Welcome to the 2012/2013 South Mountain Community College catalog!

For South Mountain Community College students, our catalog is a very important resource. It contains everything you need to know about pursuing your education at our college.

And if you are currently considering enrolling, we hope that this information will inspire you to join our college community!

On the following pages, you will find information on the many degrees and certificates we offer, as well as descriptions of all of the courses we provide.

You will also find information on transferring to four-year universities, an academic calendar, college policies, and a complete listing of our faculty and staff.

At South Mountain, we pride ourselves on our service to our students. Our faculty and staff work hard to provide an enriching, rewarding, productive and safe learning environment.

Our Vision Statement sums it up best: **South Mountain Community College educates minds, transforms lives, touches hearts, and builds community.**

Throughout our three decades of service to our community, thousands of students have passed through our doors and gone on to enjoy successful lives and careers. We are proud to have been a part of their journey, just as we are excited to help you on your own.

We look forward to helping you climb higher!

Sincerely,

Dr Shari Olson
President, South Mountain Community College
HOW TO USE THIS CATALOG

How to Use This Catalog
This is a brief introduction to how the South Mountain Community College Catalog is designed and how to use it. The catalog is published annually and the information contained in this catalog is subject to change, and it is the student’s responsibility to be knowledgeable of its contents. The 2012-2013 South Mountain Community College Catalog includes program requirements for new students enrolling in the Summer I 2012 semester, Summer II 2013 semester, the Fall 2012 semester and the Spring 2013 semester. If you are a new student, or a student who has been readmitted after three or more semesters of inactivity, you may fall under the new catalog requirements outlined on page 43 (Catalog under Which a Student Graduates). Contact South Mountain's Enrollment Services at 602-243-8123 with any questions.

South Mountain Community College is dedicated to serving you. This catalog contains everything you need to know about South Mountain Community College and our degree options, course descriptions, and numerous college resources available to you.

There are several ways to access information in this catalog:
- For example, the Table of Contents on page 3 provides quick and simple way to find information.
- There is also a detailed, alphabetical Index on page 261.
- For a listing of all our certificate and degree programs, turn to page 81.
- We also have sections dedicated to the various areas of South Mountain Community College including Student Services and Resources on page 9, Registration Information on page 118, and Financial Information on page 135.

- Finally, we have a section on Vocabulary on College Survival - Terms You Should Know on page 18 and Succeeding in College on page 17.

Use this catalog to find out about certificate and degree requirements. This information is located on pages 81-112. Course numbers and descriptions on pages 181-251 are necessary to ensure proper course selection to satisfy degree requirements. To map out your educational goal with South Mountain Community College, please contact a Student Services Specialist at 602-243-8331 or check out the website at www.southmountaincc.edu.

The catalog is a helpful tool, detailing the many services available and the necessary information needed to make your college experience a rewarding one. You will find information on Academic Advising on page 131, Counseling on page 13, How to Register on page 132, Tuition on page 132, Bookstore on page 12, and Tutoring on page 15. Other areas include South Mountain’s Library on page 16, Policy and Procedures on page 113, and College Success/Study Skills on page 17.

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

www.southmountaincc.edu
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VISIT US ON THE WEB AT: www.southmountaincc.edu
Shari L. Olsen, President
B.S., M.S., North Dakota State University, Ph. D.,
University of Northern Dakota

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Administration Services
A.A., Chandler-Gilbert Community College, B.S.,
M.B.A., Arizona State University

Rey Rivera, Vice President of Learning
B.S., The University of Texas at Austin;
M.S., Purdue University;
Ed.D., Arizona State University

Osaro O.Ighodaro, Vice President, Student Development
B.S., M.A., Ph.D., Northern Arizona University

Damita Kalooetian, Dean of Planning, Research,
and Development
B.A., University of Alaska, Fairbanks; M.A., Arizona State
University

Cheryl Crutcher, Associate Dean, Extended Campuses
B.S.W., M.S.W., Ed.D, Arizona State University

Jeanne (Cindy) Odgers, Associate Dean of Occupational
Education and Workforce Development
B.S., Oklahoma State University, M.S., Arizona State
University

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

CHANCELLOR – Dr. Rufus Glesper

GOVERNING BOARD

Mr. Doyle W. Burke, President
District 1 • Years of Service 2010 – 2011, Current Term Expires: December 31, 2012

Mr. Dana G. Saar, Secretary
District 2 • Years of Service 2011, Current Term Expires: December 31, 2016

Dr. Donald R. Campbell, Member
District 5 • Years of Service 1983 - 2011, Current Term Expires: December 31, 2012

Mr. Randolph S. Elias Lumm, Member
District 4 • Years of Service 2009-2011, Current Terms Expires: December 31, 2014

Ms. Debra Pearson, Member
District 3 • Years of Service 2008-2014, Current Term Expires: December 31, 2014
**Vision Statement**
South Mountain Community College educates minds, transforms lives, touches hearts, and builds community.

**Mission Statement**
South Mountain Community College provides quality higher education for our diverse community. We create a caring teaching and learning environment that fosters student development and supports productive citizenship in an increasingly global and technological society.

Our purpose is to meet these needs by offering:
- General Education Courses
- Transfer Programs
- Occupational Education and Career Development
- Continuing Education
- Developmental Studies and English as a Second Language
- Cultural, Civic and Social Events
- Academic Support and Student Services

**Values**
We are inspired and guided by our core values:
- Excellence in teaching, learning and services
- Integrity as the foundation for actions
- Inclusiveness of people and ideas
- Collegiality, respect and cooperation
- Creativity, leadership and innovation
- Nurturance of self, others and our community

**Accreditation**
South Mountain Community College and the Maricopa Community College District Board reserve the right to change or withdraw, without notice, any of the materials, information, requirements, and regulations stated in this catalog.

South Mountain Community College is a member of the Maricopa County Community College District and is recognized by the Arizona State Community College Board.

South Mountain Community College is accredited by the Higher Learning Commission, North Central Association of Colleges and Schools.

The Higher Learning Commission
North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504
Telephone (800) 621.7440
Fax (312) 263.7462
www.ncahigherlearningcommission.org

The Maricopa Community Colleges abide by all state and federal nondiscrimination and equal opportunity requirements.

All inquiries to the college can be made to:

South Mountain Community College
7050 South 24th Street
Phoenix, Arizona 85042
Telephone: (602) 243-8000

South Mountain Community College
Anuncia a su Comunidad

Bienvenidos a su colegio de la comunidad South Mountain, el septimo miembro de los colegios de la comunidad de Maricopa.

El colegio de South Mountain es una institucion educative que le ofrece varios y distintos programas de instruccion al nivel collegial.

