate in Business General Requirements (ABUS-GR) pathway instead. Generally, the degree transfers as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements.

Special Academic Policies that Govern the ABUS-SR Degree

- The ABUS-SR does not include any MCCCD Special Requirements for Oral Communication and/or Critical Reading like the other associate degrees. (However, some university programs have a speech requirement; consult your academic advisor or transfer guide to verify the specifics for your program.)
- A single course can be used to satisfy multiple areas within the degree simultaneously (AGEC-B Core Area and/or Awareness Area(s), Required Courses (Common Lower Division Requirements), and/or Restricted Electives (Business Electives)). Credits are counted once toward the total for the degree.

Degree Requirements

The 62-71 semester credits required for the Associate in Business Special Requirements follow. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-B 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 each MCCCD college's website.

Requirements	***Credits***
I. Required Courses	**27-31**
Accounting	(6-9)
ACC111 Accounting Principles **AND** ACC230 Uses of Accounting Information I **AND** ACC240 Uses of Accounting Information II **OR** ACC211 Financial Accounting **AND** ACC212 Managerial Accounting **OR** ACC111 Accounting Principles I **AND** ACC112 Accounting Principles II **AND** ACC212 Managerial Accounting	

Some of the following courses can be used to satisfy both this requirement and an

AGEC-B Core Area. AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.

ECN211 [SB] Macroeconomic Principles..... (3)
ECN212 [SB] Microeconomic Principles..... (3)
GBS205 Legal, Ethical, and Regulatory Issues in Business..... (3)
GBS221 Business Statistics..... (3)
CIS162AD C#: Level 1..... (3)
CIS250 Management of Information Systems..... (3)
Quantitative Methods..... (3-4)
GBS220 Quantitative Methods in Business **OR**
MAT217 or MAT218 Mathematical Analysis for Business
Note: *Students planning to attend ASU W. P. Carey School of Business will be required to take MAT217 or MAT218*

II. Arizona General Education Curriculum- Business (AGEC-B)..... **29-37**
The AGEC-B requires a minimum of 35 credits, however, Required and Restricted elective courses may also meet AGEC-B requirements and credits count once toward the total for the degree. Therefore, the AGEC-B may be met with fewer than 35 credits as long as all requirements listed in this section (II) are completed.

A. Core Areas:
Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area, Required Course(s) or Restricted Elective(s). AGEC designations are subject to change. Courses may meet more than one requirement but are only counted once toward the total credits for the degree.See AGEC matrix for each course's value(s) in the semester it is taken.

1. First-Year Composition [FYC]..... **6**
   ENG101 OR ENG107 AND..... (3)
   ENG102 OR ENG108..... (3)
2. Literacy and Critical Inquiry [L]..... **3**
   *(**Note:** Students planning to attend ASU W.P. Carey will be required to take COM225.)*
3. Mathematical Applications [MA]..... **3-5**
   MAT212 Brief Calculus OR (3)
   MAT213 Brief Calculus OR (4)
   Higher [MA] designated course (3-5)
4. Computer/Statistics/Quantitative Applications [CS]..... **3**
   CIS105 Survey of Computer Information Systems
5. Humanities, Arts and Design [HU]..... **6**
   Students are encouraged to choose course work from more than one discipline.
6. Social-Behavioral Sciences [SB]..... **0**
   Met by Required Courses ECN211 AND ECN212
7. Natural Sciences [SQ/SG]..... **8**
   The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four credits must be designated as SQ-Science Quantitative. Eight credits of SG-Science General will not satisfy this requirement.

B. Awareness Areas..... **0-6**
Some courses may be used to satisfy both a Core Area and one or more Awareness Area(s). (See AGEC matrix for current course values.)

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

Note: *Students transferring to ASU in Accountancy should take two of the following courses: Sociology with [SB] value, Psychology with [SB] value, and COM230 or COM225. If students do not take these prior to transfer, they may need to take additional hours to meet ASU requirements.*

III. General Electives..... **0-6**

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

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

TOTAL..... **62-71***

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

Maricopa Community Colleges (MCCCD)
2019-2020 Academic Certificate (AC)

Purpose of the Academic Certificate

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

Academic Policies that Govern the Academic Certificate:

* Although, the program of study for an Academic Certificate (AC) does not have a mandated minimum number of credit hours, most ACs require approximately 12-39 credit hours in courses numbered 100 and above;

* Requires a cumulative GPA of 2.0 or better in required courses for completion;

* Follows the graduation policies listed in the college's general catalog for the appropriate catalog year;

* Any course cross-referenced under another prefix(es) (for example ENH291/EDU291/STO291-Children's Literature) covers identical content and its credits can only be counted once toward certificate requirements;

* Although ACs may include a subset of coursework required in particular transfer degrees, the intent of an AC is not to align with any specific university major. There is no presumption of block transfer to another college or university;

* May have admission criteria established by the college if and when appropriate;

* Generally offered at a limited number of colleges. For a listing of all ACs available in the district and their affiliated college(s) see the CCTA web site.

Maricopa Community Colleges (MCCCD)
2019-2020 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. General Education (minimum of 38 credits)
   Core curriculum (requires a grade of "C" or better)
   Distribution courses (requires a grade of "D" or better)
II. General Electives (enough additional courses numbered 100 or above, passed with a grade of "D" or better, to bring total credits to at least 60)

Purpose of the Degree

The Associate in General Studies (AGS) degree is recommended for students whose educational goals require flexibility. The AGS allows students to apply any course numbered 100 or above, including some that are not transferable to a state university, toward the credits required for the degree. Therefore, for students who intend to transfer to another college or university in the future to pursue a bachelor's degree, this degree may be less appropriate than other Associate degrees offered (Associate in Arts, Associate in Business, Associate in Science, and all major-specific pathway map versions of these degrees) by the Maricopa Community Colleges.

Academic Policies that Govern the Associate in General Studies Degree:

- The graduation policies within the general catalog must be satisfied.

- A single course can simultaneously count towards a Core Area and a Distribution requirement. Courses that meet this criterion are **bold print and underscored** in the Core areas and Distribution areas (on the course list at the conclusion of this document). For example, CRE101 may be used to satisfy both the Literacy and Critical Inquiry requirement [L] of Distribution area and the Core Curriculum's Critical Reading area. While multiple requirements can be met with a single course, the credits are only counted one time toward the required minimum for the degree. A course cannot satisfy more than one Core area, even if it is approved for more than one Core area. A course cannot satisfy more than one Distribution area, even if it is approved for more than one Distribution area.

- Credits transferred from outside of MCCCD must be at a grade of "C" (2.0 on a 4.0 scale) or better. Transfer credit graded pass/fail or pass/no credit may be transferred if documentation collected by the community college indicates that this was the only grading option available to the student and that the Pass grade ("P") is equivalent to a "C" or better.

- Completion of the AGS with a minimum Grade Point Average of at least 2.0 on a 4.0 scale for Arizona residents and 2.50 for non-residents meets Arizona public university general admission requirements. However, meeting all AGS minimums does not ensure admission to specific university majors or programs with selective admission processes and/or limited enrollment. Furthermore, because the AGS is not designed to align with the requirements for bachelors degrees, not all credits may be transferable and students may have deficiencies in lower division (100- and 200-level) courses for a particular major.

Summary of Degree Requirements:

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

I. MCCCD General Education 34-47
Core Areas 12-18
1. First-Year Composition 6
   ENG101 OR ENG107 AND
   ENG102 OR ENG108

2. Mathematics 3-5

3. Computer Usage 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. Social-Behavioral Sciences requirements may be met with 6 credits only if COM100, COM110, or COM230 is shared between Core and Distribution (see Academic Policies section on prior page). The credits are only counted once, but may be applied to meet Oral Communication and Social-Behavioral Science requirements.

3. Natural Sciences 7-8
   Two lecture courses and one corresponding laboratory course are to be selected. Credits for lecture and lab components may be combined or each may carry separate credit. For appropriate course selection students should consult with an academic advisor.

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

II. General Electives 13-26
Select additional courses 100-level or higher to complete a minimum of 60 semester credits but no more than a total of 64 semester credits.

Associate in General Studies Total Credits: 60-64

Maricopa Community Colleges (MCCCD)
2019-2020 Associate in General Studies (AGS) Degree and General Education Requirements

All courses listed meet AGS requirements as specified. Courses in *Purple Italic Underline* **also** meet Arizona General Education Curriculum AGEC requirements.

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

Degree Requirements
GENERAL EDUCATION CORE
(16 credits - grade of "C" or better)

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

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

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

Mathematics (3 credits)
MAT Mathematics 112, 120, 121, 122, 126, 140, 141, 142, 145, 146, 150, 150&182, 151, 151&182, 152, 152&182, 155, 155&182, 156, 156&182, 172, 187, 206, 212, 213,220, 221, 230, 231, 240, 241, 256, 257, 261, 262, 276, 277, Equivalent course/ Satisfactory completion of a higher level Mathematics course.

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

ACC Accounting 115
ADA Advertising Arts 169, 175, 177, 183, 283, 283AA, 289
AJS Administration of Justice Studies 205
AMS Automated Manufacturing System *150*
ARC Architecture 243, 244, 245
ART Art 100, 169, 170, 173, 175, 177, 179, any 180++ course, 183, 283, 289
BIO Biology *283*
BPC Business-Personal Computers Any BPC Course(s), including *110*
CIS Computer Information Systems Any CIS Course(s), including *105, 162AB, 162AD, 163AA* (and except 159, 162, 162AC, 169, 183AA, 217AM, 259, 262)
CSC Computer Science Any CSC Course(s), including *100AA, 100AB, 110, 110AA, 110AB, 120, 150, 150AA, 180 180AA, 180AB, 181, 181AA, 181AB, 182, 182AA, 205, 205AA, 205AB, 205AC, 205AD, 283* (and except 200, 200AA, 200AB, 210, 210AA, 210AB)
CTR Court Reporting 101, 102
DFT Drafting Technology *105AA***, 251, 254AA, 256AA
***Must be taken with CSC100AA or AB to meet AGEC value*
ECH Early Childhood Education 238
EEE Electrical Engineering *120*
ELE Electronic 131, 181, 241, 243, 245
ELT Electronic Technology 131, *241*, 243
ENG English 100AE
FON Food & Nutrition 100
GBS General Business *221*
GIS Geographic Information Science *205, 211*
GPH Physical Geography *220*
HRM Hotel Restaurant Management 126
JRN Journalism 133
LAS Paralegal Studies 229
MAT Mathematics *206*
MET Manufacturing Technology 264
MTC Music Theory/Composition *180* , 191
NET Networking Technology 181
OAS Office Automation Systems 111AA/111AB/113/ 119/130DK
PSY Psychology *230*
SBS Small Business 211
SWU Social Work *225*
TVL Travel Agent Technology 203
VPT Video Production Technology 106

GENERAL EDUCATION DISTRIBUTION AREAS (28-29 credits)

Humanities, Arts and Design (9 credits)
Students are encouraged to choose courses from more than one discipline.
AHU Arabic Humanities *245*
AIS American Indian Studies *213*
AJS Administration of Justice Studies *123*
ARH Art Humanities Any ARH Course(s), including *100, 101, 102,* 109, 110, 112, *115, 118, 131, 145, 201, 203, 204, 217,* 216, 240, 250
ASB Anthropology 211, 214, 220, 222, 223, 253
CCS Chicana and Chicano Studies *101*
COM Communication *241*
CON Construction *101(formerly CNS101)*
DAH Dance Humanities *100, 101, 201, 250, 255*
EDU Education *291, 292, 294*
ENG English *200, 213, 218*
ENH English Humanities Any ENH Course(s), including *110,* 111, *112, 113, 114,* 117, 130, *140AA, 190,* 200, *201, 202, 204, 206, 214, 221, 222, 230, 231, 232, 235, 241, 242, 245, 251, 252,* 253, *254, 255, 256, 259, 260, 275,* 277, 277AA-AK, *280, 284, 285, 291, 294, 295* (and except 250)
FRE French *265*
GST Game Studies 202
HCR Health Care Related *210*
HIS History *101, 102, 103, 108, 110, 111, 113, 114, 203, 212, 251,* 253, 254, *252, 275*
HON Honors *190*
HUM Humanities Any HUM course(s), including 100, *101, 105AA, 107, 108, 190AA, 190AB, 190AC, 190AD, 190AE, 190AF, 190AG, 190AH, 190AI, 201, 202, 205, 206, 209, 210, 211AA,* 211AE, 212, *213, 214, 215, 216, 220, 235, 245, 250, 251, 260, 261, 292,* 295 (and except 120, 225)
INT Interior Design *115, 120*

LAT Latin *201, 202*
MHL Music: History/Literature *140, 143, 145, 146, 153, 155, 194, 204, 241, 242, 295*
PHI Philosophy Any PHI Course(s), including *101, 102, 103, 104, 105,* 106, 113, *201, 212, 213,* 214, 215, 233AC, *216, 218, 224, 233AA, 233AB, 234AC, 244, 245,* 250, *251*, 282AA-AC
REL Religious Studies Any REL Course(s), *100, 101, 151, 200, 202, 203, 205, 206, 207, 210,* 211, 212, 213, 214, 218, 223, *225,* 230, *240, 244,* 245, 248, *250, 251, 271,* 277, 292, 294, 295, 282AA-AC, *290, 291*
SLC Studies in Language & Culture *201, 202*
SPA Spanish *241, 242, 265, 266*
SPH Spanish Humanities *241, 245*
SSH Sustainability/Social Sciences and Humanities *111*
STO Storytelling *292, 294*
SWU Social Work *183*
TCM Telecommunications *107*
TEC Textiles and Clothing *105*
THE Theater *111, 220*
THF Theatre and Film *205, 206, 210*
THP Theater/Performance/Production *241*
WST Women's Studies *209, 284, 285, 290*

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

AFR African American Studies *202, 203, 204*
AIS American Indian Studies *101, 140, 141*,160
AJS Administration of Justice Studies *101*, 119, *200, 225, 258*, 259, *270*
ASB Anthropology *100, 102, 202, 211, 222, 223, 226, 230, 235, 252*
ASM Anthropology *104/275*
BHS Behavioral Health Services Technology *150*
CCS Ethnic Relations *202*
CFS Child/Family Studies *112, 157, 159, 176, 205, 235, 259*
COM Communication ***100, 100AA&100AB&100AC, 110, 110AA&110AB&110AC,*** *163,* ***230****, 250, 263*
ECH Early Childhood Education *176*
ECN Economics *160, 211, 212, 213, 250*
EDU Education *221, 222*
EED Early Education *200, 205, 222*
EMT Emergency Medical Technology *258*
ENG English *213*
FOR Forensic Science *275*
FSC Fire Science Technology *258*
FUS Future Studies 101
GCU Cultural Geography *102, 113, 121, 122, 141, 221*
HES Health Science *100*
HIS History any HIS Course(s), including *100, 101, 102, 103, 104, 105, 106,108, 109, 113, 114, 140, 145, 173,* 190, *201, 203, 204, 209,* 240, *241, 242, 273, 275, 277,* 282AA-AC (and except 111, 170, 251, 252, 253, 254)
HON Honors *201*
IBS International Business *109*
IFS Research in Global Society *201, 210*
MCO Mass Communications 120
MGT Management *229, 230*
PAD Public Administration *200*
POS Political Science Any POS course(s), including *100,* 101, *110, 113, 114*, *115, 120, 125, 130, 140,* 180, *210,* 212, 221, 222, *223,* 230, *270,* 281AB, 282AA-AC, *285*
PSY Psychology *101,* 123, *132,* 156, *157, 215, 218, 225, 235, 240, 241, 243, 250, 260, 266, 277, 280, 292*
REC Recreation *120*
SBU Society and Business *200*
SLC Studies in Language & Culture *201*
SOC Sociology Any SOC course(s), including *101, 110, 130, 141, 157, 180, 212, 220, 241 251, 266, 270* (and except 143, 245, 253, 265)
SSH Sustainability/Social Sciences and Humanities *111*
SUS Sustainability/Natural Sciences *110*
SWU Social Work *102, 171, 182, 250, 258, 295*
TEC Textiles and Clothing *105*
WED Wellness Education *110*
WST Women's Studies *100, 161*
YAQ Yaqui Indian History and Culture *100*

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

AGS Agricultural Science *164, 260*
ASB Anthropology *231*
ASM Anthropology *104, 265, 275*
AST Astronomy *101, 106, 111, 112*
BIO Biology *100, 101, 102, 105, 107, 108, 109, 111, 145,* 149AF, 149AH, 149AK, 149AL, 149AM, 149AN, *156, 156XT, 160, 181, 181XT, 182, 201, 202, 205, 241, 245*
CHM Chemistry *107&107LL, 130&130LL, 130AA, 150&151LL,150AA, 151&151LL, 151AA, 152&152LL, 152AA, 154&154LL, 230&230LL*
CON Construction *106 (formerly CNS106)*
ENV Environmental Sciences *101*
FON Food and Nutrition *241&241LL*
FOR Forensic Science *105, 106, 275*
GLG Geology *101&103, 101IN, 102&104, 102IN, 10*5, *106, 110&111, 110IN,* 121, 140, 229AB-AC, 230AA-AC, 231AA-AD, 280, 281, 282AA
GPH Physical Geography *111, 112&113, 211, 212&214, 213&215*
PHS Physical Science *110, 120*
PHY Physics *101, 101AA, 111, 111AA, 112, 115, 116, 121, 131*
PSY Psychology *275, 290AB, 290AC*

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

AIS American Indian Studies *213*
COM Communication *222, **225**, 241*
CPD Counseling and Personal Development *160*
CRE Critical Reading ***101**, 201*
CUL Culinary Arts *223*
DAH Dance Humanities *255*
EDU Education *282AC*
ENG English *111, 200, 215, 216, 217, 218*
ENH English Humanities *241, 254, 255*
EXS Exercise Science *290*
GBS General Business *233*
GPH Physical Geography *267*
HUM Humanities *225, 250, 251*
IFS Information Studies *201*
JRN Journalism *201, 215, 234*
MCO Mass Communications *220*
MGT Management *230*
MHL Music: History/Literature *204*
PHI Philosophy *103, 106, 218, 244*
POS Political Science *115*
PSY Psychology *290AB, 290AC*
REL Religious Studies *203, 205, 207*
SLC Studies in Language & Culture *202*
THE Theatre *220*
THP Theatre Performance/Production *241*

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

Maricopa Community Colleges (MCCCD)
2019-2020 Associate in Science (AS) Degree

Description

The Maricopa County Community College District Associate in Science degree requires a minimum of 60 semester credits for the program of study; minimum total credits for major-specific pathway versions of the Associate in Science degree vary. Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums for individual degree programs. A minimum grade point average of 2.0 is required to earn the degree.The Associate in Science degree, including major-specific pathways within the degree, is governed by the MCCCD General Academic Policies for Transfer Degrees.

The Associate in Science degree includes the following components:

I. Program Prerequisites (if applicable)
II. Required Courses (for major-specific pathway versions only)
III. Restricted Electives (for major-specific pathway versions only)
IV. Arizona General Education Curriculum for Science (AGEC-S)
V. MCCCD Additional Requirements (Oral Communication and Critical Reading)
VI. General Electives (if needed to reach minimum credits for degree)

Purpose of the Degree

The Associate in Science degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors with more stringent mathematics and mathematics-based science requirements. Generally, the degree will transfer as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements.

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

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

Special Academic Policies that Govern the Associate in Science Degree

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

Degree Requirements

The requirements for the Associate in Science follow. All versions of the Associate in Science require at least 60 credits; for major-specific pathways within the degree, prescribed courses and minimum credits for categories within the degree, as well as the total, vary. Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums for major-specific pathways within the degree. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-S 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 each MCCCD college's website.

Maricopa Community Colleges (MCCCD)
2019-2020 Associate in Science (AS) Degree

Requirements	***Credits***
I. Program Prerequisites Program prerequisites vary by type of Associate in Science degree, and are not required for the non-major-specific version of the degree. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums required for major-specific pathways within the degree.	**Number varies**
II. Required Courses Required (major-specific) courses vary by type of Associate in Arts degree, and are not required for the non-major-specific version of the degree. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums required for major-specific pathways within the degree.	**Number varies**
III. Restricted Electives Restricted electives vary by type of Associate in Arts degree, and are not required for the non-major-specific version of the degree. Refer to the Program (Degree) Search at curriculum.maricopa.edu for specific courses and credit minimums required for major-specific pathways within the degree.	**Number varies**
IV. Arizona General Education Curriculum—Science (AGEC-S) The AGEC-S requires a minimum of 36 credits, however, prerequisite/required/restricted elective courses may also meet AGEC-S requirements and credits count once toward the total for the degree. Therefore, the AGEC-S may be met with fewer than 36 credits as long as all requirements listed in this section (IV) are completed.	**up to 56**
A. Core Areas: Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as their respective Core Area, Required Course(s) or Restricted Elective(s). AGEC designations are subject to change. Courses may meet more than one requirement but are only counted once toward the total credits for the degree.See AGEC matrix for each course's value(s) in the semester it is taken.	
1. First-Year Composition [FYC] ENG101 OR ENG107 AND ENG102 OR ENG108	**6** (3) (3)
2. Literacy and Critical Inquiry [L] Students are strongly encouraged to choose an [L] course that also has [HU] or [SB] designation or to use CRE101 or COM225 from the Maricopa Additional Requirements Area to satisfy the [L] requirement. It may also have been approved to satisfy one or more Awareness Areas ([C], [G], [H]). (AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.)	**0-3** (0 only if shared with HU or SB)
3. 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 pre-requisite.	**4-5**
4. 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**
5. 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).	**6**

(AGEC designations are subject to change. See AGEC matrix for each course's value(s) in the semester it is taken.)

6. Natural Sciences [SQ/SG]..... **8**
   Students must complete eight (8) credits of General Chemistry, University Physics or General Biology for Majors. Consult specific requirements of university transfer major for guidance.

   [(CHM150 or CHM151) & CHM151LL] or
   CHM150AA or CHM151AA General Chemistry I
   AND
   [CHM152 & CHM152LL] or CHM152AA General Chemistry II
   OR
   PHY115 or PHY121 University Physics I
   AND
   PHY116 or PHY131 University Physics II
   OR
   BIO181 & BIO182 General Biology (Majors) I and II

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

   Select Mathematics course(s) [MAT] above Calculus I and/or
   Computer Science course(s) [CSC] and/or
   Science courses from the following disciplines: Astronomy, Biology, Botany, Chemistry, Engineering, Environmental Science, Geology, Physical Geography, Physics, Zoology (MCCCD prefixes AST, BIO (except BIO174), CHM, ECE, EEE, ENV, GLG, GPH, and/or PHY)

B. Awareness Areas..... **0-6**
Some courses may be used to satisfy both a Core Area and one or more Awareness Area(s). (See AGEC matrix for current course values.)

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

V. MCCCD Additional Requirements..... **0-6**
As noted below, courses in this area may be used to satisfy both an MCCCD requirement and an AGEC-S Core Area requirement.

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

B. Critical Reading..... (0-3)
Students may demonstrate proficiency through assessment.
CRE101 [L] Critical Reading OR equivalent as indicated by assessment

VI. General Electives..... **0-28**
Select courses 100-level or higher if needed to complete a minimum of 60 semester credits but no more than a total of 64 semester credits, which is the maximum number of credits accepted toward most degree programs at Arizona's public universities. Ideally, students should select courses that meet requirements for their major/area of interest and transfer institution. See General Associate Degree Academic Policies for further details, limitations, and guidelines.

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

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

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

Maricopa Community Colleges (MCCCD)
2019-2020 General Academic Policies for Associate Degrees Designed for University Transfer

The following academic policies govern the associate degrees designed for university transfer (Associate in Arts [AA]; Associate in Business [ABUS]; and Associate in Science [AS]). Also governed by these policies are the major-specific pathway maps within the AA, ABUS, and AS degrees. ***Note that academic policies that govern the Associate in General Studies [AGS] and Associate in Applied Science [AAS] degrees are listed separately, with the requirements for each of those degrees.***

- The graduation policies within the general catalog must be satisfied (administrative regulation 2.3.9).
- Minimum semester credits for completion vary slightly by degree. Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums for individual degree programs.
- Credits completed toward these minimums must be in courses numbered 100 or above with a grade of "C" or better. These credits must include a minimum of 35 in satisfaction of the requirements of the Arizona General Education Curriculum (AGEC) along with a maximum of 6 credits towards MCCCD's Additional Requirements.
- Detailed degree requirements are maintained by the Center for Curriculum and Transfer Articulation (CCTA); refer to the program search at https://curriculum.maricopa.edu/. Advisement checksheets are maintained at https://curriculum.maricopa.edu/curriculum/degrees-certificates/associate-degrees/academic-degree-checklists-aa-as-abus-ags.

General Education Requirements:

- The AGEC requirements include a designated number of courses approved for each of the following areas:
    - Core
        - First Year Composition [FYC],
        - Mathematical Applications [MA], Computer/Statistics/Quantitative Applications [CS] (CS not required for Associate in Science),
        - Literacy and Critical Inquiry [L],
        - Humanities, Arts and Design [HU],
        - Social-Behavioral Sciences [SB], and
        - Natural Sciences (Science Quantitative [SQ], Science-General [SG]).
    - Awareness Areas
        - Cultural Diversity in the U.S. [C]
        - Global [G] or Historical [H] Awareness

- Note that there are three different AGECs each aligning with a different subset of associate Degrees--AGEC-A for the Associate in Arts degree (and major-specific pathway maps), AGEC-B for the Associate in Business degree (and major-specific pathway maps), and AGEC-S for the Associate in Science degree (and major-specific pathway maps). For some types of AGECs/Associate degrees, students are allowed to choose from a broad list of courses; for others the courses are more restricted or even specified.
- A single course can simultaneously count toward a Core Area, one or more Awareness Areas, MCCCD Additional Requirements and, for some degree types, other lower division courses used to meet the degree requirements. For example, CRE101 may be used to satisfy both the MCCCD Reading Requirement and the Literacy and Critical Inquiry area [L] of AGEC core. While multiple requirements can be met with a single course, the credits are only counted one time toward the required minimum for the degree.
- Except for the Associate in Science degree, a single course cannot be used to satisfy more than one AGEC Core Area.
- The AGEC-A and AGEC-B require a minimum of 35 credits and the AGEC-S requires a minimum of 36 credits, however, the AGEC credit count within the total credits for a degree may be under these minimums if courses are also applied toward Required Courses or Restricted Electives and the credits are counted in those areas. Awareness Areas and MCCCD's Additional Requirements may also be shared with AGEC Core Areas. Optimizing credits in this way is often recommended because some programs and universities limit transferable credits at 64.

Maricopa Community Colleges (MCCCD)
2019-2020 General Academic Policies for Associate Degrees Designed for University Transfer

Coursework beyond General Education:

- For some degree types, the additional coursework required to complete the degree is specified while others offer the student more latitude. See degree checksheets for more complete description. Consultation with an academic advisor about course selection is always recommended.
- Oral Communication and Critical Reading are MCCCD Additional Requirements required for Associate in Arts and Associate in Science degrees and the major-specific pathway maps within the AA and AS degrees. Refer to the Program (Degree) Search at curriculum.maricopa.edu for acceptable options to meet these requirements for individual degree programs.
- Within the Restricted Electives, course recommendations are made for specific transfer institutions. Students should select a subplan (group of courses) based on their intended transfer institution. However, not all transfer institutions are reflected in these recommendations. Therefore, students may instead select the general subplan and meet the minimum number of Restricted Elective credits using a combination of courses from the other subplans. Restricted Electives should be selected in consultation with an academic, faculty, or program advisor.
- General Electives may need to be selected to meet the minimum total credits required for the degree. All courses numbered 100-or-higher may be applied as General Electives. Students are encouraged to select courses that align with their goals.
- Note that some majors require up to a 4th semester proficiency (202-course level) in a non-English language. Students should consult with an academic advisor to discuss options to complete these requirements.
- Maricopa courses and external courses evaluated as Maricopa equivalents, departmental electives, (e.g., HISELC for a history elective), or general electives (GENELC) that are numbered 100 level or higher, and completed with a grade of "C" or higher, may be applied in the elective area, regardless of potential transferability to other institutions. It is recommended, however, that students planning to transfer to a baccalaureate-granting institution meet these general elective requirements with courses that are transferable and applicable to their intended university degree. Transfer advisement information is accessible on the following websites: aztransfer.com, curriculum.maricopa.edu, as well as those of individual universities. For appropriate course selection, students should consult with an academic advisor.
- Any course cross-referenced under another prefix(es) (for example ENH291/EDU291/STO291-Children's Literature) covers identical content and its credits can only be counted once toward requirements.

Transfer Credit from Institutions Outside of MCCCD:

- Credits transferred from outside of MCCCD must be at a grade of "C" (2.0 on a 4.0 scale) or better.
- External courses evaluated either as equivalent to an MCCCD course or as elective credit may be applied toward the minimum credits for degree completion.
- Transfer credit graded pass/fail or pass/no credit may be used to satisfy AGEC requirements if documentation collected by the community college indicates that this was the only grading option available and that the Pass grade ("P") is equivalent to a "C" or better.
- The AGEC (Arizona General Education Curriculum) designations of courses completed at other Arizona public colleges or universities will be applied as listed on AZTransfer's Course Equivalency Guide (CEG) for the semester(s) in which the course(s) were completed. If a transcript evaluation determines there is no MCCCD direct equivalency to a course from another Arizona public college or university, applicability to AGEC and/or associate degree requirements will be based on the source institution's AGEC designation for the semester in which the course was completed.
- Courses from private, out-of-state, and/or online institutions (i.e., outside of the Arizona Transfer System comprised of Arizona's public community colleges, tribal colleges and universities) will be applied toward AGEC and/or associate degree requirements based on the courses' evaluated MCCCD equivalence. If courses are not directly equivalent, the credit may be articulated as a departmental elective, and if deemed appropriate, may have a general education designation applied to the course.

- Credit awarded at a Maricopa Community College for prior learning is transferable to the other colleges in the district but is not necessarily transferable to other colleges and universities. No more than 20 such assessed semester credit hours may be applied toward AGEC, and no more than 30 credits (including up to 20 toward AGEC) may be applied toward a degree.

Completion and Transfer:

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

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

CATALOG UNDER WHICH A STUDENT GRADUATES

Students maintaining continuous enrollment at any public Arizona community college or university may graduate according to the requirements of the catalog in effect at the time of initial enrollment or according to the requirements of any single catalog in effect during subsequent terms of continuous enrollment. Students may maintain continuous enrollment whether attending a single public community college or university in Arizona or transferring among public institutions in Arizona while pursuing their degrees.

1. A semester in which a student earns course credit will be counted toward continuous enrollment. Non-credit courses, audited courses, failed courses, or courses from which the student withdraws do not count toward the determination of continuous enrollment for catalog purposes.

EXAMPLE A:

Admitted & Earned Course Credit at a Public Community College or University	Fall ‘17	(Active)
Continued at a Public Community College	Spring ’18, Fall ‘18	(Active)
Transferred to a University	Spring ‘19	(2017 or Any Subsequent Catalog)

EXAMPLE B:

Admitted & Earned Course Credit at a Public Community College or University	Fall ‘14	(Active)
Enrolled But Earned All Ws, Zs, or Fs	Spring ‘15	(Inactive)
Enrolled in Audit Courses Only	Fall ‘15	(Inactive)
Nonattendance	Spring ‘16	(Inactive)
Transferred to a University	Fall ‘16	(2016 or Any Subsequent Catalog)

2. Students who do not meet the minimum enrollment standard stipulated in No. 1 during three consecutive semesters (fall/spring/fall or spring/fall/spring) and the intervening summer term* at any public Arizona community college or university are no longer considered continuously enrolled, and must meet requirements of the public Arizona community college or university catalog in effect at the time they are readmitted or of any single catalog in effect during subsequent terms of continuous enrollment after readmission.

EXAMPLE A:

Admitted & Earned Course Credit at a Public Community College or University	Fall ‘14	(Active)
Nonattendance	Spring ‘15, Fall ‘15, Spring ‘16	(Inactive)
Readmitted & Earned Course Credit at a Public Community College	Fall ’16	(Active)
Transferred to a University	Spring ’17	(2016 or Any Subsequent Catalog)

EXAMPLE B:

Admitted & Earned Course Credit at a Public Community College or University	Fall ’14	(Active)
Nonattendance	Spring ‘15	(Inactive)
Readmitted & Earned Course Credit at a Public Community College	Summer ‘15	(Active)
Nonattendance	Fall ‘15, Spring ’16	(Inactive)
Transferred to a University	Fall ’16	(2014 or Any Subsequent Catalog)

*Students are not obligated to enroll and earn course credit during summer terms, but summer enrollment may be used to maintain continuous enrollment status.

3. Students admitted or readmitted to a public Arizona community college or university during a summer term must follow the requirements of the catalog in effect the following fall semester or of any single catalog in effect during subsequent terms of continuous enrollment.

EXAMPLE:

Admitted & Earned Course Credit at a Public Community College or University	Summer ’16	(Active)
Continued at a Public Community College	Fall ’16, Spring ’17	(Active)
Nonattendance	Fall ‘17	(Inactive)
Readmitted & Earned Course Credit at a Public Community College	Spring ’18	(Active)
Transferred to a University	Summer ‘18	(2016 or Any Subsequent Catalog)

4. Students transferring among Arizona public higher education institutions must meet the admission requirements, residency requirements, and all curricular and academic requirements of the degree-granting institution.

NOTE: Time Limit for Transfer Coursework

Students should be aware that the receiving institution may have age and credit limits on certain coursework to be used in transfer. Students should be knowledgeable about the policies on time limits for transfer coursework for the institution to which they plan to transfer.

GENERAL GRADUATION REQUIREMENTS

All students are required to complete the degree and/or certificate requirements as approved by the MCCCD Governing Board. The college reserves the right to make necessary course and program changes in order to meet current educational standards. In addition, students must:

1. Be credited in the Admissions and Records Office/Office of Student Enrollment with no fewer than: 60 semester credit units in courses numbered 100 or above for the Associate in Arts degree, Associate in Science degree and Associate in General Studies degree; 60 semester credit units for the Associate in Applied Science degree; 62 semester credits for the Associate in Business degrees. Minimum semester credits for completion of major-specific pathway versions of the AA and AS degrees vary slightly by pathway. Refer to the Program (Degree) Search at curriculum.maricopa.edu for credit minimums for individual degree programs. For specific certificate programs, be credited with no fewer than the minimum total of credit units required for the certificate program.

   Students not continuously enrolled, as outlined in the Catalog under Which a Student Graduates Policy, must satisfy current graduation requirements.

2. Have earned a minimum of 12 semester credit units toward the degree or certificate at the district college granting the degree or certificate. The 12 hours in the AAS degree curricula must be in the Required Courses area and/or Restricted Electives courses. Courses from the General Education Core and Distribution area are excluded. In cases where the certificate requires fewer than 12 credit units, a minimum of six credit units must be completed at the college awarding the certificate. The minimum of six credit hours in the certificate or degree curricula must be in the Required Courses area and/or the Restricted Electives. Courses from the General Education Core and Distribution areas are excluded.

   Shared Programs are programs offered at multiple colleges but not available at all colleges. The requirements are identical at all the colleges offering the program.

   A shared program requires a minimum of six credit hours from the total program requirements to be completed with a grade of "C" or better at the college awarding the certificate or degree. The minimum of six credit hours in the certificate or degree curricula may be in the Required Courses area and/or the Restricted Electives. (The exception is the Nursing program; Nursing students must apply for graduation from the college where they have successfully completed Block 4 of the Associate in Applied Science in Nursing.) Courses from the General Education Core and Distribution areas are excluded. For those shared programs with less than six credit hours, the total hours for the program must be completed at the college awarding the certificate.

3. Have filed an application for the degree or certificate with the Admissions and Records Office/Office of Student Enrollment Services on the date determined by the college/center.

4. Have a minimum cumulative grade point average of 2.000 at the college granting the degree.

5. Have a minimum cumulative grade point average of 2.000 in all courses used to fulfill degree requirements Some specific programs have higher grade requirements. It is the student's responsibility to be aware of these program requirements.

6. Have removed, thirty (30) days after the anticipated graduation date, all deficiencies on the record to use those courses toward program completion.

7. Have removed any indebtedness to any MCCCD college /center.

8. Have paid graduation ceremony fee, if participating in ceremony. See fee schedule for charges. See Graduation with Honors for information on honors designation.

CERTIFICATES/DEGREES

The Maricopa Community Colleges offer Certificates of Completion as well as Associate Degrees, which are conferred on students who have completed a program of study. These certificates and degrees are as follows: (1) Certificate of Completion (Career Program Specified); (2) Academic Certificate; (3) General Education Certificate; (4) Associate in Arts; (5) Associate in Science; (6) Associate in Business; (7) Associate in General Studies; (8) Associate in Applied Science (Career Program Specified).

All candidates for a degree and/or certificate must complete the General Graduation Requirements as approved by the MCCCD Governing Board.

All students are urged to meet with a faculty advisor, program advisor or counselor as soon as possible to determine which program meets their needs and to plan their course of study.

LICENSURE DISCLAIMER

Maricopa Community Colleges courses and programs prepare students for entry into a variety of professions. Many of these professions require that a person hold an occupational license or certificate in order to work in a particular field. Typically, a person must meet certain legal requirements before obtaining such a license or certificate. These requirements are established by county, state or federal agencies, and often are based on a person's character, or whether the person has been convicted of a criminal offense. It is possible for a student who has obtained a degree or certificate from a community college to be denied the right to work in a particular profession after completing the degree or certificate because of concerns over the student's character or criminal background. Any student preparing to enter a field for which a professional license or certificate is required is strongly advised to consult with the appropriate government agency that issues such credentials. That agency can provide the student complete information about any requirements the law imposes for working in a particular occupation.

MCCCD General Education Statement

The general education core of the program of study for an associate degree or a certificate helps students develop a greater understanding of themselves, of their relationship with others, and of the richly diverse world in which they live. The general education experience provides students with opportunities to explore broad areas of commonly held knowledge and prepares them to contribute to society through personal, social, and professional interactions with others. General education fosters students' personal development by opening them to new directions, perspectives, and processes.

Through its general education requirements, the Maricopa County Community College District is committed to helping students develop qualities and skills that will serve them throughout their lives. General education opportunities encourage students to:

- Build self-awareness, self-respect, and self-confidence
- Recognize and respect the beliefs, traditions, abilities, and customs of all people and all cultures
- Consider the local, global, and environmental impacts of personal, professional, and social decisions and actions
- Access, evaluate, analyze, synthesize, and use information wisely
- Communicate effectively personally, socially, and professionally
- Think critically, make informed decisions, solve problems, and implement decisions
- Consider the ethical implications of their choices
- Value the learning process throughout their lives
- Integrate and connect ideas and events in a historical perspective, and see relationships among the past, the present, and the future
- Develop a personal sense of aesthetics
- Use technological resources appropriately and productively
- Work cooperatively and respectfully with others to serve their communities

Maricopa Community Colleges (MCCCD)
2019-2020 Graduation/General Education Policies

The general education experience at MCCCD is composed of specific elements across the curriculum designed to provide the learner with essential knowledge and skills:

- Communication
- Arts and Humanities
- Numeracy
- Scientific Inquiry in the Natural and Social Sciences
- Information Literacy
- Problem-Solving and Critical Thinking
- Cultural Diversity

General Education Designations (example: (FYC), [SB], [HU], etc.)
Effective Fall 2000 the course evaluation and/or general education designation, as listed in the Arizona Course Equivalency Guide (CEG) within AZ Transfer, is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Given that curriculum is dynamic at both MCCCD and the institutions to which MCCCD students transfer, students have the option to petition for general education evaluations and/or general education designations.

The college reserves the right to make necessary course and program changes in order to meet current educational standards.

Maricopa County Community College District

Occupational Program Matrix

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

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

Occupational Programs

DESCRIPTION

The Maricopa County Community College Occupational Program Matrix identifies all p ograms currently available for offering within the 10 community colleges and two skill centers of the district. The programs are grouped under broad occupational areas as requested by the colleges. For specific in ormation regarding individual programs, contact the college(s) listed as participating institutions.

Agriculture, Food, and Natural Resources

Environmental and Natural Resource Conservation	PC
Environmental and Natural Resource Sustainability	PC
Equine Science	SC
Landscape Horticulture	MC
Landscape Aide	MC
Landscape Specialist	MC
Sustainable Agriculture	MC
Veterinary Assisting	MC
Veterinary Technology	MC

Architecture and Construction

Air Conditioning/Refrigeration/Facilities	GW
Architectural Technology	SC
Building Inspection	MC
Computer Aided Drafting	MC
Construction Management	MC
Construction Trades: Carpentry	GW
Construction Trades: Construction Management	GW, MC
Construction Trades: Electricity	GW
Construction Trades: Millwrighting	GW
Construction Trades: Construction Worker Training for Cranes/Rigging Equipment	GW
Construction Trades: Heat and Frost Insulation	GW
Construction Trades: Ironworking	GW
Construction Trades – Mechanical Trades: Plumbing	GW
Construction Trades – Mechanical Trades: Pipefittin	GW
Construction Trades – Mechanical Trades: Sheet Metal	GW
Construction Trades: Painting and Drywalling	GW
Construction Trades: Pre-Apprenticeship	GW
Construction Trades: Heavy Equipment Operations	GW
Mechanical Drafting	MC
Power Systems Technology	EM
Residential and Light Commercial Air Conditioning	GW
Workforce Development: Carpentry Level I	RS
Workforce Development: Carpentry Level II	RS
Workforce Development: Furniture Construction/Refinishing evel I	RS
Workforce Development: Furniture Construction/Refinishing evel II	RS

Art, A/V Technology, Apparel, and Communication

Alteration Specialist	MC
Apparel Construction	PC
Audio Production Technologies	GC, MC, PC, PV, SC
Beginning Piano Pedagogy	MC
Costume Design and Production	MC
Costuming	PC
Media Arts	PC
Dance Performance and Technology	SC

Disc Jockey Techniques	MC, SC
Disc Jockey Techniques I	MC, SC
Disc Jockey Techniques II	MC, SC
Digital Media Arts	GC
Family Life Education	RS
Fashion Design	PC
Fashion Design Entrepreneurship	PC
Fashion Design Level I	PC
Fashion Design Level II	PC
Fashion Illustration	PC
Fashion Merchandising	PC
Fashion Merchandising & Design	MC
Graphic Design: Visual Communication	SC
Image Consultant	MC
Intermediate Piano Pedagogy	MC
Interior Design	MC, PC, SC
Interior Design: Advanced	MC
Interior Merchandising	MC, PC, EM
Journalism and New Media Studies	GC, MC, SC
Music Business	CG, GC, MC, PC, PV, SC, SM
Parent Education	RS
Pattern Design Level I	PC
Pattern Design Level II	PC
Photography	GC, PC

Business, Management, and Administration

Accounting	CG, EM, GC, GW, MC, PC, PV, RS, SC. SM,
Accounting – Specialized Para-Professional	PV
Accounting Paraprofessional	GC
Administrative Professional	MC, PC, PV
Administrative Specialist	PV
Administrative Technology	GW
Automobile Insurance: Customer Service	RS
Automobile Insurance Claims: Customer Service	RS
Bookkeeping	SC
Broadband Telecommunications	RS
Broadband Telecommunications: Field Operation	RS
Business Administration Fastrack	CG, GC, MC, PC, SC
Business Management	SM
Business Micro Finance	SM
Business Office Assistant	GC
Business Technology Specialist	GW
Computer Applications	PC
Court Reporting: Judicial	GW
Credit Counseling: Customer Service	RS
Debt Resolution: Customer Service	RS
Entrepreneurial Studies Level I	GC, GW, MC, PC, PV, RS, SC, SM
Entrepreneurial Studies Level II	GC, GW, MC, PC, PV, RS, SC, SM
General Business	CG, EM, GC, MC, PC, PV, RS, SC, SM
General Business Specialized	PV
Human Resources Management	CG, EM, GC, GW, MC, PC, RS, SC, SM
Human Services-Assistance: Public Assistance Eligibility	RS
Human Services-Specialist: Customer Service	RS

Human Services - Unemployment Insurance: Customer Service	RS
Insurance Studies	GC, MC, RS
International Trade	MC
Management	CG, EM, GC, PC, MC, PV, RS, SC, SM
Middle Management	GC, PV
Motor Vehicle: Customer Service	RS
Office Technology	GW
Organizational Leadership	CG, GC, EM, GW, MC, PV, RS, SC, SM
Organizational Management	CG, GC, EM, GW, MC, PC, PV, RS, SC, SM
Paralegal Studies	PC
Personal Loans: Customer Service	RS
Project Management	MC
Public Relations	MC
Quality Customer Service	RS
Realtime Reporting Scoping	GW
Retail Management	CG, EM, GC, GW, MC, PC, RS, SM, SC
Retail Pharmacy: Customer Service	RS
Retail Sales Manager	MC
Small Business Management Level I	CG, EM, GC, GW, MC, PC, RS, SC, SM
Small Business Management Level II	CG, EM, GC, GW, MC, PC, RS, SC, SM
Small Business Start-Up	CG, PC, PV, RS, SM
Social Media Marketing	CG, EM, GC, GW, MC, PC, PV, SC, SM
Sports Management	PV, SC
Supervision	GC
Supervision and Management I	SM
Supervision and Management II	SM
Technology Support Analyst	MC
Utilities Customer Service	RS
Water Services: Customer Service	RS

Education and Training

Adult Learning and Development	RS
Bilingual Education/Dual Language Immersion (BE/DLI)	MC
Child and Family Organizations Management and Administration	GC, RS
Curriculum for Young Children	PC
Early Care Specialist	MC
Early Childhood Administration and Management	GC, RS
Early Childhood Classroom Management	PC
Early Childhood Development	SM
Early Childhood Education	EM, GC, PV
Early Childhood Education and Administration: : Birth through Age Five	PC
Early Learning and Development	CG, MC, RS. SM
Family Child Care Management	RS, SM
Foundations of Early Childhood Education	CG, GC, MC, PV, SM, EM
Foundations of Stidemt Services	EM
Gifted Education	EM
Infant and Toddler Development	RS, SM
Instructional Assistance	MC, SM
Reading Specialist Endorsement	MC
Senior Living Management	RS
Workforce Development and Community Re-Entry	RS
Workforce Development: Trim Plumbing	RS

Environmental Technology

Environmental Science Technology	GW
Geospatial Technologies	MC
Occupational Safety and Health Technology	GW
Wastewater Treatment	GW
Water Resources Technologies	GW
Water Treatment	GW

Finance

Bank Account Management: Customer Service	RS
Banking and Finance	PC
Licensed Residential Appraiser	MC
Real Estate: Prelicense	MC, SM
Residential Appraisal Trainee	MC

Government and Public Administration

Public Administration	RS
Public Administration: Legal Services	RS
Tribal Development	SC

Health Science

Advanced Behavioral Health Sciences	GC, SM
Advanced Emergency Medical Technology (Paramedic)	PC, PV
Basic Behavioral Health Sciences	GC, SM
Behavioral Sciences	GC, SM
Community Dental Health Coordination	RS
Community Emergency Response Team (CERT): Level I	PC
Computed Tomography	GW
Dental Assisting	PC
Dental Hygiene	PC, RS, MC
Developmental Disabilities Specialist	GC
Diagnostic Medical Sonography	GW
Diagnostic Medical Sonography: Vascular Technology	GW
Emergency Communications and Deployment	PC
Fast Track Practical Nursing	GW
Health Care Insurance	RS
Health Information: Long Term Care Settings	PC
Health Information Technology	PC
Health Services Management	GW
Health Unit Coordinating/Patient Care Associate	GW
Healthcare Regulatory Compliance	GW
Histologic Technology	PC
Hospital Central Service Technology	GW
Integrated Public Health: Health Administration	PV
Integrated Public Health: Health Education	PV
Integrated Public Health: Mobile Integrated Health	PV
Integrated Public Health: Patient Navigation	PV
Laboratory Assisting	PC
Magnetic Resonance Imaging	GW
Massage Therapy	PC
Medical Assisting	PC
Medical Billing and Coding: Physician-Based	PC
Medical Coding: Hospital-Based	PC

Medical Laboratory Sciences	PC
Medical Radiography	GW
Musculoskeletal Sonography	GW
Nurse Assisting	GW, EM, MC, PC, PV
Nursing	CG, EM, GC, GW, MC, PC, PV, SC
Nursing Refresher	GW, MC
Occupational Therapy Assistant	GW
Phlebotomy	PC
Physical Therapist Assisting	GW
Polysomnographic Technology	GW
Practical Nursing	CG, EM, GC, GW, MC, PV, SC
Recovery Support	SM
Respiratory Care	GW
Speech Language Pathology Assistant	EM
Surgical Technology	GW
Operating Room Nursing	GW

Hospitality and Tourism

Airline Operations	RS
Airline Operations: Reservations and Ticketing Services	RS
Baking and Pastry	EM
Commercial Bakery and Pastry Arts	SC
Culinary Arts	SC
Culinary Fundamentals	SC, SM
Culinary Principles	EM
Culinary Studies	EM
Dietetic Technology	PV
Hospitality: Golf Management	SC
Hospitality: Hotel Management	SC
Hospitality: Restaurant Management	SC
Hospitality: Spa and Wellness Center Management	SC
Hospitality: Tourism Development and Management	SC
Hospitality: Meeting and Event Management	SC
Sustainable Food Systems	RS
Workforce Development: Introduction to Sustainable Food Systems	RC

Human Services

Addictions and Substance Use Disorders Level I	RS
Addictions and Substance Use Disorders Level II	RS
Addictions and Substance Use Disorders	RS
Adolescent Studies	PC
Deaf Studies	PC
Exercise Science and Personal Training	CG, GC, MC, PV, SC, SM
Family Development	PC
Family Support	PC
Group Fitness Instructor	MC
Interpreter Preparation	PC
Massage Therapy	CG, PC
Nutrition for Fitness and Wellness	GC, MC, SC
Personal Trainer	GC, MC

Personal Training Specialist	CG, GC, MC, PV, SC, SM
Professional Addictions Counseling	RS
Recreation Management	SC
Workforce Development: Foundations in Addictions and Substance Use Disorders	RC
Yoga Instruction	SC
Yoga Therapy	SC

Information Technology

Adobe Creative Suite in Business: Master Suite Applications Specialist	MC
Adobe Creative Suite in Business: Print and Web Applications Specialist	MC, PV
Adobe Creative Suite in Business: Production Applications Specialist	MC, SM
Adobe Foundations	GC, MC, PV, SM
Advanced Computer Usage and Applications	RS
Advanced Web Designer	MC
Applications in Geospatial Technologies	MC
Business Applications	CG
Business Applications Specialist	CG
Business Office Computer Applications	GC
Comic and Sequential Art	PC
Computer and Information Technologies	SM
Computer Applications: Microsoft Office Specialist/Advanced	MC
Computer Applications: Microsoft Office Specialist/Basic	MC
Computer Applications Technology	EM
Computer Hardware and Desktop Support	CG, EM
Computer Hardware and Network Support	SC
Computer Information Systems	GC, GW, PC
Computer Information Systems Technologies	SC
Computer Information Technology	PV
Computer Networking Technology	PV
Computer Systems Maintenance	PV
Computer Technology	RS
Computer Usage and Applications	RS
Data Analytics	SC
Database Development	SC
Desktop Publishing	EM
Digital Arts	MC
Digital Arts: Digital Illustration	MC
Digital Arts: Digital Photography	MC
Digital Arts: Graphic Design	MC
Digital Cinema Arts	GC
Digital Design	RS
Digital Media/Multimedia Technology	MC
Digital Photography	PC
Editing	SC
Game Technology	MC, GC
Healthcare Technology Systems	GC, PV
Information Security	GC
Information Security Technology	GC
Information Technology	CG
Information Technology: Android/iOS Programming	SM
Information Technology: Cisco Networking	SM, MC
Information Technology: Computer Applications Specialist	SM
Information Technology: Microsoft Programming	SM

Information Technology: Network and Cyber Security	GW, SM
Information Technology: Network Server	SM
Information Technology: Programming and Mobile Development	SM
Information Technology Support	SM
iOS Application Development	CG, EM, GC, MC, PC, PV, RS, SC, SM
IT and Power Systems Security	EM
Linux Associate	CG, EM, MC
Linux Networking Administration	EM, GC, MC
Linux Professional	CG, EM, GC, GW, MC, PC, PV, SC, SM
Media Arts: Computer Art/Illustration	CG, PC
Media Arts: Digital Animation	PC
Media Arts: Digital Imaging	CG, PC
Media Arts: Web Design	PC
Microsoft Certified nformation Technology Professional (MCITP) Administrator	GW
Microsoft Desktop Support Technology	EM, GC, PV
Microsoft Networking Technology	EM, GC, GW
Microsoft Server Administration	EM, GC
Microsoft Technical Specialist	EM, GW
Mobile Apps Programming	RS, SM
Motion Picture/Television Production	SC
Multimedia Technology	MC
Network Administration	SC
Network Administration: CISCO Network Professional	MC, SM
Network Administration: Microsoft Windows Server	CG, GW, MC, SM
Network and Cyber Fundamentals	GW, SM
Networking: Design and System Support	RS
Networking Administration: Cisco	CG, EM, GC, GW, MC, SM
Networking System Administration	MC
Networking Technology: Cisco	CG, EM, GC, GW
Oracle Database Operations	CG
Production Film	SC
Production Television	SC
Programming	RS, EM, SM
Programming and Systems Analysis	CG, EM, GC, MC,PC, PV, RS, SC
Programming and Systems Analysis Level I	CG, EM, GC, MC,PC, PV, RS, SC
Programming and Systems Analysis Level II	CG, EM, GC, MC,PC, PV, RS, SC
Screenwriting	SC
Technical Theatre	PC, SC
Web Application Development	SM
Web Design	CG, EM, GC, PC, PV, SM
Web Design Technologies	SC
Web Design: User Interface	RS
Web Designer	MC
Web Developer	EM, GC, MC, PC, PV
Web Development	SC
Web Development and Graphic Design	EM, SM
Web Server Administrator	MC

Manufacturing

Applied Electrical Technologies	RS
Automated Industrial Technology	EM, MC
Automated Industrial Technology I	EM, MC
Automated Industrial Technology II	EM, MC

CAD Application	GC
CAD Fundamental	GC
CAD Technology	GC
CAM Systems Programming	MC
CNC Machining I	MC
CNC Machining II	MC
Drafting and Design Technology	MC
Computer and Networking Technology	GC
Electric Utility Technology	CG
Electrical Systems Technology	EM
Electrical Technology - Commercial Wiring	GW
Electrical Technology - Industrial Wiring	GW
Electrical Technology: Residential Wiring	GW
Electronics Engineering Technology	MC
Electronics Technology	MC
Energy and Industrial Technology	MC
Industrial Design Technology	GW
Industrial Design Technology: Design Specialist: SolidWorks	GW
Industrial Manufacturing and Emerging Technologies	EM
Industrial Robotics and Automation Technology	MC
Instrumentation Systems Technology	EM
Lineman Technology Level I	RS
Lineman Technology Level II	RS
Lineman Technology Level III	RS
Lineman Technology Level IV	RS
Machining	MC
Mechanical Systems Technology	EM
Mechatronics	EM
Meter Technology	CG
Network Maintenance	GC
Nuclear Power Technology	EM
Production Technology	GW
Production Technology: CNC Technology	GW
Production Technology: Quality Assurance	GW
Welding	MC
Workforce Development: Electrical Level I	RS
Workforce Development: Electrical Level II	RS

Marketing, Sales, and Service

Marketing	GC, GW, MC, PC, PV, SC, SM
Marketing and Sales	GC, GW, MC, PC, PV, SC

Law, Public Safety, Corrections, and Security

Administration of Justice	CG, EM, GC, MC, PC, PV, RS, SM
Administration of Justice Studies	CG, EM, GC, GW, MC, PC, PV, SC, SM
Advanced Corrections	RS
Basic Corrections	RS
Corrections	CG, EM, GC, MC, PC, PV, RS, SC, SM
Crime Scene Investigation	CG, GC, MC, PC, PV, SC, SM
Detention Services	RS
Domestic Preparedness and Homeland Security	PC
Driver Operator	GC, MC,PC, PV

Emergency Management	MC, PV
Emergency Medical Technology	CG, GC, MC, PC, PV
Emergency Response and Operations	GC, MC, PC, PV
Fingerprint Identific tion and Photography	PC, SC
Fire Academy	GC
Fire Officer Leadership	GC, MC, PC, PV
Fire Science	GC, MC, PC, PV
Firefig ter Operations	GC, MC, PC, PV
Forensic Investigation	MC
Forensic Science	CG, GC, MC, PC, PV, SC, SM
Global Citizenship	MC
Hazardous Materials Response	PC
Homeland Security	CG, GC, GW, MC, PC, PV, RS, SM
Juvenile Corrections	RS
Law Enforcement	CG, EM, GC, MC, PC, PV, RS, SC, SM
Law Enforcement Investigator	GC
Law Enforcement Technology Academy	RS
Law Enforcement Training Academy	CG, GC
Legal Studies	CG, EM, GC, MC, PC, PV, RS, SC, SM
Paralegal	RS
Paramedicine	GC, PC, PV, MC
Public Safety Leadership	RS
Public Safety Technology	RS
Tribal Court Justice Studies	SC
Victimology	CG, GC, MC, PC, PV, RS, SC, SM

Science, Technology, Engineering and Mathematics

Aircraft Maintenance Technology	CG
Aircraft Maintenance Technology (Part 147)	CG
Airframe Maintenance (Part 147)	CG
Airway Science Technology, Flight Emphasis	CG
Biotechnology	MC
Biotechnology and Molecular Biosciences	GC
Certified light Instructor Instrument Airplane Rating	CG
Engineering Technology	GC, CG, EM, SM
Flight Technology	CG
Food Science and Technology I	SM
Food Science and Technology II	SM
Nanotechnology	RS
Powerplant Maintenance (Part 147)	CG
Unmanned Aircraft Systems	CG

Transportation, Distribution, and Logistics

Air Conditioning	MC
Air Conditioning and Electrical Accessories	GW
Automotive Automatice Transmission and Transaxle	CG, GW
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

Automotive Engine Performance	GC, GW, MC
Automotive Engine Repair	GC, GW, MC
Automotive Engine Repair and Performance	GC, GW, MC
Automotive Heating, Ventilation and Air Conditioning (HVAC) Systems	GC, GW, MC
Automotive Maintenance and Light Repair	GC, GW, MC
Automotive Manual Drive Train and Axles	GC, GW, MC
Automotive Service	GC, GW, MC
Automotive Steering and Suspension	GC, GW, MC
Basic, Alignment, Suspension and Steering	GC, GW, MC, RS
Brakes, Alignment, Suspension and Steering	MC
Engine Performance and Diagnosis	GW, MC
Transmissions and Power Trains	MC

College Acronyms/Name:

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

Paradise Valley Community College

Academic Certificates
Associate of Applied Science Degrees
Certificates of Completion

PVCC Academic Certificates, Associate in Applied Science Degrees & Certificates of Completion

Associate in Applied Science Degrees

Accounting Specialized Paraprofessional, AAS/3130
Administration of Justice, AAS/3181
Administrative Specialist, AAS/3238
Advanced Emergency Medical Technology (Paramedic), AAS/3065
Audio Production Technologies, AAS/3024
Computer Information Technology, AAS/3786
Dietetic Technology, AAS/3840
Early Childhood Education, AAS/3836
Emergency Response & Operations, AAS/3112
Exercise Science & Personal Training, AAS/3059
Fire Service Professional, AAS/3064
General Business Specialized, AAS/3051
Healthcare Technology Systems, AAS/3161
Integrated Public Health, AAS/3175
Management, AAS/3070
Marketing & Sales, AAS/3094
Music Business, AAS/3017
Nursing, AAS/3812
Programming & System Analysis, AAS/3844

Certificates of Completion

Accounting Specialized Paraprofessional, CCL/5156
Administrative Professional, CCL/5234
Audio Production Technologies, CCL/5334
Computer Information Technology, CCL/5865
Computer Networking Technology, CCL/5869
Computer Systems Maintenance, CCL/5867
Early Childhood Education, CCL/5016
Emergency Management, CCL/5304
Fire Science, CCL/5486
Fire Service Professional, CCL/5514
Firefig ter Operations, CCL/5557
Foundation of Early Childhood Education, CCL/5710
General Business, CCL/5262
Healthcare Technology Systems, CCL/5836
International Business, CCL/5742
Journalism and New Media Studies, CCL/5466
Management, CCL/5729
Marketing, CCL/5094
Microsoft Desktop Support Technology, CCL/5473
Middle Management, CCL/5072
Music Business, CCL/5258
Organizational Leadership, CCL/5731
Paramedicine, CCL/5513
Personal Training Specialist, CCL/5445
Practical Nursing, CCL/5957
Programming & System Analysis, CCL/5048
Web Design, CCL/5159
Web Developer, CCL/5051

PVCC Academic Certificates, Associate in Applied Science Degrees & Certificates of Completion

Accounting
- Accounting Spec Paraprofessional, AAS/CCL

Administration of Justice
- Administration of Justice, AAS

Administrative Professional
- Administrative Professional, AAS, CCL

Business Related
- General Business, CCL
- General Business Specialized, AAS/3051
- Healthcare Technology Systems, AAS, CCL
- Management, AAS, CCL
- Marketing & Sales, AAS, CCL
- Middle Management, CCL
- Organizational Leadership, CCL

Computer Related
- Adobe Foundations, CCL
- Computer Information Systems, CCL
- Computer Information Technology, AAS, CCL
- Computer Networking Technology, CCL
- Computer Systems Maintenance, CCL
- Healthcare Information Technology AAS,CCL
- Programming & System Analysis, AAS, CCL
- Web Design, CCL
- Web Developer, CCL

Dietetic Technology
- Dietetic Technology, AAS

Early Childhood Education
- Child Development Associate (CDA) Prep, CCL
- Early Childhood Education, AAS, CCL
- Foundation of Early Childhood Education, CCL

Emergency Management &
- Advanced Emergency Medical Technology (Paramedic), AAS
- Emergency Management, CCL
- Emergency Response & Operations, AAS
- Paramedicine, CCL

Fire Science Technology
- Emergency Response & Operations, AAS
- Fire Science, CCL
- Fire Service Professional, AAS, CCL
- Firefig ter Operations, CCL

International Business & Studies
- International Business, CCL

Microsoft Related
- Microsoft Desktop Support Technology, CCL
- Microsoft Networking Technology, AAS
- Microsoft Office Specialist, CCL
- Microsoft Technical Specialist, CCL

Music: Audio Production & Business
- Audio Production Technologies, AAS, CCL
- Music Business, AAS, CCL

Nursing
- Practical Nursing, CCL
- Nursing, AAS

Wellness
- Exercise Science & Personal Training, AAS
- Personal Training Specialist, CCL
- Teaching Healing Meditation for Stress Management, CCL

ACCOUNTING

Certific te of Completion: 5156

Accounting Specialized Paraprofessional

35–37 credits

DESCRIPTION: This program prepares the student for entry into the accounting field as an accounting clerk, or a junior accountant who performs a variety of routine calculating and verific tion tasks; summarizes and posts data in designated books; performs a variety of other duties such as making invoices or monthly statements, preparing payrolls, verifying bank accounts, keeping record file , making periodic reports of business activities, and listing and checking details as instructed. He or she may devise, install and supervise the operation of general accounting, budget, and cost systems either manually or by computer. Computer application skills are important.

PROGRAM NOTES: Students must earn a grade of "C" or better for each course listed in the Required Courses area.
+ indicates course has prerequisites and/or corequisites.

PROGRAM PREREQUISITES: None

REQUIRED COURSES:		Credits: 35–37
ACC111	Accounting Principles I	3
+ ACC112	Accounting Principles II	3
+ ACC115	Computerized Accounting	2
+ ACC212	Managerial Accounting	3
+ ACC219	Intermediate Accounting I	3
+ ACC221	Tax Accounting	3
+ ACC222	Payroll Accounting	3
CIS117DM	Microsoft Access: DB Management (3) OR	
CIS117AM	DB Mgt: Microsoft Access Level I (1) AND	
CIS117BM	DB Mgt: Microsoft Access Level II (1) AND	
CIS117CM	DB Mgt: Microsoft Access Level III (1)	3
BPC110	Computer Usage and Applications (3) OR	
CIS105	Survey of Comp. Information Systems (3)	3
GBS151	Introduction to Business	3
+ GBS233	Business Communication	3
+ MAT 120	Intermediate Algebra (5) OR	
+ MAT 122	Intermediate Algebra (3) OR	
Satisfactory completion of a higher level math course.		3–5

Associate of Applied Science: 3130

Accounting Specialized Paraprofessional

61-67 credits

DESCRIPTION: The Associate in Applied Science (AAS) in Accounting Specialized Para-Professional program prepares the student for entry into the accounting field as an accounting clerk, or a junior accountant who performs a variety of routine calculating and verific tion tasks; summarizes and posts data in designated books; performs a variety of other duties such as making invoices or monthly statements, preparing payrolls, verifying bank accounts, keeping record file , making periodic reports of business activities, and listing and checking details as instructed. He or she may devise, install and supervise the operation of general accounting, budget, and cost systems either manually or by computer. Computer application skills are important.

PROGRAM NOTES: Students must earn a grade of "C" or better for each course listed in the Required Courses area.
+ indicates course has prerequisites and/or corequisites.
++ indicates any module/suffixed courses.

PROGRAM PREREQUISITES: None

REQUIRED COURSES:		Credits: 35–37
ACC111	Accounting Principles I	3
+ ACC112	Accounting Principles II	3
+ ACC115	Computerized Accounting	2
+ ACC212	Managerial Accounting	3
+ ACC219	Intermediate Accounting I	3
+ ACC221	Tax Accounting	3
+ ACC222	Payroll Accounting	3
CIS117DM	Microsoft Access: DB Management (3) OR	
CIS117AM	DB Mgt: Microsoft Access Level I (1) AND	
CIS117BM	DB Mgt: Microsoft Access Level II (1) AND	
CIS117CM	DB Mgt: Microsoft Access Level III (1)	3
BPC110	Computer Usage and Applications (3) OR	
CIS105	Survey of Comp. Information Systems (3)	3
GBS151	Introduction to Business	3
+ GBS233	Business Communication	3
+ MAT 120	Intermediate Algebra (5) OR	
+ MAT 122	Intermediate Algebra (3) OR	
Satisfactory completion of a higher level math course.		3–5

RESTRICTED ELECTIVES:		Credits: 8
ACC220	Intermediate Accounting II	3
ACC270++	Any Accounting Internship course(s)(1-3) OR	
ACC296++	Any Cooperative Education course(s) (1-4)	1-4
+ CIS159	Visual Basic Programming I	3
+ CIS162AC	Visual C++: Level I	3

+	CIS163AA	Java Programming: Level I	3
+	CIS235	e-commerce	3
+	GBS205	Legal, Ethical, and Regulatory Issues in Business	3
+	GBS221	Business Statistics	3
	IBS101	Introduction to International Business	3
	MGT229	Management and Leadership I	3
	MGT251	Human Relations in Business	3
	CWE198++	Any Career Work Experience course(s) in	

GENERAL EDUCATION REQUIREMENT Credits: 21-22

General Education Core Credits: 12

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

Critical Reading Credits: 3

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

Mathematics Credits: 0
Met by MAT120 (5) or MAT122 (3) or satisfactory completion of a higher level mathematics course in Required Courses area.

General Education Distribution Credits: 9-10

Humanities and Fine Arts Credits: 2-3
Any approved general education course in the Humanities, Arts and Design area. 2-3

Social and Behavioral Sciences Credits: 3

ECN211	Macroeconomic Principles (3) OR	
ECN212	Microeconomic Principles (3)	3

Natural Sciences Credits: 4
Any approved general education course from the Natural Sciences area. 4

ADMINISTRATION OF JUSTICE

Associate of Applied Science: 3181

Administration of Justice

62-68 credits

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

LEARNING OUTCOMES:
1. Synthesize multiple sources of information to make timely assessments. AJS101, AJS113, AJS123, AJS162, AJS200, AJS201, AJS205, AJS210, AJS230, AJS240, AJS255, AJS/EMT/FSC/SWU258, AJS270, AJS275, AJS290BN, BPC110, CIS105, CIS114DE, COM225, CRE101, FOR105, FOR106, [FYC], [MA], PSY101, REC120, SOC101, SWU171)
2. Solve problems through logical and sound reasoning. (AJS101, AJS109, AJS113, AJS123, AJS162, AJS201, AJS205, AJS210, AJS212, AJS225, AJS230, AJS240, AJS255, AJS/EMT/FSC/SWU258, AJS260, AJS270, AJS275, AJS290BN, BPC110, CIS105, CIS114DE, COM225, CRE101, [FYC], FOR105, FOR106, [MA], PSY101, REC120, SOC101, SWU171)
3. Communicate orally, visually and in writing precisely, appropriately, and effectively to varied audiences. (AJS101, AJS113, AJS162, AJS201, AJS205, AJS210, AJS212, AJS230, AJS240, AJS255, AJS/EMT/FSC/SWU258, AJS270, AJS275, AJS290BN, BPC110, CIS105, CIS114DE, COM225, CRE101, FOR105, FOR106, [FYC], [MA], PSY101, REC120, SOC101, SWU171)
4. Communicate in the language common to the criminal justice system. (AJS101, AJS109, AJS113, AJS162, AJS201, AJS205, AJS210, AJS212, AJS225, AJS230, AJS240, AJS255, AJS/EMT/FSC/SWU258, AJS270, AJS275, AJS290BN, COM225, CRE101, [FYC])
5. Collaborate with diverse agencies, community representatives and individuals to achieve common goals. (AJS101, AJS113, AJS123, AJS162, AJS200, AJS201, AJS210, AJS212, AJS230, AJS240, AJS255, AJS/EMT/FSC/SWU258, AJS290BN, COM225, CRE101, [FYC], PSY101, REC120, SOC101, SWU171)
6. Apply the principles and processes of criminal and constitutional law, criminology theory, knowledge of the functions and components of the criminal justice system, and current issues

to criminal justice operations. (AJS101, AJS109, AJS113, AJS123, AJS162, AJS200, AJS201, AJS210, AJS212, AJS225, AJS230, AJS240, AJS255, AJS/EMT/FSC/SWU258, AJS260, AJS290BN, CRE101, [FYC], [MA])
7. Utilize technology to collect, analyze and communicate data. (AJS101, AJS113, AJS162, AJS200, AJS201, AJS210, AJS230, AJS240, AJS255, AJS/EMT/FSC/SWU258, AJS270, AJS275, AJS290BN, BPC110, CIS105, CIS114DE, COM225, CRE101, FOR105, FOR106, [FYC], [MA], PSY101, SOC101)
8. Practice professional standards appropriate to the field of criminal justice. (AJS101, AJS109, AJS113, AJS119, AJS123, AJS162, AJS201, AJS210, AJS230, AJS240, AJS255, AJS/EMT/FSC/SWU258, AJS260, AJS270, AJS275, AJS290BN, COM225, CRE101, FOR105, FOR106, [FYC], PSY101, REC120, SOC101, SWU171)
9. Subscribe to and practice ethical behavior appropriate to the field of criminal justice. (AJS101, AJS109, AJS113, AJS119, AJS123, AJS162, AJS201, AJS210, AJS230, AJS240, AJS255, AJS/EMT/FSC/SWU258, AJS260, AJS270, AJS275, AJS290BN, CRE101, FOR105, FOR106, [FYC], PSY101, REC120, SOC101, SWU171)

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 any suffixed courses.

PROGRAM PREREQUISITES: None

REQUIRED COURSES: Credits: 30
AJS101 Introduction to Criminal Justice 3
AJS109 Substantive Criminal Law 3
AJS123 Ethics and the Administration of Justice 3
AJS212 Juvenile Justice Procedures 3
AJS225 Criminology 3
AJS230 The Police Function 3
AJS240 The Corrections Function 3

AJS/EMT/FSC/SWU258 Victimology and Crisis Management (3) or
AJS200 Current Issues in Criminal Justice (3) 3

AJS260 Procedural Criminal Law 3

CIS105 Survey of Computer Information Systems (3) OR
BPC110 Computer Usage and Applications (3) OR
AJS+++++ Students may choose course in the Administration of Justice Studies area not listed under Required Courses area (3) 3

RESTRICTED ELECTIVES: Credits: 9–10
AJS113 Criminal Justice Crime Control Policies and Practices 3
(Fulfills ASU t ansfer requirement)
AJS119 Computer Applications in Justice Studies 3
(Fulfills N U transfer requirement)
AJS162 Domestic Violence 3
(Fulfills Victimology certific te requirement)
AJS201 Rules of Evidence 3
(Fulfills egal Studies certific te requirement)
AJS205 Criminal Justice Report Writing 3
(Fulfills orrections, Law Enforcement and Legal Studies certific te requirement)
AJS210 Constitutional Law 3
(Fulfills Legal Studies certific te requirement and NAU transfer requirement)
AJS255 Crime, Law, and Mental Health 3
(Fulfills orrections and Victimology certific te requirement)
AJS270 Community Relations 3
(Fulfills GCU t ansfer requirement)
AJS275 Criminal Investigation I 3
(Fulfills orrections and Law Enforcement certific te requirement and GCU transfer requirement)
AJS290BN Courtroom Testimony Seminar 1
(Fulfills egal Studies certific te requirement)
CIS114DE Excel Spreadsheet 3
(Fulfills N U transfer requirement)

PSY101 Introduction to Psychology (3) OR
SOC101 Introduction to Sociology (3) 3
(Fulfills ASU t ansfer requirement)

REC120 Leisure and the Quality of Life 3
(Fulfills ASU t ansfer requirement)

SWU171 Introduction to Social Welfare 3
(Fulfills ASU t ansfer requirement)

FREE ELECTIVES Credits: 7
Recommend the following for transfer:
FOR105 Forensic Science: Physical Evidence (4) OR
FOR106 Forensic Science: Biological Evidence (4) OR
any course with the [SQ] general education designation (4) 4

Recommend the following for transfer: Any course with an [HU] and [G] general education designation OR an [HU] and [H] general education designation 3

GENERAL EDUCATION REQUIREMENT: Credits: 16-21

GENERAL EDUCATION CORE: Credits: 12–17

First-Year Composition 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 3
COM100 Introduction to Human Communication (3) OR
COM110 Interpersonal Communication (3) OR

+	COM225	Public Speaking (3) OR
	COM230	Small Group Communication (3)

Recommend COM225 for students intending to transfer

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

Mathematics 3–5

+	MAT140	College Mathematics (5) OR
+	MAT141	College Mathematics (4) OR
+	MAT142	College Mathematics (3) OR

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

GENERAL EDUCATION DISTRIBUTION: Credits: 10

Humanities, Arts and Design 0
Met by AJS123 in the Required Courses area

Social and Behavioral Sciences 0
Met by AJS/EMT/FSC/SWU258 or AJS200 in Required Courses area

Natural Sciences 4
Any approved general education course from the Natural Sciences area.
Recommend FOR105 or FOR106 in Electives area.

ADMINISTRATIVE PROFESSIONAL

Certific te of Completion: 5234

Administrative Professional

39 credits

DESCRIPTION: The Certific te of Completion (CCL) in Administrative Professional program is composed of three semesters of course work, with emphasis on computer applications, and is designed for students seeking to gain skills and knowledge in the Administrative Professional area.

PROGRAM NOTES: Students must earn a grade of C or better in each course. + indicates course has prerequisites and/or corequisites.

PROGRAM PREREQUISITES: None

REQUIRED COURSES: Credits: 29

	BPC110	Computer Usage and Applications	3
	CIS114DE	Excel Spreadsheet	3
	CIS117DM	Microsoft Access: Database Management	3
	CIS118DB	Desktop Presentation: Powerpoint	3
	CIS121AE	Windows Operating System: Level I	1
	CIS113DE	Microsoft Word: Word Processing	3
	GBS151	Introduction to Business	3
+	GBS233	Business Communication	3
	OAS101	Comp Typing I: Keyboarding & Formatting	3
+	OAS102	Computer Typing II: Document Production	3
	OAS107	Professional Telephone Techniques	1

RESTRICTED ELECTIVES: Credits: 10
Students must choose one of the following specialization areas and successfully complete all courses listed in that area.

General Specialization Credits: 10

+	ACC115	Computerized Accounting	2
	MGT109	Dev. of Professional Skills & Standards	3
	MGT126	Customer Service Skills and Strategies	3
	SBS211	Small Business Computer Applications	1
+	OAS285AA	Office Automation Support Internship (1) OR	
+	OAS298AA	Special Projects (1)	1

Medical Office Specialization Credits: 10

	OAS181	Medical Office: Vocabulary	3
	HCC130	Fundamentals in Health Care Delivery	3
	MGT126	Customer Service Skills and Strategies	3
+	OAS298AA	Special Projects (1)	1

Legal Office Specialization Credits: 10

+	OAS218	Law Office Procedures	3
+	OAS220	Professional Legal Secretary	4
+	OAS225	Legal Document Preparation	2
+	OAS226AA	Legal Secretarial Internship (1) OR	
+	OAS298AA	Special Projects (1)	1

Customer Service Specialization Credits: 10

	MGT109	Dev. of Professional Skills and Standards	3
	MGT126	Customer Service Skills and Strategies	3
	MGT229	Management and Leadership I	3
+	OAS285AA	Office Automation Support Internship (1) OR	
+	OAS298AA	Special Projects (1)	1

Web Development/Social Media Specialization Credits: 10

	CIS103	Introduction to Social Media	3
	CIS133DA	Internet/Web Development Level I	3
	MKT110	Marketing and Social Networking	3
+	OAS285AA	Office Automation Support Internship (1) OR	
+	OAS298AA	Special Projects (1)	1

Associate in Applied Science: 3238

Administrative Specialist

60–66 credits

DESCRIPTION: The Associate in Applied Science (AAS) in Administrative Specialist program, a two-year career program, is designed for students seeking to gain skills and knowledge in the administrative assistant and executive secretarial field . The program includes a work experience course related to student`s specialization area. Students may choose from the following specialized areas: Accounting, Medical Office, Web Development/ Social Media, or Project and Event Planning.

PROGRAM PREREQUISITES: None

PROGRAM NOTES:
Students must earn a grade of C or better for all courses.
+ indicates course has prerequisites and/or corequisites.

REQUIRED COURSES:		Credits: 30
BPC110	Computer Usage and Applications	3
CIS102	Interpersonal and Customer Service Skills for IT Professionals	1
CIS114DE	Excel Spreadsheet	3
CIS117DM	Microsoft Access: Database Management	3
CIS118DB	Desktop Presentation: Powerpoint	3
CIS121AE	Windows Operating System: Level I	1
CIS113DE	Microsoft Word: Word Processing	3
GBS151	Introduction to Business	3
+ GBS233	Business Communication	3
OAS101	Computer Typing I: Keyboarding & Formatting	3
+ OAS102	Computer Typing II: Document Production	3
OAS107	Professional Telephone Techniques	1

RESTRICTED ELECTIVES: Credits: 9
Students must choose one of the following specialization areas and successfully complete all courses listed in that area.

Accounting Specialization:		Credits: 9
ACC111	Accounting Principles I	3
+ ACC112	Accounting Principles II	3
+ ACC115	Computerized Accounting	2
Any ACC, CIS, SBS or BPC course not listed under Required Courses		1

Medical Office Specialization		Credits: 9
HCC145	Med Terminology for Health Care Prof	3
HCC130	Fundamentals of Health Care Delivery	3
+ HTM150	Introduction to Healthcare IT and Systems	3

Project and Event Planning Specialization:		Credits: 9
CIS224	Project Mgt Microsoft Project for Windows	3
MGT109	Development of Prof Skills and Standards	3
HRM145	Events Management	3

Web Development/Social Media Specialization		Credits: 9
CIS133DA	Internet/Web Development Level I	3
MKT110	Marketing and Social Networking	3
MKT263	Advertising Principals	3

GENERAL EDUCATION REQUIREMENTS Credits: 21–27

GENERAL EDUCATION CORE: Credits: 12–17

First Year Composition 6
+ Any approved general education course in the First-Year Composition area

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

Critical Reading 0-3
+ CRE101 Critical and Evaluative Reading I (3) OR Equivalent by assessment.

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

GENERAL EDUCATION DISTRIBUTION: Credits: 9–10

Humanities & Fine Arts 2–3
Any approved general education course from the Humanities & Fine Arts area.

Social & Behavioral Sciences 3
Any approved general education course from the Social & Behavioral Sciences area. PSY101 is recommended.

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

BUSINESS RELATED

Certific te of Completion: 5262

General Business

33 credits

DESCRIPTION: The Certific te of Completion in General Business is designed for those employed in the field who need or want continuing education, or for those who cannot pursue a degree at this time, but want to enter the business field at an entry level point.

PROGRAM NOTES: Students must earn a grade of "C" or better in each course in the Required Courses area. "+" indicates prerequisite.

PROGRAM PREREQUISITES: None

REQUIRED COURSES:		Credits: 33
ACC 111	Accounting Principles I	3
+ ACC 112	Accounting Principles II	3
BPC 110	Computer Usage & Applications (3) OR	
CIS 105	Survey of Computer Info. Systems (3)	3
ECN 211	Macroeconomic Principles	3
ECN 212	Microeconomic Principles	3
GBS 151	Introduction to Business	3
GBS 205	Legal, Ethical Regulatory Issues in Business	3
+ GBS 233	Business Communication	3
MGT 175	Business Organization & Management	3
MGT 251	Human Relations in Business	3
MKT 271	Principles of Marketing	3

Associate in Applied Science: 3051

General Business Specialized

61–66 credits

DESCRIPTION: The Associate in Applied Science (AAS) in General Business Specialized degree is designed for students who plan to attend college for two years only and are preparing for an entry-level position in business. Students may choose from the following specialized areas: Accounting, Business Survey, Computer Information Systems, Customer Service, Finance, General Business, International Business, Management, Marketing, or Small Business.

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 any module/suffixed courses.

PROGRAM PREREQUISITES: None

REQUIRED COURSES:		Credits: 24
ACC111	Accounting Principles I	3
+ ACC112	Accounting Principles II	3
BPC110	Computer Usage and Applications (3) OR	
CIS105	Survey of Computer Information Systems (3)	3
ECN211	Macroeconomic Principles	3
GBS151	Introduction to Business	3
GBS205	Legal, Ethical, & Regulatory Issues in Business	3
+ GBS233	Business Communication	3
MGT175	Business Organization and Management	3

RESTRICTED ELECTIVES: Credits: 13–15
Students must choose one of the following specialized areas and successfully complete all courses listed in that area.

Accounting:		Credits: 14
+ ACC115	Computerized Accounting	2
+ ACC212	Managerial Accounting	3
+ ACC219	Intermediate Accounting	3
+ ACC221	Tax Accounting	3
+ ACC222	Payroll Accounting	3

Business Survey: Credits: 15
A student may choose classes from any combination of the listed Restricted Electives specialty areas adding up to 15 credits providing more breath of selection for the student who may want to take classes from multiple areas, i.e. 2 Accounting classes, 2 Finance classes and 1 Management class.

Computer Information Systems:		Credits: 15
CIS102	Interpersonal and Customer Service Skills	1
CIS109AM	Networking Technology	2
CIS133DA	The Internet	3
CIS224	Project Management Microsoft Project for Windows	3
+ CIS235	e-Commerce	3
+ ENG111	Technical and Professional Writing	3

Customer Service:		Credits: 13-15
MGT109	Development of Professional Skills AND Standards	3
MGT126	Customer Service Skills and Strategies	3
MGT229	Management and Leadership I	3
MGT296WA-WC	Cooperative Education (any suffixed course)	1-3
MKT267	Principles of Salesmanship	3

Finance:		Credits: 13
GBS103	Principles of Banking	3
GBS/HEC132	Personal and Family Financial Security	3
GBS206	Business Law (UCC)	3
GBS261	Investments I	3
IBS104	International Finance	1

General Business:		Credits: 15
IBS101	Introduction to International Business	3
MGT229	Management and Leadership I	3
MKT101	Introduction to Public Relations	3
MKT267	Principles of Salesmanship	3
MKT271	Principles of Marketing	3

International Business:		Credits: 13-15
IBS101	Introduction to International Business	3
IBS102	International Marketing	2
IBS104	International Finance	1
IBS105	International Law	2
IBS108	Basics of Import/export Operations	2
IBS121	Export Marketing Case Studies	2
ARB+++	any ARB/Arabic course	3-4
FRE+++	any FRE/French course	3-4
GER+++	any GER/German course	3-4
ITA+++	any ITA/Italian course	3-4
JPN+++	any JPN/Japanese course	3-4
SPA+++	any SPA/Spanish course	3-4

Management:		Credits: 15
MGT229	Management and Leadership I	3
MGT251	Human Relations In Business	3
MGT253	Owning and Operating a Small Business	3
MGT276	Personnel/Human Resources Management	3
MKT271	Principles of Marketing	3

Marketing:		Credits: 14
+ CIS235	e-Commerce	3
IBS102	International Marketing	2
MKT101	Introduction to Public Relations	3
MKT263	Advertising Principles	3
MKT271	Principles of Marketing	3

Small Business: Credits: 15

MGT253	Owning and Operating a Small Business	3
MKT267	Principles of Salesmanship	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 & Tax Mgt for Small Business	2

GENERAL EDUCATION REQUIREMENT: Credits: 24–27

GENERAL EDUCATION CORE: Credits: 15–17

First Year Composition 6
+ Any approved general education course from the First-Year Composition area.

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

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

General Education Distribution Credits: 9-10

Humanities, Arts and Design 2-3
Any approved general education course from the Humanities and Fine Arts area.

Social-Behavioral Sciences
IBS109 Cultural Dimension for International Business (3) OR
SBU200 Society and Business (3) 3

Natural Sciences Credits:
Any approved general education course from the Natural Sciences area. Natural Sciences 4

Certific te of Completion: 5836

Healthcare Technology Systems

32-38 credits

DESCRIPTION: The Certific te of Completion (CCL) in Healthcare Technology Systems is designed to address current and future needs of IT departments of healthcare organizations. Intended for students who already have IT and/or healthcare experience with an interest in technology applications in the healthcare sector. Includes web development, programming, database management, systems development, and project management for healthcare IT endeavors.

PROGRAM NOTES:
+ indicates course has prerequisites and/or corequisites.
++ indicates any module/suffixed courses.
Students must earn a grade of C or better in all courses within the program.

One or more of the program prerequisite courses (CIS105, HCC130 or HCC145) may also be waived by Program Director depending on experience and prior skills.

ADMISSION CRITERIA: Formal application and acceptance into the program required. Students must submit application for admission into the program prior to enrollment in HTM200. Admission is contingent upon verific tion that student has met program prerequisites.

PROGRAM PREREQUISITES: Credits: 0-6

HCC130	Fundamentals in Health Care Delivery	3
HCC145	Medical Terminology for Health Care Workers	3
AND	Bachelors degree and/or 3-5 years experience in IT industry	
OR		
CIS105	Survey of Computer Information Systems	3
AND	Bachelors degree and/or 3-5 years experience in health services.	
OR	Permission of Program Director.	0-6

REQUIRED COURSES: Credits: 32

	CIS116	Computer Graphics: Intro to Microsoft Visio	1
	CIS117DM	Microsoft Access: Database Management	3
	CIS129	Introduction to Microsoft Sharepoint	1
+	CIS224	Project Mgt: Microsoft Project for Windows	3
+	HTM150	Introduction to Healthcare IT and Systems	3
+	CIS276DA	MySQL Database (3) OR	
+	CIS276DB	SQL Server Database (3)	3
	MGT157	Introduction to Statistical Analysis of Clinical and Bioscience Data for Managers	3
+	HTM200	Healthcare IT Software Infrastructure: Interoperability, Security and mHealth	3
+	CIS150AB	Object-Oriented Programming Fundamentals	3
+	CIS133DA	Internet/Web Development Level I	3
+	HTM250	Healthcare IT Systems Develop. Life Cycle (SDLC)	3
+	HTM270	Healthcare IT Systems Capstone	3

Associate in Applied Science: 3161

Healthcare Technology Systems

60-74 credits

DESCRIPTION: The Associate in Applied Science (AAS) in Healthcare Technology Systems degree is designed to develop the knowledge, technical skills and problem solving strategies needed by IT departments of healthcare organizations. Includes in-depth training in web development, programming, database management, system development, and project management for healthcare IT endeavors.

PROGRAM NOTES:
+ indicates course has prerequisites and/or corequisites.
++ indicates any module/suffixed courses.
Students must earn a grade of "C" or better in all courses within the program.
One or more of the prerequisite courses may be waived by Program Director depending on experience and prior skills.

ADMISSION CRITERIA: Formal application and acceptance into the program. Students must submit application for admission into the program prior to enrollment in HTM200. Admission is contingent upon verific tion that student has met program prerequisites.

PROGRAM PREREQUISITES: 0-9
- HCC130 Fundamentals of Healthcare Delivery (3)
- HCC145 Medical Terminology for Healthcare Workers (3)
- CIS105 Survey of Computer Information Systems (3) or permission of Program Director.

REQUIRED COURSES: Credits: 38
+ HTM150 Introduction to Healthcare IT Systems 3
+ CIS129 Microsoft SharePoint 1
+ CIS150AB Object-Oriented Programming Fundamentals 3
+ CIS276DA MySQL Database (3) OR
+ CIS276DB SQL Server Database (3) 3
+ HTM200 Healthcare IT Software Infrastructure: Interoperability, Security and Health 3
- CIS116 Microsoft Visio 1
+ HTM250 Healthcare IT Systems Dev. Life Cycle (SDLC) 3
+ HTM270 Healthcare IT Systems Capstone 3
- CIS224 Project Mgt: Microsoft Proj for Windows 3
- CIS117DM Microsoft Access: Database Management 3
- CIS133DA Internet/Web Development Level I (3) OR
- CIS133AA Internet/Web Development Level I-A (1) and
+ CIS133BA Internet/Web Development Level I-B (1) and
+ CIS133CA Internet/Web Development Level I-C (1) 3
- MGT157 Introduction to Statistical Analysis of Clinical and Bioscience Data for Managers 3
+ CIS162AD C#: Level I (3) OR
+ CIS163AA Java Programming: Level I (3) OR
+ CIS162AC Visual C++: Level I (3) OR
+ CIS159 Visual Basic Programming I (3) 3
- CWE198AC Career/Work Experience (3) OR
+ CIS290AC Computer Information Systems Internship (3) 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) 6

Oral Communication Credits: 3
- Any approved general education course in the Oral Communication area

Critical Reading Credits: 0-3
- CRE101 College Critical Reading (3) or equivalent by assessment

Mathematics Credits: 3-5
+ Any approved general education course in the Mathematics area 3-5

General Education Distribution Credits: 10

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

Social and Behavioral Sciences Credits: 3
- Any approved general education course from the Social and Behavioral Sciences area.

Natural Sciences Credits: 4
- Any approved general education course from the Natural Sciences area

Associate in Applied Science: 3070

Management

61–64 credits

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.

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 any module/suffixed courses.

PROGRAM PREREQUISITES: None

REQUIRED COURSES: Credits: 24

	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, & Regulatory Issues in Business	3
+	GBS233	Business Communication	3
	MGT229	Management and Leadership I	3
+	MGT230	Management and Leadership II	3
	MGT251	Human Relations in Business	3

RESTRICTED ELECTIVES: Credits: 15
Students should select from the following courses in consultation with a Department Advisor.

+	ACC112	Accounting Principles II	3
	GBS120	Workplace Communication Skills	3
	GBS131	Business Calculations	3
	IBS101	Introduction to International Business	3
	MGT175	Business Organization and Management	3
	MGT253	Owning and Operating a Small Business	3
+	MGT270++	Management Internship (any suffixed course)	1-3
	MGT276	Personnel/Human Resources Management	3
+	MGT286	Human Resource Employment Management	3
	MKT271	Principles of Marketing	3

GENERAL EDUCATION REQUIREMENT Credits: 22–25
GENERAL EDUCATION CORE Credits: 12–15

First-Year Composition Credits: 6
Any approved general education courses from the First-Year Composition area.

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

Critical Reading Credits: 0–3
+ CRE101 College Critical Reading (3) OR
Equivalent by assessment

Mathematics Credits: 3
Any approved general education course from the Mathematics area.

GENERAL EDUCATION DISTRIBUTION Credits: 10

Humanities and Fine Arts Credits: 3
Any approved general education course from the Humanities, Arts and Design area.

Social and Behavioral Sciences Credits: 3
SBU200 Society and Business 3

Natural Sciences Credits: 4
Any approved general education course from the Natural Sciences area.

Associate in Applied Science: 3094

Marketing and Sales

61-64 credits

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 to apply competencies needed for successful performance in a variety of marketing/management occupations, including wholesaling, retailing, professional sales, and entrepreneurship.

PROGRAM NOTES:
+ indicates course has prerequisites and/or corequisites.
Students must earn a grade of C or better for all courses required in the program.

PROGRAM PREREQUISITES: None

REQUIRED COURSES: Credits: 27

	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
+	GBS233	Business Communication	3
	MGT251	Human Relations in Business	3
	MKT110	Marketing and Social Networking	3
	MKT263	Advertising Principles	3
	MKT267	Principles of Salesmanship	3
	MKT271	Principles of Marketing	3

RESTRICTED ELECTIVES: Credits: 12
Students should select from the following courses in consultation with a Department Advisor.

	GBS205	Legal, Ethical, Regulatory Issues in Business	3
	IBS101	Introduction to International Business	3
	MKT+++	Any MKT Marketing courses except courses used to satisfy the Required Courses area	6

GENERAL EDUCATION REQUIREMENT Credits: 22-25
GENERAL EDUCATION CORE Credits: 12-15

First-Year Composition Credits: 6
Any approved general education courses from the First-Year Composition area.

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

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

Mathematics Credits: 3
Any approved general education course from the Mathematics area.

GENERAL EDUCATION DISTRIBUTION Credits: 10

Humanities and Fine Arts Credits: 3
Any approved general education course from the Humanities, Arts and Design area.

Social and Behavioral Sciences Credits: 3
SBU200 Society and Business

Natural Sciences Credits: 4
Any approved general education course from the Natural Sciences area.

Certific te of Completion: 5072

Middle Management

28–30 credits

DESCRIPTION: The purposes of the program in management are 1) to train students for full-time employment in supervisory positions upon graduation; 2) to upgrade the training for personnel already involved in supervisory positions; 3) and/or provide additional training in specific areas as needed for those already employed in management positions. Students completing the program should find rewarding careers in sales/merchandising, wholesaling, finance, industry, business ownership, and the expanding services industries.

PROGRAM NOTES:
+ indicates prerequisite. ++ indicates any module.

PROGRAM PREREQUISITES: None

REQUIRED COURSES: Credits: 28–30

ACC111	Accounting Principles I	3
BPC110	Computer Usage & Applications (3) OR	
CIS105	Survey of Computer Information Systems (3)	3
GBS151	Introduction to Business	3
GBS233	Business Communication	3
MGT175	Business Organization & Management	3
MGT253	Owning and Operating a Small Business	3
MGT229	Management and Leadership I	3
MGT251	Human Relations in Business	3
MGT296++	Any Cooperative Education course(s)	1-3
MKT271	Principles of Marketing	3

COMPUTER RELATED

Certific te of Completion: 5865

Computer Information Technology

23 credits

DESCRIPTION: The Certific te of Completion (CCL) in Computer Information Technology is designed to prepare students for various entry-level positions in computer systems. Career opportunities include Network Administrator, Computer Programmer, Computer Operator, Web Publisher, Help Desk Technician, Database Administrator and Systems Analyst.

PROGRAM NOTES: Students must earn a grade of "C" or better in all Required Courses. "+" indicates prerequisite. "++" indicates any module.

PROGRAM PREREQUISITES: Credits: 3

+	ENG 101	First Year Composition (3) OR
+	ENG107	First Year Composition for ESL (3) OR Permission of Division

REQUIRED COURSES: Credits: 23

	ACC111 Accounting Principles I	3
	BPC125 Microcomputer Set Up and Maintenance	1
	CIS117DM Microsoft Access: Database Management	3
	CIS121AE Windows Operating System: Level I	1
	CIS105 Survey of Computer Information Systems	3
+	CIS150++ Any Programming Fundamentals course	3
+	CIS190 Introduction to Networking (3) OR	
	MST140 Microsoft Networking Essentials (3)	3
	CIS224 Project Management MS Project for Windows	3
+	GBS233 Business Communication	3

Associate in Applied Science: 3786

Computer Information Technology

60–66 credits

DESCRIPTION: The Associate in Applied Science (AAS) in Computer Information Technology degree program is designed to prepare students for various entry-level positions in computer systems. Career opportunities include Network Administrator, Computer Programmer, Computer Operator, Web Publisher, Help Desk Technician, Database Administrator, and Systems Analyst.

PROGRAM NOTES:
+ indicates course has prerequisites and/or corequisites.
++ indicates any module

PROGRAM PREREQUISITES: None

REQUIRED COURSES: Credits: 23

ACC111	Accounting Principles I	3
BPC125	Microcomputer Set Up and Maintenance	1
CIS117DM	Microsoft Access: Dbase Mgt (3) OR	
CIS117AM	Dbase Mgt: Microsoft Access Level I (1) AND	
+ CIS117BM	Dbase Mgt: Microsoft Access Level II (1) AND	
+ CIS117CM	Dbase Mgt: MS Access Level III (1)	3
CIS121AE	Windows Operating System: Level I	1
CIS105	Survey of Computer Information Systems	3
+ CIS150++	Any Programming Fundamentals Module	3
+ CIS190	Introduction to Local Area Networks (3) OR	
MST140	Microsoft Networking Essentials	3
CIS224	Project Management MS Project for Windows	3
+ GBS233	Business Communication	3

RESTRICTED ELECTIVES: Credits: 15–16

Students must choose one of the following specialized areas: Computer Systems Maintenance, Networking, Programming, Web Development, or Information Technology, and successfully complete all courses designated in that area.

Computer Systems Maintenance: Credits: 15

+ BPC170	Computer Maintenance I: A+ Essentials Prep	3
CIS102	Interpers/Customer Service Skills IT Professional	1
CIS121AB	Microsoft Command Line Operations	1
CIS126AL	LINUX Operating System: Level I	1
+ BPCS270	Comp. Maintenance II: A+ Tech Prep	3
MST150++	Microsoft Windows (any module)	3
CWE198AC	Career/Work Experience (3) OR	
+ CIS296WC	Cooperative Education (3) OR	
+ CIS298AC	Special Projects (3)	3

Computer Networking: Credits: 16

MST150++	Microsoft Windows (any module)	3
+ MST152++	Microsoft Windows Server (any module)	4
+ MST155	Implementing Windows Network Infrastructure	3
+ CIS270	Essentials of Network and Information Security	3

Students must choose and successfully complete one of the following:

+ CIS240	Local Area Network Planning and Design 3 OR	
+ MST244	Microsoft SQL Server Administration (3) OR	
CWE198AC	Career/Work Experience (3) OR	
+ CIS296WC	Cooperative Education (3) OR	
+ CIS298AC	Special Projects	3

Programming: Credits: 15

+ CIS225++	Business Systems Analysis/Design (any module)	3

Students must choose and successfully complete 2 of the following course sequences:

+ CIS151	Computer Game Development: Level I (3) AND	
+ CIS251	Computer Game Development: Level II (3) OR	
+ CIS159	Visual Basic Programming I (3) AND	
+ CIS259	Visual Basic Programming II (3) OR	
+ CIS162AC	Visual C++: Level I (3) AND	
+ CIS262AC	Visual C++: Level II (3) OR	
+ CIS162AD	C#: Level I (3) AND	
+ CIS262AD	C#: Level II (3) OR	
+ CIS163AA	Java Programming I (3) AND	
+ CIS263AA	Java Programming II (3)	6

Web Development: Credits: 15

CIS/BPC120DF	Microcomp Graphics: Adobe Photoshop (3) OR	
CIS/BPC120AF	Comp Graphics: Adobe Photoshop Level I (1) &	
+ CIS/BPC120BF	Comp Graphics: Adobe Photoshop Level II (1) &	
+ CIS/BPC120CF	Comp Graphics: Adobe Photoshop Level III (1)	3
CIS/BPC133DA	Internet/Web Development Level I	3
+ CIS233DA	Internet/Web Development Level II	3
+ CIS234	XML Application Development	3

Students must choose and successfully complete one of the following courses to complete this specialized area:

CIS120DC	Adobe Animate: Digital Animation (3) OR	
+ CIS166++	Web Scripting (any module) (3) OR	
+ CIS235	e-Commerce (3) OR	
+ CIS270	Essentials of Network/Information Security (3)	OR
+ CIS296WC	Cooperative Education (3) OR	
+ CIS298AC	Special Projects (3) OR	
CWE198AC	Career/Work Experience (3)	3

Information Technology: Credits: 15

Student must complete a combination of 15 credits from any of the following specialized areas listed above: Computer Systems Maintenance, Networking, Programming, and Web Design.

GENERAL EDUCATION REQUIREMENT: Credits: 22–27

GENERAL EDUCATION CORE: Credits: 12–17

First-Year Composition

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

Oral Communication 3

Any approved general education course in the Oral Communication area.

Critical Reading 0-3

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

Equivalent as indicated by assessment 0-3

Mathematics 3-5

+ MAT120 Intermediate Algebra (5) OR
+ MAT121 Intermediate Algebra (4) OR
+ MAT122 Intermediate Algebra (3) OR

Satisfactory completion of a higher level 3–5 credit math course

GENERAL EDUCATION DISTRIBUTION: Credits: 10

Humanities and Fine Arts 3

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

Social and Behavioral Sciences 3

ECN211 Macroeconomic Principles (3) OR
ECN212 Microeconomic Principles (3) OR

Natural Sciences 4

Any approved general education course in the Natural Sciences area

Certific te of Completion: 5869

Computer Networking Technology

17 credits

DESCRIPTION: This certific te will equip students with marketable skills associated with managing and maintaining computer networks. This certific te can help prepare students for the professional certific tion as a Microsoft Certified Product Specialist.

PROGRAM NOTES: Students must earn a grade of "C" or better for all courses within the program.
+ indicates course has prerequisites and/or corequisites.

PROGRAM PREREQUISITES: None

REQUIRED COURSES:		Credits: 17
CIS105	Survey of Computer Information Systems	3
CIS121AB	MS-DOS Operating System	1
+ CIS190	Introduction to Local Area Networks (3) OR	
MST140	Microsoft Networking Essentials (3)	3
MST150++	Microsoft Windows Professions (any module)	3
+ MST152++	Microsoft Windows Server (any module)	4
+ CIS270	Essentials of Network and Information Security	3

Certific te of Completion: 5867

Computer Systems Maintenance

18 credits

DESCRIPTION: The Certific te of Completion (CCL) in Computer Systems Maintenance has been developed to train students to compete in the field of computer systems maintenance. It is designed to provide students with basic computer, diagnostic and customer relations skills essential for a successful computer service technician. This certific te can help prepare students for an industry-recognized professional A+ exam.

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 any module/suffixed courses.

PROGRAM PREREQUISITES: None

REQUIRED COURSES:		Credits: 18
+ BPC170	Computer Maintenance I: A+ Prep Level I	3
+ BPC270	Computer Maintenance II: A+ Technician Prep	3
CIS102	Interpers/Customer Service Skills for IT Prof	1
CIS105	Survey of Computer Information Systems	3
CIS121AB	MS-DOS Operating System	1
CIS121AE	Windows Operating System: Level I	1
+ CIS190	Introduction to Local Area Networks (3) OR	
MST140	Microsoft Networking Essentials (3)	3
MST150++	Microsoft Windows Professional (any module)	3

Certific te of Completion: 5204N

Linux Professional

12 credits

DESCRIPTION: The Certificate of Completion (CCL) in Linux Professional program is designed to help to prepare students for a variety of industry-recognized Linux certific tion exams as well as provide practical hands-on skills for the work place. The program includes a core of Linux classes including Linux operating system basics, System Administration, Network Administration and Network Security. These classes will help develop a student's knowledge and skill level in preparation for employment or to improve current professional skills. Objectives for a variety of industry certific tions are encompassed within course and program objectives.

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 any suffixed courses.
PROGRAM PREREQUISITES: None

REQUIRED COURSES:		Credits: 6
CIS126DL	Linux Operating System (3) OR	
CIS126RH	Red Hat System Administration I (3)	3
+ CIS238DL	Linux System Administration (3) OR	
+ CIS238RH	Red Hat System Administration II (3)	3

RESTRICTED ELECTIVES:		Credits: 6
+ BPC170 A+	Exam Prep: Computer Hardware Configu ation and Support	3
+ BPC270 A+	Exam Prep: Operating System Configu ation and Support	3
CIS105	Survey of Computer Information Systems	3
+ CIS197	VMware ESXI Server Enterprise	3
CIS121AH	Microsoft PowerShell/Command Line Operations	3
+ CIS226AL	Internet/Intranet Server Administration-Linux	3
+ CIS239DL	Linux Shell Scripting	3
+ CIS240DL	Linux Network Administration	3
+ CIS270	Essentials of Network and Informtn Security	3
+ CIS271DL	Linux Security	3
+ CIS190	Introduction to Networking (3) OR	
CNT140AA	Introduction to Networks (4) OR	
MST140	Microsoft Networking Essentials (3)	3-4

+	CNT150AA	Cisco - Routing and Switching Essentials	4
	MST150++	Any Microsoft Windows course	3
	CIS280	Current Topics in Computing	3
+	CIS290++	Any Computer Information Systems Internship course	1-3

COMPUTERS: ADOBE

Certific te of Completion: 5807N

Adobe Foundations

9 credits

DESCRIPTION: The Certific te of Completion (CCL) in Adobe Foundations program helps develop proficien y with three of Adobe`s foundational graphics programs: Photoshop, Illustrator, and Flash. The courses in this CCL are the common subset of those required for the other Adobe Creative Suite CCLs. Thus all the courses in the Adobe Foundations CCL may be applied towards the requirements of any of these more comprehensive certificates.

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.

PROGRAM PREREQUISITES: None

REQUIRED COURSES:		Credits: 9
CIS120DF	Computer Graphics: Adobe Photoshop	3
CIS120DB	Computer Graphics: Adobe Illustrator	3
CIS120DC	Adobe Animate: Digital Animation	3

COMPUTERS: PROGRAMMING & SYSTEM ANALYSIS

JOB DESCRIPTION: Microsoft solutions developers design and develop custom solutions to build Web-based, distributed, and commerce applications by using Microsoft's product, such as Microsoft SQL Server, Microsoft Visual Studio, and Microsoft Component Services. Job tasks include analyzing business requirements, defining the echnical architecture, designing a solution, coding and implementing a solution, testing the solution, deploying the solution, and maintaining the solution.

Note: PVCC may not offer all courses needed for the following programs. Courses needed to complete the program(s) may also be available at RSC. PROGRAM NOTES: + indicates course has prerequisite

Certific te of Completion: 5962

Programming & System Analysis Level II

36-37 credits

DESCRIPTION: The Certific te 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 Certific te of Completion (CCL) in iOS Application Development and an Associate in Applied Science (AAS) in Programming and Systems Analysis are available.