El colegio South Mountain esta preparado para proveer una experiencia educative para todos aquellos que lo desean, incluyendo clases de entrenamiento basico para diferentes carreras academicas y vocacionales.

Ya ve, no hay alguna razón porque usted no puede asistir el colegio South Mountain. El único requisito es tener 18 años de edad, no se necesita certificado de instruccion previa. Tambien si obtuvo una diploma de preparatoria (high school) o se encuentra en el último año escolar de la preparatoria, usted sin duda puede aprovechar de nuestro cursos.

La oportunidad existe y esta a su disposicion, solamente le queda inscribirse. Recuerde que disponemos de un personal bilingue dispuesto ayudarle en lo siguiente: ayuda financiera, servicio de admission y inscripcion, consejeros bilingues, guarderia infantil, instruccion privada gratis para alumnus con problemas especiales.

Si tene preguntas visitenos en su moderno colegio que esta ubicado en 7050 S. Calle 24th, Phoenix, AZ 85042 o llame a (602) 243.8000 y denos la oportunidad de ayudarle a planear su futuro.
SMCC CERTIFICATES AND DEGREES

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“Shared” indicates the certificate or degree is a “Shared” program within the MCCCD

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Storytelling (Academic Certificate) (6200) .....................112
## WHO TO CONTACT

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<tr>
<th>Concerns</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Academic Advisement and Recruitment</td>
<td>.602-243-8330</td>
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<td>ACE Program</td>
<td>.602-243-8276</td>
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<td>Academic Appeal (Registration and Records)</td>
<td>.602-243-8123</td>
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<td>Adult Basic Education (RIO ABE/GED/ESOL)</td>
<td>.480-517-8110</td>
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<td>Ahwatukee Foothills Center</td>
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<td>Assessment Services</td>
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<td>Athletics</td>
<td>.602-343-8236</td>
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<td>Bilingual Nursing (BNFP) Program</td>
<td>.602-243-8260</td>
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<td>Blackboard</td>
<td>.602-243-8048</td>
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<td>Bookstore</td>
<td>.602-243-8159</td>
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<td>Business and Information Technology (BIT Division)</td>
<td>.602-243-8012</td>
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<tr>
<td>Cafeteria</td>
<td>.602-243-8147</td>
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<td>Career Services Center</td>
<td>.602-243-8383</td>
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<td>Catalog (Registration and Records)</td>
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<td>College Business Services (Cashier’s Office)</td>
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<td>College Safety</td>
<td>.602-243-8100</td>
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<td>Communication, Fine Arts, and Social Sciences (CFASS Division)</td>
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<td>Complaints &amp; Grievance (Vice President, Student Enrollment Services)</td>
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<td>Computer Assistance</td>
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<td>Computer Labs (Commons)</td>
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<td>Concurrent Credit (Registration and Records)</td>
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<td>.602-305-5608</td>
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<td>Course Substitutions</td>
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<td>Disability Resources and Services</td>
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<td>Drop/Add Classes</td>
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<td>GED Testing</td>
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<td>Guadalupe Center ... Main Office</td>
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<td>Honors Program</td>
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<td>Incomplete Grade</td>
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<td>International Education</td>
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<td>Job Hunting Skills (Career Services)</td>
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<td>Laveen Center</td>
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<td>Learning Assistance Center - LAC/Tutoring</td>
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<td>Lost and Found (Department of Public Safety-Security)</td>
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<td>Marketing and Public Relations</td>
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<td>Mathematics, Science and Engineering (MSE Division)</td>
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<td>Media Department</td>
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<td>Northern Arizona University at SMCC</td>
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<td>Name Change (Registration and Records)</td>
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<td>South Mountain Community Library (SMCL)</td>
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<td>Student Governance (Student Life and Leadership)</td>
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<td>Veterans Services (Registration and Records)</td>
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<td>Welcome Center</td>
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<td>Withdrawing from College (Registration and Records)</td>
<td>602-243-8369</td>
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Student Services and Resources
## 2012-2013 Academic Calendar

### Fall Semester – 2012

Registration - Consult the fall Class Schedule or www.southmountaincc.edu for registration and drop/add information.

<table>
<thead>
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<th>Event</th>
<th>Dates</th>
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<tr>
<td>Saturday Classes Begin</td>
<td>September 8</td>
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<tr>
<td>Day/Evening Classes Begin</td>
<td>August 18</td>
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<tr>
<td>Observance of Labor Day (campus closed)</td>
<td>September 3</td>
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<td>Last Day to File Application for December 2012 Graduation</td>
<td>October 19</td>
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<td>October 24-27</td>
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<tr>
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<tr>
<td>Last Day for Student Withdrawal With Instructor’s Signature</td>
<td>November 24-27</td>
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<td>Last Day of Regular Classes</td>
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<td>Final Exams*</td>
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<td>Mid-Year Recess Begins for Students</td>
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<tr>
<td>Fall Semester Ends</td>
<td>December 14</td>
</tr>
<tr>
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<td>December 25</td>
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### Spring Semester – 2013

Registration - Consult the fall Class Schedule or www.southmountaincc.edu for registration and drop/add information.

<table>
<thead>
<tr>
<th>Event</th>
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</tr>
<tr>
<td>Day/Evening Classes Begin</td>
<td>January 14</td>
</tr>
<tr>
<td>Observance of M.L. King Birthday (campus closed)</td>
<td>January 21</td>
</tr>
<tr>
<td>Observance of Presidents’ Day (campus closed)</td>
<td>February 18</td>
</tr>
<tr>
<td>Last Day to File Application for May 2013 Graduation</td>
<td>March 1</td>
</tr>
<tr>
<td>Last Day for Student Withdrawal Without Instructor’s Signature</td>
<td>March 11-17</td>
</tr>
<tr>
<td>Spring Break (campus closed March 11-17)</td>
<td>March 11-17</td>
</tr>
<tr>
<td>Last Day of Regular Classes</td>
<td>May 6-9</td>
</tr>
<tr>
<td>Final Exams*</td>
<td>May 10</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 10</td>
</tr>
<tr>
<td>Spring Semester Ends</td>
<td>May 10</td>
</tr>
</tbody>
</table>

### Summer Session – (Subject to 2013-2014 Catalog)

Registration – Consult the fall Class Schedule or www.southmountaincc.edu for registration and drop/add information.

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE 5-wk Program Begins</td>
<td>May 28</td>
</tr>
<tr>
<td>First 4-week/8-week Sessions Begin</td>
<td>June 3</td>
</tr>
<tr>
<td>First 4-week Session (and ACE) Ends</td>
<td>June 27</td>
</tr>
<tr>
<td>Observance of Independence Day (campus closed)</td>
<td>July 4</td>
</tr>
<tr>
<td>8-week Session Ends</td>
<td>July 25</td>
</tr>
<tr>
<td>Second 4-week Session Begin</td>
<td>July 1</td>
</tr>
<tr>
<td>Second 4-week Session Ends</td>
<td>July 25</td>
</tr>
</tbody>
</table>

* Classes meeting on Friday evening only or Saturday only will have final examinations during the last regular class meeting.

+ See your student schedule in My.Maricopa.edu for the Last Day to Withdrawal without an Instructor Signature for each class in which you are enrolled.

++ Refer to the Important Deadlines for Students to determine the Last Day Student Initiated Withdrawal will be accepted.
Student Services
Student Enrollment Services Bldg.
Southmountaincc.edu/student services
South Mountain Community College Student Enrollment Services is focused on a commitment to offer quality and convenience to the students and the community.

SMCC’s One Stop Enrollment Centers
SMCC Main Campus
7050 S. 24th Street (north of Baseline Road)
Phoenix, AZ 85042
602.243.8000
Hours: Mon. - Thurs., 8 a.m. to 7 p.m.
Fri., 8 a.m. to 3 p.m.

SMCC Ahwatukee Foothills Center
16233 S. 48th Street
Phoenix, AZ 85048
602.243.8393
Hours: Mon.-Thurs., 8:30 a.m. to 7:30 p.m.

SMCC Guadalupe Center
9233 S. Avenida del Yaqui (Priest Drive, south of Guadalupe Rd.)
Guadalupe, AZ 85283
602.243.8217
Hours: Mon.-Tues., 8 a.m. to 10 p.m.
Fri., 8 a.m. to 2 p.m.

SMCC Laveen Center
5001 W. Dobbins Rd.
Laveen, AZ 85339
602.243.8075
Hours: Mon.-Thurs., 2 to 7 p.m.

Enrollment Services | 602.243.8123
- Process Student Information Forms
- Determine and process residency for tuition purposes
- Process class registrations and withdrawals
- Maintain official college transcripts
- Evaluate transcripts
- Process transcript requests and enrollment verification
- Evaluate graduation applications for degree and certificate completion
- Issue Student ID

College Business Services | 602.305.5627
- Process tuition and fee payments
- Process refunds (when appropriate)
- Distribute payroll checks
- Provide check cashing services
- Provide information on student tuition payment plans

Detailed guidelines covering admissions, registration, tuition and fees are included in this catalog beginning on page 113 in the Policies and Procedures section.

Online Services
My.maricopa.edu
- Register for classes
- View/Print class schedule
- Drop/Withdraw from classes
- View charges on student account
- View financial aid status
- Make payments
- View grades/Test Scores
- Request transcripts
- Update contact information
- Establish student tuition payment plan
- Print Enrollment Verification

Bookstore
Student Services | 602.243.8145
Textbooks, supplemental reading material, school supplies, college apparel and miscellaneous items for students are available at the campus bookstore. The bookstore is located in the Student Services Building. Regular hours during the Fall and Spring semesters are Monday through Thursday 8:00 a.m. to 7:00 p.m. and Friday 8:00 a.m. to 2:00 p.m. Store manager can be reached at 602.243.8159.

RENTING BOOKS IS A NEW SERVICE at SMCC!
You need to be 18 years of age (or older) and have a valid credit card. You must also have an email address and a driver’s license or state ID. Finally, you will need to fill out a rental agreement with the bookstore. You can rent directly from the bookstore or online; which signifies your commitment to return your book by the check-in-date. It’s that simple!

Refunds - An original receipt is required for all refunds. Textbooks can be returned for a full refund within seven days of the first day of class and within two days from the date of purchase thereafter. Books purchased the last week of classes or during final exams are not eligible for refunds. Textbooks must be returned in the same condition as purchased.

Buy Back - Students can sell their books to the bookstore at the end of each semester. Your textbook adoption form is required in order for the bookstore to buy books at half the current selling price. Your cooperation in submitting this information in a timely manner is critical and greatly appreciated. Questions, comments, and concerns please call 602.243.8159.

College Business Services/ Cashier’s Office
Student Enrollment Services Bldg. | 602.243.8125
The Cashier’s Office handles all financial transactions such as tuition and fee payment, refunds; The Cashier’s Office handles all financial transactions such as tuition and fee
payment, refunds, financial aid checks, payroll, time cards, and petty cash for the college. Any questions regarding tuition & fee payments should be directed to this office. During the Fall and Spring semesters the office will be open Monday through Thursday 8:00 a.m. to 7:00 p.m., Friday, 8:00 a.m. to 4:00 p.m. During the Summer Semester office hours will be Monday through Thursday 7:30 a.m. to 7:00 p.m. For further information please call 602.243.8125 or visit http://students.southmountaincc.edu/Resources/Cashiers Office/

Career/Counseling Services
Student Services | 602.243.8383
Counselors are available to assist students with personal, educational, and vocational concerns.

Services provided by the counseling faculty include:
- Personal-Social Counseling: To help examine concerns which interfere with your personal development and growth or relationships with others.
- Referral: To provide resource information and referral to outside agencies for ongoing assistance with personal and emotional concerns.
- Crisis Counseling

All Counseling Services are available to current students. Career and Educational Counseling services are also available to prospective and past students on a limited basis only. Stop by or call 602.305.5608 for an appointment. Counselors are located in the Student Services Building next to the Learning Assistance Center.

NEED HELP WITH YOUR CAREER DECISIONS?
South Mountain Community College’s Career Services are designed with you, the learner, in mind. Whether you are exploring your career option for the first time, thinking of a career change or need to learn job search skills, our services can help you reach your personal and professional goals.

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

For more information, call 602.243.8154 or visit: http://students.southmountaincc.edu/StudentDevelopment/CareerServices/

Academic Advisement & Recruitment
The Advisement and Recruitment Center guides students in planning and achieving their educational, career and life goals.

Meet with an academic advisor for assistance with:
- Planning your educational goal(s)
- Interpretation of placement scores and course selection
- Unofficial transcript evaluation
- Scheduling classes & registration
- Planning for graduation
- Choosing courses for transfer to another institution
- Locating & exploring educational web resources
- Exploring programs/majors

For an appointment or counseling, call any one of the following or send us an e-mail.