The Certificate of Completion in Programming and Systems Analysis Level II is currently not Title IV Federal Financial Aid eligible.

LEARNING OUTCOMES:
1. Analyze business requirements using critical thinking skills. (CIS105, CIS133DA, CIS150++, CIS151, CIS156 CIS159, CIS162++, CIS163AA, CIS165++, CIS166++, CIS225++, CIS250, CIS251, CIS259, CIS262++, CIS263AA, CIS265, GBS151, GBS211)
2. Use computer systems and networks in a responsible and ethical manner. (CIS105, CIS190, CIS225++, CIS250, CNT140AA, GBS151, MST140++)
3. Design, develop and implement database solutions to effectively manage data. (CIS119DO, CIS276++)
4. Develop and implement well-structured computer programs that solve business problems. (CIS150++, CIS151, CIS156, CIS159, CIS162++, CIS163AA, CIS165++, CIS251, CIS259, CIS262++, CIS263AA, CIS265)
5. Utilize the software development lifecycle for application development. (CIS150++, CIS151, CIS166++, CIS156, CIS159, CIS162++, CIS163AA, CIS165++, CIS225++, CIS250, CIS251, CIS259, CIS262++, CIS263AA, CIS265)
6. Test and debug computer programs. (CIS150++, CIS151, CIS156, CIS159, CIS162++, CIS163AA, CIS165++, CIS251, CIS259, CIS262++, CIS263AA, CIS265)
7. Leverage the functions and architecture of an operating system to achieve business objectives. (CIS105, CIS126DL, CIS126RH, CIS165++, CIS265. MST150++,)
8. Communicate professionally in formal and informal situations to diverse audiences. (CIS133DA, CIS166++, CIS225++, CIS250, GBS211)
9. Write effective documentation according to industry standards. (CIS133DA, CIS150++, CIS151, CIS166++, CIS156, CIS159, CIS162++, CIS163AA, CIS165++, CIS225++, CIS250, CIS251, CIS259, CIS262++, CIS263AA, CIS265)
10. Collaborate effectively with diverse teams. (GBS151)
11. Apply an understanding of characteristics and principles of business processes to software application development.

(CIS133DA, CIS150++, CIS151, CIS156, CIS159, CIS162++, CIS163AA, CIS165++, CIS166++, CIS224, CIS225++, CIS250, CIS251, CIS259, CIS262++, CIS263AA, CIS265, GBS151)
12. Design web-based applications using client-side and server-side scripting. (CIS133DA, CIS166++, CIS262++ CIS263AA)
13. Develop a project scope while considering factors such as customer requirements, project costs, return on investment, and internal/external business objectives. (CIS133DA, CIS150++, CIS151, CIS156, CIS159, CIS162++, CIS163AA, CIS165++, CIS166++, CIS224, CIS225++, CIS250, CIS251, CIS259, CIS262++, CIS263AA, CIS265, GBS211)

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 any suffixed courses.
Consultation with an Academic Advisor is recommended for course selection.

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
	CIS133DA Internet/Web Development Level I	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
+	CIS150 Programming Fundamentals (3) OR	
+	CIS150AB Object-Oriented Programming Fundamentals (3)	3
+	CIS166++ Any Web Scripting course(s)	3
+	CIS119DO Introduction to Oracle: SQL (3) OR	
+	CIS276DA MySQL Database (3) OR	
+	CIS276DB SQL Server Database (3)	3
+	CIS159 Visual Basic Programming I OR (3)	
+	CIS162++ Any C Programming: Level I course OR (3)	
+	CIS163AA Java Programming: Level I OR (3)	
+	CIS165++ Any Mobile Application Development course (3)	3

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

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

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

+ CIS259 Visual Basic Programming II (3) OR
+ 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
Restricted Electives Detail: Select one of the courses below that best aligns with academic and professional goals for a total of 3 credits. Students may not choose courses they have taken from the required courses area.

	CIS224	Project Management Microsoft Project for Windows 3
+	CIS151	Computer Game Development-Level I 3
+	CIS156	Python Programming: Level I 3
+	CIS159	Visual Basic Programming I 3
+	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
+	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

Associate in Applied Science: 3844

Programming & System Analysis

61-67 credits

DESCRIPTION: The Associate in Applied Science (AAS) in Programming and System Analysis program provides an in-depth exploration of different computer language and technical skills. The program includes, but is not limited to the following: operating systems, local area networks, business communication, team roles, and dynamics. A Certific te of Completion (CCL) 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 any suffixed courses.
Consultation with an Academic Advisor is recommended for course selection.

PROGRAM PREREQUISITES: None

REQUIRED COURSES: Credits: 33-34

	GBS151 Introduction to Business	3
	CIS105 Survey of Computer Information Systems	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 Certific te of Completion (CCL) are recommended to take CIS150AB

+	CIS150	Programming Fundamentals (3) OR	
+	CIS150AB	Object-Oriented Programming Fundmntls (3)	3
+	CIS166++	Any Web Scripting course(s)	3
+	CIS190	Introduction to Networks (3) OR	
	CNT140AA	Introduction to Networks (4) OR	
+	MST140	Microsoft Networking Essentials (3)	3-4
+	CIS225	Business Systems Analysis and Design (3) OR	
+	CIS225AB	Object-Oriented Analysis and Design (3) OR	
+	CIS250	Management of Information Systems (3)	3
+	CIS119DO	Introduction to Oracle: SQL (3) OR	
+	CIS276DA	MySQL Database (3) OR	
+	CIS276DB	SQL Server Database (3)	3

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

+	CIS159	Visual Basic Programming I (3) AND	
+	CIS259	Visual Basic Programming II (3) OR	
+	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 Mgt 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 crs	3
+	CIS251	Computer Game Development-Level II	3
+	CIS259	Visual Basic Programming II	3
+	CIS262++	Any C Programming: Level II crs	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: 22-27

GENERAL EDUCATION CORE: Credits: 12-17

First-Year Composition: 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: 3
Any approved general education course in the Oral Communication area.

Critical Reading: 0-3

+	CRE101	College Critical Reading & Critical Thinking (3) OR Equivalent by assessment

Mathematics: 3-5

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

GENERAL EDUCATION DISTRIBUTION: Credits: 10

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

Social and Behavioral Sciences: 3

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

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

COMPUTERS: WEB DESIGN & DEVELOPMENT

Certific te of Completion: 5159

Web Design

18 credits

DESCRIPTION: The Certific te of Completion (CCL) in Web Design is intended for those interested in designing and maintaining web pages for personal or small business use.

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 any module.

PROGRAM PREREQUISITES: None

REQUIRED COURSES:		Credits: 18
CIS120DC	Adobe Animate: Digital Animation	3
CIS120DF	Adobe Photoshop Level I: Digital Imaging	3
CIS133DA	Internet/Web Development Level I	3
+ CIS166++	Any Web Scripting course(s)	3
+ CIS233DA	Internet/Web Development Level II	3
+ CIS235	e-Commerce	3

Certific te of Completion: 5051

Web Developer

30 credits

DESCRIPTION: The Certificate of Completion (CCL) in Web Developer is designed to prepare a software developer to properly create and maintain web applications. In addition to web page development, this certific te is designed to enable software developers to fully manage and develop corporate web systems using interactive applications as well as write programs to manage corporate databases via the web.

PROGRAM NOTES: Students must earn a grade of "C" or better for each course listed in the "Required Courses" area.
+ indicates course has prerequisites and/or corequisites.
++ indicates any module.

PROGRAM PREREQUISITES: None

REQUIRED COURSES:		Credits: 30
CIS105	Survey of Computer Information Systems	3
CIS117DM	Microsoft Access: Database Management	3
CIS120DC	Adobe Animate: Digital Animation	3
CIS120DF	Adobe Photoshop Level I: Digital Imaging	3
CIS126DL	Linux Operating System	3
CIS133DA	Internet/Web Development Level I	3
+ CIS166++	Any Web Scripting course(s)	3
+ CIS233DA I	nternet/Web Development Level II	3
+ CIS234 XML	Application Development	3
+ CIS235	e-Commerce	3

DIETETIC TECHNOLOGY

Associate in Applied Science: 3840

Dietetic Technology

62–72 credits

DESCRIPTION: The Associate in Applied Science (AAS) in Dietetic Technology program emphasizes medical nutrition therapy 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 Dietetic Technician Registration Examination of the Commission on Dietetic Registration (CDR).

JOB DESCRIPTION: The Dietetic Technician, Registered 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 basic and therapeutic nutrition, medical record documentation, health promotion and disease prevention, menu development, and supervisory and administrative skills related to nutrition services and institutional food production.

OPPORTUNITIES: Dietetic Technicians are an integral part of health care and food service management teams. They work independently or in partnership with Registered Dietitians in a variety of settings: Clinical, Hospitals, clinics, nursing homes, retirement centers, home health care programs, and research facilities; food service; schools, daycare centers, correctional facilities, restaurants, hospitals, and long-term care facilities; Community and Public Health; WIC programs; wellness; health clubs, and weight management clinics; business; food companies, food venders, and food distributors.

PROGRAM NOTES:
Students must earn a grade of "C" or better in all courses within the program.
+ indicates course has prerequisites and/or corequisites.

PROGRAM PREREQUISITES: Credits: 0–4
CPR/AED Certific tion for Health Care Providers must be completed prior to registering for FON244, or FON246 practicum courses.
Students selecting BIO201 and BIO202 in the Required Courses area must complete BIO156 or BIO181 in consultation with a Program Advisor.

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

	Permission of Instructor	0–4

REQUIRED COURSES: Credits: 40–45

	BIO160	Intro 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	
	BPC101AA	Introduction to Computers I (1) AND
+	BPC101BA	Introduction to Computers II (1) AND
	OR	
	CIS114++	Any Spreadsheet course (1) AND
	CIS117++	Any Database Management course (1) AND
	OR	
	CIS105	Survey of Computer Info Systems (3) 2-3
	FON104	Certific tion in Food Serv Safety & Sanitation 1
	FON125	Intro to Professions in Food, Nutrition, and Dietetics 1
	FON142AB	Applied Food Principles 3
+	FON207	Intro 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
+	FON242	Introduction to Medical Nutrition Therapy 3
+	FON244AA	Practicum I: Food Service Mgt - Lecture 2
+	FON244AB	Practicum I: Food Service Mgt - Lab 2.5
+	FON245AA	Practicum II: Medical Nutrition Therapy 2
+	FON245AB	Practicum II: Medical Nutrition Therapy - Lab 2.5
+	FON246AA	Practicum III: Community Nutrition - Lecture 2
+	FON246AB	Practicum III: Community Nutrition - Lab 2
	HCC145AA	Medical Terminology for Hlth Care Prof I 1

GENERAL EDUCATION DISTRIBUTION: Credits: 22–27
GENERAL EDUCATION CORE: Credits: 12–17

First-Year Composition 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 Writing (3)

Oral Communication 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 0-3

+	CRE101	Critical and Evaluative Reading I (3) OR
+	CRE111	Critical Reading for Business and Industry (3) OR

Equivalent by assessment

Mathematics 3-5

+	MAT120	Intermediate Algebra (5) OR
+	MAT121	Intermediate Algebra (4) OR
+	MAT122	Intermediate Algebra (3) OR

Equivalent course OR Satisfactory completion of a higher level mathematics course. 3-5

GENERAL EDUCATION DISTRIBUTION: Credits: 10

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

Social and Behavioral Sciences

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

Natural Sciences 4

+	CHM130	Fundamental Chemistry (3) AND
+	CHM130LL	Fundamental Chemistry Laboratory (1)

EARLY CHILDHOOD EDUCATION

Certific te of Completion: 5016

Early Childhood Education

36 credits

DESCRIPTION: The Certificate of Completion (CCL) in Early Childhood Education Program 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. The AAS program includes additional early childhood electives and general education classes to broaden the student's base of knowledge.

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

+ indicates prerequisite required;
++ indicates any course within that prefix

PROGRAM PREREQUISITES: None

REQUIRED COURSES:		Credits: 30
CFS101AH	Art Activities for the Young Child	1
CFS123	Health & Nutrition in Early Childhood Settings	1
CFS125	Safety in Early Childhood Settings	1
CFS/ECH 176	Child Development (3) OR	
CFS235	Dev Child: Theory into Prac, Prenatal-Age 8 (3)	3
+ CFS269	Child Care Seminar (1) OR	
+ ECH269	Child Care Seminar (1)	1
CFS177	Parent-Child Interaction	3
CFS282	Mainstreaming the Young Child w/Disablty	1
+ CFS285AA	Family-School Interaction: Preschool	1
EED200	Foundations of Early Childhood Education	3
ECH270	Observing Young Children	1
ECH271	Arranging the Environment	1
ECH272	Science for the Young Child	1
ECH273	Math for the Young Child	1
ECH275	Literacy Development and the Young Child	1
ECH279	Early Childhood Curriculum Development	1
ECH281	Movement & Music for the Young Child	1
ECH282	Discipline & Guidance of Child Groups	1
+ CFS/ECH284AB	Early Childhood Teaching Internship	3
ECH287	Prof. Development in Early Childhood Educ.	1
EDU230	Cultural Diversity in Education (3) OR	
EED220	Child, Family, Community & Culture (3)	3

RESTRICTED ELECTIVES:	Credits: 6
CFS +++	any Child & Family Studies course
ECH+++	any Early Childhood Education course
EED+++	any Early Education course
EDU+++	any Education course
ITD+++	any Infant/Toddler Development course

Associate in Applied Science: 3836

Early Childhood Education

61–64 credits

DESCRIPTION: The Early Childhood Education Associate of Applied Science (AAS) degree 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 to the classroom setting. Courses have been selected with a focus on developing an educational career ladder. The AAS program includes additional early childhood electives and general studies classes to broaden the students' base of knowledge.

PROGRAM NOTES: Students must earn a grade of "C" or better in all courses required within the program.
+ indicates prerequisite required;
++ indicates any course within that prefix

PROGRAM PREREQUISITES: None

REQUIRED COURSES:		Credits: 30
CFS101AH	Art Activities for the Young Child	1
CFS123	Health & Nutrition in Early Childhood Settings	1
CFS125	Safety in Early Childhood Settings	1
CFS/ECH176	Child Development	3
CFS177	Parent-Child Interaction	3
+ CFS/ECH269	Child Care Seminar	1
CFS282	Mainstreaming the Young Child w/Disablty	1
+ CFS285AA	Family-School Interaction: Preschool	1
EED200	Foundations of Early Childhood Education	3
ECH270	Observing Young Children	1
ECH271	Arranging the Environment	1
ECH272	Science for the Young Child	1
ECH273	Math for the Young Child	1
ECH275	Literacy Development and the Young Child	1
ECH279	Early Childhood Curriculum Development	1
ECH281	Movement/Music for the Young Child	1
ECH282	Discipline/Guidance of Child Groups	1
+ CFS/ECH284AB	Early Childhood Teaching Internship	3
ECH287	Prof. Development in Early Childhood Educ.	1
EDU230	Cultural Diversity in Education (3) OR	
EED 220	Child, Family, Community & Culture (3)	3

RESTRICTED ELECTIVES:	Credits: 9
Area Notes: Select a minimum of 9 credits from the following courses.	
CFS+++++	any Child & Family Studies course
ECH+++++	any Early Childhood Education course
EDU+++++	any Education course
EED+++++	any Early Education course
ITD+++++	any Infant/Toddler Development course

GENERAL EDUCATION REQUIREMENT: Credits: 22-25

GENERAL EDUCATION CORE: Credits: 12-15

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

Oral Communication 3
COM 110 Interpersonal Communication (3) OR
COM 230 Small Group Communication (3)

Critical Reading 0-3
+ CRE 101 Critical and Evaluative Reading (3) OR
Equivalent as indicated by assessment

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

GENERAL EDUCATION DISTRIBUTION: Credits: 10

Humanities, Arts, and Design 3
EDU/ENH 291 Children's Literature (3) OR
Any approved general education course from the Humanities & Fine Arts area.

Social & Behavioral Sciences 3
CFS 157 Marriage and Family Life (3) OR
Any approved general education course in the Social & Behavioral Sciences area.

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

EMERGENCY MANAGEMENT & EMERGENCY MEDICAL TECHNOLOGY

Associate of Applied Science: 3065

Advanced Emergency Medical Technology (Paramedic)

60.5 Credits

DESCRIPTION: The Associate in Applied Science (AAS) in Advanced Emergency Medical Technology (Paramedic) is designed to provide advanced techniques of emergency care, stabilization, and immobilization of victims of illness and injury. The techniques of emergency care include but are not limited to assessment, detailed physical examination, recognition and documentation of signs and symptoms of illness and injury, critical thinking and diagnosis intervention, and the evaluation of the interventions. The techniques of assessment include but are not limited to electrocardiograph rhythm identific tion, administration of oxygen, defib illation, synchronized cardioversion, transcutaneous pacing, and advanced airway techniques. The techniques for immobilization of the victim include but are not limited to the use of specific immobilization devices, peripheral intraosseous and central intravenous techniques, and preparation and care during transportation. A Certific te of Completion (CCL) is also available.

PROGRAM NOTES: Students must earn a grade of "C" or better in all courses required within the program.
+ indicates course has prerequisites and/or corequisites.

PROGRAM GPA: 2.50

ADMISSION CRITERIA: Prior to being considered for and accepted into the program, students may be required to complete specified exams with the EMT/FSC department. Students should seek department advisement on completing program prerequisites prior to acceptance into the program.

PROGRAM PREREQUISITES: Credits: 9-12.5
EMT101 Cardiopulmonary Resuscitation/Basic Life Support (0.5) OR
A current validation in Basic Life Support (BLS) Health Care Provider/Professional Rescuer AND
Appropriate score on Reading placement test to demonstrate minimum tenth grade level reading OR
completion of an Associate's degree or higher from an accredited institution. 0-0.5

+ EMT/FSC104 Emergency Medical Technology 9
+ CRE101 Critical and Evaluative Reading I (3) OR
Equivalent as indicated by assessment 0-3

REQUIRED COURSES: Credits: 38.5
+ EMT235 Basic ECG Rhythm Analysis and Interpretation in the Emergency Setting 3
+ EMT236 Pharmacology in an Emergency Setting 3
+ EMT272AA Adv. Emergency Medical Technology (12.5) AND
+ EMT272AB Adv. Emergency Medical Technology (12.5) 25
+ EMT272LL Adv. Emergency Medical Technology Practicum (7.5) OR
+ EMT272LA Adv. Emergency Medical Technology Practicum, Part I (3.75) AND
+ EMT272LB Adv. Emergency Medical Technology Practicum, Part II (3.75) 7.5

GENERAL EDUCATION REQUIREMENT: Credits: 22
GENERAL EDUCATION CORE: Credits: 12
First-Year Composition
Any approved general education courses in the First-Year Composition area. 6

Oral Communication
COM100 Introduction to Human Communication 3

Critical Reading
Met by CRE101 or CRE111, in Program Prereq area 0

Mathematics
+ Any approved general education course in the Math area. 3

GENERAL EDUCATION DISTRIBUTION: Credits: 10
Humanities, Arts & Design 3
Any approved general education course in the Humanities, Arts and Design area.

Social - Behavioral Sciences 3
Any approved General Education course in the Social and Behavioral Sciences area.

Natural Sciences 4
BIO160 Introduction to Human Anatomy and Physiology

Certific te of Completion: 5304

Emergency Management

18 credits

DESCRIPTION: The Certific tion 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 fire department operations, hazardous materials incidents, tactics, strategy, and safety of fi efig ting 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 REQUIREMENTS: Students must earn a grade of "C" or better in all courses within the program.
+ indicates course has prerequisites and/or corequisites.

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

Certific te of Completion: 5643N

Emergency Medical Technology

9-10 credits

DESCRIPTION: The Certific te of Completion (CCL) in Emergency Medical Technology program includes techniques of emergency care, stabilization, and immobilization of victims of illness and injury. Recognition and documentation of signs and symptoms of illness and injury, intervention, and evaluation of the intervention, techniques for assessment, administration of oxygen, use of specifi immobilization devices, and preparation for transportation are other areas of the program. This program is a prerequisite to other emergency response programs.

PROGRAM GPA: 2.50
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.

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.

PROGRAM PREREQUISITES: None

REQUIRED COURSES: Credits: 9-10

EMT101 Basic Life Support/Cardiopulmonary Resuscitation (CPR) Health Care Providers (0.5) OR
Current validation in Basic Life Support (BLS) Health Care Provider/Professional Rescuer (0) OR
Permission of Program Director(0) 0-0.5

Care Provider/Professional Rescuer (0) OR
Permission of Program Director(0) 0-0.50

+ EMT/FSC104 Emergency Medical Technology (9) AND
+ EMT/FSC104AB Applied Practical Studies for Emergency Medical Technology (0.5)
OR
+ EMT/FSC104 Emergency Medical Technology (9) 9-9.5

Associate of Applied Science: 3112

Emergency Response And Operations

60-83.5 credits

DESCRIPTION: The Associate in Applied Science (AAS) in Emergency Response and Operations program provides students with a curriculum specific to the student`s individual needs in addition to the knowledge and skills needed in today`s changing public safety workplace. The program develops education, skills, and techniques for planning, responding, and mitigating various emergency situations within the student`s specific discipline with emphasis on effective response and operations. The curriculum combines coursework in public safety emergency services with a general education component. Additional Certific tes of Completion (CCL) are available.

PROGRAM NOTES: Students must earn a grade of "C" or better in all courses required within the program.
+ indicates course has prerequisites and/or corequisites.
EMT104 requires students to complete additional hours in a competency-based clinical, vehicular, and/or scenario based experience. Depending on the college, this may be completed through EMT104AB or program director-approved rotation.

ADMISSION CRITERIA: Students pursuing Track I Fire Operations OR Track II Paramedicine may be required to complete a program entrance exam as appropriate OR Permission of Program Director.

PROGRAM PREREQUISITES: None

REQUIRED COURSES Credits: 17–58.5

EMT101	Basic Life Support/Cardiopulmonary Resuscitation (CPR) Health Care Providers (0.5) OR Current validation in Basic Life Support (BLS) Health Care Provider/Professional Rescuer (0) OR Permission of Program Director(0)	0-0.5

Students must select one (1) of the following four (4) tracks:

Track I: FIRE OPERATIONS Credits: 17-27.5

+ EMT/FSC104	Emergency Medical Technology (9) AND	
+ EMT/FSC104AB	Applied Practical Studies for Emergency Medical Technology (0.5) OR	
+ EMT/FSC104	Emergency Medical Technology (9) OR Arizona State EMT Certific tion (0) OR Arizona State Paramedic Certific tion (0) OR Permission of Program Director 0-9.5	
+ FSC102	Fire Department Operations	11
FSC105	Hazardous Materials/First Responder	3
FSC130	Fitness for Firefig ters/CPAT (1) OR Verific tion of CPAT completion OR Permission of Program Director	0-1
FSC134	Fitness and Conditioning for Firefig ters	3

Track II: PARAMEDICINE Credits: 43.5 - 58

+ EMT/FSC104	Emergency Medical Technology (9) AND	
+ EMT/FSC104AB	Applied Practical Studies for Emergency Medical Technology (0.5) OR	
+ EMT/FSC104	Emergency Medical Technology (9) OR Arizona State EMT Certific tion (0) OR Arizona State Paramedic Certific tion (0) OR Permission of Program Director	0-9.5
+ EMT235	Basic ECG Rhythm Analysis and Interpretation in the Emergency Setting	3
+ EMT236	Pharmacology in an Emergency Setting	3
+ EMT240	Advanced Cardiac Life Support (ACLS)	2
+ EMT242	Pediatric Advanced Life Support (PALS) (1) OR	
+ EMT265	Pediatric Education for Prehospital Providers: Advanced (1)	1
+ EMT245	Trauma Management I (2) OR	
+ EMT246	Trauma Management II (4)	2-4
+ EMT272AA	Advanced Emergency Medical Technology (12.5) AND	
+ EMT272AB	Advanced Emergency Medical Technology (12.5)	25
+ EMT272LL	Advanced Emergency Medical Technology Practicum (7.5) OR	
+ EMT272LA	Advanced Emergency Medical Technology Practicum Part I (3.75) AND	
+ EMT272LB	Advanced Emergency Medical Technology Practicum Part II (3.75)	7.5
EMT296WC	Cooperative Education (3) OR	
HCC145	Medical Terminology for Health Care Workers (3) OR	
HCC145AA	Medical Terminology for Health Care Workers I (1) AND	
+ HCC145AB	Medical Terminology for Health Care Workers II (1) AND	
+ HCC145AC	Medical Terminology for Health Care Workers III (1) OR permission of Program Director	0-3

Track III: EMERGENCY MANAGEMENT Credits: 18

AJS/DPR/FSC139	Emergency Response to Terrorism 3
AJS/DPR/FSC146	Disaster Recovery Operations 3
AJS/DPR/FSC147	Emergency Preparedness 3
AJS/DPR/FSC148	Fundamentals of Emergency Management 3
AJS/DPR/FSC149	Hazard Mitigation 3
FSC224	Incident Command Systems 3

Track IV: FIRE SCIENCE Credits: 24

AJS/DPR/FSC147	Emergency Preparedness (3) OR
AJS/DPR/FSC148	Fundamentals of Emergency Management (3) 3
FSC105	Hazardous Materials/First Responder 3
FSC108	Fundamentals of Fire Prevention 3
FSC113	Introduction to Fire Suppression 3
FSC117	Fire Apparatus 3
FSC119	Introduction Fire Service Ethics 3
+ FSC208	Firefig ter Safety and Building Construction 3
FSC215	Customer Service in the Public Sector 3

RESTRICTED ELECTIVES: Credits: 0–21

Students must choose the appropriate number of credits to meet the program total for completion of their track. Selected courses will not apply in both Required Courses and Restricted electives areas.

AJS+++++	Any AJS Administration of Justice Studies courses
DPR+++++	Any DPR Disaster Preparedness and Emergency Response courses
EMT+++++	Any EMT Emergency Medical Technology courses
FSC+++++	Any FSC Fire Science Technology courses
LET+++++	Any LET Law Enforcement Technology courses

GENERAL EDUCATION REQUIREMENT: Credits: 22–25

GENERAL EDUCATION CORE: Credits: 12–15

First-Year Composition area. 6

Any approved general education courses from the First-Year Composition area.

Oral Communication 3

Any approved general education course from the Oral Communication area. COM230 Small Group Com. (3) recommended for Track II students.

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

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

GENERAL EDUCATION DISTRIBUTION: Credits: 10

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

Social and Behavioral Sciences 3
Any approved general education course from the Social and Behavioral Sciences area.
AJS/EMT/FSC/SWU258 Victimology & Crisis Management (3) recommended for Track II students.

Natural Sciences 4
Track II: Paramedicine
BIO160 Intro to Human Anatomy and Physiology (4)

Tracks I, III, IV:
Any approved general education course from the Natural Sciences area (4)

Certific te of Completion: 5513

Paramedicine

47.5-62.5 credits

DESCRIPTION: The Certificate of Completion (CCL) in Paramedicine program is designed to provide advanced techniques of emergency care, stabilization, and immobilization of victims of illness and injury. The techniques of emergency care include but are not limited to assessment, detailed physical examination, recognition and documentation of signs and symptoms of illness and injury, critical thinking and diagnosis intervention, and the evaluation of the interventions. The techniques of assessment include but are not limited to electrocardiograph rhythm identific tion, administration of oxygen, defib illation, synchronized cardioversion, transcutaneous pacing, and advanced airway techniques. The techniques for immobilization of the victim include but are not limited to the use of specific immobilization devices, peripheral intraosseous and central intravenous techniques, and preparation and care during transportation..

PROGRAM NOTES: Students must earn a grade of "C" or better in all courses required within the program.
+ indicates course has prerequisite and/or corequisite.
EMT/FSC104 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 EMT/FSC104AB or program director-approved rotation.

ADMISSION CRITERIA: Minimum tenth grade level reading proficien y as demonstrated by appropriate Reading placement exam. Students may be required to complete a program entrance exam prior to starting Advanced level courses OR have Permission of Program Director.

PROGRAM PREREQUISITES: None

REQUIRED COURSES: Credits: 47.5–62.5

EMT101 Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Health Care Providers (0.50) OR
Current validation in Basic Life Support (BLS) Health Care Provider/Professional Rescuer (0) OR
Permission of Program Director 0-0.50

+ EMT/FSC104 Emergency Medical Technology (9) AND
+ EMT/FSC104AB Applied Practical Studies for Emergency Medical Technology (0.5) OR
+ EMT/FSC104 Emergency Medical Technology (9) OR
Arizona State EMT Certific tion (0) OR
Arizona State Paramedic Certific tion (0) OR
Permission of Program Director 0-9.5
+ EMT235 Basic ECG Rhythm Analysis and Interpretation in the Emergency Setting 3
+ EMT236 Pharmacology in an Emergency Setting 3
+ EMT240 Advanced Cardiac Life Support (ACLS) 2
+ EMT242 Pediatric Advanced Life Support (PALS) (1) OR
+ EMT265 Pediatric Education for Prehospital Providers: Advanced (1) 1
+ EMT245 Trauma Management I (2) OR
+ EMT246 Trauma Management II (4) 2-4
+ EMT272AA Advanced Emergency Medical Technology (12.5) AND
+ EMT272AB Advanced Emergency Medical Technology (12.5) 25
+ EMT272LL Advanced Emergency Medical Technology Practicum (7.5) OR
+ EMT272LA Advanced Emergency Medical Technology Practicum Part I (3.75) AND
+ EMT272LB Advanced Emergency Medical Technology Practicum Part II (3.75) 7.5
+ EMT296WC Cooperative Education (3) OR
HCC145 Medical Terminology for Health Care Workers (3) OR
HCC145AA Medical Terminology for Health Care Workers I (1) AND
+ HCC145AB Medical Terminology for Health Care Workers II (1) AND
+ HCC145AC Medical Terminology for Health Care Workers III (1) OR
Permission of Program Director 0-3
BIO160 Intro to Human Anatomy and Physiology 4

FIRE SCIENCE TECHNOLOGY

Certific te of Completion: 5418N

Driver Operator

8 credits

DESCRIPTION: The Certific te of Completion (CCL) in Driver Operator program is designed for students who need (1) advanced training a professional fi efig ters, (2) preparation courses for career advancement opportunities in fi e 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.

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

Certific te of Completion: 5420N

Fire Officer Leadership

15 credits

DESCRIPTION: The Certific te of Completion (CCL) in Fire Officer Leadership program can be used by professional fi efig ters for promotions and salary advancement within the Fire Services. The program will provide courses for experienced professional fi efig ters who desire to learn advanced fi eground tactics and strategy, building construction, practical incident command, supervisory training of personnel, and human resource management.

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 listed in the program
+ indicates course has prerequisites and/or corequisites. .

ADMISSION CRITERIA: Formal application and acceptance into the Fire Officer Leadership program or permission of the Program Director.

PROGRAM PREREQUISITES: None

REQUIRED COURSES:		Credits: 15
FSC202	Supervisory Training for Firefig ters	3
+ FSC204	Firefig ting Tactics and Strategy	3
+ FSC205	Command Strategies for Major Emergencies	3
+ FSC208	Firefig ter Safety and Building Construction	3
+ FSC214	Human Resources Management in Fire Service	3

Certific te of Completion: 5557

Firefighter Operations

17–28 credits

DESCRIPTION: The Certific te of Completion (CCL) in Firefig ter Operations provides the opportunity for individuals seeking employment in various firefighting settings to acquire the minimum standard fi efig ting skills needed in the fiel .

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.
EMT104 requires students to complete additional hours in a competency-based clinical, vehicular, and/or scenario based experience. Depending on the college, this may be completed through EMT104AB or program director-approved rotation.

ADMISSION CRITERIA: Completion of Program Prerequisites. Formal application and admission to the program is required.

PROGRAM PREREQUISITES:		Credits: 3–14
+ EMT101	Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Hlth Care Providers OR Current validation in Basic Life Support (BLS) Hlth Care Provider/Professional Rescuer (0) OR Permission of Program Director(0)	0-0.50
+ EMT/FSC104	Emergency Medical Technology (9) AND	
+ EMT/FSC104AB	Applied Practical Studies for Emergency Medical Technology (0.5) OR	
+ EMT/FSC104	Emergency Medical Technology (9) OR Arizona State EMT Certific tion (0) OR Arizona State Paramedic Certific tion (0) OR Permission of Program Director	0-9.5
FSC105	Hazardous Materials/First Responder	3
FSC130	Fitness for Firefig ters/CPAT (1) OR Verific tion of CPAT completion (0) OR Permission of Program Director	0-1

REQUIRED COURSES: Credits: 14

+	FSC102	Fire Department Operations	11
	FSC134	Fitness and Conditioning for Firefig ters	3

Certific te of Completion: 5486

Fire Science

24 credits

DESCRIPTION: The Certific te of Completion (CCL) in Fire Science program is designed for students who need (1) advanced training as professional fi efig ters, (2) basic preparation courses for a career in fi e services and/or (3) more comprehensive information about fi e hazards and prevention. A unique feature of the program is that the instructors are professional fi efig ters. There is a related Fire Science emphasis (Track IV) available in the Emergency Response and Operations Associate of Applied Science degree program.

PROGRAM NOTES:
Students must earn a grade of "C" or better in all courses within the program. + indicates course has prerequisites and/or corequisites.

REQUIRED COURSES: Credits: 24

	FSC105	Hazardous Materials/First Responder	3
	FSC108	Fundamentals of Fire Prevention	3
	FSC113	Introduction to Fire Suppression	3
	FSC117	Fire Apparatus	3
	FSC119	Introduction Fire Service Ethics	3
	AJS/DPR/FSC147 Emergency Preparedness (3) OR AJS/DPR/FSC148 Fundamentals of Emergency Management (3)		3
+	FSC208	Firefig ter Safety and Building Construction	3
	FSC215	Customer Service in the Public Sector	3

Certific te of Completion: 5514

Fire Service Professional

37 credits

DESCRIPTION: The Certific te of Completion (CCL) in Fire Science Professional provides practical fi efig ting, hazardous materials, related operations and fi e service management emphasis in this program with history and theory used where necessary to assist professionals to cope with current challenges in the fiel . This curriculum is designed to (1) provide training for professional fi e service personnel in order that they may most effici tly perform their duties (2) prepare people for a career in Fire Service or related fiel , and (3) provide people with a better understanding of fi e and related hazards and challenges faced in providing public safety services. 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.

+ indicates course has prerequisites and/or corequisites.

PROGRAM PREREQUISITES: None

REQUIRED COURSES: Credits: 21

	FSC105	Hazardous Materials/First Responder	3
	FSC108	Fundamentals of Fire Prevention	3
	FSC113	Introduction to Fire Suppression	3
	FSC131	Introduction to Urban Technical Rescue	3
	FSC202	Supervisory Training for Firefig ters	3
+	FSC204	Firefig ting Tactics and Strategy	3
+	FSC208	Firefig ter Safety and Building Construction	3

RESTRICTED ELECTIVES: Credits: 16
Students should select 16 credit hours from the following courses in consultation with a department advisor.

+	EMT/FSC104	Emergency Medical Technology	9
+	EMT/FSC238	Vehicular Extrication and Patient Stabilization	2
	FSC101	Intro to Fire Service Selection	3
+	FSC102	Fire Department Operations	11
	FSC106	Introduction to Fire Protection	3
	FSC114	Hazardous Materials First on the Scene/Awareness Level	0.5
	FSC117	Fire Apparatus	3
	FSC118	Fire Hydraulics	3
	FSC130	Fitness for Firefig ters/CPAT 1	
	FSC134	Fitness and Conditioning for Firefig ters	3
	FSC135	Fire Service Information Management	3
	FSC152	Engine Company Officer	1
+	FSC205	Command Strategies for Major Emergencies	3
	FSC209	Fire Investigation	3
+	FSC214	Human Resource Management in Fire Service	3
	FSC221	Ladder Company Officer	1
	GBS206	Business Law (UCC)	3

Ascsociate of Applied Science: 3064

Fire Service Professional

64 credits

DESCRIPTION: The Associate in Applied Science (AAS) in Fire Service Professional program provides practical fi efig ting, hazardous materials, related operations, and fi e service management emphasis in this program with history and theory used where necessary to assist professionals to cope with current challenges in the fiel . This curriculum is designed to (1) provide training for professional fi e service personnel in order that they may most effici tly perform their duties, (2) prepare people for a career in Fire Service or a related fiel , and (3) provide people with a better understanding of fi e and related hazards and challenges faced in providing public safety services. A Certific te of Completion (CCL) is also available.

PROGRAM NOTES: Students must earn a grade of "C" or better in all

courses within the program. If pursuing Bachelor's degree program, contact department advisor.
+ indicates course has prerequisites and/or corequisites.

PROGRAM PREREQUISITES: None

REQUIRED COURSES:		Credits: 21
FSC105	Hazardous Materials/First Responder	3
FSC108	Fundamentals of Fire Prevention	3
FSC113	Introduction to Fire Suppression	3
FSC131	Introduction to Urban Technical Rescue	3
FSC202	Supervisory Training for Firefig ters	3
+ FSC204	Firefig ting Tactics and Strategy	3
+ FSC208	Firefig ter Safety and Building Construction	3

RESTRICTED ELECTIVES:		Credits: 18
Students should select 18 credit hours from the following courses in consultation with a department advisor.		
ACC111	Accounting Principles I (3) AND	
+ ACC112	Accounting Principles II (3) AND	
+ ACC212	Managerial Accounting (3) OR	9
+ ACC230	Uses of Accounting Information I (3) AND	
+ ACC240	Uses of Accounting Information II (3)	6
+ EMT/FSC104	Emergency Medical Technology	9
+ EMT/FSC238	Vehicular Extrication and Patient Stabilization	2
FSC101	Introduction to Fire Service Selection	3
+ FSC102	Fire Department Operations	11
FSC106	Introduction to Fire Protection	3
FSC114	Hazardous Materials First on the Scene Awareness Level	0.5
FSC117	Fire Apparatus	3
FSC118	Fire Hydraulics	3
FSC130	Fitness for Firefig ters/CPAT	1
FSC134	Fitness and Conditioning/Firefig ters	3
FSC152	Engine Company Officer	1
+ FSC205	Command Strategies for Major Emergencies	3
FSC209	Fire Investigation	3
+ FSC214	Human Resource Management in Fire Service	3
FSC221	Ladder Company Officer	1
GBS206	Business Law (UCC)	3

GENERAL EDUCATION REQUIREMENT: Credits: 25

GENERAL EDUCATION CORE: Credits: 15

First-Year Composition 6
+ Any approved General Education courses in the First Year Composition area.

Oral Communication 3
COM100 Introduction to Human Communication

Critical Reading 3
Any approved General Education course in the Critical Reading area.

Mathematics 3
+Any approved General Education course in the Mathematics area.

GENERAL EDUCATION DISTRIBUTION: Credits: 10

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

Social and Behavioral Sciences 3
Any approved General Education course in the Social and Behavioral Sciences area.
Recommend SOC101 OR SOC140

Natural Sciences 4
+ Any approved General Education course in the Natural Sciences area.
Recommend BIO101 OR CHM130 AND CHM130LL OR PHY101.

INTEGRATED PUBLIC HEALTH

Certific te of Completion: 5900

Integrated Public Health: Health Administration

24-27credits

DESCRIPTION: The Certific te of Completion (CCL) in Integrated Public Health: Health Administration program is designed to prepare individuals for the broadly defined public health workforce with a special focus on entry-level employment as a health administrator or manager. Students study principles and skills needed for employment as health administration professionals who manage, lead, and direct health care programming in a variety of health industries, including public health, clinics, hospitals, insurance companies, and a variety of non-profit agencies that serve the community.

Learning Outcomes
1. Describe the dynamics of individual, community, and organizational health infrastructures. (HCR230, HES210, IPH101, IPH115)
2. Discuss local, regional, national, and global population health and health disparities. (HCR230, HES210, IPH101)
3. Identify and explain key issues facing community public health professionals. (IPH101)
4. Communicate effectively with the health care team, diverse client populations, and their families. (COM270, SPA117)
5. Assess the social, cultural, and behavioral factors in health. (HCR230, HES210)
6. Use appropriate technology to deliver health care services to the community. (CIS105, HSM222, HTM150)

7. Exhibit behaviors and conduct that reflect safe, legal, and ethical practice. (COM270, HCR230, HES210, HSM222, IPH101, IPH115)
8. Provide information and refer clients based on the identified barriers and needs to appropriate resources and services available to the client. (COM270, IPH105, IPH115)
9. Describe the role of prevention and community collaborations in promoting healthy communities. (HCR230, HES210, IPH101)
10. Implement strategies to improve health outcomes for an individual and/or community. (IPH101, IPH110, IPH285, SPA117)
11. Apply systems thinking to the healthcare environment. (HSM222, IPH115)

Program Notes
+ indicates course has prerequisites and/or corequisites.
Students must earn a grade of C or better in all courses required within the program.
One or more of the prerequisite courses for a Required Course may be waived by Program Director depending on student experience and/or prior skills.

Admission Criteria
Formal application and acceptance into the program.
Able to meet background check drug screening, health and immunization requirements.
Program Prerequisites: None

Required Courses **Credits: 24-27**

	CIS105	Survey of Computer Information Systems (3) OR	
	Permission of the Dept/Instructor to enroll in HTM150		0-3
	COM270	Health Communication	3
	HES210	Cultural Aspects of Health and Illness (3) OR	
	HCR230	Culture and Health (3)	3
	HSM222	Health Services Management	3
+	HTM150	Intro to Healthcare IT and Systems	3
	IPH101 I	Introduction to Public Health	3
	IPH115 I	Intro to Health Admin and the U.S. Health System	3
+	IPH285	Health Administration Practicum	3
	SPA117	Health Care Spanish I	3

Certific te of Completion: 5898

Integrated Public Health: Health Education

24 credits

Description: The Certific te of Completion (CCL) in Integrated Public Health: Health Education program is designed to prepare individuals for the public health workforce with a special focus on entry-level employment as a health educator. It is designed to prepare students for employment in a variety of health industries, including public health, clinics, hospitals, insurance companies, and a variety of non-profit agencies. Students will be exposed to the principles and skills necessary to assess needs, identify factors that influen e health behaviors, assess current health disparities and emerging issues influencing health, and empower individuals and communities to sustain positive changes to obtain optimal health. Upon completion, individuals will be prepared to serve the community as health education professionals who work in health behavior change venues.

Learning Outcomes
1. Describe the dynamics of individual, community, and organizational health infrastructures. (HCR230, HES210, IPH101)
2. Discuss local, regional, national, and global population health and health disparities. (HCR230, HES210, IPH101)
3. Identify and explain key issues facing community public health professionals. (FON241, IPH101)
4. Communicate effectively with the health care team, diverse client populations, and their families. (COM270, SPA117)
5. Assess the social, cultural, and behavioral factors in health. (HCR230, HES210)
6. Incorporate evidence-based health care practices into the assessment, planning, implementation, and evaluation of health education interventions and public health programs. (COM270, FON241, HCR230, HES210, IPH110, IPH112)
7. Exhibit behaviors and conduct that reflect safe, legal, and ethical practice. (COM270, HCR230, HES210, IPH101)
8. Provide information and refer clients based on the identified barriers and needs to appropriate resources and services available to the client. (COM270)
9. Describe the role of prevention and community collaborations in promoting healthy communities. (HCR230, HES210, IPH101)
10. Implement strategies to improve health outcomes for an individual and/or community. (IPH101, IPH110, IPH112, IPH280, SPA117)
11. Explain the role of a health educator and goals of health education. (IPH110, IPH112, IPH280)
12. Describe the interrelationship between community assessment and identific tion of community health education issues. (FON241, IPH110, IPH112)
13. Demonstrate a community collaborative planning process for health education programs focused on prevention and promotion of healthy communities. (FON241, IPH110, IPH112, IPH280)

Program Notes
+ indicates course has prerequisites and/or corequisites.
Students must earn a grade of C or better in all courses required within the program.
One or more of the prerequisite courses for a Required Course may be waived by Program Director depending on student experience and/or prior skills.

Admission Criteria
Formal application and acceptance into the program.
Arizona Department of Public Safety Level one finge print clearance card required. Able to meet background check drug screening, health and immunization requirements.

Program Prerequisites: None

Required Courses

	COM270	Health Communication	3
	FON241	Principles of Human Nutrition	3
	HES210	Cultural Aspects of Health and Illness (3) OR	
	HCR230	Culture and Health (3)	3
	IPH101	Introduction to Public Health	3
	IPH110	Principles of Health and Behavior Change	3
	IPH112	Community-Based Health Education in Health and Illness	3
+	IPH280	Health Education Practicum	3
	SPA117	Health Care Spanish I	3

Certific te of Completion: 5896

Integrated Public Health: Health Navigation

23 credits

Description: The Certific te of Completion (CCL) in Integrated Public Health: Health Navigation program is designed to prepare individuals for entry-level employment as health navigators or community health workers. It is designed to prepare students for employment in a variety of health industries, including public health, clinics, hospitals, insurance companies, and a variety of non-profit agencies that serve the community. Students will be exposed to how to identify appropriate health resources and services for clients and to communicate with diverse populations. In addition, students will study in depth a variety of insurance coverage and government programs to help their clients optimize the benefits and resources available to them.

Learning Outcomes

1. Describe the dynamics of individual, community, and organizational health infrastructures. (HCR230, HES210, IPH101)
2. Discuss local, regional, national, and global population health and health disparities. (HCR230, HES210, IPH101)
3. Identify and explain key issues facing community public health professionals. (FON241, IPH101)
4. Communicate effectively with the health care team, diverse client populations, and their families. (COM270, HCC146, SPA117)
5. Assess the social, cultural, and behavioral factors in health. (HCR230, HES210)
6. Incorporate evidence-based health care practices into the assessment, planning, implementation, and evaluation of health education interventions and public health programs. (COM270, FON241, HCR230, HES210)
7. Exhibit behaviors and conduct that reflect safe, legal, and ethical practice. (COM270, HCR230, HES210, IPH101, IPH105)
8. Provide information and refer clients based on the identified barriers and needs to appropriate resources and services available to the client. (COM270, IPH105)
9. Describe the role of prevention and community collaborations in promoting healthy communities. (HCR230, HES210, IPH101)
10. Implement strategies to improve health outcomes for an individual and/or community. (IPH101, IPH275, SPA117)
11. Use effective care coordination and transition management methods in acute care and ambulatory care in community settings. (FON241, IPH105, IPH275)
12. Facilitate client-centered care that is compassionate, appropriate, and effective for the promotion of health. (FON241, IPH105, IPH275)

Program Notes

+ indicates course has prerequisites and/or corequisites.
Students must earn a grade of C or better in all courses required within the program.
One or more of the prerequisite courses for a Required Course may be waived by Program Director depending on student experience and/or prior skills.

Admission Criteria

Formal application and acceptance into the program.
Arizona Department of Public Safety Level one finge print clearance card required.
Able to meet background check drug screening, health and immunization requirements.

Program Prerequisites: None

Required Courses **Credits: 23**

	COM270	Health Communication	3
	FON241	Principles of Human Nutrition	3
	HCC146	Common Medical Terminology for Health Care Professionals	2
	HES210	Cultural Aspects of Health and Illness (3) OR	
	HCR230	Culture and Health (3)	3
	IPH101	Introduction to Public Health	3
	IPH105	Introduction to Patient Navigation	3
+	IPH275	Patient Navigator Practicum	3
	SPA117	Health Care Spanish I	3

Certific te of Completion: 5902

Integrated Public Health: Mobile Integrated Health

24-27 credits

Description: The Certific te of Completion (CCL) in Integrated Public Health: Mobile Integrated Health program is designed for licensed health care providers such as nursing assistants, nurses, advanced practice nurses, emergency medical technicians, paramedics, dieticians, and other allied health professionals. It enhances their previous training in direct patient care, preparing them for this newly expanded role in public health to serve the community as advocates, facilitators, educators, liaisons, and resource coordinators.

Learning Outcomes
1. Describe the dynamics of individual, community, and organizational health infrastructures. (HCR230, HES210, IPH101)
2. Discuss local, regional, national, and global population health and health disparities. (IPH101, HES210, HCR230)
3. Identify and explain key issues facing community public health professionals. (FON241, IPH101)
4. Communicate effectively with the health care team, diverse client populations, and their families. (COM270, IPH220, SPA117)
5. Assess the social, cultural, and behavioral factors in health. (HCR230, HES210)
6. Incorporate evidence-based health care practices into the assessment, planning, implementation, and evaluation of health education interventions and public health programs. (COM270, FON241, HCR230, HES210)
7. Use appropriate technology to deliver health care services to the community. (CIS105, HTM150, IPH220)
8. Exhibit behaviors and conduct that reflect safe, legal, and ethical practice. (COM270, HCR230, HES210, IPH101, IPH220)
9. Provide information and refer clients based on the identified barriers and needs to appropriate resources and services available to the client. (COM270)
10. Describe the role of prevention and community collaborations in promoting healthy communities. (HCR230, HES210, IPH101)
11. Implement strategies to improve health outcomes for an individual and/or community. (IPH101, IPH290, SPA117)

Program Notes
+ indicates course has prerequisites and/or corequisites.
Students must earn a grade of C or better in all courses required within the program.
One or more of the prerequisite courses for a Required Course may be waived by Program Director depending on student experience and/or prior skills.

Admission Criteria
Previous licensure in a health or allied health program.
Formal application and acceptance into the program.
Arizona Department of Public Safety Level one finge print clearance card required.
Able to meet background check, drug screening, health and immunization requirements.

Program Prerequisites: None

Required Courses **Credits: 24-27**

CIS105	Survey of Computer Information Systems (3)	OR
	Permission of Instructor to enroll in HTM150	0-3

	CIS105	Survey of Computer Information Systems (3)	OR
	COM270	Health Communication	3
	FON241	Principles of Human Nutrition	3
	HCR230	Culture and Health (3)	OR
	HES210	Cultural Aspects of Health and Illness (3)	3
+	HTM150	Introduction to Healthcare IT and Systems	3
	IPH101	Introduction to Public Health	3
	IPH220	Intro to Mobile Integrated Health Care	3
+	IPH290	Mobile Integrated Health Practicum	3
	SPA117	Health Care Spanish I	3

MICROSOFT RELATED

Certific te of Completion: 5473

Microsoft Desktop Support Technology

16-20 credits

DESCRIPTION: The Certific te of Completion (CCL) in Microsoft Desktop Support Technology program is designed to provide training for entry-level computer maintenance and help-desk positions. Students will develop the skills to troubleshoot desktop environments running on the Microsoft Windows operating system. Courses in the program also help to prepare for the Microsoft Certified IT Professional: Enterprise Desktop Support Technician 7 (MCITP) examinations, 70-680 and 70-685.

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 any module/suffixed courses.

PROGRAM PREREQUISITES: Credits: 0–3
In lieu of the courses listed below, students with experience in the information technology field may meet these program prerequisite requirements with the permission of the instructor.

CIS121AB	Microsoft Command Line Operations (1)	OR
CIS121AH	Microsoft PowerShell/Command Line Operations (3)	
OR Permission of Instructor or Program Director		0-3

REQUIRED COURSES: Credits: 16–17

	CIS102	Interpersonal and Customer Service Skills for IT Professionals	1
	CIS105	Survey of Computer Information Systems	3
+	BPC170	Computer Maintenance I: A+ Essentials Prep	3
+	CIS190	Introduction to Local Area Networks (3)	OR
	CNT140AA	Cisco Networking Fundamentals (4)	OR
	MST140	Microsoft Networking Essentials (3)	3–4
+	MST141	Enterprise Desktop Support Technician	3
+	MST150++	Any Microsoft Windows Operating System (any module)	3

MUSIC: AUDIO PRODUCTION & BUSINESS

Certific te of Completion: 5334

Audio Production Technologies

36-40 credits

DESCRIPTION: The Certific te of Completion (CCL) in Audio Production Technologies program offers students an opportunity to receive training on industry-standard equipment. Students learn the concepts and theory associated with recording arts technologies while applying them in lab settings appropriate to their skill levels. Students completing the Audio Production program will gain the knowledge base, competency, and confi ence they need to enter the commercial music marketplace. An Associate of Applied Science (AAS) is also available.

PROGRAM NOTES:
Students must earn a grade of "C" or better in all courses within the program.
+ indicates course has prerequisite and/or corequisites.

PROGRAM PREREQUISITES: None

REQUIRED COURSES:		Credits: 36-40
MTC101	Introduction to Music Theory OR higher level Music Theory	3
MTC191	Electronic Music I	3
+ MTC192	Electronic Music II	3
MUC109	Music Business: Merchandising and the Law	3
MUC110	Music Business: Recording and Mass Media (3) OR	
MUC145	Recording Studio Business Operations (2)	2
+ MUC111	Digital Audio Workstation I (DAW I)	3
+ MUC112	Digital Audio Workstation II (DAW II)	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
+ MUC297AA	Music Internship	1

Select one (1) of two (2) tracks:

Track I: Audio Production:		Credits: 9
MUC197	Live Sound Reinforcement I	3
+ MUC198	Live Sound Reinforcement II	3
+ MUC295	Studio Music Recording III	3

Track II: Sound Design:		Credits: 12
+ MUC122	Sound Design I (3) OR	
+ MTC/TCM120	Intro to Sound Design for Film and Video (3)	3
+ MUC222	Sound Design II (3) OR	
+ MTC/TCM220	Advanced Sound Design for Film and Video (3)	3
+ MUC194	Introduction to Audio Mixing Techniques	3
+ MUC292	Sound Design III	3

Associate of Applied Science: 3024

Audio Production Technologies

61-68 credits

DESCRIPTION: The Associate in Applied Science (AAS) in Audio Production Technologies program offers students an opportunity to receive training on industry-standard equipment. Students learn the concepts and theory associated with recording arts technologies while applying them in lab settings appropriate to their skill levels. The program is designed to give students a foundation of knowledge, competency, and experience important in the commercial music marketplace. A Certific te of Completion (CCL) is also available.

PROGRAM NOTES: Students must earn a grade of "C" or better for all courses required within the program.
+ indicates course has prerequisite and/or corequisites.

PROGRAM PREREQUISITES: None

REQUIRED COURSES:		Credits: 36–40
MTC101	Introduction to Music Theory OR higher level Music Theory	3
MTC191	Electronic Music I	3
+ MTC192	Electronic Music II	3
MUC109	Music Business: Merchandising and the Law	3
MUC110	Music Business: Recording and Mass Media (3) OR	
MUC145	Recording Studio Business Operations (2)	2–3
+ MUC111	Digital Audio Workstation I (DAW I)	3
+ MUC112	Digital Audio Workstation II (DAW II)	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
+ MUC297AA	Music Internship	1

Select one (1) of two (2) tracks:

Track I: Audio Production:		Credits: 9
MUC197	Live Sound Reinforcement I	3
+ MUC198	Live Sound Reinforcement II	3
+ MUC295	Studio Music Recording III	3

Track II: Sound Design:		Credits: 12
+ MUC122	Sound Design I (3) OR	
+ MTC/TCM120	Intro to Sound Design for Film & Video (3)	3
+ MUC222	Sound Design II (3) OR	
+ MTC/TCM220	Advanced Sound Design for Film & Video (3)	3

+ MUC194 Introduction to Audio Mixing Techniques 3
+ MUC292 Sound Design III 3

RESTRICTED ELECTIVES: None

GENERAL EDUCATION REQUIREMENT: Credits: 25–28

GENERAL EDUCATION CORE: Credits: 12–15
First-Year Composition 6
+ Any approved general education courses from the First-Year Composition area

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

Critical Reading 0–3
+ CRE101 Critical and Evaluative Reading I (3) OR equivalent as indicated by assessment

Mathematics 3
+ Any approved general education course from the Mathematics area

GENERAL EDUCATION DISTRIBUTION: Credits: 13
Humanities, Arts and Design
Any approved general education course from the Humanities and Fine Arts area 6
MHL140 or MHL145 or MHL153 recommended.

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

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

Certific te of Completion: 5258

Music Business

26 credits

DESCRIPTION: The Certific te of Completion (CCL) in Music Business program is an innovative curriculum designed to prepare students for today`s music industry. The certific te and degree with a music business emphasis are designed for both the performing musician and the business student with limited performing experience. This program combines a fl xible curriculum with an emphasis in business and marketing, along with music industry related courses and experiences.

PROGRAM NOTES: Students must earn a grade of "C" or better for all courses required within the program.
+ indicates course has prerequisite and/or corequisites.

PROGRAM PREREQUISITES: None

REQUIRED COURSES: Credits: 11
MUC109 Music Business: Merchandising and the Law 3
MUC110 Music Business: Recording and Mass Media 3
MUC293 Self Promotion for Music 1
+ MUC209 Music Industry Entrepreneurship (3) OR
MGT253 Owning and Operating a Small Business (3) 3
+ MUC290AA Music Business Internship (1) OR
+ MUC296WA Cooperative Education (1) 1

RESTRICTED ELECTIVES: Credits: 15
Students must select fi teen (15) credits from the approved list of Restricted Elective courses to specialize in Music Production, Disc Jockey Techniques, Songwriting, Performance, Marketing, Business or Communications. Students must consult with the Music Business Program Director, Music Department Chair or designee to select the Restricted Elective courses recommended for each specialization.

Music Production
MUC240 Creative Music Production (4)
MUC241 Business Principles of Music Production (3)
MUC242 Music Genres and Styles (2)
MUC294 Portfolio for Music (1)
MUC145 Recording Studio Business Operations (2)
MUC180 Computer Literacy for the Music Business (3)
MUC210 Advanced Industry Topics: Concert Promotion and Touring (3)
MUC211 Advanced Industry Topics: Artist Management and Development (3)
MUC215 Music Industry Seminar: Innovatn Music Tech (1)
MUC274AB Music Industry Study Tour (2)
MUC298AA, AB or AC Special Projects (1-3)
MUC194 Introduction to Audio Mixing Techniques (3)
MUC195 Studio Recording I (3)
MUC195AA Studio Recording I (3)
MUC196 Studio Music Recording II (3)
MUC295 Studio Music Recording III (3)
MUC111 Digital Audio Workstation I (DAW I) (3)
MUC112 Digital Audio Workstation II (DAW II) (3)
MUC197 Live Sound Reinforcement I (3)
MUC198 Live Sound Reinforcement II (3)
MUC237 Electronic Dance Music Production (3)
TCM107 Career Pathways in the Media (3)
Any MTC Music Theory Course(s) (1-3)

Disc Jockey Techniques
MUC135 Introduction to Disc Jockey Techniques (3)
MUC136 Turntablism: The Art of the Scratch DJ (3)
MUC137 Digital DJ Performance Techniques (3)
MUC138 Disc Jockey Lab (1)
MUC237 Introd to Electronic Music Prod Tech for DJ (3)

MUC210 Adv Industry Topics: Concert Promotion and Touring (3)
MUC211 Adv Industry Topics: Artist Mgt and Dev (3)
MUC274AB Music Industry Study Tour (2)
MUC298AA, AB or AC Special Projects (1-3)
MUC180 Computer Literacy for the Music Business (3)
MUC294 Portfolio for Music (1)
MUC197 Live Sound Reinforcement I (3)
MUC198 Live Sound Reinforcement II (3)
MTC191 Electronic Music I (3)
MTC192 Electronic Music II (3)
MUC291AA Disc Jockey Internship (1)
TCM107 Career Pathways in the Media (3)

Songwriting

MUC114 Song Publishing and Marketing (1)
MUC115 Song Copyrighting and Demos (2)
MTC110 Music Notation for Songwriting (1)
MTC111 Lyric Writing (1)
MTC112 Song and Melody Forms (1)
MTC113 Songwriting Techniques (1)
Any MTC Electronic Music Course(s) (1-3)
Any MTC Composition or Arranging Course(s) (1-3)
MUC180 Computer Literacy for the Music Business (3)
MUC210 Adv Industry Topics: Concert Promo/Touring (3)
MUC211 Adv Industry Topics: Artist Management/Dev (3)
MUC294 Portfolio for Music (1)

Performance

Any MUP Music Performance Course(s) (1-3)
Any MTC Music Course(s) (1-3)
MUC274AB Music Industry Study Tour (2)
MUC298AA, AB or AC Special Projects (1-3)
MUC294 Portfolio for Music (1)
TCM107 Career Pathways in the Media (3)

Marketing

MKT101 Introduction to Public Relations (3)
MKT110 Marketing and Social Networking (3)
MKT210 Applied Marketing Strategies (3)
MKT271 Principles of Marketing (3)
MKT263 Advertising Principles (3)
MKT267 Principles of Salesmanship (3)
MKT268 Merchandising (3)
MKT273 Marketing Research (3)
MKT151 Display and Visual Merchandising (3)
MUC274AB Music Industry Study Tour (2)
MUC298AA, AB or AC Special Projects (1-3)
MKT111 Applied Marketing and Social Networking (3)
TCM107 Career Pathways in the Media (3)
CIS103 Introduction to Social Media (3)
SBS221 Social Media Marketing for Small Business (3)

Business

GBS131 Business Calculations (3)
GBS151 Introduction to Business (3)
GBS205 Legal, Ethical and Reg Issues in Business (3)
GBS221 Business Statistics (3)
IBS101 Introduction to International Business (3)
IBS109 Cultural Dimensions for International Trade (3)
HRM145 Events Management (3)
ACC111 Accounting Principles I (3)
ACC112 Accounting Principles II (3)
ACC115 Computerized Accounting (2)
ACC211 Financial Accounting (3)
ACC212 Managerial Accounting (3)
ACC230 Uses of Accounting Information I (3)
ACC240 Uses of Accounting Information II (3)
CIS105 Survey of Computer Information Systems (3)
BPC110 Computer Usage and Applications (3)
CIS114AE Excel Level I (1)
CIS118AB PowerPoint Level I (1)
CIS120AF Computer Graphics: Adobe Photoshop: Lev I (1)
CIS120AK Introduction to Digital Video Editing (1)
CIS120DB Computer Graphics: Adobe Illustrator (3)
CIS133DA Internet/Web Development Level I (3)
MUC274AB Music Industry Study Tour (2)
MUC298AA, AB or AC Special Projects (1-3)
TCM107 Career Pathways in the Media (3)

Communications

COM150 Digital Storytelling (3)
COM251 Interviewing (3)
COM225 Public Speaking (3)
COM263 Elements of Intercultural Communication (3)
GBS233 Business Communication (3)
MUC274AB Music Industry Study Tour (2)
MUC298AA, AB or AC Special Projects (1-3)
TCM107 Career Pathways in the Media (3)
COM259 Communications in Business and Professions (3)
COM250 Intro to Organizational Communication (3)
JRN203 Writing for Online Media (3)

Associate of Applied Science: 3017

Music Business

60-63 credits

DESCRIPTION: The Associate in Applied Science (AAS) in Music Business program is an innovative curriculum designed to prepare students for today`s music industry. The certific te and degree with a music business emphasis are designed for both the performing musician and the business student with limited performing experience. This program combines a fl xible curriculum with an emphasis in business and marketing, along with music industry related courses and experiences.

PROGRAM NOTES: Students must earn a grade of "C" or better for all courses required within the program.
+ indicates course has prerequisite and/or corequisites.
++ indicates any module.

PROGRAM PREREQUISITES: None

REQUIRED COURSES: Credits: 14

	MUC109	Music Business: Merchandising and the Law	3
	MUC110	Music Business: Recording and Mass Media	3
	MUC293	Self Promotion for Music 1	
+	MUC209	Music Industry Entrepreneurship (3) OR	
	MGT253	Owning and Operating a Small Business (3)	3
+	MUC290AA	Music Business Internship (1) OR	
	+MUC296WA	Cooperative Education (1)	1
	MHL+++++	Any MHL Music: History/Literature course	3

RESTRICTED ELECTIVES: Credits: 12

Students must select twelve (12) credits from the approved list of Restricted Elective courses below to specialize in Music Production, Disc Jockey Techniques, Songwriting, Performance, Marketing, Business, or Communications.

Students must consult with the Music Business Program Director, Music Department Chair or designee to select the Restricted Elective courses recommended for each specialization.

FREE ELECTIVES: Credits: 12

Students should choose twelve (12) credits from the following list of courses except courses used to satisfy the Restricted Electives area.

	ACC111	Accounting Principles I	3
	BPC128	Introduction to Desktop Publishing	1
	CIS131AA	Doing Business on the Internet	1
	GBS151	Introduction to Business	3
+	GBS233	Business Communication	3
	MKT110	Marketing and Social Networking	3
	MKT271	Principles of Marketing	3
	MTC101	Introduction to Music Theory (3) or higher level MTC Music: Theory/Composition course (3)	3
	MTC113	Songwriting Techniques	1
+	MUC111	Digital Audio Workstation I (DAWI)	3
	MUC135	Introduction to Disc Jockey Techniques	3
	MUC145	Recording Studio Business Operations	2
+	MUC180	Computer Literacy for the Music Business	3
	MUC195	Studio Music Recording I (3) OR	
	MUC195AA	Studio Music Recording I (3)	3
+	MUC210	Advanced Industry Topics: Concert Promotion and Training	3
+	MUC211	Advanced Industry Topics: Artist Management and Talent Development	3
	MUC215	Music Industry Seminar: Innovation in Music Technology	1
+	MUC240	Creative Music Production	4
+	MUC241	Business Principles of Music Production	3
	MUC274	Music Industry Study Tour	2
+	MUC294	Portfolio for Music	1
+	MUC298AA	Special Projects	1
+	MUC298AB	Special Projects	2
+	MUC298AC	Special Projects	3
	SBS230	Financial & Tax Mgt for Small Business	2

GENERAL EDUCATION REQUIREMENT: Credits: 22-25

GENERAL EDUCATION CORE: Credits: 12-15

First-Year Composition 6

+ ENG101 First-Year Composition (3) AND

+ ENG102 First-Year Composition (3)

Oral Communication 3

Any approved general education course in the Oral Communication area

Critical Reading 0–3

+ CRE101 College Critical Reading & Critical Thinking (3)

+ CRE111 Critical Reading for Business and Industry (3) OR

Equivalent as indicated by assessment 0-3

Mathematics 3

+ Any approved general education course in the Mathematics area

GENERAL EDUCATION DISTRIBUTION: Credits: 10

Humanities and Fine Arts 3

Any approved general education course from the Humanities and Fine Arts area

Social and Behavioral Sciences 3

Any approved general education course from the Social and Behavioral Sciences area

Natural Sciences 4

Any approved general education course from the Natural Sciences area

NURSING

Maricopa Community Colleges Allied Health Or Nursing Program

Appendix S-13: The Maricopa Community Colleges
Allied Health or Nursing Program
In collaboration and partnership with the health care community and its response to the dynamic changes occurring in the health care arena and health care practice, the Maricopa Community Colleges integrated the curriculum of all allied health and nursing programs. All allied health or nursing program pathways and educational offerings emphasize the achievement of relevant competencies and provide value to the individual, the employer, and the community. As a result, graduates of the various allied health or nursing program pathways will meet the community's demand for a fl xible, multi-skilled health care workforce that meets employer and consumer needs. Refer to individual college catalogs for specific health ca e program pathways.

For further information, https://asa.maricopa.edu/departments/healthcare-education-at-the-maricopa-community/ is a comprehensive information source.

Allied Health or Nursing Assumption of Risk/Release of Liability
Most of the allied health or nursing program pathways include a program of study in a clinical training environment 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 Confide tial 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 confide tial information. Prior to beginning any clinical studies, the students will be asked to sign an agreement to adhere to the requirements of those clinical sites and applicable law, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

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

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

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

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

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 Verific tion
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 misdemeanor conviction within the last 3 years
Exceptions: any misdemeanor traffic (DUI is not onsidered traffi

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/Certific te
Many of the nursing and allied health programs prepare graduates for application for State or National certific tes or licenses. In some professions, such licensure and certific tion 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 certific te to practice in the field of stud .

Certific te of Completion: 5963N

Nurse Assisting

2-6 credits

DESCRIPTION: The Certific te of Completion (CCL) in Nurse Assisting prepares students for entry-level employment in various health care settings as a nursing assistant. The program combines classroom instruction with clinical laboratory, skilled care and acute care experiences. Students who complete the program are eligible to take a written and practical certification examination and work as a Certified Nursing Assistant. Licensing requirements are the exclusive responsibility of the Arizona State Board of Nursing.

The MCCD Nurse Assisting Program is approved by the Arizona State Board of Nursing.

Program offerings: This program is offered at the following sites: Estrella Mountain Community College GateWay Community College Glendale Community College Mesa Community College Mesa Community College/Boswell Paradise Valley Community College Waiver of Licensure/Certific tion Guarantee Admission or completion from the MCCD Nurse Assisting Program does not guarantee obtaining a license or certific te to practice nursing. Licensure and certific tion 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 fi e or more years before submitting this application. If you cannot prove that the absolute discharge date is fi e or more years, the Board cannot process your application. All nurse assistant applicants for certific tion will be finge printed 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 certific tion, contact the nursing education consultant at the Arizona State Board of Nursing (602-899-5150). 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. Health & Safety Requirements for MCCD Nurse Assisting Program: 1. Students must submit a completed Health and Safety Documentation Checklist and maintain current status throughout the program. 2. Students must submit CPR card for Health Care Provider and maintain current status throughout the program. 3. 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. 4. Health Provider Signature Form signed by a licensed health care provider. 5. 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 Certific tion through the Arizona State Board of Nursing to practice in a health care agency as a certified nurse assistant. Completion of the nurse assistant program of study provides job ready skills as a nursing assistant. Students may apply to the Nursing Program after completing the prerequisite courses and admission requirements.

Waiver of Licensure/Certific tion Guarantee
Admission or completion from the MCCD Nurse Assisting Program does not guarantee obtaining a license or certific te to practice nursing. 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 fi e or more years before submitting this application. If you cannot prove that the absolute discharge date is fi e or more years, the Board cannot process your application.

All nurse assistant applicants for certific tion will be finge printed 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 certific tion, contact the nursing education consultant at the Arizona State Board of Nursing (602-899-5150).

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.

Health & Safety Requirements for MCCD Nurse Assisting Program:
1. Students must submit a completed Health and Safety Documentation Checklist and maintain current status throughout the program.
2. Students must submit CPR card for Health Care Provider and maintain current status throughout the program.
3. 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.
4. Health Provider Signature Form signed by a licensed health care provider.
5. 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 Certific tion through the Arizona State Board of Nursing to practice in a health care agency as a certified nurse assistant. Completion of the nurse assistant program of study provides job ready skills as a nursing assistant. Students may apply to the Nursing Program after completing the prerequisite courses and admission requirements.

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.

ADMISSION CRITERIA: Application and acceptance into the program, High School graduate or GED, current Health Care Provider CPR Card required before beginning courses.
All students must submit a copy of a finge print clearance card with their application for the Maricopa Community College District Nursing Program.

PROGRAM PREREQUISITES: None

REQUIRED COURSES:		Credits: 2-6
+ NUR158 Nurse Assisting (6) OR Advanced Placement courses:		
+ NCE150 Basic Certified Nursing	ssistant (1) AND	
+ NCE151 Basic Certified Nursing	ssistant Lab (1)	2-6

Certific te of Completion: 5957

Practical Nursing

35-45 credits

DESCRIPTION: The Certific te of Completion (CCL) in Practical Nursing Program is available at eight 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
Scottsdale Community College

Waiver of Licensure/Certific tion 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 fi e or more years before submitting this application. If you cannot prove that the absolute discharge date is fi e 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 certific tion, 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.

Program Notes: Students must earn a grade of "C" or better in all courses within the program.
+ indicates course has prerequisites and/or corequisites

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 Certific te 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 certific te as a Nursing Assisting 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 certific te or license must notify the Nursing Program Chair within fi e (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 certific te 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	Intro 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 Lab (1) 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 MAT120/121/122 prior to Fall 2015 as an admission requirement, may complete the program without completing MAT140/141/142 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	3

Associate of Applied Science: 3812

Nursing

62–75 credits

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.

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.

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/Certific tion 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 fi e or more years before submitting this application. If you cannot prove that the absolute discharge date is fi e 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 certific tion, 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.

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 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; all program prerequisites must be completed prior to submission of application.
A passing score on a nursing program admission test is required to complete an application.
Applicants for Advanced Placement must receive a passing score on a practical nursing content exam for placement into Block 3. The final decision rests with the Nursing Program Chair at the College to which the student is accepted.

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 certific te as a Nursing Assisting 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 certific te or license must notify the Nursing Program Chair within fi e (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 certific te 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	
	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 math course	3-5

Students that are admitted into the MaricopaNursing Program for Fall 2015 and Spring 2016, AND completed MAT120/121/122 prior to Fall 2015 as an admission requirement, may complete the program without completing MAT140/141/142 as a graduation requirement, by waiver of the program director.

REQUIRED COURSES: Credits: 36

+ 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: Credits: 16–19
GENERAL EDUCATION CORE: Credits: 3-6

First-Year Composition 3
Three (3) credits of First Year Composition are met by ENG101 or ENG107 in Program Prerequisites area.

+ ENG102 First-Year Composition (3) OR
+ ENG108 First-Year Composition for ESL (3)

Oral Communication 0
Waived.

Critical Reading 0–3
+ CRE101 Critical and Evaluative Reading I (3) OR
Equivalent by assessment

Mathematics 0
Met by MAT140 OR MAT141 OR MAT142 OR
Satisfactory completion of higher level mathematics course in Program Prerequisites area.

GENERAL EDUCATION DISTRIBUTION: Credits: 13
Humanities and Fine Arts 2
Any approved course in the Humanities and Fine Arts area.

Social and Behavioral Sciences 3
PSY101 Introduction to Psychology (3)

Natural Science 8
+ BIO202 Human Anatomy and Physiology II (4)
AND
+ BIO205 Microbiology (4)

WELLNESS

Certific te of Completion: 5445

Personal Training Specialist

31-31.5 credits

DESCRIPTION: The Certific te of Completion (CCL) in Personal Training Specialist program 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 certific tions. The curriculum is designed to prepare students for employment in entry-level personal training positions within the fitness indust y.

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 any module/suffixed courses.

PROGRAM PREREQUISITES: None

REQUIRED COURSES: Credits: 31-31.5
EXS101 Introduction to Exercise Science 3
EXS125 Introduction to Exercise Physiology 3
EXS210 Assessment and Program Design: Muscular Fitness 2
EXS211 Assessment and Program Design: Flexibility and Balance 2
EXS212 Assessment and Program Design: Cardiorespiratory Fitness 2
EXS213 Assessment and Program Design: Weight Management and Motivation 2
EXS214 Instructional Competency: Flexibility and Mind-Body Exercises 2
EXS216 Instructional Competency: Muscular Strength and Conditioning 2
EXS218 Instructional Competency: Cardiorespiratory Exercises and Activities 2

EXS239 Practical Applications of Personal Training Skills and Techniques Internship (3) OR
EXS239AA Practical Applications of Personal Training Skills and Techniques Internship (1) AND
EXS239AB Practical Applications of Personal Training Skills and Techniques Internship (2) 3

HES100 Healthful Living 3

HES106 Cardiopulmonary Resuscitation (CPR)/Automated External Defib illator (AED) (0.5) OR
EMT101 Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Health Care Providers (0.50) OR
Current Basic Life Support (BLS) Health Care Provider/ Professional Rescuer certific tion (0) 0-0.5
FON100 Introductory Nutrition (3) OR
FON241 Principles of Human Nutrition (3) 3
PED101ST Strength Training 1
PED101GF Group Fitness/Aerobics (1) OR
PED101KB Kickboxing (1) OR
PED101PS Pilates (1) OR
PED101TC Tai Chi (1) OR
PED101YH Hatha Yoga (1) OR
PED101YO Yoga (1) OR
PED101YP Power Yoga (1) OR
PED101YR Restorative Yoga (1) OR
PED101BS Body Sculpting (1) OR
PED101PC Physical Conditioning (1) OR
PED101BC Boot Camp (1) OR
PED101ZU Zumba Fitness (1) OR
PED101SR Stretch and Relaxation (1) OR
PED101CY Cycling - Indoor (1) OR
PED101YG Gentle Yoga (1) OR
PED101TX Suspension Training (1) 1

Associate of Applied Science: 3059

Exercise Science & Personal Training

63–72.5 credits

DESCRIPTION: The Associate in Applied Science (AAS) in Exercise Science: Health, Fitness and Sports Performance program 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 certific tions. The curriculum is designed to prepare students for employment in entry-level positions such as personal training within health and fitness clubs, wellness centers, and public and private recreation facilities. This curriculum also provides good preparation for transfer to a four-year bachelor program.

PROGRAM NOTES: Students must earn a grade of "C" or better required for all courses within the program.
+ indicates course has prerequisite and/or corequisites.

Students can achieve the AGEC-A by completing the following:
An additional course with the Humanities, Arts and Design general studies designation 3

An additional course with the Natural Science general studies designation 4

Recommend BIO202 Human Anatomy and Physiology II 4

An additional course with the Computer/Statistics/Quantitative

Applications general studies designation 3

Recommend MAT206 Elements of Statistics 3 OR PSY230 Introduction to Statistics 3

Program Prerequisites: None

Required Courses		44-48.5
EXS101	Introduction to Exercise Science	3
EXS125	Introduction to Exercise Physiology	3
EXS210	Assessment and Program Design: Muscular Fitness	2
EXS211	Assessment and Program Design: Flexibility and Balance	2
EXS212	Assessment and Program Design: Cardiorespiratory Fitness	2
EXS213	Assessment and Program Design: Weight Management and Motivation	2
+ EXS214	Instructional Competency: Flexibility and Mind Body Exercises	2
+ EXS216	Instructional Competency: Muscular Strength and Conditioning	2
+ EXS218	Instructional Competency: Cardiorespiratory Exercises and Activities	2
EXS290	Introduction to Evidence Based Practice	3
EXS239	Practical Applications of Personal Training Skills and Techniques Internship (3) OR	
EXS239AA	Practical Applications of Personal Training Skills and Techniques Internship (1) AND	
EXS239AB	Practical Applications of Personal Training Skills and Techniques Internship (2)	3
HES100	Healthful Living	3
HES210	Cultural Aspects of Health and Illness	3
HES106	Cardiopulmonary Resuscitation (CPR)/ Automated External Defib illator (AED) (0.5) OR	
EMT101	Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Hlth Care Providers (0.50)	
OR		
	Current Basic Life Support (BLS) Health Care Provider/ Professional Rescuer certific tion (0)	0-0.5
FON100	Introductory Nutrition (3) OR	
FON241	Principles of Human Nutrition (3)	3
PSY101	Introduction to Psychology	3
+ BIO181	General Biology (Majors) I (4) OR 1 year of high school biology AND	
RDG100	Successful College Reading (3) or higher level Reading course OR	
CRE101	College Critical Reading and Critical Thinking (3) OR Eligibility by reading test score (0)	0-4
+ BIO201	Human Anatomy and Physiology I	4
PED101ST	Strength Training	1
PED101GF	Group Fitness/Aerobics (1) OR	
PED101KB	Kickboxing (1) OR	
PED101PS	Pilates (1) OR	
PED101TC	Tai Chi (1) OR	
PED101YH	Hatha Yoga (1) OR	
PED101YO	Yoga (1) OR	
PED101YP	Power Yoga (1) OR	
PED101YR	Restorative Yoga (1) OR	
PED101BS	Body Sculpting (1) OR	
PED101PC	Physical Conditioning (1) OR	
PED101BC	Boot Camp (1) OR	
PED101ZU	Zumba Fitness (1) OR	
PED101SR	Stretch and Relaxation (1) OR	
PED101CY	Cycling - Indoor (1) OR	
PED101YG	Gentle Yoga (1) OR	
PED101TX	Suspension Training (1)	1

Free Electives
Students must choose four (4) additional credits of general elective courses.

(CHM130 AND CHM130LL), OR (CHM151 and CHM151LL) OR BIO202 are recommended for students who intend to transfer.
Credits: 4

General Education Requirements

General Education Requirement Credits: 15-20
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

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: 3-5

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

General Education Distribution Credits: 3

Humanities, Arts and Design Credits: 3
Any approved general education course from the Humanities, Arts and Design area.

Social-Behavioral Sciences Credits: 0
Met by HES100 in Required Courses.

Natural Sciences Credits: 0
Met by BIO201 in Required Courses.

Official Course Descriptions

Course Prefix Chart

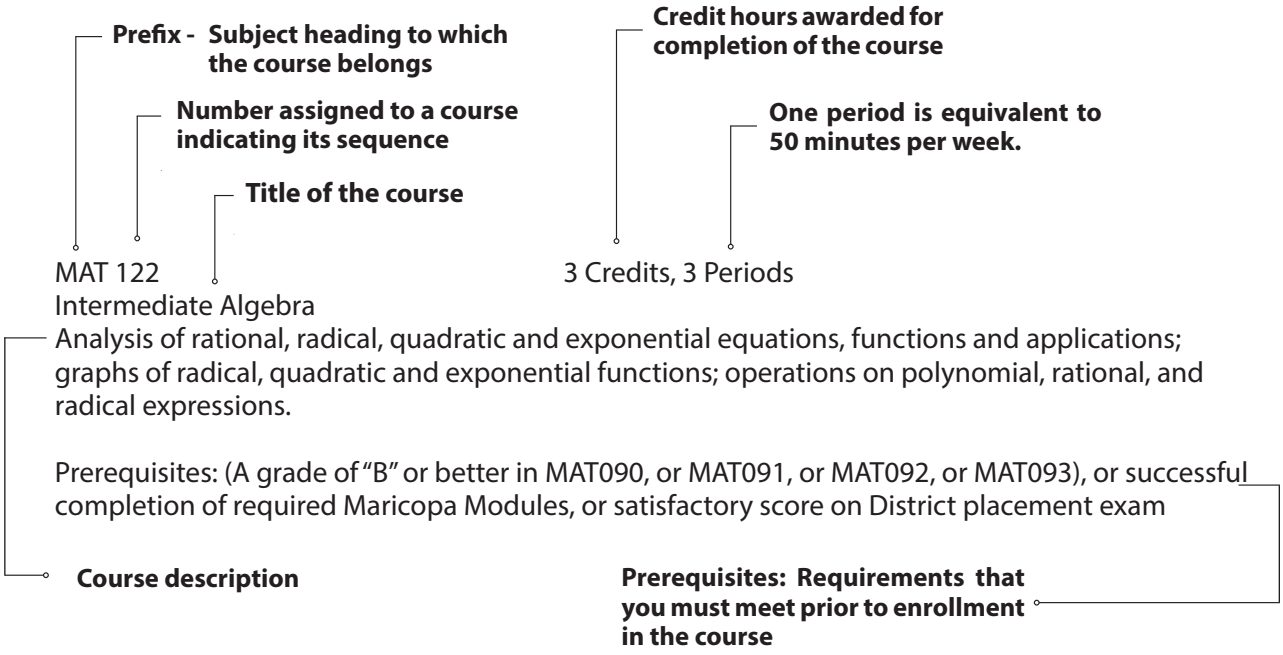
The prefix a eas are listed in alphabetical order

Accounting	ACC
Administration of Justice Studies	AJS
Advancing Academic Achievement	AAA
Aerospace Studies	AES
Anthropology	ASB, ASM
Art	ART
Art Humanities	ARH
Astronomy	AST
Biology	BIO
Business: General	GBS
Business: Small Business Management	SBS
Business & Personal Computers	BPC
Career Work Experience	CWE
Chemistry	CHM
Child & Family Studies	CFS
Communication	COM
Computer Information Systems	CIS
Computer Science	CSC
Computing: PC & Macintosh	BPC
Counseling & Personal Development	CPD
Creative Writing	CRW
Critical & Evaluative Reading (see Reading)	CRE
Dance	DAN
Dance Humanities	DAH
Early Childhood Education	ECH
Early Education	EED
Economics	ECN
Education	EDU
Emergency Medical Technology	EMT
Engineering	ECE
English	ENG
English as a Second Language	ESL
English Humanities	ENH
Exercise Science	EXS
Fire Science	FSC
Food & Nutrition	FON
Forensic Science	FOR
General Business (see Business)	GBS
Geography: Cultural	GCU
Geography: Physical	GPH
Geology	GLG
German	GER
Health Care Core	HCC
Health Care Related	HCR
Health Science	HES
Health Technology Management	HTM
History	HIS
Honors	HON
Humanities	HUM
Information Studies	IFS
Integrated Public Health	IPH
International Business	IBS
Japanese	JPN
Leadership	LDR
Management	MGT
Marketing	MKT
Mass Communication	MCO
Mathematics	MAT
Microsoft Technology	MST
Music: Commercial	MUC
Music: History & Literature	MHL
Music: Performance	MUP
Music: Theory & Composition	MTC
Nursing	NUR
Nursing: Continuing Education	NCE
Office Automation Systems	OAS
Philosophy	PHI
Physical Education	PED
Physics	PHY
Political Science	POS
Psychology	PSY
Reading	RDG, CRE
Real Estate	REA
Recreation	REC
Religion Studies	REL
Sign Language	SLG
Small Business (see Business)	SBS
Society & Business	SBU
Sociology	SOC
Social Work	SWU
Spanish	SPA
Spanish Humanities	SPH
Storytelling	STO
Sustainability/Social Sciences and Humanities	SSH
Sustainability/Natural Sciences	SUS
Theatre	THE
Theatre and Film	THF
Theatre Performance	THP
Wellness	WED

Official Course Descriptions

The following course descriptions which are offered at PVCC are those officially ap oved 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: www.maricopa.edu/academic/ccta/

All courses have six common course elements which include prefix, numbe , title, description, credits, and prerequisites.



Prefi -The three letter prefix desi nates 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-le el numbers. Second year courses are generally identified with 200-le els. Courses at 200-level generally require prerequisites.

Title-The title identifies the ourse. 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 classific tion. Check with the Admissions and Records Office for information on tuition rates and residency requirements.

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 eek of classes so that you will know specific ourse procedures, grading criteria, and course objectives.

SUN The SUN System is a college course numbering system designed to help Arizona students plan their education and ensure successful transfer of course credits. http://www.aztransfer.com/sun/ A list of PVCC SUN courses can also be found at the end of the course listing.

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.

https://drive.google.com/drive/u/0/folders/114FC1m3PPC68OqwwDUratAS2XXgxdmM4
Google Drive--> Curriculum Development-Team--> Catalog Common Pages--> CCTA 2019-2020 Curriculum

Accounting

Division: Business/Information Technology
Chair: Mr. Sean Petty
Phone: 602.787.6658

ACC111 3 Credits, 3 Periods
Accounting Principles I
Fundamental theory of accounting principles and procedures. Prerequisites: None.

ACC112 3 Credits, 3 Periods
Accounting Principles II
Continuation of the fundamental theory of accounting principles and procedures, including interpretation of general purpose financial statements. Prerequisites: ACC111 with a grade of C or better, or permission of Department or Division.

ACC115 2 Credits, 3 Periods
Computerized Accounting
Mastery of a microcomputer accounting system including the general ledger, accounts receivable, accounts payable and payroll Prerequisites: ACC107 or ACC111 or ACC211 or ACC230, or permission of Instructor.

ACC212 3 Credits, 3 Periods
Managerial Accounting
Development and analysis of accounting information for managerial planning and control. Prerequisites: A grade of "C" or better in (ACC111 and ACC112), or ACC211, and (CIS105 or permission of Department or Division).

ACC219 3 Credits, 3 Periods
Intermediate Accounting I
Theory and practice applicable to determination of asset values, liabilities, and related problems of income determination. Prerequisites: ACC212 or ACC240 with a grade of "C" or better, or permission of Department/Division.

ACC221 3 Credits, 3 Periods
Tax Accounting
Preparation of and accounting procedures for individuals; introduction to partnerships and corporate tax structures. Prerequisites: ACC111 or ACC211 or permission of department/division.

ACC222 3 Credits, 3 Periods
Payroll Accounting
Payroll records for businesses required by federal and state laws. Prerequisites: ACC111 or ACC211 or permission of Department or Division.

ACC296WA 1 Credit, 5 Periods
ACC296WB 2 Credits, 5 Periods
ACC296WC 3 Credits, 15 Periods
Cooperative Education
Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. Prerequisites: Completion of at least twelve (12) college credits, minimum 2.6 grade point average, and be able to obtain a position related to student's academic or career goals (student's present job may qualify); or permission of instructor. Corequisites: Must be concurrently enrolled in at least one class which is related to student's major or career interest or with permission of the instructor.

Administration of Justice

Division: Behavioral Science
Chair Dr. Tom Schmidt
Phone: 602.787.6963

AJS101 3 Credits, 3 Periods
Introduction To Criminal Justice
An introduction to crime and society's responses to it. Examines the nature and causes of crime, the criminal law, constitutional safeguards, and the organization and operation of the criminal justice system including the police, courts, jails, prisons, probation and parole departments, and community corrections agencies. Covers the history of the criminal justice system, terminology and career opportunities. Prerequisites: None.

AJS109 3 Credits, 3 Periods
Substantive Criminal Law
Covers philosophy of legal sanctions and historical development from the common law to modern American criminal law, classific tions of crimes, elements of and parties to crimes, general definition of crimes, common defenses utilized. Includes specific offenses and the essential elements of each offense. Required in AJS curriculum. Prerequisites: None.

AJS123 3 Credits, 3 Periods
Ethics and the Administration of Justice
Introduces and explores ethical issues and the justice system. Focuses on ethics and the law, the police, courts and corrections. Reviews ethical theory, concepts and practices as they relate to administration of justice. Encourages critical thinking and value decision making in criminal justice system situations . Prerequisites: None.

AJS192 3 Credits, 3 Periods
Serial Killers and Mass Murderers
The study of serial killers, mass murderers and their victims. Examines the history and frequency of these crimes, profiles the killers and their victims, explores theories of causation, and discusses the problems and techniques of investigation, prosecution, punishment, and prevention. Requisites: None

AJS195 3 Credits, 3 Periods
International and Domestic Terrorism
An overview of the history, structure, goals, and activities of domestic and international terrorist groups. Explores theories explaining terrorism and reviews methods used to combat it. Requisites: None

AJS200 3 Credits, 3 Periods
Current Issues In Criminal Justice
Examines current issues, techniques and trends in the Criminal Justice System. Prerequisites: None.

AJS205 3 Credits, 3 Periods
Criminal Justice Report Writing
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.

AJS212 3 Credits, 3 Periods
Juvenile Justice Procedures
Examines the history and development of juvenile justice theories, procedures, and institutions. Prerequisites: None.

AJS215
Criminalistics: Physical Evidence 3 Credits, 3 Periods
The scientific analysis and examination of physical evidence with emphasis on scientific investigation, recognition, collection, and preservation of evidence. Topics include finge prints, shoe prints, tool marks, fi earms identific tion, paint chips and arson. Prerequisites: None.

AJS216 3 Credits, 3 Periods
Criminalistics: Biological Evidence
The scientific analysis and examination of biological evidence with emphasis on collection and preservation of evidence. Topics discussed include blood, drugs, blood alcohol, hairs and fiber , and topics of special interest in criminalistics. Prerequisites: None.

AJS225 3 Credits, 3 Periods
Criminology
Study of deviance, society's role in defining behavior; theories of criminality and the economic, social, and psychological impact of crime; relationships between statistics and crime trends. Examines crime victimization and the various types of crime and categories of offenders. Required in the AJS curriculum. Prerequisites: None.

AJS230 3 Credits, 3 Periods
The Police Function
Theories of procedures and methods of operations of public police with emphasis on discretionary powers available to the working police officer. Career opportunities and current trends in law enforcement presented. Prerequisites: None.

AJS240 3 Credits, 3 Periods
The Correction Function
Examines the history and development of correctional theories and institutions. Prerequisites: None.

AJS258 3 Credits, 3 Periods
Victimology and Crisis Management
Victimology, the criminal justice system, techniques of crisis intervention, and the importance of a multicultural and global perspective. Includes sexual assault, family violence, post-traumatic stress disorder, the role of substance abuse, effective coping skills, appropriate community resources and the responsiveness of the justice system. Prerequisites: None.

AJS260 3 Credits, 3 Periods
Procedural Criminal Law
Concerned with the understanding of procedural criminal law. Examines the rationale underlying major court holdings, the procedural requirements that stem from these holdings, and their effect on the daily operations of the criminal justice system. Prerequisites: None.

AJS275 3 Credits, 3 Periods
Criminal Investigation I
Introduction to the theory of criminal investigation. Examines crime scene procedures, case preparation, interviewing, and basic investigative techniques. Prerequisites: None.

Advancing Academic Achievement

Division: Counseling & Personal Development
Chair: Dr. Jim Rubin
Phone: 602.787.6541

AAA115 1 Credit, 1 Period
Creating College Success
Strategies to create success in college. Methods for selecting and developing effective academic strategies, increasing self awareness and developing self management strategies. Elements of college resources and relationships with others explored in support of students' educational experience. Prerequisites: None.

Aerospace Studies

Division: Social Science
Chair: Dr. Stephanie Bjork
Phone: 602.787.6689
Note: AES courses are taught on the ASU Main campus.

AES101 Lecture: 2 Credits, 1 Period
Air Force Today I Lab: 0 Credits, 1 Period
Survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps (AFROTC). Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems, and an introduction to communication skills. The Leadership Laboratory component provides dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Emphasizes common Air Force customs and courtesies, drill and ceremonies, health and physical fitness through group participation. Prerequisites: None.

AES103 Lecture: 2 Credits, 1 Period
Air Force Today II Lab: 0 Credits, 1 Period
Introduce students to the United States Air Force and encourage participation in Air Force Reserve Officer Training Corps (AFROTC). Featured topics include: introduction to leadership, Air Force

ASB235 3 Credits, 3 Periods
Southwest Archaeology
Anthropological perspective and comparative study of the cultures of prehistoric native peoples of the North American southwest. Prerequisites: None.

ASM104 4 Credits, 5 Periods
Bones, Stones, and Human Evolution
Study of human evolution and variation; including fossil hominids and their tools, primate anatomy and behavior, human genetics, and the environment and human biology. Prerequisites: None.

ASM275 4 Credits, 5 Periods
Forensic Anthropology
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.

ASM298AA 1 Credit, 1 Period
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.

Art

Division: Fine & Performing Arts
Chair: Dr. Christopher Scinto
Phone: 602.787.6686

Ceramics

ART161 3 Credits, 6 Periods
Ceramics I
Introduction to ceramic materials and techniques of hand construction, decorating, glazing and throwing on potters' wheel. Prerequisites: None.

ART162 3 Credits, 6 Periods
Ceramics II
Major emphasis on wheel throwing, glaze making and decorating techniques. Prerequisites: ART161.

ART261 3 Credits, 6 Periods
Ceramics III
Emphasis on wheel throwing skill and individual style development. Prerequisites: ART162.

ART262 3 Credits, 6 Periods
Ceramics IV
Experimental work in clays and glazes. Prerequisites: ART261.

ART295GA 1 Credit, 2 Periods
Art Workshop/Seminar: Ceramics
Advanced level workshop seminar in art disciplines. Prerequisites: Minimum of three (3) credits introductory and three (3) credits intermediate level courses in specific field or permission of Department or Division Chair

Computer Art

ART100 1 Credit, 2 Periods
Introduction to Computer Graphic Art
Conceptualization, visualization, and production of art using the computer. Prerequisites: None.

ART184 3 Credits, 6 Periods
Computer Animation
The art of animation (animated sequences, special effects, titles, etc.) using the computer. Construction characters, background graphics, color, scaling, storyboard, cells, timing, editing, and surface rendering. Screening and discussion of selected animated short films and videos. Prerequisites: ART100 or ART111 or ART116 or permission of Instructor.

ART185 3 Credits, 6 Periods
3-D Modeling for Animation
Basic concepts of 3-D modeling. Anatomy of computer geometry; basic elements that make computer models-curves, surfaces, nurbs, and polygons. 3-D translation, shading, materials, and rendering. Prerequisites: A grade of C or better in ADA/ART/MMT184 or ART184AC or permission of Instructor.

Drawing, Design & Color

ART111 3 Credits, 6 Periods
Drawing I
Fundamental principles of drawing. Emphasis on composition and facility in objective and expressive representation, using variety of drawing media. Prerequisites: None.

ART112 3 Credits, 6 Periods
Two-Dimensional Design
Study of fundamental elements and principles of two-dimensional design. Prerequisites: None.

ART113 3 Credits, 6 Periods
Color
Investigation seeking visual solutions to a variety of problems concerning color in two and three dimensions and modes of color appearances, including light and effects in design and theory of design. Prerequisites: None.

ART115 3 Credits, 6 Periods
Three-Dimensional Design
Fundamental principles of three-dimensional design. Prerequisites: ART112.

ART122 3 Credits, 6 Periods
Drawing and Composition II
Emphasis on composition and exploration of drawing media. Prerequisites: ART111.

ART211 3 Credits, 6 Periods
Drawing and Composition III
Advanced development of drawing skill with emphasis on compositional theory. Prerequisites: ART122 or permission of instructor.

ART222 3 Credits, 6 Periods
Drawing and Composition IV
Further study of drawing techniques with emphasis on individual problems and techniques. Prerequisites: ART211 or permission of instructor.

ART277 3 Credits, 6 Periods
Textiles I
Introduction to exploration of textile media. Prerequisites: ADA/ ART112 or permission of Instructor.

Life Drawing

ART116 3 Credits, 6 Periods
Life Drawing I
Use of form, structure and anatomy of draped and undraped human figu e to develop basic principles of sound draftsmanship. Prerequisites: None.

ART117 3 Credits, 6 Periods
Life Drawing II
Further study of form, structure, and anatomy of the draped and undraped human figu e with emphasis on composition. Prerequisites: ART116.

ART216 3 Credits, 6 Periods
Life Drawing III
Advanced creative study from model in various painting and drawing media. Prerequisites: ART117 or permission of instructor.

ART217 3 Credits, 6 Periods
Life Drawing IV
Further development of skills in expressive drawing materials and techniques as applied to finished drawings of the human form. Prerequisites: ART216 or permission of instructor.

Marketing & Gallery

ART255AB 1 Credit, 1 Period
The Portfolio
Choosing the right pieces to include, presenting art work, developing the portfolio. Prerequisites: None.

Multi Media

TCM100 3 Credits, 3 Periods
Digital Multi Media
Introduction to the major components of a multi media project. Prerequisites: None.

Painting

ART167 3 Credits, 6 Periods
Painting I
Exploration of technical and expressive possibilities of various painting media in easel painting. Prerequisites: (ART111 and ART112), or permission of instructor.

ART168 3 Credits, 6 Periods
Painting II
Continued refineme t of painting skills and investigation of new possibilities in painting. Prerequisites: ART167 or permission of instructor.

ART267 3 Credits, 6 Periods
Painting III
Development of materials and techniques of painting. Individual problem-solving. Prerequisites: ART168 or permission of instructor.

ART268 3 Credits, 6 Periods
Painting IV
Advanced problem in painting. Study with greater emphasis on personal expression. Prerequisites: ART267 or permission of instructor.

Photography

ART131 3 Credits, 6 Periods
Photography I
Basic photographic principles and techniques. Basic camera functions and controls. Experience in the image-making process by creating and editing photographs for various display environments. Introduction to the photographic aesthetic and photography`s role in society. Prerequisites: None.

ART142 3 Credits, 6 Periods
Introduction to Digital Photography
Fundamentals of digital photography. Includes camera operations, exposure techniques, introduction to digital output, and theory of digital photography. Prerequisites: None. Course Note: Digital camera required.

ART143 3 Credits, 6 Periods
Intermediate Digital Photography
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: ART142 or permission of instructor. Course Note: Semi-adjustable, high-resolution digital camera is required.

ART234 3 Credits, 6 Periods
Color Photography I
Basic principles of color theory, camera and input and output techniques using slide film or digital photography. Prerequisites: ART131 or ART142 or permission of Instructor.

ART236 3 Credits, 6 Periods
Photography Location Shooting
Practical application of camera techniques, use of lighting, and on-location shooting for post-production printing. Prerequisites: (ART131 OR ART142) OR permission of Instructor.

ART265 3 Credits, 6 Periods
Watercolor Painting III
Continuation of watercolor painting with emphasis on control and expression. Prerequisites: ART166.

ART266 3 Credits, 6 Periods
Watercolor Painting IV
Advanced problems directed toward more personal expression. Prerequisites: ART265.

Art Humanities

Division: Fine & Performing Arts
Chair: Dr. Christopher Scinto
Phone: 602.787.6686

ARH100 3 Credits, 3 Periods
Introduction to Art
Understanding and enjoyment of art through study of painting, sculpture, architecture design, photography, and decorative arts. Emphasis on contemporary topics and cultural diversity in the arts. Prerequisites: None.

ARH101 3 Credits, 3 Periods
Prehistoric Through Gothic Art
History of art from prehistoric through medieval period. Prerequisites: None.

ARH102 3 Credits, 3 Periods
Renaissance Through Contemporary Art
History of art from around the world from the Renaissance through contemporary period. Prerequisites: None.

ARH112 3 Credits, 3 Periods
History of Modern Art
Development and significa t aspects of modern art, including comparisons of relationships in expressionism, abstractions, fantasy, and art since mid-century. Prerequisites: None.

ARH115 3 Credits, 3 Periods
History of Photography
Survey of history of photography from beginning to present. Emphasizes medium's impact upon society and other visual arts. Technical developments, aesthetic concerns, and individual photographers studied. Prerequisites: None.

ARH201 3 Credits, 3 Periods
Art of Asia
Introduction to the origins and historic development of art in Asia, with emphasis on China, Japan, and India. Prerequisites: None.

Astronomy

Division: Science
Department: Physical Sciences
Chair: Dr. Scott Massey
Phone: 602.787.6644

AST101 3 Credits, 3 Periods
Survey of Astronomy
Survey of astronomy for the nontechnical student. The history, content, and evolution of the solar system and the universe in general. Astronomical principles and instrumentation. The planets, moons, sun, comets, stars and star formation, galaxies, and cosmology. Prerequisites: None.

AST102 1 Credit, 3 Periods
Survey of Astronomy Laboratory
Astronomical observations and exercises designed to familiarize students with the sky, telescopes, and methods used in astronomy. Prerequisites: None. May accompany AST101.

AST111 3 Credits, 3 Periods
Introduction to Solar System Astronomy
Introduction to astronomy for the non-science major. History of astronomy, properties of light, instruments, the solar system and nearby stars. Prerequisites: MAT092 or equivalent.

AST112 3 Credits, 3 Periods
Introduction to Stars, Galaxies, and Cosmology
Introduction to astronomy for the non-science major. Structure and evolution of stars; star clusters; galaxies; cosmology. Prerequisites: MAT092 or equivalent.

AST113 1 Credit, 3 Periods
Introduction to Solar System Astronomy Laboratory
Astronomical observations and exercises to supplement AST111. Prerequisites or Corequisites: AST111.

AST112 3 Credits, 3 Periods
Introduction to Stars, Galaxies, and Cosmology
Introduction to astronomy for the non-science major. Structure and evolution of stars; star clusters; galaxies; cosmology. Prerequisites: MAT092 or equivalent.

AST114 1 Credit, 3 Periods
Introduction to Stars, Galaxies, and Cosmology Laboratory
Astronomical observations and exercises to supplement AST112. Prerequisites or Corequisites: AST112.

AST294AB 1 Credit, 1 Period
Special Topics in Astronomy
Conceptual, experimental, and computational aspects of a special topic in astronomy. Prerequisites: Permission of Department or Division.

Biology

Division: Science
Department: Life Sciences
Chair: Mr. Jeff La e
Phone: 602.787.7913

BIO100 Lecture: 4 Credits, 3 Periods
Biology Concepts Lab: 0 Credits, 3 Periods
Introductory course covering basic principles and concepts of biology. Methods of scientific inquiry and behavior of matter and energy in biological systems are explored. Prerequisites: None.

BIO105 Lecture: 4 Credits, 3 Periods
Environmental Biology Lab: 0 Credits, 3 Periods
Fundamentals of ecology and their relevance to human impact on natural ecosystems. Field trips may be required at students' expense. Prerequisites: None.

BIO145 Lecture: 4 Credits, 3 Periods
Marine Biology Lab: 0 Credits, 3 Periods
A survey of marine environments and their biotic communities with emphasis on the natural history of marine organisms. Prerequisites: None.

BIO156 Lecture: 4 Credits, 3 Periods
Introductory Lab: 0 Credits, 3 Periods
Biology for Allied Health
An introductory biology course for allied health majors with an emphasis on humans. Topics include fundamental concepts of cell biology, histology, microbiology, and genetics. Prerequisites: A grade of "C" or better in RDG091 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 Lecture: 4 Credits, 3 Periods
Introduction to Lab: 0 Credits, 3 Periods
Human Anatomy and Physiology
Principles of scientific method. Structural organization, homeostasis and control mechanisms of the body. Specific chemistry concepts. Structure and function of the major systems of the body. Prerequisites: None.

BIO181 Lecture: 4 Credits, 3 Periods
General Biology (Majors) I Lab: 0 Credits, 3 Periods
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 RDG091 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 biology and chemistry is strongly recommended.

BIO182 Lecture: 4 Credits, 3 Periods
General Biology (Majors) II Lab: 0 Credits, 3 Periods
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 Lecture: 4 Credits, 3 Periods
Human Anatomy and Lab: 0 Credits, 3 Periods
Physiology I
Study of structure and function of the human body. Topics include cells, tissues, integumentary system, skeletal system, muscular system, and nervous system. Prerequisites: (A grade of "C" or better in BIO156 or BIO156XT or BIO181 or BIO181XT or one year of high school biology) and a grade of "C" or better in RDG091 or higher or eligibility for CRE101 as indicated by reading placement test score. CHM130 or higher or one year of high school chemistry suggested but not required.

BIO202 Lecture: 4 Credits, 3 Periods
Human Anatomy and Physiology II
Continuation of structure and function of the human body. Topics include endocrine, circulatory, lymphatic, respiratory, digestive, urinary, and reproductive systems; and fluid and electrolyte balance. Prerequisites: A grade of C or better in BIO201 or BIO201XT.

BIO205 Lecture: 4 Credits, 3 Periods
Microbiology Lab: 0 Credits, 3 Periods
Study of microorganisms and their relationship to health, ecology, and related field . Prerequisites: (A grade of "C" or better in BIO156 or BIO156XT or BIO181 or BIO181XT or one year of high school biology) and a grade of "C" or better in RDG091 or higher or eligibility for CRE101 as indicated by reading placement test score. CHM130 or higher or one year of high school chemistry suggested but not required.

BIO240 Lecture: 4 credits, 4 Periods
General Genetics
Intensive introduction to the field of genetics including historical perspective, Mendelian insights and patterns of inheritance, exceptions to expected Mendelian ratios, quantitative genetics, non-Mendelian inheritance, pedigree analysis, molecular levels of gene expression, genetic control of metabolic pathways, analytic dissection of molecular mechanisms behind DNA replication, transcription, translation, and gene regulation in both prokaryotes and eukaryotes, population genetics, genetics of behavior, and genetics of evolution and speciation. Prerequisites: BIO181

BIO296WA, WB, WC Lab: 1, 2, 3 Credits
Cooperative Education 5, 10, 15 Periods
Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. Prerequisites: Completion of at least twelve (12) college Credits, minimum 2.6 grade point average, and be able to obtain a position related to student's academic or career goals (student's present job may qualify); or permission of instructor. Corequisites: Must be concurrently enrolled in at least one class which is related to student's major or career interest or with permission of the instructor.

Business: General

Division: Business/Information Technology
Chair: Mr. Sean Petty
Phone: 602.787.6658

For additional Business courses, see International Business (IBS), Management (MGT), and Marketing (MKT) areas.

GBS151 3 Credits, 3 Periods
Introduction to Business
Characteristics and activities of current local, national, and international business. An overview of economics, marketing, management and finan e. Prerequisites: None.

GBS205 3 Credits, 3 Periods
Legal, Ethical, and Regulatory Issues in Business

Legal theories, ethical issues and regulatory climate affecting business policies and decisions. Prerequisites: None.

GBS220 3 Credits, 3 Periods
Quantitative Methods In Business
Business applications of quantitative optimization methods in operations management decisions. Prerequisite: (Grade of "C" or better in MAT150, or MAT151, or MAT152) or equivalent, or satisfactory score on district placement exam.

GBS221 3 Credits, 3 Periods
Business Statistics
Business applications of descriptive and inferential statistics, measurement of relationships, and statistical process management. Includes the use of spreadsheet software for business statistical analysis. Prerequisites: Grade of C or better in GBS220 or MAT217.

GBS233 3 Credits, 3 Periods
Business Communication
Internal and external business communications, including verbal and nonverbal techniques. Prerequisites: ENG101 or ENG107 with grade of "C" or better, or permission of Department or Division.

Business: Small Business

Division: Business/Information Technology
Chair: Dr. Dina Preston-Ortiz & Sean Petty
Phone: 602.787.6728 & 602.787.6658

SBS213 1 Credit, 1 Period
Hiring and Managing Employees
Methods and techniques for managing employees in a small business. Includes supervisor's role, leadership styles, interpersonal communications, staff planning, employee work styles, techniques for handling problem employees, and employee motivation. Focuses on real life situations to enable the business owner to gain high performance from their employee team. Includes segment on hiring, new employee orientation, training, benefit , and developing future staffing needs assessment. Prerequisites: None.

SBS214 1 Credit, 1 Period
Small Business Customer Relations
Developing and improving customer relations for the small business. Planning and delivering quality customer service. Includes topics on attitude of employees, customer perceptions and motivations, handling customer dissatisfaction, and developing customer, supplier, vendor, and distributor loyalty. Prerequisites: None.

SBS215 1 Credit, 1 Period Managing Stress in Small Business
Explores the common causes of stress related to the operation of a small business. Includes discussion of the physiological and psychological effects of stress, and specific methods for dealing with the small business owner or manager stresses in business and personal life. Prerequisites: None.

SBS220 2 Credits, 2 Periods Internet Marketing for Small Business
Focuses on e-Commerce-doing business on the Internet and planning a web site. 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

SBS220 2 Credits, 2 Periods
Internet Marketing for Small Business
Focuses on e-Commerce-doing business on the Internet and planning a web site. Topics include: how the Internet can help growth and success of business; examples of successful marketing on the Internet; availability of Internet services; necessary hardware and software for marketing on the Internet; determining products/services appropriate for Internet marketing; budget constraints and on-going operations of the Internet site. Prerequisites: None.

SBS230 2 Credits, 2 Periods
Financial and Tax Management for Small Business
An overview of accounting and record-keeping for the successful management of a small business. Develops an understanding of the accounting cycle and preparation of financial statements. Includes section on tax consequences and the choice of legal entity choice based on taxation. Prerequisites: None.

Business & Personal Computers

Division: Business/Information Technology
Chair: Dr. Dina Preston-Ortiz & Sean Petty
Phone: 602.787.6728 & 602.787.6658

BPC101 3 Credits, 4 Periods
Introduction to Computers
Computer software applications for the personal computer, including electronic spreadsheet and word processing, keyboarding review, a desktop environment, database management, computer graphics and operating system commands. Individualized advanced applications of software selected to solve specifi problems on the personal computer. Prerequisites: None.

BPC104AD 0.5 Credits, 0.5 Periods
Using Excel: Level I
Use of Excel to create, edit, save and print worksheets. Prerequisites: None.

BPC110 3 Credits, 4 Periods
Computer Usage And Applications
Introduction to business and personal computer operations and usage. Software applications for analyzing and solving business problems including word processing, spreadsheet, database, and presentation graphics. Prerequisites: None.

BPC125 1 Credit, 1 Period
Microcomputer Set Up And Maintenance
How to install and maintain a microcomputer (personal computer). Steps used to set up a new or add options to a previously installed microcomputer. Installation of internal options (memory, graphics, modems, etc.), as well as external options and devices (printers, monitors, communications, etc.). Troubleshoot (identify and repair or have repaired) microcomputer problems. Prerequisites: None.

BPC170 3 Credits, 4 Periods A
+ Exam Prep: Computer Hardware Configuration and Support
Explore technical aspects of personal computers, including system components, installation, system configuration, peripheral devices, and notebooks. Emphasis placed on hardware installation, maintenance, mobile devices, and hardware troubleshooting. Helps prepare students for the CompTIA A+ examinations. Prerequisites: CIS105 or permission of Instructor.

BPC270 3 Credits, 4 Periods A
+ Exam Prep: Operating System Configuration and Support
Explore advanced technical aspects of maintaining and servicing computers.

Prerequisites: CIS105 or permission of Instructor.

BPC270 3 Credits, 4 Periods
A+ Exam Prep: Operating System Configu ation and Support
Explore advanced technical aspects of maintaining and servicing computers. Emphasis placed on OS installation, maintenance, mobile devices, security, software troubleshooting, and on proper usage of tools, safety procedures, and professionalism. Helps prepare students for the CompTIA A+ examinations. Prerequisites: CIS105 or permission of Instructor.

Career Work Experience

Division: Counseling & Personal Development
Chair: Dr. Jim Rubin
Phone: 602.787.6540

CWE198AA, AB, AC 1, 2, 3 Credits
Career/Work Experience 1, 2, 3 Periods
Participation in a work experience, gaining on-the-job training, and/or exploring a career or field of choice. Helps students relate their education to the real work world. Resume writing and interviewing skills. Development of employability skills. Prerequisites: None.

CWE298AA, AB, AC 1, 2, 3 Credits
Special Projects 1, 2, 3 Periods
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.

Chemistry

Division: Science
Department: Physical Sciences
Chair: Dr. Scott Massey
Phone: 602.787.6644

CHM130 3 Credits, 3 Periods
Fundamental Chemistry
A survey of the fundamentals of general chemistry. Emphasis on essential concepts and problem solving techniques. Basic principles of measurement, chemical bonding, structure and reactions, nomenclature, and the chemistry of acids and bases. Preparation for students taking more advanced courses in chemistry. Designed to meet needs of students in such diverse areas as agriculture, nursing, home economics, physical education and water technology. Prerequisites: A grade of "C" or better in [CHM090 or MAT090 or MAT091 or MAT092 or MAT093 or (MAT103AA and MAT103AB) or higher or satisfactory score on math placement exam] and [RDG091 or higher or eligibility for CRE101 as indicated by appropriate reading placement test score].

CHM130LL 1 Credit, 3 Periods
Fundamental Chemistry Laboratory
Laboratory experience in support of CHM130. Prerequisites or Corequisites: A grade of "C" or better in CHM130.

CHM151 3 Credits, 3 Periods
General Chemistry I
Detailed study of principles of chemistry for science majors and students in pre-professional curricula. Prerequisites: A grade of "C" or better in [(CHM130 and CHM130LL), or CHM130AA, or one year of high school chemistry taken within the last fi e years] and (MAT151 or higher level mathematics course). Completion of all prerequisites within the last two years is recommended.

CHM151LL 1 Credit, 3 Periods
General Chemistry I Laboratory
Laboratory experience in support of CHM150 or CHM151. Prerequisites or Corequisites: A grade of "C" or better in CHM150 or CHM151.

CHM152 3 Credits, 3 Periods
General Chemistry II
A study of the chemical properties of the major groups of elements, equilibrium theory, thermodynamics, electrochemistry, and other selected topics. Prerequisites: A grade of "C" or better in [(CHM150 or CHM151) and CHM151LL], or CHM150AA, or CHM151AA. Completion of prerequisites within the last two years recommended.

CHM152LL 1 Credit, 3 Periods
General Chemistry II Laboratory
Laboratory experience in support of CHM152. Prerequisites or Corequisites: A grade of "C" or better in CHM152.

CHM230 3 Credits, 3 Periods
Fundamental Organic Chemistry
Chemistry of representative groups of organic compounds, emphasizing biological applications. Prerequisites: (CHM130 and CHM130LL), or (CHM150 or CHM151 and CHM151LL). Completion of (CHM130 and CHM130LL) or (CHM150 or CHM151 and CHM151LL) within the last two years recommended.

CHM230LL 1 Credit, 3 Periods
Fundamental Organic Chemistry Laboratory
Laboratory experience in support of CHM230. Prerequisites: CHM130LL, or CHM151LL, or equivalent. Prerequisites or Corequisites: CHM230.

CHM235 3 Credits, 3 Periods
General Organic Chemistry I
Rigorous introduction to chemistry of carbon-containing compounds. Reaction mechanisms and recent methods of synthesis emphasized. Prerequisites: A grade of "C" or better in (CHM152 and CHM152LL), or CHM152AA, or (CHM154 and CHM154LL). Completion of prerequisites within the last two years recommended.

CHM235LL 1 Credit, 4 Periods
General Organic Chemistry I Laboratory
Laboratory experience in support of CHM235. Prerequisites or

Corequisites: A grade of "C" or better in CHM235. Completion of prerequisites within the last two years recommended.

CHM236 3 Credits, 3 Periods
General Organic Chemistry IIA
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. Completion of prerequisites within the last two years recommended.

CHM236LL 1 Credit, 4 Periods
General Organic Chemistry IIA Laboratory
Laboratory experience in support of CHM236. Prerequisites or Corequisites: A grade of "C" or better in CHM236. Completion of prerequisites within the last two years recommended.

CHM260 3 Credits, 3 Periods
Fundamental Biochemistry
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. Designed for students in agriculture, dental hygiene, home economics, nursing, and physical therapy. Prerequisites: A grade of "C" or better in (CHM230 and CHM230LL) or (CHM235 and CHM235LL). Completion of prerequisites within the last two years recommended.

CHM260LL 1 Credit, 3 Periods
Fundamental Biochemistry Laboratory
Laboratory experience in support of CHM260. Prerequisites or Corerequisites: A grade of "C" or better in CHM260. Completion of prerequisites within the last two years recommended.

CHM296WA, WB, WC 1, 2, 3 Credits
Cooperative Education 5, 10, 15 Periods
Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. Prerequisites: Completion of at least twelve (12) college credits, minimum 2.6 grade point average, and be able to obtain a position related to student's academic or career goals (student's present job may qualify); or permission of instructor. Corequisites: Must be concurrently enrolled in at least one class which is related to student's major or career interest or with permission of the instructor.

Child & Family Studies

Division: Social Science
Chair: Dr. Stephanie Bjork
Phone: 602.787.7291

CFS101AH 1 Credit, 1 Period
Art Activities For The Young Child
The creative use of art media and techniques at appropriate developmental levels. Prerequisites: None.

CFS123 1 Credit, 1 Period
Health And Nutrition In Early Childhood Settings
Creating and maintaining healthy environments and practices in programs serving young children. Emphasis on assessing the child's health status, nutrition and food service, communicable disease recognition, transmission, and prevention, infection control, regulations and regulatory agencies, current topics, resources, and innovative practices. Prerequisites: None.

CFS101AH 1 Credit, 1 Period
Art Activities For The Young Child
The creative use of art media and techniques at appropriate developmental levels. Prerequisites: None.

CFS123 1 Credit, 1 Period
Health And Nutrition In Early Childhood Settings
Creating and maintaining healthy environments and practices in programs serving young children. Emphasis on assessing the child's health status, nutrition and food service, communicable disease recognition, transmission, and prevention, infection control, regulations and regulatory agencies, current topics, resources, and innovative practices. Prerequisites: None.

CFS125 1 Credit, 1 Period
Safety In Early Childhood Settings
Fundamental concepts of promoting a safe, but challenging learning environments. Establishing and maintaining safety procedures in the early childhood setting. Emphasis on indoor and outdoor equipment and activities, risk analysis, accident, evacuation, and emergency plans, regulations, regulatory agencies and resources, current topics, and innovative practices. Prerequisites: None.

CFS157 3 Credits, 3 Periods
Marriage And Family Life
Study of marriage and the family as a social system, including models of family analysis, intra and interpersonal relations, and cross cultural and historical patterns. Prerequisites: None.

CFS176 3 Credits, 3 Periods
Child Development
Study of the science of human development from conception through adolescence. Includes observation skills, parent and adult roles in the lives of children, and contemporary issues. Prerequisites: None.

CFS177 3 Credits, 3 Periods
Parent-Child Interaction
Positive methods to strengthen relationships and resolve conflicts with children. Focus on effective interpersonal skills and guidance techniques. Prerequisites: None.

CFS209 3 Credits, 3 Periods
Child and Family Organizations: Project Management
Focuses on concepts and strategies associated with effective project management in community-based child and family organizations. Emphasis on planning, evaluation and project management model. Prerequisites: None.

CFS235 3 Credits, 3 Periods
Developing Child: Theory into Practice, Prenatal Age 8
Understanding and working with young children, birth through age 8. Analysis of young children's physical, social, emotional, cognitive and linguistic development within their home, school, and cultural contexts. Typical and atypical development. Implications for teachers and parents. Emphasis on observations and planning curriculum based on theories, research, and child specific data. Prerequisites: None.

CFS282 1 Credit, 1 Period
Mainstreaming The Young Child With a Disability
An exploration of the educational, social, and behavioral issues and concerns involved in the successful integration of children with disabilities into typical preschool classes. Includes discussion of practical concerns such as adaptation of environment and accessing existing resources in the community. Prerequisites: None.

CFS285AA 1 Credit, 1 Period
Family School Interaction: Preschool
Interaction among parents, teachers and the preschool. Emphasis on methods used cooperatively by parents and preschool teachers to provide for education and developmental needs. Prerequisites: CFS/ECH176 or CFS278 or permission of Instructor.

Communication

Division: Communication & Humanities
Chair: Dr. David Rubi
Phone: 602.787.6578

COM100 3 Credits, 3 Periods
Introduction to Human Communication
Theory and practice of communication skills in public, small group, and interpersonal settings. Includes study of the speech communication process. Prerequisites: None.

COM101 1 Credit, 1 Period
Interpersonal Communication in the Workplace
Elements and functions of communication; perception of self and others; verbal and nonverbal communication; listening skills; effective verbal responses; communicating ideas and feelings; role of communication in relationships with others. Prerequisites: None.

COM110 3 Credits, 3 Periods
Interpersonal Communication
Theory and practice of communication skills which affect day-to-day interactions with other persons. Topics may include using verbal and nonverbal symbols, interactive listening, resolving interpersonal confli t, developing and maintaining personal and professional relationships. Prerequisites: None.

COM177 3 Credits, 3 Periods
Experiential Group Activities Facilitation
Communication skills, tools, and strategies used to lead experiential learning activities. Designed to enhance the student`s ability to facilitate experiential group learning activities. Prerequisites: None.

COM207 3 Credits, 3 Periods
Introduction to Communication Inquiry
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: ENG101 or ENG107 or equivalent, and COM100 or equivalent, or permission of Instructor.

COM225 3 Credits, 3 Periods
Public Speaking
Designed to enhance the student's ability to present public speeches confidently and competently. Also designed to improve information literacy and critical thinking skills. Prerequisites: ENG101, or ENG107, or equivalent.

COM230 3 Credits, 3 Periods
Small Group Communication
Principles and processes of small groups and development of skills for participation and leadership in small group settings. Practice in problem solving, decision making, and information sharing. Prerequisites: None.

COM263 3 Credits, 3 Periods
Elements of Intercultural Communication
Basic concepts, principles, and skills for improving oral communication between persons from different minority, racial, ethnic, and cultural backgrounds. Prerequisites: None.

COM271 3 Credits, 3 Periods
Voice and Diction
Exercises and techniques to free the voice and improve projection, resonance, and articulation. Covers international phonetic alphabet and standard stage speech. Prerequisites: None

COM282AC 3 Credits, 3 Periods
Service-Learning Experience in Communication
Unpaid Service-Learning (SL) experience, completed with approved community partner. Prerequisites: Permission of Instructor.

Computer Information Systems

Division: Business/Information Technology
Chair: Dr. Dina Preston-Ortiz & Sean Petty
Phone: 602.787.6728 & 602.787.6658

CIS100 0.5 Credits, 0.5 Periods
Internet: A Tool for Learning
Use of the Internet to promote learning. Focus on Internet services and access. Information provided on browsing, Internet addresses, naming conventions, search concepts and techniques, using bookmarks and capturing information. Prerequisites: None.

CIS102 1 Credit, 1 Period
Interpersonal And Customer Service Skills For It Professionals
Examines behaviors necessary to develop and support an effective client service organization. Focuses on methods of increasing the effectiveness of help desk professionals when responding to a range of customer conditions. Prerequisites: None.

CIS105 3 Credits, 4 Periods
Survey of Computer Information Systems

Overview of computer technology, concepts, terminology, and the role of computers in business and society. Discussion of social and ethical issues related to computers. Use of word processing, spreadsheet, database, and presentation software. Includes uses of application software and the Internet for efficient and effective problem solving. Exploration of relevant emerging technologies. Prerequisites: None.

CIS113DE 3 Credits, 4 Periods
Microsoft Word: Word Processing
Using word processing software to create, name and manage files, edit text, format, apply themes and styles, create and modify tables, apply desktop publishing features, and print a variety of types of documents. Prerequisites: None.

CIS114AE 1 Credit, 2 Periods
Excel: Level I
Computer spreadsheet skills for solving business problems using Excel, including calculations, forecasting, and projections. Prerequisites: None.

CIS114DE 3 Credits, 5 Periods
Excel Spreadsheet
Computer spreadsheet skills for solving business problems using Excel, including calculations, forecasting, projections, macro programming, database searching, extraction, linking, statistics, and matrix manipulation. Production of graphs and reports. Project design using multiple, integrated spreadsheets. Prerequisites: None.

CIS117DM 3 Credits, 4 Periods
Microsoft Access: Database Management
Introduction to the basic elements, exploration of additional components and common database management problems related to the Microsoft Access program. Prerequisites: None.

CI S120DC Adobe Animate: Digital Animation
Focuses on entry-level skill expectations for digital animation using Adobe Animate. Covers basic animation techniques used in the creation, manipulation, and editing of animation graphics. Helps students prepare for the Adobe certifications related to Adobe Animate. Prerequisites: None.

CIS120DF 3.0 Credits, 4 Periods
Adobe Photoshop Level I: Digital Imaging
Focuses on entry-level skill expectations for digital imaging using Adobe Photoshop. Helps students prepare for the Adobe Certifications related to Photoshop. Prerequisites: None.

CIS121AB 1 Credit, 2 Periods
Microsoft Command Line Operations
Use of the Microsoft command line interface: basic concepts, internal and external commands, subdirectories, and editor. Prerequisites: None.

CIS121AE 1 Credit, 2 Periods
Windows Operating System: Level I
Specific topics include Windows basics, navigating and customizing the desktop, maintaining hardware and software, improving performance, configurations, securing your computer, taskbar, organizing, searching and managing folders and files, installing and uninstalling applications, Internet Explorer fine tuning, security, and searching, including advanced search techniques, keyboard shortcuts, and current topics. Prerequisites: None.

CIS126DL 3 Credits, 4 Periods
Linux Operating System
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.

CIS131AA 1 Credit, 1 Period
Doing Business on the Internet
Overview of different ways businesses are taking advantage of and using the Internet. Includes how companies are selling items and services over the Internet; techniques used to expand customer contacts; marketing strategies; availability of government and financial information; future potential and disadvantages; using the Internet for customer service; establishing a World Wide Web site. Some previous computer experience preferred. Prerequisites: None.

CIS133DA 3 Credits, 4 Periods
Internet/Web Development Level I
Overview of the Internet/WWW and its resources. Hands on experience with various Internet/WWW communication, resource discovery, and information retrieval tools. Web page development also included. Prerequisites: None.

CIS150AB 3 Credits, 4 Periods
Object Oriented Programming Fundamentals
Structured and Object Oriented design and logic tools. Use of computer problems to demonstrate and teach concepts using an appropriate programming language. Prerequisites: CIS105 or permission of Instructor.

CIS151 3 Credits, 4 Periods
Computer Game Development -Level I
Introduction to object-oriented game development, game design, and game theory. Use of computer software to demonstrate and teach concepts using an appropriate game development platform to model real-time simulations and create computer games using object oriented tools. Introduction to developing PC games, educational software, and training software using windows based object oriented developments tools. Prerequisites: CIS105 or permission of Instructor.

CIS159 3 Credits, 4 Period
Visual Basic Programming I
Use of the Visual Basic programming language to solve problems using suitable examples from business or other disciplines. Prerequisites: CIS105 or permission of instructor.

CIS162AC 3 Credits, 4 Period
Visual C++: Level I
Beginning C programming. Includes features needed to construct programs, functions, pointers, input and output options, data types, structures, and unions, and disk file operations. Prerequisites: CIS105, or permission of instructor.

CIS162AD 3 Credits, 4 Periods
C#: Level I
Introduction to C# programming including general concepts, program design, development, data types, operators, expressions, fl w control, functions, classes, input and output operations, debugging, structured programming, and object oriented programming. Prerequisites: CIS105 or permission of Instructor.

CIS163AA 3 Credits, 4 Periods
Java Programming: Level I
Introduction to Java programming. Includes features needed to construct Java Applets, Java Applications, control structures, methods, arrays, character and string manipulation, graphics, and object oriented programming. Prerequisites: CIS105 or permission of Instructor.

CIS166 3 Credits, 4 Periods
Web Scripting/Programming
Software development for Web sites, including client-side script and Common Gateway Interface (CGI) scripting. Covers Web-based transaction processing and use of databases in conjunction with the Web. Includes security issues. Prerequisites: CIS133CA or CIS133DA or permission of instructor.

CIS190 3 Credits, 4 Periods
Introduction To Local Area Networks
Overview of local area networks. Emphasis on the elements of a local area network, current issues and products, and use of a local area network. Includes terminology, hardware and software components, connectivity, resource monitoring and sharing, electronic mail and messaging, and security issues. Prerequisites: CIS105 or permission of Instructor.

CIS224 3 Credits, 4 Periods
Project Management Microsoft Project for Windows

Introduction to project management concepts while working with MS Project to solve complex project management networks, including creating Gantt and PERT charts, tracking project progress, planning for restrictions, and integrating MS Project with other software packages such as Excel, Word, Powerpoint, and cc Mail. Prerequisites: None

CIS233DA 3 Credits, 4 Periods
Internet/Web Development Level II
Design and create pages on the World Wide Web with a variety of markup languages, programming languages, scripts, and multimedia. Hands on experience authoring and preparing sophisticated web documents. Exploration of best practices/issues for web design and publishing and careers in web development and e commerce. Prerequisites: CIS133CA, or CIS133DA, or permission of the Instructor.

CIS234 3 Credits, 4 Period
XML Application Development
The use of Extensible Markup Language (XML) to make documents smarter, simplify Web automation, and to communicate between databases, both within and between corporations. Includes techniques for XML generation, data extraction and sharing, and transformation and managing of XML file . Prerequisites: BPC/CIS133CA or BPC/CIS133DA or permission of Instructor.

CIS235 3 Credits, 4 Period
e-Commerce
Introduction to Electronic Commerce on the Internet. Designing an electronic storefront including web page content and development, e-commerce site marketing, advertisement, legal and security considerations, credit card and other debit transaction covered. Also includes current issues in e-commerce. Prerequisites: CIS133CA, or CIS133DA, or permission of instructor.

CIS250 3 Credits, 4 Periods
Management Of Information Systems
The study of business information systems and its management, communication, e business strategies, emerging technologies, database concepts, and project management. Overview of systems analysis and design. Learn about the competitive and strategic uses of information systems and how they are transforming organizations and their management. Prerequisites: CIS105.

CIS262AC 3 Credits, 4 Periods
Visual C++: Level II
Advanced-level C programming. Programming with emphasis on data management, dynamic allocation, varied memory models, interfacing with the operating system, efficie y, and advanced debugging techniques. Prerequisites: CIS162AC, or permission of instructor.

CIS262AD 3 Credits, 4 Periods
C# Level II
Advanced C# programming with emphasis on data structures, dynamic memory allocation, object-oriented programming, user interfaces, and database processing. Overview of web applications, network programming, and reporting tools. Prerequisites: CIS162AD or permission of Instructor

CIS263AA 3 Credits, 4 Periods
Java Programming: Level II
Intermediate Java programming. Includes features needed to construct object-oriented programming, multithreading, multimedia, files, streams and data structure. Prerequisites: CIS163AA or permission of Instructor.

CIS270 3 Credits, 4 Periods
Essentials of Network and Information Security
Threats to security of information systems; responsibilities and basic tools for information security, including commmunication security, infrastructure security, organizational security and basic cryptography. Introduction to the language of network security and hardware, software and fi mware 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 Certific te (GSEC). Prerequisites: CNT150 or any MST150 course or permission of Instructor.

CIS290AA 1 Credit, 6 Periods
CIS290AB 2 Credits, 12 Periods
CIS290AC 3 Credits, 18 Periods
Computer Information Systems Internship
Work experience in business or industry. Prerequisites: Permission of Instructor.

CIS296WA 1 Credit, 5 Periods
CIS296WB 2 Credits, 10 Periods
CIS296WC 3 Credits, 15 Periods
CIS296WD 4 Credits, 20 Periods
Cooperative Education
Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. Prerequisites: Completion of at least twelve (12) college credits, minimum 2.6 grade point average, and be able to obtain a position related to student's academic or career goals (student's present job may qualify); or permission of instructor. Corequisites: Must be concurrently enrolled in at least one class which is related to student's major or career interest or with permission of the instructor.

CIS298AA 1 Credits, 1 Periods
CIS298AB 2 Credits, 2 Periods
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.

Computer Science

Division: Math & Computer Science
Chair: Mr. Gary Kellgren
Phone: 602.787.7132

CSC110AA 3 Credits, 4 Periods
Introduction to Computer Science (Java)
Concepts of problem-solving, structured and object-oriented programming in Java, fundamental algorithms and techniques and computer system concepts. Social and ethical responsibilities. Intended for Computer Science and Computer Systems Engineering Majors. Prerequisites: A grade of C or better in MAT120, or MAT121, or MAT122.

CSC110AB 4 Credits, 4 Periods
Introduction to Computer Science (Java)
Concepts of problem-solving, structured and object-oriented programming in Java, fundamental algorithms and techniques and computer system concepts. Social and ethical responsibilities. Intended for Computer Science and Computer Systems Engineering Majors. Prerequisites: A grade of C or better in MAT120 or MAT121 or MAT122.

Counseling & Personal Development

Division: Counseling & Personal Development
Chair: Dr. James Rubin
Phone: 602.787.6540

CPD102AB 2 Credits, 2 Periods
Career Exploration
Designed to assist students make informed career decisions. Focuses on current occupational trends and outlook. Explores career-related interests, values, needs, preferences, skills, and strengths with the use of various assessments. Aids in the development of individualized educational/career goals and action plan. Prerequisites: None.

CPD102AD 2 Credits, 2 Periods
Eliminating Self Defeating Behavior
Designed to help students change behaviors that work against their potential, i.e., inferior feelings, shyness, nervousness, stage fright, under achievement etc. Focus on identifying undesirable thoughts, emotions and behaviors, for the purpose of developing alternative, and more desirable thoughts, emotions and behaviors. Prerequisites: None.

CPD102AH 2 Credits, 2 Periods
Stress Management
Reviews the sources of stress, the physiological effects and the psychological impact of stress on the individual. Provides strategies to reduce stress. Prerequisites: None.

CPD102AU 1 Credit, 1 Period
Introduction to Meditation: Vipassana Practice
Introduction to the practice of Vipassana (Insight) Meditation. Focus on the history, benefits and methodology of Vipassana meditation. Special emphasis on establishing a formal and informal meditation practice. Prerequisites: None.

CPD103BA 2 Credits, 2 Periods
Women In Transition
Designed to assist and support women who are experiencing life transitions. Emphasis on assessing self potential, increasing self confiden e, managing life change, and exploring education/career/life options in terms of the realities of roles for women today. Prerequisites: None.

CPD150 3 Credits, 3 Periods
Strategies For College Success
Focus on increasing student success through college orientation and personal growth, study skills development, and educational and career planning. Prerequisites: None.

CPD150AB 1 Credit, 1 Period
Study Skills Development
Emphasis on increasing student success through the use of study strategies including materials organization, note-taking, reading, test-taking, memory, and critical and creative thinking. Prerequisites: None

CPD150AC 1 Credit, 1 Period
Educational and Career Planning
Emphasis on increasing student success through educational and career planning. Prerequisites: None.

CPD160 3 Credits, 3 Periods
Introduction to Multiculturalism
Examination of the multiple cultures and subcultures within the contemporary United States. Personal exploration of awareness and appreciation of multiculturalism. Activities for experiencing diverse cultural perspectives. Critical thinking skills for recognizing, analyzing, and mediating cultural and psychological factors impacting confli t and accord between diverse cultures through written and oral discourse. Prerequisites: ENG101, or ENG107, or permission of Instructor.

CPD250 3 Credits, 4 Periods
Peer Mentor Training
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 firs -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.

Creative Writing

Division: English
Chair: Ms. Renee Cornell
Phone: 602.787.6566

CRW150 3 Credits, 3 Periods
Introduction to Creative Writing
Introduces the student to elements and techniques of creative writing in a variety of genres; teaches terminology and concepts needed for successful participation in writing workshops; facilitates writing practice and evaluation; offers individual guidance on the student's development as a writer. Prerequisites: None.

CRW160 3 Credits, 3 Periods
Introduction to Writing Poetry

Prewriting (invention and discovery); writing; analyzing and evaluating (in workshop); and revising to practice manipulating various elements of poetry, critique one's own and the poetry of others, and produce a portfolio of finishe , marketable poems. Prerequisites: None. CRW150 recommended but not required.

CRW170 3 Credits, 3 Periods
Introduction to Writing Fiction
Practice in writing fiction through a process of prewriting (invention and discovery), writing, analysis and evaluation (in workshop), and revision; practice in manipulating various elements and forms of fi tion. Prerequisites: None. CRW150 recommended but not required.

CRW180 3 Credits, 3 Periods
Introduction to Writing Nonfi tion
Practice in writing creative nonfi tion, including autobiography and biography, the essay, reviews, and humor using a process of invention and discovery, writing, analysis, evaluation, and revision. Combines lecture, discussion, and workshop, leading to the production of marketable quality creative nonfi tion. Prerequisites: None. CRW150 recommended but not required.

CRW190 3 Credits, 3 Periods
Introduction to Screenwriting
Overview of screenwriting elements; introduction to screenwriting techniques CRW150 recommended but not required. Requisites: None. CRW150 recommended but not required.

CRW200 1 Credit, 1 Period
Readings for Writers
Close analysis and interpretation of selected literary texts designed to strengthen the students' own writing by extending their familiarity with the genre in which they write and their knowledge of selected literary elements. One-on-one meetings between student and instructor. Prerequisites: CRW150, or permission of Instructor.

CRW201 1 Credit, 1 Period
Portfolio
Close analysis of the creative writing portfolio culminating in selection, revision, editing, and compiling of the student's own literary work in a portfolio. Students meet individually with instructor to choose, prepare, and compile their work. Prerequisites: (Acceptance into Creative Writing Certificate Program and completion of at least nine (9) credit hours in creative writing (CRW)), or permission of Program Director.

CRW251 3 Credits, 3 Periods
Topics in Creative Writing
Analysis, writing, and revision focused on a selected element applicable to all genres of creative writing. Prerequisites: None. CRW150 recommended.

CRW260 3 Credits, 3 Periods
Intermediate Poetry Writing
Emphasis on writing a series of original poems; analysis and evaluation of the functions and effects of established works of poetry; concentration on evaluation and revising students` poetry through intensive workshops. Prerequisites: A grade of C or better in CRW160 or permission of Instructor.

CRW270 3 Credits, 3 Periods
Intermediate Fiction Writing
Writing original short stories; analysis of works of fiction; concentration on revising students` fiction through intensive workshopping. Prerequisites: CRW170.

CRW298AC 3 Credits, 3 Periods
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 are made 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.

Dance

Division: Health & Exercise Science
Chair: Ms. Lori Anonsen
Phone: 602.787.7295

DAN104AA 1 Credit, 3 Periods
Ballroom I
Theory and practice of Ballroom dance at the beginning level. Development of movement quality and performance skills. Prerequisites: None.

DAN104AB 1 Credit, 3 Periods
Ballroom II
Theory and practice of Ballroom dance at the advanced beginning level. Development of movement quality and performance skills. Prerequisites: DAN104AA or permission of Instructor.

DAN105AA 1 Credit, 3 Periods
Swing I
Theory and practice of Swing dance at the beginning level. Development of movement quality and performance skills. Prerequisites: None.

DAN106AA 1 Credit, 3 Periods
Latin I
Theory and practice of Latin dance at the beginning level. Development of movement quality and performance skills. Prerequisites: None.

DAN106AB 1 Credit, 3 Periods
Latin II
Theory and practice of Latin dance at the advanced beginning level. Development of movement quality and performance skills. Prerequisites: DAN106AA or permission of Instructor.

DAN108AA 1 Credit, 3 Periods
Tango I

Theory and practice of Tango dance at the beginning level. Development of movement quality and performance skills. Prerequisites: None.

DAN131 1 Credit, 3 Periods
Ballet I
Introduction to the theory and practice of ballet at the beginning level. Development of movement quality and performance skills. Prerequisites: None.

DAN132 1 Credit, 3 Periods
Modern Dance I
Introduction to the theory and practice of modern dance at the beginning level. Development of movement quality and performance skills. Prerequisites: None.

DAN133 1 Credit, 3 Periods
Jazz Dance I
I Introduction to the theory and practice of jazz dance at the beginning level. Development of movement quality and performance skills. Prerequisites: None.

DAN134 1 Credit, 3 Periods
Ballet II
Theory and practice of ballet at the advanced beginning level. Development of movement quality and performance skills. Prerequisites: DAN131 or permission of Instructor.

DAN135 1 Credit, 3 Periods
Modern Dance II
Theory and practice of modern dance at the advanced beginning level. Development of movement quality and performance skills. Prerequisites: DAN132 or permission of Instructor.

DAN136 1 Credit, 3 Periods
Jazz Dance II
Theory and practice of jazz dance at the advanced beginning level. Development of movement quality and performance skills.. Prerequisites: DAN133 or permission of instructor.

DAN150 1 Credit, 3 Periods
Dance Performance I
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 1 Credit, 3 Periods
Dance Performance II
Continued study of the process and practice of dance performance at advanced beginning level. Prerequisites: 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.

DAN164 1 Credit, 3 Periods
Improvisation
An introduction to and an exploration of basic improvisational dance skills. Prerequisites: None.

DAN210 3 Credits, 3 Periods
Dance Production I
Introduction to the elements of light, sound, and scenery as they relate to the art of dance. Prerequisites: None.

DAN221 3 Credits, 3 Periods
Rhythmic Awareness I
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 1 Credit, 3 Periods
Ballet III
Theory and practice of ballet at the beginning intermediate level. Development of movement quality and performance skills. Prerequisites: DAN134 or permission of Instructor.

DAN232 1 Credit, 3 Periods
Modern Dance III
Theory and practice of modern dance at the beginning intermediate level. Development of movement quality and performance skills. Prerequisites: DAN135 or permission of instructor.

DAN233 1 Credit, 3 Periods
Jazz Dance III
Theory and practice of modern jazz dance at the beginning intermediate level. Development of movement quality and performance skills. Prerequisites: DAN136 or permission of instructor.

DAN234 1 Credit, 3 Periods
Ballet IV
Theory and practice of ballet at the intermediate level. Development of movement quality and performance skills. Prerequisites: DAN231 or permission of Instructor.

DAN235 1 Credit, 3 Periods
Modern Dance IV
Theory and practice of modern dance at the intermediate level. Development of movement quality and performance skills. Prerequisites: DAN232 or permission of Instructor.

DAN236 1 Credit, 3 Periods
Jazz Dance IV
Theory and practice of modern jazz dance at the intermediate level. Development of movement quality and performance skills. Prerequisites: DAN233 or permission of Instructor.

DAN264 3 Credits, 3 Periods
Choreography I
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 3 Credits, 3 Periods
Choreography II
Exploration of the craft of choreography at the intermediate level. Experimentation with the various approaches to contemporary choreography as established by 20th century artists. Prerequisites: DAN264 or permission of instructor.

DAN280 2 Credits, 6 Periods

Dance Practicum
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.

DAN298AA 1 Credit, 1 Period
DAN298AC 3 Credit, 3 Period
pecial 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.

Dance Humanities

Division: Fine & Performing Arts
Chair: Dr. Christopher Scinto
Phone: 602.787.6686

DAH100 3 Credits, 3 Periods
Introduction to Dance
Overview of the field of dance focusing on origins, historical development, and cultural characteristics of the various styles of dance. Prerequisites: None.

Early Childhood Education

Division: Social Science
Chair: Dr. Stephanie Bjork
Phone: 602.787.7291

ECH141 1 Credit, 1 Period
Explore the Fundamentals of the Reggio Emilia Approach
Investigation and critically examination of the integral elements of the organization and philosophy of the Reggio Emilia approach to early childhood education. Prerequisites: None.

ECH269 1 Credit, 1 Period
Child Care Seminar
Emphasizes the blend of job-related activities including career exploration,employment procedures, human relations, and on-the-job issues. May be repeated for a total of three (3) credit hours. Prerequisites: Departmental approval.

ECH270 1 Credit, 1 Period
Observing Young Children
Introduction to techniques of observing young children. Recording methods, interpretation and use of collected information including legal and ethical implications. Prerequisites: None.

ECH271 1 Credit, 1 Period
Arranging the Environment
Exploration of the influen e of the environment on the behavior of young children. Indoor and outdoor spaces considered and analysis of environments practiced. Prerequisites: None.

ECH273 1 Credit, 1 Period
Math For The Young Child
Methods and techniques for encouraging the beginnings of mathematical/logical thought with young children. Focus upon the theory of Jean Piaget. Prerequisites: None.

ECH275 1 Credit, 1 Period
Literacy Development And The Young Child
Literacy from birth through the early childhood years. Focus on developmentally appropriate ways to encourage speaking, listening, writing, and reading in the home and classroom. Prerequisites: None.

ECH279 1 Credit, 1 Period
Early Childhood Curriculum Development
An intensive focus on the process of building curriculum units appropriate to the developmental needs and abilities of the young child. Design, use and evaluation of materials and activities. May be repeated for a total of four (4) credits. Prerequisites: None.

ECH281 1 Credit, 1 Period
Movement/Music For The Young Child
Consideration of motor development in the toddler through the 8 year old and exploration of age appropriate rhythmic, musical and creative movement methods. Prerequisites: None.

ECH282 1 Credit, 1 Period
Discipline/Guidance Of Child Groups
Exploration of techniques for guiding children in groups with focus on individual child and adult needs for a disciplined environment. Prerequisites: None.

ECH284AB 3 Credits, 3 Periods
Early Childhood Teaching Internship
Work experience in child care centers. 80 hours of designated work per credit. Maximum of 6 credits allowed. Prerequisites: CFS/ECH176 and permission of Department or Division. Corequisites: CFS/ECH269.

ECH287 1 Credit, 1 Period
Professional Development in Early Childhood Education
Emerging professionalism within the field of early childhood education. Consideration of job responsibilities, rewards, ethics and current issues facing practitioners. Includes assessment and career planning.Prerequisites: None.

ECH298AA 1 Credit, 1 Period
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.

Early Education

Division: Social Science
Chair: Dr. Stephanie Bjork
Phone: 602.787.7291

EED200 3 Credits, 3 Periods
Foundations of Early Childhood Education
Overview of early childhood education (birth to age eight) in American society, including current issues and responsibilities. Emphasis on issues of professionalism, ethics and program types. Opportunities for students to explore potential career paths. Prerequisites: None.

EED220 3 Credits, 3 Periods
Child, Family, Community and Culture
Examines family, community and cultural influences on development of the young child (birth to age eight). Considers trends and threats to attachment, relationships and cultural identity.Includes social and emotional experiences and their impact on the developing brain. Prerequisites: None.

Economics

Division: Business/Information Technology
Chair: Mr. Sean Petty
Phone: 602.787.6658

It is recommended that students enroll in either ECN211 or ECN212 after completing the math course(s) required by the student's major (if any). If you are only taking one economics class, it is recommended that you take ECN211 Macroeconomic Principles.

ECN211 3 Credits, 3 Periods
Macroeconomic Principles
A descriptive analysis of the structure and functioning of the American economy. Emphasis on basic economic institutions and factors that determine national income and employment levels. Consideration given to the macroeconomic topics of national income, unemployment, infl tion and monetary and fiscal policies. Prerequisites: None.

ECN212 3 Credits, 3 Periods
Microeconomic Principles
Microeconomic analysis including the theory of consumer choice, price determination, resource allocation and income distribution. Includes non competitive market structures such as monopoly and oligopoly; and the effects of government regulation. Prerequisites: None.

Education

Division: Social Science
Chair: Dr. Stephanie Bjork
Phone: 602.787.7291

EDU220 3 Credits, 3 Periods
Introduction to Serving English Language Learners (ELL)
Rationale for and current educational and legal issues for serving English Language Learners (ELL). Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), English as a Second Language (ESL) and bilingual/Dual Language Immersion(DLI). Includes SEI, ESL, and bilingual/DLI strategies. Prerequisites: None. Notes: Approved school-based practicum is required. EDU220 incorporates the 45-clock hour curricular framework for SEI endorsement through the Arizona Department of Education.

EDU221 3 Credits, 3 Periods
Introduction To Education
Overview of the historical, political, economic, social, and philosophical factors that influen e education and make it so complex. Opportunity for students to assess their interest and suitability for teaching. Prerequisites: None. Notes: EDU221 requires a minimum of 30 hours of field experience in elementary or secondary classroom environments.

EDU222 3 Credits, 3 Periods
Introduction To The Exceptional Learner
Overview of the exceptional learner with emphasis on factors relating to current practices, identific tion, characteristics, and educational adaptations. Issues related to mild disabilities, severe disabilities, emotional and behavioral disorders, intellectual disabilities, and students who are gifted. Prerequisites: None.

EDU230 3 Credits, 3 Periods
Cultural Diversity In Education
Examination of the relationship of cultural values to the formation of self concept and learning styles. Examination of the role of prejudice, stereotyping and cultural incompatibilities in education. Emphasis on teacher preparation (preservice and/or inservice) to offer an equal educational opportunity to students of all cultural groups. Prerequisites: None.

EDU250 3 Credits, 3 Periods
Teaching and Learning in the Community College
The history, functions, organization and current issues in the community/junior college with emphasis on the Arizona community colleges. Includes focus on the design and practice of effective community college teaching and learning with special emphasis on the Maricopa County Community College District. Prerequisites: None.

EDU291 3 Credits, 3 Periods
Children's Literature
Review of folk and modern literature from a variety of world cultures, including application of literary criteria to folk and modern literature for children. Prerequisites: None.

EDU292 3 Credits, 3 Periods
The Art of Storytelling
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.

EDU294 3 Credits, 3 Periods
Multicultural Folktales
Study of multicultural folktales, exploring the impact of the oral tradition in American society and showing classroom applications.

Prerequisites: None.

EDU298AA 1 Credit, 1 Period
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.

Emergency Medical Technology

Division: Health & Exercise Science
Chair: Ms. Lori Anonsen
Phone: 602.787.7295

EMT101 0.5 Credits, 0.45 Periods
Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Health Care Providers
Designed to provide the allied healthcare provider with the knowledge and skills to perform Basic Life Support (BLS) according to current guidelines for emergency cardiovascular care (ECC). Prerequisites: None.

EMT104 9.0 Credits, 11.4 Periods
Emergency Medical Technology
Techniques of emergency medical care in accordance with national and state curriculum. Study of the human body, patient assessment, treatment of medically or traumatically compromised patients, special hazards, and medical operations, IV monitoring, patient-assisted medication administration, automated external defib illators (AEDs), and blood-glucose monitoring. Prerequisites: EMT101 or a current validation in Basic Life Support (BLS) Health Care Provider/Professional Rescuer and (appropriate score on Reading placement test to demonstrate minimum tenth grade level reading or completion of an Associate`s degree or higher from an accredited institution).

EMT104AB 0.5 Credits, 0.5 Periods
Applied Practical Studies for Emergency Medical Technology
Simulation of actual emergency responses, with practical application of techniques and skills covered in EMT curricula. Scenario based learning applied to the techniques of emergency medical care in accordance with national and state curriculum. Practical application of anatomy, physiology, patient assessment, and treatment of medically or traumatically compromised patients, special hazards and medical operations. Also includes patient-assisted medication administration, semi-automatic external defib illator and blood glucose monitoring. Students function in outside, scenario based environment. Prerequisites: None. Corequisites: EMT/FSC104, or EMT200, or (EMT272AA, EMT272AB, and EMT272LL), or EMT273, or certified EMT Basic, IEMT, or Paramedic in the State of Arizona, or permission of Instructor.

EMT200 2 Credits, 2.7 Periods
Refresher Course for Certified Eme gency Medical Technicians
Designed to meet National and Arizona Department of Health Services (A-DHS) recertific tion 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.

EMT235 3 Credits, 3 Periods
Basic ECG Rhythm Analysis and Interpretation in the Emergency Setting
Designed to provide the allied healthcare provider with basic skills in analysis and interpretation of sinus, atrial, junctional and ventricular rhythms from electrocardiographs (ECG) in the emergency setting. Also addresses heart block and electronically paced rhythms. Prerequisites: Current basic life support (BLS) healthcare provider/professional rescuer card and (EMT/FSC104 or permission of Instructor).

EMT236 3 Credits, 3 Periods
Pharmacology in an Emergency Setting
Designed for the allied healthcare provider to integrate knowledge of pharmacology and pharmacologic agents to formulate a management plan in the emergency setting. Includes principles of pharmacology, pharmacokinetics, pharmacodynamics, physiology of pharmacology, calculating medication dosages, and medication profile . Requisites: Prerequisites: Current basic life support (BLS) healthcare provider/professional rescuer card and (EMT/FSC104 or permission of Instructor). MAT082 or higher suggested but not required. MAT082 or equivalency suggested but not required.

EMT240 Lec/Lab: 2 Credits, 4 Periods
Advanced Cardiac Life Support (ACLS)
Designed for the allied healthcare provider who initiates, directs, or participates in the management of cardiopulmonary arrest and other cardiovascular emergencies. Provides the allied healthcare provider with the knowledge and skills to recognize and manage cardiopulmonary arrest, acute arrhythmia, stroke, and Acute Coronary Syndromes (ACS) according to current advanced Emergency Cardiovascular Care (ECC) guidelines. Requires prior knowledge of basic electrocardiograph rhythm interpretation, pharmacologic agents, and other interventions used in Advanced Cardiac Life Support (ACLS). Prerequisites: Current Basic Life Support (BLS) healthcare provider/professional rescuer card and (EMT235 and EMT236, or permission of Instructor).

EMT242 1 Credit, 2 Periods
Pediatric Advanced Life Support (PALS)
Designed for the allied healthcare provider who initiates, directs, or participates in the management of an infant or child in respiratory compromise, circulatory compromise, or cardiopulmonary arrest according to current CPR and Emergency Cardiovascular Care (ECC) guidelines. Requires prior knowledge of basic electrocardiograph rhythm interpretation, pharmacologic agents, and other interventions used in Pediatric Advanced Life Support (PALS). Prerequisites: Current Basic Life Support (BLS) healthcare

provider/professional rescuer card and (EMT235 and EMT236, or permission of Instructor).

EMT245 Lec/Lab: 2 Credits, 3.5 Periods
Trauma Management I
Designed to instruct prehospital care personnel in the critical skills necessary to manage the trauma victim and the emergency scene through the Incident Command System (ICS). Enhances basic emergency medical technology (EMT) skills by focusing on emergency care interventions. Provides exposure to victim assessment, initial treatment, resuscitative techniques, victim stabilization, transportation of the victim to an emergency care facility, and documentation. Prerequisites: Basic EMT certific tion or nurse with emergency room experience, or permission of department.

EMT255AE 1 Credit, 1 Period
Basic and Advanced Level Skills for the Emergency Medical Services Instructor/Examiner
Designed to provide an overview of the roles and responsibilities of the Emergency Medical Services (EMS) instructor and examiner in basic and advanced level psychomotor skills instruction and evaluation. Includes instructional strategies and methodologies, benchmarks for psychomotor skill evaluation, and management of basic and advanced level psychomotor skills settings. Prerequisites: (Arizona Department of Health Services [A-DHS] certific tion as an EMT or Paramedic, or Arizona registered nurse, physician, or physician assistant), or permission of Instructor.

EMT258 3 Credits, 3 Periods
Victimology and Crisis Management
Victimology, the criminal justice system, techniques of crisis intervention, and the importance of a multicultural and global perspective. Includes sexual assault, family violence, post-traumatic stress disorder, the role of substance abuse, effective coping skills, appropriate community resources and the responsiveness of the justice system. Prerequisites: None.

EMT272AA 12.5 Credits, 17.37 Periods
Advanced Emergency Medical Technology
Designed to provide the emergency medical technician with advanced knowledge about the acute critical differences in physiology, pathophysiology, and clinical symptoms, as they pertain to prehospital emergency care. Emphasis on developing diagnostic and advanced emergency treatment skills necessary to care for the acutely ill and seriously injured. Prerequisites: [Valid Arizona EMT certific tion and (MAT090 or higher, or a satisfactory score on the ASSET, or COMPASS, or Accuplacer placement exam), (ENG101 or ENG107), EMT235, and EMT236], or permission of Program Director. Comprehensive written, oral and practical evaluation on all EMT272AA prerequisite courses.

EMT272AB 12.5 Credits, 17.38 Periods
Advanced Emergency Medical Technology
Designed to provide the emergency medical technician with advanced knowledge about the acute critical differences in physiology, pathophysiology, and clinical symptoms, as they pertain to prehospital emergency care. Emphasis on developing diagnostic and advanced emergency treatment skills necessary to care for the acutely ill and seriously injured. Prerequisites: Valid Arizona EMT certification and EMT272AA. Comprehensive written, oral and practical evaluation on EMT272AA.

EMT272LL LAB: 7.5 Credits, 37.5 Periods
Advanced Emergency Medical Technology Practicum
Clinical and vehicular practicum using diagnostic and advanced emergency medical treatment skills learned in the classroom. Emphasis on hands-on application of skills to real-life scenarios involving acute illness and serious injuries. Prerequisites or Corequisites: EMT272AA and EMT272AB.

Engineering Science

Division: Science
Department: Physical Sciences
Chair: Dr. Scott Massey
Phone: 602.787.6644

ECE102 2 Credits, 4 Periods
Engineering Analysis Tools and Techniques
Learning culture of engineering, engineering use of computer tools, and computer modeling as applied to engineering analysis and design. Prerequisites: Two years of high school algebra or MAT122 or permission of Department or Division. Corequisites: MAT151 or MAT182 or MAT187.

ECE103 2 Credits, 4 Periods
Engineering Problem Solving and Design
Fundamentals of the design process: engineering modeling, communication and problem-solving skills in a team environment. Emphasis on process-based improvements to the design process. Introduction to engineering as a profession. Prerequisites: (ECE102 or ECE102AA) and (high school physics or PHY111 or PHY111AA).

English

Division: English
Chair: Ms. Renee Cornell
Phone: 602.787.6566

ENG100AC 1 Credit, 1 Period
The Mechanics of Written English
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 3 Credits, 3 Periods
First-Year Composition
Emphasis on rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total. Prerequisites: Appropriate writing placement test score, or a grade of C or better in ENG091 or ESL097.

ENG102 3 Credits, 3 Periods
First-Year Composition

Emphasis on rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Developing advanced college-level writing strategies through three or more writing projects comprising at least 4,000 words in total.Prerequisites: Grade of C or better in ENG101.

ENG107 3 Credits, 3 Periods
First-Year Composition for ESL
Description: Equivalent of ENG 101 for students of English as a Second Language (ESL). Emphasis on rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total.Prerequisites: Appropriate writing placement test score, or a grade of C or better in ENG091 or ESL097.

ENG108 3 Credits, 3 Periods
First-Year Composition for ESL
Equivalent of ENG102 for students of English as a Second Language (ESL). Emphasis on rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Developing advanced college-level writing strategies through three or more writing projects comprising at least 4,000 words in total.Prerequisites: Grade of C or better in ENG107.

ENG111 3 Credits, 3 Periods
Technical and Professional Writing
Covers analyzing, planning, organizing, researching, and writing correspondence, reports, and presentations for specific work related audiences. Includes integrating data and graphics into work related documents and presentations. Prerequisites: ENG101 with a grade of C, or better, or permission of Instructor.

English as a Second Language

Division: English
Chair: Ms. Renee Cornell
Phone: 602.787.6566

ESL 020 3 credits, 3 periods
English as a Second Language II: Grammar
Second level of English as a Second Language (ESL). Continued emphasis on conversational skills, pronunciation, vocabulary building and grammar with some reading and sentence level writing. Requisites: Prerequisites: Appropriate ESL placement test score or a grade of P or C or better in ESL010. Course Notes: ESL020 may be repeated for a total of six (6) credit hours. Credit (P) or no credit (Z). Standard grading available according to procedures outlined in catalog.

ESL 021 3 credits, 3 periods
English as a Second Language II: Listening and Speaking
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. Requisites: Prerequisites: Appropriate ESL placement test score, or a grade of C or better in ESL010 or ESL011 or ESL012 or RDG010. Course Notes: ESL021 may be repeated for a total of six (6) credit hours

ESL 022 3 credits, 3 periods
ESL II: Writing with Oral Practice
Emphasis on basic writing skills, accompanied by recitation of short writings. Sentence patterns and introduction of paragraph writing. Requisites: Appropriate ESL course placement score or a grade of C or better in ESL012 or permission of Instructor Course Notes: ESL022 may be repeated for a total of six (6) credit hours

ESL030 3 credits, 3 periods
English as a Second Language III: Grammar
Third level of English as a Second Language (ESL). Emphasis on sentence structure and paragraph building. Extensive grammar study and writing practice. Requisites: Prerequisites: Appropriate ESL placement test score or a grade of P or C or better in ESL020. Course Notes: ESL030 may be repeated for a total of six (6) credit hours. Credit (P) or no credit (Z). Standard grading available according to procedures outlined in catalog.

ESL031 3 credits, 3 periods
English as a Second Language III: Listening and Speaking
Emphasis on listening and speaking skills related primarily to the academic environment. Asking questions, working in small groups, using college resources, informal oral presentation. Requisites: Prerequisites: Appropriate ESL placement test score, or a grade of C or better in ESL020 or ESL021 or ESL022 or RDG020.Course Notes: ESL031 may be repeated for a total of six (6) credit hours

ESL032 3 credits, 3 periods
ESL III: Writing with Oral Practice
Emphasis on complex sentence patterns in writing and speech. Introduction to the prewriting and writing process in a college setting. Requisites: Appropriate ESL course placement score or a grade of C or better in ESL022 or permission of Instructor Course Notes: ESL032 may be repeated for a total of six (6) credit hours

ESL040 3 credits, 3 Periods
English as a Second Language IV: Grammar
Fourth-level of English as a Second Language (ESL). Continued emphasis on sentence structure and paragraph building. Extensive grammar study and writing practice.
Requisites: Prerequisites: Appropriate ESL placement test score or a grade of P or C or better in ESL030. Course Notes: ESL040 may be repeated for a total of six (6) credit hours. Credit (P) or no credit (Z). Standard grading available according to procedures outlined in catalog.

ESL041 3 credits, 3 Periods
English as a Second Language IV: Listening and Speaking
Emphasis on academic skills. Listening to lectures, note-taking, peer interaction, accessing and using media resources, formal oral presentations. Requisites: Prerequisites: Appropriate ESL placement test score, or a grade of C or better in ESL030 or ESL031 or ESL032 or RDG030.Course Notes: ESL041 may be repeated for a total of six (6) credit hours

ESL042 3 credits, 3 Periods
ESL IV: Writing with Oral Practice
Emphasis on paragraph writing and oral recitation of complex sentences and paragraphs. Introduction to the prewriting and writing process for short essays.
Requisites: Appropriate ESL course placement score or a grade of C or better in ESL032 or permission of Instructor Course Notes: ESL042 may be repeated for a total of six (6) credit hours

ESL046 3 credits, 3 Periods
Reading English as a Second Language IV
Developed for students of English as a second language. Development of advanced vocabulary, comprehension skills, and culture awareness. Requisites: Appropriate ESL placement test score, or grade of "C" or better in ESL/RDG036, or permission of Instructor.

ENG107 3 Credits, 3 Periods
First-Year Composition for ESL
Description: Equivalent of ENG 101 for students of English as a Second Language (ESL). Emphasis on rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total.Prerequisites: Appropriate writing placement test score, or a grade of C or better in ENG091 or ESL097.

ENG108 3 Credits, 3 Periods
First-Year Composition for ESL
Equivalent of ENG102 for students of English as a Second Language (ESL). Emphasis on rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Developing advanced college-level writing strategies through three or more writing projects comprising at least 4,000 words in total.Prerequisites: Grade of C or better in ENG107.

English Humanities

Division: English
Chair: Ms. Renee Cornell
Phone: 602.787.6566

ENH110 3 Credits, 3 Periods
Introduction to Literature
Introduction to international literature through various forms of literary expression; e.g., poetry, drama, essay, biography, autobiography, short story, and novel. Provides a global overview of literature with special emphasis on diverse cultural contributions of women, African Americans, Asian Americans, Hispanic Americans, and Native Americans. Prerequisites: None.

ENH111 3 Credits, 3 Periods
Literature and the American Experience
Introduction to the foundations and diversity of American culture through a survey of its literature, including minority and women writers. Exploration of various facets of American culture including frontier, regional, rural, and urban life; ethnic, racial, and immigrant experience; and political and social philosophies. Requisites: None

ENH120 3 Credits, 3 Periods
The Literature of Science Fiction
Surveys the last one hundred and fi ty years of Science Fiction literature. Investigates the similarities between Science Fiction and other imaginative literatures. Examines the Science Fiction genre, sub genres, and themes from a variety of perspectives, as well as social issues. Requisites: None

ENH140AA 3 Credits, 3 Periods
Sports in Literature and Film
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 field 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

ENH245 3 Credits, 3 Periods
J.R.R. Tolkien and C.S. Lewis: Battling Modernism
Focuses on the writings, language, themes, influen es and vision of J.R.R. Tolkien and C.S. Lewis in contrast to the ideas and literature of the Modernist movement. Prerequisites: None.

ENH251 3 Credits, 3 Periods
Mythology
Deals with the myths and legends of civilizations with the greatest influen e upon the development of the literature and culture of the English speaking people, and compares those myths with myths from other cultures. Prerequisites: None.

ENH254 3 Credits, 3 Periods
Literature and Film
Presents works of literature and their film versions and analyzes distinguishing techniques of each medium. Prerequisites: ENG101, or ENG107, or equivalent.

ENH280 3 Credits, 3 Periods
Topics in American Literature
Exploration of selected topic(s) in American Literature. Focuses on a theme, genre, era, technique, or critical approach. Includes reading and interpretation of literature from a variety of cultures within the United States. Prerequisites: (ENG101 or ENG107) or permission of Instructor.

ENH285 3 Credits, 3 Periods
Contemporary Women Writers
Explores twentieth century literature (short stories, essays, plays, and poetry) written by women and about women. Focus on themes relevant to women`s lives regardless of age, creed, or ethnic background. Requisites: None.

ENH294 3 Credits, 3 Periods
Multicultural Folktales
Study of multicultural folktales, exploring the impact of the oral tradition in American society and showing classroom applications Prerequisites: None

ENH295 3 Credits, 3 Periods
Banned Books and Censorship
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.

Entrepreneurial Studies

Division: Business/Information Technology
Chair: Mr. Sean Petty
Phone: 602.787.6658

EPS150 3 Credits, 3 Periods

Overview of entrepreneurship. Includes the entrepreneurial process and the skills required to be successful, including starting, planning, financing, marketing, and managing a business. Prerequisites: None.

EPS160 2 Credits, 2 Periods
New Venture Creation
Process of starting a new venture including evaluating specific business opportunities identifying financing alternatives, and defining sta t-up issues. Prerequisites: None.

EPS195 2 Credits, 2 Periods
Business Start-Up and Planning
Development of a feasibility approach to strategic decision making concerning new venture start-up. Includes development of a business feasibility study and a preliminary business plan. Prerequisites: None.

Exercise Science

Division: Health & Exercise Science
Chair: Ms. Lori Anonsen
Phone: 602.787.7295

EXS101 3 Credits, 3 Periods
Introduction to Exercise Science
Introductory course that will provide the student with a general overview of the disciplines, professions and research areas associated with the field of Exercise Science. Basic history, philosophy, theory, educational pathways and career options will be examined. Prerequisites: None.

EXS112 3 Credits, 3 Periods
Professional Applications Of Fitness Principles
Basic principles of fitness for the prospective fitness professional. Planning and teaching in a fitness program. Topics include exercise risks and safety, weight control, components of fitnes , fitness assessment, and exercise programming. Prerequisites: None.

EXS125 3 Credits, 3 Periods
Introduction to Exercise Physiology
Principles of exercise science applied to teaching fitness/ae obics. Major factors related to the function of the human body. Emphasis on anatomy/physiology, exercise physiology, and biomechanics. Prerequisites: None. BIO160 recommended but not required.

EXS130 3 Credits, 3 Periods
Strength Fitness-Physiological Principles and Training Techniques
Principles and techniques of strength training including strength physiology, performance factors, training recommendations, exercise techniques, and program design and management. Prerequisites: None.

EXS132 2 Credits, 2 Periods
Cardiovascular Fitness: Physiological Principles
and Training Techniques
Covers principles and techniques of aerobic training and the application of these to the development of aerobic training programs. Includes instructional techniques and safety, and stresses injury prevention. Prerequisites: None.

EXS214 2 Credits, 3 Periods
Instructional Competency: Flexibility and Mind-Body Exercises
Fundamental methods of instructing and leading fitness activities including fl xibility activities. Core competencies identified by professional certific tion agencies. Prerequisites: None.

EXS216 2 Credits, 3 Periods
Instructional Competency: Muscular Strength and Conditioning
Fundamental methods of instructing and leading fitness activities including strength and conditioning activities. Core competencies identified by professional certific tion agencies. Prerequisites: None.

EXS218 2 Credits, 3 Periods
Instructional Competency:
Cardiorespiratory Exercises and Activities
Fundamental methods of instructing and leading fitness activities including cardiorespiratory exercises and activities. Core competencies identified by professional certific tion agencies. Prerequisites: None.

EXS239 3 Credits, 5.4 Periods
Practical Applications of Personal Training Skills
and Techniques Internship
Work experience in a fitness or health related facility. Eighty (80) hours of designated work per credit. Prerequisites: Completion of nine (9) credits of EXS courses required for the (AAS in Exercise Science and Personal Training, or CCL in Personal Training Specialist, or CCL in Personal Trainer), current CPR card, and permission of Department or Division.

EXS239AA 1 Credit, 1.8 Periods
EXS239AB 2 Credits, 3.6 Periods
Practical Applications of Personal Training Skills
and Techniques Internship
Work experience in a fitness or health related facility. Eighty (80) hours of designated work per credit. Prerequisites: Completion of nine (9) credits of EXS courses required for the (AAS in Exercise Science and Personal Training, or CCL in Personal Training Specialist, or CCL in Personal Trainer), current CPR card, and permission of Department or Division.

EXS290 3 Credits, 3 Periods
Introduction to Evidence-Based Practice
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: EXS101 and (ENG101 or ENG107), or permission of Instructor.

Fire Science

Division: Health & Exercise Science
Chair: Ms. Lori Anonson

Phone: 602.787.7295

FSC101 3 Credits, 4 Periods
Intro To Fire Service Selection
Overview of the application and selection processes used by various fi e departments and fi e service organizations. Elements of fi e 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. Preparation for on site experiences at a fi e station. General components of the selection process, the importance of general education, and components of lifelong learning in career choices. Prerequisites: None.

FSC102 11 Credits, 19.60 Periods
Fire Department Operations
Introductory fi e science course primarily designed for the fi e department recruit. Includes fi efig ting skills, equipment, and administrative policies, fi e department operations, personnel policies, and International Fire Service Accreditation Congress Practical Skills Testing. Prerequisites: (EMT/FSC104, FSC105, and FSC130), and permission of Instructor. Corequisites: FSC134.

FSC105 3 Credits, 3 Periods
Hazardous Materials/First Responder
Basic methods of recognition and identific tion based upon the chemical and physical properties of hazardous materials; basic safety procedures when utilizing specific types of protective clothing and equipment; basic tactical information relating to scene management. Confined space operations in accordance with the National Fire Protection Agency. Prerequisites: None.

FSC106 3 Credits, 3 Periods
Introduction To Fire Protection
History and evaluation of fi e department organization. Role of the fi e service in the community. Responsibilities of the fi e administrator including organization, departmental functions, interdepartmental relationships, management of buildings and equipment; techniques of fi e fig ting. Also includes emergency medical services and fi e prevention. Prerequisites: None.

FSC108 3 Credits, 3 Periods
Fundamentals Of Fire Prevention
Fundamentals of fi e 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 3 Credits, 3 Periods
Wildland Firefig ter
Basic level course for individuals with little or no experience in the wildland environment. Preparation for performing as a beginning level wildland fi efig ter with an organized fi e department engine or hand crew. Prerequisites: None.

FSC111 2 Credits, 2 Periods
Emergency Vehicle Driver Operator
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 3 Credits, 3 Periods
Introduction To Fire Suppression
Characteristics and behavior of fi e, fi e hazard properties of ordinary materials, extinguishing agents, fire suppression organization and equipment, basic fi e fig ting tactics, and public relations as affected by fi e suppression. Prerequisites: None.

FSC117 3 Credits, 3 Periods
Fire Apparatus
Principles of care, maintenance and operation of fi e apparatus and pumps. Includes pump construction and accessories, pumping techniques, power development, and transmission. Driving, troubleshooting and producing effective fi e streams. Prerequisites: None.

FSC118 3 Credits, 3 Periods
Fire Hydraulics
Review of basic mathematics. Hydraulic laws and formulas as applied to the fi e service. Application of formulas and mental calculations to hydraulic problems, water supply variables, and discharge requirements for pumpers. Prerequisites: None.

FSC119 3 Credits, 3 Periods
Introduction Fire Service Ethics
Ethical issues, standards, and philosophical consideration of moral problems encountered in fi e service. Ethical responsibility of fi e service personnel and those they serve. Prerequisites: None.

FSC130 1 Credit, 1.50 Periods
Fitness For Firefig ters/CPAT
Skills and abilities required for entry level position in the fi e service including physical ability, and stamina. Opportunity to take the International Association of Fire Fighters (IAFF) Candidate Physical Ability Test (CPAT) at the end of the course. Prerequisites: None.

FSC131 3 Credits, 3 Periods
Introduction To Urban Technical Rescue
Practical application of safe rescue practices for urban technical rescue. Includes ropes and rope systems, trench rescue, confined space rescue, swiftwater rescue, and rescue from collapsed structures. Prerequisites: None.

FSC134 3 Credits, 4.60 Periods
Fitness And Conditioning For Firefig ters
Overview of all aspects of fitness for current and prospective fi efig ters. Includes physical and mental aspects of performance for optimal achievement on fi e department agility tests and fi e fig ting tasks; individual conditioning strategies, nutritional guidelines, protective clothing concepts, and basic exercise principles. Pre employment, evaluation, and lifelong fitness and conditioning. Prerequisites: None.

FSC139 3 Credits, 3 Periods
Emergency Response to Terrorism
Fundamentals of emergency response to suspected terrorist events. Historical perspective of terrorist activities and methods by which responders can identify and protect themselves and the public from these threats. Coordination of responding agencies. Prerequisites: None.

FSC147 3 Credits, 3 Periods
Emergency Preparedness
Emergency preparedness related to natural and man-made disasters. Planning concepts and the planning process; awareness and education programs and strategies for the general community as well as business and industries. Requisites: None.

FSC148 3 Credits, 3 Periods
Fundamentals of Emergency Management
Emergency management systems including career opportunities, function, tasks and responsibilities of the emergency management program manager, role of the emergency manager in mitigation, preparedness, response, and recovery. Past civil defense and current emergency management systems since evolution from World War II. Requisites: None.

FSC202 3 Credits, 3 Periods
Supervisory Training For Firefig ters
Administrative methods applied to the fi e service, departmental organization, and personnel management. Includes fi e alarm signaling systems, fi e service planning, and relationships with other city departments. Prerequisites: None.

FSC204 3 Credits, 3 Periods
Firefig ting Tactics And Strategy
Methods of coordinating personnel, equipment, and apparatus on the fi eground. Practical methods of controlling and extinguishing structural and other types of fi es. Includes simulation exercises. Prerequisites: FSC113, or permission of Instructor, or equivalent.

FSC208 3 Credits, 3 Periods
Firefig ter Safety And Building Construction
Actions necessary to provide for the safety of fi efig ters operating on the fi eground. Effects that fi e and heat may have on various types of building construction resulting in the loss of structural integrity. Includes signs and symptoms of structural damage. Prerequisites: FSC113, or permission of Instructor, or equivalent.

FSC238 2 Credits, 2 Periods
Vehicular Extrication and Patient Stabilization
Participative course designed for the Emergency Medical Technicians (EMT). Incorporates new knowledge and skills necessary to access, extricate, and care for victims of crash incidents. 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. Prerequisites: Basic EMT certific tion, current enrollment in an EMT-Basic program, nurse with emergency department experience, or law enforcement personnel, or permission of instructor.

FSC258 3 Credits, 3 Periods
Victimology and Crisis Management
Victimology, the criminal justice system, techniques of crisis intervention, and the importance of a multicultural and global perspective. Includes sexual assault, family violence, post-traumatic stress disorder, the role of substance abuse, effective coping skills, appropriate community resources and the responsiveness of the justice system. Prerequisites: None.

FSC260 3 Credits, 3.6 Periods
Technical Rope Rescue (RR) 1, 2, 3
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: FSC131 or permission of Instructor.

FSC261 3 Credits, 3.6 Periods
National Fire Protection Agency Rope Technician
Advanced anchor construction, use of elevated anchor points on difficul edges, horizontal rope systems, and study of force multipliers commonly experienced during high angle rope rescue. Meets the certific tion requirements for the NFPA (National Fire Protection Agency) 1670 for Operational Rope Rescue and NFPA 1006 for Technical Rescue Rope Technician. Prerequisites: FSC260 or (the Office of the Arizona State Fire Marshal's Ropes 1, 2, and 3 class), or permission of Instructor.

FSC282AC 3 Credits, 3 Periods
Volunteerism For Fire Science: A Service Learning Experience
Service learning field experience within human service organization/agency. May be repeated for a total of six (6) FSC282 credit hours; may not repeat specific agency assignment for more than three (3) credit hours. Standard grading available according to procedures outlined in catalog. Prerequisites: Permission of Instructor.

FSC296WC 3 Credits, 15 Periods
Cooperative Education
Work college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. Prerequisites: Completed at least 12 credits, min 2.6 GPA & able to obtain a position related to student's academic/career goals or permission of Instructor. Coreq: Enrolled in at least 1 class related to major/career interest or permission of Instructor.

FSC298AA 1 Credit, 1 Period
FSC298AB 2 Credits, 2 Periods
FSC298AC 3 Credits, 3 Periods
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.

Food & Nutrition

Division: Health & Exercise Science
Chair: Ms. Lori Anonsen
Phone: 602.787.7295

FON100 3 Credits, 3 Periods
Introductory Nutrition
Basic nutrition concepts for health and fit ess. Emphasizes current dietary recommendations for maximizing well-being and minimizing risk of chronic disease. Focuses on use of tables, food guides, and guidelines for making healthy food choices. Includes unique nutrition needs for selected stages of the lifecycle, methods for evaluating creditability of nutrition claims, principles of vegetarian nutrition, safe and economic use of supplements, principles of energy balance, basic elements of food safety, diet for exercise and sports, and personal dietary evaluation techniques. Not for predietetics or selected other preprofessional majors. May not be taken for credit if credit has been earned in FON100AA and/or FON100AC. Prerequisites: None.

FON104 1 Credit, 1 Period
Certific tion in Food Service, Safety & Sanitation
Preparation for and certific tion 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, food borne illnesses, pest control, accident prevention, standards for cleaning and sanitizing, and regional regulations and standards. Prerequisites: None.

FON125 1 Credit, 1 Period
Introduction to Professions in Nutrition and Dietetics
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.

FON135 3 Credits, 4 Periods
Sustainable Cooking
Basic cooking techniques for healthful and enjoyable eating. Emphasis on strategies for maximizing the use of whole, local, and nutrient-dense food while focusing on applying the dietary recommendations for optimal health to food choices. Opportunities to learn about sustainable food living and identifying resources that enable people to be more in control of their food supply. Prerequisites: None. Course Notes: Laboratory component involves hands-on experience in the college teaching or commercial kitchen and garden (or similar teaching or commercial food operation).

FON142AB 3 Credits, 5 Periods
Applied Food Principles
Exploration and applications of scientific principles involved in food preparation; experiences with basic cooking methods; emphasis on the rationale of cooking techniques. Prerequisites: None.

FON143 3 Credits, 3 Periods
Food and Culture
Understanding diet in the context of culture. Historical, religious, and sociocultural influen es 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 3 Credits, 3 Periods
IIntroduction to Nutrition Services Management
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: MAT092 or equivalent, or satisfactory score on district placement exam.

FON210 3 Credits, 3 Periods
Sports Nutrition and Supplements for Physical Activity
Principles of nutrition applied to fitnes , 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 fitnes , 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: FON100AA, or FON100, or equivalent, or permission of instructor.

FON225 3 Credits, 3 Periods
Research in Complementary & Alternative Nutrition Therapies
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: MAT092 or equivalent, or satisfactory score on district placement exam.

FON241 3 Credits, 3 Periods
Principles of Human Nutrition
Scientific principles of human nutrition. Emphasis on scientific literacy and the study of nutrients for disease prevention. Includes micro and macro nutrients, human nutrient metabolism and nutrition`s role in the health of the human body throughout the life cycle. Addresses nutrition principles for prevention of nutrition-related health conditions. Prerequisites: None.

FON241LL 1 Credit, 3 Periods
Principles of Human Nutrition Laboratory
Self-evaluative laboratory experience to complement FON241, Principles of Human Nutrition using anthropometric, biochemical, and dietary analysis. Includes the use of qualitative and quantitative methodology to determine nutritional status and evaluate methodological applications. Prerequisites or Corequisites: FON241.

FON242 3 Credits, 3 Periods
Introduction to Medical Nutrition Therapy
Introduction to fundamental principles of medical nutrition therapy. Emphasis on development and analysis of diets that fit an individual's personal and therapeutic needs. Includes strategies to

promote dietary adherence and the development of educational programs for a diverse adult population. Prerequisites: FON241.

FON244AA 2 Credits, 2 Periods
Practicum I: Food Service Management 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: FON104, FON125, FON142AB, FON207 and FON242. Corequisite: FON244AB.

FON244AB Lab: 2.5 credits, 10 periods
Practicum I: Food Service Management 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: FON104, FON125, FON142AB, FON207 and FON242. Corequisite: FON244AA. Course Notes: Competencies in the lecture (FON244AA) met prior to their application in supervised practice settings during the practicum lab (FON244AB).

FON245AA 2 Credits, 2 Periods
Practicum II: Medical Nutrition Therapy
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. Comprehension of 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: FON125, FON242, HCC145AA, and MAT092 or equivalent, or satisfactory score on district placement exam. Corequisites: FON245AB.

FON245AB Lab: 2.5 credits, 10 periods
Practicum II: Medical Nutrition Therapy Lab
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: FON125, FON242, HCC145AA, and MAT092 or equivalent, or satisfactory score on district placement exam. Corequisite: FON245AA.

FON246AA Lecture: 2 Credits, 2 Periods
Practicum III: Community Nutrition Lecture
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: FON125 and FON242. Co-requisites: FON246AB.

FON246AB Lab: 2 Credits, 10 Periods
Practicum III: Community Nutrition Lab
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: FON125 and FON242. Co-requisites: FON246AA. Competencies in the lecture (FON246AA) met prior to their application in supervised practice settings during the practicum lab (FON246AB).

FON247 3 Credits, 3 Periods
Weight Management Science
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: FON100 or FON241 or permission of Instructor.

Forensic Science

Division: Social Science
Chair: Dr. Stephanie Bjork
Phone: 602.787.6689

FOR105 Lec: 4 Credits, 3 Periods
Forensic Science: Physical Evidence Lab: 0 Credits, 3 Periods
Scientific analysis and examination of physical evidence for forensic purposes. Covers finge prints, shoe prints, tool marks, glass, soil and mineral evidence, fi earms identific tion, 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 Lec: 4 Credits, 3 Periods
Forensic Science: Biological Evidence Lab: 0 Credits, 3 Periods
Scientific analysis and examination of biological evidence for forensic purposes. Covers blood, bloodstains, other biological fluid and stains, hair, DNA, toxicological evidence, controlled substances and alcohol. Includes the history of forensic science, functions of the crime lab, and criminalist career specialties. Prerequisites: None.

FOR275 4 Credits, 5 Periods
Forensic Anthropology
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.

Geography: Cultural

Division: Social Science
Chair: Dr. Stephanie Bjork
Phone: 602.787.7291

GCU121 3 Credits, 3 Periods
World Geography I: Eastern Hemisphere
Description and analysis of areal variations in social, economic, and political phenomena in major world regions. Emphasis on Europe, Russia, North Africa, and the Asian world. Prerequisites: None.

GCU122 3 Credits, 3 Periods
World Geography I: Western Hemisphere
Description and analysis of variations in social, economic, and political phenomena in major world regions. Emphasis on Sub-Saharan Africa, Latin America, and Anglo America. Prerequisites: None.

GCU221 3 Credits, 3 Periods
Arizona Geography
The historical to modern development of Arizona. The interplay between the physical, cultural and economic factors affecting Arizona today. Prerequisites: None.

Geography: Physical

Division: Social Science
Chair: Dr. Stephanie Bjork
Phone: 602.787.6689

GPH111 Lecture: 3 credits, 3 periods
Introduction to Physical Geography Lecture
Spatial and functional relationships among climates, landforms, soils, water, and plants. Prerequisites: None.

GPH112 Lecture: 3 credits, 3 periods
Introduction to Physical Geography Lab
Laboratory experience in support of GPH111. Prerequisites or Corequisites: GPH111.

GPH211 Lecture: 4 credits, 3 periods
Landform Processes Lab: 0 credits, 3 periods
Geographic characterisitcs of landforms and earth-survace processes emphasizing erosion, transportation, deposition and implications for human management of the environment. Prerequisites: ENG101 or ENG107 or equivalent.

GPH212 Lecture: 3 Credits, 3 Periods
Introduction to Meteorology I
Atmospheric processes and elements. General and local circulation, heat exchange and atmospheric moisture. Prerequisites: None.

GPH213 Lecture: 3 Credits, 3 Periods
Climate and Weather
Study of atmospheric phenomena over periods of time measured in months, years or longer. Includes average weather conditions, infrequent and unusual types of weather, and the influen e of weather on the cultural and human landscape. Prerequisites: None.

GPH214 1 Credit, 3 Periods
Introduction to Meteorology Laboratory I
Basic meteorological and climatological measurements. Prerequisites: None. Corequisites: GPH212.

GPH215 1 Credit, 3 Periods
Climate and Weather Laboratory
A mathematical, statistical, and spatial analysis of climatological phenomena. Prerequisites: None. Corequisites: GPH213

GPH298AA 1 Credit, 1 Period
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 are available for student use. Allows the best aspects of independent study and individualized learning to be combinedto maximize student development. Prerequisites: Permission of Program Director or instructor.

Geology

Division: Science
Department: Physical Sciences
Chair: Dr. Scott Massey
Phone: 602.787.6644

GLG101 3 Credits, 3 Periods
Introduction To Geology I - Physical Lecture
A study of the kind and arrangement of materials composing the earth's crust and the geological processes at work on and within the earth's surface. Prerequisites: None.

GLG102 3 Credits, 3 Periods
Introduction to Geology II - Historical Lecture
Outlines the origin and history of the Earth with emphasis on North America--its dynamic, geographic, and climatic changes; animals and plants of the past; the evolution of life. Prerequisites: None.

GLG103 1 Credit, 3 Periods
Introduction To Geology I - Physical Lab
May accompany GLG101. Study of common rock forming minerals, rocks, and maps. Prerequisites: None.

GLG104 1 Credit, 3 Periods
Intro to Geology II - Historical Lab
May accompany GLG102. Study of geological structures and rocks, fossils, and geologic maps. May require field trips. Prerequisites: None.

GLG110 3 Credits, 3 Periods
Geologic Disasters and the Environment
Acquaints students with the use and importance of geological studies as they apply to the interactions between people and the earth. Includes geological processes and hazards such as earthquakes, volcanoes, floods and landslides. Examines environmental impact and use of mineral and energy resources. Prerequisites: None.

GLG111 1 Credits, 3 Periods
Geological Disasters and the Environment Lab
May accompany GLG110. Basic geological processes and concepts. Emphasis on geology related environmental problems concerning Arizona. Case histories and field studies. May require field trips. Prerequisites: None.

German

Division: Communication, Humanities & Languages
Chair: Dr. David Rubi
Phone: 602.787.6578

GER101 4 Credits, 4 Periods
Elementary German I
Basic grammar, pronunciation and vocabulary of the German language. Includes the study of German culture, practice of listening, speaking, reading and writing skills. Prerequisites: None.

GER102 4 Credits, 4 Periods
Elementary German II
Continued study of grammar and vocabulary of the German language along with the study of German culture. Emphasis on German language skills. Prerequisites: GER101, or GER101AA, or permission of Department or Division. Completion of prerequisites within the last three years is required.

Health Care Core

Division: Health & Exercise Science
Chair: Ms. Lori Anonsen
Phone: 602.787.7295

HCC109 0.5 Credit, 0.5 Period
CPR for Health Care Provider
Current American Heart Association standards for one and two rescuer cardiopulmonary resuscitation (CPR) and obstructed airway procedures on the adult, infant, and pediatric victim. Use of automatic, external defib illation and resuscitation equipment. Prerequisites: None.

HCC130 3 Credits, 3 Periods
Fundamentals in Health Care Delivery
Overview of current and recent development of health care professions, including career and labor market information, health care delivery systems, third party payers, and facility ownership. Health organization structure, patient rights and quality care. Health care and life values. Definition and importance of values, ethics, and essential behaviors in the workplace. Worker rights and responsibilities. Healthful living practices to include nutrition, stress management and exercise. Occupational Safety and Health Administration (OSHA) standard precautions and facility safety. Use of principles of body mechanics in daily living activities. Basic communication skills which facilitate inter-professional teamwork in the health care setting. Focus on development of personal communication skills and an understanding of how effective communication skills promote teamwork. Focus on intercultural communication strategies. Prerequisites: None.

HCC145 3 Credits, 3 Periods
Medical Terminology for Health Care Professionals I
Medical terminology used in health care, with special care populations and in special services. Body systems approach to terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing terms using word parts. Medical abbreviations and symbols and term spelling. Prerequisites: None.

HCC145AA 1 Credit, 1 Period
Medical Terminology for Health Care Professionals I
Introduction to medical terms used in health care. Body systems approach to selected terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing selected terms using basic word parts. Selected medical abbreviations and symbols and term spelling. Prerequisites: None.

HCC146 2 Credits, 2 Periods
Common Medical Terminology for Health Care Professionals
Common medical terms used in health care. Body systems approach to common terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing common terms using word parts. Common medical abbreviations and symbols and term spelling. Prerequisites: None.

Health Care Related

Division: Health & Exercise Science
Chair: Ms. Lori Anonsen
Phone: 602.787.7295

HCR210 3 Credits, 3 Periods
Clinical Health Care Ethics
An introduction to health care ethics with emphasis on analysis and ethical decision making at both the clinical and health policy levels for health care professionals. Theoretical foundation of bioethics reviewed within historical and contemporary contexts Prerequisites: ENG102 or ENG108 or permission of Instructor.

HCR220 3 Credits, 3 Periods
Introduction to Nursing and Health Care Systems
Introduction to the social, political, and economic contexts of the nursing profession and health care systems in the United States. Prerequisites: A grade of "C" or better in ENG102 or ENG108 or permission of Instructor.

HCR240 4 Credits, 4 Periods
Human Pathophysiology
Chemical, biological, biochemical, and psychological processes as a foundation for the understanding of alterations in health.

The structural and functional pathophysiology of alterations in health; selected therapeutics considered. Prerequisites: BIO202 or BIO205 or equivalent.

Health Science

Division: Health & Exercise Science
Chair: Ms. Lori Anonsen
Phone: 602.787.7295

HES100 3 Credits, 3 Periods
Healthful Living
Health and wellness and their application to an optimal lifestyle. Explores current topics of interest such as stress management, nutrition, fitnes , and environmental health. Evaluates common risk factors associated with modern lifestyles. Prerequisites: None.

HES201 3 Credits, 3 Periods
Substance Abuse and Behavior
Principles and factual bases of drug use and abuse. Physiological and socio-psychological effects of drug use and law enforcement of drug abuse. Consultants used extensively to enrich course. Prerequisites: None.

HES210 3 Credits, 3 Periods
Cultural Aspects of Health and Illness
Examines how culture influen es health and illness, health care practices, barriers to health care, interactions with health care professionals, and health disparities in the U.S.

History

Division: Social Science
Chair: Dr. Stephanie Bjork
Phone: 602.787.6689

HIS100 3 Credits, 3 Periods
History of Western Civilization to Middle Ages
Survey of the origin and development of Western civilization and its institutions from prehistory through the Ancient World and the Middle Ages. Prerequisites: None.

HIS101 3 Credits, 3 Periods
History of Western Civilization: Middle Ages to 1789
Survey of origin and development of Western civilization and its institutions from the Renaissance and Reformation through Age of Enlightenment. Prerequisites: None.

HIS102 3 Credits, 3 Periods
History of Western Civilization 1789 to Present
Survey of origin and development of Western civilization and its institutions from French Revolution through the present. Prerequisites: None.

HIS103 3 Credits, 3 Periods
United States History to 1865
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 3 Credits, 3 Periods
United States History 1865 to Present
The political, economic, and social development of United States from 1865 to the present time. Prerequisites: None.

HIS110 3 Credits, 3 Periods
World History to 1500
Survey of the economic, social, cultural, and political elements of world history from the beginning of human civilization to 1500. Prerequisites: None.

HIS111 3 Credits, 3 Periods
World History 1500 to the Present
Survey of the economic, social, cultural, and political elements of world history from 1500 to the present. Prerequisites: None.

HIS113 3 Credits, 3 Periods
History of Eastern Civilizations to 1850
An examination of the characteristics and development of civilizations, religions and philosophies of the Middle East, India, Far East, and Southeast Asia. From ancient times to the mid-nineteenth century. Prerequisites: None.

HIS114 3 Credits, 3 Periods
History of Eastern Civilizations 1850 to Present
Examination of characteristics and development of civilizations of Middle East, India, Far East, and Southeast Asia, from mid-nineteenth century to present. Prerequisites: None.

Health Care Technology Management

Division: Business/Information Technology
Chair: Mr. Sean Petty
Phone: 602.787.6658

HTM150 3 Credits, 3 Periods
Introduction to Healthcare IT and Systems
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: CIS105 or permission of Instructor.

HTM200 3 Credits, 4 Periods
Healthcare IT Software Infrastructure:
Interoperability, Security and mHealth
Application of industry-specific IT skills to entry-level Healthcare IT software development projects, with particular skills emphasis on high-growth areas such as interoperability, security and Mobile Health (mHealth). Prerequisites: [(CIS133AA and CIS133BA and CIS133CA) or CIS133DA] and CIS150AB and HTM150 and permission of Program Director.

HTM250 3 Credits, 4 Periods
Healthcare IT Systems Development Life Cycle (SDLC)

Introduction to the Systems Development Life Cycle (SDLC) methodologies and tools currently used on healthcare Information Technology (IT) projects, with particular emphasis on software development. Experience with application development and testing tools in a project-based lab setting. Prerequisites or Corequisites: CIS224 and HTM200.

HTM270 3 Credits, 3 Periods
Healthcare IT Systems Capstone
Culminating application of the skills, knowledge, communication and critical thinking skills from the Healthcare Technology Systems program to address industry-specific challenges. Includes investigation and application of current and emerging healthcare technologies. Prerequisites: HTM250.

Honors

Division: English
Chair: Ms. Renee Cornell
Phone: 602.787.6566

HON190 3 Credits, 3 Periods
The Honors Experience
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.

HON201 3 Credits, 3 Periods
Leadership Development:
Historical and Contemporary Perspectives
Interdisciplinary study of leadership focusing on development of leadership skills. Prerequisites: Admission to the college honors program or permission of Instructor.

Humanities

Division: Communication, Humanities & Languages
Chair: Dr. David Rubi
Phone: 602.787.6578

HUM205 3 Credits, 3 Periods
Introduction to Cinema
Survey of the history and development of the art of motion pictures, including criticism of aesthetic and technical elements. Prerequisites: None.

HUM209 3 Credits, 3 Periods
Women and Films
Analysis of images of women in films from both historical and contemporary perspectives. Prerequisites: None.

HUM210 3 Credits, 3 Periods
Contemporary Cinema
A study of contemporary film , directors and critics with emphasis on evaluating film as an a t form. Prerequisites: None.

HUM250 3 Credits, 3 Periods
Ideas and Values in the Humanities
An historical analysis of the interrelationships of art, architecture, literature, music, and philosophy from the early civilizations to the Renaissance, including western and non-western cultures. Prerequisites: ENG101.

Humanities: Spanish

SPH245 3 Credits, 3 Periods
Hispanic Heritage in the Southwest
A survey of Hispanic heritage in the Southwest. Cultural and social institutions and their contribution to the development of the region and its heritage. Prerequisites: None.

Information Studies

Division: Library
Chair: Ms. Paula Crossman
Phone: 602.787.7203

IFS201 3 Credits, 3 Periods
Information in a Post-Truth World
Development of critical thinking skills in using information. Exploration of how information can be used as a tool or a weapon. Explanation of the role of information as a consumer and creator. Recognition of the impact of culture and worldview on how information is understood, created, and disseminated. Prerequisites: A grade of "C" or better in ENG101 or ENG107.

IFS210 3 Credits, 3 Periods
Research in a Global Society
A comparative study focused on access to digital information in a global environment. Explore the global culture developing around the Internet and the impact of local, national and global cultures as well as economic and social factors related to the fl w of information in a global society. Examine emerging technologies to produce and distribute information across cultures in a global society in an ethical manner. Prerequisites: None.

Integrated Public Health

Division: Health & Exercise Science
Chair: Ms. Lori Anonsen
Phone: 602.787.7295

IPH101 3 Credits, 3 Periods
Introduction to Public Health
Introduction to Public Health introduces students to the broad discipline of public health and how it influen es 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 eval-

uation, major public health issues in the United States, public policy, and factors that contribute to individual and community health. Requisites: Prerequisites: None.

IPH1115 3 Credits, 3 Periods
Intro to Health Administration and the U.S. Health System
Introduction to the U.S. health care delivery system including knowledge and skills needed to navigate health care within a health care organization. Prerequisites: None.

International Business

Division: Business/Information Technology
Chair: Mr. Sean Petty
Phone: 602.787.6658

IBS101 3 Credits, 3 Periods
Introduction to International Business
A basic overview of international business to introduce students to international trade concepts. Focus of the course is on international business environment issues that influen e global business practices, decisions and applications. Prerequisites: None.

IBS109 3 Credits, 3 Periods
Cultural Dimension for International Trade
The importance of cultural sensitivity in international business relations investigated by studying the impact of geography, history, religion, politics, customs and cross-cultural communications on society. Prerequisites: None.

Japanese

Division: Communication, Humanities & Languages
Chair: Dr. David Rubi
Phone: 602.787.6578

JPN101 5 Credits, 6 Periods
Japanese Elementary I
Basic grammar, pronunciation, and vocabulary of Japanese. Study of Japanese culture. Development of speaking, listening, reading and writing skills. Prerequisites: None.

JPN102 5 Credits, 6 Periods
Japanese Elementary II
Continued study of basic grammar, pronunciation and vocabulary of Japanese. Study of the Japanese culture. Intensive practice in oral communication and development of reading and writing skills. Prerequisites: JPN101 or permission of Department or Division. Completion of prerequisites within the last three years is required.

Leadership

Division: Counseling & Personal Development
Chair: Dr. James Rubin
Phone: 602.787.6546

LDR101 2 Credits, 2 Period
Emerging Leaders I
Concepts and application of leadership skills and service learning to promote social change and value clarific tion. Development of organizational leadership skills through experiential learning. Prerequisites: None.

LDR201 2 Credits, 2 Periods
Leadership Facilitation I
Designed to provide skills and practice for group facilitation of leadership activities in diverse settings Focus on development of organizational skills to promote effective group functioning. Prerequisites: LDR102, or permission of instructor

Management

Division: Business/Information Technology
Chair: Mr. Sean Petty
Phone: 602.787.6658

MGT109 3 Credits, 3 Periods
Development Of Professional Skills And Standards
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/financia management, and human relations. Prerequisites: None.

MGT126 3 Credits, 3 Periods
Customer Service Skills and Strategies
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 profitabili y 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 3 Credits, 3 Periods
Business Organization and Management
Covers basic principles of managing quality and performance in organizations. Covers management functions: planning, organizing, leading, and controlling. Emphasizes continual improvement, ethics, and social responsibility. Prerequisites: None.

MGT229 3 Credits, 3 Periods
Management And Leadership I
Covers management concepts and applications for business, industry, and government organizations. Prerequisites: None.

MGT251 3 Credits, 3 Periods
Human Relations In Business
Analysis of motivation, leadership, communications, and other human factors. Cultural differences that may create confli t and affect morale individually and within organizations. Prerequisites: None. MGT101 or MGT175 or MGT229 suggested, but not required.

MGT253 3 Credits, 3 Periods
Owning And Operating A Small Business
Starting, organizing, and operating a small business, including location, finan e management processes, advertisement and promotion, credit, inventory control and ethics. Prerequisites: None.

MGT276 3 Credits, 3 Periods
Personnel/Human Resources Management
Human resource planning, staffing, training, compensating, and appraising employees in labor management relationships. Prerequisites: None. MGT101, or MGT175, or MGT229 suggested but not required.

Marketing

Division: Business/Information Technology
Chair: Mr. Sean Petty
Phone: 602.787.6658

MKT101 3 Credits, 3 Periods
Introduction To Public Relations
Emphasizes public relations techniques used both within and outside the business organization, including operation of a PR counseling fi m. Prerequisites: None.

MKT110 3 Credits, 3 Periods
Marketing and Social Networking
Theory and practice in the use of social media in marketing. Topics may include a history of social media, preparation for social marketing, the power of collective influen e, and how to engage with social media. Reviews social mediums, social networks, platforms and other marketing tools used to create a social media campaigns. Prerequisites: None.

MKT263 3 Credits, 3 Periods
Advertising Principles
Introduces the advertising function within business, including media study, creative strategies, and advertising campaigns. Prerequisites: None. MKT271 suggested, but not required.

MKT267 3 Credits, 3 Periods
Principles of Salesmanship
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 3 Credits, 3 Periods
Principles of Marketing
An analysis of the marketing process and environment with regard to the product, pricing, distribution, and communication in order to satisfy buyer needs. Prerequisites: None.

Mass Communication

Division: English
Chair: Ms. Renee Cornell
Phone: 602.787.6566

MCO120 3 Credits, 3 Periods
Media and Society
Study of historical and contemporary roles of media and its pervasiveness in society as it related to politics, education and culture. Prerequisites: ENG101 or ENG107.

Mathematics

Division: Mathematics
Chair: Mr. Gary Kellgren
Phone: 602.787.7132

MAT081 4 Credits, 4 Periods
Basic Arithmetic
Primary emphasis on conceptual understanding of and solving problems involving whole numbers, integers, mathematical operations, decimals, decimal operations, fractions, percentages, angles and geometric figures. Use of systems of measure, similarity, proportionality and the Pythagorean theorem. Focus on mathematical language, connections, patterns and reasoning, and additive and multiplicative reasoning. Prerequisites: Satisfactory score on district placement exam.

MAT082 3 Credits, 3 Periods
Basic Arithmetic
Primary emphasis on conceptual understanding of and solving problems involving whole numbers, integers, mathematical operations, decimals, decimal operations, fractions, percentages, angles and geometric figures. Use of systems of measure, similarity, proportionality and the Pythagorean theorem. Focus on mathematical language, connections, patterns and reasoning, and additive and multiplicative reasoning. Prerequisites: Satisfactory score on district placement exam.

MAT091 4 Credits, 4 Periods
Introductory Algebra
Emphasis on meanings related to variable, equality, inequality, equivalence. The use of additive and multiplicative reasoning in solving linear equations and inequalities in one variable. Validation of solution(s) through a reasonable mathematical defense. Transfer and apply knowledge through a process of sense making and reasonableness in mathematical problems and practical application situations. Recognize patterns and organize data to represent situations where output is related to input. Understand the concept of function and be able to represent functions in multiple ways, including tables, algebraic rules, graphs and contextual situations, and make connections among these representations. Read, represent, and interpret linear function relationships numerically, analytically, graphically and verbally and connect the different representations. Model and solve real world problems involving constant rate of change. Prerequisites: An appropriate mathematics placement score, OR a grade of "C" or better for MAT081, or MAT082, OR (an appropriate diagnostic score, or a grade of "C" or better in each of the following courses: MAT051, MAT052, MAT053, and MAT054).

MAT092 3 Credits, 3 Periods
Introductory Algebra
Emphasis on meanings related to variable, equality, inequality, equivalence. The use of additive and multiplicative reasoning in solving linear equations and inequalities in one variable. Validation of solution(s) through a reasonable mathematical defense. Transfer and apply knowledge through a process of sense making and reasonableness in mathematical problems and practical application situations. Recognize patterns and organize data to represent situations where output is related to input. Understand the concept of function and be able to represent functions in multiple ways, including tables, algebraic rules, graphs and contextual situations, and make connections among these representations. Read, represent, and interpret linear function relationships numerically, analytically, graphically and verbally and connect the different representations. Model and solve real world problems involving constant rate of change. Prerequisites: A grade of C or better in each of the following courses: (MAT051, MAT052, and MAT053), OR a grade of C or better in MAT08+, OR an appropriate district placement.

MAT095 5 Credits, 5 Periods
Introductory Algebra/College Algebra Prep
Emphasis on meanings related to variable, equality, inequality, equivalence. The use of additive and multiplicative reasoning in solving linear equations and inequalities in one variable. Validation of solution(s) through a reasonable mathematical defense. Transfer and apply knowledge through a process of sense making and reasonableness in mathematical problems and practical application situations. Recognize patterns and organize data to represent situations where output is related to input. Understand the concept of function and be able to represent functions in multiple ways, including tables, algebraic rules, graphs and contextual situations, and make connections among these representations. Read, represent, and interpret linear function relationships numerically, analytically, graphically and verbally and connect the different representations. Model and solve real world problems involving constant rate of change. Prerequisites: None.

MAT108 2 Credits, 2 Periods
Tutored Mathematics
Structured tutorial assistance and math study skills to help students achieve success in a mathematics course in which they are concurrently enrolled. Mathematics study skills emphasized. Corequisites: MAT082, or MAT090, or MAT091, or MAT092, or MAT120, or MAT121, or MAT122, or MAT140, or MAT141, or MAT142, or MAT150, or MAT151, or MAT152, or permission of Department Chair. Course Note: MAT108 may be repeated for a total of ten (10) credits.

MAT120 5 Credits, 5 Periods
Intermediate Algebra
Analysis of rational, radical, quadratic and exponential equations, functions and applications; graphs of radical, quadratic and exponential functions; operations on polynomial, rational, and radical expressions. Prerequisites: An appropriate mathematics placement score, OR a grade of "C" or better for MAT090, or MAT091, or MAT092, OR (an appropriate diagnostic score, or a grade of "C" or better in each of the following courses: MAT055, MAT056, and MAT057).

MAT121 4 Credits, 4 Periods
Intermediate Algebra
Analysis of rational, radical, quadratic and exponential equations, functions and applications; graphs of radical, quadratic and exponential functions; operations on polynomial, rational, and radical expressions. Prerequisites: An appropriate mathematics placement score, OR a grade of "C" or better for MAT090, or MAT091, or MAT092, OR (an appropriate diagnostic score, or a grade of "C" or better in each of the following courses: MAT055, MAT056, and MAT057).

MAT122 3 Credits, 3 Periods
Intermediate Algebra
Analysis of rational, radical, quadratic and exponential equations, functions and applications; graphs of radical, quadratic and exponential functions; operations on polynomial, rational, and radical expressions. Prerequisites: An appropriate mathematics placement score, OR a grade of "B" or better for MAT090, or MAT091, or MAT092, OR (an appropriate diagnostic score, or a grade of "B" or better in each of the following courses: MAT055, MAT056, and MAT057).

MAT140 5 Credits, 5 Periods
College Mathematics
College-level mathematics and its applications to real-life problems. Emphasis on understanding mathematical concepts and their applications. Topics include set theory, probability, statistics, finan e, and geometry. Prerequisites: An appropriate mathematics placement score, OR a grade of "C" or better for MAT090, or MAT091, or MAT092 OR (an appropriate diagnostic score, or a grade of "C" or better in each of the following courses: MAT055, MAT056, and MAT057), or a grade of "C" or better in MAT120, or MAT121, or MAT122.

MAT141 4 Credits, 4 Periods
College Mathematics
Working knowledge of college-level mathematics and its applications to real-life problems. Emphasis on understanding mathematical concepts and their applications. Topics include set theory, probability, statistics, finan e, and geometry. Prerequisites: An appropriate mathematics placement score, OR a grade of "C" or better for MAT090, or MAT091, or MAT092, OR (an appropriate diagnostic score, or a grade of "C" or better in each of the following courses: MAT055, MAT056, and MAT057), or a grade of "C" or better in MAT120, or MAT121, or MAT122.

MAT142 3 Credits, 3 Periods
College Mathematics
College-level mathematics and its applications to real-life problems. Emphasis on understanding mathematical concepts and their applications. Topics include set theory, probability, statistics, finan e, and geometry. Prerequisites: An appropriate mathematics placement score, OR a grade of "B" or better for MAT090, or MAT091, or MAT092, OR (an appropriate diagnostic score, or a

grade of "B" or better in each of the following courses: MAT055, MAT056, and MAT057), or a grade of "C" or better in MAT120, or MAT121, or MAT122.

MAT145 5 Credits, 5 Periods
College Mathematics with Review
Working knowledge of college-level mathematics and its applications to real-life problems. Emphasis on understanding mathematical concepts and their applications. Topics include set theory, probability, statistics, finance, and geometry. Prerequisites: A grade of C or better in each of the following courses: (MAT051, MAT052, and MAT053), OR a grade of C or better in MAT08+ or MAT09+, OR an appropriate district placement, OR permission of Department or Division Chair.

MAT150 5 Credits, 5 Periods
College Algebra/Functions
Analysis and interpretation of the behavior and nature of functions including polynomial, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, using multiple methods including matrices, modeling and solving real world problems, and defining and illustrating sequences and series. Prerequisites: A grade of "C" or better in MAT120, or MAT121, or MAT122, or satisfactory score on District placement exam.

MAT151 4 Credits, 4 Periods
College Algebra/Functions
Analysis and interpretation of the behavior and nature of functions including polynomial, rational, exponential, logarithmic, power, absolute value, and piecewise defined functions; systems of equations, modeling and solving real world problems. Additional topics may include matrices, combinatorics, sequences and series, and conics. Prerequisites: Grade of "C" or better in MAT120, or MAT121, or MAT122, or equivalent, or satisfactory score on District placement exam. Course Note: Students may receive credit for only one of the following: MAT150, MAT151, MAT152, or MAT187.

MAT155 5 Credits, 5 Periods
College Algebra/Functions with Review
Analysis and interpretation of the behavior and nature of functions including polynomial, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, using multiple methods including matrices, modeling and solving real world problems, and defining and illustrating sequences and series. Prerequisites: A grade of C or better in MAT095, or MAT096, or MAT12+, OR an appropriate district placement for MAT15+, OR permission of Department or Division Chair.

MAT182 3 Credits, 3 Periods
Plane Trigonometry
A study of measures of angles, properties of graphs of trigonometric functions, fundamental identities, addition and half angle formulas, inverse trigonometric functions, solutions of trigonometric equations, complex numbers and properties of triangle solution. May receive credit for only one of the following: MAT182 or MAT187. Prerequisites: Grade of "C" or better in MAT150, or MAT151, or MAT152, or equivalent, or concurrent registration in MAT150, or MAT151, MAT152, or satisfactory score on District placement exam.

MAT187 5 Credits, 5 Periods
Precalculus
A precalculus course combining topics from college algebra and trigonometry. Preparation for analytic geometry and calculus. May receive credit for only one of the following: MAT150, MAT151, MAT152, or MAT187. Prerequisites: Grade of B or better in MAT120, or MAT121, or MAT122, or equivalent, or satisfactory score on a placement test. Course Note: Strongly recommended that students have some knowledge of trigonometry. Students may receive credit for only one of the following: MAT150, MAT151, MAT152, or MAT187.

MAT206 3 Credits, 3 Periods
Elements of Statistics
Basic concepts and applications of statistics, including data description, estimation and hypothesis tests. Prerequisites: (A grade of "C" or better in MAT140, or MAT141, or MAT142), or (a grade of "C" or better in MAT150, or MAT151, or MAT152), or equivalent, or satisfactory score on district placement exam.

MAT212 3 Credits, 3 Periods
Brief Calculus
Introduction to the theory, techniques and applications of the differential and integral calculus of functions with problems related to business, life, and the social sciences. Prerequisites: Grade of C or better in MAT150, or MAT151, or MAT152, or MAT187, or appropriate Math placement test score.

MAT213 4 Credits, 4 Periods
Brief Calculus
Introduction to the theory, techniques, and applications of the differential and integral calculus of functions with problems related to business, life, and the social sciences. Prerequisites: Grade of "C" or better in MAT150, or MAT151, or MAT152, or MAT187, or appropriate Math placement test score. Course Notes: Students may receive credit for only one of the following: MAT212 or MAT213.

MAT217 3 Credits, 3 Periods
Mathematical Analysis for Business
An introduction to the mathematics required for the study of business. Includes multivariable optimization, Lagrange multipliers, linear programming, linear algebra, probability, random variables, discrete and continuous distributions. Prerequisites: Grade of C or better in MAT212 or MAT213.