Michael Burtch
michael.burtch@smcmail.maricopa.edu
Christopher Erran (Recruitment)
christopher.erran@smcmail.maricopa.edu
Erica Hallum
ericahallum@smcmail.maricopa.edu
Lynette Jim
lynette.jim@smcmail.maricopa.edu
Christine Neill (Coordinator)
christine.neill@smcmail.maricopa.edu
Laura Smith (STEP program)
laurasmith@smcmail.maricopa.edu
Deborah Spadafore
deborah.spadafore@smcmail.maricopa.edu
Arnold Torres (Recruitment)
arnold.paul.torres@smcmail.maricopa.edu
Angelina Valencia (Guadalupe Center)
angelina.valencia@smcmail.maricopa.edu

SMCC Disability Resources & Services | 602.243.8027
The Disability Resources & Services (DRS) office representatives coordinate the provision of reasonable accommodation for qualified students with disabilities. All accommodations are provided on a case by case basis. Any student requesting accommodation must begin the process by informing the institution of any accommodation needed within a reasonable time frame, making an appointment with the DRS representative to review his/her needs, providing appropriate documentation of his/her disability, completing required paperwork, and meeting with all course instructors to review or discuss his/her accommodations.

Guidelines for documentation for any requested accommodations are available through the DRS office or by visiting the Maricopa County Community College website at: www.maricopa.edu/publicstewardship/governance/adminreg/student/2_8.php

Reasonable accommodation is the provision of an auxiliary aid, device, or modification to the course or program that will allow access to the educational program, material, activity or degree. Contact DRS office to obtain a copy of available
### Types of Financial Aid

The eligibility requirements listed on this page are general in nature and not intended to be comprehensive. The requirements for individual types of aid do vary and students should contact the Financial Aid Office for details. Students are advised to keep current regarding any federal changes which may affect their eligibility for financial assistance.

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>Name of Program</th>
<th>Eligibility Requirements</th>
<th>Amount of* Assistance</th>
<th>Priority Date to Apply &amp; where to Obtain Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>Federal Pell Grant Program</td>
<td>Undergraduates, have not earned bachelors/first professional degree. Demonstrate need as determined by the FAFSA process. U.S. citizen, permanent resident or other eligible status. Students must be enrolled in an approved degree or certificate program. Apply through <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a>.</td>
<td>Dependent on need as determined by FAFSA process. Ranges: minimum $200; maximum $5,550.</td>
<td>April 1 preferred, FAFSA available from SMCC Financial Aid Office, or at any high school, or at <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a></td>
</tr>
<tr>
<td>Grant</td>
<td>Federal Supplemental Educational Opportunity (FSEOG)</td>
<td>Financial need as determined by SMCC Financial Aid Office through the FAFSA. Students must be enrolled in an approved degree or certificate program.</td>
<td>Minimum $600 Maximum $1,800</td>
<td>April 1 preferred, FAFSA available from SMCC Financial Aid Office, or at any high school, or at <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a></td>
</tr>
<tr>
<td>State</td>
<td>Arizona State Incentive Grant (LEAP)</td>
<td>Resident of Arizona financial need as determined by SMCC Financial Aid Office through the Federal FAFSA process. Student must enroll into a degree or certificate program of study. U.S. citizen or permanent resident, or other eligible status.</td>
<td>Minimum $600 Maximum $1,200</td>
<td>April 1 preferred, FAFSA available from SMCC Financial Aid Office, or at any high school, or at <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a></td>
</tr>
<tr>
<td>Grants &amp; Scholarships</td>
<td>Bureau of Indian Affairs Tribal Scholarships</td>
<td>Student must be 1/4 Native American. Must complete tribal application. Requires financial need as determined by SMCC Financial Aid Office through federal FAFSA form.</td>
<td>Aid may be up to 100% of actual school expenses.</td>
<td>April 1, priority. Obtain BIA application at your tribal agency. SMCC will request BIA funding upon receipt of aid application.</td>
</tr>
<tr>
<td>Institutional</td>
<td>Academic Scholarships</td>
<td>Based on academic achievement. Must enroll for 6 or more units. Financial need may be required. Must have a cumulative GPA of 2.5 or better.</td>
<td>$100 to $1,790 per semester.</td>
<td>April 1, priority. Check with your high school counselor or the SMCC Financial Aid Office website: enroll.southmountaincc.edu</td>
</tr>
<tr>
<td>Private Scholarships</td>
<td>Most scholarships awarded on a combination financial need and academic achievement. Financial need determined by SMCC Financial Aid Office.</td>
<td>None</td>
<td>Check with your high school counselor or the SMCC Financial Aid Office website: (see above)</td>
<td></td>
</tr>
<tr>
<td>Loans</td>
<td>Long Term</td>
<td>Direct Lending Loan program.</td>
<td>Up to $10,500 dependent on academic level.</td>
<td>Check with Financial Aid Office</td>
</tr>
<tr>
<td>Federal</td>
<td>Federal Work Study Program (FWS)</td>
<td>Financial need is determined by SMCC Financial Aid Office through the FAFSA. Hours range from 10-29 hrs per week. $7.50-$10 per hour. U.S. Citizen, permanent resident or other eligible status.</td>
<td>Amount varies, but student could earn $1,000 - $4,000 per year.</td>
<td>Must apply using FAFSA. Check with Career Services for available jobs.</td>
</tr>
<tr>
<td>Employment</td>
<td>Budget/Institutional Employment</td>
<td>Financial need not necessarily a prerequisite. Job placement based on institutional need and student’s skills and qualifications. Full-time students are preferred.</td>
<td>Amount varies, but student could earn $1,000 - $4,000 per academic year.</td>
<td>Application forms available. from Career Services.</td>
</tr>
<tr>
<td>Institutional</td>
<td>Veterans/GI Bill</td>
<td>Veterans of military service with a minimum required time served of 181 days on active duty and proper discharge status.</td>
<td>Varies according to marital status, number of dependents and hours enrolled.</td>
<td>Visit Veterans Services located in Records &amp; Registration.</td>
</tr>
<tr>
<td>Other</td>
<td>Tuition Deferments</td>
<td>Financial aid application has been submitted to SMCC and verification of all data required is near completion.</td>
<td>In-state tuition.</td>
<td>July 15 - Fall December 1 - Spring May 13 - Summer</td>
</tr>
</tbody>
</table>

*MAXIMUM AWARDS (2012-2013)
resources and services, a minimum timeline for notification, and/or for more information. You may also visit the DRS website at: http://students.southmountaincc.edu/studentdevelopment/disabilityresources

The Disability Resources & Services office is located in the Student Enrollment Services (SES) Building, Room 130. If you have any questions, contact Catherine Pettet at 602.243.8027, fax 602.243.8226, or via e-mail at catherine.pettet@southmountaincc.edu

Early Childhood Development Center (Child Care)
Day time daycare services are available for SMCC students and employees who are between the ages of 3 and 7 on a first come, first-served basis. Hours are 7:30 am - 5:00 pm, Monday through Friday. Contact the center at 602.243.8260.

Financial Aid Office

General Information
The Financial Aid Office at South Mountain Community College administers and coordinates aid funds from federal, state, institutional and private sources. (See chart, page 14).