MAT218 4 Credits, 4 Periods
Mathematical Analysis for Business
An introduction to the mathematics required for the study of business. Includes multivariable optimization, Lagrange multipliers, linear programming, linear algebra, probability, random variables, discrete and continuous distributions. Prerequisites: Grade of C or better in MAT212 or MAT213.

MAT220 5 Credits, 5 Periods
Calculus with Analytic Geometry I
Limits, continuity, differential and integral calculus of functions of one variable. Prerequisites: Grade of "C" or better in (MAT150, or MAT151, or MAT152, and MAT182), or MAT187, or equivalent, or satisfactory score on district placement exam. Course Notes:

Students may receive credit for only one of the following: MAT220 or MAT221.

MAT225 3 Credits, 3 Periods
Elementary Linear Algebra
Introduction to matrices, systems of linear equations, determinants, vector spaces, linear transformations and eigenvalues. Emphasizes the development of computational skills. Prerequisites: Grade of "C" or better in MAT212 or MAT220, or MAT221, or equivalent.

MAT227 3 Credits, 3 Periods
Discrete Mathematical Structures
Introduction to lattices, graphs, Boolean algebras, and groups. Emphasis on topics relevant to computer science. Prerequisites: A grade of "C" or better in (CSC100 or CSC110) and (MAT220 or MAT221) or permission of Instructor.

MAT230 5 Credits, 5 Periods
Calculus with Analytic Geometry II
Techniques of integration for both proper and improper integrals with applications to the physical and social sciences, elements of analytic geometry, and the analysis of sequences and series. Prerequisites: Grade of C or better in MAT220, or MAT221, or equivalent. Course Note: Student may receive credit for only one of the following: MAT230 or MAT231.

MAT241 4 Credits, 4 Periods
Calculus with Analytic Geometry III
Multivariate calculus including vectors, vector- valued functions, partial differentiation, multiple integration and an introduction to vector field . Prerequisites: Grade of "C" or better in MAT230 or MAT231. Course Note: Student may receive credit for only one of the following: MAT240 or MAT241.

MAT256 4 Credits, 4 Periods
Investigating Quantity: Number,
Operations and Numeration Systems
Explore number, numeration systems and operations on numbers. Techniques of problem solving with an emphasis on exploring a variety of strategies. Use a variety of visualization techniques to develop a conceptual understanding of these topics. Prerequisites: A grade of "C" or better in (MAT150 or MAT151 or MAT152 or higher), or a grade of "C" or better in [(MAT120 or MAT121 or MAT122) and (MAT140 or MAT141 or MAT142 or higher)], or [a grade of "C" or better in (MAT140 or MAT141 or MAT142) and satisfactory score on District placement exam to permit enrollment in (MAT150 or MAT151 or MAT152 or higher)].

MAT257 4 Credits, 4 Periods
Investigating Geometry, Probability and Statistics
Explores geometry, measurement, probability and statistics. Uses visualization, technologies, problem solving, reasoning and proof to develop a conceptual understanding of these topics. Prerequisites: MAT256 or permission of Instructor.

MAT276 4 Credits, 4 Periods
Modern Differential Equations
Introduces differential equations, theoretical and practical solution techniques with applications. Problem solving using MATLAB. Prerequisites: Grade of "C" or better in MAT230, or MAT231, or permission of Department or Division. Course Notes: Students may receive credit for only one of the following: MAT276 or MAT277.

MAT296WA 1 Credit, 5 Periods
MAT296WB 2 Credits, 10 Periods
MAT296WC 3 Credits, 15 Periods
Cooperative Education
Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. Prerequisites: Completion of at least twelve (12) college credits, minimum 2.6 grade point average, and be able to obtain a position related to student's academic or career goals (student's present job may qualify); or permission of instructor. Corequisites: Must be concurrently enrolled in at least one class which is related to student's major or career interest or with permission of the instructor.

Microsoft® Technology

Division: Business/Information Technology
Chair: Mr. Sean Petty
Phone: 602.787.6658

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."

MST140 3 Credits, 4 Periods
Microsoft Networking Essentials
Emphasis on local area network with overview of wide area networks. Includes terminology, hardware and software components, connectivity, network architecture, packet structure, topologies, communication standards and protocols, and security issues. Preparation for Microsoft certification examination. Prerequisites: None. (BPC110 or CIS105, and BPC121AB) suggested but not required. Note: MST140 is a foundation course for all MST courses and will also prepare students for the COMPTIA Network+ Exam.

MST150SV 3 Credits, 4 Periods
Microsoft Windows 7 Configu ation
Knowledge and skills necessary to perform installation and day-to-day support of the Microsoft Windows 7 operating system. Prerequisites: None. CIS190, or CNT140AA, or MST140 suggested but not required. Course Notes: Preparation for Microsoft certific tion examination 70-680.

MST155DA 4 Credits, 5 Periods
Windows Server Network Infrastructure Configu ation
Information and skills necessary to design a Microsoft Windows networking services infrastructure design. Includes network foundation design, Internet and private networks connectivity, in addition to functionality security and performance features of networking services. Prerequisites: MST150, or any MST150++ course, or permission of Instructor.

MST158DA 4 Credits, 5 Periods

Windows Server Administration
Knowledge and skills necessary to install, configu e, customize, optimize, network, integrate, and troubleshoot Windows Server. Prerequisites: MST155DA, MST156DA, and MST157DA. Course Notes: MST158DA is a preparation for Microsoft 70-646 certific tion examination.

MST244 3 Credits, 4 Periods
Microsoft® SQL Server Administration
Knowledge and skills required to install, configu e, and administer Microsoft SQL server. Preparation for Microsoft certific tion examination. Prerequisites: Any MST152 course, or MST170, or permission of instructor.

Music: Commercial

Division: Fine & Performing Arts
Chair: Dr. Christopher Scinto
Phone: 602.787.6686

MUC109 3 Credits, 3 Periods
Music Business: Merchandising and the Law
Operation, scope, and career opportunities in the music business. Focuses on music in the marketplace, songwriting, publishing, copyright procedures, and business affairs, agents, artist management, and concert production. Prerequisites: None.

MUC110 3 Credits, 3 Periods
Music Business: Recording & Mass Media
The operation, scope, and career opportunities in the music business. Focuses on the record industry; environmental music; uses of music in radio, telecommunications, and film; and career options. Prerequisites: None.

MUC111 3 Credits, 5 Periods
Digital Audio Workstation I (DAW I)
Use of digital mixing and automation software in conjunction with editing and recording. Includes computer operation, troubleshooting, and file management. Prerequisites: MUC195 or MUC195AA.

MUC112 3 Credits, 5 Periods
Digital Audio Workstation II (DAW II)
Use of digital mixing and automation software in conjunction with editing and recording. Includes computer operation, troubleshooting, and file manageme t. Prerequisites: MUC111.

MUC194 3 Credits, 3 Periods
Introduction to Audio Mixing Techniques
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: MUC112 and MUC195 or permission of Instructor.

MUC195 3 Credits, 5 Periods
Studio Music Recording I
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 3 Credits, 5 Periods
Studio Music Recording II
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: MUC195 or MUC195AA.

MUC197 3 Credits, 3 Periods
Live Sound Reinforcement I
Basic principles of live sound engineering. Emphasis on signal fl w, 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 3 Credits, 3 Periods
Live Sound Reinforcement II
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: MUC197.

MUC290AA 1 Credit, 1 Period
Music Business Internship
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.

MUC295 3 Credits, 6 Periods
Studio Music Recording III
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: MUC196 and (MUC111 or permission of Instructor).

MUC293 1 Credit, 1 Period
Self Promotion for Music
Career goal development. Includes self-presentation and communication skills, keeping files and records, and developing self-promotional materials. Prerequisites: None.

MUC297AA 1 Credit, 1 Period
Music Internship
Music Internship work experience in a business or industry. Eighty (80) hours of designated work per credit. A maximum of 12 credits allowed. Prerequisites: Permission of department.

MUC297AB 2 Credits, 2 Periods
Music Internship
Music Internship work experience in a business or industry eighty (80) hours of designated work per credit. A maximum of 12 credits allowed. Prerequisites: MUC110.

MUC298AC 3 Credits, 3 Periods
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. Professionaltype 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.

Music: Humanities & Literature

Division: Fine & Performing Arts
Chair: Dr. Christopher Scinto
Phone: 602.787.6686

MHL143 3 Credits, 3 Periods
Music in World Cultures
Non European musical traditions including the study of music in rituals, musical instruments and the impact of cultures on musical styles. Prerequisites: None.

MHL145 3 Credits, 3 Periods
American Jazz and Popular Music
TThe study of cultural and social contributions to the evolution of American jazz and popular music from the mid-1800`s to present. Prerequisites: None.

MHL153 3 Credits, 3 Periods
Rock Music and Culture
History of Rock music and how cultural, social, political, and economic conditions have shaped its evolution. Prerequisites: None.

MHL155 3 Credits, 3 Periods
Survey of American Music
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 influen e our modern American musical sense. Prerequisites: None.

MHL204 3 Credits, 3 Periods
Hip-Hop Music and Culture
A history of Hip-Hop`s musical and artistic elements and how cultural, social, political, and economic conditions have shaped its evolution. Prerequisites: ENG101, or ENG107, or permission of Instructor.

Music: Performance

Division: Fine & Performing Arts
Chair: Dr. Christopher Scinto
Phone: 602.787.6686

MUP101 1 Credit, 0.6 Periods
Private Instruction (see Music Performance modules)
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, flu e, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. May be repeated for credit. Prerequisites: None.

MUP102 2 Credits, 1.2 Periods
Private Instruction (see Music Performance modules)
Private Instruction emphasizing musicianship, literature, technique and performance. Four course sequence designed for university transfer equivalency. May be repeated for credit. Prerequisites: None.

MUP151 1 Credit, 0.6 Periods
Private Instruction (see Music Performance modules)
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, flu e, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. May be repeated for credit. Prerequisites: MUP101 (appropriate module).

MUP152 2 Credits, 1.2 Periods
Private Instruction (see Music Performance modules)
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, flu e, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. May be repeated for credit. Prerequisites: MUP102 (appropriate module).

MUP201 1 Credit, 0.6 Periods
Private Instruction (see Music Performance modules)
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, flu e, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, harp and percussion. May be repeated for credit. Prerequisites: MUP151 (appropriate module).

MUP202 2 Credits, 1.2 Periods
Private Instruction (see Music Performance modules)
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, flu e, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. May be repeated for credit. Prerequisites: MUP152 (appropriate module).

MUP251 1 Credit, 0.6 Periods
Private Instruction (see Music Performance modules)
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, flu e, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. May be repeated for credit. Prerequisites: MUP201 (appropriate module).

MUP252 2 Credits, 1.2 Periods
Private Instruction (see Music Performance modules)
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, flu e, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. May be repeated for credit. Prerequisites: 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	Bass Guitar
101, 102, 151, 152, 201, 202, 251, 252 CI	Percussion

Class & Group Instruction

MUP131 2 Credits, 3 Periods
Class Piano I
Development of beginning piano techniques and the fundamentals of music including basic hand position, music reading skills of melodic and harmonic material, major scales, transposition, and harmonizations including the I, IV, V7 chords. Prerequisites: None.

MUP132 2 Credits, 3 Periods
Class Piano II
Continuation of Piano I with emphasis on elementary piano techniques including major and minor scales, transposition, improvisation, and sight reading. Prerequisites: MUP131 or permission of instructor.

MUP161 1 Credits, 3 Periods
Community Band
Emphasis on college/community participation and the preparation of band literature for public performance. Auditions may be required. Prerequisites: None.

MUP232 2 Credits, 3 Periods
Class Piano IV
Continuation of Piano III including modulation techniques, improvisation of piano accompaniments, advanced chromatic harmony, and sight reading of advanced literature. Prerequisites: MUP231 or permission of instructor.

MUP233 2 Credits, 3 Periods
Class Voice III
Interpretive singing through a closer examination of coloring, tone production, dynamics, and tempo indications. Prerequisites: MUP134.

Choir, Ensemble, Orchestra

MUP150 1 Credit, 3 Periods
Community Chorus
A mixed chorus with emphasis on college/community participation and preparation of a variety of choral literature for public performance. Auditions may be required. May be repeated for credit. Prerequisites: None.

MUP153 2 Credits, 5 Periods
Concert Choir
A mixed choir designed to emphasize choral techniques and performance of all styles of choral literature. Public performances are scheduled each semester. Prerequisites: None.

MUP158 1 Credit, 3 Periods
Rock Band
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 1 Credit, 3 Periods
Jazz Ensemble
Practical and performance experience in various jazz styles. Open to all students on the basis of auditions. May be repeated for credit. Prerequisites: None.

MUP181 1 Credit, 2 Periods
Chamber Music Ensembles
Practical and performance experience in instrumental, vocal, and mixed ensembles. May be repeated for credit. Prerequisites: None.

MUP181 Chamber Music Ensemble: Flute 1
MUP181 Chamber Music Ensemble: Advanced Flute
MUP181 Chamber Music Ensemble: Cello 1
MUP181 Chamber Music Ensemble: Jazz Combo 1
MUP181 Chamber Music Ensemble: Multi Media 1
MUP181 Chamber Music Ensemble: Open Score 1
MUP181 Chamber Music Ensemble: Piano - Classical 1
MUP181 Chamber Music Ensemble: String 1
MUP181 Chamber Music Ensemble: Union Jazz Institute 1

MUP185 1 Credit, 3 Periods
Flute Choir
Ensemble of the entire flu e family that may include piccolo,

E fl t flu e, C flu es, alto flu es, and bass flu e. Literature will include commissioned works, original works for standard flu e choir, and transcriptions from various musical periods. Prerequisites: Audition or permission of Instructor.

MUP270 2 Credits, 5 Periods
Musical Theatre Workshop
Workshop in the study and performance of Musical Theatre repertoire. Including audition techniques, talent evaluation criticism, rehearsal techniques, vocal acting styles, stage movement, and performance. May be repeated for credit. Prerequisites: None.

Music: Theory & Composition

Division: Fine & Performing Arts
Chair: Dr. Christopher Scinto
Phone: 602.787.6686

MTC101 3 Credits, 3 Periods
Introduction to Music Theory
Designed to develop written and aural skills necessary for advanced study of music theory and skills. Recommended for music majors. Prerequisites: None.

MTC105 3 Credits, 3 Periods
Music Theory I
The chronological study of music theory including: harmony, melody, texture, structure and timbre through analysis, original compositions and basic exercises to demonstrate musical concepts. Prerequisites: MTC100, or MTC101, or permission of instructor. Corequisites: MTC106.

MTC106 1 Credit, 2 Periods
Aural Perception I
The development of listening and performing skills through dictation, sight singing and keyboard harmony. Prerequisites: None.

MTC112
Song and Melody Forms 1 1 Credit, 1 Period
Introduction to basic song forms and components, including introduction, verse, chorus, bridge, interlude or break. Prerequisites: None

MTC113 1 Credit, 1 Period
Songwriting Techniques
Introduction to pop melody writing and harmonic settings. Development of short ideas into complete songs with the use of contrast, variation, and repetition. Consideration of the pros and cons of writing songs with a partner or small group. Prerequisites: None.

MTC130 2 Credits, 2 Periods
Jazz Theory
Develop written and aural theory skills necessary in the jazz idiom. Prerequisites: A grade of C or better in (MTC101 and MTC103), or permission of Instructor.

MTC155 3 Credits, 3 Periods
Music Theory II
A continuation of Music Theory I with emphasis on harmony and part-writing procedures. Prerequisites: MTC105. Corequisites: MTC156.

MTC156 1 Credit, 2 Periods
Aural Perception II
A continuation of Aural Perception I, including harmonic practices. Prerequisites: None. Corequisites: MTC155.

MTC180 3 Credits, 4 Periods
Computer Literacy for Musicians
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.

MTC190 3 Credits, 4 Periods
Computer-Aided Music Notation
Introduction to computer-aided music notation, culminating in editing and producing publication-quality music scores. Ability to read music notation required. Permission of Instructor

MTC191 3 Credits, 4 Periods
Electronic Music I
An introduction to producing music with Musical Instrument Digital Interface (MIDI) configu ations consisting of computers, printers, synthesizers, and other compatible MIDI instruments. Prerequisites: None.

MTC192 3 Credits, 4 Periods
Electronic Music II
Continued study of the production of music with Musical Instrument Digital Interface (MIDI) configu ations. Emphasis on more complex configu ations and their applications in song arrangements. Prerequisites: MTC191.

MTC205 3 Credits, 3 Periods
Music Theory III
The study of chromatic harmony and melody, modulation techniques and expanded chords. The analysis of formal structure. Prerequisites: MTC155. Corequisites: MTC206.

MTC206 1 Credit, 2 Periods
Aural Perception III
A development of listening and performing skills, including an introduction of chromatic harmonic techniques and concepts of style. Prerequisites: None. Corequisites: MTC205.

MTC240 3 Credits, 0.6 Periods
Composition
Introduction to the basics of music composition, stressing techniques and procedures for developing original ideas. May be repeated for total of twelve (12) credit hours. Prerequisites: (MTC105 and MTC106, or equivalent), and permission of instructor.

MTC255 3 Credits, 3 Periods
Music Theory IV

A continuation of Music Theory III, including 20th century theories and techniques. Prerequisites: MTC205. Corequisites: MTC256.

MTC256 2 Credit, 2 Periods
Aural Perception IV
A continuation of Aural Perception III, including extended chords. Prerequisites: None. Corequisites: MTC255.

MTC291
Electronic Music III 3 Credits, 4 Periods
Continued study of the production of music using electronic processes. Emphasis on more complex configu ations and their applications in live performance or studio use. Prerequisites: A grade of C or better in MTC192.

Nursing

Division: Health & Exercise Science
Department: Nursing
Director: Mr. Nick DeFalco
Phone: 602.787.7192

NUR101 1 Credit, 1 Periods
Student Success in Nursing
Individual self-awareness and self management strategies for success with nursing study, clinical reasoning and testing success. Emphasis on the development of prioritizing and delegation skills for the nursing student. Prerequisites: Permission of Instructor.

NUR104AB 1 Credit, 1 Period
Structured Nursing Review
Structured nursing tutorial assistance and nursing study skills to help students achieve success in their respective block of nursing courses. Nursing process and critical thinking application skills emphasized. Prerequisites: None. Corequisites: Concurrent enrollment in the Nursing program or permission of Department Chair. Course Note: Course offered as Credit (P) No credit (Z) basis. NUR104AB may be repeated for a total of eight (8) credits.

NUR106 Lec: 9.0 Credits, 5.5 Periods
Nursing Theory and Science Lab: 0 Credits, 0 Periods
Transition (Paramedic Bridge)
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 Certific te), acceptance into the Maricopa Nursing advanced placement, NUR187, and (one year current work experience utilizing Paramedic scope of practice or permission of Nursing Department Chairperson).

NUR152 9 Credits, 4 Periods
Introduction of Nurse of the Future competencies as a foundational framework for development of the professional nurse. Basic care concepts and the nursing process are utilized to meet the needs of adult and older adult patients. Prerequisites: Admission into the Nursing Program.

NUR158 Lecture: 6 Credits, 4 Periods
Nurse Assisting Lab: 0 Credits, 6 Periods
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 essential for the nursing assistant, interventions to ensure the needs and safety of the client, specific types of diseases, conditions and alterations in behavior of the client, and principles of nutrition and fluid balance. Focus is on special needs of the elder client in the acute and long-term care settings, and basic emergency 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: (A grade of "C" or better in RDG091 or higher RDG reading course or eligibility for CRE101 as indicated by appropriate reading placement test score, or HESI-A2 exam English Composite score of 75% or higher) AND (a grade of "C" or better in MAT082, or eligibility for MAT090 or higher as indicated by appropriate math placement test score, or HESI-A2 exam Math score of 75% or higher). Must provide current Level One DPS Fingerprint Clearance Card, meet pass status on MCCD Background Check, and submit required health and safety documentation.

NUR172 Lecture: 9.0 Credits, 5.5 Periods
Nursing Theory And Science II Lab: 0 Credit, 10.5 Periods
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. Prerequisites: (BIO202 and NUR152) or permission of Nursing Department Chair.

NUR252 Lec: 9.0 Credits, 5.5 Periods
Nursing Theory and Science III Lab: 0 Credits, 10.5 Periods
Application of critical thinking strategies 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: (CRE101 and NUR172 and PSY101) or permission of Nursing Department Chair.

NUR283 Lec: 9.0 Credits, 5.5 Periods
Nursing Theory and Science IV Lab: 0 Credits, 10.5 Periods
Applies Nurse of the Future competencies 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: (BIO205 and NUR252) or permission of Nursing Department Chair.

Nursing: Continuing Education

Division: Health & Exercise Science
Department: Nursing
Director: Mr. Nick DeFalco
Phone: 602.787.7192

NCE221 Lec: 2.5 Credits, 2.5 Periods

Patient Care Technician Skills Lab: 0.5 Credit, 1.5 Period
Patient care technician skills and techniques which include: drawing blood, performing a variety of specimen collections, observing and reporting patient status, assisting in patient preparation and electrode placement for electrocardiograms, suctioning patients, performing urinary catheterizations, documentation and reporting of skill completion, maintaining patient confide tiality, and recognizing legal and ethical commitments related to patient care technician skills. Prerequisites: Certified Nurse Assistant (CNA), Nurse Assistant course or equivalent within the past year, and permission of continuing education program director and/or instructor.

NCE224 3 Credits, 3 Periods
Nursing Case Management
Case management and managed care responsibilities, insurance strategies, utilization management, legal and ethical issues, quality improvement and discharge planning. Prerequisites: Registered Nurse (RN) Licensed Practical Nurse (LPN) social worker or permission of Instructor.

NCE298AA 1 Credit, 1 Period
NCE298AB 2 Credits, 2 Periods
NCE298AC 3 Credits, 3 Periods
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. COMMON COMPETENCY COURSE. Prerequisites: Permission of Program Director or Instructor.

Office Automation Systems

Division: Business/Information Technology
Chair: Mr. Sean Petty
Phone: 602.787.6658

OAS101 3 Credits, 5 Periods
Computer Typing I: Keyboarding/Formatting
Keyboard mastery; letters, tables, and reports; office production; and manuscripts. Prerequisites: None.

OAS102 3 Credits, 5 Periods
Computer Typing II: Document Production
Arrangement of letters, memos, manuscripts, and tabulation; speed/accuracy improvement. Prerequisites: OAS101 or permission of department/division.

OAS107 1 Credit, 1 Period
Professional Telephone Techniques
Proper telephone techniques and professional business manners. Prerequisites: None.

OAS108 3 Credits, 3 Periods
Business English
Comprehensive coverage of correct use of English grammar including spelling, punctuation, capitalization, and number style mechanics in a business context. Prerequisites: None.

OAS181 3 Credits, 3 Periods
Medical Office: Vocabulary
Basic medical vocabulary with emphasis on pronunciation, spelling, and definition. rerequisites: None.

OAS218 3 Credits, 3 Periods
Law Office Procedures
Law office procedures for general and specialty areas of law, including civil, estate planning and probate, business organizations, real estate, and litigation. Coverage of law office personnel, timekeeping, billing, filing, docket control, research, office equipment, legal forms, ethics, and professional associations. Prerequisites: (LAS101 OAS201 and OAS225) or permission of program director or department chair.

Philosophy

Division: Communication, Language & Humanities
Chair: Dr. David Rubi
Phone: 602.787.6578

PHI101 3 Credits, 3 Periods
Introduction to Philosophy
General consideration of human nature and the nature of the universe. Knowledge, perception, freedom and determinism, and the existence of God. Prerequisites: None.

PHI103 3 Credits, 3 Periods
Introduction to Logic
Informal logic, logical fallacies, elementary symbolic logic, analysis of argument forms, and construction of proofs for validity. Prerequisites: ENG101, or ENG107, or equivalent.

PHI105 3 Credits, 3 Periods
Introduction to Ethics
Major theories of conduct. Emphasis on normative ethics, theories of good and evil from Plato to the present. Prerequisites: None.

PHI201 3 Credits, 3 Periods
History of Ancient Philosophy
Historical survey of the intellectual history of the Greco-Roman world, focusing on the philosophical tradition and social/historical context. Prerequisites: None.

PHI213 3 Credits, 3 Periods
Medical and Bio-Ethics
A philosophical consideration of moral problems that arise in relation to medicine and biology, e.g., death, patient's rights and biological experimentation. Prerequisites: None.

PHI244 3 Credits, 3 Periods
Philosophy of Religion

Physical Education & Activities

Division: Health & Exercise Science
Chair: Ms. Lori Anonsen
Phone: 602.787.7295

PED101BE 1 Credit, 2 Periods
Belly Dance
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.

PED101BP 1 Credit, 2 Periods
Backpacking
Covers basic skills and techniques of backpacking and the application of these to wilderness travel. Prerequisites: None.

PED101BS 1 Credit, 2 Periods
Body Sculpting
Stretch and strengthen. Emphasizes increasing fitnes , muscle tone, and body fl xibility. Great for reducing stress. Prerequisites: None.

PED101DF 1 Credit, 2 Periods
Self Defense
Basic self-defense skills, ground-fig ting skills, and stand-up fig ting capabilities. Modified for all skill levels. Practice is based on real-life experiences and endurance enhanced drills. Develops self confiden e. Prerequisites: None.

PED101FL 1 Credit, 2 Periods
Fitness For Life
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 1 Credit, 2 Periods
Group Fitness/Aerobics
Group exercise incorporating a variety of equipment to increase respiration, heart rates, strength, and fl xibility. Prerequisites: None.

PED101GO 1 Credit, 2 Periods
Golf
Instruction and practice for all skill levels, beginning through advanced. Assistance on shot making, club selection and etiquette on the course. Prerequisites: None.

PED101HH 1 Credit, 2 Periods
Hip Hop
Basic skills of hip hop with instruction, practice, and performance including proper body mechanics, choreography, and behavioral competencies. Prerequisites: None.

PED101HK 1 Credit, 2 Periods
Hiking
Develop safe and effective hiking skills. Essentials and requirements for safe hiking; proper hiking clothing and attire; impact of hiking on the environment. Prerequisites: None.

PED101KB 1 Credit, 2 Periods
Kickboxing
Techniques to increase muscular endurance and strength, enhance fl xibility and increase body awareness and self-confiden e. Jabs, kicks, and blocks will be used in this martial arts based workout. Prerequisites: None.

PED101KF 1 Credit, 2 Periods
Kung Fu
Techniques of one of the most comprehensive martial arts in China. Prerequisites: None.

PED101PC 1 Credit, 2 Periods
Physical Conditioning
Exercise program with access to free weights, strength machines and cardio equipment. Prerequisites: None.

PED101PS 1 Credit, 2 Periods
Pilates
Mat based exercise system focused on improving fl xibility and strength for the total body. Teaches core control and stabilization while improving postural alignment. Prerequisites: None.

PED101QG 1 Credit, 2 Periods
Qi Gong
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 1 Credit, 2 Periods
Soccer
Basic skills and game strategy of soccer. Class emphasis on competition and drills.
Prerequisites: None.

PED101ST 1 Credit, 2 Periods
Strength Training
Introduction to techniques of basic weight training, concentrating on incorporating an exercise regimen for increased strength. Prerequisites: None.

PED101SU 1.5 Credits, 2.5 Periods
SCUBA Diving
Introduction to the theory and practice of SCUBA diving. Course includes lectures, pool dives, open water dives, and SCUBA Certific tion. Prerequisites: None.

PED101TC 1 Credit, 2 Periods
Tai Chi
Fundamentals of Tai Chi including moves, breathing and meditation. Prerequisites: None.

PED101TE 1 Credit, 2 Periods
Tennis
Basic skills and game strategy of tennis. Class emphasis on competition and drills. Prerequisites: None.

PED101TF 1 Credit, 2 Periods
Track and Field
Instruction and practice in track and field events, running, throwing and jumping. Prerequisites: None.

PED101WT 1 Credit, 2 Periods
Weight Training

Access to Olympic and Free Weights with a qualified instructor. Prerequisites: None.

PED101YG 1 Credit, 2 Periods
Gentle Yoga
A gentle body work class of floor exercises done on a soft foam mat, with some standing postures taught after a few weeks of class. Learn how to release tension through diaphragmatic breathing and relaxing stretching. Prerequisites: None.

PED101YO 1 Credit, 2 Periods
Yoga
Promotion of overall health by strengthening muscles and stimulating glands and organs. Basic postures, breathing and relaxation techniques. Prerequisites: None.

PED101ZU 1 Credit, 2 Periods
Zumba Fitness
Zumba® dynamic fitness program. Fuses hypnotic Latin rhythms and easy to follow moves. Interval training sessions where fast and slow rhythms and resistance training are combined to tone and sculpt while burning fat. Prerequisites: None.

PED102GO 1 Credit, 2 Periods
Golf Intermediate
Improving techniques of putting, chipping, the full swing, rules and scoring will be covered in this class. Prerequisites: None. Prior experience recommended.

PED102HH 1 Credit, 2 Periods
Hip Hop - Intermediate
Intermediate level dance instruction and practice in the skills of hip hop. Emphasis on performance including proper body mechanics, choreography, and behavioral competencies. Prerequisites: None. Prior experience recommended.

PED102PC 1 Credit, 2 Periods
Physical Conditioning - Intermediate
Intermediate level exercise program with access to free weights, strengthmachines and cardio equipment. Not recommended for the beginner. Prerequisites: None. Prior experience recommended.

PED102TC 1 Credit, 2 Periods
Tai Chi - Intermediate
Intermediate level techniques of Tai Chi including moves, breathing and meditation. Prerequisites: None. Prior experience recommended.

PED102TE 1 Credit, 2 Periods
Tennis Intermediate
Improve upon basic skills and game strategy of tennis at the intermediate level. Class emphasis on competition and drills. Prerequisites: None. Prior experience recommended.

PED102TF 1 Credit, 2 Periods
Track And Field Intermediate
To improve upon basic track and field event skills at the intermediate level. Class emphasis on competition and drills. Prerequisites: None. Prior experience recommended.

PED103BS 0.50 Credit, 1 Period
Body Sculpting
Stretch and strengthen. Emphasizes increasing fitnes , muscle tone, and body fl xibility. Great for reducing stress. Prerequisites: None.

PED103KF 0.50 Credit, 1 Period
Kung Fu Techniques of one of the most comprehensive martial arts in China. Prerequisites: None.

PED103 QG 0.5 Credit, 1 Period
Qi Gong Ancient Chinese Qi Gong breathing exercises for healing andopening channels of energy. Includes Power of Positive thought along with relaxation and meditation techniques. Prerequisites: None.

PED103YR 0.50 Credit, 1 Period
Restorative Yoga
Gentle form of Yoga utilizing props to create fully supported postures and yogic breathing techniques. Also utilizes technique adapted from the ancient tantric practice of nyasa. Slow internal class; focus on stillness and restoration. Prerequisites: None.

PED103ZU 0.50 Credit, 1 Period
Zumba Fitness
Zumba Fitness fuses Latin rhythms and easy to follow choreographed moves. Applies interval training sessions where fast and slow rhythms and resistance training are combined to tone and sculpt while burning fat. Prerequisites: None.

PED114 1.5 Credits, 3 Periods
Fitness
Fitness activity and wellness study to help develop a lifetime of regular exercise, stress management, and proper nutrition. Workout includes warm up/stretch, aerobic exercise, selected strength exercises, and cool down/stretch. Prerequisites: None.

PED115 2 Credits, 4 Periods
Lifetime Fitness
Fitness activity and wellness study to help develop a lifetime of regular exercise, stress management, and proper nutrition. Workout includes warm up/stretch, aerobic exercise, selected strength exercises, and cool down/stretch. Prerequisites: None.

PED116 2 Credits, 4 Periods
Cardiovascular Fitness
Blends an effective warm-up, challenging cardiovascular and strength/endurance training strategies and a relaxing cool-down. Tailored by certified fitness professionals to personal goals. Prerequisites: None.

PED117 2 Credits, 4 Periods
Weight Training for Wellness
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 fitnes . Prerequisites: None.

PED201TC 1 Credit, 2 Periods
Tai Chi - Advanced
Advanced level techniques of Tai Chi including moves, breathing and meditation. Prerequisites: None. Prior experience at competitive level recommended

Physics

Division: Science
Department: Physical Sciences
Chair: Dr. Scott Massey
Phone: 602.787.6644

PHY101 Lecture: 4 Credits, 3 Periods
Introduction to Physics Lab: 0 Credit, 3 Periods
A survey of physics emphasizing applications of physics to modern life. Prerequisites: Grade of "C" or better in MAT090, or MAT091, or MAT092, or MAT093, or equivalent, or satisfactory score on Math Placement exam. Course Note: Students may receive credit for only one of the following: PHY101 or PHY101AA.

PHY111 Lecture: 4 Credits, 3 Periods
General Physics I Lab: 0 Credit, 3 Periods
Includes motion, energy, and properties of matter. Prerequisites: MAT182 or MAT187 or MAT220 or MAT221 or eligibility for MAT220 as indicated by appropriate placement test score or one year high school Trigonometry with a grade of "C" or better or permission of Department or Division.

PHY112 Lecture: 4 Credits, 3 Periods
General Physics II Lab: 0 Credit, 3 Periods
Includes electricity, electromagnetism, and modern physics. Prerequisites: PHY105 or PHY111.

PHY121 Lecture: 4 Credits, 3 Periods
University Physics I: Mechanics Lab: 0 Credit, 3 Periods
Kinematics, Newton's laws, work, energy, momentum, conservation laws, dynamics of particles, solids, fluid , mechanical waves, and sound. Prerequisites: MAT220, or MAT221, or permission of Department or Division. One year of High School physics or PHY111 and PHY112 suggested but not required.

PHY131 Lecture: 4 Credits, 3 Periods
University Physics II: Lab: 0 Credit, 3 Periods
Electricity and Magnetism
Electric charge and current, electric and magnetic fields in vacuum and in materials, and induction. AC circuits, displacement current, and electromagnetic waves. Prerequisites: MAT230, or MAT231, or permission of Department or Division, and PHY121. Corequisites: MAT241 or permission of Department or Division.

Political Science

Division: Social Science
Chair: Dr. Stephanie Bjork
Phone: 602.787.6689

POS110 3 Credits, 3 Periods
American National Government
Study of the historical backgrounds, governing principles, and institutions, of the national government of the United States. Prerequisites: None.

POS120 3 Credits, 3 Periods
World Politics
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.

POS220 3 Credits, 3 Periods
U.S. and Arizona Constitution
Examination of the United States Constitution and the constitution and government of the State of Arizona. Prerequisites: None.

POS221 1 Credit, 1 Period
Arizona Constitution
Examination of the Constitution of the State of Arizona. Equivalent to the second part of POS220. May not enroll in POS220 and POS221 concurrently. Prerequisites: None.

POS222 2 Credits, 2 Periods
U.S. Constitution
Examination of the United States Constitution. Equivalent to the first part of POS220. May not enroll in POS220 and POS222 concurrently. Prerequisites: None.

Psychology

Division: Behavioral Science
Chair: Dr. Tom Schmidt
Phone: 602.787.6963

PSY101 3 Credits, 3 Periods
Introduction to Psychology
To acquaint the student with basic principles, methods and fields of psychology such as learning, memory, emotion, perception, physiological, developmental, intelligence, social and abnormal. Prerequisites: None.

PSY132 3 Credits, 3 Periods
Psychology and Culture
Presents current knowledge about human diversity in behavior and culture using examples from a variety of contexts within western and global societies. Highlights topics in cross-cultural psychology, such as intergroup relations, diverse cognitive styles, ethnocentrism, gender, personality, emotion, language, communication, work and health. The role of enculturation throughout the lifespan will be explored to increase awareness of how behavioral and cognitive principles affect interactions in a multicultural world. Prerequisites: None.

PSY215 3 Credits, 3 Periods
Introduction to Sport Psychology
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 effic y, and the general health benefits of sport participation. Prerequisites: PSY101 with a grade of C or better, or permission of Instructor.

PSY230 3 Credits, 3 Periods
Introduction to Statistics
An introduction to basic concepts in descriptive and inferential statistics, with emphasis upon application to psychology. Consideration given to the methods of data collection, sampling techniques, graphing of data, and the statistical evaluation of data collected through experimentation. Required of psychology majors. Prerequisites: PSY101 with a grade of "C" or better and MAT092 or equivalent, or permission of Instructor.

PSY231 1 Credit, 1.7 Periods
Laboratory for Statistics
Applications of inferential and descriptive statistics to computers in the field of psychology. Prerequisites: None. Corequisites: PSY230

PSY235 3 Credits, 3 Periods
Psychology of Gender
To assess historical and psychological perspectives on women and men and to evaluate contemporary viewpoints regarding the psychology of women and men. Prerequisites: PSY101 with a grade of C or better or permission of Instructor.

PSY240 3 Credits, 3 Periods
Developmental Psychology
Human development from conception through adulthood. Includes: physical, cognitive, emotional and social capacities that develop at various ages. Recommended for students majoring in nursing, education, pre med, and psychology. Prerequisites: PSY101 with a grade of C or better, or permission of Instructor.

PSY250 3 Credits, 3 Periods
Social Psychology
The scientific study of how people's thoughts, feelings, and behaviors are influen ed by other people and situations. Includes how we think about ourselves and others, persuasion and influen e, sexual and romantic attraction, friendship and helping others, aggression and prejudice. Prerequisites: PSY101 with a grade of C or better, or permission of Instructor.

PSY260 3 Credits, 3 Periods
Psychology of Personality
Introduction to theories of personality with emphasis upon application of specific theories towards the understanding of individuals. Prerequisites: PSY101 with a grade of C or better, or permission of Instructor.

PSY266 3 Credits, 3 Periods
Abnormal Psychology
Distinguishes between normal behavior and psychological disorders. Subjects may include stress disorders, problems with anxiety and depression, unusual and abnormal sexual behavior, schizophrenia and addictive behaviors. Causes and treatments of psychological problems and disorders are discussed. Prerequisites: PSY101 with a grade of C or better, or permission of Instructor.

PSY267 3 Credits, 3 Periods
Introduction to Forensic Psychology
Overview of the practice of psychology in the law, by the law, and of the law. Focuses on the complementary functions and distinctions between psychology and the legal justice system. Topics include, but are not limited to, criminal investigations, risk and level of danger, competency, interrogations, confessions, assessment, eyewitness testimony, child custody, and domestic violence. Prerequisites: PSY101.

PSY277 3 Credits, 3 Periods
Psychology of Human Sexuality
Survey of psychological and physiological aspects of human sexual behavior. Emphasis placed on the integration of the cognitive, emotional, and behavioral factors in sexual functioning. Prerequisites: PSY101 with a grade of C or better or permission of instructor Student must be 18 years or older.

PSY290AB Lecture: 4 Credits, 3 Periods
Research Methods Lab: 0 Credits, 3 Periods
Planning, execution, analysis, and written reporting of psychological research using American Psychological Association guidelines (APA). Surveys the literature, procedures, and instruments in representative areas of psychological research. Prerequisites: ENG101, ENG107. Prerequisites or Corequisites: PSY230 with a grade of "C" or better, or permission of Instructor.

Reading

Division: English
RDG Dept. Chair: Ms. Sheila Beeler
Phone: 602.787.6949

RDG071 3 Credits, 3 Periods
Basic Reading
Provide opportunities for practice and application of basic reading skills. Includes phonic analysis, word recognition, structural analysis, use of context clues, and use of dictionary, reinforced through practical application. Development of vocabulary required for success in content area courses. Emphasis on literal comprehension and development of inferential interpretation. Prerequisites: Appropriate reading placement test score, or grade of “C” or better in ESL/RDG046, or permission of Instructor.

RDG081 3 Credits, 3 Periods
Reading Improvement
Designed to improve basic reading skills. Includes word recognition, interdisciplinary vocabulary development, recognizing patterns of organization, interpreting inference. Reviews interpreting graphic materials. Emphasis on identifying main ideas and related details. Prerequisites: Appropriate reading placement test score, or grade of "C" or better in RDG071, or permission of Instructor.

RDG100 3 Credits, 3 Periods
Successful College Reading
Emphasis on reading study strategies for any introductory class in any subject area. Introduction to Learning Management System

(LMS), how to successfully read course textbooks and assessments, how to navigate information technology and development of academic vocabulary. PPrerequisites: A grade of "C" or better in RDG081 or appropriate reading placement score or permission of Instructor. Corequisites: Any 100-level course in another content area or permission of Instructor.

RDG100AB 1 Credit, 1 Period
Successful College Reading - Notetaking and Studying for Success
Emphasis on reading study and notetaking techniques applicable to any introductory class in any subject area. Includes effective use of textbooks, notetaking, and development of academic vocabulary. Prerequisites: A grade of "C" or better in RDG081 or appropriate reading placement score or permission of Instructor. Corequisites: Any 100-level course in another content area or permission of Instructor.

Reading: Critical & Evaluative

Division: English
Dept. Chair: Ms. Sheila Beeler
Phone: 602.787.6948

CRE101 3 Credits, 3 Periods
College Critical Reading and Critical Thinking
Develop and apply critical thinking skills through critically reading varied and challenging materials. Includes analysis, evaluation, interpretation, and synthesis through at least two substantial writing and/or speaking tasks. Prerequisites: (A grade of "C" or better in ENG101 or ENG107) and (appropriate reading placement test score or a grade of "C" or better in RDG091 or RDG095 or RDG100 or RDG111 or RDG112 or RDG113 or permission of Instructor).

CRE201 3 Credits, 3 Periods
Critical Reading and Writing in a Global Society
Critical evaluation of writings of authors from a variety of countries and cultures in order to gain a more global perspective of both universal and contemporary issues. Analysis, synthesis, and evaluation of various contemporary cultural viewpoints through at least two substantial writing and/or speaking tasks. Prerequisites: A grade of C or better in (ENG101 or ENG107) and (CRE101 or exemption by score on the reading placement test).

Real Estate

Division: Business/Information Technology
Chair: Mr. Sean Petty
Phone: 602.787.6658

REA179 3 Credits, 3 Periods
Real Estate Principles I
Basics of real estate principles including introduction to the profession and license law, definition of real property, legal descriptions, rights and interests in property, ownership, contracts, real estate economics, financing and foreclosure, land use, and valuation. Prerequisites: None.

REA180 3 Credits, 3 Periods
Real Estate Principles II
Advanced work in real estate including escrow procedures and title insurance, liens and encumbrances, advanced contracts, water rights, toxic waste and environmental hazards, agency, ethics and professional relationships, real estate code and the Commissioner's rules, investment, property management, and government restrictions. Prerequisites: REA179 or permission of Instructor.

Recreation

Division: Health & Exercise Science
Chair: Ms. Lori Anonsen
Phone: 602.787.7295

REC155AA 1 Credit, 2 Periods
Canyoneering
Basic canyoneering skills. Includes hydrology, navigation, safety systems, climbing and hiking skills, wading/swimming techniques and flood/ eather identific tion. Prerequisites: None.

REC155AB 1 Credit, 2 Periods
Caving
Basic caving skills. Includes cave ecology, navigation, safety systems, lighting systems and equipment selection. Prerequisites: None.

REC155AC 1 Credit, 2 Periods
Outdoor Rock Climbing
Basic outdoor rock climbing skills. Includes belaying, climbing techniques, rope systems and anchor systems. Prerequisites: None.

REC155AE 1 Credit, 2 Periods
Indoor Rock Climbing
Basic indoor rock climbing skills. Includes belaying, climbing techniques, rope systems, anchor systems and safety. Prerequisites: None.

REC155AJ 1 Credit, 2 Periods
Outdoor Survival
Introduction to and practice of essential skills needed for procuring shelter, water and fi e in a wilderness environment. Prerequisites: None.

Religious Studies

Division: Communication, Language & Humanities
Chair: Dr. David Rubi
Phone: 602.787.6578

REL100 3 Credits, 3 Periods
World Religions
The development of various religions from the prehistoric to modern times. Political, economic, social and geographic relationships among world religions. Consideration of both Eastern and Western religions. Prerequisites: None

REL101 3 Credits, 3 Periods
Introduction to Religion
Various religious expressions of humankind. Focuses on basic religious themes common to religions, such as encounter with the Holy, search for self and community, mystical illumination, spiritual discipline. Prerequisites: None.

REL201 3 Credits, 3 Periods
Classics of Western Religions
Academic study of the scriptures of Judaism, Christianity and Islam, and works from later phases of these religious traditions. Prerequisites: None.

REL203 3 Credits, 3 Periods
American Indian Religions
Tribal traditions of the peoples native to North America, and pan Indian religions in the twentieth century. Prerequisites: ENG101, or ENG107, or equivalent.

REL212 3 Credits, 3 Periods
Introduction to Islam
Introduction to history, scriptures, practices, and impact of Islam. Requisites: Prerequisites: None.

REL270 3 Credits, 3 Periods
Introduction to Christianity
The nature and content of the Christian tradition developed over time, with overview of the New Testament, major historical trends and figu es, major Christian ideas and practices, and survey of denominations. Requisites: None.

Sign Language

Division: Communication, Humanities & Languages
Chair: Dr. David Rubi
Phone: 602.787.6578

SLG101 4 Credits, 4 Periods
American Sign Language I
Introduction of principles, methods, and techniques for communicating with deaf people who sign. Development of expressive and receptive sign skills, manual alphabet, numbers, and sign vocabulary. Overview of syntax, grammar, and culture related to American Sign Language (A.S.L.). Prerequisites: None. SLG103 suggested as a corequisite but not required.

SLG102 4 Credits, 4 Periods
American Sign Language II
Continued development of knowledge and language skills for communicating with deaf people who sign. Includes numbers, fingerspellin , and culture. Emphasis on enhancement of receptive sign skills and continued development of expressive sign skills. Application of rudimentary, syntactical, and grammatical structure stressed with continued development of sign vocabulary. Prerequisites: SLG101 with a grade of "C" or better, or permission of Department or Division. Completion of prerequisites within the last three years is required.

SLG201 4 Credits, 4 Periods
American Sign Language III
Linguistics of American Sign Language (A.S.L.) including non-manual behaviors and signing English idioms with conceptual accuracy. Emphasis on practical application of A.S.L. skills, expanded vocabulary, and cross-cultural communication. Prerequisites: SLG102 with a grade of C or better, or permission of Department or Division. Suggested but not required: (ENG101 or ENG107) and (CRE101, or CRE111, or exemption by score on the reading placement test (ASSET)). Completion of prerequisites within the last three years is required.

SLG202 4 Credits, 4 Periods
American Sign Language IV
Advanced American Sign Language skills including continued vocabulary. Emphasis on conversational techniques in a cross-cultural framework. Continued work on conceptual accurate signing of English idioms and words with multiple meanings Prerequisites: SLG201 with a grade of C or better, or permission of Department or Division. Suggested but not required: (ENG101 or ENG107), SLG200, and (CRE101, or CRE111, or exemption by score on the reading placement test). Completion of prerequisites within the last three years is required.

Small Business Management

See Business, General

Social Work

Division: Behavioral Science
Chair: Dr. Tom Schmidt
Phone: 602.787.6963

SWU171 3 Credits, 3 Periods
Introduction to Social Welfare
Analysis of contemporary social welfare services and professional social work. Prerequisites: None.

SWU258 3 Credits, 3 Periods
Victimology and Crisis Management
Victimology, the criminal justice system, techniques of crisis intervention, and the importance of a multicultural and global perspective. Includes sexual assault, family violence, post-traumatic stress disorder, the role of substance abuse, effective coping skills, appropriate community resources and the responsiveness of the justice system. Prerequisites: None.

Sociology

Division: Behavioral Science
Chair: Dr. Tom Schmidt
Phone: 602.787.6963

SOC101 3 Credits, 3 Periods
Introduction to Sociology
Fundamental concepts of social organization, culture, socialization, social institutions and social change. Prerequisites: None.

SOC212 3 Credits, 3 Periods
Gender and Society
A study of the way culture shapes and defines the positions and roles of both men and women in society. Major emphasis on social conditions which may lead to a broadening of gender roles and a reduction of gender role stereotypes and the implications of these changes. Open to both men and women. Prerequisites: None.

SOC241 3 Credits, 3 Periods
Race and Ethnic Relations
Examines how the social construction of race shapes social interaction and social institutions. Explores the consequences of power, privilege and oppression among major ethnic and racial groups in the United States. Prerequisites: None.

SOC270 3 Credits, 3 Periods
The Sociology of Health and Illness
Roles of health care providers and patients, various modalities of treatment and prevention, and the history, current status, and future trends in medicine and medical technology, and complementary health approaches from a cross-cultural and global sociological perspective. Prerequisites: None.

Spanish

Division: Communication, Humanities & Languages
Chair: Dr. David Rubi
Phone: 602.787.6578

SPA101 4 Credits, 4 Periods
Elementary Spanish I
Basic grammar, pronunciation and vocabulary of the Spanish language. Includes the study of the Spanish speaking cultures. Practice of listening, speaking, reading, and writing skills. Prerequisites: None.

SPA102 4 Credits, 4 Periods
Elementary Spanish II
Continued study of grammar and vocabulary of the Spanish language and study of the Spanish-speaking cultures. Emphasis on speaking, reading, and writing skills. Prerequisites: (A grade of "C" or better in SPA101 or SPA101AA), or permission of Department or Division. Completion of prerequisites within the last three years is required.

SPA117 3 Credits, 3 Periods
Health Care Spanish I
Basic conversational Spanish for health care workers or students. Emphasis on basic sentence structure, pronunciation and vocabulary used in health care settings. Prerequisites: None.

SPA201 4 Credits, 4 Periods
Intermediate Spanish I
Continued study of essential Spanish grammar and Spanish-speaking cultures. Continued practice and development of reading, writing, and speaking skills in Spanish. Emphasis on fluen y 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 4 Credits, 4 Periods
Intermediate Spanish II
Review of grammar, continued development of Spanish language skills with continued study of the Spanish-speaking cultures. Prerequisites: A grade of "C" or better in SPA201, or permission of Department or Division. Completion of prerequisites within the last three years is required.

Spanish Humanities

Division: Communication, Humanities & Languages
Chair: Dr. David Rubi
Phone: 602.787.6578

SPH245 3 Credits, 3 Periods
Hispanic Heritage in the Southwest
A survey of Hispanic heritage in the Southwest. Cultural and social institutions and their contribution to the development of the region and its heritage. Prerequisites: None.

Sustainability/Natural Sciences

Division: Health & Exercise Science
Chair: Ms. Lori Anonsen
Phone: 602.787.7295

SUS100 3 Credits, 3 Periods
Introduction to Sustainability
Introduction to the basic concepts of sustainability. Includes challenges of land, ocean, and resource management as well as the built environment. Also covers connections between global, local and personal sustainability challenges and responses at each level. Prerequisites: None.

SUS110 3 Credits, 3 Periods
Sustainable World
Introduction to the field of sustainability and exploration of the interaction between human and natural global systems. Framework for analyzing and investigating the global challenges such as land use change, competition for water and other natural resources, and renewable energy concerns and crises. Prerequisites: None.

Sustainability/Social Sciences and Humanities

Division: Health & Exercise Science
Chair: Ms. Lori Anonsen
Phone: 602.787.7295

SSH111 3 Credits, 3 Periods
Sustainable Cities
Introduction to the field of sustainability and exploration of the practices leading to the development of sustainable cities. Explores the concept of sustainable development of cities within local, regional, and global contexts. Prerequisites: None.

Theatre

Division: Fine & Performing Arts
Chair: Dr. Christopher Scinto
Phone: 602.787.6686

THE111 3 Credits, 3 Periods
Introduction to Theatre
A survey of theatre, including basic elements and principles of production, styles, and/or historical perspectives of theatre, dramatic literature, and criticism. Prerequisites: None.

THE118 3 Credits, 3 Periods
Playwriting
Practice and study of theories and techniques of writing for the stage, creating characters, dialogue, and plot for monodramas, scenes, and plays. Requisites: None.

THE220 3 Credits, 3 Periods
Modern Drama
Analysis of dramatic literature studied within political, historical, and cultural contexts and examined from the perspective of the playwright's structure and style. Prerequisites: ENG101 or ENG107 or equivalent.

Theatre & Film

Division: Fine & Performing Arts
Chair: Dr. Christopher Scinto
Phone: 602.787.6686

THF115 3 Credits, 4 Periods
Makeup for Stage and Screen
Purposes, materials, and techniques of makeup for stage and screen. Prerequisites: None.

THF130 3 Credits, 4 Periods
Combat for Stage and Screen
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.

THF209 3 Credits, 4 Periods
Acting for the Camera
Special technical aspects of acting before a camera. Prerequisites: THP112 or permission of Instructor.

Theatre Performance/Production

Division: Fine & Performing Arts
Chair: Dr. Christopher Scinto
Phone: 602.787.6686

THP112 3 Credits, 4 Periods
Acting I
Fundamental techniques and terminology of acting through physical and vocal expression, improvisation, and monologue and scene work. Emphasis on characterization. Prerequisites: None.

THP151 3 Credits, 4 Periods
Theatre for Youth
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.

THP201AA 1 Credit, 2 Periods
Theatre Production I
Designed to give college credit to the cast and technical production crews of college theatre productions. May be repeated for up to a maximum of four (4) credits. Prerequisites: None.

THP201AB 2 Credits, 4 Periods
Theatre Production II
Designed to give college credit to the cast and technical production crews of college theatre productions. May be repeated for up to a maximum of four (4) credits. Prerequisites: None.

THP212 3 Credits, 4 Periods
Acting II
Fundamental techniques of acting through script analysis, rehearsal, and performance. Prerequisites: THP112 or permission of Department or Division.

THP213 3 Credits, 5 Periods
Introduction To Technical Theatre
Procedures of technical theatre production and demonstration. Topics include design and construction of scenery; lighting and properties. Prerequisites: None.

THP214 3 Credits, 4 Periods
Directing Techniques
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: THP112 or THE220, or permission of Instructor.

THP217 3 Credits, 4 Periods
Introduction to Design Scenography
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.

THP219 3 Credits, 4 Periods
Introduction to Puppetry
Use of different types of puppets in a variety of performance settings. Practical experience with diverse audiences. Requisites: None.

THP268 3 Credits, 6 Periods
Opportunities in Production
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.

THP270 2 Credits, 5 Periods
Musical Theatre Workshop
Workshop in the study and performance of Musical Theatre repertoire. Including audition techniques, talent evaluation criticism, rehearsal techniques, vocal acting styles, stage movement, and performance. Prerequisites: None.

THP271 3 Credits, 3 Periods
Voice and Diction
Exercises and techniques to free the voice and improve projection, resonance, and articulation. Covers international phonetic alphabet and standard stage speech. Prerequisites: None.

THP298AA 1 Credit, 1 Period
THP298AC 3 Credits, 3 Periods
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 are made 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.

Wellness

Division: Health & Exercise Science
Chair: Ms. Lori Anonsen
Phone: 602.787.7295

WED105 0.5 Credit, 0.5 Period
Minimizing Workplace Stress
Introduction of the application of Practical Relaxation Techniques for reducing workplace stress. Defines the characteristics, process and signs of worplace stress. Includes discussions of the physiology of stress and how these responses impact daily living. Use of the biofeedback instruments to monitor the relaxation techniques such as self hypnosis, visualization, guided imagery, and meditation. Prerequisites: None.

WED151 3 Credits, 3 Periods
Introduction To Alternative Medicine
Definition of health; exploration of mind body spirit connection in health; various therapeutic modalities; identific tion of strengths and limitations of alternative therapies. Also includes development of ability to critically review written material in the alternative therapy area. Prerequisites: None.

WED162 1 Credit, 1 Period
Meditation And Wellness
Physiology of meditation and its effects on physical and mental health; scholastic abilities and interpersonal relationships; differentiation between meditation and other relaxation techniques. Prerequisites: None.

WED172 1 Credit, 1 Period
Overview Of Herbal Remedies
History and evolution of herbs for healing applications. Preparation, usage, and effects of certain herbs used for healing purposes. Basic literature review skills in the area of herbal medicine. Prerequisites: None.

WED182 2 Credits, 2 Periods
Health Conditions and Popular Herbs
In-depth look at some of today's most popular herbs and their relationship to specific health conditions. Emphasis on research skills in relation to popular herbs. Includes the effects, uses, and application strategies of herbs. Prerequisites: None. WED172 suggested but not required.

WED257 2 Credits, 2 Periods
Kinetic Meditation
Focuses on posture, body movement, and energy centered meditations. In depth discussion of Chinese Chi Kung exercises and Chi Meditation. Reviews influen e of Taoist and Buddhist philosophies on Chi Kung practice and stress management. Explores Kinetic Meditations, and scientific research into health benefits of Chi Kung practice. Prerequisites: WED151, WED162, PED101DD and (PED101VR or PED101YJ), or permission of department.

WED258 2 Credits, 2 Periods
Auditory Meditation
Focuses on the East Indian Yogic (Siddha) and Ayurvedic (Transcendental) meditation traditions and use of mantras, sounds and music in meditation. Discussion of the Vedanta System of Philosophy and the Bhagavad Gita. Explores the history and popularity of auditory meditations, and scientific research into the health benefits of Transcendental Meditation (TM) and other auditory meditations. Prerequisites or Corequisites: WED257 or permission of department.

THE SUN SYSTEM COURSES

The 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 http://www.aztransfer.com/sun for 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.

ACC211
ACC212
AJS101
ART111
ART112
ART115
ARH101
ARH102
BIO181
BIO182
BIO201
BIO202
BIO205
GBS221
CHM130
CHM130LL
CHM151
CHM151LL
CHM152
CHM152LL
CHM230
CHM230LL
CHM235
CHM235LL
CHM236
CHM236LL
COM100
COM110
COM230
CIS105
ECN211
ECN212
ECE102
ECE103
ENG101
ENG102
GLG101
GLG103
GER101
GER102
HIS103
HIS104
JPN101
JPN102
JRN201
LAT101
LAT102
MAT142
MAT151
MAT187
MAT206
MAT212
MAT220
MAT227
MAT230
MAT241
MTC205
MTC206
MTC255
MTC256
PHI101
PHI103
PHI105
PHY111
PHY112
PHY121
PHY131
POS110
POS120
PSY101
SOC101
SOC241
SPA101
SPA102
SPA201
SPA202
THE220

Course Subject

Title Description Requisites Activity

Type, Credits, Periods, Load

AAA103 Offender Employability Preparation Inmate information about employment opportunities, vocational training program within state penal institutions, and institutional work ethic expectations. Skills required for employability within state prison system. Opportunity to review vocational interests and skills.
Prerequisites: None. LEC 1.0
1.0 1.0
AAA104 Visualization in Activated Learning Techniques for using mental imagery in
the activated learning process. Processes include mental rehearsal, relaxation, and affirmation during self- instruction, test taking, interpersonal relationships, and sports
Prerequisites: None. LEC 1.0
1.0 1.0
AAA105 Peak Performance in Activated
Learning
Techniques which enable the individual to achieve levels of peak performance using the activated learning process. Includes methods for developing a high level of motivation and self-discipline to achieve peak performance in areas such as sports, public speaking, and job productivity
Prerequisites: None. LEC 1.0
1.0 1.0
AAA115 Creating College Success Strategies to create success in college.
Methods for selecting and developing effective academic strategies, increasing self-awareness and developing self-management strategies. Elements of college resources and relationships with others explored in support of students' educational experience
Prerequisites: None. LEC 1.0
1.0 1.0
AAA150 Strategies for College Success Focus on increasing student success
through college orientation and personal growth, study skills
Prerequisites: None. LEC 3.0
3.0 3.0

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development, and educational and career planning. AAA150AA College Orientation and Personal Growth
Emphasis on increasing student success through college orientation, identification of learning style and the use of time management, goal-setting, and interpersonal communication strategies
Prerequisites: None. LEC 1.0
1.0 1.0
AAA150AB Study Skills Development Emphasis on increasing student
success through the use of study strategies including materials organization, note-taking, reading, test-taking, memory, and critical and creative thinking
Prerequisites: None. LEC 1.0
1.0 1.0
AAA150AC Educational and Career Planning Emphasis on increasing student

success through educational and career planning.
Prerequisites: None. LEC 1.0
1.0 1.0
AAA298AA 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 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.
LAB 1.0 1.0 0.0
AAA298AB 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 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.
LAB 2.0 2.0 0.0

AAA298AC 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 are made available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development.
LAB 3.0 3.0 0.0
ABA101 Hand and Power Tools Selection, use, maintenance and safety
procedures for common hand and power tools used in the construction industry.
Permission of Program Director or Instructor.
L+L 1.0 1.0 1.0
ABA102 Electrical Fundamentals Fundamentals of electricity including
electrical hazards, Occupational Safety and Health Administration (OSHA) regulations, units of measurements and using Ohm's law. Circuit characteristics and the use of Kirchoff's voltage and current laws to calculate voltage drop, current and resistance. Operation and use of specific meters. Includes an introduction to the National Electrical Code (NEC)
Registered apprentice status or permission of the Apprenticeship Coordinator.
Prerequisites: None. LEC 1.0
1.0 1.0
ABA103 Hand Bending of Electrical Conduit Conduit bending and installation.
Techniques for using hand operated and step conduit benders. Cutting, reaming and threading conduit
Prerequisites: None. LEC 0.5
0.5 0.5
ABA104 Raceways, Boxes, Fittings,
Anchors/Supports
Types and applications of conduit,
Registered Apprentice status or
LEC 1.5 raceways, wireways and ducts. Types,
permission of the apprenticeship

1.5 1.5 applications and wiring techniques for
coordinator. conductors. Hardware and systems used to mount and support boxes, receptacles and other electrical components ABA106 Introduction to Materials Handling Introduction to materials handling equipment and appropriate use for common job-site tasks. Recognize
Registered apprentice status or
LEC 0.5 permission of the Apprenticeship
0.5 0.5 Coordinator.

hazards associated with materials handling and proper techniques and procedures. ABA111 Drawings and Detail Sheets Drawings, detail sheets and field sketches. Parts and types of drawings, materials, specifications and special treatments. Includes drawing procedures and sketch applications
LEC 0.5 0.5 0.5
ABA112 Electrical I Theories and concepts in electrical
safety basics and OSHA 10 certification. Introductory concepts in construction math, hand and power tools, drawings, rigging, and materials handling. Emphasis on communication and employability skills.
Registered Apprentice status or permission of the apprenticeship coordinator.
L+L 6.0 6.0 6.0
ABA113 Rigging for Pipefitters Selection, inspection, use and
maintenance of blocks and tackles, chain hoists, come-alongs, jacks and tuggers. Heavy rigging hardware and lifting capacity charts. Procedures for balancing Loads and rigging pipes and valves. Planning the rigging job
Prerequisites: Registered apprenticeship status or permission of Apprenticeship Coordinator.
LEC 1.0 1.0 1.0
ABA114 Electrical II Fundamentals of the electrical trade,
residential electrical services and test equipment. Emphasis on safety, electrical circuits, theory, National Electrical Code, device boxes. Use and selection of hand bending, raceways, fittings, conductors, cables. Interpretation of electrical drawings.
Registered Apprentice status or permission of the apprenticeship coordinator.
L+L 6.0 6.0 6.0
ABA115 Intermediate Excavation and
Underground Pipe Installation
Prerequisites: Registered apprenticeship status or permission of Apprenticeship Coordinator.
Terminology related to excavation and
Registered Apprentice status or
LEC 1.5 underground pipe installation.
permission of the apprenticeship
1.5 1.5 Identification and use of shoring
coordinator. materials and premanufactured support systems. Installation of vertical shoring. Determination of the fall of sewer lines. Grades and elevation of trenches. Backfilling procedures. Equipment and procedures for underground pipe installation

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ABA117 Socket and Butt Weld Pipe Fabrication
Socket and butt weld piping including
L+L 4.0 materials, fittings and drawings. Use of

6.0 6.0 oxyacetylene torch for cutting plate steel, holes and pipe. Pipe end preparation including length determination, backing rings, clamps, alignment tools and procedures. Determining pipe length and aligning fittings ABA120 Carpentry Fundamentals Overview of the carpentry trade.
Apprenticeship programs and responsibilities of the apprentice. Types and uses of nails, fasteners and adhesives. Types of wood, lumber and manufactured wood products
Prerequisites: Registered Apprentice status or permission of the apprenticeship coordinator.
LEC 1.0 1.0 1.0
ABA121 Floor and Wall Systems Framing systems, floor construction,
center beam and post support systems. Construction of sills, joists and bridging. Subflooring, mechanical connectors and the use of prefabricated joists. Wall construction, stud walls, panelized walls, masonry walls, post and beam walls, use of metal studs and drywall construction.
Registered apprentice status or permission of the apprenticeship coordinator.
LEC 2.0 2.0 2.0
ABA122 Electrical III Theory and application of alternating
current, lighting, conduit bending, pull and junction boxes.
Prerequisites: (Registered apprentice status and a grade of C or better in ABA120) or permission of the apprenticeship coordinator.
L+L 6.0 6.0 6.0
ABA124 Electrical IV Principles of conductor installations,
cable trays, conductor terminations and splices. Emphasis on grounding, bonding, circuit breakers, and fuses. Fundamental concepts of control systems.
Prerequisites: Registered apprenticeship status or permission of Apprenticeship Coordinator.
L+L 6.0 6.0 6.0
ABA130 Installation of Electric Services Electric services for commercial and
industrial installations. Blueprints, diagrams and electrical calculations. Grounding, connecting three phase services and the installation of panelboards, switches and load centers
Prerequisites: Registered apprenticeship status or permission of Apprenticeship Coordinator.
Registered Apprentice status or
LEC 1.0 permission of the apprenticeship
1.0 1.0 coordinator.

ABA135 Cast-In-Place Stairs Cast-In-Place and Precast stair installation techniques, forming, erecting and safety procedures. Review American Concrete Institute (ACI) Codes and standard specifications.
LEC 1.0 1.0 1.0
ABA136 Communications in Construction Communication in the construction
industry. Positive direct communication, written communication, active listening, understanding, negotiation, and dealing with difficult people. Communication skills at all organizational levels, with groups, combining oral and written communication for maximum effectiveness.
Registered apprenticeship status or permission of Apprenticeship Coordinator.
Prerequisites: None. LEC 1.0
1.0 1.0

ABA150 Advanced Calculations for Electricians

Advanced mathematical calculations in
Registered apprentice status or
LEC 1.5 the electrical industry. Powers and roots
permission of the apprenticeship

1.5 1.5 in watts, voltage, current and
coordinator. resistance. Metric and engineering units. English and metric systems for length, area, volume and mass, and energy and temperature measurements. Ratios, proportions, formulas, symbols and representation. Trigonometry and the Pythagorean theory. Plane and rotating vectors. Basic functions of the scientific calculator for electricians ABA151 Sheetmetal Fundamentals Use and maintenance of tools used in
the sheetmetal trade. Fasteners and supports for sheetmetal ductwork. Sheet metal types and gages.
Use of the Sheet Metal and Air Conditioning Contractors' National Association (SMACNA) manuals
LEC 1.0 1.0 1.0
ABA154 Fabrication I - Parallel Line
Development
Registered apprentice status or permission of the apprenticeship coordinator.
Parallel line development. Pattern
Prerequisites: Registered
L+L 2.0 layout procedures and fabrication of
apprentice status or permission of
4.0 4.0 selected ductrun fittings.
the apprenticeship coordinator. ABA178 Plumbing Fabrication Procedures for cutting and joining
Registered apprentice status or
LEC 3.0 plastic pipe. Soldering and brazing
permission of the apprenticeship
3.0 3.0 copper tubing and the use of
coordinator.

oxyacetylene equipment. Measuring, cutting, reaming, threading and assembling carbon steel pipe. Assembling cast iron soil pipe with lead and oakum joints and procedures for joining no-hub cast iron pipe. Making flared and compression joints with soft copper tubing. Procedures for cutting and joining clay and concrete pipe. Includes hands-on practice ABA179 Installing and Sizing Water Supply
Piping
LEC 3.0 3.0 3.0
ABA181 REGULATING WATER
PRESSURE
Connecting piping to a water main. Plumbing connections to buildings and air and hydrostatic testing of water supply piping. Operation and installation of water heaters. Types, operation and installation of water meters. Installation of water supply systems to given structures. Effects of valves, fittings and piping on water pressure. Calculations of pressure drop and sizing procedures for water supply piping. Principles of back siphonage and backflow prevention
Registered apprentice status or permission of the apprenticeship coordinator.
Prerequisites: None. LEC 1.0
1.0 1.0
ABA183 INSTALLING AND SERVICING
VALVES AND FAUCETS
Function of water pressure-reducing valves and booster systems. Installation of water pressure-reducing valves and booster systems. Types of water booster systems. Adjustment of water pressure reducing valves and booster systems. Maintenance of water pressure reducing valves and pressure booster systems Different classifications and applications

Prerequisites: None. LEC 1.5 of valves and faucets. Installation and
1.5 1.5 servicing of valves and faucets. Pressure ratings for specific types of valves. Troubleshooting and repair procedures ABA192 Plumbing Level I History of plumbing, modern plumbing,
safety, human relations, and
Prerequisites: None. L+L 3.0
3.0 3.0

construction career opportunities. Hand and power tool safety, use, and maintenance. Plumbing drawings, components, and symbols. Materials, schedules for plastic, copper, and cast- iron. Fittings, valves, hangers, and supports. Measuring, cutting, reaming, and joining pipe. Safety precautions for installation, operation and maintenance. Fixtures and faucets. Drain, waste, and vent systems. Water distribution systems. ABA201 Overcurrent Protection Overcurrent protection including terminology, safety factors, conformance to the National Electrical Code (NEC), fuses, circuit breakers and short circuits. Selection and sizing of overcurrent protection
LEC 1.0 1.0 1.0
ABA202 Conductor Selection and
Calculations
Registered Apprentice status or permission of the apprenticeship coordinator.
Conductor characteristics and selection
Registered Apprentice status or
LEC 1.0 criteria for specific applications.
permission of the apprenticeship
1.0 1.0 National Electrical Code (NEC)
coordinator. regulations governing conductors and conductor protection methods for single and branch circuits. Calculations for voltage drop and sizing for specific Loads ABA203 Load Calculations - Branch Circuits Load calculations for single-phase and
LEC 1.0 three-phase branch circuits. Sizing
1.0 1.0 branch circuit overcurrent protection devices. Derating factors and calculating ampacity for single-phase and three-phase loads. Use of National Electrical Code (NEC) to calculate residential loads. Selecting branch circuit conductors and overcurrent protection devices for electric heat, air conditioning equipment, motors and welders ABA204 Contactors and Relays Operating principals of contactors and relays. Function in an electrical system.
Registered Apprentice status or permission of the apprenticeship coordinator.
Prerequisites: None. LEC 1.0
1.0 1.0

Operation and installation of specific contactors and relays. Interpretation of wiring diagrams. Connect and test a simple control circuit ABA207 Construction Trades: Green Environment
LEC 1.0 1.0 1.0
ABA222 Introduction to Welding, Brazing
and Cutting
Daily activities at work and at home that affect green environment. Leadership in Energy and Environmental Design (LEED) rating process. Carbon footprint and ways to reduce it. Construction of buildings that affect green environment. Application of principles of green building rating system.
Registered apprenticeship status or permission of Apprenticeship Coordinator.

Arc welding theory and safety hazards.
Prerequisites: Registered
L+L 2.0 AC, DC and AC-DC welding machines.
apprentice status or permission of
3.0 3.0 Use of electrodes and safety
the apprenticeship coordinator. requirements for arc-welding. Basic welding techniques and gas metal-arc and gas tungsten-arc welding processes. Brazing and cutting using an oxyacetylene torch.
ABA226 Field Measuring and Fitting Field measuring practices including
LEC 0.5 applicable mathematical formulas and
0.5 0.5 functions. Includes problem solving exercise ABA231 Introduction to Reinforcing Concrete Use of reinforced concrete and
reinforcing steel. Reinforced concrete in specific settings. Bar supports, bar lists, fabrication options, cutting, bending, tying, splicing and placing reinforcing bars (rebars).
Registered apprentice status or permission of the apprenticeship coordinator.
LEC 1.0 1.0 1.0
ABA232 Electrical V The course content includes Load Calculations - Branch and Feeder Circuits, Conductor Selection and Calculations, Overcurrent Protection, Raceways/Wiring/Devices and Boxes, Voice/Data and Video.
Prerequisites: (Registered apprentice status and a grade of C or better in ABC135) or permission of the apprenticeship coordinator.
L+L 6.0 6.0 6.0
ABA234 Electrical VI Theories and concepts in distribution
equipment, transformers, and commercial electrical services. Emphasis on motor calculations and
Prerequisites: Registered apprenticeship status or permission of Apprenticeship Coordinator.
Prerequisites: Registered
L+L 6.0 apprenticeship status or
6.0 6.0 permission of Apprenticeship Coordinator.

voice/data and video. Operation of motor controls. ABA242 Electrical VII Principles of course load calculations,
feeder and services and specialty transformers. Selection of standby and emergency systems. Emphasis on basic electronic theory, fire alarm systems and health care facilities.
L+L 6.0 6.0 6.0
ABA244 Electrical VIII Principles of heating, ventilation, and air
conditioning (HVAC) controls and heat tracing. Use and control of freeze protection. Basics in motor operation and maintenance. Focus on medium- voltage terminations/splices and special locations. Fundamentals of Crew Leadership.
Prerequisites: Registered apprenticeship status or permission of Apprenticeship Coordinator.
L+L 6.0 6.0 6.0
ABA251 High Voltage Termination and
Splicing
Prerequisites: Registered apprenticeship status or permission of Apprenticeship Coordinator.
LEC 1.0 1.0 1.0
ABA252 Load Calculations Feeder and
Services
Terminations and splices in high voltage

Registered Apprentice status or systems (600+ volts). Identifying and
permission of the apprenticeship splicing specific types of cables and
coordinator. making terminations. Includes using splicing kits and following manufacturer's specifications. Testing techniques and calculations Calculating basic electrical Loads. Load
Registered Apprentice status or
LEC 1.0 calculations for residential, commercial
permission of the apprenticeship
1.0 1.0 and industrial facilities, including
coordinator. primary feeder Loads, service Loads, lighting, motors, special Loads and heating, ventilation and air conditioning (HVAC) ABA253 Motor Maintenance-Part 2 Principles of electric motor operation
LEC 1.0 including reduced voltage starting.
1.0 1.0 Properties of insulation and motor service conditions. Dielectric Voltage Withstand Test. Cleaning and drying electrical insulation. Troubleshooting electric motors ABA254 Advanced Motor Controls
Operating principles of motor controls
including solid-state controls. Motor braking, jogging, plugging and safety.
Registered Apprentice status or permission of the apprenticeship coordinator.
Registered Apprentice status or
LEC 1.5 permission of the apprenticeship
1.5 1.5 coordinator.

Introduction to Programmable Logic Controller (PLC) motor programming ABA255 Commercial, Industrial and Special
Lighting
Operating characteristics of
LEC 0.5 incandescent, fluorescent and high
0.5 0.5 intensity discharge lamps. Lighting controls and fixture installations. Blueprint reading exercise for commercial and industrial installations. Lighting requirement calculations. National Electrical Code (NEC) requirements for specialty lighting fixtures ABA256 Fire Alarm Systems Operating principles of fire alarm systems. Components of fire alarm and security systems. Installation of heat and smoke detectors. National Electrical Code (NEC) requirements. Troubleshooting and maintaining fire alarm systems
Registered Apprentice status or permission of the apprenticeship coordinator.
LEC 1.0 1.0 1.0
ABA257 Specialty Transformers and
Emergency Systems
Registered Apprentice status or permission of the apprenticeship coordinator.
Operation of specialty transformers.
Registered Apprentice status or
LEC 2.0 Harmonics and problem solving
permission of the apprenticeship
2.0 2.0 techniques. Operating principles of
coordinator. engine-driven generators and alternators. Manual and automatic transfer switches. National Electrical Code (NEC) requirements for standby emergency systems ABA258 Special Locations Various electrical device requirements
LEC 1.0 for special locations such as assembly
1.0 1.0 occupancies, theaters, carnivals, agricultural buildings, marinas, temporary installations, wired partitions, water installations. ABA292 Leadership Skills - Construction

Foreman
Registered apprenticeship status or permission of Apprenticeship Coordinator.
Role of the construction field supervisor.
Prerequisites: None. LEC 1.0 Characteristics of an effective
1.0 1.0 supervisor. Problem solving and safety responsibilities. Planning, estimating and scheduling. Construction costs and the supervisors role in cost and resource control

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ABA298AA 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.
LAB 1.0 1.0 0.0
ABA298AB 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.
Permission of Program Director or Instructor.
LAB 2.0 2.0 0.0
ABA298AC 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.
Permission of Program Director or Instructor.
LAB 3.0 3.0 0.0
ABC101 Field Engineering Principles Basic field engineering including
terminology, methods of land description, tools and instruments. Government Land Survey System procedures
Permission of Program Director or Instructor.
Registered apprentice status or
LEC 2.0 permission of the apprenticeship
2.0 2.0 coordinator.

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ABC107 Electrical Blueprints, Schedules, and Specifications
LEC 1.0 1.0 1.0
ABC112 Introduction to Sheet Metal
Apprenticeship
Symbolic language of blueprints and their different components. Includes examination of construction drawings, schedules, and specifications
Registered apprentice status or permission of the apprenticeship coordinator.
LEC 1.0 1.0 1.0
ABC116 Pipefitting Blueprints and
Specifications

History and development of
Registered apprentice status or apprenticeship programs in the sheet
permission of the apprenticeship metal trade. Obligations and
coordinator. responsibilities of workers, employers and OSHA (Occupational Safety and Health Admministration). Rules and guidelines for general job-site safety Reading and interpretation of piping
Registered Apprentice status or
LEC 1.0 drawings. Tracing piping runs through
permission of the apprenticeship
1.0 1.0 several drawings. Material take-offs for
coordinator. basic piping configurations ABC117 Pipe Cutting and Installation Setting-up and operation of
LEC 2.0 oxyacetylene equipment including flame
2.0 2.0 cutting, straight and bevel cuts, marking and cutting pipe. Installation of pipe hangers, supports, rod attachments and masonry anchors. Safety stressed. ABC118 OSHA Standards and Regulations Provisions of and implementation of Occupational Safety and Health Administration (OSHA) Act in the work place. Rights and responsibilities under the OSHA Act. Appeals process, record keeping, and voluntary protection programs. OSHA's construction and general industry standards. Overview of the requirements of the more frequently referenced standards.
Registered apprenticeship status or permission of Apprenticeship Coordinator.
L+L 1.5 1.5 1.5
ABC119 Basic Safety Overview of safety rules and
procedures for working on construction job sites
Registered apprentice status or permission of the Apprenticeship Coordinator.
LEC 1.0 1.0 1.0
ABC120 Basic Calculations for Construction Addition, subtraction, multiplication and
division of whole, decimal, fraction and metric numbers. Percentage and fraction conversions. Metric units of length, weight, volume and temperature. Metric system as it relates
Registered Apprentice status or permission of the apprenticeship coordinator. Registered apprentice status or
L+L 1.5 permission of the Apprenticeship
1.5 1.5 Coordinator.

to the construction trade. Basic algebra and geometry operations and equations. Area and volume calculations of shapes. ABC121 Introduction to Hand and Power Tools
Overview of the use, maintenance and
LEC 1.0 safety procedures for common hand
1.0 1.0 and power tools. ABC122 Rigging Safety and Equipment Rigging safety, equipment and inspection. Includes crane hand signals, common rope knots, types of derricks and cranes and safety procedures for rigging and moving materials and equipment
Registered apprentice status or permission of the Apprenticeship Coordinator.
LEC 1.0 1.0 1.0
ABC123 Introduction to Construction
Drawings
Registered Apprentice status or permission of the apprenticeship coordinator.
Basic concepts of construction

Registered apprentice status or
L+L 0.5 drawings, including terms and symbols.
permission of the Apprenticeship
0.5 0.5 Drawing interpretation, use of drawing
Coordinator. dimensions and recognition of drawing classifications. ABC124 Conduit Bending Types of conduit benders and bends.
LEC 1.0 Conduit bending procedures and use of
1.0 1.0 bends in conduit systems ABC126 Electrical Test Equipment Selection, inspection, use and maintenance of common electrical test equipment
Registered Apprentice status or permission of the apprenticeship coordinator.
LEC 1.0 1.0 1.0
ABC127 Electrical Wiring and Blueprints Electrical wiring; commercial, industrial
and residential. Switches, ground fault circuit interrupters, wiring techniques, installation receptables, service entrance installation, outlet boxes and lighting fixtures. Introduction to electrical blueprints. Lab activities in electrical wiring
Registered apprentice status or permission of the apprenticeship coordinator.
L+L 1.5 1.5 1.5
ABC129 Electrical Boxes and Fittings National Electrical Code (NEC) criteria
for selection of outlet boxes, pull boxes and junction boxes
Registered Apprentice status or permission of the apprenticeship coordinator.
L+L 0.5 0.5 0.5
ABC130 Conductor Installation/Termination Transportation, storage and setup of
cable reels, methods of rigging and procedures for installing conductors using cable pulls in raceways and cable
Registered Apprentice status or permission of the apprenticeship coordinator. Registered Apprentice status or
L+L 1.0 permission of the apprenticeship
1.0 1.0 coordinator.

trays. Also methods of terminating and splicing conductors ABC131 Cable Tray Installation National Electrical Manufacturer's Association (NEMA) and National Electrical Code (NEC) requirements for cable tray modified installation and cable installation procedures.
L+L 0.5 0.5 0.5
ABC132 Circuit Breakers and Fuses National Electrical Code (NEC)
requirements, Ground Fault Circuit Interrupters (GFCI), overcurrents, fuse sizing, safety techniques and short- circuit calculations.
Registered apprentice status or permission of the Apprenticeship Coordinator.
L+L 1.0 1.0 1.0
ABC133 Basic Lighting Principles of illumination and specific
light sources. Includes practical applications for residential, commercial and industrial installations
Registered apprentice status or permission of the Apprenticeship Coordinator.
L+L 1.0 1.0 1.0
ABC135 Fundamentals of Concrete Materials used to make concrete,
including specific types of cement, aggregate, admixtures and reinforcing materials. Handling procedures for concrete, conveying and placing concrete and finishing techniques for concrete slab. Construction of foundations and formwork

Registered apprentice status or permission of the apprenticeship coordinator.
LEC 1.0 1.0 1.0
ABC136 Roof Systems Defining roof terminology. Identifying
and understanding specific roof systems. Using the framing square and essex scale to calculate and measure specific types of rafters. Transcribing and transferring measurements onto rafters. Using "speed square" to determine measurements for specific types of rafters. Defining unequal roof pitch. Identifying specific types of plank and beam roofs and roof trusses used in the industry today.
Registered apprentice status or permission of the apprenticeship coordinator.
LEC 1.0 1.0 1.0
ABC141 SMACNA Manuals and Duct Fab
Standards
Prerequisites: (Registered apprentice status and a grade of C or better in ABC/MEC/PNT120) or permission of the Apprenticeship Coordinator.
Standards, codes and ordinances,
Prerequisites: None. LEC 0.5 according to the Sheet Metal and Air
0.5 0.5 Conditioning Contractors National Association (SMACNA) manuals.

Operating pressures, specific sealing requirements, connectors, reinforcing/gage requirements, specific seam types for duct fabrication and use of charts and tables ABC142 Alternating Current Production of electricity, including; current, voltage, induction, mutual inductance and capacitance. Calculations using Ohms Law. Operation of a three phase system.

LEC 1.0 1.0 1.0
ABC143 Motors: Theory and Application Overview of electric motors including
types, operation, and applications. Assembly and disassembly. Mounting and connections according to National Electrical Code (NEC). Also troubleshooting, installation and handling
Prerequisites: (Registered apprentice status and a grade of C or better in ABC/MEC/PED120) or permission of the Apprenticeship Director.
LEC 2.0 2.0 2.0
ABC144 Grounding Types of grounding and proper
installation of grounds and grounding. OSHA and National Electrical Code (NEC) requirements specific to grounding. Purpose and operation of Ground Fault Circuit Interrupters (GFCI). Effects of soils and environment. Selection of grounds and grounding material for specific situations. Testing grounds with a "megger"
Registered Apprentice status or permission of the apprenticeship coordinator.
LEC 1.0 1.0 1.0
ABC148 Blueprints and Specifications- Sheet
Metal
Registered Apprentice status or permission of the apprenticeship coordinator.
Prerequisites: None. LEC 2.0
2.0 2.0
ABC150 Hand and Power Tools and
Motorized Equipment
Reading and interpretation of blueprints, specifications and shop drawings. Includes elevations, detail views, section views of electrical, plumbing and mechanical drawings and prints Selection, use and care of hand and
Registered Apprentice status or

LEC 2.0 power tools specific to the pipefitting
permission of the apprenticeship
2.0 2.0 trade. Identification, use, safety
coordinator. procedures and maintenance of motorized equipment utilized in pipefitting

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ABC209 Principles of HVAC and Air Flow Terminology and components of
Heating, Ventilation and Air Conditioning (HVAC) systems and the principles of air flow as applied to HVAC air distribution systems. Also covers the basic refrigeration cycle, components and controls and the introduction to heat pumps
LEC 2.0 2.0 2.0
ABC210 Steam Traps Use of steam traps in high and low
pressure steam systems. Specific types and applications, installation, troubleshooting and maintenance
Registered apprentice status or permission of the apprenticeship coordinator.
LEC 0.5 0.5 0.5
ABC213 Specialty Piping and Hot Taps Specialty piping including flared and
compression joining. Identifying, sizing and installing fittings. Brazing and soldering, calculating and bending pipe. Glass lined pipe, also hydraulic fitted compression joints and grooved pipe systems. Hot taps including identification and abatement of hazards, types and installation of fittings, hot tap machines and stopples
Registered Apprentice status or permission of the apprenticeship coordinator.
L+L 2.0 4.0 4.0
ABC221 Motors and Motor Controls Electrical symbols, line diagrams and logic. Contactors and starters, control devices, reversing circuits and power distribution systems. Electronic control devices, programmable controllers, reduced voltage starters, accelerating and decelerating methods and circuits. Preventive maintenance and trouble shooting
Prerequisites: Registered Apprentice status or permission of the apprenticeship coordinator.
L+L 3.0 3.0 3.0
ABC222 Hazardous Locations-Electrical Hazardous location classifications.
Equipment approved for use in specific hazardous locations. Wiring methods
Registered Apprentice status or permission of the apprenticeship coordinator.
LEC 1.0 1.0 1.0
ABC223 Electrical Distribution Systems Distribution systems, electrical drawings
and identification of electrical symbols. National Electrical Code (NEC) regulations governing distribution systems. High and low voltage portions of distribution systems. Component
Registered Apprentice status or permission of the apprenticeship coordinator. Registered Apprentice status or
LEC 1.5 permission of the apprenticeship
1.5 1.5 coordinator.

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connection, transformer operation and calculation of transformer sizes and maximum loads for Open-Delta systems. Practical applications for capacitors and rectifiers. Calculation of power factor of electrical circuits and trouble shooting ABC224 Electricity of HVAC Systems Introduction to heating and air
conditioning. Principles of heating and cooling. Operation and installation of equipment used for heating and cooling. National Electrical Codes (NEC) requirements. Safety precautions, testing and trouble

shooting specific systems
LEC 1.0 1.0 1.0

ABC225 Overcurrent Protection and Conductors

Registered Apprentice status or permission of the apprenticeship coordinator.
LEC 2.0 2.0 2.0
ABC226 Raceways, Wiring Devices, Boxes
and Fittings
Understanding, defining and using
Prerequisites: (Registered overcurrent protection including:
apprentice status and a grade of terminology, safety factors,
C or better in ABC132) or conformance to National Electrical
permission of the apprenticeship Code, fuses, circuit breakers, short
coordinator. circuits, selection and sizing of overcurrent protection. Proper selection and calculation of conductors including an understanding of National Electrical Code requirements and conductor types and purposes. Sizing, selecting, and installing
Registered Apprentice status or
LEC 1.5 raceways, junction boxes, outlet boxes
permission of the apprenticeship
1.5 1.5 and wiring devices. Calculating fill
coordinator. requirements according to National Electrical Code (NEC) regulations. Calculating bending radii in boxes and cabinets. Types and purpose of wiring devices and calculating maximum loads on such

devices ABC230 Stair Construction Stair parts, materials and types. Stair

Prerequisites: (Registered
LEC 1.0 dimensions and practical techniques for
apprentice status and a grade of
1.0 1.0 stair layout. Rough forming methods.
C or better in ABC/MEC/PNT120) or permission of the Apprenticeship Coordinator.

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ABC231 Exterior Wall Finishes Exterior wall finish work; placement and hanging of windows, siding and flashing for walls. Installation of floors, chimneys and insulation included
LEC 3.0 3.0 3.0
ABC238 Advanced Walls, Floors and
Ceilings
Registered apprentice status or permission of the apprenticeship coordinator.
Identification and installation of specific
Registered apprentice status or
LEC 1.0 types of walls, floors and ceilings.
permission of the apprenticeship
1.0 1.0 Required tools and materials. Safety

coordinator. stressed ABC239 Cabinetry Construction of cabinets including:

LEC 1.0 terminology, tools, safety, types of
1.0 1.0 wood, glues, joints, layout, cutting, assembly, hardware, plastic laminates and installation procedures ABC251 Advanced Trade Calculations-
Pipefitter
Registered apprentice status or permission of the apprenticeship coordinator.
Thermal expansion and the use of

Registered Apprentice status or
LEC 1.0 tables of equivalents and conversion
permission of the apprenticeship
1.0 1.0 tables. Right angle trigonometry and
coordinator. calculation of take-outs using trigonometry ABC254 Field Routing, Trim and Springs Field run specifications, rigging
L+L 2.0 equipment needs, load weights,
2.0 2.0 assembly systems and support needs. Also includes fabricating field run piping, vessel trim and identifying, selecting and installing spring can supports ABC256 Basic Plumbing Plumbing fixtures, drainage fixture unit
ratings, and installation procedures. Includes procedures for installing fixtures, water heaters, shower and bath units, and dishwashers. Safety stressed.
Registered Apprentice status or permission of the apprenticeship coordinator.
Prerequisites: None. L+L 4.0
4.0 4.0
ABC265 Welding Machines Specific types of welding machines, electrical characteristics, operation, NEC applications and grounding. Also hazards, overcurrent protection and sizing grounding electrodes
LEC 0.5 0.5 0.5
ABC266 Basic Electronic Theory Electronic system components. Solid
state devices and component materials. Transistor types and functions, schematics and diagrams. Light
Registered Apprentice status or permission of the apprenticeship coordinator.
Registered Apprentice status or
LEC 0.5 permission of the apprenticeship
0.5 0.5 coordinator.

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Emitting Diodes (LEDs), and Silicon Controlled Rectifiers (SCRs). Operating principles of integrated circuits and basic operational amplifier circuits ABC267 Specialty Lighting and Signaling Systems
Calculations for installation and
LEC 2.0 measuring of specialty lighting and
2.0 2.0 signaling systems according to National Electrical Code (NEC) standards. Includes decorative, roadway and sign lighting. Also fire alarm and security systems. Troubleshooting and maintenance
ABC269 HVAC Controls and Heat Tracing Heating, ventilation and air conditioning
(HVAC) control systems including temperature sensing devices, control components, National Electrical Code (NEC) requirements, solid state controls, packaged HVAC units, programmable controllers and installation procedures. Heat tracing and freeze protection including explanation of use, types of systems, installation procedures, inspection and maintenance and NEC requirements
Registered apprentice status or permission of the apprenticeship coordinator.
LEC 1.0 1.0 1.0
ABC276 Lamps, Ballasts and Components Incandescent, tungsten halogen,
florescent, and high-intensity discharge (HID) lamps. Voltage, watts, lumens, and lamp life. Fluorescent, electronic, and HID ballasts. Automatic lighting, occupancy sensors, photo sensors, and timers. Troubleshooting and energy management systems
Registered Apprentice status or permission of the apprenticeship coordinator.
LEC 1.0 1.0 1.0
ABC298AA 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
Registered apprentice status or permission of the apprenticeship coordinator.
Permission of Program Director or
LAB 1.0 Instructor.
1.0 0.0

of independent study and individualized learning to be combined to maximize student development.
ABC298AB 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.
LAB 2.0 2.0 0.0
ABC298AC 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.
Permission of Program Director or Instructor.
LAB 3.0 3.0 0.0
ABS171 Introduction to Good Manufacturing
Practices(GMP)-Regulated Manufacturing
Permission of Program Director or Instructor.
Course is designed to provide
Prerequisites: None. LEC 3.0 individuals with an overview of Good
3.0 3.0 Manufacturing Practices (GMP), their application in a variety of industries and the opportunities for in such fields. ABS173 Basic Instrumentation and Lab Math Introductory course covering basic equipment, measurements, and calculations used in biotechnology laboratories.
LEC 1.0 1.0 1.0
ABS174 BioSafety General laboratory safety, hazardous
chemical use and disposal, biohazardous material use and disposal, biosafety procedures, and radiation safety.
Prerequisites: None. BIO156 or BIO181 recommended.
Prerequisites: None. LEC 1.0
1.0 1.0

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ABS175 Research Methods in Biology Fundamentals of planning and
conducting biological experiments, including ones that simultaneously vary multiple experimental variables. Subsequent analysis, interpretation, and reporting of results.
L+L 1.0 2.0 2.0
ABS274 Introduction to Wildlife Management Introduction to the field of wildlife
biology/management and the legal, cultural, ecological, and population dynamics of wildlife biology and management. Covers wildlife management objectives, management techniques, research techniques,

and the organizational environment that wildlife biologists work in; provides an overview of careers in the field and guidance in planning a career.
Prerequisites: None. BIO156 or BIO181 recommended.
LEC 4.0 3.0 3.0 LAB 0.0 3.0 3.0
ACC105 Payroll, Sales and Property Taxes Tax reporting for payroll, sales, and
personal property
Prerequisites: High school biology with a grade of C or better or a grade of C or better in BIO100 or BIO181 or permission of Instructor.
Prerequisites: None. LEC 3.0
3.0 3.0 ACC107 Bookkeeping Theory and Practice Fundamental accounting practices;
application to retail stores, professional firms, and personal service operations.
Prerequisites: None. L+L 4.0
5.0 5.0
ACC109 Accounting Concepts Introduction to accounting with
emphasis on analysis and applications of financial information.
LEC 3.0 3.0 3.0
ACC110 Understanding and Using
Accounting Systems
Prerequisites: None. GBS151 and reading ability equivalent to RDG100 suggested but not required.
Develops basic comprehension of the
Prerequisites: None. L+L 3.0 balance sheet, income statement, and
3.0 3.0 equity and cash flow statements. Explores usage of specialized journals and subsidiary ledgers in a computerized system. Studies the impact of various transactions on an enterprise, including payroll, receivables, payables, inventory, cash and credit card receipts ACC111 Accounting Principles I
Fundamental theory of accounting
principles and procedures
Prerequisites: None. LEC 3.0
3.0 3.0

ACC112 Accounting Principles II Continuation of the fundamental theory
of accounting principles and procedures, including interpretation of general purpose financial statements.
LEC 3.0 3.0 3.0
ACC115 Computerized Accounting Mastery of a microcomputer accounting
system including the general ledger, accounts receivable, accounts payable and payroll.
Prerequisites: A grade of C or better in ACC111 or permission of Department or Division.
L+L 2.0 3.0 3.0
ACC121 Income Tax Preparation Preparation of and practical experience
in preparing individual federal income tax returns using computer software.
Prerequisites: A grade of C or better in ACC107 or ACC111 or ACC211 or ACC230 or permission of Instructor. Prerequisites: None. L+L 3.0
3.0 3.0
ACC125 Understanding Financial
Statements
Interpretation and utilization of financial
Prerequisites: A grade of C or
LEC 3.0 data

better in ACC112 or ACC211 or
3.0 3.0 permission of Department or Division. ACC211 Financial Accounting Introduction to theory and practice in
the preparation and interpretation of general purpose financial statements.
Prerequisites: None. LEC 3.0
3.0 3.0
ACC212 Managerial Accounting Development and analysis of
accounting information for managerial planning and control
LEC 3.0 3.0 3.0
ACC215 Governmental and Not-For-Profit
Accounting
Prerequisites: A grade of C or better in (ACC111 and ACC112) or ACC211 and (CIS105 or permission of Department or Division). Theories and procedures of accounting
Prerequisites: A grade of C or
LEC 3.0 for governmental and not-for-profit
better in ACC112 or ACC211, or
3.0 3.0 organizations.
permission of Department or Division. ACC216 Fraud Examination Fundamental theory of fraud
LEC 3.0 examination methodology to detect and
3.0 3.0 prevent accounting fraud.
ACC219 Intermediate Accounting I Theory and practice applicable to
determination of asset values, liabilities, and related problems of income determination.
Prerequisites: A grade of C or better in (ACC230 or ACC112 or ACC211) or permission of Department or Division.
LEC 3.0 3.0 3.0
ACC220 Intermediate Accounting II Continuation of the theory and practice
applicable to liabilities and owner's equity; special problems and financial reporting.
Prerequisites: A grade of C or better in ACC212 or ACC240 or permission of Department or Division.
Prerequisites: A grade of C or
LEC 3.0 better in ACC219 or permission of
3.0 3.0 Department or Division.

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ACC221 Tax Accounting Preparation of and accounting
procedures for individuals; introduction to partnerships and corporate tax structures
LEC 3.0 3.0 3.0
ACC222 Payroll Accounting Payroll records for businesses required
by federal and state laws
Prerequisites: A grade of C or better in ACC111 or ACC211 or permission of Department or Division.
LEC 3.0 3.0 3.0
ACC224 Tax Practice Administration and
Business Entity Analysis
Prerequisites: A grade of C or better in ACC111 or ACC211 or permission of Department or Division. Federal income tax representation,
Prerequisites: A grade of C or
LEC 3.0 practices and procedures; designed for
better in ACC121.

3.0 3.0 students who desire to become an Enrolled Agent (EA): this course contains the material a student would need to master in order to pass the third part of the EA exam, which is administered by the Internal Revenue Service of the United Stated of America. This course also contains content for the second part of the EA exam not covered in ACC221 Tax Accounting. ACC230 Uses of Accounting Information I Introduction to the uses of accounting
LEC 3.0 information for internal and external
3.0 3.0 purposes with emphasis on financial statement analysis.
ACC240 Uses of Accounting Information II Introduction to the uses of accounting
information for internal and external purposes with emphasis on analysis for use by management.
Prerequisites: A grade of C or better in ACC111 or ACC211 or (ENG101 and MAT151 and CRE101) or appropriate test scores on the District English, Reading and Math placement exams.
LEC 3.0 3.0 3.0
ACC250 Introductory Accounting Lab Procedural details of accounting for the
accumulation of information and generation of reports for internal and external users.
Prerequisites: A grade of C or better in ACC230.
Prerequisites: None. LAB 1.0
3.0 3.0
ACC260 Certified Bookkeeper (CB) Preparation
Fundamental accounting practices
Prerequisites: A grade of C or
LEC 3.0 including accrual and deferral
better in ACC111 or ACC211 or
3.0 3.0 adjustments, correcting common
(bookkeeping experience and transaction recording errors, bank
permission of Instructor). reconciliations and adjusting entries.

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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. ACC270AA Accounting Internship Accounting work experience in a
business or industry. Eighty hours of designated work per credit per semester.
LAB 1.0 1.0 0.0
ACC270AB Accounting Internship 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.
LAB 2.0 2.0 0.0
ACC270AC Accounting Internship 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.
LAB 3.0 3.0 0.0
ACC282AA Volunteerism Accounting: Service
Learning Experience
Prerequisites: Permission of Department or Division.
LAB 1.0 1.0 0.0
ACC282AB Volunteerism Accounting: Service

Learning Experience
Service learning field experience within
Prerequisites: A grade of C or private/public agencies, educational
better in ACC111 or (ACC230 and institution, and citizen volunteer groups.
ACC250) and permission of Instructor.
LAB 2.0 2.0 0.0
ACC282AC Volunteerism Accounting: Service
Learning Experience
Service learning field experience within
Prerequisites: A grade of C or private/public agencies, educational
better in ACC111 or (ACC230 and institution, and citizen volunteer groups.
ACC250) and permission of Instructor. Service learning field experience within
Prerequisites: A grade of C or
LAB 3.0 private/public agencies, educational
better in ACC111 or (ACC230 and
3.0 0.0 institution, and citizen volunteer groups.
ACC250) and permission of Instructor. ACC296WA Cooperative Education Work-college experiences that involve
Completion of at least twelve (12)
LAB 1.0 the combined efforts of educators and
college credits minimum 2.6 grade
5.0 0.0 employers to accomplish an outcome
point average and be able to related to the career objectives of the
obtain a position related to students.
students academic or career

goals (students present job may qualify or permission of instructor Corequisites: Must be concurrently enrolled in at least one class which is related to students major or career interest or with permission of Instructor. ACC296WB Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students.
LAB 2.0 5.0 0.0
ACC296WC Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. 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 concurrently enrolled in at least one class which is related to students major or career interest or with permission of Instructor.
LAB 3.0 15.0 0.0
ACC296WD Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. 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 concurrently enrolled in at least one class which is related to students major or career interest or with permission of Instructor. Completion of at least twelve (12)
LAB 4.0 college credits minimum 2.6 grade

20.0 0.0 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 concurrently enrolled in at least

one class which is related to students major or career interest or with permission of Instructor.
ACC298AA 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 are made available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development.
LAB 1.0 1.0 0.0
ACC298AB 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 are made 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.
LAB 2.0 2.0 0.0
ACC298AC 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 are made 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.
LAB 3.0 3.0 0.0
ACT298AA Special Projects Organized and tailored around the
interests and needs of the individual student. Structured to provide an atmosphere of individualized research
Prerequisites: Permission of Program Director or Instructor.
Permission of Program Director or
LAB 1.0 Instructor.
1.0 0.0

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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. ACT298AB 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.
LAB 2.0 2.0 0.0

Production procedures for publications
and other print media. Layout and sizing ads, type specification, meeting deadlines, proofreading symbols, and mechanical separation for color and tone. Practice with copy proofs and camera-ready pasteups
Permission of Program Director or Instructor.
Permission of Program Director or Instructor.
Permission of Program Director or Instructor.

ACT298AC 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.
Permission of Program Director or Instructor.
Permission of Program Director or Instructor.
Permission of Program Director or Instructor.

Prerequisites: None. L+L 3.0
4.0 4.0

ADA109 Cartooning Methods Production of cartoon drawing suitable
for reproduction and submission to publishers. Introduction to greeting card
Prerequisites: None. L+L 3.0
4.0 4.0

LAB 3.0 3.0 0.0

ADA102 Advertising Production Methods

planning and layout, composition methods, proofing and correction, color process, image carrier preparation.
Prerequisites: None. L+L 3.0
4.0 4.0

design, editorial cartooning, comic strips and other uses of cartoons ADA114 Graphics Printing Processes Printing methods, skill development in

ADA169 Two-Dimensional Computer Design Generation of electronic two-dimensional images and traditional methods of visual problem solving. Understanding of computer techniques and art presentation methods.
Prerequisites: A grade of C or better in ART100 or Corequisites: ART100 or permission of Instructor.
L+L 3.0 6.0 6.0
L+L 3.0 6.0 6.0
L+L 3.0 6.0 6.0

ADA175 Electronic Publishing Design I Introduction to the multiple elements of commercial publishing using the microcomputer. Basic foundation in the use of electronic page layout techniques. Emphasis on publication design layout and concepts.
Prerequisites: A grade of C or better in ART100 or Corequisites: ART100 or permission of Instructor.
L+L 3.0 6.0 6.0
L+L 3.0 6.0 6.0
L+L 3.0 6.0 6.0

ADA177 Computer-Photographic Imaging Introduction to the multiple elements of microcomputer-photographic imaging. Basic foundation in the use of the photographic manipulation of images using software programs. Special attention to aesthetic foundation underlying photographic composition.
Prerequisites: A grade of C or better in ART100 or Corequisites: ART100 or permission of Instructor.
L+L 3.0 6.0 6.0
L+L 3.0 6.0 6.0
L+L 3.0 6.0 6.0

ADA183 Computer Aided Graphic Arts I Graphic design use in microcomputer; black and white graphics, standard and color brushes, lines, shapes, area fills and fonts. Application to illustration, advertising graphics, typography, and video interaction.
Prerequisites: A grade of C or better in ART100 or Corequisites: ART100 or permission of Instructor.
L+L 3.0 6.0 6.0
L+L 3.0 6.0 6.0
L+L 3.0 6.0 6.0

ADA184 Computer Animation The art of animation (animated sequences, special effects, titles, etc.) using the computer. Construction characters, background graphics, color, scaling, storyboard, cells, timing, editing, and surface rendering. Screening and discussion of selected animated short films and videos.
Prerequisites: A grade of C or better in ART100 or ART111 or ART116 or permission of Instructor.
L+L 3.0 6.0 6.0
L+L 3.0 6.0 6.0
L+L 3.0 6.0 6.0

ADA248 Design Self Promotion Defining career goals, and developing a self-promotional marketing plan to enter
Prerequisites: None. L+L 3.0 6.0 6.0

the workplace, including a resume, business card, leave behind, social media presence, interactive portfolio and printed portfolio. Understand business ethics and etiquette, artist's rights, copyright laws and contractual agreements, and develop networking, interview and communication skills. ADA283 Computer Aided Graphic Arts II Advanced skill development of graphic design through use of microcomputer. Emphasis on computer design and techniques for producing all types of camera-ready advertising art for printed matter and package design. Includes illustration, typography, photo imaging, and color separation.
L+L 3.0 6.0 6.0
ADA289 Computer Illustration Introduction to the multiple elements of
commercial illustration using the microcomputer. Basic foundation in the use of computer techniques including color paint and draw programs for the production of commercial illustrations for publications and printed matter. Use of and output devices.
Prerequisites: A grade of C or better in ADA/ART183 or permission of Instructor.
L+L 3.0 6.0 6.0
ADA298AA 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 are made available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development.
Prerequisites: A grade of C or better in ART100 or Corequisites: ART100 or permission of Instructor.
LAB 1.0 1.0 0.0
ADA298AB 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
Permission of Program Director or Instructor.
Permission of Program Director or
LAB 2.0 Instructor.
2.0 0.0

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. ADA298AC 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 are made available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development.
LAB 3.0 3.0 0.0
AEN100 Survey of Alternative Energy Basic principles and history of
alternative energy sources. Alternative energy sources highlighted include solar photovoltaic, solar thermal, wind, hydropower and geothermal. Emphasis on local power facilities utilizing alternative energy sources.
Permission of Program Director or Instructor.
Prerequisites: None. L+L 2.0
2.0 2.0
AEN102 Fundamentals of Facility Energy

Management
Prerequisites: None. LEC 4.0
4.0 4.0
AEN103 Hand Tools and Basic Maintenance
for Building Energy Technicians
Process of evaluation of types of energy use. Evaluation of the structure, energy transfer, lighting, heating, and cooling systems. Introduction to basic thermal process, including thermal capacity, heat transfer modes, psychometric charts, fan and pump laws, energy storage, and other factors related to HVAC and occupant comfort in commercial facilities. Includes an introduction to energy generation, construction and equipment, and the impact of these factors on cost and economic justification. Basic tools and equipment for the
Prerequisites: None. L+L 4.0 building energy technician. Includes an
4.0 4.0

overview of electrical theory and procedures for measurement and evaluation of common electric circuits, specific heating, ventilation, and air conditioning (HVAC) mechanical hardware devices, analysis of building environmental conditions, and safe procedures for starting and stopping equipment and systems. Also addresses basic repair and replacement of electric outlets, fuses, breakers, filters, and necessary diagnostics on related electrical and mechanical items. AEN104 Fundamentals of Residential Energy Auditing
Process of evaluation of types of energy. Evaluation of the structure, windows and doors, insulation values and types, heating and cooling systems, water heating types and usage.
Prerequisites: None. LEC 3.0
3.0 3.0
AEN142 Introduction to Energy Management Introduction to building energy
management concepts and procedures. Includes the carbon cycle, building envelope and materials of construction in their relation to energy management, occupant comfort, and indoor air quality. Major emphasis on identification of building system components, relations, interactions and basic operation, evaluation and reporting of energy trending and consumption, and efficiency.
Prerequisites: A grade of C or better in AEN102, AEN103 and CNS182.
L+L 3.0 3.0 3.0
AEN190 Device Interface and Selection Overview of building management
systems, components, and controls. Includes energy consumption basics and measurement in addition to building systems evaluation. Also covers the process for evaluation and documentation of systems as well as recommendations for potential energy conservation.
Prerequisites: A grade of C or better in AEN142 and (MAT112 or MAT122).
L+L 3.0 5.0 5.0

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AES101 Air Force Today I Survey course designed to introduce
students to the United States Air Force and Air Force Reserve Officer Training Corps (AFROTC). Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems, and an introduction to communication skills. The Leadership Laboratory component provides dynamic and integrated grouping of leadership

developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Emphasizes common Air Force customs and courtesies, drill and ceremonies, health and physical fitness through group participation.
Prerequisites: None. LEC 2.0
1.0 0.0 LAB 0.0 1.0 0.0

Force Reserve Officer Training Corps (AFROTC). Featured topics include: introduction to leadership, Air Force core values, introduction to interpersonal communication and team building, and a continuation of communication skills. The Leadership Laboratory component provides dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Emphasizes learning the environments and dynamics of an Air Force officer.
Prerequisites: None. LEC 2.0
1.0 0.0 LAB 0.0 1.0 0.0

AES103 Air Force Today II Introduce students to the United States
Air Force and encourage participation in Air

AES201 Evolution of USAF Air and Space Power I
Focuses on facilitating the transition from Air Force ROTC cadet to Air Force ROTC candidate. Examines the general aspects of air and space power through a historical perspective. Utilizing this perspective, covers a time period from the first balloons and dirigibles to the modern technology currently used in overseas contingency operations. Featured topics include: Air Force heritage, Air Force leaders, introduction to ethics and values, group leadership problems and continuing application of communication skills. The Leadership Laboratory component provides dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Provides application of advanced drill and ceremonies; issuing commands; knowing flag etiquette; and developing, directing, and evaluating skills to lead others.
Prerequisites: None. LEC 2.0
Prerequisites: None. LEC 2.0
1.0 0.0 LAB 0.0 1.0 0.0
1.0 0.0 LAB 0.0 1.0 0.0

Power II
Provides knowledge-level understanding for general element and employment of air and space power. Furthermore, discusses the importance of Air Force Core Values with use of operational examples and historical Air Force leaders. Continues to develop communication skills. Topics include: the Air Force mission and organization, modern joint expeditionary Airmen, officer opportunities, and professionalism. The Leadership Laboratory component provides dynamic and integrated grouping of
Prerequisites: None. LEC 2.0
Prerequisites: None. LEC 2.0
1.0 0.0 LAB 0.0 1.0 0.0
1.0 0.0 LAB 0.0 1.0 0.0

AES203 Evolution of USAF Air and Space

leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. Emphasizes preparation for field training. AES294 Air Force Physical Fitness Physical training component of Air
Force ROTC. Covers topics of immediate or special interest to a faculty member and students.
Prerequisites: None. L+L 1.0
3.0 0.0

AES298AA 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: None. LAB 1.0
1.0 0.0

AES298AB 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: None. LAB 2.0
2.0 0.0

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
Prerequisites: None. LAB 3.0
3.0 0.0

AES298AC Special Projects Organized and tailored around the

available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development. AET100 Aviation Orientation Exploration of career options and employment practices in the aviation industry, including topics such as academic requirements, employment requirements, regulatory issues, and airport procedures.
Prerequisites: None. LEC 1.0
1.0 1.0

AET101 Private Pilot Ground School, FAR Part 61
Federal Aviation Regulation (FAR) Part 61 ground school in preparation for the Federal Aviation Administration (FAA) Private Pilot Certificate written examination. Includes aerodynamics, airplane systems, airports, airspace, communications, federal aviation regulations, weather, navigation, airplane performance, flight planning, and flight physiology
Prerequisites: None. LEC 5.0
Prerequisites: None. LEC 5.0
5.0 5.0
5.0 5.0

AET107 Private Pilot Ground School Ground school in preparation for the
Federal Aviation Administration (FAA) Private Pilot Certificate written examination. Includes aerodynamics, airplane systems, airports, airspace, communications, Federal Air Regulations, navigation, airplane performance, flight planning, and flight physiology. Requires passing a written exam similar to the FAA Private Pilot written exam
Prerequisites: None. Corequisites: AET110.
LEC 5.0 5.0 5.0
LEC 5.0 5.0 5.0
LEC 5.0 5.0 5.0

AET107HH Private Pilot Ground School: Helicopter
Ground school in preparation for the Federal Aviation Administration (FAA) Private Pilot Certificate written examination. Includes aerodynamics, helicopter systems, airports,

airspace, communications, Federal Air Regulations, navigation, helicopter performance, flight planning, and flight physiology. Requires passing a written
Prerequisites: None. Corequisites: AET110HH.
Prerequisites: None. Corequisites: AET110HH.
Prerequisites: None. Corequisites: AET110HH.
LEC 5.0 5.0 5.0
LEC 5.0 5.0 5.0
LEC 5.0 5.0 5.0
LEC 5.0 5.0 5.0

exam similar to the FAA Private Pilot written exam. AET110 Private Pilot Flight Flight course in preparation for the
Federal Aviation Administration (FAA) Private Pilot Certificate practical examination. Includes preflight preparation and planning, ground operations, airport operations, departures, navigation, basic instrument flight, night flight, slow flight, ground reference maneuvers, emergency operations, and arrivals. Approximately 50 hours airplane flight experience at student's expense required. Requires passing check ride similar to the FAA Private Pilot check ride.
LAB 2.0 5.0 5.0
AET110HH Private Pilot Flight: Helicopter Flight course in preparation for the
Federal Aviation Administration (FAA) Private Pilot Certificate practical examination. Includes preflight preparation, preflight procedures, airport and heliport operations, hovering maneuvers, takeoffs, landings, and go- rounds, performance maneuvers, navigation, emergency operations, night operations, and post-flight procedures. Approximately 75-85 hours helicopter flight experience at student's expense required. Requires passing check ride similar to the FAA Private Pilot check ride.
Prerequisites: None. Corequisites: AET107.
LAB 2.0 5.0 5.0
AET112 Private Pilot Flight -Test Course Flight course in preparation for
transition into continued AET course work. Includes preflight preparation and planning, ground operations, airport operations, departures, navigation, basic instrument flight, slow flight, ground reference maneuvers, emergency operations, and arrivals. Requires passing check ride similar to
Prerequisites: None. Corequisites: AET107HH.
Prerequisites: FAA Private Pilot
LAB 2.0 Airplane Single-Engine Land or
5.0 5.0 advanced certification. Corequisites: AET107.

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the Federal Aviation Administration Private Pilot check ride. AET115 Aviation Meteorology
Meteorology for professional pilots. Includes atmosphere, air mass circulation, cloud type identification, weather hazards, and high altitude, Arctic, and tropical weather systems. Basic forecasting, use of Direct User Access Terminal (DUAT) systems and reading and interpreting weather charts
Prerequisites: None. LEC 3.0
3.0 3.0

AET201 Instrument Rating Ground School, FAR Part 61
Federal Aviation Regulation (FAR) Part 61 ground school in preparation for the Federal Aviation Administration (FAA) Instrument rating written examination. Includes instrument, navigation, and engine indication systems;

airspace; Federal Aviation Regulations applicable to instrument flight; weather, air traffic control procedures; and charts and approach plates. Flight planning, operations, and physiology.
Prerequisites: A grade of C or better in AET101 or FAA Private Pilot Certificate or permission of Instructor.
Prerequisites: A grade of C or better in AET101 or FAA Private Pilot Certificate or permission of Instructor.
Prerequisites: A grade of C or better in AET101 or FAA Private Pilot Certificate or permission of Instructor.
LEC 3.0 3.0 3.0
LEC 3.0 3.0 3.0
LEC 3.0 3.0 3.0
LEC 3.0 3.0 3.0

AET203 Basic Airplane Systems Beginning commercial pilot ground
course in preparation for the Federal Aviation Administration (FAA) Commercial Pilot Certificate and Commercial written examination. Discussions will include, but not be limited to reciprocating engines, engine systems, airplane systems, altitude systems, and commercial regulations.
Prerequisites: A grade of C or better in (AET207, AET217, and AET210) or permission of Instructor. Corequisites: AET220 and AET213.
LEC 3.0 3.0 3.0
LEC 3.0 3.0 3.0
LEC 3.0 3.0 3.0

AET203HH Basic Helicopter Systems Beginning commercial pilot ground
course in preparation for the Federal Aviation Administration (FAA) Commercial Pilot Certificate and Commercial written examination Discussions will include, but not be limited to reciprocating engines, engine systems, helicopter systems, altitude systems, and commercial regulations.
Prerequisites: A grade of C or better in AET207HH, AET217HH and AET210HH or permission of Instructor. Corequisites: AET220HH and AET213HH.
LEC 2.0 2.0 2.0
LEC 2.0 2.0 2.0
LEC 2.0 2.0 2.0

AET205 Aircraft Structures, Systems, and Maintenance
Survey of airframe structures, systems,
LEC 4.0 and maintenance regulations for pilots.
4.0 4.0 Includes aircraft and airfoil design and construction, and electrical, instrumentation, and automatic flight control systems. Maintenance privileges and limitations, and forms and records AET207 Attitude Instruments and Navigation Beginning instrument pilot ground course in preparation for the Federal Aviation Administration (FAA) Instrument Pilot Rating and Instrument Rating written examinations. Includes preflight preparation, flight instruments, basic attitude instrument flying, radio navigation systems, and technically advanced aircraft systems.
Private Pilot Certificate or permission of Instructor.
LEC 3.0 3.0 3.0

AET207HH Attitude Instruments and
Navigation: Helicopter
Prerequisites: A grade of C or better in AET110 or permission of Instructor. Corequisites: AET210 and AET217.
Beginning instrument pilot ground
Prerequisites: A grade of C or
LEC 2.0 course in preparation for the Federal
better in AET110HH or permission
2.0 2.0 Aviation Administration (FAA)
of Instructor. Corequisites: Instrument Pilot Rating and Instrument
AET210HH and AET217HH. rating written examinations. Includes preflight preparation, flight instruments, basic attitude instrument flying, radio navigation systems, and technically advanced helicopter systems.
AET208 Aviation Safety Introduction to aviation safety, including
LEC 3.0 aviation safety programs, risk
3.0 3.0 management, pilot psychology, physiology, human factors, and accident review and investigation.
AET210 Instrument Commercial Flight I Initial flight course in preparation for the
Federal Aviation Administration (FAA) Instrument rating practical examination. Emphasis on night and instrument operations. Student must fly approximately 60 hours at own expense. Requires passing operational phase checks.
Prerequisites: A grade of C or better in AET100.
LAB 2.0 5.0 5.0
AET210HH Instrument Flight: Helicopter Initial helicopter flight course in
preparation for the Federal Aviation
Prerequisites: A grade of C or better in AET110 or permission of Instructor. Corequisites: AET207 and AET217.
Prerequisites: A grade of C or
LAB 2.0 better in AET110HH or permission
5.0 5.0

Administration (FAA) Instrument rating practical examination. Emphasis on helicopter instrument operations. Student must fly approximately 75 hours at own expense. Requires passing operational phase checks.
of Instructor. Corequisites: AET207HH and AET217HH.
AET213 Aerodynamics and Performance Advanced commercial pilot ground
course in preparation for the Federal Aviation Administration (FAA) Commercial Pilot Certificate and Commercial written examinations. Includes discussion of aerodynamic factors including lift, weight, drag, and thrust. Discussions will include, but are not limited to aerodynamics, performance, safe and efficient airplane operations, airplane stability and control, stalls, and spins.
LEC 3.0 3.0 3.0
AET213HH Aerodynamics and Performance:
Helicopter
Prerequisites: A grade of C or better in AET207, AET217 and AET210. Corequisites: AET220 and AET203.
Advance commercial pilot ground
Prerequisites: A grade of C or
LEC 2.0 course in preparation for the Federal

better in AET207HH, AET217HH,
2.0 2.0 Aviation Administration (FAA)
and AET210HH. Corequisites: Commercial Pilot Certificate and
AET220HH and AET203HH. Commercial written examinations. Includes discussion of aerodynamic factors including lift, weight, drag, and thrust. Discussions will include, but are not limited to aerodynamics, performance, and safe and efficient helicopter operations. AET215 Aircraft Powerplants
Survey of engines and engine systems
LEC 4.0 for pilots. Includes theory and analysis
4.0 4.0 of reciprocating and turbine aircraft engines. Lubrication, ignition, fuel control, cooling, exhaust, and propellers. AET217 Instrument Procedures Advanced instrument pilot ground
school course in preparation for the Federal Aviation Administration (FAA) Instrument pilot rating and Instrument rating written examinations. Includes
Prerequisites: A grade of C or better in AET205 or permission of Instructor.
Prerequisites: A grade of C or
LEC 3.0 better in AET110 or permission of
3.0 3.0 Instructor. Corequisites: AET210 and AET207.

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Federal Aviation Regulations, instrument approach procedures, and instrument enroute considerations. Requires passing written exam similar to the Instrument pilot rating and Instrument rating written exams.
AET217HH Instrument Procedures: Helicopter Advance helicopter instrument pilot ground school course in preparation for the Federal Aviation Administration (FAA) Instrument pilot rating and Instrument rating written examinations. Includes Federal Aviation Regulations, instrument approach procedures, and instrument enroute considerations. Requires passing written exams similar to the Instrument pilot rating and Instrument rating written exams.
LEC 2.0 2.0 2.0
AET220 Instrument Commercial Flight II Advanced flight course in preparation
for the Federal Aviation Administration (FAA) Commercial Pilot practical examination. Emphasis on commercial and high performance operations. Student must fly approximately 60 hours at own expense. Requires passing instrument rating and commercial pilot stage checks similar to the FAA check rides.
Prerequisites: A grade of C or better in AET110HH or permission of Instructor. Corequisites: AET210HH and AET207HH.
LAB 2.0 5.0 5.0
AET220HH Commercial Flight: Helicopter Advanced flight course in preparation
for the Federal Aviation Administration (FAA) Commercial Pilot practical examination. Emphasis on commercial and high performance helicopter operations. Student must fly approximately 60 hours at own expense. Requires passing instrument rating and commercial pilot stage checks similar to the FAA check rides.
Prerequisites: A grade of C or better in AET210, AET207 and AET217. Corequisites: AET203 and AET213.
LAB 2.0 5.0 5.0
AET225 Advanced Aircraft Systems Advanced aircraft systems for pilots.
Pressurization, cabin atmosphere, ice control, rain control, fire detection and
Prerequisites: A grade of C or better in AET210HH, AET207HH and AET217HH. Corequisites: AET203HH and AET213HH.
Prerequisites: A grade of C or
LEC 4.0 better in AET215 or permission of

4.0 4.0 Instructor.

extinguishing, hydraulic, landing gear, anti-skid systems, and weight and balance for transport category airplanes AET227 Certified Flight Instructor: Airplane, Single Engine Land Ground School
LEC 5.0 5.0 5.0
AET227HH Certified Flight Instructor: Helicopter
Ground School
Ground school in preparation for the Federal Aviation Administration (FAA) Certified Flight Instructor and Fundamentals of Instruction written examinations. Includes fundamentals of instruction, aerodynamics, airplane performance, systems, operations, weight and balance, weather, federal regulations, navigation, maneuvers, pilot physiology, ethics, and aeronautical decision making. Requires passing written exams similar to the FAA Certified Flight Instructor: Airplane, and Fundamentals of Instruction written exams. Prerequisites: A grade of C or better in AET240 or FAA Commercial Pilot Certificate with instrument rating. Corequisites: AET230.
Ground school in preparation for the
Prerequisites: FAA Commercial
LEC 4.0 Federal Aviation Administration (FAA)
Pilot Certificate. Corequisites:
4.0 4.0 Certified Flight Instructor and
AET230HH. Fundamentals of Instruction written examinations. Includes fundamentals of instruction, aerodynamics, helicopter performance, systems, operations, weight and balance, weather, federal regulations, navigation, maneuvers, pilot physiology, ethics, and aeronautical decision making. Requires passing written exams similar to the FAA Certified Flight Instructor: Helicopter, and Fundamentals of Instruction written exams. AET228 Public Safety Aviation Organization, operations, tactics and
Prerequisites: A grade of C or
LEC 3.0 techniques related to air support
better in AET107 and AET110.
3.0 3.0 operations within law enforcement, fire
Corequisites: AET260. protection and resource protection agencies. Includes Use of Unmanned Aircraft System (UAS) within the United States, Airborne law enforcement

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patrol, surveillance and other special operations; fire operations including fire chemistry and behavior, fire department organization and tactics, airborne firefighting equipment, fire extinguishment tactics and air ambulance operations; and, resource protection air operations including wildlife surveys, hunting and fishing enforcement patrols, search and rescue, and operations from unimproved landing sites and seaplane operations. AET229 Crew Resource Management Crew communications, teamwork, leadership, "followership," decision- making, and situational awareness; also the benefits of diversity, and the role diversity plays in the modern aerospace industry. Emphasis on utilization of all available resources in order to conduct a safe and efficient flight.
LEC 3.0 3.0 3.0
AET230 Certified Flight Instructor: Airplane, Single Engine Land
Prerequisites: A grade of C or better in AET217.
Flight course in preparation for the
Prerequisites: A grade of C or

LAB 1.0 Federal Aviation Administration (FAA)
better in AET240 or FAA
3.0 3.0 Certified Flight Instructor: Airplane
Commercial Pilot Certificate with practical examination. Emphasis on
instrument rating. Corequisites: demonstration and analysis of flight
AET227. maneuvers. Includes preflight, ground operations, airport operations, takeoffs, climbs, flight fundamentals, stalls, spins, slow flight, basic instrument operations, performance maneuvers, ground reference maneuvers, emergency operations, approaches, landings, and postflight procedures. Requires approximately 25 hours of flight that includes high performance operations at student's expense. Also requires passing check ride similar to the FAA Certified Flight Instructor check ride.

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AET230HH Certified Flight Instructor: Helicopter Flight course in preparation for the
Federal Aviation Administration (FAA) Certified Flight Instructor: Helicopter practical examination. Emphasis on demonstration and analysis of flight maneuvers. Includes preflight procedures, airport and heliport operations, hovering maneuvers, takeoffs,landings, and go-arounds, fundamentals of flight, performance maneuvers, emergency operations, special operations, and postflight procedures. Requires approximately 60 hours of flight at student's expense. Also requires passing check ride similar to the FAA Certified Flight Instructor check ride.
LAB 1.0 3.0 3.0
AET237 Multiengine Airplane Pilot Ground
School
Prerequisites: FAA Commercial Pilot Certificate with instrument rating. Corequisites: AET227HH.
Aeronautical knowledge necessary to
Prerequisites: A grade of C or
LEC 2.0 meet requirements for a multiengine
better in AET220 or FAA
2.0 2.0 airplane rating including orientation,
Commercial Pilot Certificate with aerodynamics, airplane systems,
instrument rating. Corequisites: airplane performance, flight planning,
AET240. and emergency procedures. AET240 Multiengine Airplane Pilot Flight Flight course in preparation for the
LAB 0.5 Federal Aviation Administration (FAA)
1.5 1.5 Multiengine Airplane practical examination. Approximately 15 hours of flight experience at the student's expense and passing check ride similar to the FAA Multiengine check ride are required.
AET257 Readings in Aviation Critical inquiry of a particular aviation
theme from a wide variety of sources. Structured to provide an atmosphere of individualized research and study paralleled by professional expertise and guidance. International data communication facilities and equipment made available for student use.
Prerequisites: A grade of C or better in AET220 or FAA Commercial Pilot Certificate with instrument rating. Corequisites: AET237.
Prerequisites: A grade of C or
L+L 3.0 better in ENG102 or ENG111 and
4.0 4.0 permission of Instructor.

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AET258 Certified Flight Instructor:

Instrument Airplane Ground School
LEC 3.0 3.0 3.0
AET258HH Certified Flight Instructor:
Instrument Helicopter, Ground School
Aeronautical knowledge and practical teaching ability necessary to obtain an Instrument Flight Instructor Certificate with an Airplane-Single-Engine rating and necessary to satisfactorily pass the Flight Instructor Instrument knowledge test.
Valid FAA Commercial Pilot Certificate or Airline Transport Pilot Certificate with the appropriate category and class of airplane used in the course, instrument rating, and Flight Instructor Certificate-Airplane. Corequisites: AET270.
LEC 3.0 3.0 3.0
AET260 Public Safety Aviation Applications
in Unmanned Aircraft Systems Flight Lab
Aeronautical knowledge and practical
Valid FAA Commercial Pilot teaching ability necessary to obtain an
Certificate, or Airline Transport Instrument Flight Instructor Certificate
Pilot Certificate with instrument with a Helicopter rating and necessary
rating and the appropriate to satisfactorily pass the Helicopter
category and class of helicopter Flight Instructor Instrument knowledge
used in the course; and Flight test.
Instructor Certificate-Helicopter. Corequisites: AET270HH.
LAB 1.0 3.0 3.0
AET270 Certified Flight Instructor:
Instrument Airplane Flight Lab
Knowledge and skills needed to safely
Prerequisites: A grade of C or employ small unmanned aircraft
better in UAS101. Corequisites: systems. Includes aircraft operating
AET228. software, launch and recovery operations, payload operations, normal and emergency procedures, and mission planning and execution. Emphasis on use of small Unmanned Aircraft Systems (UAS) operations conducted by non-military governmental organizations, such as law enforcement and resource protection agencies. Students must complete the appropriate flight lessons to satisfactorily complete the course. Flight experience in an airplane to meet
Valid FAA Commercial Pilot
LAB 1.0 flight proficiency and aeronautical
Certificate or Airline Transport
3.0 3.0 experience requirements necessary to
Pilot Certificate with the add an Instrument Airplane Rating to an
appropriate category and class of existing Flight Instructor-Airplane
airplane used in the course, certificate.
instrument rating, and Flight Instructor Certificate-Airplane. Corequisites: AET258.

AET270HH Certified Flight Instructor:
Instrument Helicopter Lab
LAB 1.0 3.0 3.0
AET273 Multi-Engine Flight Instructor:
Airplane-Ground School

Flight experience in a helicopter designed to provide flight proficiency and aeronautical experience requirements necessary to pursue adding an Instrument Helicopter Rating to an existing Flight Instructor-Helicopter certificate.
Valid FAA Commercial Pilot Certificate, or Airline Transport Pilot Certificate with instrument rating and the appropriate category and class of helicopter used in the course; and Flight Instructor Certificate-Helicopter. Corequisites: AET258HH.
LEC 2.0 2.0 2.0
AET280 Multi-Engine Flight Instructor:
Airplane-Flight Lab
Aeronautical knowledge and practical
(Valid FAA Commercial Pilot teaching necessary for the addition of a
Certificate or Airline Transport multi-engine rating Flight Instructor
Pilot Certificate with instrument Certificate, as set forth in the current
rating and the appropriate Private and Commercial Multi-Engine
category and class of airplane and Flight Instructor Multi-Engine
used in the course) and Flight Practical Test Standards.
Instructor Certificate-Airplane. Corequisites: AET280. Flight experience in an airplane to meet
(Valid FAA Commercial Pilot
LAB 1.0 flight proficiency and aeronautical
Certificate or Airline Transport
3.0 3.0 experience requirements necessary to
Pilot Certificate with instrument add a multi-engine rating to an existing
rating and the appropriate Flight Instructor-Airplane certificate.
category and class of airplane used in the course) and Flight Instructor Certificate-Airplane. Corequisites:
AET273. AET296WA Cooperative Education Work-college experiences that involve
LAB 1.0 the combined efforts of educators and
5.0 0.0 employers to accomplish an outcome related to the career objectives of the students.
AET296WB Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome
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 concurrently enrolled in at least one class which is related to students major or career interest or with permission of Instructor. Completion of at least twelve (12)
LAB 2.0 college credits minimum 2.6 grade
10.0 0.0 point average and be able to obtain a position related to

related to the career objectives of the students.
students academic or career goals (students present job may qualify or permission of instructor Corequisites: Must be concurrently enrolled in at least one class which is related to students major or career interest or with permission of Instructor. AET296WC Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students.
LAB 3.0 15.0 0.0
AET296WD Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students.
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 concurrently enrolled in at least one class which is related to students major or career interest or with permission of Instructor.
LAB 4.0 20.0 0.0
AET298AA 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
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 concurrently enrolled in at least one class which is related to students major or career interest or with permission of Instructor. Permission of Program Director or
LAB 1.0 Instructor.
1.0 0.0

of independent study and individualized learning to be combined to maximize student development.
AET298AB 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 are made available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development.
LAB 2.0 2.0 0.0
AET298AC 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.
Permission of Program Director or Instructor.
LAB 3.0 3.0 0.0
AFR110 Introduction to African-American
Studies
Permission of Program Director or Instructor.
Prerequisites: None. LEC 3.0
3.0 3.0
AFR202 Ethnic Relations in the United
States
Introduction to the study of the African- American experience. Interdisciplinary approach includes historical underpinnings; population and cultural characteristics; social, economic, and political issues; and implications for the future Basic concepts and processes,
Prerequisites: None. LEC 3.0 including historic overview, of
3.0 3.0 interethnic relations in the United States: culture, race, ethnicity, ethnocentrism, prejudice, discrimination, racism, assimilation, acculturation, and individual and group responses to interethnic contact.

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Cultural knowledge and intercultural communication skills and perspectives as fundamental tools for

successful management of social relations in a multicultural world. AFR203 African-American History: The
Slavery Experience
LEC 3.0 3.0 3.0
AFR204 African-American History:
Reconstruction to the Present
History and cultural heritage of African- Americans, including arrival in the Americas, chattel slavery experience, emancipation, and participation in the American Civil War. Presented from an Afro-centric perspective.
Prerequisites: A grade of C or better in AFR110 or permission of Instructor.
History and cultural heritage of African-
Prerequisites: A grade of C or
LEC 3.0 Americans from the Reconstruction
better in AFR203 or permission of
3.0 3.0 period to the present, including the
Instructor. Depression, the Harlem Renaissance, the Civil Rights Movement, and affirmative action. Presented from an Afro-centric perspective. AFR207 Black Women Analysis and discussion of critical
Prerequisites: None. LEC 3.0 issues for Black women in America
3.0 3.0 today AGB130 Establishing and Running an Agribusiness
Basic principles used in establishing
Prerequisites: None. LEC 3.0 and running an Agribusiness. Emphasis
3.0 3.0 on business requirements to maintain a business enterprise in Arizona AGB132 Agribusiness and Management Application of management principle
skills in day-to-day operations for decision-making techniques base on collection, use and analysis of financial, employee, and customer data to determine and evaluate the daily operations of an agribusiness venture.
Prerequisites: None. LEC 3.0
3.0 3.0
AGB139 Agribusiness Computer Operations Agribusiness operations for solving,
forecasting and projecting agribusiness problems, agribusiness communications, accounting systems and database use.
Prerequisites: None. L+L 3.0
6.0 6.0
AGB140 Commercial Floral Design Fundamentals of commercial floral
design. Includes instruction and hands- on training in fresh, dried, and silk
Prerequisites: None. L+L 3.0
5.0 5.0

plants, flowers, and greens; materials; supplies; gift items; and industry conditions, standards, and trends. Covers design principles, identification, selection, care, maintenance, handling, and use of floral design material, ordering, pricing, recordkeeping, computer usage, and customer relations. AGB142 Floriculture Principles and species of floriculture.
Includes instruction in cultural and production requirements of cut flowers and foliage. Covers general production information and basic plant physiology principles, propagation, production temperatures, plant nutrients, pest

management, and greenhouse construction and operations.
Prerequisites: None. L+L 3.0
5.0 5.0

AGB144 Agriculture Processing Agricultural processing and the meat
industry as a business enterprise. Carcass evaluation, grading, judging for cut ability and quality, cut identification, meat cutting, wrapping, freezing, and storing.
Prerequisites: None. L+L 3.0
5.0 5.0

AGB229 Landscape Management and Leadership
Covers landscape and nursery management concepts and applications for business, industry, and government organizations
Prerequisites: None. LEC 3.0
3.0 3.0

AGB231 Marketing of Agricultural Products
Principles of agricultural marketing including consumer demand, economic system fundamentals, functions and methods of marketing agricultural commodities, market planning, and promoting and selling in the agricultural domain.
Prerequisites: None. LEC 3.0
3.0 3.0

AGB260 Youth Leadership Development
Characteristics of effective Career and Technical Student Organization (CTSO) officers, leadership styles and strategies for the management and organization of youth groups in agriculture. Includes
Prerequisites: None. L+L 4.0
6.0 6.0

instruction and hands-on training in speech/workshop development, budget and activity planning and the use of parliamentary procedure. AGB261 Advanced Youth Leadership Development
Characteristics of effective Career and Technical Student Organization (CTSO) officers, leadership styles and strategies for the management and organization of youth groups in agriculture. Includes instruction and hands-on training in speech/workshop development, budget and activity planning and the use of parliamentary procedure.
Prerequisites: None. L+L 4.0
6.0 6.0

AGB290 Internship Supervised field training for
Agribusiness students with local industry businesses.
Student shall be in final semester before graduation and permission of Department or Division.
LAB 3.0 6.0 6.0

AGB296WA Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. 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 concurrently enrolled in at least one class which is related to students

major or career interest or with permission of Instructor.
LAB 1.0 5.0 0.0
AGB296WB Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. 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 concurrently enrolled in at least one class which is related to students major or career interest or with permission of Instructor.
LAB 2.0 10.0 0.0

AGB296WC Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students.
LAB 3.0 15.0 0.0
AGB296WD Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. 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 concurrently enrolled in at least one class which is related to students major or career interest or with permission of Instructor.
LAB 4.0 20.0 0.0
AGB298AA 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.
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 concurrently enrolled in at least one class which is related to students major or career interest or with permission of Instructor.
LAB 1.0 1.0 0.0
AGB298AB 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
Permission of Program Director or Instructor.
Permission of Program Director or
LAB 2.0 Instructor.
2.0 0.0

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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. AGB298AC 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 are made available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development.

LAB 3.0 3.0 0.0
AGL181 Landscape Construction
Techniques
Permission of Program Director or Instructor.
The methods used in site preparation,
Prerequisites: None. L+L 3.0 installation of edgings, construction of
6.0 6.0 walks, patios and decks, installation of sprinkler systems, rock scapes and the planting of trees, shrubs, ground covers, and lawns. AGL184 Landscape Drafting and Design I Basic principles of landscape design,
including drafting and design techniques commonly used in the field of landscaping. Emphasis on simple working drawings and detailed views, symbols, lettering, and drafting standards.
Prerequisites: None. L+L 2.0
4.0 4.0
AGL188 Arizona Landscape Design Designed for residential homeowner
and beginning professional. Emphasis on plant material groupings and basic design principles. History of landscape use, special features of hardscapes, irrigation systems, and lawn-to- desert planting conversion techniques.
Prerequisites: None. L+L 2.0
3.0 3.0
AGL189 Landscape Design I Introduction to landscape design with an emphasis on residential and small scale projects. Application of design
Prerequisites: None. L+L 3.0
6.0 6.0

processes from inventory and analysis through design and development including program, measured base, study diagrams, rendered and colored plans, and sectional elevations. Architectural communication developed through hand sketch and hand drafting techniques with practice in client interview and design presentation. AGL190 Landscape Design II Advanced study of the principles, processes, and practice of Landscape Design, with an emphasis on residential and small scale design. Design problem-solving, use of landscape elements such as paving, fencing, small structures, low voltage lighting, plants, water and fire features. Construction documents will be produced including plans, estimates, details, and specifications. Regulatory agencies and other affective influences will be explained. Development of personal design philosophy and career exploration.
L+L 3.0 6.0 6.0
AGL269 Computer Aided Landscape Design Using AutoCAD to create landscape
design drawings and wire frames in Sketchup for elevations, sections and perspective sketches.
Prerequisites: A grade of C or better in AGL189 or permission of Instructor.
L+L 3.0 6.0 6.0
AGL296WA Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students.
Prerequisites: A grade of C or better in (AGB139 or CAD100 or CAD101) and AGL189 or permission of Instructor. Completion of at least twelve (12)
LAB 1.0 college credits minimum 2.6 grade
5.0 0.0 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 concurrently enrolled in at least one class which is related to students major or career interest or with permission of Instructor.

AGL296WB Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students.
LAB 2.0 10.0 0.0
AGL296WC Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. 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 concurrently enrolled in at least one class which is related to students major or career interest or with permission of Instructor.
LAB 3.0 15.0 0.0
AGL296WD Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. 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 concurrently enrolled in at least one class which is related to students major or career interest or with permission of Instructor.
LAB 4.0 20.0 0.0
AGL298AA Special Projects Organized and tailored around the
interests and needs of the individual student. Structured to provide an atmosphere of individualized research
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 concurrently enrolled in at least one class which is related to students major or career interest or with permission of Instructor. Permission of Program Director or
LAB 1.0 Instructor.
1.0 0.0
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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. AGL298AB 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.
LAB 2.0 2.0 0.0
AGL298AC 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.
Permission of Program Director or Instructor.
LAB 3.0 3.0 0.0
AGS164 Plant Growth and Development Principles of growth in relation to seed

germination, emergence, growth and reproduction processes of plants and the environmental influences on plant growth processes.
Permission of Program Director or Instructor.
Prerequisites: None. L+L 4.0
6.0 6.0
AGS165AA Fall Sustainable Crop Production Study of the importance of Fall-planted crops for food, feed, and fiber. Cultural practices for raising the major crops in the State of Arizona, including planting, environmental modifications,
Prerequisites: A grade of C or
LEC 3.0 better in AGS164 or permission of
2.0 2.0 Instructor.
LAB 0.0 3.0 3.0

harvesting, handling and quality control with an emphasis on sustainability. AGS165AB Spring Sustainable Crop Production Study of the importance of Spring-planted crops for food, feed, and fiber. Cultural practices for raising the major crops in the State of Arizona, including planting, environmental modifications, harvesting, handling and quality control with an emphasis on sustainability.
LEC 3.0 2.0 2.0 LAB 0.0 3.0 3.0
AGS166 Aquaponics Establishment, care, and selection of facilities for commercial production of animals and plants in a water-based closed system.
Prerequisites: A grade of C or better in AGS164 or permission of Instructor.
Prerequisites: None. L+L 3.0
5.0 5.0
AGS168 Grounds Equipment Management Selection, use and maintenance of grounds equipment, including both manual and power equipment.
Prerequisites: None. L+L 3.0
5.0 5.0
AGS170 Pesticides Chemistry and classification of
pesticides. Interpret the use of pesticide labels
Prerequisites: None. LEC 0.5
0.5 0.5
AGS171 Insect Identification Concepts of insect identification Prerequisites: None. LEC 0.5
0.5 0.5 AGS172 Household Pests Problems associated with household
pests
Prerequisites: None. LEC 0.5
0.5 0.5 AGS173 Wood Destroying Pests Problems associated with wood
destroying pests
Prerequisites: None. LEC 0.5
0.5 0.5 AGS174 Regulations: Federal and State Federal and state pesticide regulations
and guidelines for licensing pest control use
Prerequisites: None. LEC 0.5
0.5 0.5
AGS175 Pesticide Safety and Use of
Equipment
Prerequisites: None. LEC 0.5

0.5 0.5 AGS176 Environment and Toxicology of
Pesticides
Federal and state pesticide safety regulations and use of equipment Environmental concepts, endangered
Prerequisites: None. LEC 0.5 species and toxicology associated with
0.5 0.5 the use of pesticides AGS177 Aquatic Pest Control Aquatic ecosystems, pest organisms and their control
Prerequisites: None. LEC 0.5
0.5 0.5 AGS178 General Pest Control Arthropods and other pest organisms and their control
Prerequisites: None. LEC 0.5
0.5 0.5 AGS179 Terrestrial Weed Control Terrestrial weeds and their control Prerequisites: None. LEC 0.5
0.5 0.5

AGS182 Gardening Practices and
Techniques
Cultural practices of vegetables, fruits and ornamental plants as they relate to organic and inorganic gardening
Prerequisites: None. LEC 2.0
2.0 2.0
AGS182AA Gardening Practices and
Techniques
Cultural practices of vegetables, fruits and ornamental plants as they relate to organic and inorganic gardening
Prerequisites: None. LEC 2.0
1.0 1.0 LAB 0.0 3.0 3.0 AGS183 Urban Plant Identification and Use Identification, growth, cultural requirements, uses, maintenance, and care of landscape trees, shrubs, vines and ground covers commonly used in Arizona
Prerequisites: None. LEC 3.0
3.0 3.0
AGS183AA Urban Plant Identification and Use:
Trees
Emphasis on trees commonly used in cityscapes in the Southwest. Review of their origin, cultural requirements, uses, required maintenance, benefits and disadvantages. Identification, planting procedures, water and nutritional requirements are covered
Prerequisites: None. LEC 1.0
1.0 1.0
AGS183AB Urban Plant Identification and Use:
Shrubs
Emphasis on shrubs commonly used in cityscapes in the Southwest. Review of their origin, cultural requirements, uses, required maintenance, benefits and disadvantages. Identification, planting procedures, water and nutritional requirements are covered
Prerequisites: None. LEC 1.0
1.0 1.0
AGS183AC Urban Plant Identification and Use:

Vines, Flowers, Groundcovers
Emphasis on groundcovers, annuals, perennials and vines commonly used in cityscapes in the Southwest. Review of their origin, cultural requirements, uses, required maintenance, benefits and disadvantages. Identification, planting procedures, water and nutritional requirements covered
Prerequisites: None. LEC 1.0
1.0 1.0
AGS186 Greenhouse Management and Construction
Principles and practices of greenhouse operation; control of environmental factors and cultural practices affecting the production of greenhouse crops
Prerequisites: None. LEC 3.0
2.0 2.0 LAB 0.0 3.0 3.0 AGS186AA Greenhouse Management and Construction
Principles and practices of greenhouse operation; control of environmental
Prerequisites: None. LEC 3.0
3.0 3.0

factors and cultural practices affecting the production of greenhouse crops AGS187 Indoor Foliage Plants Environmental and nutritional requirements for foliage plants used for interior decoration. Includes identification, nomenclature and uses
Prerequisites: None. LEC 3.0
3.0 3.0

AGS188 Arid Landscape Plants Provides information on currently propagated Xerophytes available in southern Arizona. Shows how each can be applied to specific desert landscape situations. Considers identification, cultural requirements, and physical characteristics related to landscape design
Prerequisites: None. LEC 3.0
6.0 5.1

AGS190 Arid Land Plants Identification and Use
Covers xerophytes common in southern Arizona and their applications to specific desert landscape situations. Identification, cultural requirements, and physical characteristics related to landscape design, including both mature plants and live containerized material
Prerequisites: None. LEC 3.0
Prerequisites: None. LEC 3.0
3.0 3.0
3.0 3.0

AGS192 Urban Plant Care Establishment, care and preservation of ornamental trees, shrubs, vines, and ground cover plants used in landscape for human well-being and pleasure.
Prerequisites: None. L+L 3.0
5.0 5.0

AGS192AA Urban Plant Care: Site Analysis, Plant Selection and Requirements Establishment of ornamental trees, shrubs, vines, and ground cover plants used in

landscape for human well-being and pleasure
Prerequisites: None. LEC 1.0
Prerequisites: None. LEC 1.0
1.67 1.46
1.67 1.46

AGS192AB Urban Plant Care: Maintenance of Urban Plants
Care of ornamental trees, shrubs, vines, and ground cover plants used in landscape for human well-being and pleasure
Prerequisites: None. LEC 1.0
Prerequisites: None. LEC 1.0
1.67 1.46
1.67 1.46

AGS192AC Urban Plant Care: Diagnosing and Curing Plant Problems
Preservation of ornamental trees, shrubs, vines, and ground cover plants used in landscape for human well-being and pleasure
Prerequisites: None. LEC 1.0
Prerequisites: None. LEC 1.0
1.67 1.46
1.67 1.46

AGS255 Plant Tissue Culture Plant tissue culture techniques for
cloning, reproduction, and
Prerequisites: A grade of C or better in AGS164.
L+L 3.0 5.0 5.0
L+L 3.0 5.0 5.0
L+L 3.0 5.0 5.0

manufacturing including media mixing, cell growth and development, aseptic transfer, manipulation, observation, and documentation AGS260 Soils Fundamental properties of the physical, chemical, and biological relation of soil to plant growth. Evaluation of the human impact on soil health. LEC 4.0 3.0 3.0 LAB 0.0 3.0 3.0 AGS261 Soil Fertility And Management Relationship of soils, crops, and climatic factors to economic use of commercial fertilizer
Prerequisites: A grade of C or better in CHM130 or permission of Instructor.
Prerequisites: None. LEC 3.0
3.0 3.0
AGS262 Irrigation Design, Installation,
Operation, and Trouble Shooting
Design, installation, maintenance and
Prerequisites: None. L+L 3.0 troubleshooting of sprinklers, drip, and
5.0 5.0 flood systems. Use of time clocks, pumps, filters, backflow devices, and other equipment to deliver water to the landscape. Types of water and their use in the landscape. AGS264 Irrigation and Water Management Irrigation and drainage problems
relating to pumps, motors, pipe lines, ditches and wells in the Southwest. Installation of sprinkler, drip and subirrigation, time clock installation and repair. Land measurement and principles of land leveling
Prerequisites: None. LEC 3.0
2.0 2.0 LAB 0.0 3.0 3.0
AGS266 Urban Insect Control The interrelationship of plant organisms,
animals and environments with insects as affected by soils, temperature, water and agricultural chemicals
Prerequisites: None. LEC 3.0
3.0 3.0
AGS267 Weeds and Plant Diseases of
Arizona

Prerequisites: None. L+L 3.0
5.0 5.0
AGS268 Integrated Pest Management in the
Cultivated Environment
Weed identification, relationship to competition, cultural practices, prevention and chemical usage for control. General outline of plant autonomy and physiology relating to chemical usage of selectivity. Diseases of plants, their life cycles, biological interrelationships, identification, and control. Identification and management of pests
Prerequisites: None. L+L 4.0 of the garden, farm and landscape in
6.0 6.0

the arid west. Special emphasis is given to safe handling of pesticides. AGS282AA Service-Learning Experience in
Agriculture
LAB 1.0 1.0 0.0
AGS282AB Service-Learning Experience in
Agriculture
Unpaid Service-Learning (SL) experience, completed with approved community partner.
Prerequisites: Permission of Instructor.
LAB 2.0 2.0 0.0
AGS282AC Service-Learning Experience in
Agriculture
Unpaid Service-Learning (SL)
Prerequisites: Permission of experience, completed with approved
Instructor. community partner. Unpaid Service-Learning (SL)
Prerequisites: Permission of
LAB 3.0 experience, completed with approved
Instructor.
3.0 0.0 community partner. AGS284 Lawn and Turf Care Factors that affect the establishment
Prerequisites: None. LEC 3.0 and maintenance of turf grasses.
3.0 3.0 Includes budgets, schedules and selection of equipment AGS285 Propagation of Horticultural Plants Principles and processes of propagation
of crops using seed, budding, grafting, and cuttings in greenhouse structures and open ground
Prerequisites: None. LEC 3.0
2.0 2.0 LAB 0.0 3.0 3.0 AGS285AA Propagation of Horticultural Plants
Structures Media and Management
Design, maintenance and repair of
Prerequisites: None. LEC 1.0 greenhouse structures. Principles of
0.7 0.7 plant propagation media and
LAB 0.0 procedures. The processes involved in
1.0 1.0 nursery management, including plant care, display, and marketing AGS290 Internship Supervised field training for Urban
Horticulture students with local industry businesses
LAB 3.0 6.0 0.0
AGS296WA Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students.

Student shall be in final semester before graduation and permission of Department or Division.
Completion of at least twelve (12)
LAB 1.0 college credits minimum 2.6 grade
5.0 0.0 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 concurrently enrolled in at least one class which is related to students major or career interest or with permission of Instructor.

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AGS296WB Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students.
LAB 2.0 10.0 0.0
AGS296WC Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students.
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 concurrently enrolled in at least one class which is related to students major or career interest or with permission of Instructor.
LAB 3.0 15.0 0.0
AGS296WD Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students.
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 concurrently enrolled in at least one class which is related to students major or career interest or with permission of Instructor.
LAB 4.0 20.0 0.0
AGS298AA Special Projects Organized and tailored around the
interests and needs of the individual student. Structured to provide an atmosphere of individualized research
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 concurrently enrolled in at least one class which is related to students major or career interest or with permission of Instructor. Permission of Program Director or
LAB 1.0 Instructor.
1.0 0.0

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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. AGS298AB 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.
LAB 2.0 2.0 0.0

Arab heritage in the Arab
world (Middle East). Cultural and social institutions and their contribution to the development of the region and its heritage.
Permission of Program Director or Instructor.
Permission of Program Director or Instructor.
Permission of Program Director or Instructor.

AGS298AC 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.
Permission of Program Director or Instructor.
Permission of Program Director or Instructor.
Permission of Program Director or Instructor.

Prerequisites: None. LEC 3.0
3.0 3.0

AIR101 Reservations and Sales Overview Overview concepts of reservations and
sales for airline booking agents. Includes guidelines on dealing with people with disabilities, reservations for cabin pets, and military fares.
Prerequisites: None. LEC 2.0
2.0 2.0

LAB 3.0 3.0 0.0

AHU245 Arabic Culture and Islam A survey of

knowledge, computer familiarization, the Passenger Name Record, sales, and fares
Prerequisites: None. LEC 3.0
3.0 3.0

Introduction to fare displays and booking rules
AIR102 Reservations/Sales Training I Basic orientation to Reservations/Sales
Training. Includes overview of product

LEC 3.0 3.0 3.0
LEC 3.0 3.0 3.0

AIR103 Basic Reservations Procedures Basic orientation to Reservation/Sales
training. Includes product knowledge, computer system, seat assignment, and baggage restriction transit item classifications, automated check-in and passenger acceptance procedures
Prerequisites: None. LEC 3.0
3.0 3.0

AIR104 Reservations/Sales Training II
Concepts and techniques of specialty
faring, special sales tools, miscellaneous functions, and the Passenger Name Record
Prerequisites: A grade of C or better in AIR102.
LEC 3.0 3.0 3.0
LEC 3.0 3.0 3.0
LEC 3.0 3.0 3.0

AIR105 Automated Ticketing Introduction to automated ticketing
procedures. Payment procedures also included. Overview of baggage processes and checking in passengers
Prerequisites: A grade of C or better in AIR104.
LEC 3.0 3.0 3.0
LEC 3.0 3.0 3.0
LEC 3.0 3.0 3.0

AIR106 Reservations/Sales Training III
Expands on concepts and techniques of reservations/sales. Includes expanded miscellaneous functions and introduces advanced seat assignments, vacation packages, and ticketing
Prerequisites: A grade of C or better in AIR104.
LEC 3.0 3.0 3.0

AIR107 Reservations and Sales Customer Service
Customer service and communication skills for airline booking agents. Includes selling, listening, and appropriate language usage. Covers emergency communication procedures and retention skills.
Prerequisites: None. L+L 3.0
Prerequisites: None. L+L 3.0
4.0 4.0
4.0 4.0

AIR108 Reservations/Sales Training Practicum
Practical experience attending to passenger needs by answering "live" phone calls in a laboratory setting. Includes The Sales Effort, Mandatory Parts of a Call, Phone Etiquette, and Building the Passenger Name Record.
Prerequisites: A grade of C or better in AIR106.
Prerequisites: A grade of C or better in AIR106.
Prerequisites: A grade of C or better in AIR106.
LAB 3.0 9.0 9.0
LAB 3.0 9.0 9.0
LAB 3.0 9.0 9.0
LAB 3.0 9.0 9.0

AIR109 Dividend Miles Preferred Overview of preferred program features
and benefits. Includes database access,
Prerequisites: None. L+L 2.0
3.0 3.0

account actions, and screen usage in addition to procedures for reactivation and preservation of mileage. Also covers maintenance and helpdesk procedures. AIR110 Advanced Reservations/Sales

Training
Emphasis on attending to passenger
L+L 2.0 needs by answering "live" phone calls in
4.0 4.0 a laboratory setting. Includes sales, mandatory parts of a call, phone etiquette, and information retrieval. AIR112 Airline Ticketing Procedures Overview of ticketing procedures.
Fares, payment options, passenger name record, and sales covered. Automated and basic ticketing as well as hazardous material transport restrictions emphasized
Prerequisites: A grade of C or better in AIR102.
LEC 3.0 3.0 3.0
AIR113 Automated Ticketing and Check-In Introduction to automated ticketing and
check-in options and procedures including entries, fares, opening a flight, assigning seats or changing seat assignments on the computer, processing standbys, and closing the flight
Prerequisites: A grade of C or better in AIR103.
LEC 3.0 3.0 3.0
AIR115 Ticketing/Passenger Services Basic orientation to ticketing and
passenger services. Includes procedures for accepting passengers, baggage services, common hazardous materials encountered, and basic ticketing procedures
Prerequisites: A grade of C or better in AIR102.
LEC 3.0 3.0 3.0
AIR116 Airline Gate Procedures Airline gate service operation
information. Opening a flight, assigning and changing seats, processing standbys, and closing a flight emphasized. Processing oversold flights and irregular operations also covered
Prerequisites: A grade of C or better in AIR113.
LEC 3.0 3.0 3.0
AIR118 Emergency Medical Procedures Overview of emergency medical
procedures. Includes basic first aid, advanced first aid, choking victim procedure, cardiopulmonary
Prerequisites: A grade of C or better in AIR103.
Prerequisites: None. LEC 2.0
2.0 2.0

resuscitation, and operation of Automated External Defibrillators (AED). AIR120 Airbus A319/320 Initial Training Initial inflight training of the Airbus
A319/320. Includes Airbus A319/320 aircraft familiarization, duties and procedures, and security training.
LEC 3.0 3.0 3.0
AIR121 Airline Cargo Services Overview of airline cargo service
procedures for the airline cargo agent. Includes Cargo Name Records (CNRs), cargo security, air waybills, shipments, and cargo allocation. Airline cargo computer system usage emphasized.
Prerequisites: A grade of C or better in AIR118.
Prerequisites: None. L+L 2.0
3.0 3.0
AIR122 Airbus A319/320 Emergency
Procedures
Overview of emergency procedures
Prerequisites: A grade of C or
LEC 2.0 aboard the Airbus A319/320 Aircraft.
better in AIR120.

2.0 2.0 Includes Airbus A319/320 general emergency procedures, specific emergency procedures, evacuation procedures, and protective breathing equipment. AIR123 Baggage Service Agent Overview of the role and responsibilities
of a baggage service agent. Covers procedures for delayed and damaged baggage, as well as customer concerns. Emphasis on working with a computerized baggage trace system.
Prerequisites: None. LEC 1.0
1.0 1.0
AIR124 Boeing 757 Transition Training Inflight transition training of the Boeing
757. Includes Boeing 757 aircraft familiarization, duties and procedures, and emergency procedures
LEC 2.0 2.0 2.0
AIR125 Boeing 737 Transition Training Inflight transition training of the Boeing
737 for new hires. Instruction includes Boeing 737 aircraft familiarization, general operations, and aircraft specific emergency equipment/procedures.
Prerequisites: A grade of C or better in AIR122.
LEC 1.0 1.0 1.0
AIR127 Airline Customer Relations I Overview of airline customer relations
and the passenger name record. Includes policies and procedures as well as reservations, routing, coding, and travel awards.
Prerequisites: A grade of C or better in AIR122.
Prerequisites: None. LEC 3.0
3.0 3.0

AIR128 Airline Customer Relations II Advanced airline customer relations.
Communication skills for effective customer service, as well as, techniques to assist with customer checklist, travel vouchers, and service requests. Airline ticketing systems and flight operations included.
L+L 3.0 4.0 4.0
AIR129 Airline Customer Relations Lab Application of airline customer relations
procedures. Use of airline computer systems emphasized. Includes customer service and the processing of tickets, coding, reservations, files, and vouchers.
Prerequisites: A grade of C or better in AIR127.
LAB 2.0 6.0 6.0
AIR130 Vacation Travel Product Knowledge Vacation travel product knowledge for Tour Sales Representatives. Includes overview of vacation travel product knowledge, vacation travel packages, product polices, and travel destinations.
Prerequisites: A grade of C or better in AIR128.
L+L 3.0 5.0 5.0
AIR131 Ramp Team Lead Overview of ramp team lead position for
airline employees. Covers safety and emergency procedures, gate management, and computer procedures. Includes central load planning, aircraft structural and performance limits as well as Dispatch Ramp History (DRH).
Prerequisites: None. Corequisites: AIR132, AIR134 and AIR136.
Prerequisites: None. L+L 1.0
1.0 1.0
AIR132 Tour Sales Computer Systems Overview of computer systems for Tour
Sales Representatives. Includes computer familiarization, Direct Reference System (DRS), and Tour Record Locator (TRL).

L+L 2.0 4.0 4.0
AIR134 Tour Sales Techniques Sales techniques for Tour Sales
Representatives. Emphasis on sales techniques for vacation tour packages.
Prerequisites: None. Corequisites: AIR130, AIR134 and AIR136.
L+L 2.0 4.0 4.0
AIR136 Vacation Travel Booking
Procedures
Prerequisites: None. Corequisites: AIR130, AIR132 and AIR136.
Vacation Travel Booking Procedures for
Prerequisites: None. Corequisites:
L+L 4.0 Tour Sales Representatives. Includes
AIR130, AIR132 and AIR134.
6.0 6.0 computer system screens, and procedures for building a complete vacation tour package.

AIR140 Ramp Safety Procedures Basic ramp safety procedures for airline
employees. Topics include ramp environment, engine safety, equipment malfunctions, vehicle operations and Foreign Object Damage (FOD) control. Procedures for arrival, turnaround and departure conditions and hazards covered. Hand signals and other non- verbal communications as well as back injury prevention and hearing conservation techniques included
LEC 2.0 2.0 2.0
AIR142 Aircraft Dynamics Overview of ground procedures for
airline employees. Covers aircraft familiarization, engine safety, ramp servicing and baggage handling as well as prearrival, arrival, predeparture and departure procedures. Rules for handling air cargo, human remains and U.S. Mail included
Prerequisites: Permission of Department or Division.
LEC 3.0 3.0 3.0
AIR146 Aircraft Load Planning Overview of aircraft load planning
operations. Topics include weight and balance, preplanning, load planning, as well as load planning coordinator responsibilities. Computer usage also included
Prerequisites: Permission of Department or Division.
Prerequisites: None. LEC 1.0
1.0 1.0
AIR150 Introduction to International Sales International booking agent
responsibilities. Includes geographical indicators and international carriers as well as cultural overview of Mexico and Canada
LEC 1.0 1.0 1.0
AIR151 International Reservations and
Sales
Prerequisites: Permission of Department or Division.
Prerequisites: None. L+L 3.0
4.0 4.0
AIR152 International Operations and
Programs
Overview of international airline reservations and sales. Includes baggage regulations, international fares, and stored fare data. Covers frequent flyer club enrollment procedures. Overview of international operations

Prerequisites: Permission of
L+L 4.0 and programs for airline booking
Department or Division.
6.0 6.0 agents. Includes ground operations, check-in procedures, international

baggage charges as well as international fares for children and conditions for unaccompanied children. Rules and restrictions of various international travel programs also covered. AIR154 International Reservations and

Fares
International fares, global pricing and
LEC 4.0 international taxation rules. Also
4.0 4.0 includes procedures for creating the passenger name record, stored fare data, and prepaids for international travel AIR160 Reservation/Booking Procedures Overview of reservation/booking procedures. Includes use of availability displays, seating assignments, ticketing procedures and fare rules as well as fare pricing and selling. Communication skills also covered
Prerequisites: Permission of Department or Division.
Prerequisites: None. LEC 3.0
3.0 3.0
AIR161 Airline Reservations System Practical application of a travel booking
procedures using a computerized reservations system. Covers codes, Passenger Name Record, ticketing and reservations.
L+L 2.0 3.0 3.0
AIR163 Advanced Airline Reservations Rules, restrictions, and procedures for
handling special reservations situations. Covers Bonus Travel Certificates (BTC), Virtual Coupon Records (VCR), and the Special Travel Account Record System (STARS). Also includes procedures for managing codeshare accounts and mileage plans.
Prerequisites: A grade of C or better in AIR160 or Corequisites: AIR160 or permission of Instructor.
L+L 2.0 3.0 3.0
AIR164 Airline Ticket Reissues Rules, restrictions, and procedures for
completing reissues. Includes voluntary and automated reissues as well as fare calculation. Also covers collections and verification processes.
Prerequisites: A grade of C or better in AIR160 or Corequisites: AIR160 or permission of Instructor.
Prerequisites: None. LEC 3.0
3.0 3.0
AIR165 Overview of Flight
Schedules/Itineraries
Basic reservation information including
Prerequisites: None. LEC 3.0 flight schedules, itineraries, and fares.
3.0 3.0 Handling travel agent calls also covered

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requirements, and taxes
Prerequisites: None. LEC 1.0
1.0 1.0

AIR169 Basic International Travel Overview of basic international travel.
Includes rules, regulations, documentation

AIR170 International Air Transport

Association Geography
Overview of world geography according to the International Air Transport Association (IATA). Includes world traffic area divisions, sub areas and office responsibilities. Also covers atlas reading including location of countries, major cities and grids in addition to use of city codes.
Prerequisites: None. LEC 1.0
Prerequisites: None. LEC 1.0
1.0 1.0
1.0 1.0

AIR171 International Air Transport International air reservations
procedures. Includes Passenger Name Record (PNR) creation and modification as well as use of availability displays and international itineraries. Covers preferred programs and partnerships.
Prerequisites: None. LEC 3.0
3.0 3.0

AIR172 International Fares Overview of international fares. Includes
fare basis codes, combinability and construction. Also covers transpacific routing and electronic tickets as well as procedures for completing international reissues.
Prerequisites: None. LEC 1.0
1.0 1.0

AIR173 International Air Transport Lab Practical application of international air
reservations procedures. Includes Passenger Name Record (PNR) creation and modification as well as use of availability displays and international itineraries.
Prerequisites: None. LAB 2.0
6.0 6.0

AIR190 Ground Security Coordinator Overview of airline security procedures.
Includes responsibilities of security screeners and supervisors. Also covers procedures to conduct passenger, baggage and cargo security screening, requirements for security notifications, and contacting law enforcement officials. Procedures for various security concerns including bomb threats and hijacking as well as screening
Prerequisites: None. LEC 2.0
2.0 2.0

technologies for detecting and tracing explosives included AIR191 Airline Customer Complaint Resolution
Knowledge on the Air Carrier Access
LEC 0.5 Act (ACAA) for airline complaint
0.5 0.5 resolution agents. Covers mission and purpose of the ACAA, as well as in- depth information on Part 382 of the Act. Examines the complaint resolution process and strategies to communicate with people with disabilities AIS101 Survey of American Indian Issues Introduction to critical issues related to American Indian peoples. Examines cultural, political, economic, educational, social, and environmental issues. Focuses on contemporary issues and factors influencing American Indian communities.
Prerequisites: Permission of Department or Division.
Prerequisites: None. LEC 3.0
3.0 3.0

AIS103 Introduction to Indigenous Cultures Introduction to political, economic and
social structures of indigenous peoples. Examines the impact on indigenous peoples of contact with non-indigenous cultures.
Prerequisites: None. LEC 1.0
1.0 1.0
AIS105 Introduction to American Indian
Studies
Introduction to political, economic, and
Prerequisites: None. LEC 3.0 social structures of American Indian
3.0 3.0 Nations. Provides overview of American Indian tribal cultures prior to contact, the impact of European contact, and the influence of western social systems on tribal nations. AIS110 Navajo Government Addresses and examines major
historical developments of the Navajo People with a focus on government, law, society, livelihood, tradition, and culture. Includes the major components and operation of Navajo government and related tribal laws, such as Title II and Title VII of the Navajo Nation Code, as well as the significance of the Treaty of 1868. Federal Indian policies and their impact on Navajo society and
Prerequisites: None. LEC 3.0
3.0 3.0

government, the importance of federal and tribal citizenship and related federal and tribal laws, and the role of the Navajo clanship system and other relevant cultural concepts addressed
AIS112 American Indian Policy Reviews United States government
policies and their impact on American Indian sovereignty. Examines historic, legal, economic, and social issues regarding Indian policies and how they impact Indian Nations and individual Indians. Studies historical as well as contemporary policies created by the Federal Government that define the trust relationship between the United States government and Indian Nations
Prerequisites: None. LEC 3.0
3.0 3.0

AIS113 Proposal Writing Provides an overview of funding
sources for grants. Reviews techniques and skills necessary to develop successful proposals. Focuses on the design and writing of a complete grant proposal related to a selected problem or issue.
Prerequisites: A grade of C or better in ENG102 or ENG108.
LEC 3.0 3.0 3.0
LEC 3.0 3.0 3.0
LEC 3.0 3.0 3.0

AIS140 American Indian History Survey of American Indian history with
emphasis on the last 200 years including

developments in the 20th century. Focuses on selected groups such as the Cherokee, Iroquois Confederation, Navajo, Sioux and Indians of the Southwest in relation to cultural, economic, political and social continuity and changes. Topics include development and influence of federal policies, past and present issues confronting Native Americans and how Native American individuals and communities maintain their identities as they confront social changes
Prerequisites: None. LEC 3.0
3.0 3.0

sovereign status of
American Indians as it relates to social
Prerequisites: None. LEC 3.0
3.0 3.0

AIS141 Sovereign Indian Nations Explores the relationships, traditions, and culture of American Indians. Reviews historic relations with non-Indian societies, the development of federal Indian law, tribal governments and their functions. Examines treaty rights, environmental issues, public policy, economic development, other current issues, and contemporary social problems AIS160 American Indian Law Analyzes the legal system of the United States Government as it applies to American Indian Nations. Examines how United States legal institutions have impacted Indian sovereignty. Units of analysis include the development of Indian law, United States Supreme Court decisions, Congressional Acts, treaty rights and the development of tribal governments. Focuses on legal institutions that have abridged the property rights of Indian Nations.

Prerequisites: None. LEC 3.0
3.0 3.0

AIS170 American Indian History of the Southwest
Covers history of Indian peoples in the southwestern United States from pre-Columbian era to the present. Includes historical events, the development and implementation of Spanish-Mexican and United States' policies and their impact on Indian peoples in these areas, and current issues of importance to Indian peoples

Prerequisites: None. LEC 3.0
Prerequisites: None. LEC 3.0
3.0 3.0
3.0 3.0

AIS201 Tribal Management Seminar Discussion of the relationship between
general management issues and their specific application to tribal government situations. Special consideration given to application of management theory and to the unique status and situation of tribal governments.
Prerequisites: None. LEC 3.0
3.0 3.0

Development for Indigenous Nations
Provides a practical understanding of the economic development process. Examines ways in which development
Prerequisites: A grade of C or better in ACC230 or permission of Instructor.
Prerequisites: A grade of C or better in ACC230 or permission of Instructor.
Prerequisites: A grade of C or better in ACC230 or permission of Instructor.
LEC 3.0 3.0 3.0
LEC 3.0 3.0 3.0
LEC 3.0 3.0 3.0
LEC 3.0 3.0 3.0

AIS203 Fundamentals of Economic

can be initiated and financed. Focuses on how budget systems can be used as management tools. Reviews fundamentals of proposal writing and budget management for grants. AIS213 American Indian Religions An examination of the historical and cultural background of diverse lifeways and worldviews belonging to the peoples indigenous to the North American continent over time, including a study of modern day American Indian beliefs and practices.
LEC 3.0 3.0 3.0
AIS282AA Volunteerism for Indigenous Studies Service-learning field experience within private/public agencies, educational institutions, and citizen volunteer groups.
Prerequisites: A grade of C or better in ENG101, or ENG107, or equivalent.
LAB 1.0 1.0 0.0
AIS282AB Volunteerism for Indigenous Studies Service-learning field experience within private/public agencies, educational institutions, and citizen volunteer groups.
Prerequisites: Permission of Instructor.
LAB 2.0 2.0 0.0
AIS296WA Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students.
Prerequisites: Permission of Instructor.
LAB 1.0 5.0 0.0
AIS296WB Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students.

Completion of at least twelve (12) college credits, minimum 2.6 grade point average, and be able to obtain a position related to student's academic or career goals (student's present job may qualify); or permission of instructor. Corequisites: Must be concurrently enrolled in at least one class which is related to student's major or career interest or with permission of the Instructor. Completion of at least twelve (12) LAB 2.0 college credits, minimum 2.6
10.0 0.0 grade point average, and be able to obtain a position related to student's academic or career goals (student's present job may qualify); or permission of

instructor. Corequisites: Must be concurrently enrolled in at least one class which is related to student's major or career interest or with permission of the Instructor. AIS296WC Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students.
LAB 3.0 15.0 0.0
AIS296WD Cooperative Education Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. Completion of at least twelve (12) college credits, minimum 2.6 grade point average, and be able to obtain a position related to student's academic or career goals (student's present job may qualify); or permission of instructor. Corequisites: Must be concurrently enrolled in at least one class which is related to student's major or career interest or with permission of the Instructor.
LAB 4.0 20.0 0.0
AIS298AA 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
Completion of at least twelve (12) college credits, minimum 2.6 grade point average, and be able to obtain a position related to student's academic or career goals (student's present job may qualify); or permission of instructor. Corequisites: Must be concurrently enrolled in at least one class which is related to student's major or career interest or with permission of the Instructor. Permission of Program Director or
LAB 1.0 Instructor.
1.0 0.0

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of independent study and individualized learning to be combined to maximize student development. AIS298AB 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.
LAB 2.0 2.0 0.0

AIS298AC 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.
Permission of Program Director or Instructor.
Permission of Program Director or Instructor.
Permission of Program Director or Instructor.

LAB 3.0 3.0 0.0

AIT100 Industrial Safety Safety requirements for all National
Institute for Metalworking Skills (NIMS) duty areas.
Permission of Program Director or Instructor.
Permission of Program Director or Instructor.
Permission of Program Director or Instructor.

Prerequisites: None. LEC 1.0
1.0 1.0

AIT105 Maintenance Operations Overview of the area of maintenance
operations of a manufacturing facility.
Preparation to sit for the NIMS Duty Area 1: Maintenance Operations Certification Exam.
Prerequisites: None. LEC 3.0
2.0 2.0 LAB 0.0 3.0 3.0

AIT110 Mechanical Systems Overview of the area of basic
mechanical systems of a manufacturing facility.
Preparation to sit for the NIMS Duty Area 2: Basic Mechanical Systems Certification Exam.
Prerequisite: None. LEC 3.0
2.0 2.0 LAB 0.0 3.0 3.0

AIT115 Hydraulic Systems Overview of the NIMS areas of
hydraulic systems of a manufacturing
Prerequisites: None. LEC 3.0
2.0 2.0

facility. Preparation to sit for the NIMS Duty Area 3: Basic Hydraulic Systems Certification Exam.
LAB 0.0 3.0 3.0

AIT120 Pneumatic Systems Overview of the NIMS areas of
pneumatic systems of a manufacturing facility.
Preparation to sit for the NIMS Duty Area 4: Pneumatic Systems Certification Exam.
Prerequisites: None. LEC 3.0
2.0 2.0 LAB 0.0 3.0 3.0

AIT123 Electrical Wiring J-STD Soldering Certification
This course will prepare the successful student to receive the "Certified IPC Specialist" (CIS) certification from The Institute for Interconnecting and Packaging Electronic Circuits (IPC) in "Requirements for Soldered Electrical and Electronic Assemblies" (IPC

J-STD- 001). Topics covered and skills to be demonstrated are: soldered wires and terminals, through hole connections, surface mount components, and inspection. Certification is verified by a certified IPC trainer (CIT).
Prerequisites: Permission of Instructor.
Prerequisites: Permission of Instructor.
Prerequisites: Permission of Instructor.
L+L 3.0 4.0 4.0
L+L 3.0 4.0 4.0
L+L 3.0 4.0 4.0
L+L 3.0 4.0 4.0

AIT125 Electrical Systems 1 Overview of the area of electrical

systems of a manufacturing facility. Preparation to sit for the NIMS Duty Area 5: Electrical Systems Certification Exam.
Prerequisites: None. LEC 3.0
2.0 2.0 LAB 0.0 3.0 3.0

AIT128 A-620 Cable and Wire Harness Assembly Certification
This course will prepare the successful student to receive the "Certified IPC Specialist" (CIS) certification from The Institute for Interconnecting and Packaging Electronic Circuits (IPC)/Wire Harness Manufacturer's Association (WHMA) in "Requirements and Acceptance for Cable and Wire Harness Assemblies" (IPC/WHMA-A- 620 Certification). Topics covered and skills to be demonstrated are: soldered terminations, crimp terminations, insulation displacement terminations (IDC), splices, connectorization,
Prerequisites: None. L+L 3.0
Prerequisites: None. L+L 3.0
4.0 4.0
4.0 4.0

marking/labeling, coaxial cable assemblies, electrical shielding, wire marking and labeling, and testing methodologies. Certification is verified by a certified IPC trainer (CIT). AIT130 Maintenance Piping Overview of the area of maintenance of

piping systems for manufacturing or industrial facilities. Preparation to sit for the NIMS Duty Area 9: Maintenance Piping Certification Exam.
Prerequisites: None. LEC 3.0
2.0 2.0 LAB 0.0 3.0 3.0

AIT205 Electronic Control Systems 1 Overview of the area of Electronic

Control Systems 1 of a manufacturing or industrial facility. Preparation to sit for the NIMS Duty Area 6: Electronic Control Systems Certification Exam.

Prerequisites: A grade of C or better in AIT125, or permission of Instructor.
LEC 3.0 2.0 2.0 LAB 0.0 3.0 3.0
LEC 3.0 2.0 2.0 LAB 0.0 3.0 3.0
LEC 3.0 2.0 2.0 LAB 0.0 3.0 3.0

AIT210 Electronic Control Systems 2 Overview of the area of Electronic
Control Systems 2 of a manufacturing and industrial facility. Preparation to sit for the NIMS Duty Area 6: Electronic Control Systems Certification Exam.
Prerequisites: A grade of C or better in AIT205, or permission of Instructor or Corequisites: AIT205.
LEC 3.0 2.0 2.0 LAB 0.0 3.0 3.0
LEC 3.0 2.0 2.0 LAB 0.0 3.0 3.0
LEC 3.0 2.0 2.0 LAB 0.0 3.0 3.0

AIT215 Process Control Systems Overview of

the area of Process Control
Systems of a manufacturing or industrial facility. Preparation to sit for the NIMS Duty Area 7: Process Control Systems Certification Exam.
Prerequisites: A grade of C or better in AIT125, or permission of Instructor.
LEC 4.0 2.0 2.0 LAB 0.0 4.0 4.0
LEC 4.0 2.0 2.0 LAB 0.0 4.0 4.0
LEC 4.0 2.0 2.0 LAB 0.0 4.0 4.0

AIT225 Electrical Systems 2 Overview of the area of electrical
systems of a manufacturing facility. Preparation to sit for the NIMS Duty Area 5: Electrical Systems Certification Exam.
Prerequisites: A grade of C or better in AIT125, or permission of Instructor.
LEC 3.0 2.0 2.0 LAB 0.0 3.0 3.0
LEC 3.0 2.0 2.0 LAB 0.0 3.0 3.0
LEC 3.0 2.0 2.0 LAB 0.0 3.0 3.0

AIT250 Automated Industrial Technology Capstone
An examination of the integration of mechanical, hydraulic, pneumatic, electrical, piping, electronic control, and process control systems. Experience in designing, building, maintaining, troubleshooting, and repairing such integrated systems will be gained.
Prerequisites: A grade of C or better in AIT225, or permission of Instructor or Corequisites: AIT225.
Prerequisites: A grade of C or better in AIT225, or permission of Instructor or Corequisites: AIT225.
Prerequisites: A grade of C or better in AIT225, or permission of Instructor or Corequisites: AIT225.
LEC 3.0 2.0 2.0 LAB 0.0 3.0 3.0
LEC 3.0 2.0 2.0 LAB 0.0 3.0 3.0
LEC 3.0 2.0 2.0 LAB 0.0 3.0 3.0
LEC 3.0 2.0 2.0 LAB 0.0 3.0 3.0

AIT291 Automated Industrial Technology Internship
Supervised work experience in production environments. Includes experiences in maintenance,
Prerequisites: A grade of C or better in AIT225, or permission of Instructor or Corequisites: AIT225.
Prerequisites: A grade of C or better in AIT225, or permission of Instructor or Corequisites: AIT225.
Prerequisites: A grade of C or better in AIT225, or permission of Instructor or Corequisites: AIT225.
LAB 3.0 6.0 0.0
LAB 3.0 6.0 0.0
LAB 3.0 6.0 0.0
LAB 3.0 6.0 0.0

troubleshooting, repair of production environment and specific manufacturing processes. Also includes experiences in problem solving; working as a team; soft skills; time and resource management; and exposure to specific manufacturing processes. AJS100 Police Academy Preparation Preparation for individuals entering a police academy as well for those who are in the beginning stages of preparing for a career in law enforcement. Includes principles of policing and job responsibilities. Covers expectations of recruits in the areas of academics, physical fitness, mental and emotional preparation. Emphasis on professional and ethical behavior.
Prerequisites: None. LEC 2.0
2.0 2.0

program for limited authority
peace officers, leading to certification by the Arizona Peace Officer Standards and Training Board (AzPOST - The statutory agency for certifying peace officers - all person with arrest powers - in Arizona.) Includes introduction to Law Enforcement, Law and legal matters, patrol procedures, traffic control, and police proficiency skills.
Prerequisites: Student must comply with AzPOST employment standards for peace officers.
L+L 17.0 30.0 30.0
L+L 17.0 30.0 30.0
L+L 17.0 30.0 30.0

AJS101 Introduction to Criminal Justice An introduction to crime and society's
responses to it. Examines the nature and causes of crime, the criminal law, constitutional safeguards, and the organization and operation of the criminal justice system including the police, courts, jails, prisons, probation and parole departments, and community corrections agencies. Covers the history of the criminal justice system, terminology and career opportunities.
Prerequisites: None. LEC 3.0
3.0 3.0

AJS102 Peace Officer Certification I Training

AJS107 Patrol Procedures Specialized areas of the patrol function,
including responding to crowds, riots, bomb threats, intoxication, hazardous materials, fires, and domestic disputes. Partially fulfills Arizona POST (Peace Officer Standards and Training) requirements for proficiency skills academy attendance
Prerequisites: None. LEC 3.0
3.0 3.0

AJS109 Substantive Criminal Law Covers philosophy of legal sanctions
and historical development from the common law to modern American criminal law, classifications of crimes, elements of and parties to crimes, general definition of crimes, common defenses utilized. Includes specific offenses and the essential elements of each offense. Required in AJS curriculum
Prerequisites: None. LEC 3.0

3.0 3.0

and the basic elements of strength training, aerobic conditioning,
Prerequisites: None. L+L 3.0
Prerequisites: None. L+L 3.0
3.0 3.0
3.0 3.0

AJS110 Law and Legal Review I In-depth study of the Arizona laws
governing arrest by peace officers, as well as, an intensive study of the Arizona substantive criminal law code (ARS Title 13). Focuses on specific sections of ARS Title 4 and ARS Title 8, as they apply to peace officers in Arizona. Partially fulfills the Arizona POST (Peace Officer Standard and Traiining) Board requirements for Proficiency Skills Academy attendance
Prerequisites: None. LEC 3.0
3.0 3.0

AJS111 Law and Legal Review II Study of Arizona laws governing search
and seizure, rules of evidence, juvenile laws and procedures, and constitutional law pertaining to law enforcement officers. Course partially fulfills the Arizona POST (Peace Officer Standard and Training) Board requirement for Proficiency Skills Academy attendance
Prerequisites: None. LEC 3.0
3.0 3.0

AJS112 Wellness for Law Enforcement Officers
The value of physical fitness in law enforcement

Paradise Valley Community College

Programs and Partnerships

Honors Program

Center for International Studies

University of Arizona North Valley (UANV) Transfer Program

NAU 3+1 Program

NAU @ PVCC

Midwestern University College of Pharmacy Program

Maricopa ASU Pathways Program (MAPP)

Grand Canyon University 3+1 Transfer Degree Programs

Honors Program

MISSION: THE MISSION OF THE PARADISE VALLEY COMMUNITY COLLEGE HONORS PROGRAM IS TO PROVIDE PROMISING SCHOLARS WITH CHALLENGING, INNOVATIVE, AND ENRICHING LEARNING OPPORTUNITIES WITHIN A CLOSE COMMUNITY COMPRISED OF FACULTY MENTORS AND HONORS STUDENTS. IN THIS ATMOSPHERE, OUR STUDENTS LEARN TO THINK CRITICALLY, COMMUNICATE EFFECTIVELY, AND ACT WITH INTEGRITY. PVCC'S HONORS SCHOLARS ARE ENCOURAGED TO TAKE FULL RESPONSIBILITY FOR THEIR JOURNEY OF LIFE-LONG LEARNING AND TO EXCEL IN SCHOLARSHIP, LEADERSHIP, AND CIVIC RESPONSIBILITY.

SCHOLARSHIPS:

PRESIDENTS' HONORS SCHOLARSHIP (FOR RECENT HIGH SCHOOL GRADUATES)

FULL-TIME TUITION (UP TO 15 CREDIT HOURS)

REGISTRATION FEE

UP TO FOUR CONSECUTIVE SEMESTERS

HONORS ACHIEVEMENT AWARD (CONTINUING STUDENTS AND RETURNING ADULTS)

$244-$500 PER SEMESTER • BASED ON CREDIT HOURS OF ENROLLMENT

SELECTED SCHOLARSHIPS

CHANCELLOR'S (CURRENT HONORS STUDENTS)

THIS SCHOLARSHIP COVERS TUITION AND FEES FOR ONE FULL YEAR PLUS $150.00 PER SEMESTER FOR BOOKS AND SUPPLIES. TO BE ELIGIBLE, A CURRENT FULL-TIME HONORS STUDENT MUST PLAN TO ENROLL ON A FULL-TIME BASIS FOR THE FOLLOWING YEAR AND MAINTAIN A GPA OF 3.25 OR HIGHER. ONE SCHOLARSHIP IS AWARDED AT EACH COLLEGE ANNUALLY.

PRESIDENTS' HONORS SCHOLARSHIP: THE PRESIDENTS' HONORS SCHOLARSHIP COVERS IN-STATE/IN-COUNTY TUITION UP TO 15 CREDIT HOURS (PLUS THE $15 REGISTRATION FEE) PER SEMESTER, BUT DOES NOT APPLY TO SUMMER SESSIONS. TO BE ELIGIBLE, STUDENTS MUST ENROLL AT THE MARICOPA COMMUNITY COLLEGE OF YOUR CHOICE IN THE ACADEMIC YEAR (TWO ACADEMIC SEMESTERS) FOLLOWING HIGH SCHOOL REQUIREMENTS WITHOUT HAVING ATTENDED ANOTHER ACCREDITED COLLEGE OR UNIVERSITY BEFORE ENROLLING IN A MARICOPA COMMUNITY COLLEGE (SUMMER SESSION EXCLUDED).

ELIGIBILITY REQUIREMENTS: COMPLETION OF A SECONDARY EDUCATION PROGRAM IN MARICOPA COUNTY (INCLUDING NCA-ACCREDITED, CHARTER, PRIVATE, RELIGIOUS HIGH SCHOOLS, HOMESCHOOL), WITH A FINAL, UNWEIGHTED, GPA OF 3.25 OR HIGHER.

REQUIRED APPLICATION MATERIALS:

A SIGNED MCCCD PRESIDENTS' HONORS SCHOLARSHIP AGREEMENT.

AN OFFICIAL FINAL SEMESTER HIGH SCHOOL TRANSCRIPT MUST BE SENT VIA U.S. MAIL TO THE COLLEGE HONORS PROGRAM AT THE MARICOPA COMMUNITY COLLEGE THAT YOU PLAN TO ATTEND. IT MUST BE IMPRESSED AND SEALED BY THE HIGH SCHOOL AND SHOW YOUR GRADUATION DATE, CLASS RANK, AND FINAL CUMULATIVE GRADE POINT AVERAGE. PLEASE INQUIRE WITH THE COLLEGE HONORS OFFICE FOR HOME SCHOOL HIGH SCHOOL TRANSCRIPT GUIDELINES.

YOUR SCHOLARSHIP CANNOT BE AWARDED UNTIL YOUR FINAL TRANSCRIPT HAS BEEN RECEIVED.

HONORS ACHIEVEMENT AWARD: THE HONORS ACHIEVEMENT AWARD SCHOLARSHIP IS AVAILABLE TO CONTINUING STUDENTS AND AWARDS BASED ON THE NUMBER OF CREDITS THEY COMPLETE IN A SEMESTER. THE AMOUNTS ARE:

12 OR MORE GRADED CREDITS, $500 AWARD

9 TO 11 CREDITS, $325 AWARD

6 TO 8 CREDITS, $244 AWARD

ELIGIBILITY REQUIREMENTS: A PARADISE VALLEY COMMUNITY COLLEGE STUDENT WHO HAS COMPLETED AT LEAST 12 GRADED CREDITS IN COURSES NUMBERED 100 OR ABOVE WITHIN THE MARICOPA COMMUNITY COLLEGE DISTRICT (MCCCD) AND HAS A CUMULATIVE GRADE POINT AVERAGE (GPA) OF 3.25 OR HIGHER MAY JOIN THE HONORS PROGRAM AND BE ELIGIBLE TO RECEIVE AN HONORS PROGRAM ACHIEVEMENT AWARD DURING THE SEMESTER IN WHICH AN HONORS COURSE IS COMPLETED. TO JOIN, STUDENTS MUST:

HAVE SUBMITTED A COMPLETED HONORS PROGRAM APPLICATION.

HOLD A MINIMUM CUMULATIVE DISTRICT-WIDE GPA OF 3.25 OR HIGHER AND HAVE A MINIMUM OF TWELVE COMPLETED CREDIT HOURS (MUST BE 100 LEVEL OR ABOVE) AT ONE OR ANY COMBINATION OF THE MCCCD COLLEGE(S).

BE ENROLLED IN A MINIMUM OF ONE (1) – THREE (3) CREDIT HONORS CLASS PREFERABLY AN HONORS-ONLY CLASS FOR EVERY SEMESTER PARTICIPATING.

HONORS PROGRAM BENEFITS & OPPORTUNITIES:

FREE PRINTING, LAPTOP CHECKOUTS, A STUDY/COMMUNITY CENTER, AND SYMPHONY TICKETS

HONORS-ONLY CLASSES IN MANY ACADEMIC DISCIPLINES

ACTIVE, SMALL GROUP LEARNING SUPPORTED BY RELATED EXTRACURRICULAR ACTIVITIES

LEADERSHIP POSITIONS AND COMMUNITY INVOLVEMENT EVENTS THROUGH THE STUDENT HONORS ADVISORY COUNCIL (SHAC)

CUSTOMIZE YOUR OWN HONORS CURRICULUM AND PARTICIPATE IN RESEARCH THROUGH HONORS PROJECTS

SMALL CLASS SIZES

TRAVEL OPPORTUNITIES INCLUDING BUT NOT LIMITED TO THE HONORS RETREAT, HONORS EXPLORER CLASSES, AND NATIONAL AND REGIONAL HONORS CONFERENCES

ALL-USA, CHANCELLORS' AND FOUNDATION SCHOLARSHIPS

FINE ARTS AND CULTURAL EXPERIENCES

VISIT THE HONORS WEBSITE FOR MORE INFORMATION: HTTP://WWW.PARADISEVALLEY.EDU/HONORS

For more information regarding PVCC's Honors Program,
Contact: Honors Program Phone: (602)787-7888
Honors Office: K Bldg: K-101 & K-102
Honors Website: www.paradisevalley.edu/honors

STUDENTS. IN THIS ATMOSPHERE, OUR STUDENTS LEARN



Center for International Studies

The Center for International Studies at PVCC provides students with the opportunity to broaden their educational experience to include the countries of the Pacific Rim, both Asia and Latin America, that are affecting life in Arizona.

Both international and intercultural perspectives are integrated into a variety of disciplines. This infusion ensures that students develop the knowledge, skills, attitudes, and values necessary for success in a changing, multicultural world.

Within the Center for International Studies, courses fall under three options:

1) International Studies Academic Certificates
2) International Business Programs
3) International Studies Courses

Global Studies Academic Certificate

The Academic Certificate in Global Studies is designed to provide:

1) a foundation in general education courses relevant to global studies;
2) a specialization in global education for teaching faculty;
3) a foundation in global courses for people in government agencies or in local business and industries with international interests in Asia or Latin America; and
4) a wide offering of global studies courses for more meaningful experiences for international travelers.

International Business Programs

Rapid expansion of international business motivates companies to seek out opportunities originating beyond U.S. borders. As the world economy becomes increasingly integrated, the international businessperson is more important than ever. As part of PVCC's General Business AAS degree, with a specialization area in international business, this curriculum prepares future managers to understand and function in the global economy of the increasingly borderless world. The Certificate of Completion in International Business prepares students for careers in or advancement within international business and related professions.

Please contact an Advisor to assist you in your course selections.

International Studies Courses

International Studies courses are either a specialized International Studies course (as indicated by its title) or a traditional course that has been infused with International Studies content. For example, ARH210: Asian Art and ARH217: Mexican Art History are specialized, more detailed courses focused on particular subjects that are International Studies in nature; whereas ARH101 (Prehistoric thru Gothic Art) and ARH102 (Renaissance thru Contemp. Art) are traditional courses that now contain modules providing students the opportunity to study not only the "Western" tradition, but also traditions associated with India and its sphere of influence in south and southeast Asia, and with China and its traditional sphere of influence in Korea and Japan. Courses with International Studies content can be found in the class schedules under the following headings:

Anthropology (ASB / ASM)
Art Humanities (ARH)
Biology (BIO)
Business (GBS)
Ceramics (ART)
Communication (COM)
Computer Info. Syst (CIS)
Dance (DAH / DAN)
Economics (ECN)
Education (EDU)
Emerg. Med. Tech. (EMT)
English (ENG)
English Humanities (ENH)
Exercise Science (EXS)
French (FRE)
Geography (GCU / GPH)
Geology (GLG)
German (GER)
History (HIS)
Humanities (HUM)
Int'l Business (IBS)
Japanese (JPN)
Journalism (JRN)
Mass Communiction (MCO)
Music History & Lit (MHL)
Philosophy (PHI)
Physical Education (PED)
Political Science (POS)
Psychology (PSY)
Religion (RLG)
Social Work (SWU)
Sociology (SOC)
Spanish (SPA)
Spanish Humanities (SPH)
Theatre Arts (THE)
Wellness (WED)

The University of Arizona
Transfer to UA in Phoenix

Launched in Fall 2015, the UA North Valley (UANV) extension campus offers a degree completion program for students to earn a bachelor's degree from the University of Arizona in the Phoenix area. Entering students must have completed an AGEC certificate, and are encouraged to complete an associate degree prior to transferring. Students will then complete 60 additional units of General Studies coursework with University of Arizona faculty at Paradise Valley Community College campus to earn a Bachelor of General Studies (BGS).

This multi-disciplinary program allows students to concentrate their studies on one of several themes:

- Arts, Media, and Entertainment
- Economy and Industry
- Global and Intercultural Understanding
- Social Behavior and Human Understanding
- Study of the U.S. and the American Experience

A Bachelor of General Studies degree fosters students' ability to think critically and broadly about the world and trains students in how to express their questions and ideas in different formats. They can further expand their skills by participating in the internship component of the program. Students will benefit from small classes, faculty guidance, and a structured learning environment. Students will also enjoy access to the world-class resources and connections of the University of Arizona while staying in Phoenix.

The BGS program at UA North Valley provides the student-focused experience of a small liberal arts college within students' budgets. UANV operates on a lower tuition model than main campus and students have access to UA's transfer scholarships, including the Bridge award and an alumni scholarship.

For more information, please visit uanv.arizona.edu or contact Dr. Victoria N. Meyer, vmeyer@email.arizona.edu.

Find Yourself at The University of Arizona

As the leading public university in the Southwest, and one of the top universities in the world, UA offers more options to earn a degree and a college experience like any other. You can select from 250 undergrad degrees offered by 14 colleges – not to mention double majors, triple majors, and minors. If you're still on the fence about your major, we make it easy for you to find your fit. UA Degree Search (degreesearch.arizona.edu) helps students explore and compare majors side by side. You can also search for majors by college, math or second language requirements, personal interests, and more.

If you're an Arizona resident who is working on your associate's degree, and you know that you're destined to be a Wildcat, check out the UA Bridge (uabridge.arizona.edu) program. Bridge students are also assigned a Transfer Counselor and are eligible for a $2,000 renewable, annual scholarship for students who are a year away from transferring to the UA.

MIDWESTERN UNIVERSITY
COLLEGE OF PHARMACY

If you are interested in transfering and working toward a degree in medicine, pharmacy, biomedical sciences, or other health sciences area, please contact:

PVCC's CHEMISTRY FACULTY:

Dr. Scott Massey 602.787.6644
Dr. Satinder Bains 602.787.6586

Or visit the Science Division's website:
www.paradisevalley.edu/academics/transferpartnerships or
scott.massey@paradisevalley.edu
Phone: 602.787.6642

NORTHERN ARIZONA UNIVERSITY

Paradise Valley Campus

NAU's 3+1=

NAU's flexible B.A. and B.S. in Interdisciplinary Studies offers you an opportunity to design a plan of study (in consultation with an advisor) to meet your individualized educational needs. This program offers an emphasis in Public Management.

This degree is appropriate if you plan to enter an occupation which requires a broad general education, if you want to work within a local, state, or federal government agency, are seeking career advancement, or if you are considering a pre-professional plan.

Program Highlights:

- Students complete 90 credits with the community college at the community college tuition rate!
- Only 30 credits are required with NAU and can be completed within 1 year!
- Students can choose between a B.A. or B.S. degree.
- Students only attend class twice a week for a full-time schedule or once a week with a part-time schedule.
- Classes are small and will not exceed 25-30 students.
- On-site advisor to assist you with the admissions process and program completion.

WANT MORE INFORMATION?

Please email us at paradisevalley@nau.edu or visit our offices in the KSC Building, 2nd Floor

NAU @ PVCC

NAU-Paradise Valley is located on the Paradise Valley Community College campus. We offer several undergraduate degree programs, as well as the PVCC2NAU program. PVCC2NAU is a joint admission program between Paradise Valley Community College and Northern Arizona University.

PROGRAMS

- PVCC2NAU
- Bachelor of Business Administration
- BAS in Administration
- BAS in Justice Administration
- BAS in Public Agency Management
- BAS in Technology Management
- BA/BS in Interdisciplinary Studies-Justice Administration (90/30)
- BA/BS in Interdisciplinary Studies-Emergency Services Administration (90/30)
- BA/BS in Interdisciplinary Studies-Public Management (90/30)
- BA/BS in Interdisciplinary Studies-Technology Management (90/30)
- BSEd in Special and Elementary Education (dual major)

WANT MORE INFORMATION?

Please email us at paradisevalley@nau.edu or visit our offices in the KSC Building, 2nd Floor

Additional NAU partnership programs with Maricopa Community Colleges can be found at: www.maricopa.edu/connection.

Maricopa ASU Pathways Program (MAPP)

Maricopa to ASU Pathways Program
Ranked as one of the top colleges in the nation and the world for academics, innovation and values, Arizona State University offers more than 300 undergraduate degree programs and is a top choice for Arizona community college students.

The Maricopa to ASU Pathways Program is designed for students who plan to pursue a two-year degree at a Maricopa community college and complete a bachelor's degree at ASU. In MAPP, you follow a prescribed sequence of course work at a Maricopa community college that meets the lower-division course requirements for an ASU major. When you complete your MAPP, you will have met the requirements for your associate degree and be on track toward earning your chosen bachelor's degree at ASU.

Maricopa to ASU Pathways Program Timeline
As you work toward your associate degree at a Maricopa community college, keep in mind that you must complete the MAPP within a period of three years.

Benefits of the Maricopa to ASU Pathways Program include:
- guaranteed admission to ASU degree programs when all MAPP requirements are met
- cost-effective pathway ensuring all courses transfer and apply to an ASU degree
- 24/7 access to electronic tools, including the Pathway Tracker and My ASU to provide clear documentation of degree progress
- access to ASU transfer specialists and other pre-enrollment services on site at Maricopa community colleges
- invitations to special college events at ASU

The following are the terms for taking part in the Maricopa to ASU Pathways Program:
- working with your community college and ASU advisor to monitor progress on the MAPP
- completing the MAPP with a specified GPA and any special requirements
- completing the MAPP in a period not to exceed three years
- agreeing that student academic data and advising information may be shared between your community college and ASU
- pathway certification verifying completion of the MAPP requirements
- Pathways have been created for ASU's highest demand undergraduate degrees. The following degree programs are available through MAPP (these programs pertain to all Maricopa community colleges, however, course offerings vary by location):
-

For more information, see: www.asu.edu/transfer

Grand Canyon University 3+1 Transfer Degree Programs

Grand Canyon University has transfer partnership Bachelor Degree programs in the following areas:

Bachelor of Science in Biology (3+1)
- Preparation in Basic Biological Sciences, Pre-Physician Assistant, Pre-Medicine, Pre-Physical Therapy or Pre-Pharmacy
- Transfer up to 84 community college credits of recommended courses including an Associate of Business
- Complete 36-40 credits at Grand Canyon University

Bachelor of Science in Business (3+1)
- Preparation in Applied Management, Business Administration, Business Management, Entrepreneurial Studies, Finance and Economics, Marketing, Sports Management or Public Safety and Emergency Management
- Transfer up to 84 community college credits of recommended courses including an Associate of Business
- Complete 36-40 credits at Grand Canyon University

Bachelor of Arts
- Preparation in Christian Studies, Government or Communications
- Transfer up to 84 community college credits of recommended

Bachelor of Science
- Preparation in Forensic Science, Psychology, Justice Studies, Engineering, Computer Science, Information Technology, Exercise Science or Education
- Transfer up to 84 community college credits of recommended

For more information about specific programs, transfer options, and scholarships, contact a Grand Canyon University representative at 1.800.800.9776 or visit their website at http://www.gcu.edu/admissions/college-transfer-center.php .

For information about the Bachelor of Science in Biology and the preparatory program at PVCC, contact Dr. Scott Massey at 602.787.6642

2.2.6 Academic Advising and New Student Orientation; 2.2.7 Student Assessment and Course Placement; 2.5.3 Student Records (FERPA), AMENDED through the Administrative Regulation Process, June 4, 2019
2.2.13 University Transfer ADOPTED through the Administrative Regulation Process, June 4, 2019
2.2.1 Admission Policy AMENDED by Direct Approval by the Chancellor, June 4, 2019

The following are a portion of the Administrative Regulations used in managing the day-to-day operations of the Maricopa County Community College District (MCCCD) and are subject to change. Administrative Regulations are amended, adopted, or deleted as necessary and are subject to a formal approval process. Administrative Regulations are referenced by number, which corresponds with the regulations on the MCCCD web site: https://district.maricopa.edu/regulations

Some regulations include reference to Arizona Revised Statutes from the State of Arizona and are noted as "ARS" followed by a reference number.

2.4.1 General Statement
The Maricopa Community Colleges are dedicated to providing a healthy, comfortable and educationally productive environment for students, employees and visitors.

2.4.2 Nondiscrimination (see 5.1.1 Maricopa EEO Policy)
It is the policy of the Maricopa District (consisting of Chandler-Gilbert Community College, the District Office, Estrella Mountain Community College, GateWay Community College, Glendale Community College, Maricopa Skill Center, Mesa Community College, Paradise Valley Community College, Phoenix College, Rio Salado Community College, Scottsdale Community College, and South Mountain Community College) to:

Recruit, hire, and promote in all job groups, and to ensure that all Human Resources (HR) employment selection and decision practices do not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information.

All HR employment selection and decision practices pertaining to advertising, benefits, compensation, discipline (including probation, suspension, and/or involuntary termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training will continue to be administered without regard to race, color, religion, sex, sexual orientation, gender identity, national origin status, citizenship status(including document abuse) , age, disability, veteran status or genetic information.

Hold each level of management responsible for ensuring that all employment policies, procedures, and activities are in full compliance with all applicable federal, state, and local EEO statutes, rules, and regulations.

2.4.3 Equal Opportunity Statement (see 5.1.3 EEO Policy Statement)
It is the policy of Maricopa to promote equal employment opportunities through a positive continuing program. This means that Maricopa will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, it is the policy of Maricopa to provide an environment for each Maricopa job applicant and employee that is free from sexual harassment, as well as harassment and intimidation on account of an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse) , age, disability, veteran status or genetic information.

In addition, lack of English language skills is not a barrier to admission into Career and Technical Education (CTE) programs or skill centers. Students who enroll will be supported in the development of these skills by classes in English as a second language and other resources. Translation services and bilingual instruction can also be provided: contact college designee for more information.

AFFIRMATIVE ACTION STATEMENTS

Affirmative Action Policy Statement for Individuals with Disabilities

In conformance with the provisions of Section 503 of the Rehabilitation Act of 1973, as amended, and the implementing regulations, 41 CFR 60-741.5 (a), as amended, Maricopa County Community College District will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because of physical or mental disability in regard to any position for which the known applicant or employee is qualified. Maricopa agrees to take affirmative action to employ, advance in employment, and otherwise treat known qualified individuals with disabilities without regard to their physical or mental disability in all human resources selection and decision practices, such as the following: advertising, benefits, compensation, discipline (including probation, suspension, and/or termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training. Maricopa will also continue to administer these practices without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, all applicants and employees are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under the Act.

Affirmative Action Policy Statement for Other Eligible Veterans, Special Disabled Veterans, and Vietnam Era Veterans

In conformance with the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Veterans Employment Opportunities Act of 1998, and the implementing regulations, 41 CFR 60-250 (k), Maricopa County Community College District will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because he or she is a special disabled veteran or Vietnam era veteran in regard to any position for which the known applicant or employee is qualified. Maricopa agrees to take affirmative action to employ, advance in employment, and otherwise treat known qualified special disabled veterans and Vietnam era veterans without discrimination based upon their disabled or veteran status in all human resources selection and decision practices, such as the following: advertising, benefits, compensation, discipline (including probation, suspension, and/or termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training. Maricopa will continue to administer these practices without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, Maricopa agrees to post all suitable job openings at the local office of the State employment service where the job opening occurs. This includes full-time, temporary greater than 3 days' duration, and part-time employment. Finally, all applicants and employees are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under the Act.

Notice of Americans with Disabilities Act (ADA)/ Section 504 of the Rehabilitation Act/Title IX Coordinator

ADA/504/Title IX Coordinator | Address | Phone # | Email address

Under the ADA and Section 504, Maricopa recognizes the obligation to provide overall program accessibility throughout its locations for disabled individuals. The designated ADA/504/Title IX Coordinator at each college/center will provide information as to the existence and location of services, activities, and facilities that are accessible to and usable by individuals with disabilities. Likewise, under Title IX, there is an obligation to provide services and program accessibility in a gender-neutral manner.

Students with disabilities may request catalog information in an alternative format from the college ADA/504 Coordinator.

DECLARACIÓNES DE ACCIÓN AFIRMATIVA

Mandato de No Descriminación

Es el mandato de los Colegios Comunitarios del Condado de Maricopa (The Maricopa Community Colleges) que consisten del Centro de Apoyo del Distrito, los colegios comunitarios de Chandler-Gilbert, Estrella Mountain, Gateway, Glendale, Mesa, Paradise Valley, Phoenix, Rio Salado, Scottsdale, South Mountain y el Centro de Capacitación de Maricopa, proveer igualdad en las oportunidades de empleo mediante un programa continuo y positivo. Esto significa que Maricopa no descriminará o tolerará descriminación en empleo o educación en contra de ningún aplicante, empleado, o estudiante debido a su raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadania (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genèsica. Asi mismo, es el mandato de los Colegios Comunitarios proveer para cada aplicante, empleado, y estudiante un ambiente libre de acoso sexual como también libre de acoso e intimidación referente a raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadania (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genèsica.

Este mandato de no descriminación cubre todos los aspectos de contratación del empleado, ingreso, acceso a, y tratamiento de alumnos en los Colegios Comunitarios de Maricopa los cuáles incluyen también programas de educación vocacional. Este mandato también prohibe descriminación en base de orientación sexual en la admisión y tratamiento de estudiantes, en sus programas y actividades y en la contratación, tratamiento, promoción/ascensos, evaluación y despido de empleados.

Declaración de Igualdad de Oportunidad

Es el mandato de los Colegios Comunitarios del Condado de Maricopa promover igualdad en las oportunidades de empleo mediante un programa continuo y positivo. Esto significa que Maricopa no descriminará o tolerará descriminación en contra de ningún aplicante o empleado debido a su raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadania (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genèsica. Agregando, es el mandato de los Colegios Comunitarios promover para cada aplicante y empleado un ambiente libre de acoso sexual como también de acoso e intimidación referente a la raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadania (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genèsica.

Declaración de Acción Afirmativa

Mandato y Declaración de Acción Afirmativa para Individuos con Incapacidades De acuerdo a las provisiones en la Sección 503 de la Ley de Rehabilitación de 1973, como enmienda, y las leyes de implementación, 41 CFR 60-741.5 (a), declara que el Distrito de Colegios Comunitarios de Maricopa no descriminarán o tolerarán descriminación en contra ningún aplicante o empleado debido a su desabilidad/incapacitación física o mental referente a cualquier posición para la cuál el aplicante o empleado ha calificado. Maricopa promete tomar acción afirmativa para emplear, dar ascenso en empleo y tratar a dichos individuos con incapacidades sin hacer incapie en sus incapacidades físicas o mentales en la selección de recursos humanos y prácticas decisivas como son las siguientes: anuncios, beneficios, compensación, disciplina (incluyendo período de prueba, suspensión, y/o terminación de empleo por causa de paro forzoso), facilidades para empleados, evaluación de trabajo, recrutamiento, programas sociales/recreacionales y entrenamiento. Maricopa continuará llevando a cabo éstas prácticas de no descriminar por razones de raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadania (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genèsica. Asi mismo, todo los aplicantes y empleados estan protegidos en contra de coacción, intimidación, interferencia o descriminación por quejas o por ayudar en una investigación cubierta bajo éste Acto.

Declaración de Mandato de Acción Afirmativa para Otros Veteranos Elegibles, Veteranos con Incapacitación Especial y Veteranos de la Era Vietnamita

Conforme a la ley de Reajuste y Asistencia para los Veteranos de la Era Vietnamita de 1974, acta de Oportunidades de Empleo para Veteranos de 1998 y reglamentos de implementación, 41 CFR 60-250(k), el Distrito de Colegios Comunitarios del Condado de Maricopa no descriminará ni tolerará descriminación en empleo o educación en contra de ningún aplicante, empleado, o estudiante veterano o veterana de la Era Vietnamita con desabilidad/incapacitación especial referente a cualquier posición la cual dicho aplicante o empleado califique. Maricopa promete aplicar acción

afirmativa para emplear, ascender en empleo y tratar a dichos veteranos incapacitados y de la Era Vietnamita que califiquen sin descriminar base a su desabilidad/incapacitación o condición de veterano en todas las áreas de recursos humanos y decisiones como son las siguientes: anuncios, beneficios, compensación, disciplina (incluyendo período de prueba, suspensión, y/o despido por causa o paro forzoso), facilidades para empleados, evaluación de trabajo, recrutamiento, programas sociales/recreacionales y entrenamiento. Maricopa continuará llevando a cabo estas prácticas sin descriminar por razones de raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadania (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genèsica. Maricopa promete anunciar todas las oportunidades de empleo disponibles en la oficina local del servicio de empleo del Estado donde el empleo esté disponible. Esto incluye empleo de tiempo completo, temporal de más de tres días de duración y empleo de tiempo medio. Finalmente, todos los aplicantes y empleados están protegidos en contra de coacción, intimidación, interferencia o descriminación por quejas o por ayudar en una investigación cubierta sobre este Acto.

Notificación del Acta de Americanos con Impedimentos (ADA)/Sección 504 del Acta de Rehabilitación/Coordinador del Título IX

(Nombre y Posición), ADA/504/Coordinador del Título IX (dirección y número telefónico)
De acuerdo a ADA y a la sección 504, el distrito y sus colegios reconocen la obligación de proveer acceso a programas en todas sus localidades a personas incapacitadas. El coordinador designado de ADA/504/Título IX proveerá información tocante a la existencia y localidad de servicios, actividades y facilidades que son accesibles y de utilidad a personas incapacitadas. Solicitudes para acomodación deben ser dirigidas al coordinador. Del mismo modo, bajo el Título IX, hay obligación de proveer acceso a servicios y programas de una manera imparcial segun el género.

Estudiantes incapacitados pueden solicitar información de catálogo en una forma diferente por medio del Coordinador designado por ADA/504 en cada colegio.

Governing Values (Board Policy 4.1)

Our Vision: A Community of Colleges—Colleges for the Community—working collectively and responsibly to meet the life-long learning needs of our diverse students and communities.

Our Mission: The Maricopa Community Colleges provide access to higher education for diverse students and communities. We focus on learning through:

University Transfer Education
General Education
Developmental Education
Workforce Development
Student Development Services
Continuing Education
Community Education
Civic Responsibility
Global Engagement

Our Institutional Values: The Maricopa Community Colleges are committed to:

Community
We value all people—our students, our employees, their families, and the communities in which they live and work. We value our global community of which we are an integral part.

Excellence
We value excellence and encourage our internal and external communities to strive for their academic, professional and personal best.

Honesty and Integrity

We value academic and personal honesty and integrity and believe these elements are essential in our learning environment. We strive to treat each other with respect, civility and fairness.

Inclusiveness
We value inclusiveness and respect for one another. We believe that team work is critical, that each team member is important; and we depend on each other to accomplish our mission.

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

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

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

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

ADMISSION, REGISTRATION AND ENROLLMENT

2.1 General Regulation

1. **General Statement**

Compliance with Policies, Rules and Regulations
Every student is expected to know and comply with all current published policies, rules and regulations as stated in the college catalog, class schedule, and/or student handbook. Documents are available on each college's website.