Awards are made on the basis of financial need. Need is the difference between the cost of attending SMCC and the resources an applicant has available. Those resources include, but are not limited to, the following: expected parental contribution, student contribution (through savings and employment), social security, veterans' and other benefits available to the student.

In order to assess need, all applicants must submit financial information concerning themselves and their parents. The information is submitted by a free application form (FAFSA). Students are encouraged to file this application through www.fafsa.edu.gov. The Financial Aid Office uses this information in determining need and eligibility after verifying the information in the Financial Aid Office.

In assessing an applicant’s need, all available resources are subtracted from the budget. For example:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year Budget (commuter)</td>
<td>$16,928</td>
</tr>
<tr>
<td>Parent’s Contribution</td>
<td>$ 3,000</td>
</tr>
<tr>
<td>Student’s Contribution</td>
<td>$ 1,000</td>
</tr>
<tr>
<td>Financial Aid Eligibility (need)</td>
<td>$12,928</td>
</tr>
</tbody>
</table>

How Much Does It Cost To Attend SMCC Full Time?
The direct cost of attendance annually is approximately $1,854 for tuition for full-time students and $1,200 for books. The total cost for the 2012 - 2013 academic year may vary from $12,018 to $19,898, depending on residency and tuition status, books, and supplies, room and board, travel and personal expenses.

Priority Deadline
The process of applying for financial aid requires time and attention. The priority filing date for SMCC financial and applicants is April 1. The earlier a student applies for aid, the better his/her options are for obtaining funding. Students are encouraged to complete their process by July 15.

Financial Aid Student Responsibilities
Prior to receiving any source of financial aid, the student is required to: (1) Successfully complete academic assessment testing if non-high school graduate; (2) Enroll for those classes that apply to a specific program of study leading to a degree or certificate; (3) Have an student services specialist approve a specific major course of study (degree objective); (4) Maintain satisfactory progress each semester; (5) Notify the Financial Aid Office and Business Services Office of withdrawal from school; (7) Repay any debts as stated on any promissory note signed by the student; and (8) Meet other requests and requirements established by the Financial Aid Office not expressed here.

Satisfactory Academic Progress (see page 136).

Payment of Award
The Business Services Office is responsible for processing and distributing all funds. Students who have met the application priority date of April 1 should expect to have their award credited to cover school expenses by the start of the regular fall term. Students having awards completed by the 1st of December should have their awards processed by the start of the regular spring semester registration. Students not meeting the dates stated above may be considered late and they may have to pay their tuition prior to receiving their award.

NOTE: The amount of cash the student is to receive is determined after the financial obligations to South Mountain Community College are deducted.

For more information about the application process, student’s rights and responsibilities, enrollment requirements, verification and academic progress policies, disabled student assistance, refund policies, and summaries of various state, federal, and local aid programs, contact the Financial Aid Office located in the Student Enrollment Services Building. Telephone: 602.243.8300.

Learning Assistance Center/Tutoring (LAC)
Student Enrollment Services | 602.243.8181
LAC help students by providing free study skills assistance, tutoring, tutorial software and videos, study guides, study rooms and a cyber café. Tutoring is free only for registered SMCC and BNFP students. The LAC tutoring program is a peer-tutoring program. Student tutors must be taking six
credit hours at SMCC, have an A or B in the class they want to tutor, have a faculty recommendation, and required to complete ten hours of training.

Additionally, several RPS tutors, graduates of college or advanced students attending ASU participate in the tutoring program. The Learning Assistance Center Techs and Director also tutor and provide assistance in their own specialty areas. If you know or have a good candidate for tutoring please contact or refer them to Dr. Mark Lopez, 602.305.5638.

Instructors are welcome to use the LAC to work with their students. A computer, phone and simple office supplies are available for faculty use.

**Location:** Student Services Building, SS 100  
**Hours:** Fall/Spring Semesters:  8:00 a.m. - 7:00 p.m., Monday - Thursday  
8:00 a.m. - 2:00 p.m., Friday  
9:00 a.m. - 2:00 p.m., Saturday  
Summer:  
8:00 a.m. - 6:30 p.m., Monday - Thursday;  
Closed on Friday  
**Phone:** 602.243.8189

**South Mountain Community Library | 602.243.8187**  
The South Mountain Community Library (SMCL) is an integrated library composed of the academic library for South Mountain Community College (SMCC) and a branch of the Phoenix Public Library.

The purpose of the SMCL (http://smclibrary.org/) is to provide instructional, informational and recreational resources and programming to meet the needs, interests, cultures and languages of our community. We assist students and others with their research through classroom and one-on-one instruction. In addition, students have access to supplementary classroom materials through the Reserve Collection, housed at the second floor service counter. All users must have either a current SMCC ID Card or a valid Phoenix Public Library Card to check out materials, including reserve items in the library.

The librarians, through consultation with faculty, provide library research and information literacy instruction to classes. Information literacy instruction may be scheduled by calling 602.243.8194 or submitting an online request. The Library will be open Monday through Thursday 7:30 a.m. to 9:00 p.m., Friday and Saturday 7:30 a.m. to 5:00 p.m. and Sunday 1:00 p.m. - 5:00 p.m.

Please note that the parking lot immediately east of the SMCL and entered from 24th Street is reserved for public library patrons only. Students may park in any of the other parking lots at the College.

**Veterans Services | 602.243.8369**  
The mission of the Veterans Services Department at South Mountain Community College is to act as a liaison between the veteran student and the Department of Veterans Affairs, for the purposes of certifying veteran educational benefits.

This office serves as the primary contact in assisting veterans with completing the necessary paperwork to insure proper VA educational entitlements. Students are provided:

- Registration Assistance  
- Educational Benefits Information  
- Academic Advisement

South Mountain Community College Veterans Services will also make referrals and guide the student to other campus resources including tutoring, personal and career counseling, disability services and financial aid.

**Location:** Student Enrollment Services Building  
(A & R Office)  
**Hours:** Fall/Spring Semesters:  
8:00 a.m. - 7:00 p.m., Monday - Thursday  
8:00 a.m. - 3:00 p.m., Friday  
Summer:  
8:00 a.m. - 6:00 p.m., Monday - Thursday;  
Closed on Friday  
**Phone:** 602.243.8369

**Public Safety | 602.243.8100**  
South Mountain Community College enjoys excellent relations with its neighbors and maintains a highly visible Public Safety Department. The Public Safety team at SMCC is committed to providing a professional service for the students, staff and guests who attend, work, or visit our teaching and learning community.

We strive to ensure that our campus environment is safe, accessible, cheerful, and conducive to academic achievement. Compared to other colleges and universities in Maricopa County, South Mountain Community College has the fewest reported crimes.