Policies, courses, programs, fees and requirements may be suspended, deleted, restricted, supplemented or changed through action of the Governing Board of the Maricopa Community Colleges.

The Maricopa Community Colleges reserve the right to change, without notice, any materials, information, curriculum, requirements and regulations.

Note: The regulations that comprise the student section contain language that appears in various sources such as the Catalog Common Pages and the Student Handbook. All areas became Administrative Regulations with the 1996 adoption of the Governance Model. Changes are made annually either through the Administrative Regulations approval process, or by Board approval for those items that fall under its statutory duty, such as Tuition and Fees. In an effort to prevent duplication, topics in this section may be incorporated by reference, as they are featured in other areas of the manual and are noted accordingly.

The Maricopa County Community College District Vision, Mission and Values that are featured in the Common Pages are a part of approved Governing Board policy and are located in the policy section of the manual. As such, the following statement related to Outcomes Assessment that appears in the Common Pages is presented here as a general statement.

2. **Outcomes Assessment**

The mission of the Maricopa Community Colleges is "to create and continuously improve affordable, accessible, and effective learning environments for the lifelong educational needs of the diverse communities we serve." In order to evaluate how successfully the Maricopa County Community College District accomplishes this mission, student outcomes will be assessed as part of the continuous improvement process.

Students may be asked to participate in a variety of assessment activities at each college. Assessment results will be used to improve educational programs, services and student learning.

2.2.1 Admission Policy

Persons meeting the admissions criteria may attend any Maricopa Community College of their choice. Falsification of any admission materials or official college records may be cause for denial or cancellation of admission. Exceptions to the admissions policies may be requested through the Admissions and Standards Committee. Admission is determined in accordance with state law (ARS §§15-1805.01 and 15-1821) and regulations of the Maricopa Community Colleges Governing Board.

Admission Classifications

1. **Admission of Regular Students**
   Admission to the community college in Arizona may be granted to any person who meets at least one of the following criteria:
   A. Is a graduate of a high school, which is accredited by a regional accrediting association as defined by the United States Office of Education or approved by a State Department of Education or other appropriate state educational agency.
   B. Has a high school certificate of equivalency.
   C. Is at least 18 years of age and demonstrates evidence of potential success in the community college.
   D. Is a transfer student in good standing from another college or university.
2. **Admission of Students Under 18 Years of Age**
   A. A community college in this state shall grant admission to any student who is under eighteen years of age and who achieves at least one of the following:

      i. A composite score of 720 or more on the Preliminary Scholastic Aptitude Test (PSAT).
      ii. A composite score of 720 or more on the Scholastic Aptitude Test (SAT).
      iii. A composite score of twelve or more on the American College Test (ACT).
      iv. A passing score on the relevant portions of the statewide.
      v. The completion of a college placement method designated by the community college district that indicates the student is at the appropriate college level for the course.
      vi. Is a graduate of a private or public high school or has a high school certificate of equivalency.

   B. A community college may limit the number of semester hours in which the student may enroll to not more than six (6) credit hours.
   C. Home schooled students are exempt from this sub-section.
   D. Students who enroll in vocational courses may be admitted on an individual basis with the approval of college officials if the student meets the established requirements of the courses for which the student enrolls and the college official determines that the student's admission is in the best interest of the student.
3. **Specialized Vocational / Training Program**
   Students who enroll in vocational courses may be admitted on an individual basis with the approval of college officials if the student meets the established requirements of the courses for which the student enrolls and the college officials determine that the student's admission is in the best interest of the student.
4. **Western Undergraduate Exchange Program**
   The Western Undergraduate Exchange (WUE) program is a student exchange program coordinated by the Western Interstate Commission for Higher Education (WICHE) and administered by the Arizona Board of Regents. Through WUE, students who reside in western states (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming), Guam and the Commonwealth of the Northern Marianas Islands (CNIMI) and who meet the eligibility requirements, pay 150 percent of the regular resident tuition plus fees. Students must mark prominently on the Student Information Form that they seek admission as WUE students. Students may not apply as out-of-state students and expect to receive the WUE tuition rate after admitted. Once admitted as WUE students, students may not petition for in-state

residency. Further information may be obtained from the Admissions and Records Office/Office of Student Enrollment Services.

5. Admission of F-1 Nonimmigrant Students

Prospective students should contact the Admissions and Records Office/Office of Student Enrollment Services or designated office for the international student application form(s). When completed, the form(s) should be returned to the Admissions and Records Office/Office of Student Enrollment Services or the International Education office with all requested supporting documents. After the file has been reviewed, a notice will be sent to the applicant indicating either acceptance or denial of admission.

To be guaranteed consideration for admission, all application materials must be received by July 1 for the fall semester and November 1 for the spring semester.

Prospective students seeking admission based on F-1 nonimmigrant status must provide proof of secondary school completion with documentation comparable to a United States high school diploma or higher degree. It is recommended that F-1 nonimmigrant students have graduated in the upper 50% of their secondary school (high school or equivalent) in order to ensure success in academic classes at this college. Applicants for admission to the college must have high school and college (if applicable) transcripts sent directly from the high school or college to the Admissions and Records Office/Office of Student Enrollment Services or designated office. In addition, it is the applicant's responsibility to have all transcripts translated into English and evaluated by a foreign credential evaluation service if necessary.

A. Admission to Academic Programs

Applicants who wish to enroll in an academic program at the college must present evidence of English language proficiency. If the Test of English as a Foreign Language (TOEFL) is used to satisfy this requirement, the applicant must attain a score of at least 500 (on the paper-based TOEFL) or 61 (on the internet-based TOEFL, known as the iBT). If the International Language Testing System (IELTS) is used to satisfy this requirement, an IELTS overall Band Score of 5.5 or better is required, and a minimum IELTS individual Band Score of 5.0 on each module is recommended. The dean or director of Admissions and Records Office/Office of Student Enrollment Services of the college may accept other proof of English language proficiency for admission purposes, such as the ASSET, ACCUPLACER, COMPASS or CELSA tests.

B. Admission to an Intensive English Program

Applicants for admission to an Intensive English Program are advised to check with individual colleges for their respective admission requirements. Applicants must provide evidence of at least an intermediate command of English by way of one or more of the following criteria:

i. At least six years of English language instruction as shown by the applicant's school transcript(s);
ii. A minimum TOEFL score of 400 (on the paper-based TOEFL) or 23 (on the internet-based test);
iii. An original letter of recommendation from a teacher, school principal or headmaster/ headmistress, or the director of an English language institute attesting to the applicant's proficiency at the intermediate level;
iv. Other credentials, test scores, interview results, or evidence accepted by the coordinator of an intensive English program or the college's responsible designee. Students admitted to an Intensive English Program will not be allowed to enroll in courses outside those officially designated as part of the program unless and until they have met all of the prerequisites or other course requirements.
v. Foreign students under certain types of visas may need special permission to enroll and should contact the appropriate college official.

C. Financial Support

Evidence of financial support will be required prior to issuance of the I-20 form. The colleges have no scholarship or financial aid provisions for foreign students; therefore, students must be fully prepared to meet the necessary financial obligations for the full time they will be in the United States. The colleges estimate a student's average expenses for 10 months to be:

Tuition and Fees	$ 8,010(1)
Living Expenses	$10,140(2)
Books	$800(3)
Health Insurance	$1400(4)

Total	$20,350(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 2016-2017 tuition and fee schedule.

(2) Based on estimated living expenses for two (2) semesters (10 months).
(3) Based on average new and used textbook prices and Rental Rates. Assumes books are sold at the end of the semester.
(4) Based on the 2016-2017 insurance premiums for the mandatory Maricopa Community Colleges' International Student Health Plan.
(5) Applicants must provide evidence of this minimum amount of financial support before an I-20 is issued.

AMENDED by Direct Chancellor Approval, June 4, 2019
AMENDED through the Administrative Regulation Approval Process, June 5, 2017

2.2.2 Admission Information

Students must file a Student Information Form with the Admissions and Records Office/Office of Student Enrollment Services at the college of attendance. There is no charge for this service.

1. **Student Status**
   A. Freshman - A student who has completed fewer than 30 credit hours 100-level courses and above.
   B. Sophomore - A student who has completed 30 credit hours or more in 100-level courses and above.
   C. Unclassified - A student who has an associate degree or higher.
2. **Student Identification Number**
   Disclosure of the social security number is voluntary (ARS §15-1823). However, students must use social security numbers for reporting information pertaining to potential educational tax credits and for processing federal financial aid applications and Veterans Administration benefits.
3. **Residency for Tuition Purposes (see also Appendix S-1)**
   All students are classified for tuition purposes under one of the following residency classifications:
   A. Maricopa County resident
   B. Out-of-County resident
   C. Out-of-State resident (including F-1 non-immigrant students and students on
   D. other non-immigrant visas)
   Residency for tuition purposes is determined in accordance with state law (ARS §§15-1801et seq.) and regulations of the Maricopa Community Colleges Governing Board. All of the Maricopa Community Colleges are subject to the above statutes and regulations. Students who have questions about their residency should contact the Admissions and Records Office/Office of Student Enrollment Services for clarification.
   A. Implementation
      i. An applicant must be eligible to attend post-secondary education in the United States prior to being eligible to register for classes and pay fees.
      ii. Domicile status must be established before the student registers and pays fees. It is the student's responsibility to register under the correct domicile status.
      iii. Enforcement of domicile requirements shall be the responsibility of the Chancellor of the Maricopa Community Colleges. The Chancellor has charged the Director of Admissions and Records or other designee at each college to make the initial domicile classification. In determining a student's classification, the college may consider all evidence, written or oral, presented by the student and any other information received from any source which is relevant to determining classification. The college may request written sworn statements or sworn testimony of the student.

iv. A request for review of the initial classification may be made to a district review committee. The request must be in writing, signed by the student and accompanied by a sworn statement of all facts relevant to the matter. The request must be filed with the admissions officer of the college within ten (10) days of receipt of notification of classification as a non-resident. **Failure to properly file a request for review within the prescribed time limit constitutes a waiver of review for the current enrollment period.** The decision of the review committee shall be final.

B. Definitions
   i. "Armed Forces of the United States" means the Army, the Navy, the Air Force, the Marine Corps, the Coast Guard, the commissioned corps of the United States Public Health Services, the National Oceanographic and Atmospheric Administration, the National Guard, or any military reserve unit of any branch of the Armed Forces of the United States.
   ii. "Continuous attendance" means enrollment at one of Maricopa Community Colleges as a full-time or part-time student for a normal academic year since the beginning of the period for which continuous attendance is claimed. Students need not attend summer sessions or other such intersession beyond the normal academic year in order to maintain continuous attendance.
   iii. "Maricopa County resident" means an individual who lives in Maricopa County and has lived in the state of Arizona for at least one year prior (365 days) to the first day of the semester. 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 Unites 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 for in-state tuition status and other public benefits must demonstrate lawful presence in the United States by presenting one of the documents listed in this regulation, under the section "Demonstrating Lawful Presence."
      2. A person is not entitled to classification as an in-state student until the person is domiciled in this state for one year preceding the official starting day of the semester, except that a person whose domicile is in this state is entitled to classification as an in-state student if the person meets one of the following requirements:
         a. The person's parent's domicile is in this state and the parent is allowed to claim the person as an exemption for state and federal tax purposes.
         b. The person is an employee of an employer which transferred the person to this state for employment purposes or the person is the spouse of such an employee.
         c. The person is an employee of a school District in this state and is under contract to teach on a full-time basis, or is employed as a full-time non-certified classroom aide, at a school within that school District. For purposes of this paragraph, the person is eligible for classification as an in-state student only for courses necessary to complete the requirements for certification by the state board of education to teach in a school District in this state. No member of the person's family is eligible for classification as an in-state student if the person is eligible for classification as an in-state student pursuant to this paragraph, unless the family member is otherwise eligible for classification as an in-state student pursuant to this section. Eligibility for in-state tuition is subject to verification of intent

to domicile in this state. Determination of residency is made by the admissions and records office/office of enrollment services.

d. The person's spouse has established domicile in this state for at least one year and has demonstrated intent and financial independence and is entitled to claim the student as an exemption for state and federal tax purposes or the person's spouse was temporarily out of state for educational purposes, but maintained a domicile in this state. If the person is a non-citizen, the person must be in an eligible visa status pursuant to federal law to classify as an in-state student for tuition purposes.

AMENDMENT TO BE REPEATED IN CORRESPONDING APPENDIX ITEM S-1 – IN-STATE STUDENT STATUS SECTION C

3. The domicile of an unemancipated person is that of such person's parent.
4. An unemancipated person who remains in this state when such person's parent, who had been domiciled in this state, removes from this state is entitled to classification as an in-state student until attainment of the degree for which currently enrolled, as long as such person maintains continuous attendance.
5. A person who is a member of the Armed Forces of the United States and who is stationed in this state pursuant to military orders or who is the spouse or a dependent child of a person who is a member of the armed forces of the United States and who is stationed in this state pursuant to military orders is entitled to classification as an in-state student. The student does not lose in-state student classification while in continuous attendance toward the degree for which he or she is currently enrolled.
6. A person who is a member of the armed forces of the United States or the spouse or a dependent of a member of the armed forces of the United States is entitled to classification as an in-state student if the member of the armed forces has claimed this state as the person's state of home record for at least twelve consecutive months before the member of the armed forces, spouse or dependent enrolls in a university under the jurisdiction of the Arizona Board of Regents or a community college under jurisdiction of a community college district governing board. For purposes of this subsection, the requirement that a person be domiciled in this state for one year before enrollment to qualify for in-state student classification does not apply.
7. Immediate classification as an in-state student shall be granted to a veteran who meets the provisions of Arizona statute HB 2091, paragraph G, which reads: G. A person holding an honorable discharge from the uniformed services of the United States from either active duty or reserve or national guard status, or who has retired from active duty or reserve or national guard status, shall be granted immediate classification as an in-state student and, while continuously enrolled, does not lose in-state student classification if the person has demonstrated objective evidence of intent to be a resident of Arizona that, for the purposes of this section, includes at least one of the following:
    1. Registration to vote in this state.
    2. An Arizona driver license.
    3. Arizona motor vehicle registration.
    4. Employment history in Arizona.
    5. Transfer of major banking services to Arizona.
    6. Change of permanent address on all pertinent records.
    7. Other materials of whatever kind or source relevant to domicile or residency status.
8. A veteran using Chapter 30 or 33 benefits who does not otherwise qualify under item 7 above (paragraph G of PL 2091), or a veteran's dependent or spouse who is using transferred Post-9/11 GI Bill® (Chapter 33) benefits or the Marine Gunnery Sergeant John David Fry Scholarship, may be eligible for immediate classification as an in-state student if he/she meets the provisions of Arizona statute HB 2091, paragraph H: h. A person who, while using educational assistance under 38 United States Code Chapter 30 or Chapter 33, enrolls in a university under the jurisdiction of the Arizona Board of Regents or a community college under the jurisdiction of a community college district governing board within three years after the veteran's discharge from active duty service of ninety or more days or within three years after the service member's death in the line of duty following a period of active duty service of ninety or

more days or who remains continuously enrolled beyond the three-year period following the discharge of the veteran or the service member's death shall be granted immediate classification as an in-state student and does not lose in-state student classification if the person has demonstrated objective evidence of intent to be a resident of this state that, for the purposes of this section, includes at least one of the following:

Students are required to submit the following:

1. Certificate of eligibility letter from the VA Awarding Chapter 30 or 33 benefits or the Fry scholarship, or the Dept. of Defense document approving the transfer of CH. 33 benefits
2. DD-214 proving a minimum of 90 days service and no more than 3 years since discharge or since death of veteran
3. Students must also provide at least one of the following:
   A. Registration to vote in this state.
   B. An Arizona driver license.
   C. Arizona motor vehicle registration.
   D. Employment history in Arizona.
   E. Transfer of major banking services in Arizona.
   F. Change of permanent address on all pertinent records.
   G. Other materials of whatever kind or source relevant to domicile or residency status.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government 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. In accordance with the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (P.L. 104-208; 110 Stat. 3009-546), a person who was not a citizen or legal resident of the United States or who is not lawfully present in the United States is not entitled to classification as an in-state student pursuant to ARS §15-1802 or entitled to classification as a county resident pursuant to ARS §15-1802.01. A student will be assessed out-of-state tuition until such time that documentation of lawful presence is received in the Office of Admissions and Records/Enrollment Services and (eligibility for) residency is confirmed. Documentation must be provided prior to the end of the term in which residency classification is being requested. Documentation received after the end of term will be used for residency determination in subsequent terms.
3. In establishing domicile, the alien must not hold a visa that prohibits establishing domicile in 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)
   A=Foreign Government Official or Adopted Child of a Permanent Resident
   E=Treaty Traders
   G=Principal Resident Representative of Recognized Foreign Member Government to International Staff
   H=H1B and H4
   K=Spouse or Child of Spouse of a US Citizen, Fiancé or Child of Fiancé of US Citizen
   L=Intracompany Transferee or Spouse or Child
   N6=NATO-6
   U, T=Victim of Criminal Activity
   V=Spouses and Dependent Children of Lawful Permanent Residents
4. Students who hold a current visa and have submitted an I-485 to U.S. Citizenship and Immigration Services (USCIS), may establish residency if other domicile requirements have been met. Residency eligibility for I-485 applicants may be considered one year after the date on the USCIS Notice of Action letter (I-797) confirming application for permanent resident status provided their prior visa status is one that allows the visa holder to establish domicile in the United States.. Students must provide required residency documentation in addition to the (I-797) Notice of Action for residency consideration. In establishing domicile, the alien must be in a status that does not prohibit establishing domicile in this state for at least one year immediately preceding the official starting date of the semester.

Exception: In the event that an alien student's parent is allowed to claim the student as an exemption for state or federal tax purposes (3C.1.2.A) (E.G., The student is under 23 and not emancipated), the student's residence is deemed to the same as the parent's. If the parent holds a visa that is not listed in section 3 above, he or she would not be eligible to establish residency. In such circumstances, the student would likewise be barred notwithstanding his or her own filing of an I-485.

5. Students who hold a current or expired visa and have applied for a change of status will retain their immigration status based on their prior visa status and not the status or visa for which they are applying.

III. Proving lawful presence in the United States

All applicants for in-state tuition (and other public benefits) must first show at least one of the following documents in accordance with ARS §1-502 to demonstrate that they are lawfully present in the United States by presenting to the Registrar at least one of the following documents:

H. An Arizona Driver's license issued after 1996 or an Arizona non-operating identification license or an Arizona Instruction Permit
I. A birth certificate or delayed birth certificate issued in any state, territory, or possession of the United States (A hospital record/certificate and certified Abstract of Birth are not acceptable). .
J. A United States certificate of birth abroad.
K. A United States Passport.
L. A Foreign Passport with a United States Visa.
M. An I-94 Form with a Photograph.
N. A United States Citizenship and Immigration Services Employment Authorization Document (Work Permit) or Refugee Travel Document.
O. A United States Permanent Resident Card
P. A United States Certificate of Naturalization.
Q. A United States Certification of Citizenship.
R. A Tribal Certificate of Indian Blood.
S. A Tribal or Bureau of Indian Affairs Affidavit of Birth.

Tribal Members*, the Elderly and "Persons with Disabilities or incapacity of the mind or body," may submit certain types of documents under Section 1903 of the Federal Social Security Act (42 UNITED STATES CODE 1396B, As Amended By Section 6036 Of The Federal Deficit Reduction Act of 2005)**

* A document issued by a federally recognized Indian tribe evidencing membership or enrollment in, or affiliation with, such tribe.

** If you think that this may apply, please contact the Legal Services Department for assistance.

IV. Presumptions Relating to Student Status

Unless there is evidence to the contrary, the registering authority of the community college or university at which a student is registering will presume that:

1. No emancipated person has established a domicile in this state while attending any educational institution in this state as a full-time student, as such status is defined by the community college district governing board or the Arizona Board of Regents, in the absence of a clear demonstration to the contrary.
2. Once established, a domicile is not lost by mere absence unaccompanied by intention to establish a new domicile.

3. A person who has been domiciled in this state immediately before becoming a member of the Armed Forces of the United States shall not lose in-state status by reason of such person's presence in any other state or country while a member of the Armed Forces of the United States.

V. Proof of Residency

When a student's residency is questioned, the following proof will be required.

1. In-State Residency
   a. An affidavit signed by the student must be filed with the person responsible for verifying residency.
   b. Any of the following may be used in determining a student's domicile in Arizona:
      1. Arizona income tax return
      2. Arizona Voter registration
      3. Arizona Motor Vehicle registration
      4. Arizona Driver's license
      5. Employment history in Arizona
      6. Place of graduation from high school
      7. Source of financial support
      8. Dependency as indicated on federal income tax return
      9. Ownership of real property
      10. Notarized statement of landlord and/or employer
      11. Transfer of major banking services to Arizona
      12. Change of permanent address on all pertinent records
      13. Other relevant information
2. County Residency
   a. A combination of the following may be used to determine a student's county residency:
      1. Notarized statements of landlord and/or employer
      2. Source of financial support
      3. Place of graduation from high school
      4. Ownership of real property
      5. Bank accounts
      6. Arizona income tax return
      7. Dependency as indicated on a Federal income tax return
      8. Other relevant information

D. Concurrent Enrollment in Arizona Public Institutions of Higher Education (ARS §15-1807) (See Appendix S-3)
Under Arizona Revised Statutes §15-1807, it is unlawful for any non-resident student to register concurrently in two or more public institutions of higher education in this state including any university, college or community college for a combined student credit hour enrollment of more than six (6) credit hours without payment of non-resident tuition at one of such institutions. Any non-resident student desiring to enroll concurrently in two or more public institutions of higher education in this state including any university or community college for a combined total of more than six (6) credit hours who is not subject to non-resident tuition at any of such institutions shall pay the non-resident tuition at the institution of his choice in an amount equivalent to non-resident tuition at such institution for the combined total of credit hours for which the non-resident student is concurrently enrolled.

AMENDED by Direct Chancellor Approval, September 17, 2018
AMENDED by Direct Chancellor Approval, August 30, 2017
AMENDED by Direct Chancellor Approval, August 30, 2015
AMENDED by Direct Chancellor Approval, May 20, 2015

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 Withdrawal - Appendix S-7)

2. Ability to Benefit

A. Federal guidelines require that students who are applying for financial aid demonstrate the ability to benefit. Under federal law, a student who enrolls after June 30, 2012, must be a high school graduate, have a GED certificate, or have completed a secondary school education in a home school setting that is treated as a home school or private school under state law, be admitted as a regular student, and be pursuing an eligible degree or certificate to qualify for federal financial assistance under Title IV of the Higher Education Act.

B. For student enrolled prior to July 1, 2012, an evaluation during the admission process resulted in the student being admitted to the college with the status of Regular, Regular with Provisional Requirements or Special.

i. "Regular" status, for the purpose of 2.2.3.2, is granted to an individual admitted to the college who is a high school graduate, has a GED certificate, or has completed a secondary school education in a home school setting that is treated as a home school or private school under state law. A student without a high school diploma or GED certification and beyond the age of compulsory high school attendance may be a regular status student if the student has been assessed to benefit from college instruction by receiving qualifying scores on approved assessment instruments. All regular status students must be pursuing a degree/certificate in an eligible program.

ii. "Regular with Provisional Requirements" status, for the purpose of 2.2.3.2, is granted to a student admitted to the college who is not a high school graduate, does not have a GED certificate, is beyond the age of compulsory high school attendance, or has completed a secondary school education in a home school setting that is treated as a home school or private school under state law, but has been assessed to benefit from college instruction requiring developmental/remedial coursework and is pursuing a degree/certificate in an eligible program.

iii. "Special" status, for the purpose of 2.2.3.2, is granted to a student admitted to the college for concurrent enrollment or pursuing one or more courses of special interest and who meets all the requirements for admission.

3. Transcripts

The Maricopa Community Colleges reserve the right to require an official transcript for admission to specific programs, for verification of course requisites and for determination of academic standing. The official transcript must be sent directly from the source institution to the college Admissions and Records Office/Office of Student Enrollment Services. The official transcripts may be sent via a secured website. Please contact the Admissions Office of The Maricopa College you plan to attend to verify which secure websites may be valid.

It is the student's responsibility to ensure that official transcripts have been received and are complete. Students entering as high school graduates may be required to submit high school transcripts. Please contact the Admissions Office of the Maricopa College you plan to attend for more information on preparing a home-schooled official transcript. Students entering as GED recipients may be required to present a copy of the high school equivalency certificate or official report of qualifying GED scores.

4. Educational Assessment

All students are encouraged to undergo an educational assessment to determine course placement. Prospective students who do not possess a high school diploma or GED equivalence certificate are required to complete an educational assessment to determine their ability to benefit from college instruction. See Student Course Placement Process (AR 2.2.7)

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)).

2.2.4 TRANSFER CREDIT AND PRIOR LEARNING ASSESSMENT POLICIES

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. 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 ASSOCIATE'S DEGREE AND CERTIFICATE REQUIREMENTS.

THE MARICOPA COMMUNITY COLLEGES WILL EVALUATE COURSEWORK FROM INSTITUTIONS LISTED IN THE *DATABASE OF 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:

- THE COURSEWORK WAS EARNED WITH A GRADE OF "C" OR BETTER. DEVELOPMENTAL EDUCATION COURSE CREDIT CANNOT BE USED TO CALCULATE GRADE LEVEL.
- DEVELOPMENTAL COURSEWORK (TYPICALLY BELOW 100-LEVEL) 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.
- COURSES WITH DIFFERENT CREDIT SYSTEMS (QUARTER HOURS, UNITS) ARE CONVERTED TO SEMESTER HOURS OF CREDIT. THE SEMESTER CONVERSION OF QUARTER CREDITS IS AT A RATE OF .67 SEMESTER CREDIT HOURS FOR EACH QUARTER HOUR.

S1A Visa Chart – Residency

Visa	Class	Residency
Foreign Government Officials		
A-1	Ambassador, public minister, career diplomat or consular officer, and members of immediate family	Automatic
A-2	Other foreign government official or employee and members of immediate family	Automatic
A-3	Attendant, servant, or personal employee of A-1 or A-2, and members of immediate	Automatic
Visitors		
B-1	Temporary visitor for business - restricted enrollment (limited to courses not tied to a program of study--developmental classes 0XX, ESL, PED, fun classes, noncredit) NOTE: If student is adjusting their status to attend school, the student CANNOT enroll in school (for program of study classes) until AFTER their status has been adjusted.	NO
B-2	Temporary visitor for pleasure - restricted enrollment (limited to courses not tied to a program of study--developmental classes 0XX, ESL, PED, fun classes, noncredit) NOTE: If student is adjusting their status to attend school, the student CANNOT enroll in school (for program of study classes) until AFTER their status has been adjusted.	NO
Alien in Transit		
C-1	Alien in transit directly through U.S.	NO
C-1D	Combined transit and crewman visa	NO
C-2	Alien in transit to UN headquarters	NO
C-3	Foreign government official, members of immediate family, attendant servant, or personal employee in transit	NO
C-4	Transit without Visa, See TWOV	NO
Crewman		
D-1	Crewmember departing on same vessel of arrival	NO
D-2	Crewmember departing by means other than vessel of arrival	NO
Treaty Trader and Treaty Investor		
E-1	Treaty trader, spouse and children	Automatic
E-2	Treaty investor, spouse and children	Automatic
E-3	Certain Specialty Occupation Professionals from Australia	NO
Academic Students		
F-1	Academic Student or language program (separate admissions application needed)	NO
F-2	As of June 1, 2015, F-2 visa holders can enroll in any courses at the post-secondary level at a SEVP certified school as long as the study doesn't amount to full time. Students may take 11 credits or fewer each fall and spring semester.	NO
Foreign Government Officials to International Organizations		
G-1	Principal resident representative of recognized foreign member government to international organization and members of immediate family	YES
G-2	Other representative of recognized foreign member government to international organization, staff, and members of immediate family	YES
G-3	Representative of non-recognized or nonmember foreign government to international organization and members of immediate family	YES
G-4	International organization officer or employee and members of immediate family	YES
G-5	Attendant, servant, or personal employee of G-1, G-2, G-3, or G-4 and members of immediate family	YES
Temporary Workers		
H-1B	Temporary worker in a specialty occupation; DOD workers, fashion models	YES
H-1C	Temporary worker - Nurses going to work for up to three years in health professional shortage areas	NO
H-2A	Temporary Agricultural Worker	NO
H-2B	Temporary worker: skilled and unskilled	NO

H-3	Trainee	NO
H-4	Spouse or child of alien classified H-1, H-2, H-3	YES

Visa	Class	Residency
Foreign Media Representatives		
I	Representative of foreign information media, spouse and children	NO
Exchange Visitor		
J-1	Exchange Visitor	NO
J-2	Spouse or child of J-1	NO
Fiancée of U.S. Citizen		
K-1	Fiancée or fiancée of U.S. citizen	YES
K-2	Minor child of K-1	YES
K-3	Spouse of U.S. Citizen (LIFE Act)	YES
K-4	Child of K-3 (Life Act)	YES
Intracompany Transferee		
L-1A	Executive, managerial	Automatic
L-1B	Specialized knowledge	Automatic
L-2	Spouse or child of L-1	Automatic
Vocational and Language Students		
M-1	Vocational student or other nonacademic student	NO
M-2	Spouse or child of M-2	NO
N-8	Parent of an alien classified SK-3 "Special Immigrant"	NO
N-9	Child of N-8, SK-1, SK-2, or SK-4 "Special Immigrant"	NO
North Atlantic Treaty Organization		
NATO-1	Principal Permanent Representative of Member State to NATO and resident members of official staff or immediate family	YES
NATO-2	Other representatives of member States: Dependents of Members of a Force entering in accordance with the provisions of NATO Status-of-Forces agreement: Members of such a Force if issued visas	YES
NATO-3	Official clerical staff accompanying Representative of Member State to NATO or immediate family	YES
NATO-4	Official of NATO other than those qualified as NATO-1 and immediate family	YES
NATO-5	Expert other than NATO officials qualified under NATO-4, employed on behalf of NATO and immediate family	YES
NATO-6	Member of civilian component who is either accompanying a Force entering in accordance with the provisions of the NATO Status-of-Forces agreement; attached to an Allied headquarters under the protocol on the Status of International Military headquarters set up pursuant to the North Atlantic Treat; and their dependents	YES
NATO-7	Servant or personal employee of NATO1, NATO-2, NATO-3, NATO-4, NATO-5, NATO-6 or immediate family	YES
Workers with Extraordinary Abilities		
O-1	Extraordinary ability in the Sciences, Arts, Education, Business, or Athletics	NO
O-2	Alien's (support) accompanying O-1	NO
O-3	Spouse or Child of O-1 and O-2	NO
Athletes and Entertainers		
P-1	Individual or team athletes; entertainment groups	NO
P-2	Artists and entertainers in reciprocal exchange programs	NO
P-3	Artists and entertainers in culturally unique programs	NO
P-4	Spouse or child of P-1, P-2, or P-3	NO
International Cultural Exchange Visitors		
Q-1	International cultural exchange visitors	NO

Q-2	Irish Peace Process Cultural and Training Program (Walsh Visas)	NO
Q-3	Spouse or child of Q-2	NO

Visa	Class	Residency
Religious Workers		
R-1	Religious workers	NO
R-2	Spouse or child of R-1	NO
Witness or Informant		
S-5	Informant of criminal organization information	NO
S-6	Informant of terrorism information	NO
Victims of a Severe Form of Trafficking in Persons		
T-1	Victim of a severe form of trafficking in person	YES
T-2	Spouse of a victim of a severe form of trafficking in persons	YES
T-3	Child of victim of a severe form of trafficking in persons	YES
T-4	Parent of victim of a severe form of trafficking in persons (if T-1 victim is under 21 years of age)	YES
North American Free Trade Agreement (NAFTA)		
TN	Trade visas for Canadians and Mexicans	NO
TD	Spouse or child accompanying TN	NO
Transit Without Visa		
TWOV	Passenger or Crew	NO
Victims of Certain Crimes		
U-1	Victim of Certain Criminal Activity	YES
U-2	Spouse of U-1	YES
U-3	Child of U-1	YES
U-4	Parent of U-1 Applicants who are Unmarried and Under 21 years of age	YES
U-5	Minor Siblings of U-1 Applicants who are Unmarried and Under 21	YES
Certain Second Preference Beneficiaries		
V-1	Spouse of an LPR who is the principal beneficiary of a family-based petition (Form I-130) which was filed prior to 12/21/2000, and has been pending for at least 3 years	YES
V-2	Child of an LPR who is the principal beneficiary of a family-based petition (Form I-130) which was filed prior to 12/21/2000 and has been pending for at least 3 years.	YES
V-3	The derivative child of a V-1 or V-2	YES
Not on U.S. Citizenship and Immigration Services Web List		
WB/WT	Visa waiver for a certain amount of time only - specific participating countries. Person here for 90 days or less for business (WB) or pleasure (WT). Treat like B visa holders.	NO
	Undocumented alien	NO
I-A	Applied for Immigrant Status	NO*
I-130	Petitioning because relative, fiancé or orphan of US Citizen. Here legally: Allowed to establish residency if individual is dependent and can show that parent lives in AZ.	YES

I-485	Students who hold a valid visa and have submitted an I-485 to U.S. Citizenship and Immigration Services (USCIS) may establish residency if other domicile requirements have been met. In establishing domicile, the alien must be in a status that does not prohibit establishing domicile in this state for at least one year immediately preceding the official starting date of the semester. STUDENTS WHO HOLD A VALID VISA AND HAVE SUBMITTED AN I-485 TO U.S. CITIZENSHIP AND IMMIGRATION SERVICES (USCIS) MAY ESTABLISH RESIDENCY IF OTHER DOMICLE REQUIREMENTS HAVE BEEN MET. IN ESTABLISHING DOMICLE, THE ALIEN MUST BE IN A STATUS THAT DOES NOT PROHIBIT ESTABLISHING DOMICILE IN THIS STATE (H1-B, H-R, I-130, FOR EXAMPLE) FOR AT LEAST ONE YEAR IMMEDIATELY PRECEDING THE OFFICIAL STARTING DATE OF THE SEMESTER.	YES, if meets other domicile requirements

This chart is subject to change. To determine residency, please check with the college Admissions, Records & Registration/Enrollment Services Office.

- THE AGE OF CREDIT MAY BE CONSIDERED IN APPLYING CREDIT TOWARD DEGREES AND CERTIFICATE PROGRAMS.

REVERSE TRANSFER OF CREDIT

IN AN EFFORT TO ASSIST FORMER MARICOPA STUDENTS WHO HAVE TRANSFERRED TO A UNIVERSITY, THE MARICOPA COMMUNITY COLLEGES OFFER REVERSE TRANSFER OF CREDIT WITH PARTICIPATING UNIVERSITIES. FORMER MARICOPA STUDENTS MAY USE THIS OPPORTUNITY TO FULFILL PREVIOUSLY INCOMPLETE COURSEWORK REQUIREMENTS. INTERESTED STUDENTS AT PARTICIPATING UNIVERSITIES MUST MEET UNIVERSITY CRITERIA TO QUALIFY FOR FREE TRANSCRIPT EXCHANGE WHEN AVAILABLE. PARTICIPATION IN REVERSE TRANSFER OF CREDIT DOES NOT GUARANTEE COURSEWORK APPLICABILITY OR DEGREE OR CERTIFICATE ELIGIBILITY. STUDENTS PARTICIPATING IN REVERSE TRANSFER OF CREDIT MUST MEET ALL CURRICULUM AND COLLEGE REQUIREMENTS.

PRIOR LEARNING ASSESSMENT (PLA)

THE MARICOPA COMMUNITY COLLEGES ARE COMMITTED TO THE IDEA THAT PEOPLE DESERVE CREDIT FOR 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. PLA CREDIT MAY BE AWARDED IF THE FOLLOWING STANDARDS HAVE BEEN MET:

- STUDENT HAS BEEN ADMITTED TO THE COLLEGE.
- STUDENT HAS DECLARED A PATHWAY (CERTIFICATE OR DEGREE).
- THE LEARNING IS COLLEGE LEVEL AND VERIFIABLE.
- PLA CREDIT MAY BE APPLIED TOWARD A DEGREE PROGRAM, CERTIFICATE, GENERAL EDUCATION REQUIREMENTS, CONCENTRATION, 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 SATISFY PREREQUISITE REQUIREMENTS USING THE SAME POLICY THAT APPLIES TO OTHER COURSE EQUIVALENCIES.
- ALL WORK ASSESSED FOR PLA CREDIT WAS EARNED WITH A GRADE OF "C" OR BETTER.

STUDENTS MAY BE AWARDED NO MORE THAN 30 CREDIT HOURS THROUGH PRIOR LEARNING ASSESSMENT, UNLESS REQUIRED BY A SPECIFIC PROGRAM OF STUDY WITHIN THE MARICOPA COMMUNITY COLLEGES. EXCEPTIONS INCLUDE EVALUATED CREDIT FROM POST-SECONDARY INSTITUTIONS AND MILITARY CREDIT AS INDICATED ON JOINT SERVICE TRANSCRIPTS. CREDIT AWARDED FOR PRIOR LEARNING DOES NOT COUNT AS HOURS IN RESIDENCE FOR GRADUATION REQUIREMENTS. EXCEPTIONS MAY BE GRANTED AT SOME OF THE MARICOPA COMMUNITY COLLEGES FOR UNIQUE PROGRAMS OF STUDY. NO MORE THAN 20 CREDIT HOURS MAY BE APPLIED TO 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

NO FEES ARE ASSESSED BY THE COLLEGE FOR THE FOLLOWING TYPES OF PRIOR LEARNING ASSESSMENT: TRANSFER CREDIT FROM REGIONALLY OR NON-REGIONALLY ACCREDITED INSTITUTIONS, STANDARDIZED COLLEGE-LEVEL EXAMS (SUCH AS CLEP, AP, IB, DSST, CIE), GED EXAMS, MILITARY TRANSCRIPTS, ACE (AMERICAN COUNCIL ON EDUCATION) TRANSCRIPTS, CREDIT RECEIVED THROUGH COMPANIES THAT OFFER NATIONALLY RECOGNIZED CREDIT EVALUATED BY ACE, NCCRS, ETC. (STRAIGHTERLINE, NOCTI, STUDY.COM, ETC.), INDUSTRY RECOGNIZED CREDENTIALS, INTERNATIONAL COURSEWORK THAT HAS BEEN OFFICIALLY EVALUATED BY A FOREIGN EVALUATOR SERVICE (SUCH AS EDUCATIONAL CREDENTIAL EVALUATORS), AND SKILL CENTER AND/OR CLOCK HOUR TRANSCRIPTS.	
DEPARTMENTAL CHALLENGE EXAM AND CREDIT BY EVALUATION	SEE TUITION AND FEES SCHEDULE

CREDIT BY EXAM (COLLEGE-LEVEL EQUIVALENCY EXAMINATIONS)

ACE HAS PUBLISHED CREDIT RECOMMENDATIONS FOR A NUMBER OF NATIONAL STANDARDIZED EXAMINATIONS SUCH AS THE ONES LISTED BELOW IN THE *GUIDE TO EDUCATIONAL CREDIT BY EXAMINATION.* THE MARICOPA COMMUNITY COLLEGES USE THESE RECOMMENDATIONS AS GUIDELINES TO AWARD CREDIT FOR EQUIVALENT COURSEWORK AS WELL AS ELECTIVE CREDIT. THE NUMBER OF CREDITS LISTED IN THE *ACE GUIDE* ARE RECOMMENDATIONS ONLY. A COLLEGE IS NOT REQUIRED TO GRANT A STUDENT THE NUMBER OF CREDITS RECOMMENDED.

SCORES MUST BE SENT DIRECTLY TO THE ADMISSIONS AND RECORDS/ENROLLMENT SERVICES OFFICE FROM THE SPECIFIC TESTING COMPANY(S) 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 CREDIT FOR PRIOR LEARNING ASSESSMENT POLICIES AT ANY COLLEGE OR UNIVERSITY OUTSIDE OF THE MARICOPA COMMUNITY COLLEGES TO WHICH THEY PLAN TO TRANSFER. CREDIT BY EXAM 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)
- DEPARTMENTAL EXAMS (ALSO KNOWN AS “CHALLENGE EXAMS”)
- DSST (FORMERLY DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT OR DANTES) DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT [DANTES] SUBJECT STANDARDIZED TESTS (DSST)
- GED, COLLEGE READY + SCORES
- INTERNATIONAL BACCALAUREATE (IB) DIPLOMA/CERTIFICATE
- PEARSON VUE EXAMS

FEES FOR STANDARDIZED EXAMS ARE THE RESPONSIBILITY OF THE STUDENT.

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, 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.

DEPARTMENTAL EXAMS (ALSO KNOWN AS CHALLENGE EXAMS)

STUDENTS MAY APPLY FOR DEPARTMENTAL CREDIT BY EXAMINATION IN CERTAIN COURSES BY OBTAINING THE APPROPRIATE FORM IN THE ADMISSIONS AND RECORDS OFFICE, PAYING THE REQUIRED FEE, AND COMPLETING THE EXAMINATION AND OTHER REQUIREMENTS OF THE COLLEGE. SEE 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 EXAMINATION," A GRADE AND THE NUMBER OF CREDITS WILL APPEAR ON THE STUDENT'S TRANSCRIPT. THE GRADE IS USED IN COMPUTING THE GRADE POINT AVERAGE.

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.

THE ASSESSMENT CENTER AT RIO SALADO COLLEGE IS A DSST TEST SITE. 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.

EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES

THE MARICOPA COMMUNITY COLLEGES MAY AWARD CREDIT FOR MILITARY EXPERIENCES BASED ON THE ACE GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES. A STUDENT MAY RECEIVE COLLEGE CREDIT IF:

- 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.

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.

CREDIT BY EVALUATION

COLLEGE CREDIT RECOMMENDATION SERVICE

ACE EVALUATES TRAINING PROGRAMS OFFERED BY BUSINESS, INDUSTRY, AND GOVERNMENT AND PUBLISHES ITS CREDIT RECOMMENDATIONS IN *THE NATIONAL GUIDE*. IF A STUDENT HAS RECEIVED TRAINING THAT APPEARS IN THE GUIDE, HE OR SHE 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.

DEPARTMENTAL CREDIT BY EVALUATION

STUDENTS MAY APPLY FOR DEPARTMENTAL CREDIT BY EVALUATION IN CERTAIN COURSES BY OBTAINING THE APPROPRIATE FORM IN THE ADMISSIONS AND RECORDS /ENROLLMENT SERVICES OFFICE. THE COMPLETED CREDIT BY EVALUATION FORM AND THE REQUIRED FEES ARE DUE TO THE COLLEGE WHEN THE CREDIT BY EVALUATION REQUEST IS SUBMITTED.

SOME ACADEMIC DEPARTMENTS MAY HAVE ADDITIONAL REQUIREMENTS THAT MUST BE MET BEFORE CREDIT MAY BE GRANTED THROUGH DEPARTMENTAL CREDIT BY EVALUATION. WHEN CREDIT IS GRANTED A NOTATION OF "CREDIT BY EVALUATION," AND THE NUMBER OF CREDITS WILL APPEAR ON THE STUDENT'S TRANSCRIPT. THESE CREDITS ARE NOT USED IN COMPUTING THE GRADE POINT AVERAGE. CREDIT BY EVALUATION IS TRANSFERABLE WITHIN THE MARICOPA COMMUNITY COLLEGES, BUT IS NOT NECESSARILY TRANSFERABLE TO OTHER COLLEGES AND UNIVERSITIES. 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.

2.2.6 Academic Advising and New Student Orientation

1. Academic Advising

A. Students who will be attending college for the first time, and intend to earn an Associate's degree or to transfer to a college/university to complete a Bachelor's degree, will be required to meet with an academic advisor prior to the start of their first semester at a MCCCD college.
   i. Recent high school students who received MCCCD credits through Dual/Concurrent Enrollment, ACE, Hoop of Learning, or any MCCCD Early Outreach Program are considered first time to college.

2. New Student Orientation
   Students who will be attending college for the first time, and intend to earn an Associate's degree or to transfer to a College/university to complete a Bachelor's degree, will be required to attend New Student Orientation prior to the start of their first semester at a MCCCD College.
   i. Recent High School students who received MCCCD credits through Dual/Concurrent Enrollment, ACE, Hoop of Learning, or any MCCCD Early Outreach Program are considered first time to college.

3. Students who will be attending college for the first time and intend to earn an Associate's degree or transfer to a college/university to complete a Bachelor's degree, and who place into one or more developmental education courses, will be required to successfully complete a College Success Course (CPD 150 or CPD/AAA115) within the first two semesters at a MCCCD College.

   i. Recent high school students who received MCCCD credits through dual/concurrent enrollment, ACE, Hoop of Learning, or any MCCCD Early Outreach Program are considered first time to college.

2.2.7 Student Assessment and Course Placement

1. Course Placement

A. Students who plan to register in English, Reading, or Math will be advised to enroll into courses based on valid District-approved placement methods.
B. Students who place into course(s) that are below college-level (i.e., below 100-level) will be advised to enroll into the course(s) within the first two semesters.
C. A department/division chair or designee may grant a course placement waiver under special circumstances. The *signed* waiver will be noted on the student's electronic record. The process may also be done electronically without a signature if supported by the attending college.
D. Course placement will be determined utilizing the District placement options under any one of the following conditions:

i. The student is taking his or her first college credit English, reading or math course, or any college course for which English, reading or math is a prerequisite.
ii. The student is pursuing a degree or transfer pathway and does not have current valid District approved course placement on file or does not have previous college credit in English, reading and math.
iii. The student for whom English is not the primary language and who is taking his or her first English as a Second Language class is required to take a test of English proficiency.

E. Students will be exempt from the course placement process if at least one of the following conditions apply:
i. The student has earned an associate or higher degree from a regionally accredited college.
ii. The student has earned college credits from a regionally accredited college in English, reading, and math with a grade of C or higher.
iii. The student has currently valid District approved course placement scores on file.
iv. The student who is exempt from the course placement process must still fulfill the minimum graduation requirements.

2. Determining Course Placement

Maricopa County Community Colleges use multiple placement options. In cases, when a course placement test is given, scores will be valid for two years. Other placement methods will also have limited time validity. For additional information, go to PLACEMENT www.maricopa.edu/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 www.maricopa.edu/placement.
D. Reading Placement Scores that Indicated “Exempt from CRE101” Do Not Expire.

4. Evaluation

The Maricopa Community Colleges will provide an ongoing evaluation of the course placement process. An annual report shall be submitted to the Governing Board to indicate the policy's effectiveness noting the number of students assessed, their placement scores and their success in courses. Every three years a thorough review of the policy and procedures shall be implemented, including recommendations from the English, Reading and Math Instructional Councils regarding cut-off scores, course placement assessment tools and procedures.

AMENDED through the Administrative Regulation Process, June 4, 2019

2.2.8 Registration

Students must register according to the dates indicated, and in the manner described in the college class schedule. To be eligible for registration, students must have completed the appropriate steps listed under the Admissions section. The college may allow early or priority registration. Tuition and fees must be paid or payment arrangements made by the due date to secure class enrollment. Students may not attend a class for which they are not registered.

The colleges reserve the right to enroll students in courses. The final decision for admission to any class for students admitted under section 2 of AR 2.2.1 will be determined by the designated college administrator in consultation with the department chairperson and/or faculty.

Class Registration Deadlines:

1. For classes with published start dates and meeting times, registration in the class must be completed before the first official class meeting date and time. Students may not register for a class once it has started. Self-Service registration for a class through my.maricopa.edu will end at 11:59 PM on the day before the class starts. Registration for a class on the date it starts must be done in person or on the phone, and must be completed before the class start time.
2. For classes without published meeting times (for example, online classes, special projects), registration in the class must be completed by 11:59 PM on the day before the class starts.
3. Exceptions
    a. Exceptions to class registration deadlines require permission of appropriate instructor(s) and approval of the appropriate department/division chair or designee.
    b. Exceptions are limited to
        i. Courses requiring permission of instructor
        ii. Courses requiring auditions or try-outs
        iii. Courses for Special Populations or Cohorts
        iv. Enrollment in an alternative section of a course taught by the same instructor
        v. Enrollment in an alternative section of a course taught by a different instructor
        vi. Course level changes
        vii. Students dropped for non-payment during the 100% refund period may be reinstated if they attended since the first class meeting.
        viii. Students dropped due to Human or system errors may be reinstated if they attended the first class meeting.
        ix. Other exceptions may be granted after faculty consultation with the student.

2.2.9 Tuition and Fees Policy

Tuition and fees are public monies within the jurisdiction and responsibility of the Maricopa Community Colleges Governing Board under the laws and regulations of the State of Arizona and must be administered by the Governing Board. The Governing Board reserves the right to change tuition and fee charges when necessary without notice. All students are classified for tuition purposes under one of the following residency classifications:

1. Maricopa County resident
2. Out-of-County resident
3. Out-of-State resident (including F-1 non-immigrant students)

Residency for tuition purposes is determined in accordance with state law (ARS §§15-1801 et seq.) and regulations of the Maricopa Community Colleges Governing Board. All of the Maricopa Community Colleges are subject to the above statutes and regulations. Students who have questions about their residency should contact the Admissions and Records Office/Office of Student Enrollment Services for clarification.

Students attending more than one Maricopa Community College will be assessed fees for their enrollment at each of the Maricopa Community colleges/centers. (Students who are considered to be out-of-state residents for tuition and fees purposes should refer to Appendix S-3, Concurrent Enrollment in Arizona Public Institutions of Higher Education.)

1. Time of Payment*
   All tuition, fees, assessments and deposits must be paid at the time of registration or by the specified deadline date and in accordance with the fee schedule approved by the Maricopa Community Colleges Governing Board.
2. Tuition and Fees Schedule (Effective July 1, 2018 for fall, spring and summer Sessions)*
   Current information can be found at https://district.maricopa.edu/regulations/admin-regs/appendices/students/s-4

   The following is a tuition and fees schedule for 2018-2019 and is provided for reference. ***These tuition and fees are subject to change.*** Consult the college's Admissions and Records Office/Office of Student Enrollment Services for course fees in effect during the semester/term in which you intend to register. See Appendix S-4.
   Amended through Direct Chancellor Approval, November 21, 2018

Appendix S-4: Tuition & Fee Schedule
Student Status

2018-2019	Maricopa County Resident (In County)	In County Resident Audit Rate	Out of County Resident	Non-Resident Living in Arizona taking online courses	Non-Resident Study Abroad Program	Non-Resident Distance Learning	Western Undergraduate Exchange (WUE)
	IN-STATE			OUT-OF-STATE			
Credit Hours	A	B	C*	D**	E	F***/+	G
1	85.00	110.00	401.00	215.00	205.00	215.00	127.50
2	170.00	220.00	802.00	430.00	410.00	430.00	255.00
3	255.00	330.00	1203.00	645.00	615.00	645.00	382.50
4	340.00	440.00	1604.00	860.00	820.00	860.00	510.00
5	425.00	550.00	2005.00	1,075.00	1,025.00	1,075.00	637.50
6	510.00	660.00	2406.00	1,290.00	1,230.00	1,290.00	765.00
7	595.00	770.00	2807.00	1,505.00	1,435.00	1,505.00	892.50
8	680.00	880.00	3208.00	1,720.00	1,640.00	1,720.00	1,020.00
9	765.00	990.00	3609.00	1,935.00	1,845.00	1,935.00	1,147.50
10	850.00	1,100.00	4010.00	2,150.00	2,050.00	2,150.00	1,275.00
11	935.00	1,210.00	4411.00	2,365.00	2,255.00	2,365.00	1,402.50
12	1,020.00	1,320.00	4812.00	2,580.00	2,460.00	2,580.00	1,530.00
13	1,105.00	1,430.00	5213.00	2,795.00	2,665.00	2,795.00	1,657.50
14	1,190.00	1,540.00	5614.00	3,010.00	2,870.00	3,010.00	1,785.00
15	1,275,.00	1,650.00	6015.00	3,225.00	3,090.00	3,225.00	1,912.50
16	1,360.00	1,760.00	6416.00	3,440.00	3,280.00	3,440.00	2,040.00
17	1,445.00	1,870.00	6817.00	3,655.00	3,485.00	3,655.00	2,167.50
18	1,530.00	1,980.00	7218.00	3,870.00	3,690.00	3,870.00	2,295.00

* *Students from any other county in Arizona are considered Maricopa County residents (in county) due to a reciprocal arrangement with that county. Reciprocal agreements allow for in-county tuition rates for residents of all Arizona counties except Apache or Greenlee counties without an Out-of-County Residence Affidavit.*

** *According to ARS §15-1802F, "A person who is a member of an Indian tribe recognized by the US Department of the Interior whose reservation lies in this state and extends into another state and who is a resident of the reservation is entitled to classification as an in-state student." Therefore, unclassified and out-of-state surcharges do not apply to such students.*

*** *According to ARS §15-1470, community college districts may offer credit and noncredit courses and services outside of this state. A district is not entitled to state aid payments for students who are provided courses and services outside of this state.*

\+ *This rate applies to out-of- state resident students who are taking distance learning courses or students who are taking classroom-based credit courses through a contract agreement between MCCCD and the company they work for. This rate does not apply to Study Abroad Programs as there is a separately calculated rate for those students.*

A. Determine Student Residency Status
Refer to admissions information (AR 2.2.2) of the college catalog for residency information and to review the requirements for classification as a Maricopa county resident. Contact the Admissions and Records Office/Office of Student Enrollment Services if you have questions about residency requirements.

B. Use the Chart to Locate Tuition Charges
Determine the correct column based on your residency status and then select the number of credit hours. The general tuition chart is provided for reference only.

C. Add Any Additional Fees
A one-time, per semester $15 registration fee is due by the official start of the term (semester) or by the specified due date or at time of registration.

D. There may also be additional course fees for classes, please refer to the college schedule for course fees.

E. If you choose to audit a class, add an additional fee of $25 per credit hour.

F. Additional course fees may apply for specific courses. Check with the college's Admissions and Records Office/Office of Student Enrollment Services for a current listing of course fees.

G. Pay Your Fees
Payment of fees may be made by cash, check, money order, VISA, MasterCard, Discover or American Express. Payment Plan options are also available.

NOTE: If you do not pay your tuition and fees at the time of registration or by the specified due date, you may be dropped from your classes and may be responsible for the tuition and fees based on the refund schedule which outlines the refund deadlines for each course.

Skill Center Tuition Rates

Regular	$5.00 per clock hour
Nursing Assistant	$6.00 per clock hour
Practical Nursing	$6.00 per clock hour

Amended through the Administrative Regulation Approval Process, May 5, 2017

Credit by Examination & Credit by Evaluation (excludes Allied Health courses)

Regular Rate	$85.00 per credit hour
Contract Rate	$42.50 per credit hour

3. Outstanding Debts

Any debt or returned check may revoke a student's current enrollment and the student's right to register in subsequent semesters at all Maricopa Community Colleges. Delinquent debts may require penalties, late charges, collection costs, and/or legal fees to be paid before good standing is restored to the student.

The following procedure will be used for the collection of returned checks and other outstanding debts:

A. The designated college official or fiscal officer is responsible for:
   i. Verifying the student's district wide debt,
   ii. Attempting to notify the student of the debt and
   iii. Attempting to collect the debt.

B. Maricopa Community College services may be withheld pending payment of debt (at designated college office) with cash, certified check or money order or online with debit or credit card or in person with credit card. Student may be withdrawn from classes.

C. If other collection attempts fail, the Maricopa Community Colleges District Office will either collect or use other means available, including:
   i. Collection agency, requiring payment of collection fees by the student;
   ii. The Tax Refund Setoff Programs as stated in ARS §42-1122;

iii. Litigation, requiring payment of court costs and legal fees by the student.

D. Debt Holds may be lifted only in limited instances by the appropriate College or District business services designee for the extension of services provided that at least one of the following conditions are met:
   i. MCCCD staff verify that full payment has been made to another College;
   ii. The College can deduct payment from a financial aid award made to the student (referring to student authorization guidelines for regulations on applying federal financial aid to debt balances);
   iii. A third party not related to the student, such as an employer or state agency, makes a verified payment directly to the College;
   iv. It is determined and verified with the appropriate MCCCD office that the hold resulted from a system error and the error is due to an activity that requires correction by the appropriate College or District personnel.

Admission Criteria to Attend a College within the Maricopa Community College District (MCCCD) is determined in accordance with state law (ARS §§15-1805.01 AND 15-1821) and regulations of the Maricopa Community Colleges Governing Board and the Chancellor. As such, participants enrolled in courses as part of third party agreements are also subject to the same admissions criteria. This includes the participants resolving any current enrollment or administrative holds that are unrelated to the Third party in an existing student account, but that otherwise impact his/her eligibility to enroll in courses or participate in programs delivered by MCCCD faculty or staff.

4. Discounted Fees and Waivers

A. Citizens 62 years of age and older shall be issued ID cards that allow them the privilege of attending events at no cost and that allow them to use the library facilities.

B. Employees, Dependents and Mandated Groups
The Maricopa Community College District waives tuition and student activity fees for credit-hour courses for employees and their dependents, and for legislatively mandated groups. Special fees and fees for Non-credit/Special interest Community Services courses are not waived.

C. Tuition and Registration Fee Waiver for Members of the Pima-Maricopa Indian Community
Tuition and fee waivers shall be funded through Auxiliary Fund Monies for college credit courses for the enrolled members of the Pima-Maricopa community who live on the Pima-Maricopa Reservation.

All other guidelines and procedures established for the purpose of administering waivers, affidavits and exemptions are outlined in the Maricopa County Community College District tuition waiver manual.

2.2.10 Refund Policy

1. Refund Policy for Credit/Clock **Classes**

Students who officially withdraw from credit/clock classes (in fall, spring, or summer) within the withdrawal deadlines listed below will receive a 100% refund for tuition, class and registration processing fees. Deadlines that fall on a weekend or a college holiday will advance to the next college workday except for classes fewer than 10 calendar days in length or as specified by the college. Calendar days include weekdays and weekends. Refer to individual colleges for withdrawal and refund processes. Never attending is not an allowable refund exemption or an excuse of the debt incurred through registration.

Length of Class	Official Withdrawal Deadlines for 100% Refund
1-9 calendar days	Prior to the class start date
10-19 calendar days	1 calendar day including the class start date
20-29 calendar days	2 calendar days including the class start date
30-39 calendar days	3 calendar days including the class start date
40-49 calendar days	4 calendar days including the class start date
50-59 calendar days	5 calendar days including the class start date
60-69 calendar days	6 calendar days including the class start date
70+ calendar days	7 calendar days including the class start date

**Course fees and registration processing fees will be refunded only if the student qualifies for a 100% refund. Debts owed to any MCCCD college must be satisfied before any refunds are paid to the student. Refunds for students receiving federal financial assistance are subject to federal guidelines. Requests for exceptions to the refund policy must be filed within one year from the semester in which the course was taken.*

2. **Refund Policy for Non-Credit Classes**
   Unless otherwise specified, students must drop non-credit classes prior to the course start date to be eligible for a 100% refund.
3. **Canceled Classes**
   When a class is canceled by the college, a 100% refund will be made.
4. **Refund Exceptions**
   Students withdrawing from a college or from courses for one of the following reasons must submit a written request for a refund exception to the Admissions and Records Office/Office of Student Enrollment Services or designated college official:

   A. A student with a serious illness, verifiable by a doctor's written statement that the illness prevents the student from attending all classes for the semester. The doctor's statement must be on file with the college before a refund can be given.
   B. Serious illness or death of an immediate family member that prevents the student from attending all classes for the semester. Immediate family members include spouse/partner, father, mother, grandfather, grandmother, child, foster child, grandchild, stepchild, sibling, stepsibling, stepfather, stepmother, or spouse's/partner's father, mother, grandfather, grandmother, or in-laws in any one incident. Appropriate documentation must be provided before a refund can be given.
   C. Death of a student. Appropriate documentation must be provided before a refund can be given.
   D. A student in the Armed Forces or the Arizona National Guard who is called to active duty and assigned to a duty station, verifiable by a copy of the orders, will be allowed to withdraw and receive a 100% refund of tuition, provided courses have not been completed.

   Requests for a total withdrawal from a college or courses for one of the above reasons may result in a partial prorated refund of tuition, provided courses have not been completed. All decisions made by the college are final.

   Limitation: Never attending is not an allowable refund exception or an excuse of the debt incurred through registration

5. **<u>Refund Policy for Department of Defense Tuition Assistance Funds</u>**
   Students who receive tuition assistance (TA) funds for a course or courses from the department of defense (DOD) may have a refund processed and returned to the student's DOD branch of service in the following situations. Refer to individual colleges for withdrawal and refund processes.

   A. Per refund exception D, a student who is called to active duty and assigned to a duty station, verifiable by a copy of the orders, will be allowed to withdraw, provided courses have not been completed. A 100% refund of TA funds will be issued to the student's DOD branch of service.
   B. A student who withdraws for reasons other than those outlined above within the first 60% of the period for which funds were received will have the proportional amount of unearned TA funds returned to the student's DOD branch of service. **R**efer to individual colleges and DOD branch of service for potential student financial responsibility as a result of withdrawal.

   Requests for refund should be referred directly to the college of enrollment.

AMENDED through the Administrative Regulation Approval Process, May 5, 2017

2.2.11 Student Financial Assistance

The Maricopa Community Colleges provide students financial assistance to enable access to higher education. Student financial assistance shall be awarded on the basis of demonstrated financial need except where funds are specified for

recognition of special talents and achievements. Additional procedural information on financial assistance is available in Appendix S-5.

Appendix S-5: Student Financial Assistance
The Maricopa Community Colleges provide students financial assistance to enable access to higher education. Student financial assistance shall be awarded on the basis of demonstrated financial need except where funds are specified for recognition of special talents and achievements. Only those with a lawful presence in the United States may qualify for federal financial aid or Maricopa County Community College District (MCCCD) scholarships. Under Arizona law, any information the student provides about his or her legal status when applying for financial aid or publicly funded scholarships may be subject to mandatory reporting to federal immigration authorities. This does not apply to applications for the private scholarship funds held in and distributed by the Maricopa Community Colleges Foundation.

The office of financial aid may request to have the validity of a student's high school completion evaluated if either the college or the United States Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education. An evaluation may be conducted on the basis of any of the following:

- Alerts, bulletins, or similar communications provided by any state, federal, or other governmental agency, another institution, a professional or similar organization, or any other resource that might provide information helpful to the evaluation;
- A transcript or other record received from another institution the student may have attended;
- The contents of the student's Free Application for Federal Student Aid, student information form, or any other information the student provides to the college;
- The independent professional judgment by any official of the office of student financial aid.

How to Apply for Federal Financial Aid
New students must complete the Free Application for Federal Student Aid (FAFSA) or FAFSA on the Web at http://www.fafsa.ed.gov/. Each academic year, continuing students must reapply by completing a FAFSA, Renewal FAFSA, or FAFSA on the Web. Scholarships require separate applications. Specific information regarding financial assistance, including application deadlines or priority dates, may be obtained from the college Office of Student Financial Aid.

Types of Aid
Grants, loans, student employment, and scholarship funds may be available from federal, state, and/or private sources.

The Maricopa Community Colleges Foundation offers a variety of scholarship opportunities. Scholarship opportunities are available year round. However, most scholarships are posted mid-January and most deadlines are the last week of March. Options are available at https://mcccdf.org/ or by calling 480-731-8400.

Distribution of Aid
Criteria by which aid is distributed among eligible financial aid applicants are available on request at the college Office of Student Financial Aid.

Rights and Responsibilities
Students should read all information provided in the process of applying for federal financial aid in order to gain a greater knowledge of all the rights as well as responsibilities involved in receiving that assistance.

Satisfactory Academic Progress
Specific requirements for academic progress for financial aid recipients are applied differently than scholastic standards. In addition to scholastic standards which are explained elsewhere in this catalog, financial aid recipients are also subject to the following Standards of Satisfactory Academic Progress. Specific information is available at the college Office of Student Financial Aid.

Refunds and Repayments
In accordance with federal regulations (CFR 668.22), a student may be required to repay federal financial aid funds if they completely withdraw, are withdrawn, or fail to earn a passing grade from all classes during a semester. Further information is available at the college Office of Student Financial Aid. This could affect a student's ability to receive Financial Aid in the future at any school. For a student receiving Financial Aid, also see Appendix S-7 for Withdrawal procedures.

Verification of Information
1. A Free Application for Federal Student Aid (FAFSA) or a change to that FAFSA may be selected for verification. If a student's FAFSA is selected for verification, the student will be notified via the Student Center in my.maricopa.edu. In most cases, the student will be required to submit documentation as part of the verification process. The earlier the Financial Aid Office receives the required documentation, the earlier the student's eligibility for financial aid can be determined. The verification process must be completed no later than 120 days after the last date of enrollment or August 31, whichever comes first. In addition, the Financial Aid Office must receive a final and valid electronic SAR by the student's last day of enrollment or June 30 of the award year, whichever comes first. The verification process must be completed before the Financial Aid Office can award any federal aid.
2. If an award has already been made and a FAFSA is selected for verification, the student must provide required documentation within thirty days after it has been requested of the student or on June 30, whichever comes first. If documentation is not received within this deadline, the student's award may be adjusted or canceled.
3. The required forms and documents a student submits for verification will be compared to the information reported on the student's FAFSA. If the information provided does not match what is shown on the FAFSA, the Financial Aid Office will submit changes to the US Department of Education FAFSA processor. After all changes are made to the FAFSA data, the student's eligibility for financial aid will be reviewed. If there are any changes to the student's financial aid eligibility as a result of verification, the student will be notified by means of the Student Center in my.maricopa.edu. If, following verification, the institution discovers evidence of student aid fraud (including identity theft), waste or abuse of US Department of Education funds, such evidence may be referred to the Office of Inspector General of the US Department of Education.

Award Amount and Level of Enrollment
Award amount is determined, in part, on the level of enrollment. A reduction in course load after financial aid has been awarded may result in an adjusted financial aid award. Federal student aid recipients are advised to register at the same time for all classes they intend to take during a semester to maximize award. Some federal aid may not be awarded for classes added at a later date. Contact the college Office of Student Financial Aid for more information.

Repeated Coursework and Financial Aid Enrollment Status
Federal regulations regarding repeated coursework may impact your financial aid eligibility and awards. Federal regulations specify that students may receive federal financial aid funding for one repetition of a previously passed course. A passed course is defined as one in which a grade of A, B, C, D, or P is received. If you enroll in a course in which you have previously received passing grades twice, the course will not be counted towards your enrollment level for financial aid purposes. You may repeat a failed course until it is passed. Your enrollment for financial aid purposes will be calculated accordingly.

Maricopa Community Colleges Standards of Satisfactory Academic Progress (SAP) for Financial Aid Eligibility
Federal regulations (CFR 668.32(f) and 668.34) require a student to move toward the completion of a degree or certificate within an eligible program when receiving financial aid. Specific requirements for academic progress for financial aid recipients are applied differently than Scholastic Standards. Federal regulations state that Academic Progress Standards must include a review of all periods of enrollment, regardless of whether or not aid was received. Students will be evaluated using the standards described below. Failure to meet any of these minimum standards will result in loss of title IV, HEA program (federal financial aid) eligibility.

Evaluation Period

Standards of Satisfactory Academic Progress (SAP) will be evaluated at the end of each semester; fall, spring and summer. Programs less than one year in length will be evaluated at the midpoint of the program. Non-standard sessions will be evaluated at the completion of the session.

Standards of Satisfactory Academic Progress
Standards of Satisfactory Academic Progress (SAP) are evaluated on each of the three measurements outlined below. Failure to meet any of these standards will result in suspension of eligibility for financial aid.

Note: Grades of F,I,N,W,X,Y,Z, and courses not yet graded are considered attempted but not meeting progress standards for the purposes of financial aid.

- **Grade Point Measurement**: Students must meet the following credit hour/cumulative grade point average (CGPA).

Total Credits Attempted*	Min CGPA
< 15.75	1.60
16-30.75	1.75
31-45.75	1.90
46 +	2.00

**for which grade points are computed*

- **Pace of Progression Measurement**: Students must successfully complete 2/3 (66.67%) of all attempted course work.
- **Maximum Time Frame Measurement**: Students who have attempted more than 150% of the published credits required for their program of study are considered not meeting SAP.

Coursework Treatment in SAP Calculation
Course work taken during the semester also included in the evaluation:
- Courses funded through a consortium agreement
- All attempted remedial credits
- Repeated course work

Coursework included in the Pace of Progression evaluation:
- All of those included in the semester evaluation
- All evaluated transfer credits

Course work included in the Maximum Time Frame evaluation:
- All of those included in the Pace of Progression evaluation
- Any Bachelors Degree or higher earned will be considered to have exhausted maximum timeframe eligibility
- All coursework forgiven through the academic renewal process

Course work not included in SAP evaluation:
- Audited courses
- Non-credit courses
- Credit by examination
- Credit for prior learning option (as outlined in the college general catalog)

Notification
Students that have applied for federal assistance, but who do not meet the standards, will be notified. This notification will direct students to information regarding the appeal process.

Ineligibility Determination Appeal
Any student who has lost financial aid eligibility due to extenuating circumstances may appeal. Appeal must:
- Be in writing and submitted to the Financial Aid Office where the student is applying for aid.
- Include the extenuating circumstances that caused the student not to meet SAP standards.

- Include appropriate supporting documentation.
- Include how that condition or situation has been resolved thus allowing the student the ability to meet SAP standards.

Students will be notified of the results of their appeal and any restrictions or conditions pertaining to their appeal. The outcome of an appeal may include a probationary term or denial.

Failure to successfully complete all conditions during the probationary period (as defined in the academic plan) will result in loss of future financial aid eligibility.

Regaining Eligibility
A student who has lost financial aid eligibility may only regain eligibility by meeting the minimum SAP standards. Course work taken at other colleges will not be considered for reinstatement purposes.

Terminology and Information Pertaining to this Policy
- **Summer Sessions** – Enrollment in any or all Summer Sessions within the same calendar year will be considered one term.
- **Non-Standard Session** – Sessions that do not follow the traditional start and end dates for the semester.
- **Attempted Credit** – Any credit for which a grade of A, B, C, D, F, I, IP, N, P, W, X, Y, or Z is received and courses not yet graded.
- **CGPA [Cumulative Grade Point Average]** – The MCCCD grading policy is published in the administrative regulations at 2.3.3. The CGPA does not include credits accepted in transfer.
- **Appeal** – "A process by which a student who is not meeting the institution's satisfactory academic progress standards petitions the institution for reconsideration of the student's eligibility for title IV, HEA program assistance."
- **Extenuating Circumstance** – Examples are: personal injury or illness, serious illness or death within the immediate family, or other circumstance beyond the reasonable control of the student.
- **Supporting Documentation** – Examples could include: an obituary notice, divorce decree, an accident report, or a letter from a physician, attorney, social services agency, etc.
- **Financial Aid Probation** –"A status assigned by an institution to a student who fails to make satisfactory academic progress and who has appealed and has had eligibility for aid reinstated." A student in this status "may not receive title IV, HEA program funds for the subsequent payment period unless the student makes satisfactory academic progress or the institution determines that the student met the requirements specified by the institution in the academic plan for the student."
- **Academic Plan** – A plan developed through the SAP Appeal Process which will lead a student to qualify for further title IV, HEA program funds.
- **Financial Aid Suspension** – The status assigned upon failing to meet the minimum SAP standards or the terms of a probationary status. Students in this status are not eligible to receive title IV, HEA assistance.

For more information, contact the college Financial Aid Office.

If you are receiving federal financial aid it is important to read the information below prior to making a decision to withdraw.

Treatment of Title IV Aid When a Student Withdraws
The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are: Federal Pell Grants, National SMART grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

When you withdraw during your payment period or period of enrollment (you may contact the Financial Aid office to define these for you and tell you which one applies) the amount of Title IV program assistance that you have earned up

to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro-rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission, you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any FFEL or Direct loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or your school or parent receives on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of:

1. your institutional charges multiplied by the unearned percentage of your funds, OR
2. the entire amount of excess funds. The school must return this amount even if it didn't keep this amount of your Title IV program funds.

If your school is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time. Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return. You can view the tuition refund policy and requirements and procedures for withdrawing from school at https://chancellor.maricopa.edu/public-stewardship/governance/administrative-regulations/2-students/2.2-admission-registration-enrollment

AMENDED through the Administrative Regulation Approval Process, June 5, 2017

2.2.12 Vaccinations (As Required By 20 USC §1092(a)(1)(V)):

The Maricopa County Community Colleges District does not require that students receive vaccinations prior to enrollment. Certain professional or occupational programs do require particular vaccinations for participation in those programs. More information about these programs can be found on college websites.

2.2.13 UNIVERSITY TRANSFER

UNIVERSITY TRANSFER

The Maricopa Community Colleges have developed formal agreements to facilitate the transfer of credit to four-year colleges and universities. This is accomplished through the development of course and program articulation agreements. The Maricopa Community Colleges articulate with accredited private, public, and international baccalaureate granting institutions. Maricopa transfer agreements are on behalf of the District as a whole and not with individual colleges within the District. Courses taken at any of the Maricopa Community Colleges are equally transferable by institutions wishing to articulate. Students planning to transfer to a university may be required to submit official transcripts.

Articulated transfer programs and pathways between the Maricopa Community Colleges and baccalaureate-granting institutions [such as the Maricopa-ASU Pathway Program (MAPP), the UA Bridge Program, 2NAU and 90/30 transfer agreements] are official, recognized programs of study that fulfill both associate degree and bachelor's degree requirements. These articulated programs and pathways are designed to aid in a smooth transition for a student planning to transfer to a four-year college or university by identifying the required, transferable, and applicable coursework for that student's specific program of study. A complete list of Maricopa-ASU pathway program requirements by major and catalog year is maintained on ASU's website, at TRANSFER TRANSFER.ASU.EDU.

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 bachelor's degrees. AZ Transfer Course Equivalency Guide HTTP://AZTRANSMAC2.ASU.EDU/CGI-BIN/WEBOBJECTS/CEG

(U.S.) AND INTERNATIONAL INSTITUTIONS

The Maricopa Community Colleges have transfer agreements with accredited U.S. universities and colleges as well as international institutions that have been approved by the Ministry of Education. These partnerships are formalized through District-wide memorandums of understanding and articulation agreements, and are designed to help students maximize the applicability of transfer credit toward a bachelor's degree. To access a list of institutions with which Maricopa has established articulation agreements, visit: Maricopa University Partner List https://curriculum.maricopa.edu/TRANSFER-PARTNERS/TRANSFER-OPTIONS/MARICOPA-UNIVERSITY-PARTNER-LIST

TIME LIMIT FOR TRANSFER COURSEWORK

Students should be aware other colleges and universities may have age of credit limits on certain coursework to be used in transfer. Students should refer to the policy of their intended transfer institution regarding time limits for transfer coursework.

SHARED UNIQUE NUMBERING (SUN) SYSTEM COURSE INFORMATION

Senate Bill 1186, which passed into law in 2010, mandated the creation of a shared numbering system for public college and university courses in Arizona to identify courses that transfer from community colleges to universities toward a baccalaureate degree. The Shared Unique Number (SUN) system is a college course numbering system designed to help students locate and enroll in courses that have direct equivalents for transfer among Arizona's public community colleges and three state universities. However, even if a course at the Maricopa Community Colleges is not designated as a SUN course, it may still transfer to other Arizona public institutions with a direct equivalent as per the course equivalency guide on AZTRANSFER.COM. The SUN system does not address the applicability of courses. Students are encouraged to work with an academic advisor on course selections. To access a list of SUN courses, visit SUN https://www.aztransfer.com/sun/

2.9 Veterans Services

The Maricopa Community Colleges' veterans' services offices act as liaisons with the Department of Veterans Affairs and the state approving agency. Each program must be approved by the state approving agency. Students may be eligible to receive educational benefits if they are registered in courses that apply to the student's approved programs. Application forms, counseling, advisement, tutoring, and priority enrollment are available for students who are eligible for veteran's educational benefits. Students applying for veteran's educational benefits should allow eight to ten weeks before receiving benefits. The amount of benefits awarded is determined by the Department of Veterans Affairs, and is based on the number of credit hours or clock hours for which a student is enrolled and the length of the enrollment period for each course.

Veteran's benefits available:

- Chapter 30 - Montgomery GI Bill®
- Chapter 31 - Vocational Rehabilitation (separately served through the local VA office)
- Chapter 32 - VEAP Program
- Chapter 33 - Post 9/11 GI Bill® & Transfer of Eligibility to Dependents (TOE)
- Chapter 35 - Survivors and dependents of deceased/100% disabled veterans
- Chapter 1606 - Montgomery GI Bill®, Selected Reserve
- Chapter 1607 - REAP Reserve Educational Assistance Program

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

It is the student's responsibility to notify the office that serves veterans at their campus regarding any change in enrollment, address, program of study, enrollment at another institution, or any other change that may impact their veteran's educational benefits.

Those students receiving benefits must follow the VA academic progress policy to continue to receive benefits.

Department of Veterans Affairs regulations require that all persons using any type of veteran educational assistance program make satisfactory academic progress toward achievement of their educational objective (program of study). A student who does not meet the minimum standards of 2.0 upon completion of 12 or more credit hours will be placed on probation, at which point the student will have no more than two semesters in which to improve academic standing to acceptable. At this point, if satisfactory academic progress has not been demonstrated, veteran educational benefits will be terminated. Benefits may be resumed when the student raises the cumulative grade point average to the required minimum standards or demonstrates the ability to meet these standards through the approval of a written appeal. For appeal procedures, contact the office that serves veterans at your campus.

For additional details and information regarding veteran's educational benefits, contact the office that serves veterans at your campus.

Distance Learning:

The course content and competencies for distance learning classes are the same as courses offered in-person or in a hybrid format. The courses offered in this format lead to completion of MCCCD degrees and/or certificates of completion.

Colleges use Learning Management Systems (LMS) like Canvas and RioLearn for online offerings. These portals are used for both hybrid and online classes. Students must use their Maricopa Enterprise ID and password to access the portal. The link to the portal is provided on the college home page and on my.maricopa.edu, the district's website for student

access to Maricopa tools. Maricopa-assigned student email addresses are used for communicating with students within the tools. Students are also able to communicate with the instructor through the LMS, via Maricopa e-mail or by phone.

Externship Programs:
The Maricopa Community College's official District course descriptions for credited experiential learning opportunities (Internships, Externships, Practicums, and Clinicals) state the amount of hours required in order for a student to receive college credit. The descriptions also indicate if a maximum amount of credit is allowable for any given experiential learning opportunity. Each course that includes an experiential learning opportunity is assigned a Maricopa Instructor of Record who is responsible for ensuring that the student completes the required hours and assignments in order to receive credit. Additionally, the instructor works extensively with a site supervisor to ensure that the student is making satisfactory progress and meeting the time requirements. The experiential credit process for the student includes the specific course details and learning outcomes, how hours will be tracked, and what is required for grading and course completion. The instructor submits the final grade for the experience. Maricopa's experiential learning process is in compliance with CFR 38 21.4265

A complete list of internship courses, along with course objectives, can be found on the Maricopa Community College's District – Center for Curriculum and Transfer Articulation website, located at: https://curriculum.maricopa.edu/transfer-and-articulation

Prior Credit Evaluation:
Department of Veterans Affairs requires that all persons using any type of veteran's educational assistance must have all prior education and training evaluated. Students will be required to request transcripts from all prior institutions, including military training. Without all prior institutions and military training, veteran educational assistance may not be certified. Transcripts will be evaluated and credit will be granted, as appropriate.

AMENDED through the Administrative Regulation Approval Process, March 6, 2019
AMENDED through the Administrative Regulation Approval Process, June 5, 2017
AMENDED through the Administrative Regulation Approval Process, May 16, 2016

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 Appendix S-7 for Withdrawal Procedures).

2.3.2 Attendance

- Only persons who are registered for a class at any of the Maricopa Community Colleges may attend that class. Attendance requirements are determined by the course instructor. Students who do not meet the attendance requirement as determined by the course instructor may be withdrawn.
- Students who fail to attend the first scheduled class meeting, or to contact the instructor regarding absence before the first scheduled class meeting may, at the option of the instructor, be withdrawn.
- At the beginning of each course, each faculty member will provide students with written attendance requirements. It is the student's responsibility to consult with the instructor regarding official or unofficial absences. Absences begin to accumulate with the first scheduled class meeting.
- Students bear the responsibility of notifying the Admissions and Records Office/Office of Student Enrollment Services when they discontinue studies in a course or at the college. Please refer to Appendix S-7 for Withdrawal Procedures.

1. **Official Absences**
   A. Official absences are those that occur when students are involved in an official activity of the college, i.e., field trips, tournaments, athletic events, and present an official absence excuse form. Absences for such events shall not count against the number of absences allowed by an instructor or department. Students who must miss a class for an official reason must obtain an official absence verification card from the appropriate vice president or designee and present it to the appropriate instructor(s) before the absence. Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the student will not be penalized.
   B. Other official absences include jury duty and subpoenas. Appropriate documentation will be required. Prior arrangements must be made with each instructor for makeup work. If prior arrangements have been made, the student will not be penalized.
   C. In the event of military commitments. Absences for periods of up to one week will not be counted against the number of absences allowed by an instructor or department. The student is required to provide appropriate documentation of the specific orders, length of assignment and location. Prior notification must be initiated with each instructor to discuss make-up work. If the length of the absence will be longer than one week, the instructor and the student will determine whether there is sufficient opportunity for the student to make up the work. If it is determined that the length of absence for the military commitment provides an undue hardship on the student's ability to make up the assignments, he or she will be provided an opportunity to request an incomplete grade or drop the class or, in the case of open-entry classes, the opportunity to request an extension.

D. In the event of the death of an immediate family member, absences for periods of up to one week will not be counted against the number of absences allowed by an instructor or department. Students should contact instructor(s) as soon as possible to arrange for make-up work. Appropriate documentation will be required (for example, a copy of the obituary or funeral program). In specialized programs that require clinical rotations, this regulation may not apply.

2. Religious Holidays

Students shall have the right to observe major religious holidays without penalty or reprisal by any administrator, faculty member or employee of the Maricopa Community Colleges. Absences for such holidays shall not count against the number of absences allowed by an instructor or department, 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 here. (link to:https://district.maricopa.edu/regulations/admin-regs/appendices/non-discrimination/nd-4) At least one week before the holiday, 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 found here. (link to:https://cdn.maricopa.edu/DOCUMENTS/PDF/MY-MARICOPA/SERVICES/RELIGIOUSACCOMODATION-FORM.PDF Prior arrangements must be made with each instructor for make-up work, once the religious accommodation is granted. If prior arrangements have been made, the student will not be penalized.

2.3.3 Grading

1. Policy

It is the policy of the Maricopa Community Colleges that a grade will be assigned at the conclusion of the course. Official grades are available on designated college web sites.

Grade Key

A	Excellent	4 grade points per credit hour
B	Above Average	3 grade points per credit hour
C	Average	2 grade points per credit hour
D	Passing	1 grade point per credit hour
F	Failure	0 grade points per credit hour
I	Incomplete	Not computed in grade point average
IP	Course in Progress	Not computed in grade point average
N	Audit	Not computed in grade point average
P*	Credit	Not computed in grade point average
W	Withdrawn, passing	Not computed in grade point average
Y	Withdrawn, failing	0 grade points per credit hour
Z	No Credit	Not computed in grade point average

** A "P" is judged to be equivalent to a grade of C or higher.*

2. Incomplete Grade

A. Students who are doing acceptable work may request an incomplete grade "I" if they are unable to complete the course requirements by the end of the term because of illness or other extenuating circumstances. If the request is approved by the instructor, he or she shall define, in a written/electronic contract, how the course will be completed.

B. Students must complete the requirements within the time period agreed to--maximum time allowed is seven (7) months from the last date of class in which the grade of incomplete was assigned. Students who do not complete the requirements within the approved time period will have their grade recorded in accordance with the written contract. Students should NOT reregister for the course to complete the contract.

C. A student's eligibility for financial aid may be jeopardized by an incomplete grade. Refer to the Standards of Satisfactory Academic Progress for details.

3. Repeating a Course/Improving a Grade

Students who wish to improve their GPA may repeat a course within the Maricopa Community Colleges up to three times after the initial attempt. (A “W” is not considered an attempt.) Students planning to repeat a course should seek advisement prior to enrolling. The lower grade(s) and credit for repeated courses taken at the same college will automatically be excluded from the grade point calculation.

However, if the course(s) were taken at a different Maricopa Community College, the student must submit a request for the lower-graded course to be excluded from the GPA. The request can be submitted to the Admissions and Records Office at any of the Maricopa Community Colleges that the student attended.

Students receiving federal financial assistance and/or benefits should follow up with the Office of Financial Aid and/or Veterans' Services regarding their policies for repeated courses. An official student transcript is a permanent academic record issued by the college registrar. It displays all courses taken for credit within the Maricopa Community Colleges District and includes all grades received. Unlike an unofficial transcript, it is signed and dated by the college registrar and displays the college seal of the Maricopa College issuing the official transcript.

Check individual courses and programs for exceptions.

4. Credit/No Credit Courses (P/Z)

A. Some courses may be taken under a credit/no credit grading system. These courses carry grades of P (credit, equivalent to a grade of C or higher) or Z (no credit) and are not computed in the student's grade point average. Credits earned with a grade of P may be counted toward graduation with the exception of AGEC (Arizona General Education Curriculum).
B. The prescribed time limits are for full-semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See "Important Deadlines for Students".
C. In courses with credit/no credit (P/Z) grading, the student may request standard grading (A, B, C, D, F), within fourteen (14) days including the date of the first class meeting. The instructor must immediately notify the Admissions and Records Office/Office of Student Enrollment Services.
D. In courses with standard grading (A, B, C, D, F), the instructor determines if the credit/no credit option is available. If the option is available, the student must obtain the permission of the instructor. The instructor must notify the Admissions and Records Office/Office of Student Enrollment Services within fourteen (14) days including the day of the first class meeting.
E. It is the student's responsibility to verify the transferability of credit/no credit courses. Some universities place a limitation on the number of credit/no credit courses that can be transferred.

Advisory note: *Some institutions outside the Maricopa Community Colleges may translate the Z grade as failing.*

5. Audit Courses

A. Auditors are those who enroll in a course for the sole purpose of obtaining information; they receive no credit, grades, homework, or tests. If an auditor wishes to earn credit, he or she must change from audit status to credit status within the first week. If a student wishes to audit a course for which he or she is enrolled for credit, the change must be made within the first five (5) weeks of a semester. Auditors are subject to the same attendance policies as other students and must meet the same prerequisite requirements or obtain approval of the instructor. See the fee schedule for charges. Financial aid is not available for audited courses.
B. The prescribed time limits are for full-semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly and appear in the "Important Deadlines for Students."

6. Important Deadlines for Students (See Appendix S-12)

Class Length	Deadline for Students to Withdraw with Guaranteed Grade of W	Deadline for Students to Withdraw from a Course (Instructor Signature Required)	Deadline for Students to Request Complete Withdrawal	Deadline to Change Type of Grading (A-F to P/Z, or P/Z to A-F)	Deadline to Change From Audit Grade to Credit Grade	Deadline to Change from Credit Grade to Audit Grade
One Week or Less (1 to 7 days)	1st Day of Class	1st Day of Class or Prior to the Last Day of Class	1st Day of Class or Prior to the Last Day of Class	1st Day of Class	1st Day of Class	1st Day of Class
Two Weeks (8 to 14 days)	3rd Calendar Day	6th Calendar Day	6th Calendar Day	1st Day of Class	1st Day of Class	3rd Calendar Day
Three Weeks (15 to 21 days)	6th Calendar Day	12th Calendar Day	12th Calendar Day	2nd Calendar Day	1st Day of Class	5th Calendar Day
Four Weeks (22 to 28 days)	9th Calendar Day	17th Calendar Day	17th Calendar Day	3rd Calendar Day	2nd Calendar Day	7th Calendar Day
Five Weeks (29 to 35 days)	12th Calendar Day	23rd Calendar Day	23rd Calendar Day	4th Calendar Day	2nd Calendar Day	9th Calendar Day

Six Weeks (36 to 42 days)	14th Calendar Day	29th Calendar Day	29th Calendar Day	5th Calendar Day	3rd Calendar Day	11th Calendar Day
Seven Weeks (43 to 49 days)	17th Calendar Day	35th Calendar Day	35th Calendar Day	5th Calendar Day	3rd Calendar Day	12th Calendar Day
Eight Weeks (50 to 56 days)	20th Calendar Day	41st Calendar Day	41st Calendar Day	6th Calendar Day	3rd Calendar Day	15th Calendar Day
Nine Weeks (57 to 63 days)	23rd Calendar Day	46th Calendar Day	46th Calendar Day	7th Calendar Day	4th Calendar Day	17th Calendar Day
Ten Weeks (64 to 70 days)	26th Calendar Day	52nd Calendar Day	52nd Calendar Day	8th Calendar Day	4th Calendar Day	19th Calendar Day
Eleven Weeks (71 to 77 days)	29th Calendar Day	58th Calendar Day	58th Calendar Day	9th Calendar Day	5th Calendar Day	21st Calendar Day
Twelve Weeks (78 to 84 days)	32nd Calendar Day	63rd Calendar Day	63rd Calendar Day	10th Calendar Day	5th Calendar Day	23rd Calendar Day
Thirteen Weeks (85 to 91 days)	35th Calendar Day	70th Calendar Day	70th Calendar Day	10th Calendar Day	5th Calendar Day	25th Calendar Day
Fourteen Weeks (92 to 98 days)	38th Calendar Day	76th Calendar Day	76th Calendar Day	11th Calendar Day	6th Calendar Day	27th Calendar Day
Fifteen Weeks (99 to 105 days)	41st Calendar Day	82nd Calendar Day	82nd Calendar Day	12th Calendar Day	6th Calendar Day	28th Calendar Day
Sixteen Weeks or more (106 or more days)	End of the 7th week	Two weeks before the last class period	Two weeks before the last class period	Within 14 days including the first class period	Within first week of class	Within first five weeks of class
Deadlines are based on calendar day and begin with the first day of class.						

AMENDED through the Administrative Regulation Process, June 5, 2017
AMENDED through the Administrative Regulation Process, June 4, 2018

2.3.4 Academic Probation (Progress)

1. Probation

A student will be placed on academic probation if, after completion of twelve (12) or more credit hours, the student's cumulative grade point average is less than 2.0:
Students on academic probation may take no more than twelve (12) credit hours per semester unless approved by the Admissions and Standards Committee.2.9

2. Continued Probation

A student on academic probation who fails to raise the cumulative grade point average 2.0 will be placed on continued probation and may be limited to taking six (6) credit hours.
Academic probation and continued probation are calculated at the conclusion of every term including summer.

2.3.5 Instructional Grievance Process

A student who feels that he or she has been treated unfairly or unjustly by a faculty member with regard to an academic process such as grading, testing, or assignments, has the right to appeal according to the approved procedures.

The appeal process for grades must be initiated no later than sixty (60) calendar days from the date the grade was issued. Steps outlining the process are available in Appendix S-6.

Appendix S-6: Instructional Grievance Process

A student who feels that he/she has been treated unfairly or unjustly by a faculty member (full-time or part-time) with regard to an academic process such as grading, testing or assignments, shall discuss the issue first with the faculty member involved. This conference shall be requested by the student within fifteen (15) working days from the time the student knew or reasonably should have known about the unfair or unjust treatment.

This instructional grievance process should not be utilized in a case in which a student feels he/she has experienced discrimination. If the student feels that he/she has experienced discrimination on the basis of race, color, religion, sex, gender identify, national origin, citizenship status (including document abuse), gender, age, disability, veteran status, genetic information, or sexual orientation, the student should refer to the Discrimination Complaint Procedures for Students as administered by the Vice President for Student Affairs.

Steps for students to follow:

1. If, within ten (10) working days of the request for the conference with faculty member, the problem is not resolved or the faculty member has been unable to meet with the student, the student may continue the process by filing a written grievance with the Department/Division Chairperson and appropriate administrative officer at the college/center. This written grievance must be filed within ten working days following the previous deadline. The written grievance will be given to the faculty member five days before any official meetings are convened.
2. Upon receipt of a written grievance, the Department/Division Chair or appropriate college administrative officer will work with the parties in an attempt to resolve the conflict. The faculty may ask that the College Faculty Senate President be in attendance. Every attempt will be made to maintain confidentiality during this process. A faculty member will not be required to respond to a grievance which is not in writing and which, when appropriate, did not have specific documentation including dates, times, materials, etc. The written grievance will be made available to the faculty member.
3. If the grievance is not resolved at this level within ten working days, the student should forward to vice president of academic affairs or designee, a copy of the original written grievance with an explanation regarding action taken at each prior level. The dean of instruction or appropriate college/ center administrative officer will meet with the student, faculty member, the College Faculty Senate President if requested by the faculty member, and Department/Division Chair and attempt to resolve the issues. This level will be the final step in any grievance process regarding grades.
4. If the grievance, other than those concerning grades, is not resolved by the vice president of academic affairs or designee, it may be forwarded in writing by the student to the college president for final resolution. The college president or designee will issue a final written determination in the grievance process.
5. Instructional grievances are resolved at the college level. The district office is not an avenue of appeal for the instructional grievance process.

Note: The grievance process for grades must be initiated no later than sixty (60) calendar days from the date the grade was issued.

2.3.12 Non-Instructional Complaint Resolution Process

A student who feels that he or she has been treated unfairly or unjustly by any employee with regard to a non-instructional process such as a student or administrative services has the right to file a formal and written complaint according to the approved procedures. See Appendix S-8.

Appendix S-8: Non-Instructional Complaint Resolution Process

A student who feels that he or she has been treated unfairly or unjustly by any employee with regard to a non-instructional process such as a student or administrative services has the right to file a formal and written complaint according to the approved procedures. Steps for students to follow:

1. Discuss the issue with the employee involved. The student should request this conference within fifteen (15) working days from the time the student knew or reasonably should have known about the unfair or unjust treatment.
2. If, within ten (10) working days of the request for the conference with the employee, the problem is not resolved or the employee has been unable to meet with the student, the student may continue the process by filing a written complaint with the appropriate supervisor of the employee where authority exists to take corrective action. This written complaint must be filed within ten (10) working days following the previous deadline. The written complaint will be given to the employee five (5) working days before any official meetings are convened.
3. Upon receipt of a written complaint, the appropriate supervisor will work with the parties in an attempt to resolve the conflict. Every attempt will be made to maintain confidentiality during this process. An employee will not be required to respond to a complaint which is not in writing and which, when appropriate, does not have specific documentation including dates, times, actions, supporting documents, etc. The written complaint will be made available to the employee.
4. If the complaint is not resolved at this level within ten (10) working days, the student should forward to the Vice President of Student Affairs or Designee, a copy of the original written complaint with an explanation regarding action taken at each prior level. The dean and/or associate dean will meet with the student, the employee, and the relevant supervisor and attempt to resolve the issues.

5. If the associate dean and/or dean do not resolve the complaint, the student may forward it in writing to the college president for final resolution. The college president or designee will issue a final written determination in the complaint process.

2.3.6 Withdrawal

To withdraw from a course or courses from the college, students must follow approved procedures (See Appendix S-7). The Office of Admissions and Records provides information about the withdrawal process. The official date of withdrawal is the date the withdrawal is received in the Admissions and Records Office/Office of Student Enrollment Services.

Never attending is not an allowable refund exception or an excuse of the debt incurred through registration. Please see the refund policy.

Appendix S-7: Student and Faculty Withdrawal Procedures

Student Withdrawal Procedures

1. **Withdrawal from Specific Courses**
   A student may officially withdraw from specific courses in the following ways:
   A. Through the 7th week*, a student may initiate an official withdrawal from any course by completing the withdrawal process online using the student self service system or by submitting a course withdrawal form to the Admissions and Records Office/Office of Student Enrollment Services in accordance with the published deadlines. A grade of W (withdrawn, passing – not computed in the grade point average) will be assigned.
   B. After the 7th week*, a student must initiate a withdrawal request with the faculty member. If, after consultation with the student, the faculty member approves the request, a grade of W (withdrawn, passing--not computed in the grade point average) or Y (withdrawn, failing--computed in the grade point average as a failing grade) will be assigned. If the request is not approved, the student will remain in the course.
   C. A student has the right to appeal a withdrawal decision according to the approved procedures. Steps outlining the process are available in Appendix S-6.

   **The prescribed time limits are for full semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See Important Deadlines for Students. Failure to file an official withdrawal form may result in failing grades and responsibility for course tuition and fees. Refunds will only be processed within the refund period.*
2. **Complete Withdrawal from College**
   Students electing to withdraw from the college must contact the Admissions and Records Office/Office of Enrollment Services no later than two weeks* before the end of the last class meeting and may be required to file a written request.

   A grade of W will be assigned in all courses for students who withdraw by the end of the 7th week* of classes. Withdrawals completed after this time will result in a grade of W (withdrawn, passing – not computed in the grade point average) or Y (withdrawn, failing – computed in the GPA as a failing grade).
   **The prescribed time limits are for full semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See Important Deadlines for Students. Failure to file an official withdrawal form may result in failing grades and responsibility for course tuition and fees. Refunds will only be processed within the refund period.*
3. **Withdrawal of Financial Aid Students**
   In accordance with federal regulations (34CFR 668.22), a student may be required to repay federal financial aid funds if they completely withdraw or are withdrawn, or fail to earn a passing grade from all classes during a semester. Further information is available at the college Office of Student Financial Aid. This could affect a student's ability to receive Financial Aid in the future at any school.

Faculty Withdrawal Procedures

A faculty member has the option of withdrawing a student who has accumulated unofficial absences in excess of the number of times indicated in that faculty member's attendance policy in the course syllabus (see AR 2.3.2). A grade of

W (withdrawn passing, not computed in GPA) or a grade of Y (withdrawn failing, 0 grade points per credit hour) may be assigned in accordance with the course syllabus. Faculty members electing to withdraw students must record the withdrawal through the online system, including last date of attendance and withdrawal code. Students withdrawn for excessive absences may be reinstated only with the approval of the faculty member. Any impact on attendance that is protected by the exercise of students' rights under ADA/504, Title IX, Title VI, or other recognized law or policy do not count as unexcused absences for the purposes of instructor-initiated withdrawals for lack of attendance/participation. **Requests for withdrawals should be referred directly to the College of Enrollment**.

AMENDED through the Administrative Regulation approval process, December 12, 2018
AMENDED through the Administrative Regulation approval process, February 23, 2010
AMENDED through the Administrative Regulation approval process, August 18, 2008
AMENDED through the Administrative Regulation approval process, March 5, 2009

2.3.7 Academic Renewal

Students who are returning to this college after a separation of five (5) years or more from the Maricopa Community College District, may petition for academic renewal. The request must be in writing and submitted to the Admissions and Records Office/Office of Student Enrollment Services at the college where the grades were earned.

Academic renewal at one of the Maricopa Community Colleges does not guarantee that colleges outside the Maricopa Colleges will accept this action. Acceptance of academic renewal is at the discretion of the receiving institution.

1. Prior to petitioning for academic renewal, the student must demonstrate a renewed academic performance by earning a minimum of twelve (12) credit hours and a cumulative grade point average of 2.5 or higher within Maricopa Colleges after reenrollment.
2. Upon approval, all courses taken prior to reenrollment with a grade of "A," "B," "C," "D," "F," and "Y" will be annotated as academic renewal on the student's permanent record. All course work affected by academic renewal will not be computed in the grade point average. Courses with grades "A," "B," or "C" will have the associated credit hours counted in the total credit hours earned. Such credit will not be computed in the grade point average.
3. All course work will remain on the student's permanent academic record, ensuring a true and accurate academic history.
4. The academic renewal policy may be used only once at each college and cannot be revoked once approved.
5. Students who have been granted Academic Renewal must also meet the Financial Aid Standards of Academic Progress if they wish to receive financial aid.

2.3.8 Honors Program

Each of the Maricopa Community Colleges has an honors program. Interested students should contact the college honors coordinator for information about the program and available scholarships, including the Chancellor's, Foundation's, and President's Scholarships.

President's Honor List

The President's Honor List for each college consists of all students who complete twelve (12) or more credit hours in residence in courses numbered 100 or higher in a given semester with a college semester grade point average of 3.75 or higher.

2.3.9 General Graduation Requirements

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

All students are required to complete the degree and/or certificate requirements as approved by the MCCCD Governing Board. The college reserves the right to make necessary course and program changes in order to meet current educational standards. In addition, students must:

1. be credited in the Admissions and Records Office/Office of Student Enrollment with not fewer than: 60 semester credit units in courses numbered 100 or above for the Associate in Arts degree, Associate in Science degree, Associate in Transfer Partnership degree, and Associate in General Studies degree; 60 semester credit units for the Associate in Applied Science degree; 62 semester credits for the Associate in Business degrees. For specific certificate programs, be credited with not fewer than the minimum total of credit units required for the certificate program.
   Students not continuously enrolled, as outlined in the Catalog Under Which a Student Graduates policy, must satisfy current graduation requirements.
2. have earned a minimum of 12 semester credit units toward the degree or certificate at the district college granting the degree or certificate. The 12 hours in the AAS degree curricula may be in the Required Courses area and/or Restricted Electives courses. Courses from the General Education Core and Distribution area are excluded. In cases where the certificate requires fewer than 12 credit units, a minimum of six credit units must be completed at the college awarding the certificate. The minimum of six credit hours in the certificate or degree curricula may be in the Required Courses area and/or the Restricted Electives. Courses from the General Education Core and Distribution areas are excluded.
   Shared Programs are programs offered at multiple colleges but not available at all colleges. The requirements are identical at all the colleges offering the program.

   A shared program requires a minimum of six credit hours from the total program requirements to be completed with a grade of "C" or better at the college awarding the certificate or degree.
   The exception is the Nursing program. For those shared programs with less than six credit hours, the total hours for the program must be completed at the college awarding the certificate.

   The same degree or certificate can only be awarded once within the Maricopa Community College District.

3. Have filed an application for the degree or certificate with the Admissions and Records Office/Office of Student Enrollment Services on the date determined by the college/center. Students must apply for graduation from the college where they have successfully completed Block 4 of the Associate in Applied Science in Nursing.
4. Have a minimum cumulative grade point average of 2.000 at the college granting the degree.
5. Have a minimum cumulative grade point average of 2.000 in all courses used to fulfill degree requirements. Some specific programs have higher grade requirements. It is the student's responsibility to be aware of these program requirements.
6. Have removed, thirty (30) days after the anticipated graduation date, all deficiencies on the record to use those courses toward program completion.
7. Have removed any indebtedness to any MCCCD college /center.
8. Have paid required degree or certificate application fee.

See fee schedule for charges.

Graduation with Honors

All courses used to fulfill graduation requirements, including courses from other accredited institutions, will be entered in the grade point average calculation for honors designations.
Students who have the following grade point averages will graduate with the following distinctions:

- 3.50 to 3.69 "with distinction"
- 3.70 to 3.89 "with high distinction"
- 3.90 to 4.0 "with highest distinction"

Certificates/Degrees

The Maricopa Community Colleges offer Certificates of Completion as well as Associate Degrees, one of which is conferred on each student who has completed a program of study. These certificates and degrees are as follows: (1) Certificate of Completion (Career Program Specified); (2) Academic Certificate; (3) General Education Certificate; (4) Associate in Arts; (5) Associate in Science; (6) Associate in Business; (7) Associate in General Studies; (8) Associate in Transfer Partnership; (9) Associate in Applied Science (Career Program Specified).

All candidates for a degree and/or certificate must complete the General Graduation Requirements as approved by the MCCCD Governing Board.

All students are urged to meet with a faculty advisor, program advisor or counselor as soon as possible to determine which program meets their needs and to plan their course of study.

Licensure Disclaimer
Maricopa Community Colleges courses and programs prepare students for entry into a variety of professions. Many of these professions require that a person hold an occupational license or certificate in order to work in a particular field. Typically, a person must meet certain legal requirements before obtaining such a license or certificate. These requirements are established by county, state or federal agencies, and often are based on a person's character, or whether the person has been convicted of a criminal offense. It is possible for a student who has obtained a degree or certificate from a community college to be denied the right to work in a particular profession after completing the degree or certificate because of concerns over the student's character or criminal background. Any student preparing to enter a field for which a professional license or certificate is required is strongly advised to consult with the appropriate government agency that issues such credentials. That agency can provide the student complete information about any requirements the law imposes for working in a particular occupation.

MCCCD General Education Statement
The general education core of the program of study for an associate degree or a certificate helps students develop a greater understanding of themselves, of their relationship with others, and of the richly diverse world in which they live. The general education experience provides students with opportunities to explore broad areas of commonly held knowledge and prepares them to contribute to society through personal, social, and professional interactions with others. General education fosters students' personal development by opening them to new directions, perspectives, and processes.

Through its general education requirements, the Maricopa County Community College District is committed to helping students develop qualities and skills that will serve them throughout their lives. General education opportunities encourage students to:
1. Build self-awareness, self-respect, and self-confidence
2. Recognize and respect the beliefs, traditions, abilities, and customs of all people and all cultures
3. Consider the local, global, and environmental impacts of personal, professional, and social decisions and actions
4. Access, evaluate, analyze, synthesize, and use information wisely
5. Communicate effectively personally, socially, and professionally
6. Think critically, make informed decisions, solve problems, and implement decisions
7. Consider the ethical implications of their choices
8. Value the learning process throughout their lives
9. Integrate and connect ideas and events in a historical perspective, and see relationships among the past, the present, and the future
10. Develop a personal sense of aesthetics
11. Use technological resources appropriately and productively
12. Work cooperatively and respectfully with others to serve their communities

The general education experience at MCCCD is composed of specific elements across the curriculum designed to provide the learner with essential knowledge and skills:
- Communication

- Arts and Humanities
- Numeracy
- Scientific Inquiry in the Natural and Social Sciences
- Information Literacy
- Problem-Solving and Critical Thinking
- Cultural Diversity

General Education Designations (example: (FYC), [SB], [HU], etc.)
Effective fall 2000 the course evaluation and/or general education designation as listed in the Arizona CEG (Course Equivalency Guide) within the Arizona Course Applicability System (AZCAS) is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Given that curriculum is dynamic at both MCCCD and the institutions to which MCCCD students transfer, students have the option to petition for general education evaluations and/or general education designations.

The college reserves the right to make necessary course and program changes in order to meet current educational standards.

AMENDED through the Administrative Regulation Process, June 5, 2017

2.2.5 Catalog Under Which a Student Graduates

Students maintaining continuous enrollment at any public Arizona community college or university may graduate according to the requirements of the catalog in effect at the time of initial enrollment or according to the requirements of any single catalog in effect during subsequent terms of continuous enrollment. Students may maintain continuous enrollment whether attending a single public community college or university in Arizona or transferring among public institutions in Arizona while pursuing their degrees.

1. A semester in which a student earns course credit will be counted toward continuous enrollment. Non-credit courses, audited courses, failed courses, or courses from which the student withdraws do not count toward the determination of continuous enrollment for catalog purposes.

   EXAMPLE A

Admitted & Earned Course Credit at a Public Community College or University	Fall ‘05 (Active)
Continued at a Public Community	Spring ‘06, Fall ‘06 (Active)
College Transferred to a University	Spring ‘07 (2005 or Any Subsequent Catalog)

   EXAMPLE B

Admitted & Earned Course Credit at a Public Community College or University	Fall ‘02 (Active)
Enrolled But Earned All Ws, Zs, or Fs	Spring ‘03 (Inactive)
Enrolled in Audit Courses Only	Fall ‘03 (Inactive)
Nonattendance	Spring ‘04 (Inactive)
Transferred to a University	Fall ‘04 (2004 or Any Subsequent Catalog)

2. Students who do not meet the minimum enrollment standard stipulated in No. 1 during three consecutive semesters (fall/spring) and the intervening summer term* at any public Arizona community college or university are no longer considered continuously enrolled, and must meet requirements of the public Arizona community college or university catalog in effect at the time they are readmitted or of any single catalog in effect during subsequent terms of continuous enrollment after readmission.

   EXAMPLE A

Admitted & Earned Course Credit at a Public Community College or University	Fall ‘02 (Active)
Nonattendance	Spring ‘03, Fall ‘03, Spring ‘04 (Inactive)

Readmitted & Earned Course Credit at a Public Community College	Fall '04 (Active)
Transferred to a University	Spring '05 (2004 or Any Subsequent Catalog)

EXAMPLE B

Admitted & Earned Course Credit at a Public Community College or University	Fall '02 (Active)
Nonattendance	Spring '03 (Inactive)
Readmitted & Earned Course Credit at a Public Community College	Fall '03, Spring '04 (Inactive)
Nonattendance	Summer '03 (Active)
Transferred to a University	Fall '04 (2002 or Any Subsequent Catalog)

**Students are not obligated to enroll and earn course credit during summer terms, but summer enrollment may be used to maintain continuous enrollment status.*

3. Students admitted or readmitted to a public Arizona community college or university during a summer term must follow the requirements of the catalog in effect the following fall semester or of any single catalog in effect during subsequent terms of continuous enrollment.

EXAMPLE

Admitted & Earned Course Credit at a Public Community College or University	Summer '04 (Active)
Continued at a Public Community College	Fall '04, Spring '05 (Active)
Nonattendance	Fall '05 (Inactive)
Readmitted & Earned Course Credit at a Public Community College	Spring '06 (Active)
Transferred to a University	Summer '06 (2004 or Any Subsequent Catalog)

4. Students transferring among Arizona public higher education institutions must meet the admission requirements, residency requirements, and all curricular and academic requirements of the degree-granting institution.

The college reserves the right to make necessary course and program changes in order to meet current educational standards.

2.3.10 Transcripts for Transfer

An official student transcript is a permanent academic record issued by the college registrar. It displays all courses taken for credit within the Maricopa Community College District and includes all grades received. Unlike an unofficial transcript, it is signed and dated by the College Registrar and displays the college seal of the Maricopa College ISSUING the official transcript.

The transcript is issued upon written request only. Those students who want to transfer to other institutions of higher education, including other Maricopa Community Colleges, must request their transcript be sent from the Admissions and Records Office/Office of Student Enrollment Services. However, transcripts may be shared within the Maricopa Community College District without the written request of the student in compliance with FERPA.

Official transcripts will not be issued to students having outstanding debts to any of the Maricopa Community Colleges. The release of transcripts is governed by the guidance of the Family Education Rights and Privacy Act of 1974 (see Records Policy in the Student Rights and Responsibilities section of this manual). There is no charge for unofficial transcripts, or for official transcripts sent between Maricopa Community Colleges. See the Tuition and Fee Schedule for charges for other official transcripts.

AMENDED through the Administrative Regulation Approval Process, June 5, 2017

COLLEGE ENVIRONMENT

Domestic Animals on campus

I. General Prohibition

a. Animals, including but not limited to pets, are prohibited on campus with the exception of:
    i. Service animals as defined by the Americans with Disabilities Act (ADA);
    ii. Service animals-in-training that are part of a certified or accredited program recognized within the service animal industry to train animals in compliance with the Americans with Disabilities Act (ADA). Animals-in-training must be clearly identified (i.e., wearing a vest) and prior permission of the college's administration shall be obtained in advance. During work and classroom hours, no more than one service-animal-in-training is permitted on site per employee or student.
    iii. Animals for instructional purposes as approved by the appropriate district or college authority; and
    iv. Working dogs used by a law enforcement agency for law enforcement purposes.

II. Service Animals

a. The ADA defines service animals as those that are individually trained to provide work or perform tasks for an individual with a disability. If animals meet this definition, they are considered service animals under the ADA, regardless of whether they have been licensed or certified by a state or local government. Only dogs and miniature horses are recognized as service animals.
b. Service animals and service-animals-in-training shall be leashed and remain under the owner's or caretaker's control at all times, unless leashing prohibits the animal's service function.
c. Dogs that are used as service animals and service-animal in training shall maintain current dog licenses and rabies vaccinations, as specified in Maricopa County Ordinance. (Maricopa County Ordinance No. 13 Rabies/Animal Control).
d. Exclusion of service animals: MCCCD is not required to modify policies, practices, or procedures if such modification would "fundamentally alter" the nature of the goods, services, programs, or activities, provided at the District; The ADA/504 does not overrule legitimate safety requirements. If admitting service animals would fundamentally alter the nature of a service or program, service animals may be prohibited. Additionally, if a particular service animal is out of control (and the handler does not take effective action to control it) or not housebroken, that animal may be excluded.

III. Service Animals on Campus—Owner's Responsibilities

a. Owner is responsible to attend to and be in full control of the service animal at all times. A service animal shall have a harness, leash, or other tether unless a) the owner is unable to use a harness, leash or tether, or b) using a harness, leash, or tether will interfere with the animal's ability to safely and effectively perform its duties.
b. Owner is responsible for the costs of care necessary for a service animal's well-being. The arrangements and responsibilities with the care of a service animal is the sole responsibility of the owner at all times, including regular bathing and grooming, as needed.
c. Owner is responsible for independently removing or arranging for the removal of the service animal's waste.
d. Owner is responsible for complying with local and state licensing laws for animal rights and owner responsibilities.
e. Owner is responsible for paying for any damage to College property caused by the animal.
f. Owner may register the service animal with the Voluntary Registry at the College DRS Office. This registry is voluntary.

IV. Service Animals on Campus—MCCCD Responsibilities

a. MCCCD may prohibit the use of service animals in certain locations due to health and safety restrictions or places where the animal might be in danger. Restricted areas may include, but are not limited to, food preparation areas, research or instructional laboratories, boiler rooms, and other areas prohibited by law.
b. MCCCD must allow service animals to accompany their owners at all times and everywhere on campus where the general public (if accompanying a visitor) or other students (if accompanying a student) are allowed, except for places where there is a health, environmental, or safety hazard.
c. Contact DRS if any questions or concerns arise relating to service animals.
d. MCCCD employees, when appropriate, will only ask two questions about service animals, and may ask these questions only if the services or tasks performed are not visible.
    i. Is the service animal required because of a disability?
    ii. What work or task is the animal trained to perform?
e. MCCCD employees and staff will not pet or feed a service animal or attempt to separate the animal from the owner.

f. MCCCD employees will contact DRS if faculty/staff have any additional questions regarding visitors to campus who have service animals.

g. MCCCD employees will report any service animals who misbehave or any owners (or other individuals) who mistreat their service animals to the College or District Office Department of Public Safety. Behavior qualifying as “misbehavior” will be determined by the individual college, in consultation with District legal.

V. Voluntary Service Animal Registry

a. The voluntary service animal registry is completely voluntary and there can be no mandatory obligation imposed on service animals to register with the college, nor can there be a restriction of access at the College for service animals not registered.
b. The voluntary service animal registry shall be maintained at the College’s DRS office (for students) and HR (for employees) office and shall contain the name of the owner, the name of the service animal, a copy of current rabies vaccination/license, and contact information for the owner.
c. The purpose of the voluntary service animal registry is to serve a public purpose. For example, to ensure that public safety or other College staff know to look for service animals during an emergency or evacuation process.

VI. Emotional Support Animals

a. Emotional support animals are not considered service animals because they are not trained to perform work or tasks specific to a person’s disability.
b. Emotional support animals are not generally permitted on MCCCD property.

VII. Animal Use to Further Instructional Purpose

a. Animals used specifically to further an instructional purpose as part of a college or District program are permitted at the college and may also be kenneled at that location.
    i. These animals shall be kenneled and handled in such a way that does not pose a danger to any person on campus.
    ii. Any injuries resulting from interaction with these animals shall be reported immediately to the college Public Safety Department for documentation. Injuries may also be subject to reporting with Maricopa County Animal Care and Control.

VIII. Oversight

a. EEO/AA has oversight and monitoring responsibility for these processes as it pertains to employees—both paid and unpaid.

i. Employees should work with EEO/AA to resolve any concerns regarding this policy. If attempted resolutions are not successful, employees may contact the Compliance Office for resolution.

b. The District Compliance Office has oversight and monitoring responsibility for these processes as it pertains to students.

Students should work with their College to resolve any concerns regarding this policy. If attempted resolutions are not successful, employees may contact the Compliance Office for resolution.

Related Documents and Forms

Appendices

-See Appendix I-2, Guidelines for Service Animals on Campus here *[<hyperlink]*

Responsible Parties/Contacts

-Responsible Agent /Senior Leader

General Counsel

-Regulation Owner/Designee

Associate General Counsel, Sr., Compliance & Student Affairs

-Regulation Contact/Subject Matter Expert

Associate General Counsel, Sr., Compliance & Student Affairs

Legal References (for OPS reference, not for posting)

-Public Law 93-113 - October 1, 1973 (USCode.house.gov)
-Section 504 of the Rehabilitation Act 34 CFR 104
-Title II of the Americans with Disabilities Act of 1990 and its implementing regulations
-42 USC 12131-12134 (USCode.house.gov)
-28 CFR 35

Adoption History

ADOPTED through the Administrative Regulation approval process, September 23, 2008

2.4.4 Sexual Harassment Policy for Students

I. SEX DISCRIMINATION AND SEXUAL HARASSMENT

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . ." 20 USC §1681 / 34 C.F.R. part 106

The policy of the Maricopa County Community College District (MCCCD) is to provide an educational, employment, and business environment free of sexual violence, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting Sexual Harassment as prohibited by state and federal law. Discrimination under this Policy is an unequal treatment of a student based on the student's actual or perceived gender, sexual orientation, or pregnancy. This Policy prohibits Sexual Harassment and Discrimination in any college education program or activity, which means all academic, educational, extracurricular, athletic and other programs. This Policy is subject to Constitutionally protected speech rights and principles of academic freedom. Questions about this Policy may be directed to the MCCCD EEO/affirmative action office.

A. SEXUAL HARASSMENT

Any unwelcome verbal or physical conduct of a sexual nature that is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives a student of the ability to participate in or benefit from any MCCCD educational program or activity. The unwelcome behavior may be based on power differentials, the creation of a Hostile Environment, or retaliation for allegations of Sexual Harassment under this Policy. Sexual Harassment can occur regardless of the relationship, position or respective sex of the parties. Sexual Harassment includes Hostile Environment Harassment, Sexual Assault, Inducing Incapacitation for Sexual Purposes, Sexual Exploitation, Dating Violence, and Stalking. Same sex Sexual Harassment violates this Policy. Sexual Harassment by and between students; employees and students; and campus visitors and students is prohibited by this Policy.

Depending on the particular circumstances, Sexual Harassment may include, but is not limited to, the following:

1. Physical assaults of a sexual nature, such as rape, sexual battery, molestation, or attempts to commit these assaults; and intentional physical conduct that is sexual in nature such as touching, pinching, patting, grabbing, poking, or brushing against another individual's body in a sexual manner.
2. Offering or implying an education-related reward (such as a better grade, a letter of recommendation, favorable treatment in the classroom, assistance in obtaining employment, grants or fellowships, or admission to any educational program or activity) in exchange for sexual favors or submission to sexual conduct.
3. Threatening or taking a negative educational action (such as giving an unfair grade, withholding a letter of recommendation, or withholding assistance with any educational activity) or intentionally making the individual's academic work more difficult because sexual conduct is rejected.
4. The use or display in the classroom, including electronic, of pornographic or sexually harassing materials such as posters, photos, cartoons or graffiti without pedagogical justification.
5. Explicit sexual comments by one or more students about another student, or circulating drawings or other images depicting a student in a sexual manner.
6. Unwelcome sexual advances, repeated propositions or requests for a sexual relationship to an individual who has previously indicated that such conduct is unwelcome, or sexual gestures, noises, remarks, jokes, questions, or comments by a student about another student's sexuality or sexual experience. Such conduct between peers must be sufficiently severe, persistent, or pervasive that it creates an educational environment that is hostile or abusive. A single incident involving severe misconduct may rise to the level of Sexual Harassment.

B. HOSTILE ENVIRONMENT HARASSMENT

Harassment based on sex, pregnancy, gender identity, gender expression, or sexual orientation that is sufficiently serious (i.e., severe, pervasive, or persistent) and objectively offensive so as to deny or limit a person's ability to participate in or benefit from the college's programs, services, opportunities, or activities**.**

A Hostile Environment can be created by anyone involved in a college program or activity (e.g., administrators, faculty members, students, and campus visitors or contractors). Mere offensiveness is not enough to create a Hostile Environment. Although repeated incidents increase the likelihood that harassment has created a Hostile Environment, a serious incident, such as a sexual assault, even if isolated, can be sufficient.

In determining whether harassment has created a Hostile Environment, consideration will be made not only as to whether the conduct was unwelcome to the person who feels harassed, but also whether a reasonable person in a similar situation would have perceived the conduct as objectively offensive. Also, the following factors will be considered:

a. the degree to which the conduct affected one or more students' education;
b. the nature, scope, frequency, duration, and location of incident or incidents;
c. the identity, number, and relationships of persons involved;
d. the nature of higher education.

C. SEXUAL ASSAULT

An act involving forced or coerced sexual penetration or sexual contact.

D. INDUCING INCAPACITATION FOR SEXUAL PURPOSES

Using drugs, alcohol, or other means with the intent to affect, or having an actual effect on, the ability of an individual to consent or refuse to consent to sexual contact.

E. SEXUAL EXPLOITATION

Taking non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and such behavior does not otherwise constitute a form of Sexual Harassment under this Policy. Examples of behavior that could rise to the level of Sexual Exploitation include:

a. Prostituting another person;
b. Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
c. Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
d. Going beyond the bounds of consent (such as letting your friends hide in the closet to watch you having consensual sex);
e. Engaging in non-consensual voyeurism;
f. Knowingly transmitting an STI (sexually transmitted infection), such as HIV, to another without disclosing one's STI status;
g. Exposing one's genitals in non-consensual circumstances, or inducing another to expose his or her genitals;
h. Possessing, distributing, viewing or forcing others to view obscenity.

F. DATING VIOLENCE

Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the following factors:

A. the length of the relationship;
B. the type of relationship;
C. the frequency of interaction between the persons involved in the relationship.

G. STALKING

Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

H. CONSENTING TO SEXUAL ACTIVITY

Consent is clear, knowing, and voluntary; it is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in sexual activity.

Consent to one form of sexual activity cannot imply consent to other forms of sexual activity. Previous relationships or consent cannot imply consent in future sexual acts. Consent cannot be procured by use of physical force, compelling threats, intimidating behavior, or coercion.

Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When people make clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive. In order to give effective consent, one must be age 18 or older.

If you have sexual activity with someone you know to be – or should know to be – mentally or physically incapacitated, you are in violation of this Policy. Incapacitation is a state where one cannot make a rational, reasonable decision because one lacks the ability to understand the who, what, where, why or how of that person's sexual interaction.

II. **DEFINITIONS**

ALLEGED VICTIM

The person who is the victim of any alleged Sexual Harassment or Discrimination in violation of this Policy.

COMPLAINANT

A person who has experienced or witnessed, or otherwise knows of Sexual Harassment or Discrimination in violation of this Policy and files a Formal Complaint pursuant to this Policy.

RESPONDENT

The person who is alleged to have engaged in Sexual Harassment or Discrimination prohibited under this Policy.

TITLE IX COORDINATOR

The Vice President of Student Affairs serves as each respective college's Title IX Coordinator. The Title IX Coordinator is the individual responsible for providing education and training about Discrimination and Sexual Harassment to the college community and for receiving and investigating allegations of Discrimination and Sexual

Harassment in accordance with this Policy. The Title IX Coordinator is authorized to designate other appropriately trained individuals to investigate Discrimination and Sexual Harassment Complaints and reports as deemed appropriate. The contact information for the Title IX Coordinator at each college may be found at https://district.maricopa.edu/consumer-information/title-ix/title-ix-coordinators

III. REPORTING DISCRIMINATION

A. BYSTANDER

No student or employee should assume that an official of the college knows about a particular situation. The college encourages any student who feels he or she has been discriminated against or harassed in violation of this Policy to promptly report the incident to the Title IX Coordinator. Any student who knows of Discrimination or Sexual Harassment prohibited under this Policy that is experienced by another student should report that information to the Title IX Coordinator. Before a student reveals information, college employees will try to ensure that the student understands the employee's obligations and, if the student wishes to maintain confidentiality, direct the student to confidential resources. A student may choose to make a full report or request confidentiality as he or she determines.

All members of the college community are expected to adhere to this Policy, to cooperate with the procedures for responding to complaints of Discrimination and Harassment, and to report conduct or behavior they believe to be in violation of this Policy to the Title IX Coordinator. A duty to report conduct or behavior that violates this Policy is imposed on all administrators, supervisors, faculty members, and persons in positions of authority. Such employees perform their duty to report by reporting the conduct or behavior to the Title IX Coordinator.

B. COLLEGE COMPLAINTS AND REPORTING

Any person who has experienced, witnessed, or otherwise knows of Sexual Harassment or Discrimination prohibited under this Policy is to report such conduct to the college's Title IX Coordinator. The Title IX Coordinator is trained to help you find the resources you might need, to explain all reporting options, and to respond appropriately to conduct of concern. Such conduct is to be reported to the Title IX Coordinator as soon as possible after it occurs. The Title IX Coordinator tracks all reports of Sexual Harassment or Discrimination.

There are several avenues available for any person who experiences, witnesses, or otherwise knows of Sexual Harassment or Discrimination to report such conduct:

- Leave a private voice message for the Title IX Coordinator;
- Send a private email to the Title IX Coordinator;
- Mail a letter to the Title IX Coordinator's office;
- Visit the Title IX Coordinator (although it is best to make an appointment first to ensure availability);
- File a Formal Complaint pursuant to this Policy;
- Report to another trusted college official (e.g., faculty member, coach, advisor) who will provide information as required under the Policy to the Title IX Coordinator.

If there is an allegation of conduct in violation of this Policy about the Title IX Coordinator or any staff member who is part of the Vice President of Student Affairs' office, that allegation should be lodged with the President of the college. The President will appoint another trained individual to take the place of the Title IX Coordinator for purposes of the allegation.

C. RETALIATION PROHIBITED

Retaliation occurs when adverse action is taken against a student or employee because he or she has engaged in protected activity such as filing a complaint of Discrimination or Harassment. Retaliation may be found even when the underlying charge does not constitute Discrimination or Harassment in violation of this Policy, and all persons who participate in a Discrimination or Harassment proceeding, not only the complaining party, are protected against retaliation. A retaliatory adverse action is an action taken to deter a reasonable person from opposing a discriminatory or harassing practice, or from participating in a Discrimination or Harassment proceeding, or more generally, from pursuing that person's rights.

D. CRIMINAL REPORTING

Please remember that if someone is in immediate danger or needs immediate medical attention, the first place to report is 911. You may also report to College Safety or local law enforcement. Some forms of Discrimination and Harassment may also be crimes. For example, sexual assault, stalking and rape are crimes. Criminal reports should be made to law enforcement, even if it is uncertain whether the particular conduct is a crime. Calling local law enforcement can help you: obtain emergency and nonemergency medical care; get immediate law enforcement response for your protection; understand how to provide assistance in a situation that may escalate to more severe criminal behavior; arrange a meeting with victim advocate services; find counseling and support; initiate a criminal investigation; and answer questions about the criminal process.

E. CONFIDENTIALITY OF COMPLAINTS AND REPORTS

Parties in these processes, including the Alleged Victim, Respondent, Complainant and witnesses, have privacy rights and reasonable expectations of confidentiality in the investigation of matters subject to this Policy. In addition, the integrity of the process depends on ensuring reasonable expectations of confidentiality. The Title IX Coordinator or investigator will keep confidential the Complaint, report, witness statements, and any other information provided by the Alleged Victim, Respondent, Complainant or witnesses, and will disclose this information only to the Alleged Victim, Complainant, Respondent, or witnesses as necessary to give fair notice of the allegations and to conduct the investigation; to law enforcement consistent with state and federal law; to other college officials as necessary for coordinating interim measures or for health, welfare, and safety reasons; and to government agencies who review the college's compliance with federal law. The written investigation report and any written decision will be disclosed only to the Alleged Victim, Complainant, Respondent, Title IX Coordinator, and discipline authority. In the case of employees, the discipline authority is the college administrator with the authority to impose sanctions in accordance with applicable employment policies. In the case of students, the discipline authority is the Vice President for Student Affairs and college officials as necessary to prepare for subsequent proceedings (e.g., college President and MCCCD legal counsel).

F. ANONYMOUS REPORTING

The Title IX Coordinator accepts anonymous reports of conduct alleged to violate this Policy and will follow up on such reports. The individual making the report is encouraged to provide as much detailed information as possible to allow the Title IX Coordinator or investigator to inquire into or investigate the report, and respond as appropriate. The Title IX Coordinator or investigator may be limited in the ability to follow up on an anonymous report unless sufficient information is furnished to enable the Title IX Coordinator or investigator to conduct a meaningful and fair inquiry or investigation.

IV. RIGHTS OF PARTIES

A. ALLEGED VICTIM: The Alleged Victim has the right to:

1. An inquiry and appropriate resolution of all credible allegations of Sexual Harassment, Discrimination, and sexual violence made in good faith to the Title IX Coordinator.
2. Be treated with respect by college officials.
3. Have the same opportunity as the Respondent to have others present (in support or advisory roles) during an investigation.
4. Report Sexual Harassment, Discrimination, and violence to both on-campus and off-campus authorities.
5. Be informed of the investigation findings and imposed sanctions at the same time as the Respondent.
6. Be informed of and afforded access to available counseling, mental health, physical health or student services for victims of Sexual Harassment, Discrimination, and violence.
7. Have notification of and options for, and available assistance in, changing academic and living situations after an alleged act of Sexual Harassment or Discrimination prohibited under this Policy, if so requested by the Alleged Victim and if such changes are reasonably available. No Formal Complaint, or investigation--campus or criminal--need occur before this option is available. Accommodations may include:
    - Change of on-campus student's housing to a different on-campus location;
    - Assistance from college support staff in completing relocation;
    - Arranging to dissolve a housing contract and pro-rating a refund;
    - Exam, paper, or assignment rescheduling;
    - Taking an incomplete in a class;
    - Transferring class sections;
    - Temporary withdraw from institution;
    - Alternative course completion options.
8. Not have irrelevant prior sexual history admitted as evidence in an investigation.
9. Make a victim-impact statement available to the investigator and decision-maker.
10. Access to available protection against another student who has engaged in or threatens to engage in stalking, threatening, harassing or other improper behavior that presents a danger to the welfare of the complaining student or others.
11. Have allegations of sexual misconduct that might be criminal in nature responded to quickly and with sensitivity by campus law enforcement.
12. Seek Reconsideration of the finding of the investigation and any sanction imposed.
13. Review all documentary evidence collected, used, and disseminated during the investigation and sanctioning process.
14. Petition that any member of the investigative process be removed on the basis of demonstrated bias.
15. Have an advocate or advisor present at all phases of the investigation.
16. Present relevant witnesses to the investigator and decision-maker, including expert witnesses.
17. Be fully informed of campus conduct rules and procedures as well as the nature and extent of all alleged violations.
18. Have MCCCD compel the presence of student, faculty, and staff witnesses.
19. Written notice of the investigation, findings and sanctions.
20. Challenge documentary evidence obtained during the investigation.
21. Be informed in advance of any public release of information regarding the investigation.
22. Give consent for the release of any personally identifiable information contained in the investigation.

B. IMMEDIATE ACTION AND INTERIM MEASURES

The college may take interim measures to assist or protect the parties during the inquiry or investigation process, as necessary and with the Alleged Victim's consent. Such measures for an Alleged Victim may include arranging for

changes in class schedules or living arrangements, issuing a no-contact order, obtaining counseling, and modifying test schedules or other class requirements temporarily.

C. RESPONDENT: The Respondent has the right to:

1. An inquiry and appropriate resolution of all credible allegations of Sexual Harassment, Discrimination, and sexual violence made in good faith to the Title IX Coordinator.
2. Be treated with respect by college officials.
3. Have the same opportunity as the Alleged Victim to have others present (in support or advisory roles) during an investigation.
4. Be informed of and have access to campus resources for medical, counseling, and advisory services.
5. Be fully informed of the nature, rules, and procedures of the investigation process, and to thorough and timely written notice of all alleged violations, including the full nature of the violation and possible sanctions.
6. Protections of due process required by local, state, or federal law.
7. Not have irrelevant prior sexual history admitted as evidence in an investigation.
8. Make an impact statement available to the investigator and decision-maker.
9. Seek Reconsideration of the finding of the investigation and any sanction imposed.
10. Review all documentary evidence collected, used, and disseminated during the investigation and sanctioning process.
11. Present relevant witnesses to the investigator and decision-maker, including expert witnesses.
12. Petition that any member of the investigative process be removed on the basis of demonstrated bias.
13. Have MCCCD compel the presence of student, faculty, and staff witnesses.
14. Challenge documentary evidence obtained during the investigation.
15. Have an advocate or advisor present at all phases of the investigation.
16. An outcome based solely on evidence presented during the investigation. Such evidence should be credible, relevant, based in fact, and without prejudice.
17. Written notice of the investigation, findings, and sanctions.
18. Be informed in advance of any public release of information regarding the investigation.
19. Give consent for the release of any personally identifiable information contained in the investigation.

V. DUE PROCESS

Due process is afforded any employee, student, or visitor accused of Sexual Harassment or Discrimination prohibited under this Policy. On receipt of a Formal Complaint, or upon receipt of credible evidence that Sexual Harassment or Discrimination prohibited under this Policy has occurred, an immediate preliminary inquiry will be conducted to determine if there is reasonable cause to believe this Policy has been violated. A preliminary inquiry shall be concluded within ten working days following the determination that such reasonable cause exists; however, it may be re-opened in the event additional evidence of a violation of this Policy is later discovered. If, following a preliminary inquiry, such reasonable cause is found, a prompt, thorough, impartial investigation will be conducted by a qualified, authorized investigator. An investigation will be conducted using a preponderance of evidence standard. A preponderance of evidence standard means that an investigator will conclude that Sexual Harassment or Discrimination occurred only if the results of the investigation demonstrate it is more likely than not that such conduct took place. If the investigator's final decision is that Sexual Harassment or Discrimination prohibited under this Policy occurred, the college will take immediate action to eliminate the Harassment or Discrimination, prevent its recurrence, and address its effects. Remedies for the victim of Sexual Harassment or Discrimination will also be sought. Violations of this Policy may result in disciplinary action up to and including termination for employees; sanctions up to and including suspension or expulsion

for students; and appropriate sanctions against campus visitors. This Policy applies to prohibited conduct that impacts the educational environment, whether it occurs on or off campus, and covers students, employees, and visitors.

A. SEX DISCRIMINATION GRIEVANCE PROCEDURES FOR STUDENTS

The purpose of these procedures is to provide a prompt and equitable resolution for allegations of Discrimination as prohibited under this Policy. Persons believing that they have been subjected to or witnessed, or otherwise know of Discrimination or Harassment on any of these bases may file a Complaint with the college. These procedures address allegations of Discrimination or Sexual Harassment as prohibited under this Policy. The procedures also address allegations of retaliation against those who have opposed practices forbidden under the Policy, those who have made allegations of Discrimination or Harassment under the Policy, and those who have testified or otherwise participated in enforcement of the Policy.

B. MEDIATION

Alleged victims who believe they have been discriminated against or harassed may choose in certain circumstances to resolve their allegations through mediation. Mediation is an informal and confidential process where parties can participate in a search for fair and workable solutions. An
Alleged Victim may choose to ask the Title IX Coordinator to assist in the mediation process.
Allegations that are addressed through mediation are not required to be made in writing. The parties may agree upon a variety of resolutions such as modification of work assignment, training for a department, or an apology. Parties may agree to a resolution that is oral or embodied in a written agreement. With a written agreement, the parties may elect to file it with the Title IX Coordinator in the event enforcement becomes necessary. Once both parties reach a mediated agreement, it is final and cannot be the basis of a Request for Reconsideration. The Title IX Coordinator or either party may at any time, prior to a final agreement, decide that attempts at mediation have failed. Upon such notice, the Title IX Coordinator may conduct a preliminary inquiry to determine whether this Policy has been violated. The mediation process may not be used if the alleged conduct constitutes criminal conduct.

C. FORMAL COMPLAINT PROCESS

A person who has experienced, witnessed, or otherwise knows of Sexual Harassment or Discrimination in violation of this Policy may file a Formal Complaint by contacting the Title IX Coordinator at each respective college or center. A Complainant may file a Formal Complaint either orally or in writing. The Title IX Coordinator will accept Formal Complaint filings within 300 calendar days of the most recent occurrence of the alleged discriminatory act.

The Complainant's documentation in support of a Formal Complaint should clearly and concisely identify the action, decision, conduct, or other basis that constituted an alleged act or practice of Discrimination prohibited under this Policy. Upon receipt of a Formal Complaint, the Title IX Coordinator will notify the college President and the Office of General Counsel. The Office of General Counsel will assign a case number to the Formal Complaint.

A copy of the Formal Complaint will be shared with the Respondent within five (5) working days of receipt by the Title IX Coordinator. The Respondent will be put on notice that retaliation against the Complainant, Alleged Victim, or potential witnesses will not be tolerated and that an investigation will be conducted.

The Respondent must provide a written response to the Formal Complaint within fifteen (15) calendar days of his or her receipt of the Formal Complaint.

After either accepting a Formal Complaint or receiving credible evidence that Discrimination has occurred, and determining after a preliminary inquiry that there is reasonable cause to believe this Policy has been violated, the Title IX Coordinator will:

- Designate an investigator to conduct a fact-finding investigation, which will include, at a minimum, a review of written evidence (including the Complaint and response) and interviews with appropriate employees and students. The Title IX Coordinator may serve as investigator;
- Determine the identity and contact information of the Complainant;
- Identify the correct policies allegedly violated;
- Conduct a thorough, reliable, and impartial investigation;
- Complete the investigation promptly (within 60 calendar days, unless—owing to the complexity of the investigation or the severity and extent of the alleged conduct--more time is necessary to complete the investigation);
- Make findings based on the preponderance of evidence; and
- Present the findings to the Title IX Coordinator, who will deliver the findings, in writing, within ten (10) working days, to the President, with a recommendation as to the disposition of the matter.

The President shall accept, reject, or modify the recommendation, and provide a written notification of his or her action, along with the findings presented by the Title IX Coordinator, to the Complainant, Alleged Victim, and Respondent within fifteen (15) calendar days of receiving the findings and recommendation from the Title IX Coordinator.

Evidence which is collateral to the allegations of Discrimination or Sexual Harassment and which was obtained during an investigation may be used in subsequent grievance or disciplinary procedures.

D. MAINTENANCE OF DOCUMENTATION

Documentation resulting from each level in the Formal Complaint Process (including witness statements, investigative notes, etc.) will be forwarded to and maintained by the Office of General Counsel. Investigative records are not to be maintained with or considered as a part of a student record. Documentation regarding corrective action is considered part of the student's record.

E. RIGHT TO ASSISTANCE

A Complainant, Alleged Victim or Respondent may receive the assistance of an attorney or other person at any stage of a Complaint filed under the Formal Complaint Process. Such person may attend any investigative interview and advise the Complainant, Alleged Victim or Respondent but shall not otherwise participate in the interview. The investigator shall direct communications directly to the Complainant, Alleged Victim and Respondent, and not through such individual's attorney or other person providing assistance.

F. TIME FRAME AND GROUNDS FOR FILING A REQUEST FOR RECONSIDERATION

A Complainant, Alleged Victim or Respondent who is not satisfied with the decision of the President has ten (10) working days to request, in writing, reconsideration of the decision by the Maricopa Community College District's Executive Vice Chancellor and Provost. There are four grounds upon which a Request for Reconsideration may be made: (1) the party has new information, unavailable at the time of the investigation; (2) the party has procedural concerns that may change or affect the outcome of the determination; (3) the party perceives that there was insufficient evidence to support the investigators findings; or (4) the party perceives any action taken by the President to be too severe. The Executive Vice Chancellor and Provost will review the findings of the investigation and recommendation of the Title IX Coordinator, and respond to the Request for Reconsideration within ten (10) working days from its receipt. The Title IX coordinator shall ensure that, prior to acting on any Request for Reconsideration, the Executive Vice Chancellor and Provost has been fully

briefed regarding every component of this Policy. If the Executive Vice Chancellor and Provost determines that the investigation was not conducted in a fair manner, or that the determination is not consistent with the evidence, or that any disciplinary action is not commensurate with the allegations, the case file will be reopened and assigned for further investigation. If the Executive Vice Chancellor and Provost concludes that the investigation was conducted in a proper manner, that the determination is consistent with the evidence, and that any disciplinary action is commensurate with the allegations, he or she will—in writing-- certify that the Executive Vice Chancellor and Provost has read and thoroughly considered all of the information collected in the investigation, certify that the investigation was conducted in a proper manner and the decision is consistent with the evidence, and deny the Request for Reconsideration. The written certifications and decision by the Executive Vice Chancellor and Provost shall be delivered to the Complainant, Alleged Victim, and Respondent promptly after they are issued. At this point, or if no Request for Reconsideration is made, the investigation into alleged Discrimination under this Policy is concluded.

G. ***EXTERNAL FILING OF DISCRIMINATION COMPLAINT***

MCCCD encourages students to use the due process under this Policy to resolve Discrimination concerns. Students also have the right to file civil rights complaints with appropriate external agencies. No retaliation will be taken against a person for filing a complaint with an external agency. The following agency accepts discrimination charges filed by, or on behalf of, students:

Office for Civil Rights
U.S. Department of Education
Denver Office
Cesar E. Chavez Memorial Building
1244 Speer Boulevard, Suite 310
Denver, Colorado 80204-3582
Phone: 303-844-5695
Fax: 303-844-4303
TDD: 303-844-3417
E-mail: OCR.Denver@ed.gov

ADOPTED by Direct Chancellor Approval: May 20, 2015

5.1.9 Examples of Policy Violations

It shall be a violation of MCCCD's Sexual Harassment Policy for any employee, student or campus visitor to:

1. Make unwelcome sexual advances to another employee, student or campus visitor;
2. Make unwelcome requests for sexual favors, whether or not accompanied by promises or threats with regard to the employment or academic relationship;
3. Engage in verbal or physical conduct of a sexual nature with another employee, student or campus visitor, that may threaten or insinuate, either explicitly or implicitly, that the individual's submission to, or rejection of, the sexual advances will in any way:
   A. Influence any personnel decision regarding that person's employment, evaluation, wages, advancement, assigned duties, shifts or any other condition of employment or career development; or
   B. Influence his or her grades, participation in or access to academic programs, class standing or other educational opportunities;
4. Engage in verbal or physical conduct of a sexual nature that:
   A. Has the purpose or effect of substantially interfering with an employee's ability to do his or her job; or with a student's ability to learn or participate in a class; or
   B. Creates an intimidating, hostile or offensive work or academic environment;
5. Commit any act of sexual assault or public sexual indecency against any employee or student whether on MCCCD property or in connection with any MCCCD-sponsored activity;
6. Continue to express sexual interest in another employee, student or campus visitor after being informed or on notice that the interest is unwelcome (reciprocal attraction is not considered sexual harassment);

7. Engage in other sexually harassing conduct in the workplace or academic environment, whether physical or verbal, including, but not limited to, commentary about an individual's body (or body parts), sexually degrading words to describe an individual, sexually offensive comments, sexually suggestive language or jokes, innuendoes, and sexually suggestive objects, books, magazines, computer software, photographs, cartoons or pictures. Other sexual misconduct may include sexual exploitation, stalking, and gender-based bullying.
8. Treat a complainant or witness of sexual harassment in a manner that could dissuade a reasonable person from pursuing or participating in the complaint and investigation.

5.1.10 Additional Policy Violations

Supervisors, managers, administrators and faculty who disregard or fail to report allegations of sexual harassment (whether reported by the person who is the subject of the sexual harassment or a witness) are in violation of this policy.

5.1.11 Responsibility for Policy Enforcement

Employees and students must avoid offensive or inappropriate sexual and/or sexually harassing behavior at work or in the academic environment.

Employees and students are encouraged (but not required) to inform perceived offenders of this policy that the commentary/conduct is offensive and unwelcome.

5.1.12 Complaints

1. **Employees**
   Employees who experience sexual harassment at work (by a supervisor, co- employee, student or visitor) are urged to report such conduct to the direct attention of their supervisor, their college president or to the Maricopa Community Colleges Equal Employment Opportunity/Affirmative Action Office. If the complaint involves the employee's supervisor or someone in the direct line of supervision, or if the employee for any reason is uncomfortable in dealing with his or her immediate supervisor, the employee may go directly to the Maricopa Community Colleges EEO/AA Office.
2. **Students**
   Students who experience sexual harassment or sexual assault in a school's education program and activities (by a faculty member, administrator, campus visitor or other student) are urged to report such conduct to the Title IX Coordinator, who is the vice president of student affairs at each college. A student may also contact the MCCCD EEO/AA Office to obtain the name and phone number of the college official designated to respond to sexual harassment complaints.
3. **General - Applicable to Both Employees and Students**
   A. Complaints will be investigated according to procedures established by the MCCCD EEO/AA Office. Copies of these procedures may be obtained in the college president's office, Office of the Vice President of Student Affairs and the MCCCD EEO/AA Office.
   B. The college/center/MCCCD will investigate all complaints in a prompt, thorough, and impartial manner.
   C. Where investigation confirms the allegations, appropriate responsive action will be taken by the college/center/MCCCD.

5.1.13 Confidentiality

Records will be maintained in a confidential manner to the extent permitted by law and insofar as they do not interfere with MCCCD's legal obligation to investigate and resolve issues of sexual harassment.

5.1.14 Violations of Law

An employee or student may be accountable for sexual harassment under applicable local, state, and/or federal law, as well as under MCCCD policy. Disciplinary action by MCCCD may proceed while criminal proceedings are pending and will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced.

5.1.15 False Statements Prohibited

Any individual who knowingly provides false information pursuant to filing a discrimination charge or during the investigation of a discrimination charge, will be subject to appropriate disciplinary action, up to and including, employment termination or academic dismissal.

5.1.16 Retaliation Prohibited

Retaliation against an employee or student for filing a sexual harassment complaint, or participating in the investigation of a complaint, is strictly prohibited. MCCCD will take appropriate disciplinary action, up to and including employment termination or academic dismissal if retaliation occurs.

***** SECTION TO INCLUDE IN HANDBOOK*****

AMENDED by Direct Chancellor Approval, April 1, 2015

Discrimination Complaint Procedures for Students

This procedure provides a means for resolving complaints by students who believe they have been adversely affected by illegal or prohibited discrimination by the Maricopa County Community College District (MCCCD), a member college or center, or their students or employees.

Complaints may be brought under this procedure for discrimination based on race, color, religion, national origin, citizenship status (including document abuse), sex (including pregnancy and sexual harassment), sexual orientation, gender identity, age, veteran status, physical or mental disability, or genetic information. The entire college community should act promptly upon receipt of an allegation of conduct that might constitute discrimination. Any member of the college community should refer a person who might be a victim of such conduct to these procedures, as well as to the college officials responsible for conducting an investigation pursuant to these procedures.

Students who believe they are experiencing sexual harassment may submit a complaint under the Sexual Harassment Policy for Students 2.4.4. If a student has been a victim of sexual assault, a complaint may also be filed with College Public Safety (CPS).

All deadlines prescribed for Report, Informal Resolution and Formal Resolution processes may be extended by the Vice President of Student Affairs for good reason, such as (but not limited to) when classes are not in session or upon mutual agreement by the parties. Notwithstanding any deadline extension, college officials should take all necessary steps to ensure prompt and equitable resolution of any complaint of discrimination.

Information related to MCCCD's Discrimination Complaint Procedure for Students is also available from the Office of General Counsel's Office of Public Stewardship at 480-731-8880.

Informal Resolution of Discrimination Complaints

Before filing a formal complaint under this procedure, a student may attempt to resolve the problem through informal discussions with the person claimed to have engaged in discriminatory conduct and that person's supervisor or department head. The supervisor or department head will notify the Vice President of Student Affairs may designate an employee to provide such assistance. If a student alleges discrimination based upon physical or mental disability the Vice President of Student Affairs, who is designated at each college as the ADA/504 Coordinator or the Associate Vice Chancellor of Student Affairs who is designated as the District ADA/504 Coordinator, will assist directly in the informal resolution process. Each Vice President and the Associate Vice Chancellor has knowledge of the ADA/504 regulations applicable to students with disabilities. The Vice President of Student Affairs may modify or reject an informal resolution of a complaint of discriminatory conduct under this process if, in the judgment of the Vice President, the resolution that is proposed is not in the best interests of both the student and the institution. The Vice President shall take such action no later than fifteen (15) calendar days after receiving notice of the informal resolution.

Attempts to informally resolve alleged discrimination should occur within ninety (90) calendar days of the most recent alleged discriminatory act. The college official responsible for this informal resolution process should ensure that the

process is concluded promptly. For complaints dealing with alleged discrimination beyond the 90-day timeframe, a student must submit a complaint under the formal resolution procedure of this policy.

If the complaint cannot be informally resolved to the satisfaction of the student, the student has the right to file a complaint and to proceed under formal resolution procedures.

Formal Resolution of Discrimination Complaints
A student who contends that unlawful or MCCCD-prohibited discrimination has occurred may file a formal complaint by contacting the Vice President of Student Affairs at each respective college or center. If a student alleges discrimination based upon physical or mental disability he or she may submit a formal complaint with the Vice President of Student Affairs or the District Associate Vice Chancellor of Student Affairs or designee. The Vice President of Student Affairs or District Associate Vice Chancellor of Student Affairs or designee will accept.

A complaint may be submitted by the student verbally or in writing. A student may also contact the Office of General Counsel to obtain the name and phone number of the college or center official designated to respond to discrimination complaints.

The complaint must identify the action, decision, conduct, or other basis that the student believes is unlawful or MCCCD prohibited discrimination.

Upon receipt of a complaint, the Vice President of Student Affairs or the Associate Vice Chancellor will notify the college president or provost and the Office of General Counsel.

A copy of the complaint will be shared with the respondent within five (5) working days of receipt by the Vice President of Student Affairs Respondent will be put on notice that retaliation against the complainant or potential witnesses will not be tolerated and that an investigation will be conducted. If the student submits a written complaint, the Vice President or the District Associate Vice Chancellor need not share with the respondent the actual form submitted by the student, but may paraphrase the allegations sufficiently to allow the respondent to draft a response.

Respondent must provide a written response to allegations within fifteen (15) calendar days of his or her receipt of the complaint.

After accepting a complaint, the Vice President of Student Affairs or the District Associate Vice Chancellor of Student Affairs will designate a complaint investigator to conduct a fact-finding investigation, which will include, at a minimum, a review of written evidence (including the complaint and response), and interviews with appropriate employees and students. The interviews will include all witnesses identified by all parties. If the complaint alleges discrimination based upon mental or physical disability the investigator designated by the Vice President of Student Affairs or the District Associate Vice Chancellor of Student Affairs must have knowledge of ADA/504 regulations applicable to students with disabilities. 34 C.F.R. §104.4 et.seq.; 28 C.F.R. §35.130 et. seq. The Vice President of Student Affairs or the District Associate Vice Chancellor of Student Affairs may serve as complaint investigator. The complaint investigator shall promptly complete the investigation and deliver to the Vice President of Student Affairs or the District Associate Vice Chancellor of Student Affairs the investigator's written findings and the results of the investigation, including summaries of all interviews and all documents received as part of the investigation. In no event shall this occur later than ninety (90) calendar days following receipt of the complaint. Within ten (10) working days following receipt of the results of the investigation from the complaint investigator, the Vice President of Student Affairs or the District Vice Chancellor of Student Affairs will submit to the President or Provost the investigator's written findings and the Vice President's recommendations as to the disposition of the complaint.

The president or provost will accept, reject, or modify the recommendations and will provide a written notification of his or her action to the student and respondent along with a copy of the investigator's written findings and the vice president's or District Associate Vice Chancellor's recommendations within fifteen (15) calendar days of receiving the

written findings and recommendations from the Vice President of Student Affairs or the District Associate Vice Chancellor of Student Affairs.

When the investigation confirms the allegations, appropriate corrective action will be taken. Evidence which is collateral to the allegations of discrimination and/or sexual harassment and which was obtained during an investigation may be used in subsequent grievance or disciplinary procedures. Both complainant and respondent receive notice of the outcome. The institution will take appropriate steps to prevent further occurrences.

Interim Measures

If a student alleges discrimination based upon physical or mental disability, the District may take interim measures to assist or protect the student during an investigation. Such measures may include academic adjustments, arranging for changes in class schedules, or other appropriate temporary measures.

MCCCD Administrative Review Process

Request for Reconsideration
A student or respondent who is not satisfied with the decision of the president or provost has ten (10) working days to request, verbally or in writing, administrative review of the decision by his or her college president or provost. The request for administrative review must state reasons why the complainant or respondent believes the finding was improper. The president or provost will review the results of the investigation and written findings and respond to the request within ten (10) working days from receipt of the request. If the president or provost determines that the decision is not supported by the evidence, the case file will be reopened and assigned for further investigation. If the president or provost determines that the investigation was thorough and complete and that the decision is supported by the evidence, he or she will deny the request for administrative review. At this point, the student has exhausted the Internal Discrimination Complaint Procedure.

Complaint Process
Faculty, staff and all other college officials should refer any student seeking to make a complaint of discrimination to the Vice President of Student Affairs or the District Associate Vice Chancellor of Student Affairs. Every student complaint of discrimination shall be investigated under the authority of the Vice President of Student Affairs or the District Associate Vice Chancellor of Student Affairs in accordance with these Procedures. The Vice President of Student Affairs and any complaint investigator who participates in a complaint resolution pursuant to these Procedures shall administer every resolution process in an impartial manner, and shall fully consider all facts discovered in the course of any investigation before a resolution is reached. Each party in any complaint resolution shall have full opportunity to present all information and documentation the party feels is germane to the complaint. At no time shall a student who has made an allegation of discrimination under these Procedures be asked or required in any way by a college official to engage in any direct confrontation with any person alleged to have committed an act of discrimination. The Vice President shall ensure that every effort is made to obtain information from each witness to every act of alleged discrimination or from any other person possessed of information that is relevant and material to the complaint resolution. The Vice President of Student Affairs shall ensure that all appropriate corrective action that is warranted as a result of any complaint resolution will be taken, and shall employ best efforts to ensure that the college prevents recurrence of discrimination in the future.

Maintenance of Documentation
Documentation resulting from each level in the Formal Resolution Process (including witness statements, investigative notes, etc.) will be forwarded to and maintained by the Office of General Counsel. Investigative records are not to be maintained with or considered as a part of a student record. Documentation regarding corrective action is considered part of the student's record.

Right to Assistance

A student or respondent may receive the assistance of an attorney or other person at any stage of a complaint filed under this Internal Discrimination Complaint Procedure. Such person may attend any investigative interview and advise the complainant or respondent but shall not otherwise participate in the interview. The complaint investigator shall direct communications directly to the complainant and respondent, and not through such individual's attorney or other person providing assistance.

Confidentiality of Proceedings
Every effort will be made by the college and MCCCD to protect the confidentiality of the parties during the processing of complaints under this procedure. Records will be maintained in a confidential manner to the extent permitted by law and insofar as they do not interfere with MCCCD's legal obligation to investigate and resolve issues of discrimination.

Retaliation Prohibited
Retaliation against a person who has filed a complaint or against any witness questioned during an investigation is strictly prohibited. Any retaliatory action by instructors, supervisors, managers, academic professionals, administrators, or other employees who have the authority to take adverse action against a complainant or witness is prohibited and may be grounds for disciplinary action.

False Statements Prohibited
Any individual who knowingly provides false information pursuant to filing a discrimination charge or during the investigation of a discrimination charge will be subject to appropriate discipline.

External Filing of Discrimination Complaint
MCCCD encourages students to use the MCCCD Discrimination Complaint Procedure for students to resolve discrimination concerns. Students also have the right to file civil rights complaints with appropriate external agencies. No retaliation will be taken against a person for filing a complaint with an external agency. The following agency accepts discrimination charges filed by, or on behalf of, students:

Office for Civil Rights, Region VIII (OCR)
Denver Office
U.S. Department of Education
Federal Building
1244 Speer Boulevard, Suite 310
Denver, Colorado 80204-3582
Phone: 303-844-5695
Fax: 303-844-4303
TDD: 303-844-3417
E-mail: OCR_Denver@ed.gov

AMENDED by Direct Chancellor Approval, April 1, 2015

*****END SECTION*****

2.4.6 Emissions Control Compliance

Pursuant to ARS §15-1444 C. no vehicle shall be allowed to park in any college parking lot unless it complies with ARS §49-542 (the annual vehicle emissions inspection program). At the time of course registration, every out-of-county and out-of-state student will be required to sign an affidavit stating that the student's vehicle meets the requirements of ARS §49-542. Vehicles that are not in compliance are subject to being towed at the owner's expense.

2.4.8 Petition Signature Solicitation

1. This regulation shall govern access to college premises by representatives who wish to solicit signatures on petitions for the purpose of submission of a ballot proposition to voters, or nomination of a candidate for elective office, in a city-, county-, or state-wide election.

2. Each college president shall designate general hours of accessibility for solicitation and a location on college premises where all representatives on behalf of any candidate or ballot proposition may solicit signatures. The location shall be in a common area where the solicitation will not serve as an obstruction to student activities or otherwise disrupt the college environment.
3. All solicitation must take place in designated areas. Standard space may include one or two tables and chairs. Campus restrictions regarding amplification will apply. Representatives may not distribute or make available to students, employees, or college visitors any tangible item, except for informational literature about the proposed candidate or ballot initiative.
4. Representatives shall notify the designated official at each college or center for their intent to be present on college premises no fewer than three working days prior to soliciting signatures. Upon obtaining authorization, representatives shall be provided a written version of this regulation.

Specific procedures on how to implement the Petition Signature regulation can be found in Appendix S-14.

2.4.9 Use of College Grounds by Non-MCCCD-Affiliated Users

In contrast to traditional public forums such as a public square, park, or right of way, Maricopa's campuses are dedicated by law to the purpose of formal education. They are, and have been since their creation, for the use and benefit of prospective and enrolled students, the Maricopa employees who serve them, and those who are invited to campus by members of the College community to attend or participate in sponsored events. The Maricopa County Community College District (MCCCD) has a long history of regulating the time, place, and manner in which expressive activities are conducted on campuses, for the purposes of avoiding disruption or interference with its educational activities, and protecting the rights of the members of the campus community and their invited guests to express themselves and access information. While members of the general community always have been welcome to share their ideas with the campus community, they are subject to reasonable, content-neutral regulation of the time, place and manner of the event and to the institution's mission-based priorities – including but not limited to the need to provide an environment conducive to teaching and learning.

POLICY

This administrative regulation governs use of the college grounds, defined as the open areas and walkways of the campus by non-MCCCD-affiliated users. Use of college facilities is governed by a separate administrative regulation. Parking lots are not available for events and activities other than those sponsored and authorized by the College president.

Camping is not permitted anywhere on the campuses. Camping is defined as the use of college grounds or facilities for living accommodations or housing purposes such as overnight sleeping or making preparations for overnight sleeping (including the laying down of bedding for the purpose of sleeping), the making of any fire for cooking, lighting or warmth, or the erection or use of tents, motor vehicles, or other structures for living or shelter. These activities constitute camping when it reasonably appears, in light of all the circumstances, the participants conducting these activities intend to use or are using the facilities or grounds for living accommodations or housing, regardless of the duration or other purpose of the use.

Lawful use of college grounds for events or expressive activities by individuals, groups, and organizations may be authorized by college officials when the events and activities are lawful and consistent with the non-profit, educational nature of the campus, authorized and conducted in accordance with MCCCD policies, administrative regulations and priorities, and compliant with reasonable restrictions as to time, place, and manner. The content of the expression will not be a factor in authorizing, locating, or scheduling decisions. However, events and activities will not be permitted to disrupt or obstruct the teaching, research, or administrative functioning of the College by means of physical obstacles and crowds, by the creation of sound or noise that would interfere with teaching, learning, and the conduct of College business, or by any other means. Each College president will designate a Responsible College Official with delegable authority to approve, locate, and schedule use of college grounds.

Permit Application: Any non-MCCCD-affiliated organization, group, or individual desiring to use campus grounds for an event or activity must submit a request form to the Responsible College Official in advance of the use date.

If the activities proposed in the application are limited to low-impact, non-commercial activities the request form shall be submitted at least two business days in advance of the expected use date. For purposes of this administrative regulation, "low-impact, non-commercial activities" are defined as: (1) activities that do not seek to sell or promote a product or service for direct or indirect financial gain; (2) activities that are limited to gatherings of five people or less at any given time; and (3) activities that do not involve machinery, temporary structures, tables, chairs, displays or electronic equipment, including amplifiers, or the distribution of food products.

For events that are not low-impact, non-commercial activities, the request form shall be submitted at least seven business days before the expected use. The additional advance time is required to allow the College to prepare for conditions that may affect the flow of foot traffic, involve signs and displays, create crowds, involve significant numbers of participants, or require the use of significant amounts of space and/or use of equipment and resources.

Designated Areas: Because each College has a limited amount of outdoor space, activities and events sponsored by non-MCCCD-affiliated users, including speech and literature distribution, shall be restricted to designated areas. For each College, the Responsible College Official shall establish specific designated areas for such activities. A written description of these areas shall be maintained at the office of Student Life and Leadership for each College. Consistent with the goal of providing a healthy, comfortable, and educationally productive environment, the Responsible College Official should attempt to locate the designated areas in prominent locations on campus where there is a likelihood of significant pedestrian traffic. The designated areas shall not be located in building stairways and entryways, parking lots, or congested areas. The Responsible College Official will make every effort to assign users to their requested space when a specific space is desired. However, in order to ensure the potential success of all scheduled events, the College reserves the right to assign an event or activity to the area the College deems most appropriate in light of the campus capacity, other activities scheduled, and the type of event or activity being planned.

Use Fees and Proof of Insurance: To offset the costs associated with the use of college grounds, non-MCCCD-affiliated users shall be required to pay a fee of $50 per day or $125 per week. In order to protect the health and safety of College students, faculty and staff and to protect MCCCD resources, non-MCCCD-affiliated users shall also be required to provide proof of insurance that indicates at least $1 million in general liability coverage and names the MCCCD as an additional insured for the anticipated use date.

The fee and proof-of-insurance provisions of this Administrative Regulation shall not be applied to low-impact, non-commercial users. A user may request designation as a low-impact, non-commercial user from the applicable College's Responsible College Official. Any questions or comments about the criteria for approval or denial of such request shall be directed to the District Ombudsman.

Permits: The approved request form will describe the location of the authorized activity and any other restrictions specific to the event. Violation of the terms of the permit, District policy, administrative regulation or law shall be grounds for immediate revocation of the permit, and the individual violators and their organizations may be banned from the campus.

Priorities and Criteria for Approval of Permits: The content or subject of the proposed expressive activity or event will not affect approval of the application. Availability of space is not guaranteed. Reservations shall be approved on a space-available basis and will be addressed on a first come-first served basis, subject to the following priorities and criteria for the use and scheduling of space on campus grounds:

Scheduling Priorities (in order)

1. The use of facilities and grounds for the operations of the College. For example, there are times when the college is unusually crowded by members of the campus community, such as registration and orientation at the beginning of the semester. Other uses may reasonably be precluded during those times.

2. Activities and events sponsored by the College administration.
3. Activities and events sponsored by MCCCD student organizations or employee groups.
4. Activities of non-MCCCD-affiliated individuals and organizations.
5. Commercial advertising or activities.

Criteria
1. Capacity of college grounds to accommodate the number of participants at the scheduled time and proposed location.
2. Capacity of College Safety staff to provide security for all events and activities scheduled at the time.
3. Possible interference or conflict with College operations or other scheduled activities and events on the grounds.
4. General feasibility of hosting the event as proposed.

Other Policies: This administrative regulation will be applied in conjunction and coordination with all other MCCCD policies and administrative regulations and College processes and procedures, including but not limited to regulations on facilities use, signage, sales of alcohol and/or food, and solicitation of donations.

Specific procedures on how to implement the Use of College Grounds regulation can be found in Appendix S-15.

2.4.10 Children on Campus

Children (younger than 18) may not attend any class unless they are officially registered for the class.

Children will not be allowed on campus unless participating in an authorized college program or under the supervision of an adult.

2.4.11 Crime Awareness and Campus Security Act

Federal legislation requires the college to maintain data on the types and number of crimes on college property as well as policies dealing with campus security. To obtain additional information on this subject, contact the college Safety and Security Department.

2.4.15 Campus Sex Crimes Prevention Act

Federal legislation requires that the MCCCD establish notification procedures concerning the presence of registered sex offenders enrolled either as students or those working for the institution. The Registered Sex Offender Notification Procedure is outlined in Appendix item S-18.

ADOPTED by Direct Chancellor Approval, March 6, 2019

Appendix Item S-18: Maricopa County Community College District Registered Sex Offender Notification Procedure

The Campus Sex Crime Prevention Act (CSCPA), (section 1601 of Public Law 106-386), is a Federal Law enacted on October 28, 2000. In compliance with this law, the Maricopa County Community College District (MCCCD) will work in collaboration with the Sheriff's Department to identify convicted registered sex offenders enrolled as students at one of MCCCD's colleges or working at the District office or at any of the MCCCD colleges (in paid or unpaid positions).

GENERAL INFORMATION

I. In accordance with the CSCPA, the MCCCD will provide on its Sex Offender Information Website, found Sex Offender Information and Notification website, a link to the Arizona Sex Offender Registry website and instructions on how to access it.

II. Arizona Revised Statutes require persons convicted of any of the following 21 different offenses to register as sex offenders: 1) unlawful imprisonment if the victim is under 18 years of age; 2) kidnapping if the victim is under 18 years of age; 3) sexual abuse if the victim is under 18 years of age; 4) sexual conduct with a minor;

5) sexual assault; 6) sexual assault of a spouse; 7) molestation of a child; 8) continuous sexual abuse of a child; 9) taking a child for the purpose of prostitution; 10) child prostitution; 11) commercial sexual exploitation of a minor; 12) sexual exploitation of a minor; 13) luring a minor for sexual exploitation; 14) aggravated luring a minor for sexual exploitation; 15) unlawful age misrepresentation for the purpose of committing a sexual offense 16) sex trafficking of a minor; 17) a second or subsequent violation of indecent exposure to a person under 15 years of age; 18) a second or subsequent violation of public sexual indecency to a minor under the age of 15; 19) a third or subsequent violation of indecent exposure; 20) a third or subsequent violation of public sexual indecency; and 21) violations relating to the failure to register as a sex offender. (See, A.R.S. §13-3821).

III. The Arizona Department of Public Safety classifies sex offenders according to levels. The levels consist of Level 1: Low risk to the community, Level 2: Intermediate risk to the community, and Level 3: High risk to the community.

IV. By law, Registered Sex Offenders (RSO) are required to contact the Maricopa County Sheriff's office or local police agency when they enroll in or are employed at a college—in either paid or unpaid status. (A.R.S. § 13-3821).

a. Level Two and Level Three Offender's Obligation to Notify the College:

STUDENTS

i. **Current Students** who are enrolled and receive their final classification or a change in classification as a Level 2 or Level 3 sex offender during their period of enrollment must notify the Campus Public Safety Officer within five (5) business days of the start of the semester. Campus Public Safety Officers for each college and for the district office can be found at the MCCCD Police website. The Campus safety officer will schedule a meeting with the Dean of Students (or designee) and the Registered Sex Offender student to take place within ten (10) days of the notification to Public Safety.
    1. Failure to comply with this procedure may lead to discipline under the Student Code of Conduct as well as possible criminal penalty as outlined in Arizona state law.

ii. **Potential Students** who have been designated as a Level 2 or Level 3 sex offender must notify the Campus Public Safety Officer to arrange a meeting when they intend to enroll at a College. Campus Public Safety Officers for each college and for the district office can be found at the MCCCD Police website. This meeting must take place at least ten (10) calendar days prior to the start of classes. The meeting shall include the RSO, the Dean of Students (or designee), and the Campus Public Safety Officer.)
    1. A person who is classified as a Level Two or Three sex offender has been admitted to MCCCD and who has failed to timely to register pursuant to these procedures may be subject to discipline under the Student Code of Conduct as well as possible criminal penalties as outlined in Arizona state law.

EMPLOYEES

iii. **Current Employees** who receive their final classification or a change in classification as a Level 2 or Level 3 sex offender during their period of employment must immediately notify the Campus Public Safety Officer. The campus public safety officer will arrange meeting with the Human Resources Manager (or designee) at the individual campus and the Registered Sex Offender employee. Campus Public Safety Officers for each college and for the district office can be found at the MCCCD Police website. The meeting with the college human resources manager and the Campus Public Safety Officer must take place within ten (10) days of the original notification to Public Safety.

iv. **Potential Employees** who have been classified as a Level 2 or Level 3 sex offender must notify the Campus Public Safety Officer to arrange a meeting when they are offered employment at the College. Campus Public Safety Officers for each college and for the district office can be found at the MCCCD Police website. This meeting must take place at least ten (10) calendar days prior to the start of employment. The meeting shall include the RSO, the college human resources manager and the Campus Public Safety Officer (or their designees).

V. COLLEGE OFFICIALS' MEETING WITH LEVEL 2 OR LEVEL 3 SEX OFFENDER

a. After notification that a student or employee has been classified as a Level Two or Three Sex Offender, MCCCD Public Safety will collect information from the RSO student or employee, probation/parole officer, Sheriff's Office, and/or arresting agency regarding the type of crime, conditions for probation, and/or level of risk.

b. For Students: MCCCD Public Safety will notify the Dean of Student Affairs (or designee) when a RSO has enrolled or expressed a desire to enroll at a MCCCD college. A representative from the Student Affairs office shall participate in the required meeting with the RSO.

i. An RSO identification must be placed in the Advocate online system. The identification should include a summary of the offense/court-ordered conditions in place upon release, information from the parole/probation officer, and possible interventions needed at the college/District level.

c. For Employees: MCCCD Public Safety will notify District and college Human Resources (or designee) when an RSO has registered due to being offered employment with the MCCCD or is a current employee who has been classified as a Level Two or Three Sex Offender. A representative from District and the identified college's Human Resources department shall participate in the required meeting with the RSO.

i. An RSO identification must be placed in the employee's personnel file. The identification should include a summary of the offense/court-ordered conditions in place upon release, information from the parole/probation officer, and possible interventions needed at the college/District level.

d. At the meeting referred to above, the student or employee who is classified as a Level Two or Three sex offender will be advised of the following information:

i. The College's knowledge of his/her final classification.
ii. The College's obligation to provide public access to Level 2 & 3 sex offender information through its Department of Public Safety.
iii. Any restrictions that will be imposed on the sex offender—based on any Court restrictions, restraining orders, or orders of protection that may be in place—and the duration of such restrictions.
iv. If the offender is classified at Level 3, he/she is further informed of:
    1. The College's policy of posting notice at each college campus within two (2) days of receipt of the RSO's information, regardless of when the meeting occurs.
    2. The Level 3 RSO will receive a copy of the community notification the College intends to post.
    3. The functional areas of the College which will be provided with the public notification that will be posted.

v. At any time, the Department of Public Safety can communicate with the offender's parole/probation officer.

VI. FERPA: The CSCPA further amends the Family Educational Rights and Privacy Act of 1974 (FERPA) to clarify that nothing in the Act can prohibit an educational institution from disclosing information provided to the institution concerning the presence of registered sex offenders.

VII. ANNUAL AND OFF-CYCLE REVIEWS: Public Safety and the Student Affairs Dean (or designee) or Human Resources representative, depending on the status of the RSO, shall meet on an annual basis to review the conditions of enrollment, employment, and campus engagement. Additional, off cycle, reviews should be conducted when an RSO student or employee transfers within MCCCD or new information about criminal conduct has been received. District imposed conditions may be removed, added, or altered based on changes in enrollment location(s), legal case status, new criminal activity, and/or disciplinary standing. Both Public Safety and Dean of Students or Human Resources professionals, for students and employees, respectively, shall maintain documentation regarding all initial, annual, and off-cycle meetings and reviews.

VIII. FAILURE TO NOTIFY CAMPUS ADMINISTRATION: Failure to notify campus administration, as outlined in this procedure, of one's status as a RSO may lead to discipline up to and including removal from classes and/or suspension from participation in academic or extra-curricular programs, termination from employment as well as possible criminal penalty as outlined in Arizona state law.

IX. CAMPUS AND COMMUNITY NOTIFICATION OF RSO STATUS: Pursuant to Arizona law, the MCCCD shall make campus notifications of RSO status, as follows:

a. For level two and level three offenders, the MCCCD Public Safety Office, in conjunction with the Public Safety office at each college will coordinate with the local law enforcement agency responsible for the individual community notifications to ensure the sex offender notification is provided to the individual campus community.
b. The Sex Offender Information and Notification website will host the notification of RSO's employed by or attending a MCCCD college, including employment with the District office.
c. For Colleges with facilities off-site from the main campuses that receive a registered sex offender community notification flyer from a local law enforcement agency, building managers are advised to post the flyer the building's common area easily accessed by students, staff, and faculty for a at least thirty (30) days. Specific information and instructions related to the community notification will be contained in the flyer and such instructions should be followed.
d. Any criminal activity involving a registered sex offender should be reported to police.

X. ADMINISTRATIVE OVERSIGHT:

a. Students: A campus administrator has the right to, at her or his discretion, require currently enrolled RSOs to attend regular meetings. The meetings will serve as a way to monitor compliance with conditions for enrollment and assist with student success. The frequency, duration, attendees to the meeting, and location of the meetings will vary based upon the needs of the RSO.
b. Employees: A supervisor, in conjunction with a Human Resources representative, at her or his discretion, may require currently employed RSOs to attend regular meetings. The meetings will serve as a way to monitor compliance with conditions for employment and assist with student success. The frequency, duration, attendees to the meeting, and location of the meetings will vary based upon the needs of the RSO.

ADOPTED by Direct Chancellor Approval, March 6, 2019

2.4.12 Workplace Violence Prevention

Purpose

It is the policy of the Maricopa County Community College District to promote a safe environment for its employees, students, contractors, and visitors. MCCCD is committed to working with its employees to maintain an environment free from violence, threats of violence, harassment, intimidation, and other disruptive behavior.

Policy
Violence, threats, harassment, intimidation, and other disruptive behavior in our facilities is prohibited and will not be tolerated. It is the responsibility of all employees, students, contractors, and visitors of MCCCD to report any occurrence of such conduct to MCCCD Public Safety. Every employee, student, contractor, and visitor on MCCCD property should report threats or acts of physical violence and acts of harassment, intimidation, and other disruptive behavior of which he/she is aware. All reports will be taken seriously and will be investigated by public safety immediately in order to protect everyone from danger. Such behavior can include oral or written statements, gestures, or expressions that communicate a direct or indirect threat of physical harm.

Prohibited Behavior
For example, and without limiting the generality of the foregoing statement, this policy prohibits:
- direct threats or physical intimidation
- implications or suggestions of violence
- stalking
- assault of any form
- physical restraint, confinement
- dangerous or threatening horseplay
- loud, disruptive, or angry behavior or language that is clearly not part of the typical work environment
- blatant or intentional disregard for the safety or well-being of others
- commission of a violent felony or misdemeanor on MCCCD property
- abuse
- violation of a protective order or restraining order
- any other act that a reasonable person would perceive as constituting a threat of violence

This list is illustrative only and not exhaustive.

Future Violence
Employees, students, and visitors who have reason to believe they, or others, may be victimized by a violent act or sometime in the future, at the workplace or as a direct result of their relationship with MCCCD, shall inform a supervisor or manager as soon as possible. The supervisor or manager shall inform the Public Safety Department. Students, contractors, and visitors shall contact the Public Safety Department as soon as possible.

Employees who have signed and filed a restraining order, temporary or permanent, against an individual due to a potential act of violence, who would be in violation of the order by coming near them at work, shall immediately supply a copy to the Department Director, Human Resources, and Public Safety. Students shall supply a copy of the signed order to the Public Safety Department.

This policy applies to employees and students, as well as independent contractors and other non-employees doing business with the MCCCD. Individuals who commit such acts may be removed from the premises and may be subject to disciplinary action, criminal penalties, or both. The Chancellor is hereby instructed to enact all administrative regulations necessary to implement this policy.

2.4.13 Student Right to Know
Under the terms of the Student Right To Know Act, the college must maintain and report statistics on the number of students receiving athletically related student aid reported by race and sex, the graduation rate for athletes participating in specific sports reported by race and sex, the graduation rate for students in general, reported by race and sex and other similar statistics. To obtain copies of these reports, contact the Office of Admissions and Records.

STUDENT RIGHTS AND RESPONSIBILITIES

2.4.5 Copyright Act Compliance

Students are expected to comply with the provisions of the Copyright Act of 1976 pertaining to photocopying of printed materials, copying of computer software and videotaping. In order to assist students in complying with the Copyright Law, appropriate notices shall be placed on or near all equipment capable of duplicating copyrighted materials.

3.2 Copyright Regulation

1. It is the intent of the Governing Board of the Maricopa County Community College District to adhere to the provisions of the U.S. Copyright Law (Title 17, United States Code Section 101 et seq.). Though there continues to be controversy regarding interpretation of the Copyright Law, this policy represents a sincere effort by the Board to operate legally within the District.
2. The Governing Board directs the Chancellor or his designee(s) to develop and distribute to employees guidelines that (1) clearly discourage violation of the Copyright Law and (2) inform employees of their rights and responsibilities under the Copyright Law.
3. Each college president or provost and the Chancellor shall name an individual(s) at each district location who will assume the responsibilities of distributing copyright guidelines, act as a resource person regarding copyright matter and provide training programs on current copyright laws.
4. Employees are prohibited from copying materials not specifically allowed by the (1) copyright Law, (2) fair use guidelines, (3) Licenses or contractual agreements, or (4) other permission.
5. The Governing Board disapproves of unauthorized duplication in any form. Employees who willfully disregard this Board policy and/or the aforementioned copyright guidelines do so at their own risk and assume all liability for their actions.
6. In order to assist employees and students in complying with the Copyright Law, appropriate notices shall be placed on or near all equipment capable of duplicating copyrighted materials.

What Students Should Know About Copyright

What is copyright?

Copyright is a protection afforded under federal law for various types of creative works. A work is copyrightable if it is an original work of authorship fixed in a tangible medium of expression. Copyrightable works include literary, musical or dramatic works; motion pictures and other audiovisual works; choreographic works and pantomimes; sound recordings; and architectural works.

The owner of a copyright in a particular work has the exclusive right to copy, display, perform, distribute, and create a derivative version of the work. Generally, then, this means that you may not do things like duplicate, show or perform a copyrighted work unless it is expressly allowed under the Copyright Act or you have the prior permission of the copyright holder.

A copyright exists in a work at the time it becomes fixed in some tangible medium of expression. Neither registration of the copyright with the federal government nor a copyright notice on the work itself is required for copyright protection.

What is copyright infringement?

Generally, copyright infringement occurs when you copy, display, perform, distribute or create a derivative version of a copyrightable work either without the permission of the copyright holder or when such activity is not otherwise allowed under an exception provided by federal copyright law. The penalties for infringement include significant damages-potentially in excess of $100,000 for each work infringed as well as criminal penalties, which may include fines and even incarceration.

How does copyright law affect information I obtain off the Internet?

Copyright law covers works in both traditional and new media, including digital media. Copyrightable materials are often available on the Internet without any indication of their copyrighted status. As a rule of thumb, you should assume that everything you find on the Internet is copyrighted, unless otherwise labeled. Even popular activities, such as file swapping or copying software or pictures from the Internet, may be copyright infringement and should be avoided.

The Digital Millennium Copyright Act, which Congress enacted in 2000, affords greater protection for copyright holders of digital works. Generally, then, even if a work appears solely in a digital form, it is likely subject to copyright law protections.

New technology has made many creative works widely available through the Internet. For example, the technology known as Peer to Peer (P2P) allows for the transmission of music, videos, movies, software, video games and other materials-most of which is subject to copyright protection.

Remember that a copyright exists in a work at the time it becomes fixed in some tangible medium of expression. That means that an image you have downloaded from the Internet, as well as a video or musical performance is almost certainly subject to copyright protection. When you download these works, transfer them to a disk or other medium, or send them to a friend, you are infringing on the rights of the copyright holder. Trafficking in such material without the permission of the copyright holder, then, violates copyright law. This includes unauthorized music file sharing over the Internet.

According to a statement recently issued by representatives of the motion picture, recording and songwriting industries, uploading and downloading copyrighted works over the Internet is theft: "It is no different from walking into the campus bookstore and in a clandestine manner walking out with a textbook without paying for it."

Why is it important for a student to be aware of copyright law?
Copyright infringement is expressly prohibited by the US Copyright Act. Anyone who infringes another's copyright in a creative work is subject to liability, and could be required to pay large sums in damages.

In addition, as the law clearly prohibits copyright infringement, using any college resources-such as photocopiers, desktop and laptop computers, printers, central computing facilities, local-area or college-wide networks, Internet access, or electronic mail-for the purpose of infringing a copyright in any work may be grounds for student discipline. According to Maricopa Community College District administrative regulation, "students are expected to comply with the provisions of the Copyright Act of 1976 pertaining to photocopying of printed materials, copying of computer software and videotaping."

Moreover, under the Maricopa Community Colleges Computing Resource Standards, a student is prohibited from the "use of software, graphics, photographs, or any other tangible form of expression that would violate or infringe any copyright or similar legally-recognized protection of intellectual property rights." The Standards also prohibit "transmitting, storing, or receiving data, or otherwise using computing resources in a manner that would constitute a violation of state or federal law . . . ."

A student who violates these policies, then, can be disciplined at any of the Maricopa Community Colleges. This discipline could include suspension or even expulsion.

Does copyright law allow me to download files from a college web site?
Thanks to recent changes to copyright law, colleges and universities are allowed to transmit copyrighted images, recordings, and other materials over the Internet in connection with distance learning offerings. These changes allow for the performance of non-dramatic literary works or musical works, as well as the display of "reasonable and limited portions" of any work in an amount comparable to that typically displayed in a live classroom setting. Use of the works must, however, be "an integral part" of the distance-learning class session, and available solely to students enrolled in the class. In addition, the transmission of the copyrighted works must be under the direction or actual supervision of an instructor.

Even though the college does not hold the copyright to these works, or even have the express permission of the copyright holder, they may be delivered over the Internet to students in distance learning classes.

The fact that the law authorizes such use of copyrighted materials, though, does not allow a student in these classes to freely download, copy, or re-transmit the works. They are intended solely for use by the institution in connection with distance instruction; any other use would likely constitute a violation of copyright law.

3.4 Taping of Faculty Lectures

MCCCD acknowledges that faculty members are, by law, afforded copyright protection in their classroom lectures and, therefore, may limit the circumstances under which students may tape (audio/visual) their classes.

Each faculty member shall inform his/her students within the first week of classes to his/her policy with regard to taping. Failure to do so will accord students the right to tape lectures.

Students with disabilities that render them unable to take adequate lecture notes are entitled to reasonable accommodation to remedy this inability. Accommodation may require a faculty member to exempt a student from his/her taping policy.

4.4 Technology Resource Standards

Introduction

The Maricopa County Community College District (MCCCD) provides its students, employees, Governing Board members and the public with access to information resources and technologies. MCCCD recognizes that the free exchange of opinions and ideas is essential to academic freedom, and the advancement of educational, research, service, operational, and management purposes, is furthered by making these resources accessible.

Arizona constitutional and statutory mandates require that MCCCD resources, including technology, be used only for the public's business, and not for private purposes. Those mandates apply to all MCCCD public officials–employees of every kind and the Governing Board. The aim of those laws is to safeguard the use of resources, including technology resources, acquired and maintained with public funds. Compliance with other laws–both federal and state–also dictates the need for standards for the use of MCCCD technology resources. In some cases, the Governing Board policies emphasize the importance of compliance with the law such as the requirement to adhere to copyright laws. Governing Board policies also establish MCCCD's own standards, such as the directive that all persons within the MCCCD community be treated in a manner that is humane, fair and dignified.

This administrative regulations established standards for the use of MCCCD technology resources. They should be seen as supplementing, and not in lieu of, Governing Board policy, applicable law and other applicable administrative regulations such as Administrative Regulation 4.3 "Electronic Communications."

General Responsibilities

Technology resources (including, but not limited to, desktop and laptop systems, printers, central computing facilities, MCCCD-wide or college-wide networks, local-area networks, telephones, facsimile machines, scanners, access to the Internet, electronic mail and similar electronic devices and information) of the MCCCD are available to MCCCD Governing Board members, employees, students and, in a limited number of cases, MCCCD contractors and the public. Use of all those resources is subject to the standards set forth in this regulation (Standards).

The first screen that each MCCCD computer exhibits on starting up advises users of these Standards and requires an acknowledgment before the user may proceed to the next screen. Additionally, all MCCCD employees are responsible for annually acknowledging receipt of the Blue Book, which contains this regulation. So all users of MCCCD technology resources are presumed to have read and understood the Standards. While the Standards govern use of technology resources MCCCD-wide, an individual community college or center may establish guidelines for technology resource usage that supplement, but do not replace or waive, these Standards.

Use of Non-MCCCD Technology

Under Arizona's public records law, MCCCD is required to transact business so that its records are accessible and retrievable. The policy underlying the law is that work done in the name of the public be transparent. Thus, any member of the public may request public records and, except in a few specific instances, are entitled to get copies of them.

Each individual employee or Governing Board member is responsible for ensuring that MCCCD records that he or she initiates or receives are retained for the period of time required by and disposed of according to mandates established by Arizona State Library, Archives and Public Records–the state agency tasked with setting standards for record retention. Therefore, an employee's or Governing Board member's use of non-MCCCD technology resources for communication of any type of MCCCD business is heavily discouraged because those records are less capable of being managed according to MCCCD's process for ensuring retention, retrieval and disclosure set forth in Administrative Regulation 4.15 "Retrieval, Disclosure and Retention of Records."

Additionally, an MCCCD employee who receives a communication allegedly from another MCCCD employee using a non-MCCCD e-mail address is not required to respond substantively to that e-mail. The employee receiving the e-mail is entitled to verify that the sender is whom he or she says that he or she is. The employee receiving the e-mail may request that the sender provide the information or inquiry set forth in the e-mail via hard-copy form.

Acceptable Use
Use of MCCCD's technology resources, including websites created by MCCCD employees and students, is limited to educational, research, service, operational and management purposes of the MCCCD and its member institutions. Likewise, data, voice, images and links to external sites posted on or transmitted via MCCCD's technology resources are limited to the same purposes.

Frequently, access to MCCCD's technology resources can be obtained only through use of a password known exclusively to the MCCCD employees, Governing Board members or students. It is those users' responsibility to keep a password confidential. While MCCCD takes reasonable measures to ensure network security, it cannot be held accountable for unauthorized access to its technology resources by other persons, both within and outside the MCCCD community. Moreover, it cannot guarantee employees, Governing Board members and students protection against reasonable failures. Finally, under certain limited circumstances defined in Administrative Regulation 4.15 "Retrieval, Disclosure and Retention of Records," certain MCCCD employees are authorized to access information on an MCCCD technology device.

It is not Maricopa's practice to monitor the content of electronic mail transmissions, files, images, links or other data stored on or transmitted through Maricopa's technology resources. The maintenance, operation and security of Maricopa's technology resources, however, require that network administrators and other authorized personnel have access to those resources and, on occasion, review the content of data and communications stored on or transmittted through those resources. Any other review may be performed exclusively by persons expressly authorized for such purpose and only for cause. To the extent possible in the electronic environment and in a public setting, a user's privacy will be honored. Nevertheless, that privacy is subject to Arizona's public records laws and other applicable state and federal laws, as well as policies of Maricopa's Governing Board all of which may supersede a user's interests in maintaining privacy in information contained in Maricopa's technology resources.

Incidental Computer and Technology Usage
Limited incidental personal use of MCCCD technology resources including through use of personal e-mail systems is permitted, except as described in item 16 under "Prohibited Conduct." MCCCD employees are responsible for exercising good judgment about personal use in accordance with this regulation, Colleges' consistent local guidelines and MCCCD ethical standards. Personal use refers to activities which only affect the individual and that are not related to an employee's outside business. MCCCD employees are required to conduct themselves in a manner which will not raise concern that they are or might be engaged in acts in violations of the public trust. Refer to the Guidelines for Incidental Computer Usage for the Maricopa Community Colleges (Appendix AS-8) and Guidelines for Incidental Telephone Usage for the Maricopa Community Colleges (Appendix AS-9).

Prohibited Conduct

The following is prohibited conduct in the use of MCCCD's technology resources

1. Posting to the network, downloading or transporting any material that would constitute a violation of MCCCD contracts.
2. Unauthorized attempts to monitor another user's password protected data or electronic communication, or delete another user's password protected data, electronic communications or software, without that person's permission.
3. Installing or running on any system a program that is intended to or is likely to result in eventual damage to a file or computer system.
4. Performing acts that would unfairly monopolize technology resources to the exclusion of other users, including (but not limited to) unauthorized installation of server system software.
5. Hosting an unauthorized website that violates the .EDU domain request.
6. Use of technology resources for non-MCCCD commercial purposes, including to advertise personal services, whether or not for financial gain.
7. Use of software, graphics, photographs, or any other tangible form of expression that would violate or infringe any copyright or similar legally-recognized protection of intellectual property rights.
8. Activities that would constitute a violation of any policy of MCCCD's Governing Board, including, but not limited to, MCCCD's non-discrimination policy and its policy against sexual harassment.
9. Transmitting, storing, or receiving data, or otherwise using technology resources in a manner that would constitute a violation of state or federal law, or MCCCD policy or administrative regulation including, but not limited to, obscenity, defamation, threats, harassment, and theft.
10. Attempting to gain unauthorized access to a remote network or remote computer system.
11. Exploiting any technology resources by attempting to prevent or circumvent access, or using unauthorized data protection schemes.
12. Performing any act that would disrupt normal operations of computers, workstations, terminals, peripherals, or networks.
13. Using technology resources in such a way as to wrongfully hide the identity of the user or pose as another person.
14. Allowing any unauthorized access to MCCCD's technology and non-technology resources.
15. Making personal long distance or other toll calls, except where the charges for the calls are incurred directly by the caller or arrangements are otherwise made at the time of the call to directly bill the caller.
16. Intermittent use of technology resources that interferes with the performance of an employee's main responsibilities.
17. Use of technology resources to market or conduct other activities on behalf of a third-party regarding the "hosting" of an event that is prohibited under MCCCD's Use of College Facilities administrative regulation.
18. Conducting District or college-related business using any electronic mail account other than one hosted or provided by MCCCD, and approved by the Vice Chancellor of Information Technology Services, even when the e-mail account copies all outgoing and incoming messages to the MCCCD hosted account.
19. Deleting or altering a technology public record in violation of public records retention requirements, or in anticipation of receiving or after receipt of a public records request, subpoena or a complaint filed as part of an MCCCD grievance, investigation or review, or other lawful request for the record.
20. Deleting or altering a technology record on an MCCCD device in anticipation or after receipt of a public records request, subpoena or a complaint filed as part of an MCCCD grievance, investigation or review, or other lawful request for the records where the record may demonstrate a misuse of technology resources under this regulation.

Review and Approval of Alternate E-Mail Account Systems

The prior review and approval by the Vice Chancellor of Information Technology is required for the implementation of alternate College electronic mail account systems. Requests will be evaluated based upon the following considerations:

1. The system must be compatible and interoperable with the MCCCD e-mail system. All information within the e-mail system must meet the standards and authorize District Office access as specified in Administrative Regulation 4.15, "Retrieval, Disclosure and Retention of Records."
2. Any proposed changes to an MCCCD's entity's e-mail system with e-discovery implications must be approved in advance during the planning stages as specified in Administrative Regulation 4.15, "Retrieval, Disclosure and Retention of Records."

Disclaimer
The home page of an MCCCD web site must display, or link to, the following disclaimer in a conspicuous manner:

All information published online by MCCCD is subject to change without notice. MCCCD is not responsible for errors or damages of any kind resulting from access to its internet resources or use of the information contained therein. Every effort has been made to ensure the accuracy of information presented as factual; however errors may exist. Users are directed to countercheck facts when considering their use in other applications. MCCCD is not responsible for the content or functionality of any technology resource not owned by the institution.

The statements, comments, or opinions expressed by users through use of Maricopa's technology resources are those of their respective authors, who are solely responsible for them, and do not necessarily represent the views of the Maricopa County Community College District.

Information Accuracy and Marketing Standards
In order to help ensure that the most accurate information sources are reflected on web pages, information should be cited, sourced or linked from the website of the official District or college custodian responsible for the particular subject. In addition, the design of web pages shall reflect established marketing standards with respect to the imaging and using of MCCCD marks as outlined in the marketing standards handbook and Use of Marks administrative regulation.

Complaints and Violations
Complaints or allegations of a violation of these standards will be processed through Maricopa's articulated grievance procedures or resolution of controversy.

Upon determination of a violation of these standards, MCCCD may unilaterally delete any violative content and terminate the user's access to MCCCD's technology resources. It is the user's responsibility to demonstrate and/or establish the relevance of content in the event that a content complaint is made official. Users retain the right to appeal actions through MCCCD's grievance procedures or resolution of controversy.

2.6 Hazing Prevention Regulation

The Maricopa County Community College District (MCCCD) strives to exceed the changing expectations of our many communities for effective, innovative, student-centered, flexible and lifelong educational opportunities. Our employees are committed to respecting diversity, continuous quality improvement and the efficient use of resources. We are a learning organization guided by our shared values of: education, students, employees, excellence, diversity, honesty and integrity, freedom, fairness, responsibility and public trust.

Central to the vitality and dignity of our community of learners is an environment that produces broadly educated responsible citizens, who are prepared to serve and lead in a free society. Academic instruction, co-curricular activities and community involvement come together to meet this goal. All members of the MCCCD community, through the best of their abilities, must be provided the opportunity to contribute in a safe, orderly, civil and positive learning environment. One factor that inhibits the achievement of the above stated purpose is the practice of hazing.

1. Hazing by any student, employee or other person affiliated with MCCCD is prohibited.
2. "Hazing" is defined as any intentional, knowing or reckless act committed by a student or other person in any MCCCD college or affiliated educational setting, whether individually or in concert with other persons, against another student, and in which both of the following apply:
   A. The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any club/organization that is affiliated with MCCCD; and
   B. The act contributes to a substantial risk of potential physical injury, mental harm or personal degradation, or causes physical injury, mental harm or personal degradation.
3. Any solicitation to engage in hazing is prohibited.
4. Aiding and abetting another person who is engaged in hazing is prohibited.
5. Victim consent is not a defense for violation of the Maricopa Community Colleges Hazing Prevention Regulation.

6. All students, faculty and staff must take reasonable measures within the scope of their individual authority to prevent violations of the MCCCD Hazing Prevention Regulation.
7. Hazing activities and situations include, but are not limited to, the following:
   A. Pre-pledging, illegal pledging or underground activities.
   B. Acts of metal and physical abuse, including, but not limited to: paddling, slapping, kicking, pushing, yelling, biting, duck-walking, line-ups, tuck-ins, belittling, excessive exercise, beating or physical abuse of any kind, and the potentially forced consumption of any food or beverage that contributes to or causes physical injury, mental harm or personal degradation.
   C. Sleep deprivation (activities that deprive prospective and/or current students and/or members of the opportunity of a minimum of six hours sufficient sleep each day).
   D. Encouraging or forcing use of alcohol or drugs.
   E. Any type of student club/organization scavenger hunt, quest, road trip or other activity that would physically or psychologically endanger prospective and/or current students and/or members or others.
   F. Stroking or physically touching in an indecent or inappropriate manner. See Sexual Harassment Policy 5.1.8
   G. Student club/organization activities that subject prospective and/or current students and/or members or others to public nuisance or spectacle.
   H. Aiding or abetting theft, fraud, embezzlement of funds, destruction of public, personal or private property, or academic misconduct.
   I. Being required to wear odd or look-alike apparel that contributes to or causes physical injury, mental harm or personal degradation.
   J. Personal services that contribute to or cause physical injury, mental harm or personal degradation.
8. Alleged violations of this regulation by students or student organizations can be reported to the vice president of student affairs' office for investigation by any member of the college community. The vice president of student affairs' office will investigate the complaint in accordance with the student disciplinary code, all other college and MCCCD policies, and local and state laws.

   Alleged violations of the MCCCD hazing prevention regulation or interference with an investigation under this regulation by students or student organizations are subject to sanctions under the student disciplinary code.

   The student disciplinary code shall govern all proceedings involving such a complaint. Decisions arrived at as outcomes of the proceedings shall be final, pending the normal appeal process.
9. Alleged violations of the MCCCD hazing prevention regulation by any faculty or staff member can be reported to the vice president of student affairs' office for investigation by any member of the college community. The vice president of student affairs' office will investigate the complaint in accordance with college and MCCCD policies, and local and state laws.

   Any MCCCD faculty or staff member who knowingly permitted, authorized or condoned the alleged hazing activity is subject to disciplinary action in accordance with college and MCCCD policies, and local and state laws.
10. If the vice president of student affairs' office receives a report or complaint of an alleged hazing activity involving physical injury, threats of physical injury, intimidation, harassment or property damage, or any other conduct that appears to violate Arizona state law, the college will report such conduct to the appropriate college safety office. The said college safety office will investigate, respond to and report on the alleged hazing activity in accordance with all college, district, local, state and federal guidelines, policies and laws.
11. Should the proceedings outlined above substantiate an occurrence of hazing activity-where students or student organizations knowingly permitted, authorized or condoned the hazing activity-the college can recommend the following sanctions against student clubs/organizations:
    A. CENSURE: Censure can include the required completion of a program designed with the intent of eliminating the hazing activity. The programs will be devised with the cooperation of all involved parties and monitored by the vice president of student affairs' office.
    B. PROBATION: The student club(s)/organization(s) will be placed on probation for a specified period of time. Conditions of probation will be determined by the vice president of student affairs' office and outlined in writing

to the student club(s)/organization(s). The probationary term will be monitored by the vice president of student affairs.

C. SUSPENSION: The student club(s)/organization(s) will be suspended. The terms of the suspension can be defined in the sanction, including criteria the student club(s)/organization(s) must meet within a specified time to be considered for admission or renewal of college recognition status.

D. REVOCATION: The student club(s)/organization(s) will have its status revoked, with the loss of all college associations, recognitions and privileges. The national or international office of an organization, if so affiliated, will be requested to revoke the charter of an organization.

12. The MCCCD hazing prevention regulation is not intended to prohibit or sanction the following conduct:
    A. Customary athletic events, contests or competitions that are sponsored by the college or MCCCD.
    B. Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate co-curricular experience or a legitimate military training program.
13. For the purposes of the MCCCD hazing prevention regulation:
    "Organization" is defined as an athletic team, association, order, society, corps, cooperative, club or other similar group that is affiliated with MCCCD, whose membership consists primarily of students enrolled at MCCCD and that may also be classroom-related or co-curricular in nature.

2.4.7 Abuse-Free Environment

See also the Auxiliary Services section for Tobacco-Free Environment and the Appendices/Student Section Medical Marijuana Act of the Administrative Regulations.

1. Substance Abuse/Misuse Statement

Drug abuse and misuse has become a national issue and is receiving national attention, particularly in the academic community. The insidious effects of the abuse of these agents are also felt by all walks of life and economic levels. Therefore, as an education providing institution, we are responsible to provide knowledge and guidelines about prevention, control, and treatment of the abuse/misuse of alcohol, illegal and legal drug uses and misuses. Annual Acknowledgements for students and employees are provided through the online messaging accounts.

Students who experiment with drugs, alcohol, and illegal substances or use them recreationally may develop a pattern of use that leads to abuse and addiction. Maricopa Community Colleges recognized drug and alcohol abuse as an illness and a major health problem as well as a potential safety and security issue.

Part of the educational mission of the Maricopa Community Colleges is to educate students about positive self-development, the benefits of a healthy lifestyle and the health risks associated with substance abuse. This mission closely aligns with the Drug-Free School and Communities Act of 1989, and other relevant substance abuse laws.

2. Student Program to Prevent Illicit Use of Drugs and Abuse of Alcohol

The Maricopa Community College District fully supports disciplinary action for misconduct and the enforcement of state laws governing the use of alcohol and the use, abuse, possession or distribution of controlled substances or illegal drugs.

A. Introduction and Purpose

The Federal Drug-Free Schools and Communities Act of 1989 (Public Law 101-226) requires federal contractors and grantees to certify that they will provide a drug-free school. As a recipient of federal grants, the District must adopt a program toward accomplishing this goal. While federal legislation has been the impetus for creation of the program, the administration and Governing Board recognize that substance abuse is a problem of national proportions that also affect students at the Maricopa Community Colleges.

The Maricopa Community Colleges are committed to maintaining learning environments that enhance the full benefits of a student's educational experience. The Maricopa County Community College District will make every effort to provide students with optimal conditions for learning that are free of the problems associated with the unauthorized use and abuse of alcohol and drugs.

B. Standards of Conduct
In the student handbooks of the Maricopa Community Colleges under codes of conduct, the following are examples of behavior that is prohibited by law and/or college rules and policies:
   i. Drinking or possession of alcoholic beverages on the college campus.
   ii. Misuse of narcotics or drugs.

C. Sanctions for Violation of Standards of Conduct
Disciplinary actions include, but are not limited to:
   i. Warning,
   ii. Loss of privileges,
   iii. Suspension, or
   iv. Expulsion.

D. Legal Sanctions
Local, state, and federal law prohibit the unlawful possession, use or distribution of illicit drugs and alcohol. Conviction for violating these laws can lead to imprisonment, fines, probation, and/or assigned community service. Persons convicted of a drug-and/or alcohol related offense will be ineligible to receive federally funded or subsidized grants, loans, scholarships, or employment.

Any employee is subject to disciplinary action, up to and including employment termination, for any of the following: reporting to work under the influence of alcohol and/or illegal drugs or narcotics; the use, sale, dispensing, or possession of alcohol and/or illegal drugs or narcotics on MCCCD premises, while conducting MCCCD business, or at any time which would interfere with the effective conduct of the employee's work for the MCCCD; and use of illegal drugs.

3. MCCCD Program Standards

The Maricopa Community College District is committed to establishing a preventative substance abuse program at each college designed to affect positively the problems of irresponsible use of alcohol and the use and abuse of illegal substances. A main focus of the program will be on education of the campus community and assistance to individuals.

A. Identify a key individual, at each college, to provide emergency services and/or to contact and work with outside agencies that provide drug and alcohol counseling, treatment or rehabilitation programs that may be available to students and employees.
B. Support disciplinary action for misconduct and the enforcement of state laws governing the use of alcohol and the use, abuse, possession or distribution of controlled substances or illegal drugs.
C. Establish a preventative substance abuse program at each college designed to affect positively the problems of irresponsible use of alcohol and the use and abuse of illegal substances.

4. Alcoholic Beverages—Usage Regulation (AR 4.13)

This Administrative Regulation prohibits the use of District funds to purchase alcoholic beverages or services related to them except in small amounts to be used in cooking for the District's culinary programs. Additionally, it generally prohibits the presence of alcoholic beverages on premises owned by the District, or those leased or rented by the institution. It permits a few, narrow exceptions to that latter prohibition. The exceptions are not available to the general population of District employees or officials. More importantly, they are established to ensure that the District's actions stay within the boundaries of state law and the District's insurance coverage. Therefore, strict compliance with this regulation is essential.

A. **No Funds.** No funds under the jurisdiction of the governing board of the District may be used to purchase alcoholic beverages, except for the limited purposes of purchasing small amounts of them for use solely as ingredients in food preparation for classes and at the District's culinary institutes. Alcoholic beverages may not be stored on premises owned, leased, or rented by MCCCD except as provided in Paragraph H.
B. **No Service or Sale of Alcoholic Beverages.** The law of the state of Arizona strictly regulates the service, sale, distribution and consumption of alcoholic beverages. In light of that law, the District does not permit alcoholic beverages to be served, sold or distributed on or in the premises owned by the District or leased or rented by

the Maricopa Community Colleges for District-approved educational, fund-raising or other community purposes, except as provided in Paragraphs C and G.

C. **Service at District Events on District-owned Property.** The Chancellor has the sole authority to approve the service, but not the sale or other distribution, of wine or beer at District events on district-owned property that the Chancellor either sponsors or approves. The only District employees authorized to request the Chancellor's approval are the College Presidents and the Vice Chancellors. Additionally, the law strictly limits the service of wine or beer by the District on District-owned property, and those restrictions are specified in Paragraph E. Unless approved by the Chancellor in compliance with the law and this regulation, alcoholic beverages may not be served on District-owned property.

D. **Event Form Required.** A College President or Vice Chancellor who wishes to obtain the Chancellor's approval for the service of wine or beer at a District-sponsored event on District-owned property shall forward a completed written request to the Chancellor no later than 30 days before the event. The request form is available at: AS-6 Notice of Intent to Serve Beer and Wine Form. On signing the form, the Chancellor will provide a copy of it to the requestor and to the MCCCD Risk Manager. For events that the Chancellor sponsors, he or she will complete the form, sign it and provide it to the MCCCD Risk Manager no later than 10 business days before the event.

E. **Service restrictions required by law.** An event approved under Paragraph D must, by law, comply with the all of the following restrictions:
   i. The only alcoholic beverages that may be served and consumed are wine and beer. Wine consumption is limited to 6 oz. per person, and beer consumption is limited to 24 oz;
   ii. The gathering must be by invitation only, and not open to the public;
   iii. The gathering may not exceed 300;
   iv. Invitees may not be charged any fee for either the event or the beer or wine; and
   v. The consumption may only take place between noon and 10:00 p.m.

   Additionally, beer and wine may only be served by a beverage service contractor whose liquor license with the state of Arizona is in good standing, except as provided in Paragraph F. The contractor must provide all of the beverages served and well as the servers or bartender. Before the event, the contractor must provide a certificate of insurance that meets the requirements of the District's Risk Manager and that adds the District as an additional insured. The contractor must also agree in writing to indemnify the District regarding the service of the beverages.

F. **Culinary Institutes.** The Chancellor may sponsor or approve an event at one of the District's culinary institutes. Students may serve wine and beer at the event as part of their class requirements, subject to the limitations of Paragraph E. Any student serving those beverages must, by law, be 19 years or older.

G. **Third-Party Event.** The Maricopa County Community College District Foundation and the Friends of Public Radio Arizona may, with the approval of the Chancellor, sponsor an event on District-owned property under this regulation. The City of Phoenix and the Friends of the Phoenix Public Library may also do so, with the approval of the Chancellor, at the joint library on the campus of South Mountain Community College. These third-party, non-district entities are solely responsible for determining the steps that they are required to take to comply with Arizona's alcoholic beverages laws. Additionally, they must comply with the following steps:
   i. The entity obtains a liquor license, if required by law, from the Arizona Department of Liquor Licenses and control for each event and fully complies with the laws, rules and other requirements applicable to that license;
   ii. The entity completes the form available at AS-7 Request to Serve Beer and Wine — Third Party Form . And provides it to the Chancellor for approval along with a copy of the liquor license no later than 30 days before the event, unless the Chancellor approves a shorter period of time in a particular case;
   iii. The entity provides or currently has on file with the District a certificate of insurance demonstrating that it has liquor liability coverage and that adds the District as an additional insured;
   iv. The entity agrees in writing to indemnify the District from any claims of any kind arising out of the event;
   v. Beer and wine are the only alcoholic beverages served and only served through a beverage service contractor whose liquor license with the state of Arizona is in good standing;
   vi. The contractor provides all of the beverages served and well as the servers or bartenders;

vii. Before the event, the contractor provides a certificate of insurance that meets the requirements of the District's Risk Manager and that adds the District as an additional insured; and
viii. The contractor agrees in writing to indemnify the District regarding the service of the beverages.

H. **Receipt of beverages; storage.** It is not permissible to store wine or beer on premises owned, leased or rented by MCCCD, except as provided in this paragraph. Alcoholic beverages purchased for use in cooking in District culinary courses must be stored in such a way that it is inaccessible to anyone except the Director or designee of the culinary program. For wine and beer to be used for receptions at the district's culinary institutes, as authorized by this administrative regulation, the following storage requirements apply:
   i. Wine and beer to be served may only be brought to MCCCD property no sooner than four hours prior to the event, and remain there no longer than four hours after the event; and
   ii. Once the wine and beer arrives on MCCCD property, the Director the culinary program shall assign an MCCCD employee to ensure that it is not stolen or that it is not opened until ready to be served.

I. **Compliance with law.** In compliance with applicable law, any persons planning an event under this administrative regulation are required to familiarize themselves with the pertinent laws and other requirements established by the state of Arizona for the service of alcoholic beverages, particularly those in Arizona Revised Statutes Title 4 (Alcoholic Beverages) Chapters 1 (General Provisions), 2 (Regulations and Prohibitions) and 3 (Civil Liability of Licensees and Other Persons) as well as Arizona Administrative Code Title 19, Articles 1 (State Liquor Board) and 3 (Unlicensed Premises Definitions and Licensing Time-Frames).

J. **Residential Housing.** Lawful occupants of residential housing under the jurisdiction of the Governing Board, if over the age of 21 years and not otherwise lawfully barred from such practice, may possess and consume alcoholic beverages in the privacy of their respective leased housing facility. Guests of such occupants over the age of 21 years shall have the same privilege. No alcohol is permitted in public areas (nor common areas of a dormitory) at any time.

K. **Personal Responsibility.** The personal or individual purchase of alcoholic beverages by individuals attending District-approved functions held in places serving alcoholic beverages is a personal and individual responsibility. Administrative discretion shall be exercised in the approval of the location of such activities, as such decision pertains to the nature of the group involved.

L. **Miscellaneous Usage Issues.** Any issues that are not specifically addressed within this regulation require the review and determination by the Chancellor or Executive Vice Chancellor and Provost on matters related to culinary programs, academic or student affairs.

5. Other Health Concerns

General Guidelines Concerning AIDS

Neither a diagnosis of AIDS nor a positive HIV antibody test will be part of the initial admission decision for those applying to attend any of the Maricopa Community Colleges. The Maricopa Community Colleges will not require screening of students for antibody to HIV.

Students with AIDS or a positive HIV antibody test will not be restricted from access to student unions, theaters, cafeterias, snack bars, gymnasiums, swimming pools, recreational facilities, restrooms, or other common areas, as there is not current medical justification for doing so.

Where academically and logistically feasible, students who have medical conditions, including AIDS, may seek accommodation in order to remain enrolled. Medical documentation will be needed to support requests for accommodation through the Office of Disabled Resources and Services or the Office of Vice President of Student Affairs.

The Maricopa Community Colleges acknowledge the importance of privacy considerations with regard to persons with AIDS. The number of people who are aware of the existence and/or identity of students who have AIDS or a positive HIV antibody test should be kept to a minimum. When a student confides in an faculty member, knowledge of the condition should be transmitted to the appropriate vice president or designee who will make the determination if the information should be further disseminated. It should be remembered that mere exposure to the person in a classroom does not constitute a need to know the diagnosis. It is, therefore, unnecessary to

document in a student's file the fact that he or she has AIDS unless the information is to be used for accommodation reasons. Sharing confidential information without consent may create legal liability.

Students are encouraged to contact the Office of Disabled Resources and Services and/or the vice president of student affairs or designee for the types of services available in the district or community on matters regarding AIDS or the HIV virus.

4.12 Smoke-Free/Tobacco-Free Environment

The Maricopa County Community College District is dedicated to providing a healthy, comfortable, and educationally productive environment for students, employees, and visitors. In order to promote a healthy learning and work environment, the Chancellor has directed that the Maricopa County Community College District serve as a total smoke free and tobacco free environment, effective July 1, 2012. Smoking (including the use of "e-cigs") and all uses of tobacco shall be prohibited from all District owned and leased property and facilities, including but not limited to parking lots, rooftops, courtyards, plazas, entrance and exit ways, vehicles, sidewalks, common areas, grounds, athletic facilities, and libraries.

Support signage prohibiting the use of smoking instruments and tobacco shall be placed throughout all college and District locations.

Continued violations by an employee or student shall be handled through the respective conduct procedures established for employees and students.

Appendix S-16: Statement on the Arizona Medical Marijuana Act (Proposition 203)

In 2010, Arizona voters approved the Arizona Medical Marijuana Act (Propositions 203), a state law permitting individuals to possess and use limited quantities of marijuana for medical purposes. Because of its obligations under federal law, however, the Maricopa Community Colleges will continue to prohibit marijuana possession and use on campus for any purpose.

Under the Drug Free Workplace Act of 1988, and the Drug Free Schools and Communities Act of 1989, "…no institution of higher education shall be eligible to receive funds or any other form of financial assistance under any federal program, including participation in any federally funded or guaranteed student loan program, unless it has adopted and has implemented a program to prevent the use of illicit drugs and abuse of alcohol by students and employees." Another federal law, the Controlled Substances Act, prohibits the possession, use, production, and distribution of marijuana for any and all uses, including medicinal use. This law is not affected by the passage of the Arizona Medical Marijuana Act. Because Maricopa Community Colleges could lose its eligibility for federal funds if it fails to prohibit marijuana, it is exempt from the requirements of the Arizona Medical Marijuana Act. Therefore, Maricopa Community Colleges will continue to enforce its current policies prohibiting the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance on its property or as part of any of its activities.

Employees and students who violate Maricopa Community Colleges policy prohibiting the use or possession of illegal drugs on campus will continue to be subject to disciplinary action, up to and including expulsion from school and termination of employment.

2.8 Students with Disabilities

2.8.1 Eligibility for Accommodations & Required Disability Documentation

Purpose

To specify the disability documentation requirements that will qualify (i.e., support current and essential needs) Maricopa County Community College District students for reasonable and appropriate academic adjustments through each college's Disability Resources and Services (DRS) office or designated professional.

General Eligibility Requirements

DRS applicants must be admitted or enrolled as an MCCCD student, and must provide the Disability Resources and Services (DRS) office with qualifying disability documentation, verifying the nature and extent of the disability prior to requesting or receiving any academic adjustment.

Who Is Eligible for Services?
To be eligible for DRS support services, a student must have a disability as it defined by federal law (section 504 of the 1973 Rehabilitation Act, the Americans with Disabilities Act OF 1990 (ADA), and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA)).