The Public Safety staff consists of a diverse group of AZPOST certified police officers, non-certified public safety officers, lead patrol aides, student patrol aides, and other office-support personnel. The department also maintains a cooperative working relationship with the Phoenix Police Department and will request assistance as needed. Public safety services are provided at the SMCC Main Campus. The college also offers classes at rented and shared facilities in Guadalupe, Ahwatukee and Laveen.

To decrease the chances of crimes occurring within the campus community, everyone’s cooperation and vigilance is needed. All members of the campus community are encouraged to immediately report all suspected crimes, unusual or suspicious activities, and emergencies to Public Safety.
General information about campus safety may be obtained from the SMCC Public Safety Office or online at http://publicsafety.southmountaincc.edu.

Statistics available on the SMCC Public Safety website are gathered in accordance with guidelines established under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 U.S.C. 1092(f)). The crime definitions outlined in the Federal Bureau of Investigation's National Incident Based Reporting System, as modified by the Hate Crime Statistics Act, are utilized in compiling the numbers.

Location: Student Union Building
Hours of Operation: 24/7
Office Hrs: 6:00 a.m. - 10:00 p.m., Monday - Friday
8:00 a.m. - 3:00 p.m., Saturday
Phone: 602.243.8100
Email: safety@smcmail.maricopa.edu
Contact: Craig Emanuel, Director of Public Safety

South Mountain Community Writing Center | 602.305.5871
One excellent resource for writing assistance is South Mountain Community College is the new Writing Center. The center offers FREE help with many aspects of writing from brainstorming a topic to Modern Language Association (MLA) documentation. No appointment is necessary, and for distance learners, online writing tutoring is now available.

Location: Student Enrollment Services Building, SS 103
Hours:
Fall/Spring Semesters:
8:00 a.m. - 7:00 p.m., Monday - Thursday
8:00 a.m. - 2:00 p.m., Friday
Summer Hours:
8:00 a.m. - 2:00 p.m., Monday & Wednesday
10:30 a.m. - 2:00 p.m., 3:30 p.m. - 6:30 p.m., Tuesday & Thursday
Closed on Friday
Phone: 602.305.5871
Email: writing.center@southmountaincc.edu
For more information, visit http://students.southmountaincc.edu/Support/WritingCenter/

SUCCEEDING IN COLLEGE
Your success in college requires high motivation and effort, strong study skills, effective time management, and good test-taking strategies. You will generally find that students are more motivated; teachers are more demanding; and students are expected to be independent. Further, if you are living away from home for the first time, you will have many new experiences. Here are some ideas that will help you succeed in college:

Have Clear Goals
College success requires commitment and a lot of hard work.

You must be very certain about the importance of a college education.

- Be clear about why you are going to college.
- Establish specific goals you wish to accomplish.
- Know what it will take to reach these goals.
- Be certain your goals are consistent with your interests and abilities.
- Be flexible - change your goals if needed based on your experience as you progress through college.

Get Financial Aid if Needed
College is expensive. Even if you attend a public college or university and live at home, you still must pay for tuition, fees, and books. There are many sources of financial aid that can help you meet the high costs of college. Become aware of and pursue these sources.

- Consider all possible sources of financial aid in addition to your college's financial aid office.
- Meet all deadlines for submitting applications and documentation.
- Respond quickly and completely to all requests for additional information.
- Be persistent in following up your application.
- If you do receive financial aid, meet all requirements to keep and continue your aid.

Manage Your Money
There are many ways to spend money in the college setting for other than education purposes. Take steps to ensure that you do not waste the money set aside for your college education.

- Set a budget and keep to it.
- Be careful about your use of credit cards. Don't overspend. Pay balances promptly to avoid high interest costs.
- Open a checking account and carefully monitor your balance.
- Keep your cell phone under control. Those minutes and fees can really add up.

Stay Physically and Emotionally Healthy
You will need to be at your best to succeed in college. This means taking care of your body and maintaining a good frame of mind.

- Get enough sleep.
- Don't rely on coffee and drinks that contain high doses of caffeine to provide you with energy. Foods such as pasta, peanut butter, non-sugar cereals, and fresh fruit are healthy alternatives to provide the energy you need.
- Avoid junk foods. Fast food is convenient but usually not good for you.
- Use the services of the counseling office. The professionals there can help you overcome feelings of loneliness, depression, and anxiety.
Work With Your Advisor
As a student you may select a faculty or program advisor to help you with both academic and career issues. It is up to you to get the most out of this guidance.
- Know your advisor’s office location, schedule of office hours, and contact information.
- Schedule an appointment with your advisor at any time you have problems that affect your academic performance.
- Consider your advisor’s ideas when selecting your major or at any time you are considering changing your major or career goals.
- Have specific questions in mind whenever meeting with your advisor.

Make Good Use of the Library
You are going to spend a lot of your time in college at the library. Take full advantage of this major resource.
- Get to know the resources of the library as soon as you get to college.
- Learn to use its computer resource.
- Check out its quiet study areas.

Get Involved in Campus Life
There is a lot more to college than just classes. A college campus is an exciting, dynamic environment that can provide you with many opportunities for enhancing your college experience.
- Join a student organization that is consistent with your interests. You will find many organizations from which to choose.
- Join a club in your major. This cannot only help you in your studies but can provide contacts that may be very useful in your future career.
- Join an athletic team. This is a great way to keep yourself in good physical shape and make new friends.
- Attend social events. Your college experience should not be all work and no play.

VOCABULARY FOR COLLEGE SURVIVAL:
Terms You Should Know

Academic Advisor - See: Student Services Specialist

Add/Drop Period - A period of time before classes begin when schedule changes are made.

Adjunct Faculty - Part-time certified instructors.

Admission - Acceptance into a college after the student has filed a completed Student Information Form with the Admissions and Records Office and has been admitted according to admission criteria. Students who have been admitted are eligible to register for courses.

Advisor - A counselor, faculty, or other designated staff member who has received training to provide students with academic information that will direct them to the appropriate classes to achieve their goals and enhance their success.

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 student’s 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 tests. Scores are used as a guide for proper course placement, which leads to greater success.

Associate Degree - A degree awarded for the completion of a minimum of 64 credits selected to meet specific requirements. Degrees designed for transfer to a university include Associate in Arts (AA), Associate in Science (AS), and Associate in Business (ABus). The Associate in General Studies (AGS) allows more flexibility in course selection, and the Associate in Applied Sciences (AAS) emphasizes a particular occupational field.

Associate in Transfer Partnership (ATP) - The Maricopa County Community College District Associate in Transfer Partnership (ATP) degree is designed to meet the needs of the Maricopa Community College students transferring to public and private colleges and universities. This degree is developed specifically for students who have an identified major and have selected the baccalaureate degree-granting institution to which they intend to transfer.