Definitions
- Disability: A disability is any physical or mental condition which causes substantial limitation to the ability to perform one or more major life activities.

- Academic adjustment: An academic adjustment is a modification of a non-essential academic requirement, an examination, or an institutional rule that is necessary to avoid discriminating on the basis of handicap against qualified students with disabilities. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

***Documentation can be transferred within MCCCD for current consideration for eligibility.*
***Determination made by another institution or organization does **not** guarantee eligibility.*

Special Considerations
Any employee who receives a request for academic adjustment must refer the student to the DRS Office. The DRS Office alone is responsible for evaluating documentation and determining eligibility and academic adjustments. All situations shall be considered on an individual, case-by-case basis, and all requests for academic adjustments from qualified students with a disability shall be considered by DRS. DRS may exercise its right to require additional documentation.

Academic adjustments are determined by the DRS Office through an interactive exchange with the eligible student. The DRS Office will give priority to the request of the student, but will also consider the instructor's perspective when it is offered. The interactive exchange may continue during the course of the year, and the DRS may make reasonable alterations in approved academic adjustments based on input from the student and the faculty member. Academic adjustment determined by the DRS Office are required except when the institution subsequently determines that an adjustment would alter an academic requirements that is essential to the instruction being pursued by the student, or to a directly related licensing requirement. MCCCD is not required to provide "best" or "most desired" accommodations but rather a reasonable accommodation sufficient to meet accessibility needs.

In the event the instructor believes the modification determined by DRS would alter an academic requirement that is essential to the instruction being pursued by the student, or to a directly related licensing requirement, the instructor will first meet with the director of the DRS office within three working days of receipt of the determination and attempt to resolve the issue informally. If the faculty member's concern remains unresolved, within three days of the above meeting he or she may submit a written request to the college's chief academic officer (or a comparably qualified administrator designated by the college president) for his or her academic judgment on the question.

Any change in the DRS Office's initial recommendation resulting from the above meeting or the Chief Academic Officer's decision will be communicated to the student by the DRS Office. The interactive exchange with the student will continue in an effort to achieve a mutually satisfactory outcome.

If a student is not satisfied with the academic adjustment provided, he or she may file a complaint under the Discrimination Complaint Procedures for Students. In such cases, the Vice President for Student Affairs will assign an

investigator whose qualifications and experience include curriculum development and educational accommodations for students with disabilities.

In all cases in which academic adjustments are in controversy, whether as a student discrimination complaint or a faculty member's appeal to the Chief Academic Officer, the ultimate decision will be informed by consultation with the duly appointed faculty representatives who serve in the development of the curriculum for the institution and the program. The committee will study the requested academic adjustment and alternatives, their feasibility, cost and effect on the academic program, and come to a rationally justifiable conclusion as to whether the available alternatives would result either in lowering academic standards or requiring substantial program alteration. This conclusion will be submitted in writing to the Chief Academic Officer, who will consult with the Vice Chancellor and the Office of General Counsel before making the final determination.

Nothing in this policy prohibits a faculty member from making minor, commonsense alterations in the manner in which a course is presented. A student who asks the instructor to change the color of chalk used because he is colorblind may be so accommodated without registering with DSO. However, the faculty member must report making such accommodations to DSO.

Documentation Guidelines

Students requesting accommodations must provide documentation of their disability. Documentation consists of an evaluation prepared by a trained and qualified professional that identifies:

- current level of functioning
- current documentation
- all standardized testing must use adult-normed instruments
- age of the documentation may vary for some disabilities, provided the presence of a substantial limitation(s) is adequately established
- how the disability impacts the student's learning
- contain information supportive of the student's request for specific academic support, auxiliary aids, and accommodations

Specific Eligibility Requirements

1. Physical Disabilities

A. Required Documentation

The student must submit a written, current diagnostic report of any physical disabilities that are based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified and/or licensed) professionals (e.g., medical doctors, ophthalmologists, neuropsychologists, audiologists). Disability diagnosis categories include:

i. Orthopedic Disability
ii. Blind or Visual Impairment
iii. Deaf or Hard-of-Hearing
iv. Traumatic Brain Injury
v. Other Health-Related/Systemic Disabilities

B. Diagnostic Report

The diagnostic report must include the following information:

i. A clear disability diagnosis, history, and the date of diagnosis.
ii. A description of any medical and/or behavioral symptoms associated with the disability.
iii. Medications, dosage, frequency, and any adverse side effects attributable to use.
iv. A clear statement specifying functional limitations.
v. A recommendation for accommodation(s).

2. Specific Learning Disabilities

A. Required Documentation

Submit a written diagnostic report of specific learning disabilities that is based on age appropriate, comprehensive, psycho educational evaluations using adult normed instruments.

The assessment or evaluation which leads to the diagnosis must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, or educational diagnostician) who has had direct experience with adolescents and adults with learning disabilities.

An appropriate Psycho Educational Evaluation must include comprehensive measures in each of the following areas:

i. Aptitude: evaluation must contain a complete intellectual assessment, with all sub-tests and standard scores reported.

   Examples Of Measures (including but not limited to):
   1. Wechsler Adult Intelligence Scale (WAIS-R)
   2. Stanford Binet Intelligence Scale
   3. Woodcock-Johnson Psycho-Educational Battery
   4. Kaufman Adolescent and Adult Intelligence Test

ii. Academic Achievement: evaluation must contain a comprehensive achievement battery with all sub-tests and standard scores reported. The test battery should include current levels of functioning in the relevant area(s).

   Examples of Achievement (including but not limited to):
   1. Wechsler Individual Achievement Tests (WIAT)
   2. Woodcock-Johnson Psycho-Educational Battery
   3. Stanford Test of Academic Skills (TASK)
   4. Scholastic Abilities Test for Adults (SATA)

iii. Information Processing: evaluation should assess specific information processing areas such as short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive function, and motor ability.

   Examples of Achievement (including but not limited to):
   1. Wechsler Individual Achievement Tests (WIAT)
   2. Woodcock-Johnson Psycho-Educational Battery
   3. Stanford Test of Academic Skills (TASK)
   4. Scholastic Abilities Test for Adults (SATA)

B. Diagnostic Report

The diagnostic report must include the following information:

i. A diagnostic interview that addresses relevant historical information, past and current academic achievement, instructional foundation, past performance in areas of difficulty, age at initial diagnosis, and history of accommodations used in past educational settings and their effectiveness.
ii. A list of all instruments used in the test battery.
iii. Discussion of test behavior and specific test results.
iv. A diagnostic summary or statement with the following information:
   1. DSM V Classification
   2. A clear and direct statement that a learning disability does or does not exist, including a rule-out of alternative explanations for the learning problems. Terms such as "appears," "suggests," or "probable" used in the diagnostic summary statement do not support a conclusive diagnosis.
   3. A clear statement specifying the substantial limitations to one or more major life activities.
   4. A psychometric summary of scores.
   5. A recommendation for accommodations, including rationale.

Diagnosis of specific learning disabilities that do not contain psycho-educational measures may not be sufficient for determining eligibility for academic accommodations. For example, school plans such as individualized

education plans (IEP) or 504 plans may not be sufficient documentation. DRS reserves the right to request reassessment when questions regarding previous assessment or previous service provision arise.

3. Attention Deficit Hyperactivity Disorder (ADHD) / Attention Deficit Disorder (ADD)

A. Required Documentation
Submit a current diagnosis of attention deficit hyperactivity disorder (ADHD)/attention deficit disorder (ADD) that is based on appropriate diagnostic evaluations.

B. Diagnostic Report
Acceptable documentation must include:
   i. DSM V Classification
   ii. A summary or statement which includes the following information:
   iii. A clear summary or statement specifying evidence of behavior that significantly impairs functioning, including degree of severity.
   iv. A recommendation for accommodations, including rationale.

4. Psychological/Psychiatric Disabilities

A. Required Documentation
   i. Depression and/or bipolar disorder
   ii. Generalized anxiety disorders
   iii. Post traumatic stress disorder
   iv. Psychotic disorders
   v. Autism spectrum disorder.

B. Diagnostic Report
If the diagnostic report is not current, a letter from a qualified professional that provides an update of the diagnosis may be requested

The diagnostic report must include the following:
   i. DSM V Classification
   ii. A diagnostic summary or statement that includes the following:
      1. A clear summary or statement that a disability does or does not exist.
      2. A clear summary or statement specifying evidence of behavior that significantly impairs functioning including degree of severity.
      3. A discussion of medications and their possible impact on academic functioning.

5. Neurological Disorders

A. Required Documentation
Disorders of the central and peripheral nervous system, including but not limited to:
   i. Acquired Brain Injury/Traumatic Brain Injury
   ii. Epilepsy/Seizure Disorder
   iii. Stroke

B. Diagnostic Report
Written statement of diagnosis:
   i. Current functional limitations
   ii. Information regarding current symptoms
   iii. Information regarding prescribed medication(s) and possible side effect and impact on student academic performance
   iv. Restrictions on activities imposed by the condition
   v. Where learning has been affected, a recent neuro-psychological evaluation is requested

6. Temporary Disabling Conditions

A. Required Documentation
   i. Temporary disabling conditions as a result of surgery, accident, or serious illness may require accommodations for a limited time. Acceptable documentation must include:
   ii. Written statement of diagnosis
   iii. List of current symptoms and degree of severity
   iv. Information regarding functional limitations and impact within an academic environment

v. Medications and possible side effects
vi. Duration of symptoms and estimated length of time services will be needed

AMENDED by Direct Chancellor Approval, January 4, 2017

2.8.2 Eligibility of Students Taking Reduced Course Loads

Although any student may register for fewer than twelve credit hours, a student with a disability may request a reduced academic load as a reasonable and appropriate accommodation. A college Disability Resource Services (DRS) professional may certify that a student who is afforded a reduced academic load as an accommodation for a disability shall nevertheless be deemed a full-time student. Such certification shall be solely to enable the student to seek eligibility for health insurance benefits and to seek eligibility to comply with mandates of the National Junior College Athletic Association. The college DRS professional will certify that a student may be deemed a full-time student as provided under this regulation only on a semester-by-semester basis.

The appropriate college offices will receive documentation of the DRS professional's certification from the professional or the student. An incoming student may apply for such certification upon acceptance to the college. Requests for certification must be made prior to the beginning of each semester. Every attempt will be made to accommodate these requests.

The following criteria also apply:

1. Students taking a reduced course load must register for at least 6 credit hours (based on DRS approval) during the regular fall and spring semesters. It is recommended that students register for at least three (3) credit hours during the summer to offset the impact of academic eligibility.

2. Students taking a reduced course load must maintain satisfactory academic progress standards as defined by the College catalog.

3. The reduced credit load may result in an adjusted financial aid package. There may be additional ramifications including, but not limited to, extra time to complete college, insurance coverage, Vocational Rehabilitation funding, etc.

4. Eligibility for Federal Stafford Loans may be reduced according to the total number of credit hours taken in the full academic year. A student, taking a reduced course load, must be at least half time in a semester (6 credits) in order to receive a Stafford Loan.

5. The amount of Federal Financial Aid (Title IV) awarded is based on the actual number of credit hours taken.

6. Requirements for continuation of funding through Vocational Rehabilitation may differ. The student must contact his/her VR counselor to determine how a reduced course load will impact their funding.

7. The National Junior College Athletic Association (NJCAA) has published standards in regard to the designation of Certified Disabled Student-Athlete in Article V Section J of the NJCAA bylaws. This procedure addresses the NJCAA criteria for reduced course loads.

Application Process

1. Applications for reduced course loads must be submitted to the Disability & Services professional with supporting documentation. Requests must be made prior to the beginning of each semester.

2. Supporting documentation must include a diagnostic evaluation from an appropriate professional. The documentation must meet the guidelines set forth by the Maricopa Community College District's Documentation Policy in order to evaluate the current impact of the disability in regards to the request.

Students are required to complete an application form for this status every semester, but do not need to re-submit their documentation. Continuation of this status is not automatic. Each case will be re-evaluated at the end of the semester to determine if this accommodation is still appropriate.

3. Students requesting a reduced course load should consult with their academic advisor regarding the consequences of this status for making progress toward graduation requirements and eligibility for various academic distinctions and designations.

4. Students registered in occupational and/or academic programs that have specific block formats will not be considered for reduced course loads.

5. Students who are approved for a reduced course load will be required to sign the Reduced Course Load Approval Form (see Appendix S-10), which includes a statement acknowledging that he or she has reviewed the consequences that go with reduced load status and accepts them.

6. When a reduced course load status is granted by the Disability Resources & Services professional, a copy of the Reduced Course Load Approval Form will be sent to the appropriate individuals.

2.3.11 Academic Misconduct

1. Definitions

A. Academic Misconduct - includes any conduct associated with the classroom, laboratory, or clinical learning process that is inconsistent with the published course competencies/objectives and/or academic standards for the course, program, department, or institution. Examples of academic misconduct include, but are not limited to: (a) cheating and plagiarism (including any assistance or collusion in such activities, or requests or offers to do so); (b) excessive absences; (c) use of abusive or profane language; and (d) disruptive behavior.

B. Cheating is any form of dishonesty in an academic exercise. It includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, examinations, or any other form of assessment whether or not the items are graded; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; (c) the acquisition, without permission, of tests or other academic material belonging to or administered by the college or a member of the college faculty or staff; and (d) fabrication of data, facts, or information.

C. Plagiarism is a form of cheating in which a student falsely represents another person's work as his or her own – it includes, but is not limited to: (a) the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; (b) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; and (c) information gathered from the internet and not properly identified.

2. Academic Consequences

Any student found by a faculty member to have committed academic misconduct may be subject to the following academic consequences, based on the faculty member's judgment of the student's academic performance

Warning - A notice in writing to the student that the student has violated the academic standards as defined in 1.A.

Grade Adjustment - Lowering of a grade on a test, assignment, or course.

Discretionary assignments - Additional academic assignments determined by the faculty member.

Course Failure - Failure of a student from a course where academic misconduct occurs.

3. **Disciplinary Sanctions**

If the misconduct is sufficiently serious to warrant course failure, and if either (a) the failure results in a student being removed from an instructional program or (b) the student refuses to accept responsibility for the misconduct and its academic consequences, the faculty member will, in addition to awarding the course grade, consult the department chair and the vice president of academic affairs as to whether institutional sanctions set forth below should be sought under AR 2.5. Regardless whether the student has accepted responsibility for

academic consequences, in all cases of academic misconduct the faculty member may make recommendations for sanctions and may file a written complaint of misconduct. The vice president of academic affairs will serve as the student conduct administrator in all academic misconduct cases, and will follow the procedure established in AR 2.5.2 to evaluate whether disciplinary sanctions are warranted. College probation, suspension, or expulsion will be imposed only by the vice president of academic affairs or designee, and only after the student has received the procedural rights provided in AR 2.5.2.

Disciplinary Probation - Disciplinary probation is for a designated period of time and includes the probability of more severe sanctions if the student commits additional acts of academic misconduct.

College Suspension - Separation of the student from the college for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified. (A suspension from one Maricopa Community College will apply to all other colleges/centers in the District.)

College Expulsion - Permanent separation of the student from the college. (Expulsion from one Maricopa Community College will apply to all colleges/centers in the District.)

4. Appeal of Sanctions for Academic Misconduct

Students can appeal academic consequences by following the instructional grievance procedure (AR 2.3.5; Appendix S-6). Students can appeal Students may appeal disciplinary sanctions as provided in AR 2.5.2. If the student appeals through both processes, the instructional grievance process will be suspended until a final decision is reached in the student discipline procedure. In all cases in which financial aid has been adversely affected by academic consequences or disciplinary sanctions that are the subject of ongoing hearing or appeal proceedings, the student may appeal the financial aid determination on the grounds that a final decision has not been made. In such an event, a final decision on financial aid will not be made until after the final decision on consequences and/or sanctions.

Amended through Direct Approval by the Chancellor and Executive Vice Chancellor & Provost on August 7, 2013

DISCIPLINARY STANDARDS

2.5.1 Disciplinary Standards

1. Disciplinary Probation and Suspension

According to the laws of the State of Arizona, jurisdiction and control over the Maricopa Community Colleges are vested in the District Governing Board. The Governing Board and its agents-the chancellor, administration and faculty-are granted broad legal authority to regulate student life subject to basic standards of reasonableness.

In developing responsible student conduct, the Maricopa Community Colleges prefer mediation, guidance, admonition and example. However, when these means fail to resolve problems of student conduct and responsibility, appropriate disciplinary procedures will be followed.

Misconduct for which students are subject to disciplinary action falls into the general areas of:

A. Cheating on an examination, assessment tests, laboratory work, written work (plagiarism), falsifying, forging or altering college records
B. Actions or verbal statements which threaten the personal safety of any faculty, staff, students, or others lawfully assembled on the campus, or any conduct which is harmful, obstructive, disruptive to, or interferes with the educational process or institutional functions
C. Violation of Arizona statutes, and/or college regulations and policies
D. Use of college computer resources such as the Internet in violation of Technology Resource Standards (AR 4.4) which may result in notification of law enforcement authorities

2. Disciplinary Removal from Class

A faculty member may remove a student from class meetings for disciplinary reasons. If an instructor removes a student for more than one class period, the faculty member shall notify the department/division chair and the

appropriate vice president or designee in writing of the problem, action taken by the faculty member, and the faculty member's recommendation. If a resolution of the problem is not reached between the faculty member and the student, the student may be removed permanently pursuant to due process procedures.

2.5.2 Student Conduct Code

The purpose of this Code is to help ensure a healthy, comfortable and educationally productive environment for students, employees and visitors.

Article I: Definitions

The following are definitions of terms or phrases contained within this Code:

1. "Accused student" means any student accused of violating this Student Conduct Code.
2. "Appellate boards" means any person or persons authorized by the college president to consider an appeal from a Student Conduct Board's determination that a student has violated this Student Conduct Code or from the sanctions imposed by the Student Conduct Administrator. The college president may act as the appellate board.
3. "College" means a Maricopa Community College or center.
4. "College premises" means all land, buildings, facilities and other property in the possession of or owned, used or controlled by the college or District.
5. "College official" means any person employed by the college or District, performing assigned administrative or professional responsibilities pursuant to this Student Conduct Code. The college president shall designate the college or center official to be responsible for the administration of the Student Conduct Code.
6. “Complainant” means any person who submits a charge alleging that a student violated this Student Conduct Code. When a student believes that s/he has been a victim of another student's misconduct, the student who believes s/he has been a victim will have the same rights under this Student Conduct Code as are provided to the complainant, even if another member of the college community submitted the charge itself.
7. “Day” means calendar day at a time when college is in session, and shall exclude weekends and holidays.
8. “Disruptive behavior” means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting.
9. “District” means the Maricopa County Community College District.
10. "Faculty member" means any person hired by the college or District to conduct classroom or teaching activities or who is otherwise considered by the college to be a member of faculty.
11. "May" is used in the permissive sense.
12. "Member of the college community" means any person who is a student, faculty member, college official or any other person employed by the college or center. A person's status in a particular situation shall be determined by the college president.
13. "Organization" means any number of persons who have complied with the formal requirements for college recognition.
14. "Policy" is defined as the written regulations of the college and/or District as found in, but not limited to, this Student Conduct Code and Governing Board policy.
15. "Shall" is used in the imperative sense.
16. "Student" means any person taking courses at the college whether full-time or part-time. Persons who are not officially enrolled for a particular term but who have a continuing relationship with the college are considered "students".
17. "Student Conduct Administrator" means a college official authorized on a case by case basis by the college official responsible for administration of the Student Conduct Code to impose sanctions upon students found to have violated this Student Conduct Code. A Student Conduct Administrator may serve simultaneously as a Student Conduct Administrator and the sole member or one of the members of a Student Conduct Board. The college official responsible for administration of the Student Conduct Code may authorize the same Student Conduct Administrator to impose sanctions in all cases.
18. "Student Conduct Board" means any person or persons authorized by the college president to determine whether a student has violated this Student Conduct Code and to recommend sanctions that may be imposed when a violation has been committed.

19. “Threatening behavior” means any written or oral statement, communication, conduct or gesture directed toward any member of the college community, which causes a reasonable apprehension of physical harm to self, others or property. It does not matter whether the person communicating the threat has the ability to carry it out, or whether the threat is made on a present, conditional or future basis.

Article II: Judicial Authority

1. The college official responsible for administration of the Student Conduct Code shall determine the composition of Student Conduct Board and determine which Student Conduct Administrator, Student Conduct Board, and appellate board shall be authorized to hear each case.
2. The college official responsible for administration of the Student Conduct Code shall develop procedures for the administration of the judicial program and rules for the conduct of hearings that are consistent with provisions of this Student Conduct Code.
3. Decisions made by a Student Conduct Board and/or Student Conduct Administrator shall be final, pending the normal appeal process.

Article III: Prohibited Conduct

1. Jurisdiction of the College

The Student Conduct Code shall apply to conduct that occurs on college or District premises, or at college- or District-sponsored activities that adversely affects the college community and/or the pursuit of its objectives. Each student shall be responsible for his/her conduct from the time of admission through the actual awarding of a degree, certificate, or similar indicator of completion of a course of study, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if their conduct is not discovered until after a degree is awarded). The Student Conduct Code shall apply to a student's conduct even if the student withdraws from school while a disciplinary matter is pending.

2. Temporary Removal of Student

Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to a faculty member's appropriate classroom rules or instructions, or interferes with the normal operations of the college. Students who engage in disruptive behavior or threatening behavior may be directed by the faculty member to leave the classroom or by the college official responsible for administration of the Student Conduct Code to leave the college premises. If the student refuses to leave after being requested to do so, college safety may be summoned. For involuntary removal from more than one class period, the faculty member should invoke the procedures prescribed in the Student Conduct Code.

3. Conduct - Rules and Regulations

Any student found to have committed the following misconduct is subject to the disciplinary sanctions outlined in Article IV:

A. Acts of dishonesty, including but not limited to the following:
   i. Furnishing false information to any college official or office.
   ii. Forgery, alteration or misuse of any college document, record or instrument of identification.
   iii. Tampering with the election of any college- recognized student organization.

B. Obstruction of teaching, research, administration, disciplinary proceedings or other college activities, including its public service functions on campus, in clinical settings or other authorized non-college activities, when the conduct occurs on college premises a faculty member may remove a student from a class meeting for disciplinary reasons. If a faculty member removes a student for more than one class period, the faculty member shall notify the college official responsible for administration of the Student Conduct Code in writing of the problem, action taken by the faculty member, and the faculty member's recommendation. If a resolution of the problem is not reached, the student may be removed permanently pursuant to appropriate due process procedures.

C. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, conduct which threatens or endangers the health or safety of any person, and/or disruptive behavior as defined in Article II.2. above.

D. Attempted or actual theft of and/or damage to property of the college or property of a member of the college community or other personal or public property.

E. Failure to comply with direction of college officials or law enforcement officers in the performance of their duties and/or failure to identify oneself to these persons when requested to do so.
F. Unauthorized possession, duplication or use of keys to any college premises, or unauthorized entry to or use of college premises.
G. Violation of any college or District policy, rule or regulation published in hard copy such as a college catalog, handbook, etc. or available electronically on the college's or District's website.
H. Violation of federal, state or local law.
I. Use, possession, manufacturing or distribution of illegal or other controlled substances except as expressly permitted by law.
J. Illegal use, possession, manufacturing or distribution of alcoholic beverages or public intoxication.
K. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on college premises, or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others, or property damage.
L. Participation in a demonstration, riot or activity that disrupts the normal operations of the college and infringes on the rights of other members of the college community; leading or inciting others to disrupt scheduled and/or normal activities within any college building or area.
M. Obstruction of the free flow of pedestrian or vehicular traffic on college premises or at college-sponsored or supervised functions.
N. Conduct that is disorderly, lewd or indecent; breach of the peace; or aiding, abetting or procuring another person to breach the peace on college premises or at functions sponsored by or participated in by the college or members of the academic community. Disorderly conduct includes but is not limited to: any unauthorized use of electronic or other devices or to make an audio or video record of any person while on college or District premises without his/her prior knowledge, or without his/her effective consent or when such a recording is likely to cause injury or distress. This includes, but is not limited to, secretly taking pictures of another person in a gym, locker room, or restroom.
O. Attempted or actual theft or other abuse of technology facilities or resources, including but not limited to:
    i. Unauthorized entry into a file, to use, read or change the contents or for any other purpose
    ii. Unauthorized transfer of a file
    iii. Unauthorized use of another individual's identification and/or password
    iv. Use of technology facilities or resources to interfere with the work of another student, faculty member or college official
    v. Use of technology facilities or resources to send obscene or abusive messages
    vi. Use of technology facilities or resources to interfere with normal operation of the college technology system or network
    vii. Use of technology facilities or resources in violation of copyright laws
    viii. Any violation of the District's technology resource standards
    ix. Use of technology facilities or resources to illegally download files
P. Abuse of the Student Conduct system, including but not limited to:
    i. Falsification, distortion or misrepresentation of information before a Student Conduct Board.
    ii. Disruption or interference with the orderly conduct of a Student Conduct Board proceeding.
    iii. Invoking a Student Conduct Code proceeding with malicious intent or under false pretenses
    iv. Attempting to discourage an individual's proper participation in, or use of, the Student Conduct system
    v. Attempting to influence the impartiality of the member of a judicial body prior to, and/or during the course of, the Student Conduct Board proceeding
    vi. Harassment, either verbal or physical, and/or intimidation of a member of a Student Conduct Board prior to, during and/or after a Student Conduct Board proceeding
    vii. Failure to comply with the sanctions imposed under this Student Conduct Code
    viii. Influence or attempting to influence another person to commit an abuse of the Student Conduct Code system
    ix. Failure to obey the notice from a Student Conduct Board or college official to appear for a meeting or hearing as part of the Student Conduct system.
Q. Engaging in irresponsible social conduct.

R. Attempt to bribe a college or District employee.
S. Stalking behavior, which occurs if a student intentionally or knowingly maintains visual or physical proximity toward another person on two or more occasions over a period of time and such conduct would cause a reasonable person to fear for his or her safety.

4. Violation of Law and College Discipline

A. Disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both the criminal law and this Student Conduct Code (that is, if both possible violations result from the same factual situation) without regard to pending of civil or criminal litigation. Proceedings under this Student Conduct Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of the college official responsible for administration of the Student Conduct Code. Determinations made or sanctions imposed under this Student Conduct Code shall not be subject to change because criminal charges arising out of the same facts giving rise to violation of college rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.
B. When a student is charged by federal, state or local authorities with a violation of law, the college will not request or agree to special consideration for that individual because of his or her status as a student. If the alleged offense is also being processed under this Student Conduct Code, however, the college may advise off campus authorities of the existence of this Student Conduct Code and of how such matters will be handled internally within the college community. The college will cooperate fully with the law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators. Individual students and faculty members, acting within their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

Article IV: Student Conduct Code Procedures

1. Charges and Student Conduct Board Hearings

A. Any member of the college community may file charges against a student for violations of this Student Conduct Code. A charge shall be prepared in writing and directed to the Student Conduct Administrator. Any charge should be submitted as soon as possible after the event takes place, preferably within thirty (30) days following the incident. Misconduct charges of a sexual nature, including sexual harassment and sexual assault, should be sent to the vice president of student affairs who is the designated Title IX Coordinator at each MCCCD college. Title IX protects students from sexual misconduct and other forms of discrimination in connection with all academic, extracurricular, athletic, and other programs sponsored by the college at any college facility or other location. The Title IX Coordinator (or designee) will conduct an investigation that is prompt, thorough, and impartial according to the MCCCD sexual harassment complaint process.
B. The Student Conduct Administrator may conduct a prompt, thorough, and impartial investigation to determine if the charges have merit and/or if they can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to the Student Conduct Administrator. Such disposition shall be final and there shall be no subsequent proceedings. If the charges are not admitted and/or cannot be disposed of by mutual consent, the Student Conduct Administrator will convene the student conduct board. If the student admits violating institutional rules, but sanctions are not agreed to, the hearing shall be limited to determining the appropriate sanction(s).
C. All charges shall be presented to the accused student in written form. The Student Conduct Administrator will provide written notice of the time, date, and location of the student conduct hearing. The notice will describe the evidence of alleged misconduct, the code provisions violated, and the possible sanctions. The student conduct hearing notice, plus a copy of this code, shall be provided to the student accused of misconduct no less than five (5) workdays before the hearing date. The hearing will be held no more than fifteen (15) workdays after the student has been notified unless the Student Conduct Administrator extends the deadline for good cause in his or her sole discretion.
D. Hearings shall be conducted by a Student Conduct Board according to the following guidelines, except as provided by Article IV 1.G below:
    i. Student Conduct Board hearings normally shall be conducted in private.
    ii. The complainant, accused student and their advisors, if any, shall be allowed to attend the entire portion of the Student Conduct Board hearing at which information is received (excluding deliberations). Admission of

any person to the hearing shall be at the discretion of the Student Conduct Board and/or its Student Conduct Administrator.

iii. In Student Conduct Board hearings involving more than one accused student, the Student Conduct Administrator, in his or her discretion, may permit the Student Conduct Board hearing concerning each student to be conducted either separately or jointly.

iv. The complainant and the accused shall have the right to be assisted by any advisor they choose, at their own expense. A party who elects to be assisted by an advisor must notify the student conduct administrator of the name and contact information of the advisor not less than two (2) days before the scheduled hearing. The advisor must be a member of the college community and may not be an attorney. Both the complainant and the accused are responsible for presenting their own information and, therefore, advisors are not permitted to speak or participate directly in any Student Conduct Board hearing before a Student Conduct Board.

v. The complainant, the accused student, and the Student Conduct Board may arrange for witnesses to present pertinent information to the Student Conduct Board. The Student Conduct Administrator will try to arrange the attendance of possible witnesses who are members of the college community, if reasonably possible, and who are identified by the complainant and/or accused student at least two days prior to the Student Conduct Board hearing. Witnesses will provide information to and answer questions from the Student Conduct Board. Questions may be suggested by the accused student and/or complainant to be answered by each other or by other witnesses. This will be conducted by the Student Conduct Board with such questions directed to the chairperson, rather than to the witness directly. This method is used to preserve the educational tone of the hearing and to avoid creation of an adversarial environment. Questions of whether potential information will be received shall be resolved in the discretion of the chairperson of the Student Conduct Board.

vi. The Student Conduct Administrator will present the information he or she received.

vii. Pertinent records, exhibits, and written statements may be accepted as information for consideration by a Student Conduct Board at the discretion of the chairperson.

viii. All procedural questions are subject to the final decision of the chairperson of the Student Conduct Board.

ix. After the portion of the Student Conduct Board hearing concludes in which all pertinent information has been received, the Student Conduct Board shall determine (by majority vote if the Student Conduct Board consists of more than one person) whether the accused student violated the section of this Student Conduct Code which the student is charged with violating.

x. The Student Conduct Board's determination shall be made on the basis of whether it is more likely than not that the accused student violated this Student Conduct Code.

E. There shall be a single verbatim record, such as a tape recording, of all Student Conduct Board hearings before a Student Conduct Board (not including deliberations). The record shall be the property of the District.

F. No student may be found to have violated this Student Conduct Code because the student failed to appear before a Student Conduct Board. In all cases, the evidence and support of the charges shall be presented and considered.

G. The Student Conduct Board may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the complainant, accused student, and/or other witness during the hearing by providing separate facilities, by using a visual screen, and/or by permitting participation by telephone, videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means, where and as determined in the sole judgment of the college official responsible for administration of the Student Conduct Code.

2. Sanctions

A. The following sanctions may be imposed upon any student found to have violated the Student Conduct Code:

i. Warning - a written notice to the student that the student is violating or has violated institutional rules or regulations.

ii. Probation - a written reprimand for violation of specified rules or regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional rules or regulation(s) during the probationary period.

iii. Loss of Privileges - denial of specified privileges for a designated period of time.

iv. Restitution - compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.
v. Discretionary Sanctions - work assignments, essays, service to the college, or other related discretionary assignments. (Such assignments must have the prior approval of the Student Conduct Administrator.)
vi. College Suspension - separation of the student from all the colleges in the District for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
vii. College Expulsion - permanent separation of the student from all the colleges in the District.

B. More than one of the sanctions listed above may be imposed for any single violation.

C. Other than college expulsion, disciplinary sanction shall not be made part of the student's academic record, but shall become part of the student's disciplinary record. Upon graduation, the student's disciplinary record may be expunged of disciplinary actions upon the student's application to the Student Conduct Administrator. Cases involving the imposition of sanctions other than suspension or expulsion shall be expunged from the student's confidential record five (5) years after final disposition of the case.

In situations involving both an accused student(s) (or group or organization) and a student(s) claiming to be the victim of another student's conduct, the records of the process and of the sanctions imposed, if any, shall be considered to be the education records of both the accused student(s) and the student(s) claiming to be the victim because the educational career and chances of success in the college community of each may be impacted.

D. The following sanctions may be imposed upon groups or organizations:
i. Those sanctions listed above in Article IV 2. A. 1 through 4.
ii. Loss of selected rights and privileges for a specified period of time.
iii. Deactivation - loss of all privileges, including college recognition for a designated period of time.

E. In each case in which a Student Conduct Board determines that a student and/or group or organization has violated the Student Conduct Code, the sanction(s) shall be determined and imposed by the Student Conduct Administrator. In cases in which persons other than, or in addition to, the Student Conduct Administrator have been authorized to serve as the Student Conduct Board, the recommendation of the Student Conduct Board shall be considered by the Student Conduct Administrator in determining and imposing sanctions. The Student Conduct Administrator is not limited to sanctions recommended by members of the Student Conduct Board. Following the Student Conduct Board hearing, the Student Conduct Board and the Student Conduct Administrator shall advise the accused student, group and/or organization (and a complaining student who believes s/he was the victim of another student's conduct) in writing of its determination and of the sanction(s) imposed, if any.

3. Emergency Suspension

If a student's actions pose an immediate threat or danger to any member of the college community or the educational processes, a college official responsible for administering the Student Conduct Code may immediately suspend or alter the rights of a student pending a Student Conduct Board hearing. Scheduling the hearing shall not preclude resolution of the matter through mediation or any other dispute resolution process. The decision will be based on whether the continued presence of the student on the college campus reasonably poses a threat to the physical or emotional condition and well-being of any individual, including the student, or for reasons relating to the safety and welfare of any college property, or any college function. When an emergency suspension is imposed, the student conduct administrator will seek to resolve the complaint at the earliest possible date. This suspension is not a sanction but an effort to protect people and property and prevent disruption of college operations.

In imposing an emergency suspension, the college official responsible for administration of the Student Conduct Code may direct that the student immediately leave the college premises and may further direct the student not to return until contacted by that official. An accused student shall be in violation of this policy regardless of whether the person who is the object of the threat observes or receives it, as long as a reasonable person would interpret the communication, conduct or gesture as a serious expression of intent to harm.

4. Administrative Hold

The Student Conduct Administrator may place a temporary administrative hold preventing an accused student's registration, financial aid award, transcript release, or graduation if it is necessary to secure the student's

cooperation in the investigation or compliance with a direction. This hold is not a sanction but a necessary step to resolve the complaint promptly.

5. **Academic Consequences**
   Violations of the student conduct code can have academic consequences if the violation also constitutes failure to meet standards of performance or professionalism set by the instructor or the program, or if it constitutes cheating, plagiarism, falsification of data, or other forms of academic dishonesty. The instructor may award a failing grade for the assignment or the course in such cases, and the program faculty may decide that the student is ineligible to continue in the program. Academic consequences are determined by the faculty and academic administration, and are not dependent on the decisions of the student conduct board, the appeals board, or the student conduct administrator.
6. **Appeals Regarding Student Code of Conduct**
   A. A decision reached by the Student Conduct Board judicial body or a sanction imposed by the Student Conduct Administrator may be appealed by accused students or complainants to an Appellate Board within five (5) days of receipt of the decision. Such appeals shall be in writing and shall be delivered to the Student Conduct Administrator.
   B. Except as required to explain on the basis of new information, an appeal shall be limited to the review of the verbatim record of the Student Conduct Board hearing and supporting documents for one or more of the following purposes:
      i. To determine whether the Student Conduct Board hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the complainant a reasonable opportunity to prepare and present information that the Student Conduct Code was violated, and giving the accused student a reasonable opportunity to prepare and to present a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.
      ii. To determine whether the decision reached regarding the accused student was based on substantial information, that is, whether there were facts in the case that, if believed by the fact finder, were sufficient to establish that a violation of the Student Conduct Code occurred.
      iii. To determine whether the sanction(s) imposed was appropriate to the violation of the Student Conduct Code which the student was found to have committed.
      iv. To consider new information, sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original Student Conduct Board hearing.
   C. If an appeal is upheld by the appellate board, the matter shall be returned to the original Student Conduct Board and Student Conduct Administrator for reopening of the Student Conduct Board hearing to allow reconsideration of the original determination and/or sanction(s). If an appeal is not upheld, the matter shall be considered final and binding upon all concerned.

Article V: Interpretation and Revision
Any question of interpretation regarding the Student Conduct Code shall be referred to the college official responsible for administration of the Student Conduct Code for final determination.

2.5.3 Student Records

1. **Definitions**
   For the purposes of this policy, the Maricopa County Community College District has used the following definition of terms.
   A. "College" includes all colleges, educational centers, skill centers and District office.
   B. "Educational Records" are any record (in handwriting, print, tapes, film, or other media) maintained by the college or an agent of the college which is directly related to a student, except:
      i. A personal record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute

ii. An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment
iii. Records maintained by the colleges security unit, if the record is maintained solely for law enforcement purposes, is revealed only to law enforcement agencies of the same jurisdiction and the security unit does not have access to education records maintained by the community college.
iv. Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional, if the records are used *only* for treatment of a student or made available only to those persons providing treatment.
v. Alumni records which contain information about a student after he or she is no longer an attendant of the community college and the records do not relate to the person as a student

2. Records Request

Official verification of educational records is issued by the Admissions and Records Office/Office of Student Enrollment Services.

3. Fees

If a copy(ies) of a portion or all of the records in a student's file is requested, the custodian of the records may charge a fee for copies made. However, the willingness or ability to pay the fee will not effectively prevent students from exercising their right to inspect and review (under supervision of a college employee) their records. A fee will not be charged to search for or to retrieve records. Standard fees for printing and duplication services will apply.

4. Annual Notification (SEE ALSO FERPA EXPLANATION)

Students will be notified of their rights annually by electronic mail in a FERPA annual notification. Students rights may also be provided via the following means: FERPA annual notification placement on the college website, publication in the college catalog and/or the student handbook:

Individuals requesting admission or enrollment at any of the Maricopa County Community Colleges are asked to provide certain contact information that is collected and used for the purpose of responding to the request. The information collected may include your name, address, telephone number or email address. Maricopa county community colleges and/or its agents, including attorneys and/or collection agencies, may use this information to contact you through various means, including phone calls, text messages, e-mail and postal mail. Communication may include, but is not limited to, information regarding account balances, programs and services that MCCCD offers.

5. Rights of Access to Educational Records

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (FERPA defines an "eligible student" as a student who has reached 18 years of age or is attending a postsecondary institution at any age). These rights include:

A. The right to inspect and review the student's education records within 45 days after the day the college receives a request for access.

1. Students should submit to the Admissions & Records Office/Enrollment Services written requests that identify the record(s) they wish to inspect. The form to do so may be found 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. The student has an unpaid financial obligation to the college or District;

b. There is an unresolved disciplinary action against the student; or
c. The educational record requested is an exam or set of standardized test questions.

B. The right to request the amendment of the student's education records that the student believes is inaccurate, or misleading.

1. Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
2. A proper request to correct a student education record must:
   a. Be written to the College Registrar;
   b. Clearly identify the part of the record they want to be changed; and
   c. Specify why the record is inaccurate or misleading.
3. Any written request which does not include the required information will not be considered. The requestor will be notified in writing that their request was not properly submitted and they will receive directions on how to resubmit it.
4. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. The FERPA Appeal Process is also outlined in the student handbook and in Appendix S-17 of the MCCCD Administrative Regulations.

C. The right to provide written consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

1. With the exception of directory information and the various FERPA authorized disclosures without consent, the Maricopa County Community College District or its associated colleges must receive written consent from students before disclosing any personally identifiable information from educational records. The FERPA Release Of Information Consent may be found 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 https://district.maricopa.edu/regulations/admin-regs/appendices/students/s-8

D. The right to file a complaint with the US Department to Education concerning alleged failures by the college to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5920

E. ***2012 FERPA AMENDMENT***: As of January 3, 2012, the U.S. Department Of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including social security number, grades, or other private information—may be accessed without student consent. For more information on this amendment, please see: FERPA HTTPS://DISTRICT.MARICOPA.EDU/CONSUMER-INFORMATION/FAMILY-EDUCATIONAL-RIGHTS-PRIVACY-ACT-FERPA

F. STUDENT DIRECTORY INFORMATION

1. A Maricopa County Community College may release directory information about any student who has not specifically requested the withholding of such information. Students who do not want directory information released may so indicate during the admissions process or notify the Admission & Records Office/Enrollment Services.

A. Students should consider very carefully the consequences of a decision to withhold directory information.

A privacy block will call for the college or District to not release this directory information. Therefore, any future requests for such information from non-institutional persons or organizations will be refused.

2. Students may request their college to withhold the sharing of directory information by filing out a REQUEST TO WITHHOLD DIRECTORY INFORMATION form and submitting that form to the college Admission & Records Office/Enrollment Services.
3. Directory information is considered public information. At any Maricopa County Community College, directory information is defined as a student's:
   A. Name
   B. Address
   C. Phone Number
   D. MCCCD Email Address
   E. Photograph/Electronic Image
   F. Place of Birth
   G. Major Field of Study
   H. Current Enrollment Status
   I. Participation in Officially Recognized Activities
   J. Dates of Attendance
   K. Degrees Awarded
   L. Awards and Academic Honors Received/Dean's List Selection
   M. Previous Institutions Attended
   N. Program and promotional materials on participants in various sports and similar public activities, including weight and height of athletic team members.

G. DISCLOSURE TO PARENTS

In accordance with federal law, college officials may disclose educational records to parents of a student who have established the student's status as a dependent according to the Internal Revenue Code of 1986, section 152, without the written consent of the student.

RELEASE OF DIRECTORY (PUBLIC) INFORMATION

At its discretion, the college or District may provide *directory information* in accordance with the provisions of FERPA. Types of information considered as *directory information* are listed below. additional information may be found at: DISTRICT.MARICOPA.EDU under consumer information.

DIRECTORY (PUBLIC) INFORMATION AT MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT AND ITS ASSOCIATED COLLEGES

Name
Address
Phone Number
MCCCD Email Address
Photographs
Electronic Images
Date and Place of Birth
Major Fields of Study
Current Enrollment Status
Participation in Officially Recognized Activities
Dates of Attendance
Degrees
Awards and Academic Honors Received
Dean's List Selection
Previous Institutions Attended

Program and promotional materials on participants in various sports and similar public activities, including weights and heights of athletic team members
Directory information is considered public information.

PRIVACY OF DIRECTORY (PUBLIC) INFORMATION

BLOCKING THE RELEASE OF DIRECTORY (PUBLIC) INFORMATION

By default, a college or District may release a student's directory information. Students may prohibit (or block) the public disclosure of directory information by completing a ***PRIVACY BLOCK*** form.

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.

AMENDED through the Administrative Regulation Process, June 4, 2019

Appendix S-17: FERPA Appeal Process

FERPA APPEAL PROCESS

In instances where the college decides not to amend an education record as requested by the student, the college will notify the student of the decision and advise him/her of the right to an appeal hearing according to the following process:

- The student must have first presented the issue in writing to the college's Admissions/Enrollment Office or designee identifying the records that he/she wishes to have amended and provided any supporting documentation. Note: With the exception of clerical errors, requests that are expressly related to grade disputes are not subject to this process and must be vetted through the Instructional Grievance Process.

- If the request to change the record was deemed unsubstantiated by the college designee and the institution was able to demonstrate that the record was accurate, the student will be informed of the right to a formal appeal hearing.

- Students must request a formal hearing within 10 business days from the date they are informed of the right to an appeal hearing.

- The request for a formal hearing must be in writing and delivered to the [Dean of Admissions/Enrollment Services, Vice President of Student Affairs] or designee.

- The college official who receives the formal hearing request will either review the case personally or designate a hearing committee if the issue involves a matter not clearly established by current policy or administrative regulation.

- A written decision will be delivered to all parties summarizing the evidence and stating the reason(s) for the decision. If the decision is in favor of the student, the education record will be amended. If the decision is for the record to remain the same, the student may place a statement commenting on or disagreeing with the decision in the education record.

STUDENT HANDBOOK

2.5.4 Student Employment

1. District Student Employees

A. Introduction

Students may be employed by the college as student help. District regulations require that students be hired in essential jobs and that they be properly trained and supervised.

B. Philosophy and Workload for Student Employees

i. It shall be the philosophy of Maricopa Community College District that a student may work to augment college and living expenses, however, the scholastic endeavor should be foremost. Sufficient time should be allotted for classroom attendance, homework, out-of-class study and participation in activities.

ii. A workload of twenty (20) hours per week should be established as the maximum number of hours a student employee may work on campus. All student employees shall be enrolled in a minimum of three (3) semester credit hours. Any combination of day and evening hours would meet this requirement. Any student employee having special reasons to work over 20 hours per week or having dropped below three (3) credit hours should request his/her immediate supervisor to obtain approval from the College president or his/her designee.

iii. During the summer sessions, students may be eligible for employment if they were enrolled for a minimum of three (3) semester credit hours at the end of the spring semester, or if they have been accepted for

admission for the fall semester. Exceptions to the three (3) semester credit hours may be made by the president or his/her designee. Summer shall be designated as the time from the official end of the spring semester to the beginning of classes for the fall semester.

C. Student Employee Benefits
As student employees, there are no entitlements to employee benefits; i.e., vacation, retirement, sick leave, health and life, or disability insurance. Students will, however, be covered under Worker's Compensation Insurance.

D. Student Employment Records
Student employee records will be maintained at the Financial Aid office, the office of the fiscal agent or the Career/Placement Office and will be reviewed periodically by the vice president of students affairs.

E. Student Compensation
The hourly rate of pay for student employees shall coincide with the policies of the District Salary Schedule.

F. Employee Contracts and Forms (See Appendix FM-3)
Student Employee Grievance Procedure

G. Part-time student employees working for one of the Maricopa Community Colleges may wish to file a grievance relating to certain working conditions or violation of student employment regulation. Please refer to the Non-Instructional Complaint Resolution Process (AR 2.3.12)

2. Student Security Guards

A. Introduction and Philosophy
Students may be employed by the college as student help. If student guards do not come from the ranks of Administration of Justice classes, they must undergo appropriate training to qualify them as student guards. This training program is outlined in the regulation.

B. Workload of Student Security Guards
   i. Student security guards shall be enrolled for a minimum of three (3) semester hours.
   ii. Student security guards shall be limited to 20 hours per week when the workweek starts at 7:00 a.m. on Monday and concludes at 11:00 p.m. on Friday. Additional hours may be worked if guards are assigned special duty at games or activities held on campus during the weekend, or if guards are assigned a shift on Saturday and Sunday, between 7:00 a.m. and 11:00 p.m.

C. Students not in Administration of Justice Program
   i. Use of student other than those in Administration of Justice Program:
      1. Selection of the student must be personally approved by the vice president of students affairs and chief of security.
      2. Selection of a student should not extend beyond one semester without the approval of the vice president of students affairs.
      3. Selected student must undergo a special training program directed by the chief of security and approved by the vice president of student affairs.
   ii. Recommended program for students other than those in Administration of Justice programs: Students employed by campus security who are not majors in the Administration of Justice program should be given at least twenty (20) hours of training with pay before being allowed to function independently as a campus security guard. This training should include, but not be limited to instruction in:
      1. Wearing of the uniform, general appearance, and demeanor
      2. The use of the various security report forms and how to properly complete them to provide requested information; General report writing methods
      3. Public relations methods used on the campus
      4. Crime prevention methods used on the campus; Patrol methods used in buildings and grounds.
      5. Basic techniques for interviewing students, faculty and visitors relative to the incidents
      6. Laws and regulations governing the actions of campus security personnel concerning rendering of assistance to students, faculty and visitors on the campus
      7. Basic first aid

D. Student Security Guards Employee Benefits

As student employees there are not entitlements to employee benefits; i.e., vacation retirement, sick leave, health and life, or disability insurance. Students will, however, be covered under Worker's Compensation Insurance.

E. Student Employment Records
The student security guard's employment records will be maintained at the office of the chief of security and reviewed periodically by the vice President of student affairs.

2.5.5 Student Governance

Student governing bodies derive their authority from the Maricopa County Community College District Governing Board that exists in accordance with Arizona Revised Statutes. The administration of the District is vested in the Chancellor who delegates responsibility for each college to the college president who serves in a management and policy implementation capacity having the ultimate responsibility for all activities of the college. The president shall designate the administrator(s) (i.e., directors of student leadership) at each college who will be charged with the responsibility for working with the college student governing body(ies) in the development of college student activities and programs.

A representative form of student governance may exist at each college/center as well as district wide to provide an effective means of communication among students, faculty, staff and administration and to provide student input in college and District matters. Eligibility requirements are to be met and spelled out in detail in each student governance constitution. These constitutions shall establish the minimum requirements for the elective/appointive officers. All student government constitutions shall be submitted to the Governing Board General Counsel to ensure compliance with federal and state laws, the Maricopa Community Colleges Governing Board Policies and the Chancellor's Administrative Regulations. Since Rio Salado Community College is a countywide non-campus college, the president shall ensure that opportunities exist for student involvement.

College student constitutions should be reviewed annually by student governance. The appropriate vice president or designee of each college shall be responsible for submitting any changes to the president of the college for transmittal to the Governing Board General Counsel.

1. **Officers/Members**
   All reference in this document to positions will designate whether the position is an officer position or a member position.

   Each student governance constitution shall define which of its elected positions (maximum of 5) within its structure shall be designated as officers. The persons filling those positions shall be referred to, in this document, as officers. Persons filling all other positions, elected or appointed, shall be referred to as members (excluding non-voting committee members).

   All positions filled by election shall be considered as elected positions, even though the person filling the position may have been appointed to fill an unexpired term of another individual.
2. **Designation**
   Colleges with two (2) student governments shall designate the governments as "day" or "evening." Colleges with one (1) government shall be considered day students, for the purposes of this document.
3. **Eligibility for Office**
   All student governance constitutions shall prescribe that all persons elected or appointed as officers shall be enrolled in and maintain a minimum of six (6) credit hours for day student governments, three (3) credit hours for evening student governments. Officers shall have and maintain a minimum cumulative grade point average of 2.50 and be in good standing (not on probation) according to the written district policy. Convicted felons shall be ineligible for office (ARS § 13-904). The constitution may, however, set more rigid requirements, if so desired by college student governance.
4. **Tenure of Position**

Tenure in any student governance position shall be determined by the respective student governance constitutions. In no case shall any student be allowed to serve in any combination of officer/member positions beyond a total of ten (10) semesters. Tenure in any combination of officer positions shall be limited to four (4) semesters.

5. **Removal from Office**
   Provisions shall be made in all student governance constitutions for removal for cause of individuals from elected or appointed student governance positions.
6. Remuneration Limitations
   A. Student body officers may receive financial support and/or a letter grade in a leadership class during their terms of office as authorized in their respective student governance constitutions. Student body officers (maximum 5) may receive up to twenty (20) hours per week in financial support and/or up to six (6) credit hours in leadership classes per semester. Remuneration shall be for services rendered and not for merely holding the office.
   B. For qualifying students, Federal Work Study (FWS) funds may be used in accordance with Federal guidelines.
   C. The allowance for awarding honorariums or scholarships for executive student officers is a maximum of $200.00.
   D. Compensation may be received for both honorariums/scholarships and college employment in the same semester.
7. **Amending Student Constitutions**
   College student constitutions should be reviewed annually by student governance. The appropriate vice president or designee of each college shall be responsible for submitting any constitutional changes to the President of the college for transmittal to the Governing Board General Counsel.
8. **Student Governance Advisors**
   College organization advisors will be provided for in each student governance constitutions. Such advisors shall be full-time or part-time employees of the Maricopa Community Colleges.

   Recommendations for appointment of an advisor may be submitted to the appropriate vice president or college president. Recommendations for dismissal of an advisor with just cause may be submitted to the appropriate vice president or college president.
9. **Legal/Fiscal/Financial Matters**
   Authority and responsibility beyond the scope specifically covered in student policies, or interpretation of such matters within laws, board policies, etc. shall rest with the offices of General Counsel and Chancellor, respectively.
10. **Final Authority**
    In the event of a complete breakdown of the governance body, the college president will serve as the final authority.

Student Clubs and Organizations

In addition to student governing bodies, student clubs and organizations may be formed that fall under the operational direction of the Office of Student Life and Leadership and the administrative direction of the Vice President of Student Affairs at each college. Student clubs and organizations are generally interest-based in nature (such as for a particular program, discipline, or college activity) and are considered to be an important part of the total college experience. Each college shall outline the requirements necessary to establish the formation of an interest-based student club and organization (i.e., mission/purpose, size, structure, advisors). Club advisors shall be employees of the Maricopa County Community College District.

In most instances, student clubs and organizations shall be open to all students who are enrolled in credit courses at a Maricopa Community College. Pursuant to ARS §15-1863, religious or political student organizations may determine that the organization's internal affairs, selecting the organization's leaders and members, defining the organization's doctrines, and resolving the organization's disputes are part of the organization's religious or political mission and that only persons committed to that mission should conduct such activities. For religious and political organizations, state statute recognizes the role that viewpoint serves in the mission and purpose of the organization's operations. Thus, such groups may elect to select members based upon organizational doctrine. The MCCCD may not deny recognition or any privilege or benefit to a religious or political student organization or group that exercises its rights pursuant to the statute.

Whereas ARS §15-1863 allows religious and political organizations to determine their internal affairs and the selection of their leaders and members, the MCCCD non-discrimination policy is applicable to all other aspects of these student clubs and organizations.

*******INSERT INTO PROGRAM SECTION OF THE CATALOG AS ALLIED HEALTH*******

Appendix S-13: The Maricopa Community Colleges Allied Health or Nursing Program
Allied Health or Nursing Assumption of Risk/Release of Liability
Most of the allied health or nursing program pathways include a program of study in a clinical training environment that may contain exposures to risks inherent in patient-oriented educational experiences (such as but not limited to bodily injury or communicable and infectious diseases). Students enrolling in clinical educational courses will be asked to sign a statement assuming all risks inherent in their coursework.

Use of Confidential Information
Students enrolled in allied health or nursing program pathways will have learning experiences in a health care setting where they will have access to confidential information. Prior to beginning any clinical studies, the students will be asked to sign an agreement to adhere to the requirements of those clinical sites and applicable law, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

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

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

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

The MCCCD supplemental background check review may include searches of the following databases and information but MCCCD reserves the right to change the search criteria and the program background check requirements at any time without notice:
1. *National Federal Health Care and Abuse Databases*
2. *Social Security Verification*
3. *Residency History*
4. *Arizona Statewide Criminal Records*
5. *Nationwide Criminal Databases*
6. *Nationwide Sexual Offender Registry*
7. *Homeland Security Search*

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

1. *Social Security number does not belong to the applicant*
2. *Any inclusion on any registered sex offender database*
3. *Any inclusion on any of the Federal exclusion lists or Homeland Security watch lists*
4. *Any conviction of a felony no matter what age of the convictions*
5. *Any warrant any state*
6. *Any misdemeanor conviction for the following no matter how long ago:*
   - A. *Violent crimes*
   - B. *Sex crime of any kind including non consensual sexual crimes and sexual assault*
   - C. *Murder, attempted murder*
   - D. *Abduction*
   - E. *Assault*
   - 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.
AMENDED by Direct Chancellor Approval, June 1, 2017

*****END OF ALLIED HEALTH SECTION*****

4.18 Consensual Relationships

1. General

The existing Governing Board Policy on Hiring of Relatives prohibits employees from being involved in any employment or key decision that involves a relative. This would include work performance, job assignments, or pay related matters. In that such relationships can create a conflict with the interests of the Maricopa Community Colleges, and the increased potential for nepotism and favoritism, the same principles also apply in the case of consensual amorous, romantic and/or sexual relationships that occur between employees or between employees and students.

In the work and academic environment, such a relationship that might be appropriate in other circumstances is inappropriate if one of the individuals in the relationship has a professional responsibility toward, or is in a position of authority with respect to, the other, such as in the context of supervision, instruction, coaching, counseling or advisement. An element of power is present in such a context and it is incumbent upon those with authority not to abuse that power. In addition, consensual relationships may yield to third parties the appearance that unfair bias or favoritism towards the student or supervisee is taking place.

A. Definitions
   i. Consensual relationships are defined as romantic, amorous and/or sexual relationships between consenting employees or between employees and adult (18 years or older) college students currently enrolled at one of the community colleges.
   ii. An employee is any individual who is employed by the Maricopa County Community College District (MCCCD). An employee includes an individual who is subject to an established employee job group policy manual, whether regular, full-time board approved, at-will, part-time, and/or temporary. An employee also includes a contract worker (special services employment, request for personnel services) working or serving as an agent or designee on behalf of the MCCCD.
   iii. A student is considered to be any person currently enrolled in a credit or non-credit class at one of the colleges or centers within the Maricopa County Community College District.
   iv. A vendor is someone who sells or can sell products or services to the Maricopa County Community College District.
   v. A recent consensual relationship is considered to be one that has taken place within the past 24 months.

B. Prohibited Conduct
   i. An employee shall not maintain, engage in or be involved in a consensual relationship with another employee who is subject to that individual's supervision or with a student that is currently enrolled in the individual's class, or a student whom the individual otherwise instructs, coaches, counsels or advises, or with a vendor if the employee manages that contract or otherwise exerts influence over the contract.

ii. The Governing Board recognizes that the personal life of its employees is not a concern of the institution, and therefore, this regulation does not seek to prohibit romantic relationships that exist between parties where the context of power-authority between employees or between employees and students is not present; and provided that the relationship does not affect the employee's effectiveness in fulfilling his or her professional obligation. For these instances, appropriate measures should still be taken in order to avoid conflicts of interest from occurring. For relationships that may exist prior to the time that either a student or employee is placed in a situation of instruction or supervision that is considered to be a conflict of interest, the employee(s) involved shall disclose and take immediate measures to avoid the conflict or appearance of conflict.

2. Procedures for Disclosure

Employees should first avoid allowing an inappropriate consensual, amorous or sexual relationship to develop with a supervisee or student.

A. Where the employee is already in or has had a recent consensual relationship with a supervisee, the following procedures shall be followed:
   i. Immediate disclosure by the employee of the relationship to their supervisor and to the appropriate Vice President or Vice Chancellor in order to ensure that any conflicts of interest have been adequately addressed.
   ii. The respective administrator responsible for the department or division shall place the subordinate under alternate supervision when a supervisor under his/her direction has or has had a recent consensual relationship with the employee.
   iii. The supervisor shall recuse himself or herself from any discussions or involvement with decisions related to evaluations, promotion, hiring, determination of salary, or continuation of contract or employment.
   iv. The respective Vice President or Vice Chancellor shall prepare and retain a report that specifies the appropriate alternate arrangements that have been made to eliminate the conflict of interest. The EEO/AA Office shall be provided a copy of the report along with the employees involved in the relationship.

B. Where the employee is already in or has had a recent consensual relationship with a student prior to enrollment in his or her class, the following procedures shall be followed:
   i. The faculty member shall counsel and advise the student not to enroll in his or her course.
   ii. The Consensual Relationships Policy will be made available to students via the student handbook and other appropriate communications vehicles.
   iii. If it is not possible for a student to enroll in another course, section, or course and section at another college due to a requirement for completion of a degree or certificate and no other academic option is available, disclosure of the relationship will be made to the appropriate Department Chair, Dean and Vice President of Academic Affairs or Vice President for Student Affairs as appropriate for review. The Vice President will refer the matter to the Vice Chancellor for Academic and Student Affairs for consideration. The Chancellor or his/her designee may allow a student to enroll in the class only upon a showing by the student that the enrollment is necessary to avoid an extreme hardship, and upon a showing by the college President or designee that the academic integrity of the student's enrollment in the class will nevertheless be maintained.

3. Persons who are married, or were married, are included within the definition of persons that have or who have had a consensual amorous relationship. Disclosure in this instance may be made via the Maricopa Disclosure process at https://ep.maricopa.edu/in/SitePages/Home.aspx
4. An employee who fails to follow the requirements established in this policy and who does not withdraw from participation in activities or decisions that may reward or penalize a supervisee or student with whom the employee has or has had a recent consensual amorous relationship, will be considered in violation of policy and will be addressed in accordance with established processes in job group policy manuals.

LANGUAGE ADOPTED BY DIRECT CHANCELLOR APPROVAL

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.

ADOPTED by Direct Chancellor Approval, April 1, 2015

Student Services

www.paradisevalley.edu/students.html

- Academic Advising Center
- Admissions, Records & Registration
- Adult Re-Entry Services
- Athletics Department
- Bookstore, Follett
- Bus Service - Valley Metro
- Business Services: Cashiers, Fiscal
- Career Services
- Center for Distance Learning
- Computer Commons
- Counseling & Personal Development
- Disability Resources and Services
- Early College Programs
- Fitness Center
- Food Service: Cafeteria
- Honors Program
- Human Resources
- Learning Success Center (LSC)
- Buxton Library
- Math Center
- Puma Power-Up
- Public Safety
- PVCC at Black Mountain
- Student Development
- Student Financial Assistance
- Student Life and Leadership
- Technology Helpdesk
- Testing Services
- Veterans Services Center
- Welcome Center

Student Services

Academic Advising Center

Kranitz Student Center, KSC-1123
Phone: (602) 787-7000
Website: www.paradisevalley.edu/students/advisement

Academic Advising at Paradise Valley Community College is an on-going, intentional, and educational partnership dedicated to our students' academic success. This partnership is designed to assist you from the start of your college experience through graduation from PVCC or whatever your chosen academic goals may be (transferring to a University, entering the workforce, increasing your career marketability, etc.). Advisors are available on both a walk-in and appointment basis.

Admissions, Records & Registration

Kranitz Student Center, KSC-1100
Phone: (602) 787-7000
Website: www.paradisevalley.edu/students/admissions

The Admissions, Records & Registration Office is where students submit admission and registration forms to register for your classes. All student records are kept in this office.
Services:

- Drop/Add/Withdrawal
- Education records
- Enrollment Services
- Enrollment verific tion
- Collection of tuition/fees
- Name/address changes
- Foreign Student Admissions
- Graduation
- Registration
- Transcript evaluation
- Transcript requests

Adult Re-Entry Services Program

Kranitz Student Center, Counseling & Personal Development Division
Phone: (602) 787-6540
Website: www.paradisevalley.edu/students/adult re-entry

Adult Re-Entry Services are designed to help students 25 years and older to make a successful transition to college life.

Services: Counseling: personal, academic and career
Re-Entry Seminars: free day and evening seminars on a variety of personal, academic and career growth and development topics

Course: CPD103BA-Women In Transition Personal growth college credit courses are designed to support men and women who are returning to education.

Student Services

Athletics Department

Location: L-109
Phone: (602) 787-7173
Website: www.paradisevalley.edu/athletics

PVCC Athletics competes in Region 1 of the National Junior College Athletic Association (NJCAA), and is part of the Arizona Community College Athletic Conference (ACCAC).

Intercollegiate athletics are an important part of college life, providing personal growth opportunities, entertainment and a source of pride. The success of our student-athletes both on the field and in the classroom is a priority to our coaches, faculty and staff. We strive to serve as a model amongst NJCAA and ACCAC 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.

PVCC sponsors intercollegiate men's and women's athletics teams in:

- Baseball
- Cross Country
- Golf
- Soccer
- Softball
- Tennis
- Track & Field

Black Mountain PVCC Campus

Location: 34250 N 60th Street, Scottsdale, AZ 85266
Phone: (602) 493-2600
Website: www.paradisevalley.edu/blackmountain

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 Higher Education Group - PVCC Puma Bookstore

Kranitz Student Center, KSC-1500
Phone: (602) 787-7120
Website: www.paradisevalleyshop.com
Website: cwww.efollett.com

The PVCC Puma Bookstore, operated by Follett, sells new and used textbooks, school supplies, greeting cards, gifts, sundries, college clothing, trade books and educationally priced software.

Services:

- Book buy back
- Special order books
- College clothing
- Bus passes

Student Services

Bus Service - Valley Metro

Provider: Valley Metro, 101 N 1st Ave #1300, Phoenix, AZ 85003
Phone: (602) 253-5000
Website: For detailed ROUTE INFORMATION, go to routes.valleymetro.org

Bus Passes: student bus passes can be purchased at the PVCC Puma Bookstore (prices as of July 2015)
Location: KSC-1500
Phone: (602) 787-7120

1-Day Pass	$4.00
7-Day Pass	$20.00
31-Day Pass	$64.00
Semester Bus Pass	$230.00 Full-time students only

REDUCED PASSES: Available for students under 18 yrs, over 65 yrs or with Medicare

31 Day Reduced Bus Pass	$32.00
Semester Reduced Bus Pass	$115.50 Full-time students only

Business Services: Cashiers, Fiscal & Receiving

Kranitz Student Center, KSC-1100
Phone: (602) 787-7350
Website: www.paradisevalley.edu/students/cashier-services
Website: www.paradisevalley.edu/fisca

The Business Office provides the following services:

- Accounting
- Accounts Payable
- Bookstore & Food Services Contract Coordination
- Cashier
- Disbursement of financial ai
- Financial Planning & Reporting
- General Business Support
- Payroll
- Payroll distribution
- Procurement of goods/services
- Purchasing
- Receiving
- Receiving/Property Accounting

Career Services

Kranitz Student Center, KSC-1181
Phone: (602) 787-7073
Website: www.paradisevalley.edu/students/career-services
Email: career.services@paradisevalley.edu

Career Services assists students, alumni, and community members achieve their career objectives through a variety of pathways. Most career fields offer opportunities to gain career-related experiences through Job Shadowing, Internships, and part-time and full-time employment. The best time to start exploring options is during your first year of college. Career Services include: Resume Reviews, Cover Letters, Interviewing Skills, Networking, LinkedIn, Web-based Job Searched, Computer Based Career Exploration, Career Research, and referral to other resources. Local employers work with Career Services to provide internships and job opportunities for PVCC students.

Student Services

Bus Service - Valley Metro

Provider: Valley Metro, 101 N 1st Ave #1300, Phoenix, AZ 85003
Phone: (602) 253-5000
Website: For detailed ROUTE INFORMATION, go to routes.valleymetro.org

Bus Passes: student bus passes can be purchased at the PVCC Puma Bookstore (prices as of July 2015)
Location: KSC-1500
Phone: (602) 787-7120

1-Day Pass	$4.00
7-Day Pass	$20.00
31-Day Pass	$64.00
Semester Bus Pass	$230.00 Full-time students only

REDUCED PASSES: Available for students under 18 yrs, over 65 yrs or with Medicare

31 Day Reduced Bus Pass	$32.00
Semester Reduced Bus Pass	$115.50 Full-time students only

Business Services: Cashiers, Fiscal & Receiving

Kranitz Student Center, KSC-1100
Phone: (602) 787-7350
Website: www.paradisevalley.edu/students/cashier-services
Website: www.paradisevalley.edu/fisca

The Business Office provides the following services:

- Accounting
- Accounts Payable
- Bookstore & Food Services Contract Coordination
- Cashier
- Disbursement of financial ai
- Financial Planning & Reporting
- General Business Support
- Payroll
- Payroll distribution
- Procurement of goods/services
- Purchasing
- Receiving
- Receiving/Property Accounting

Center for Distance Learning, choices@pvc

Learning Resources Complex, E-125
Phone: (602) 787-6754
Website: www.paradisevalley.edu/choices

The Center for Distance Learning supports instructional delivery alternatives and services to meet the needs of students who desire or need more fl xible scheduling options. Courses are offered under the following areas:

- Guided Independent Learning: GIL
- Hybrid
- Online Learning: www2.paradisevalley.edu/online

Student Services

Computer Commons

Learning Resources Complex, E-137
Open Lab: E-137
Classrooms: E-132-E-154
Phone: (602) 787-6760
Website: www.paradisevalley.edu/cc

Open Computer Lab Times (Spring/Fall) :

Monday–Thursday	7:30am to 9:30pm
Friday	7:30am to 5:00pm
Saturday	8am to 4pm

The Computer Commons consists 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 Certific tion Training. Classes scheduled in the lab classrooms have an additional computer fee attached.

The Computer Commons' trained, 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.

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 oftware Programs

PC/Windows & Dual-Boot iMac computers
B&W and Color Laser Printing (available on a pay-for-print basis)
Scanning
Practice Presentation Room (E141)-Complete a Room Reservation Form online
Numerous Tutorials/FAQ's/Tips
Check out our web site http://www.paradisevalley.edu/cc/ for additional Student Services and Commons Resources

To work in the Open Computer Lab, PVCC students must:
Present their PVCC Student ID each time they use the Open Lab (obtain PVCC ID from Computer Commons Check-In Desk)

Counseling & Personal Development

Kranitz Student Center, KSC-1220
Phone: (602) 787-6540
Website: www.paradisevalley.edu/counseling

Hours: Monday-Thursday: 8:00am–7:00pm and Friday: 8:00am–5:00pm

Student Services

To make an appointment, call (602) 787-6540 or see the receptionist in KSC-177.

Counseling & Personal Development offers free, confide tial counseling services for all students, as well as a variety of personal growth classes. Our mission is to support learning and health, and to help students achieve their full potential.

Counseling:	To help students identify, understand, and develop skills to resolve life issues including relationships, managing stress, anxiety or depression, job concerns, educational planning, or making career decisions.
Classes:	CPD classes are offered for credit on topics related to personal growth, leadership, career planning and college success; CWE classes provide job internships for college credit.
Career Testing:	To identify career related interests, personality preferences, values and skills.
Computer: Resources:	To access data bases including financial ai , educational planning, college majors and Schools, job banks, and occupations.
Screening:	For depression, anxiety, eating disorders, and alcoholism.
Referral:	To link students with community health and social services.
Support Groups:	To build community through the Student Peer Support Group, AWARE (Adults Who are Returning to Education) club.
Seminars:	Free to students and the public including Adult Reentry Seminar Series, career panels, wellness, study skills, leadership and other topics.

The Counseling staff are both student and learning centered. We take pride in providing instruction and services in a positive atmosphere that will help students to achieve their potential.

Disability Resources and Services

Kranitz Student Center, KSC-1220
Phone: (602) 787-7171
Website: www.paradisevalley.edu/students/disability-resources

Disability Resource and Services (DRS) provides information and services to PVCC students with disabilities. In order to receive accommodations, documentation must be presented to the DRS verifying the existence of a disability and establishing a clear connection between the accommodations being requested and the effects of the disability. Disability Resources and Services strives to empower students with disabilities to discover, develop, and demonstrate their full potential in higher education.

Early College Programs

Kranitz Student Center, KSC-1200
Phone: (602) 787-7170
Website: https://www.paradisevalley.edu/students/early-college-programs

Early College Programs assists high school students with enrollment and successful completion of dual and concurrent enrollment opportunities. Programs include: Dual Enrollment, ACE Program, Puma College Connection, and Hoop of Learning Program.

Fitness Center

F Building
Phone: (602) 787-7270
Website: www.paradisevalley.edu/fitness

PVCC's Division of Health and Exercise Science Is committed to empower students to develop optimal health through a wellness

lifestyle. In today's society, we have become very aware of the cost of not taking care of ourselves, not just to us personally, but also to the businesses that choose to employ us, and society in general. At PVCC we offer a full spectrum of credit wellness classes that teach students skills that can be used to optimize wellness.

Food Service: Cafeteria, Chartwells, Puma Den

Kranitz Student Center, KSC-1400
Phone: (602) 787-7141

Services: Puma Den, operated by Chartwells, offers a variety of items from hamburgers to pizza, "grab & go" to entrees. Extensive catering is also available.

Honors Program

Location: K-101 and K-102
Phone: (602) 787-7888
Website: www.paradisevalley.edu/honors

Benefits & Special Oppo tunities to Honors Students
Presidents' Honors Scholarship and Honors Achievement Award
Enriching, thought-provoking Honors classes and projects
Honors designation on diploma and transcript
Exclusive programs and guest speakers
Honors social functions
Student Honors Advisory Council opportunities
Leadership retreats, Fall Honors retreat
Networking and travel opportunities (including leadership retreats and Honors conferences)

Connect with ASU's Honors Alliance
Honors Achievement Award:
Students who have a cumulative GPA of 3.25 or above, based on at least 12 hours of 100 level or higher course work at any MCCCD college, can submit an application to the Honors Coordinator for an Honors Achievement Award of up to $500. In conjunction, the student must also enroll in six credit hours or more per semester including at least one three credit Honors course.

Presidents' Honors Scholarship:
Students who have graduated high school within one academic year from a NCA Accredited high school within Maricopa County can qualify for the Presidents' Honors Scholarship through placement testing and by graduating with a minimum 3.0 high school gpa. The Presidents' Honors Scholarship is equal to 15 credits of tuition plus the registration fee. It is renewable for up to four consecutive regular semesters as long as the student maintains eligibility.

Human Resources

Kranitz Student Center, KSC-2600
Phone: (602) 787-7776
Website: www.paradisevalley.edu/HR

The Human Resources Office provides information and services in the following areas:

- Employment
- Employee Benefit
- Wage & Salary
- HR Information/HRMS Training & Support
- Employee Relations
- Employee Wellness

Student Services

Learning Success Center (LSC)

Learning Resources Complex, E-180
Phone: (602) 787-7180

Hours of Operation:
Monday–Thursday: 8:00am–7:00pm
Friday*: 8:00am–5:00pm
Saturday*: 10:00am–2:00pm
**Hours vary in the summer and over breaks*

Website: https://www.paradisevalley.edu/students/learning-success-center
The LSC offers academic support to PVCC students. Programs and services include:

- Free drop-in tutoring: No appointment needed, tutoring for most subjects, including math at all hours the LSC is open.
- Math Lab: Work with math tutors in math classes up to MAT122.
- The Writing Center: Available by appointment or by dropping in, tutors assist in helping students to address any stage of the writing process, including grammar, punctuation, thesis statements, sentence and paragraph development, organization, transitions, documentation, and ESL assignments.
- Academic Reading Coaching: Meet one-on-one with a reading coach to learn skills and strategies for college reading to get the most out of your textbooks.
- Academic Success Coaching: Work one-on-one with a success coach on work-life-school balance, time management, and study skills and on how to get the most out of PVCC through referrals to campus offices and resources.
- LSC Workshops: The LSC sponsors several workshops designed to help students improve their writing skills, including weekly workshops for students in ESL classes. Other workshops are designed to help students with memory and learning strategies, note-taking and study skills, and time management.
- ESL Conversation Groups: Students and community members who are 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 LSC.
- 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.
- Language Lab: Rosetta Stone is available for students of English and Spanish and several other languages to practice speaking, listening, reading, and writing.
- Learning Resources: Resources for use in the LSC include science models, textbooks, laptops, calculators, Semester-at-a-Glance calendars, and handouts. The LSC also has rooms available to reserve for group study.

Buxton Library

Learning Resources Complex, E-102
Phone: (602) 787-7200 Circulation
Phone: (602) 787-7215 Reference/Information
Website: www.paradisevalley.edu/library

Student ID = Library Resources Access & Checkout

Don't forget your Student ID card!

The ability to locate and evaluate relevant Information Is a skill that promotes your education and career goals both at PVCC and throughout life. The Buxton Library features numerous learning spaces and resources from Individual and group study rooms to College and Career Information assisting with resume writing or taking entrance exams. In addition, our skilled librarians and staff readily assist students and we feature a 24/7 Ask A Librarian service to support students at their point of need. While supporting curriculum endeavors, we also encourage reading for enjoyment which includes top fi tion, non-fi tion and magazines. Grab your ID card and check out our various collections while enjoying our extensive Native American art collection.

Services:
- Instruction
- Research Assistance (including 24/7 online)
- Library Guides & Exercises
- Interlibrary Loan
- Reserves Collections Including Textbooks
- Electronic Resources
- Copy Machines/Scanning
- Individual/Group Study Rooms

Library Hours: Monday–Thursday 7:00am–7:00pm Saturday 10:00am–2:00pm

Student Services

Friday 7:00am–2:00pm

Hours Vary in the summer and Between Semesters.

Math Center

Q Building, Q-211
Phone: (602) 787-7740
Website: www.paradisevalley.edu/mathassessment/

Math Center Hours of Operation:
Monday–Thursday: 8:00am–5:00pm
Friday*: 8:00am–2:00pm, Saturday: *Closed
*hours may vary in the summer
*For Math Testing Center and Math Tutoring hours, please visit www.paradisevalley.edu/mathassessment/

The purpose of the Mathematics Assessment Center is to help students through the assessment of existing skills and knowledge to identify and achieve personal, academic, and career goals.

Drop-In Tutoring (math courses): Math tutors available during all open hours—no appointment needed.

Puma Power-Up

Kranitz Student Center, KSC 1208
Student Development Office
Phone: (602) 787-7000
Website: www.paradisevalley.edu/students/advisement/puma-power

All students new to PVCC are required to attend two programs designed to help support your transition to PVCC. New students are required to attend a Puma Power Up Advising Session and New Student Orientation. Puma Power Up Advising Sessions help new students prepare for their first semes er at PVCC.

At the New Student Orientation you will have an opportunity to meet your advisor, faculty members, take a campus tour, get your Student ID and learn more about what it takes to be a successful.

Public Safety

Kranitz Student Center, KSC-1240
Phone: (602) 787-7900 for Information & Security Escorts
Phone: (480) 784-0911 (40911 on campus)
Website: www.paradisevalley.edu/public-safety/

This office is responsible for the safety and security of all persons and property on campus. In compliance with Crime Awareness and Campus Security Act of 1990, the report for campus crime and security policies is located at http://www.paradisevalley.edu/public-safety/safety-poicies-and-annual-crime-statistics

Services:
- Accident/Theft Reports
- Deliver Emergency Messages
- Emergency Assistance
- First Aid
- Lost and Found
- Vehicle Assistance
- Safety Escort

Student Services

PVCC at Black Mountain

Location: 34250 N 60th Street, Scottsdale, AZ 85266
Phone: (602) 493-2600
Website: www.paradisevalley.edu/blackmountain

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. Registration, Advisement, Placement testing, Cashier, and Tutoring services area all offered on site.

Check out our website or come see us at Black Mountain for more information!

Student Financial Assistance

Kranitz Student Center, Welcome Center, KSC-1100
Phone: 1-(855)-622-2332
Website: www.paradisevalley.edu/students/financial-ai
Email: dl-pvc- finaid@pa adisevalley.edu

The Financial Aid Office at Paradise Valley Community College provides financial aid to eligible students to help pay for their educational expenses including tuition, program and course fees, books, and living expenses. The Financial Aid Office provides information and guidance to students and families on understanding what aid is available, how to apply, and how to successfully remain eligible for aid throughout your educational career. Educational funding is provided through Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Arizona Leveraging Educational Assistance Partnership (AzLEAP) Grants, William D. Ford Federal Direct Student Loans, Federal Work-Study Employment opportunities and Scholarships. The first critical step in the aid process is to complete the Free Application for Federal Student Aid (FAFSA). This application is required to be submitted annually. The Free Application for Federal Student Aid covers the school year which includes the Fall Semester, Spring Semester, and Summer Sessions. The priority deadline is July 1 prior to the start of the Fall Semester in August, November 1 prior to the start of the Spring Semester in January, and April 1 prior to the start of summer in June. Applications received after these dates will still be considered for aid, but funds may not actually be received until after the start of the semester. Please check our website and your individual "My.Maricopa.edu" often for new information and opportunities.

Student Life & Leadership

Kranitz Student Center, KSC-1303
Phone: (602) 787-7240
Website: www.paradisevalley.edu/student-life

The Student Life & Leadership offers students the opportunity to become involved in campus and community life.
Services and Programs:

- Campus activities and events
- Student Clubs and Organizations
- Puma Pantry
- Leadership Development Training
- Service Learning Opportunities
- Civic Engagement
- Student Leadership Council
- Workshops and Speakers
- Game Room

Student Recruitment Office

Kranitz Student Center, KSC-1230
Phone: (602) 787-7444
Website: www.paradisevalley.edu/students/student-recruitment
Email: pvcrecruitment@paradisevalley.edu

The Student Recruitment Office provides personal assistance to prospective, new and returning to college students as they explore and then start the enrollment process. In addition, recruiters work with high schools, local businesses, community groups and government agencies to increase access to Paradise Valley Community College. Recruiters regularly schedules high school visits, campus tours and conduct outreach events through the year. The Recruitment Office also coordinates the PVCC Puma Scholarship and houses the campus switchboard.

Technology Helpdesk

Location: Computer Commons, E Bldg
Phone: (602) 787-7780
Website: www.paradisevalley.edu/employees/technology-helpdesk
Email: helpdesk@paradisevalley.edu
Hours: Monday-Friday, 7:00am - 7:00pm

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 HRMS 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.

Testing Services

Kranitz Student Center, KSC-2400
Phone: (602) 787-7050
Website: www.paradisevalley.edu/students/testing-services

The purpose of the Assessment Center is to help students through the assessment of existing skills and knowledge to identify and achieve personal, academic, and career goals. Additional information and links to sample questions are available online.

Services:	Placement assessment	College-Level Examination Program (CLEP)
	Instructional testing	English as a Second Language (ESL) assessment
	Special test administrations	HESI A2 Nursing Entrance Test

Veterans Services

Location: K-108
Phone: (602) 787-7045
Website: www.paradisevalley.edu/students/veterans-services
email: veterans@paradisevalley.edu

Paradise Valley Community College is proud to serve our military service members, veterans, and their families. The PVCC Veteran Services Center acts as a liaison between the college and the Department of Veteran Affair , and connects students with resources to enable their academic success.
The Veterans Services staff assists se vice members, veterans, and their families with admissions, enrollment, financia assistance, academic advising, 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
- Vocational Rehabilitation for Disabled Veterans
- Montgomery GI Bill for the Selective Reserve
- Reserve Education Assistance Program
- Department of Defense Tuition Assistance

Paradise Valley Community College has been designated by the Arizona Department of Veterans Services as a Veteran Supportive Campus.

All veterans expecting to utilize their VA education benefits should ontact the Veteran Services Office as early as possible to apply for benefits and ensu e their certific tion documentation is complete and accurate. Please visit our website for further information.

Welcome Center

Kranitz Student Center, KSC-1100
Hours: Fall/Spring: Mon - Thur: 8:00am -5:00pm, Friday: 8:00am - 3:00pm
Summer Hours (Mid-May through July): Monday–Thursday 8:00am–6:00pm/Closed Friday

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.

PVCC Faculty
PVCC Management
Glossary of Terms

PVCC Faculty

Anderson, Versha J. — **Communication**
B.A. University of Rhode Island
M.A. Colorado State University
Ph.D. Arizona State University

Anonsen, Lori — **Food & Nutrition**
B.S. Arizona State University
M.S. Arizona State University

Arps, Kevin — **Psychology**
B.A. Trinity U. of San Antonio (Psychology)
B.A. Trinity U. of San Antonio (Sociology)
M.S. Arizona State University

Auten, Marianne — **Counseling & Personal Development**
A.A. Yavapai College
B.S. Northern Arizona University
M.C. Arizona State University
Ed.D. Walden University

Bains, Satinder — **Chemistry**
B.S. University of Bombay
M.S University of Bombay
M.S. Southern Illinois University
Ph.D. University of Tennessee

Barney, Tina — **Nursing**
B.A. Grand Canyon University
M.S.N. Grand Canyon University

Beeler, Sheila R. — **Reading**
B.S. Northern Arizona University
M.Ed. Northern Arizona University

Bielick, Michelle D. — **Reading**
B.A. Columbia College
M.A. Saint Xavier University

Birkmann, Harry — **Geology**
Diploma, Friedrich Alexander University
M.S Arizona State University
Ph.D. Arizona State University

Bjork, Stephanie — **Anthropology**
B.A. Marquette University
M.S. University of Wisconsin-Milwaukee
Ph.D. University of Wisconsin-Milwaukee

Botos, Marianne — **English, English Humanities & Creative Writing**
B.A. Arizona State University
M.F.A. Arizona State University

Bradley, David L. — **Art**
B.F.A. Louisiana Technical University
M.F.A. University of North Texas

Browning, Darra — **Biology**
B.S. University of Arizona
B.S. University of Arizona
D.V.M. Colorado State University

Burton, Kelly Fitzsimmons — **Philosophy**
B.A. Arizona State University
B.A. Arizona State University
M.A. Arizona State University

Carter, Michelle — **Business/Personal Computers**
B.S. University of Arizona
M.A.Ed. University of Phoenix

Chapman, Diane — **Counseling**
B.S. University of Iowa
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

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 D. — **Early Childhood Education, Child & Family Studies**
B.A. Colorado Women's College
M.Ed. Arizona State University

Corbet, Jaimee B. — **Biology**
B.S. Northern Arizona University
M.S. United States Sports Academy

Cornell, Paul — **Mathematics**
B.A. Arizona State University
M.A. Arizona State University

Cornell, Renee — **English**
B.A. Arizona State University
M.S. Nova Southeastern University

Craig, Tony — **Mathematics**
B.A. Arizona State University
M.A.Ed. Ottawa University

Crossman, Paula — **Library**
B.A. Dalhousie University
M.L.I.S. Dalhousie University

Dash, Kishore — **International Political Economy**
B.A. Utkal University
M.A. University of Delhi
Ph.D. University of Hawaii at Manoa

Dean, Kim — **Mathematics**
B.A. St. Joseph's College
M.Ed. Northern Arizona University
M.A. Northern Arizona University

DeFalco, Nicholas F. — **Nursing**
B.S.N. Grand Canyon University
M.S.N. University of Phoenix

PVCC Faculty

Diefert, Cynthia — **Reading**
B.S. Texas Tech University
M.Ed. Grand Canyon University

Donahue, Daniel — **Emergency Medical Technology**
A.A.S. Phoenix College (Fire Science)
A.A.S. Phoenix College (Adv. Paramedicine)
B.S. Grand Canyon University
M.S. Grand Canyon University

Dotterer, Robert — **Paramedicine**
B.S.Ed. Northern Arizona University
M.Ed. University of Arizona

Douglass, John — **Geography**
B.S. Northern Arizona University
M.A. Northern Arizona University
Ph.D. Arizona State University

Doyle, James — **Biology**
B.A. Northeastern Illinois University - Chicago
M.S. University of North Carolina - Chapel Hill
Ph.D. University of North Carolina - Chapel Hill

Durandet, Casey — **Physics**
B.S. University of Wisconsin - Madison
M.S. University of Wisconsin - Madison
Ph.D. University of Wisconsin – Madison

Dwork, David — **Mathematics**
B.S. University of California - Los Angeles
M.A. Arizona State 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

Ghosh, Vaswati — **History**
B.A. St. Xavier's College - Bombay, India
M.A. University of Bombay, India
Ph.D. University of London - United Kingdom

Goodwin, Jocelyn — **Nursing**
B.S.N. Wayne State University
M.S.N. Eastern Michigan University

Hamm, D. Michael — **Mathematics**
B.A. University of Texas at Arlington
M.A. University of Texas at Arlington
Ph.D. University of North Texas

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. Brigham Young University
M.S. Brigham Young University

Hoyt, Jeffrey — **Microbiology**
B.S. University of Wyoming
Ph.D. University of Nevada

Johnston, Tomi — **Art History**
B.A. Arizona State University
M.A. Arizona State University

Kang, Li — **Library & Information Science**
B.A. Shanxi Teachers' Normal University - China
M.A. University of South Florida
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. Univ. of the Pacific - onservatory of Music
M.M. Arizona State University
D.M.A. Arizona State University

Kirk, Meggin — **Education**
B.A. Western Washington University
M.A. Arizona State University

Lace, Jeff — **Biology**
A.A. Highland Community College
B.S. Benedictine College
M.S. Arizona State University
M.P.T. Northern Arizona University

Lalko, Lynn — **Chemistry**
B.S. Rockhurst College
Ph.D. Arizona State University

Lamanna, Anthony — **Biology**
B.S. Excelsior College, New York
M.S. University of Bridgeport
D.C. Life University School of Chiropractic

Lauffer, Raji — **Computer Information Systems**
B.E. Bharathiar University
Ph.D. Arizona State University

Lazzara, Julie — **Psychology**
B.A. Arizona State University
M.C. Arizona State University

Loop, James — **Computer Information Systems**
B.S. Western International University
M.Ed. Grand Canyon University

PVCC Faculty

Macias, Leonard M — **English**
B.A. Arizona State University
M.A. Arizona State University

Macias-Murrieta, Andrea E. — **Counseling**
B.A. Arizona State University
M.C. Arizona State University

Maneshni, Bahman — **Economics**
M.A. Vanderbilt University
M.B.A. Thunderbird School of Global Management

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Glossary of Terms

Academic Advisor: A paraprofessional, or designated individual who has been formally trained to assist students with academic information that will enable them to enroll in the proper classes which will provide them with a reasonable degree of success.

Add/Drop period: A period of time before classes begin when schedule changes are made **without** charge. A penalty may be charged for changes made **after** the start of classes.

AGEC: A 35 semester credit general education program of study that fulfills lower-division general education requirements for students planning to transfer to any Arizona public community college or university and transfers as a block without loss of credits.

Assessment: Also known as placement or Assessment of Skills for Successful Entry and Transfer (ASSET) testing. Assessment is a way of evaluating students' present skills in English, reading and math so students may choose courses that match their skills. Assessment is based on scores on the ASSET course placement test. Scores are used as a guide for proper course placement, which leads to greater success.

Associate Degree: Degree awarded by the community colleges after a student completes a specified number of course requirements and credit hours, generally a minimum of 60-64 semester credits. May be an Associate of Arts (AA) or Transfer Partnership Associate of Arts (AA), designed primarily for transfer to complete a baccalaureate degree; an Associate of Applied Science (AAS), designed primarily to enhance workplace skills and knowledge; or an Associate of General Studies (AGS), designed to fulfill students' goals of higher education. See the degree portion of this catalog for further information.

Associate Transfer Partnership Degree (ATP): The Associate Transfer Partnership Degree (ATP) is designed for students transferring to public and private colleges and universities. This AA degree is specifically developed for students who have an identified major and have selected the baccalaureate degree granting institution to which they intend to transfer.

Audit: When a student pays to attend class but does not want to receive credit. See Schedule of Classes for information on fees for auditing a course.

Baccalaureate or Bachelor's Degree: A degree awarded by a four-year college or university, often referred to as a B.A. or B.S. degree.
choices@pvc: Distance Learning program for students who desire or need more fl xible scheduling options.

Commencement: Also known as graduation. A ceremony during which colleges award certific tes of completion and degrees to graduating students.

Continuous Enrollment: The process of registering for and completing courses during consecutive semesters, which may include summer sessions. Determines catalog year for graduation.

Corequisite: Specified conditions, requirements, or courses that must be completed at the same time as another course.

Counselor: A services faculty who has both a teaching and counseling role. Counselors are professionally trained faculty who help students with educational, career, or personal concerns.

Course: A specific subject studied within a limited period of time taught by a faculty member. Also called course offering or class.

Course Fee: A charge for services, supplies, and/or materials for a course, in addition to tuition and registration fees for the course.

Course Number: A three-digit number that identifies a specific course, i.e. the 101 in ENG 101, Freshman English.

Course Title: The name of a specific ourse, i.e. College Algebra.

Credit Hour: The numerical unit earned for the completion of a specific course. For example, 3 credit hours may be earned for successful completion of PSY101. Also referred to as semester hour or unit.

Curriculum: A planned sequence of courses aimed at an academic or occupational goal; also referred to as a program of study.

Division: A group of faculty who teach classes in related subjects such as accounting, management, and word processing in the Business & Information Technology division.

Electives: Non-required courses that students may select to complete their program of study.

Faculty: Instructors who meet specific qualifications to teach courses.

Final Exams: Tests or exercises given at the end of a term that are often comprehensive; that is, they may include all material covered during the semester. The schedule of final exam dates and times for each term is included in the schedule of classes.

Glossary of Terms

Fiscal Office: Also known as the Cashier's Office. Students may pay tuition and fees, course fees and other encumbrances owed the college at the Fiscal Office.

Grade Points: The numerical value of a grade multiplied by the credit hours for a course. (A = 4 pts.; B = 3 pts.; C = 2 pts.; D = 1 pt.). For example: If a student earns an A in ENG 101, (3 credit hours), then the student earns 12 points. A = 4 points x 3 (credit hours) = 12 points.

Grade Point Average: Determined by dividing the total number of grade points earned by the total number of semester hours earned. For example, 45 grade points divided by 15 credit hours earned = 3.0 GPA.

Hybrid: Hybrid blends face-to-face (in person) instruction in a classroom with online learning. It is convenient for you and your schedule because you spend approximately half the time in a regularly scheduled class with your instructor and the rest of the time online. It is designed for highly motivated, self-disciplined, technology-literate students. It requires reliable web and e-mail access for communication and assignments outside of the classroom.

Load: When referring to a student's "academic load" = the total number of credit hours taken in one semester.

Lower Division: Normally freshman and sophomore level courses offered by a college. Community colleges offer only lower division courses while four-year institutions offer both lower and upper division (junior and senior) courses.

Major: An area of concentrated study often for a specific degree such as Journalism or Engineering.

Official Absence: Absence approved by Dean of Learning for official p ticipation in a college activity.

Online (www2.pvc.maricopa.edu/online): Distance Learning courses administered via the Internet. Students must have access to a computer with an Internet connection either at home or the office. Students must enroll in and start by the enrollment deadline (enrollment is limited).

Pass/No Credit: An option for class registration in which students choose to receive a grade of Pass or No Credit in lieu of a letter grade (A,B,C,D,F). Students can earn credits toward graduation by passing these courses but the grades will not count in their GPA. It is best to check with an advisor to make sure that a grade of "Pass" will transfer to another college or university. "No Credit" will not transfer.

Period: One period is equivalent to 50 minutes per week.

Placement Test: See Assessment.

Prerequisite: Specified conditions or classes which must be completed prior to enrolling in certain classes. For example, ENG 102 has a prerequisite of ENG 101.

Probation: A warning that a student is not in good academic standing. May be accompanied by restricted credit hour enrollment.

Registration: Actual enrollment of a student into specific courses after the student has been admitted to the college and has received academic advisement.

Required Course: A course that is needed to meet certain goals or to complete a certain curriculum. For example, AJS 103 is a required course in the Administration of Justice curriculum.

Scholastic Suspension: Not being allowed to enroll in the college for one semester. This is caused by not maintaining the minimum required GPA for two consecutive semesters.

Section Number: A four-digit number used to identify each class of each subject offered. Each class has a different section number such as MAT 122, section 2123 and MAT 122, section 2124.

Subject Code : The three-letter abbreviation used to identify a particular subject such as MAT for mathematics or SOC for sociology. It appears before the course number.

Syllabus: One or more pages of course requirements that instructors give to students on the first day of class. The syllabus may include detailed information about a course, such as an instructor's grading system, attendance policies, and testing and assignment dates.

Transcript: An officia record of a student's college coursework that is maintained by the college registrar. Courses taken, grades, credits, GPA, and graduation information are included on a transcript.

Transfer Credit: Course credit that is accepted by another college.

Glossary of Terms

Tuition and Fees: The cost per semester credit unit that students must pay for their college courses. Tuition and fees are determined by the Maricopa County Community Colleges Governing Board.

Withdrawal: Officiall withdrawing from any or all courses during a semester. Students withdrawing from one or more courses must notify the Admissions, Records and Registration Office in writing and request that they be officiall withdrawn. Refunds are based on the refund schedule/policy set forth in the catalog.



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  AA FA: Associate in Fine Arts - Art Degree
  AA FA: Associate in Fine Arts - Dance Degree
  AA FA: Associate in Fine Arts - Theatre Degree
  AAS: Associate in Applied Science -
    General Education Requirements
  ABus GR: Associate in Business - General Requirements
  ABus SR: Associate in Business - Special Requirements
  AGEC : Arizona General Education Curriculum
  AGEC-A, AGEC-B, AGEC-S
  AGS: Associate in General Studies
Associate in Applied Science Degree Programs
at PVCC 68-124
  AAS: Accounting, Specialized Professional
  AAS: Administration of Justice
  AAS: Administrative Specialist
  AAS: Adv. Emergency Medical Technology (Paramedic)
  AAS: Audio Production Technologies
  AAS: Computer Information Technology
  AAS: Dietetic Technology
  AAS: Early Childhood Education
  AAS: Emergency Response and Operations
  AAS: Exercise Science & Personal Training
  AAS: Fire Service Professional
  AAS: General Business: Specialized
  AAS: Healthcare Technology Systems
  AAS: Integrated Public Health
  AAS: Management
  AAS: Marketing & Sales
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  CCL: Audio Production Technologies
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  CCL: Computer Information Systems
  CCL: Computer Information Technology
  CCL: Computer Networking Technology
  CCL: Computer Systems Maintenance

CCL: Driver Operator
CCL: Early Childhood Education
CCL: Emergency Management
CCL: Emergency Medical Technology
CCL: Entrepreneurial Studies Level I
CCL: Firefig ter Operations
CCL: Fire Investigation
CCL: Fire Officer Leadership
CCL: Fire Science
CCL: Fire Service Professional
CCL: Firefig ter Operations
CCL: General Business
CCL: Healthcare Technology Systems
CCL: Integrated Public Health
CCL: International Business
CCL: Journalism & New Media Studies
CCL: Linux Professional
CCL: Management
CCL: Marketing
CCL: Microsoft Desktop Support Technology
CCL: Microsoft Office Specialist
CCL: Microsoft Technical Specialist
CCL: Middle Management
CCL: Music Business
CCL: Nurse Assisting
CCL: Organizational Leadership
CCL: Paramedicine
CCL: Personal Training Specialist
CCL: Practical Nursing
CCL: Programming & System Analysis
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Important Deadlines For Students 292

Tuition And Fees Schedule 278

Prior Learning Assessment Charts

- Advanced Placement Credit
- Cambridge International Examination (CIE) Credit
- College Level Examination Program (CLEP)
- Dantes Subject Standardized Test (DSST)

https://www.maricopa.edu/future-students/assessment-placement/prior-learning-assessment

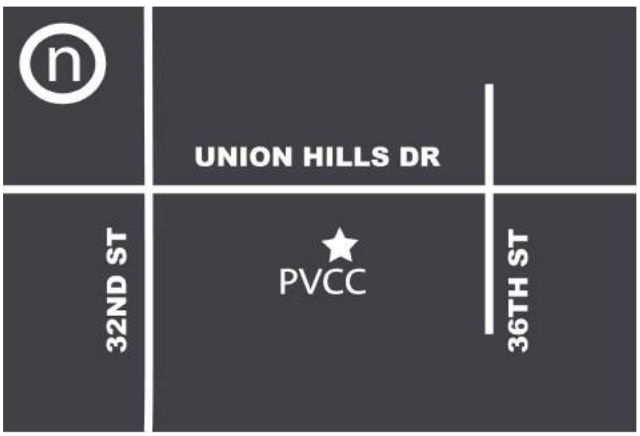
learn more drive less

pvcc offers two locations, close to home.me.

union hills

18401 N. 32nd Street
Phoenix, AZ 85032

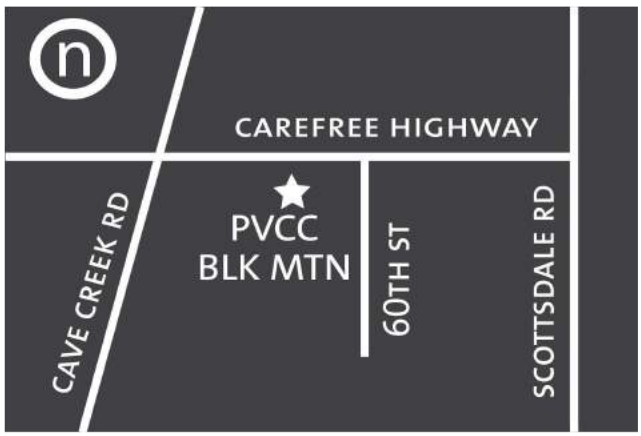
Our full-service campus offers a comprehensive college experience including athletics, personal fitness facilities and the Center for Performing Arts in the heart of the Northeast Valley. The college is located at 32nd Street and Union Hills Drive, just west of SR-51.f SR 51.



black mountain

34250 N. 60th Street,
Building A
Scottsdale, AZ 85266

Our newest facility features six classrooms and access to technology and fitness facilities in the Northeast Valley. PVCC Black mountain is located on 60th Street, just south of Carefree Highway, and provides access to higher education, close to home.e.



Paradise Valley Community College Campus Directory

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 — CPA149
Lobby Art Gallery
Rehearsal Rooms & Green Room
Theatre

D **CERAMICS STUDIO**

E **LEARNING RESOURCES COMPLEX**
Buxton Southwest Art Collection
Computer Commons
Facilities Services Department
Learning Support Center
Library - Jo & Warren Buxton Library
IT / Media HelpDesk
Teacher Development Center

F **FITNESS CENTER**
Classrooms
HEALTH & EXERCISE SCIENCE DIVISION
Faculty Offices

G **G BUILDING**
Classrooms G136 — G138
PHYSICAL SCIENCES DEPARTMENT
Laboratories: G139 & G147
NURSING DEPARTMENT
Conference Room: G126
Faculty Offices

H **SCIENCE LABS**
Classroom / Labs: H101 — H104
Laboratories: H107, H113, H127 — H129

HS **HEALTH SCIENCES BUILDING**
Health Simulation / Skills Labs

J **J BUILDING**
Art Studio: J141 (Outside Entry)
Classrooms: J136 — J140
BUSINESS / INFORMATION TECHNOLOGY DIVISION
Conference Room: J126
Faculty Offices

K **K BUILDING**
Classrooms: K103 — K104, K109 — K116
Entrepreneurship Education Center — K117
Honors Center: K101 — K102
Veterans' Services: K108

KSC **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
Copy Center
COUNSELING DIVISION
Dean of Student Affairs
Disability Resources & Services
Early Education Programs
College Police Office
Recruitment
Student Life Center
Student Union / Game Room

KSC **KRANITZ STUDENT CENTER**
Upper Level
Counseling Classroom: KSC2009
Assessment / Testing Center
Conference Room: Hohokam Room: KSC2605
Employee & Organizational Learning
Human Resources
Institutional Effectiveness
Marketing / Public Information
Northern Arizona University Offices
Puma Press
University of Arizona North Valley

L **L BUILDING**
Classrooms: L101 — L102
EMT Skills Lab
Athletics Department
EMT & Fire Science Departments
Faculty Offices

LS **LIFE SCIENCES BUILDING**
LIFE SCIENCES DIVISION
Classrooms: LS109, LS201 — LS206
Conference Room: LS217
Faculty Offices
Laboratories: LS101 — LS108

M **M BUILDING - East**
BEHAVIORAL SCIENCES DIVISION
COMMUNICATION & HUMANITIES DIVISION
ENGLISH DIVISION
FINE & PERFORMING ARTS DIVISION
SOCIAL SCIENCES DIVISION
Studio Theater
Conference Rooms: M197, M297
Faculty Offices

M **M BUILDING - West**
Art Studio: M142
Classrooms: M101 — M134 (Lower Level)
Classrooms: M201 — M234 (Upper Level)

N **MUSIC BUILDING**
Classrooms: N101 — N103

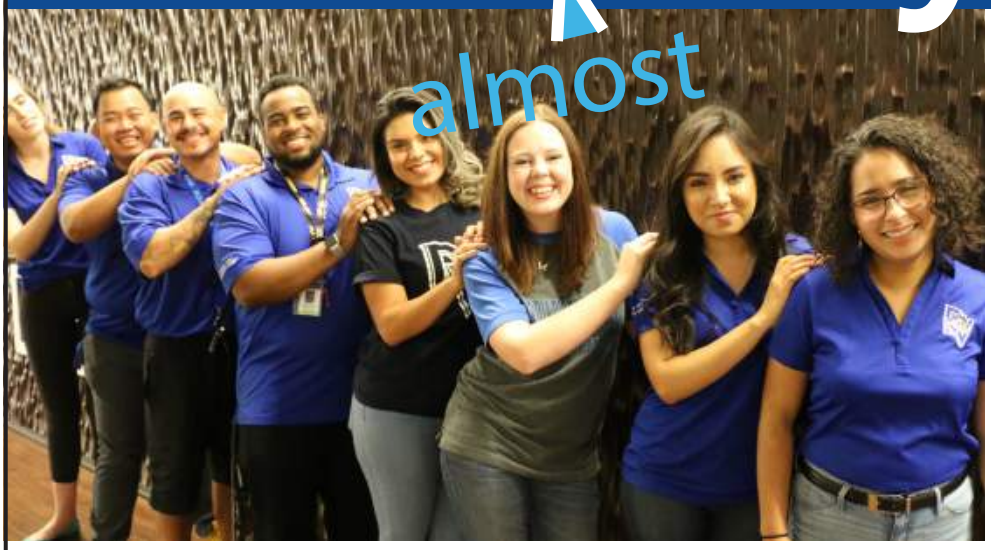
Q **Q BUILDING**
Classrooms: Q130, Q151—152, Q201—209, Q301—305, Q401—405
Center for Distance Learning
Center for Teaching & Learning
MATHEMATICS DIVISION
Math Center and Testing
Conference Rooms: Q120, Q125, Q171, Q262
Faculty Offices

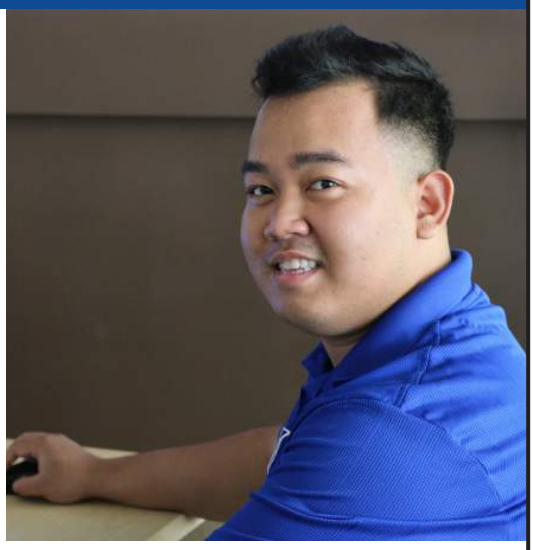


PARADISE VALLEY COMMUNITY COLLEGE

Paradise Valley Community College District is an EEO/AA institution and an equal opportunity employer of protected veterans and individuals with disabilities.

Start almost Anytime









MY TIME | MY SCHEDULE | MY SEMESTER

Day, Evening, or Online U **8-, 12-, 14-, and 16-Week Classes**

Paradise Valley Community College is accredited by the Higher Learning Commission (HLC) and a member of the North Central Association (NCA).

Union Hills
paradisevalley.edu | 602.787.6500
18401 North 32nd Street
Phoenix, AZ 85032

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