Attachment - A file that is included with an e-mail message. Oftentimes, the file must be saved to the desktop before it can be opened.

Audit - An option for class registration in which the student pays to attend class but does not want to receive credit. Students sometimes choose to audit courses in which they do not wish to complete assignments.

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

Blackboard - A course management system designed to support teaching and learning in an educational setting; often referred to as a virtual learning environment. Blackboard works over the Internet and provides a variety of tools that a student and instructor use to communicate with each other such as uploading of course content, return of student's assignments, peer and group interaction, collecting and organizing student grade, questionnaires, etc. Blackboard is used to supplement the face-2-face classroom environment, commonly known as Blended Learning.
Blended Learning - Blended learning is often referred to as Hybrid learning and typically is the combination of multiple approaches to learning. An example of blended learning would be to give a well-structured introductory lesson face-to-face in the classroom, and then provide follow-up materials online, often times provided through Blackboard (a course management system).

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

Campus - The College a course is being offered at (SMC).

Catalog - The annual publication which explains college policies, procedures, and programs, including course descriptions. Catalog is available on a CD or in Acrobat (pdf) files on SMCC website

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

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

Class Notes - Notes unique to the class attached to in SIS that give specific instruction to the student.

Class Number - The five-digit number following the subject code and course number of a class (i.e., PSY101 55673). (formerly referred to as section number of a class ID).

Class Section - The numerical order of several classes within the same subject area (4 digits long).

Class Status - Active (open for enrollment), Cancelled Section (class placed in cancelled status due to low enrollment), Stop Further Enrollment (class placed in this status to prevent any further enrollment), and Tentative Section (temporarily closed status until enrollment determined; usually a class set up for our ACE or Charter School students).

College Orientation - A session during which new students are introduced to academic programs, facilities, and services provided by a college. See NSO.

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

Commencement - Also known as graduation. A ceremony during which colleges award certificates 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.

Contact Time - The number of 50-minute periods per week that a course should be offered during a standard 16-week semester

Content Outline - An outline reflects the content that will be covered by a course.

Co-requisite - Requirement(s) which must be met concurrently with a course.

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

Course - A specific subject studied within a limited period of time, such as a semester, and taught by a faculty member. Also called course offering or class.

Course Career - When a course is offered as Credit or Non Credit.

Course Competencies - Statements which describe skills and/or knowledge students are expected to acquire as a result of completing the course successfully. Includes an Outline Reference (Roman Numerals) which identifies a relationship between a major outline point and a Competency.

Course Component - When a class is offered as a lecture (LEC), a lab (LAB), or a combination of the two; Lecture/Lab (L/L).

Course Description - The brief, official statement of the content and prerequisites and/or co-requisites of each course included in the catalog.

Course Fee - A charge for services, supplies, and/or materials for a course, in addition to tuition and registration fees for the course.

Course ID - A number identifying a course and linked to the Course Bank (repository of all MCCD courses created)

Course Notes - Contains critical course information such as credit/no credit option and course repeat statements.

Course Prefix - A three-letter code that identifies a specific course and indicates its level and sequence (i.e., ENG in ENG101 indicating a course in First Year Composition).

Credits - Credit hour is the term used to indicate the value of an academic credit. Credit hours are awarded for the successful completion of a course. In PeopleSoft (Student Information System), the term credit is titled: Units.

Credits - Credit hour is the term used to indicate the value of an academic credit. Credit hours are awarded for the successful completion of a course. In PeopleSoft (Student Information System), the term credit is titled: Units.
Course Title - The name of a specific course that indicates subject and content (e.g., First Year Composition, title for ENG101).

Credit Hour - The numerical unit of college credits earned for the satisfactory completion of a specific course. Also referred to as semester hours or units (i.e., 3 credit hours).

Cross-referenced Courses - Two or more disciplines connected to the course. All course elements are identical except for the prefix. Some variation may occur at number level if a number is not available for use.

Curriculum - A series of courses which meet a particular academic or vocational goal. Also called a program of study.

Division - A group of faculty who teach classes in related subjects, such as English, Critical Reading, and Journalism in the Language Arts Division.

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

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

e-Learning - Electronic learning is designed in such a way that the student really, if ever, attends face-to-face classroom setting and most times no in-person interaction may take place. Instruction delivered using e-Learning involves using interchangeably a wide variety of technologies, mainly Internet or computer-based instruction.

E-mail - Electronic mail, a means of sending written messages electronically. Students are automatically assigned a gmail account once registered as a student of SMCC. You will receive student e-mail regarding class enrollment, financial aid, tuition due dates, changes to your class meeting pattern, etc. Most official college communications will come to you through this account. If you have any problems with your email account or need support, go to: www.google.com/support.

Enrollment Status - Active, Cancelled, Closed, etc.

Extracurricular Activities - Also known as co-curricular. Activities, clubs, or organizations students may participate in above and beyond their academic courses.

Faculty - Instructors

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 both the fall and spring term is included in the Schedule of Classes.

Fiscal Office - Also known as the Cashier’s or Business Office. Students may pay tuition and fees, course fees, and other encumbrances owed the college at the Fiscal Office.

Full Course Descriptions - Information which communicates the content of a course.

Grade Point - The numerical value of a grade multiplied by the credit hours for a course (A = 4 points; B = 3 points; C = 2 points; D = 1 point). If, for example, a student earns an A in English 101 (3 credit hours), then the student earns 12 points; A = 4 points X 3 (credit hours) = 12 points.

Grade Point Average - The average obtained by dividing the total number of grade points earned by the total number of credits attempted.

Grading Basis - GRD or P/Z

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

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

Hybrid Class - Delivery of instruction using a combination of multiple approaches to learning that may involve web-based resources, computer-based training, collaborative activities, moderate discussion, or other as appropriate for the specific course. Content delivery and participation in a hybrid course may range from 25% up to 100% outside of the traditional classroom/lab environment. In most cases, a student will need to attend an orientation the first week of classes in the Technology Center. See also: Blended Learning and e-Learning.

Instruction Mode - Hybrid, Internet, In Person

Internet Class - Classes on the World Wide Web.

Load - Also called academic load. The total number of credit hours taken in a term. Twelve credit hours is considered a full-time load.

Location of Class - The physical location that a class will be held at. Often times, a class is offered through a college but is held at a separate site from the main campus (i.e., offered by SMCC; held at the Guadalupe Center, Ahwatukee Foothills Center or at a location in Laveen).

Lower Division - First and second year college courses referred to as freshman and sophomore-level (100 and 200) courses offered by a college. Community colleges offer ONLY lower division courses. Four-year institutions offer lower division courses and upper division courses, which are junior-level and senior-level (300 and 400) courses.
STUDENT SERVICES AND RESOURCES

Major - An area of concentrated study often for a specific degree or occupation, such as English, nursing, or engineering.

MCCD OR MCCCD - Maricopa County Community College District

MEID - Maricopa Enterprise ID used to log on to My.maricopa.edu to access the Student Center (see Student Center).

Netiquette - Rules of conduct that defines polite behavior in an email and on the Internet.

New Student Orientation (NSO) | 602.243.8330 - New Student Orientation is designed to provide you with the resources you'll need to maximize your potential and to successfully manage your college experience. This is a great opportunity to meet new friends, interact with faculty and take a campus tour. For more information, contact the Advisement Department.

Official Absence - Absence from class approved by the Dean of Student Services for students who are participants in an official college activity. Students must present approved absence documentation to their instructors before the official absence and make arrangements to complete the work they will miss.

Online - One of the delivery options of a class. You would complete a course by connecting to the Internet and submitting class assignments through Blackboard. Online can also be used to describe services that are available to you through the Internet.

Pass/Fail - An option for class registration in which students choose to receive a grade of Pass or Fail in lieu of a letter grade (A, B, C, D, F). Students can earn credits towards graduation by passing these courses but the grades will not count in their GPAs. It is best to check with an advisor to make sure that Pass/Fail grades will transfer to another college or university.

Password - A secret word you use to gain access to a computer system. Some times there are restrictions on the types of characters you can use (i.e., letters, numbers, or incidentals) as well as a maximum number of them. Periodically you will be alerted by a system generated memo to renew your password by a scheduled date in order to continue assessing the system.

Periods - Time spent in class and/or lab each week. One period is equivalent to 50 minutes per week for a one-credit course that meets during a 16-week semester. Sometimes referred to as "seat time".

Placement Test - See Assessment.

Prerequisite - Specified conditions, requirements, or classes that must be completed before enrolling in a class. For example, ENG102 has a prerequisite of ENG101.

Probation - A warning that a student is not in good academic standing. May be accompanied by restricted credit hour enrollment.

Quick Admit - Admitting an individual for a specific term.

Quick Enroll - Registering a Student.

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 a student must complete to meet certain goals or to complete a certificate or degree program.

Requisites (Pre/Co requisites) - Prerequisites define requirements which must be completed prior to enrollment in a course. Co requisites define requirements that must be met concurrently with a course.

Residential Faculty - Full-time certified, board approved instructors.

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

Schedule of Classes - A college publication that lists all courses offered during a semester, including dates and times of class meetings, names of instructors, buildings and rooms, credit hours, and other important registration information.

Scholarships - Student financial aid based on academic achievement, need, or a combination of factors. Scholarships do not have to be repaid. Student must apply for them through the Financial Aid Office.

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 - See Class Number

Semester - Traditionally half an academic year; 16 weeks in length. Fall semester begins in August and spring semester begins in January. Also referred to as "term".
Service Learning - Combines community service with classroom instruction, focusing on critical thinking, value clarification and social responsibility. The key components of Service Learning are linkage to course competencies or objectives, a relevant experience and a meaningful contribution to the community.

SIS - Student Information System (PeopleSoft) is the software each of the colleges in the Maricopa Community College District (MCCD) uses to perform numerous functions related to assist students to register for classes.

SMCC - South Mountain Community College (some times referred to as SM or SMC); board approved to become an established college within MCCD in 1978. Groundbreaking to begin construction was in 1979.

Social Security Number/National ID - A nine-digit number assigned to an individual from the Social Security Administration once an application has been submitted. This number is used by SMCC to identify your records. If you chose not to use your Social Security Number; Confirmation ID’s can be obtained at Admissions and Records.

Student Self Service - On-Line Registration

Student Center - Internet access to the Student Center (My.Maricopa.edu) allows you to search for classes, register for classes, view class schedule, drop/withdraw from a class, view financial aid, view changes to account, view grades, register for classes at another Maricopa Community College, request official transcripts and update contact and address information.

Student Services Specialist - A resource person who is able to provide resources to assist a student to plan a career of study and select appropriate courses.

Subject Area/Course Prefix - Three letter designation for the discipline to which a course belongs.

Suffix - Alphabetic characters grouped with the Course Number that often identifies a modularized course. (e.g., AA, AB, BB, AX...).

SUN - Arizona Shared Unique Number – Based on requirements of Senate Bill 1186, the Shared Unique Number (SUN) System was created to help students identify and enroll in courses that transfer as direct equivalents throughout the Arizona public community colleges and state universities. Look in the Official Course Descriptions area of the catalog for courses identified as SUN equivalents.

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.

Term - A grouping for classes and tuition; a period of time a campus has determined as an instructional accounting period.
- The Term Code consists of 4 digits (i.e., 4106 which refers to the Fall 2010 term.).
- The first number represents an arbitrary number chosen to correspond to the 21st century (i.e., 4XXX).
- The second and third numbers represent the year (X10X).
- The fourth number represents the term of spring (2), summer I (4), summer II (5), or fall (6).

Transcript - An official record of a student’s college course work that is maintained by the college registrar. Courses taken, grades, GPA, and graduation information are included on a transcript.

Transfer Credit - Credit earned at other regionally accredited institutions that is accepted at South Mountain Community College to meet requirements in a major or as general education. Credits accepted in transfer do not necessarily apply to all certificates and degrees.

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 College Governing Board.

Units/Credits - The term used to indicate the value of an academic credit.

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

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

Withdrawal - Officially dropping any or all courses during a semester. Students withdrawing from one or more courses must notify the Admissions and Records Office in writing and requires that they be officially withdrawn. Refunds are based on the refund schedule set forth in the catalog. After a specified date, students must have instructor approval before withdrawing from a course.
SMCC College Programs
COLLEGE PROGRAMS

Achieving a College Education (ACE)
The Achieving a College Education (ACE) program was developed in 1987. South Mountain Community College was the first of the ten (10) Maricopa County Community College District colleges to implement the ACE program. ACE targets high school students who may be considering going to college in order to earn a bachelor degree from a four year institution. The mission of the program is to support and assist high school juniors and seniors in earning transferrable college level courses. The program is designed to help students make a smooth transition from high school to community college and on to a four year university. It is important to note that an ACE student at one Maricopa community college is considered a college student with all the corresponding rights, responsibilities, privileges and benefits of traditional college age students.

The ACE is made up of several key components: completion of a nationally recognized scholarship program; guaranteed course transfer to all in-state universities; a cohort based format designed to enhance student support, friendship and sharing of diverse ideas; empowering students through self respect and personal responsibility; extensive interaction with faculty, advisors, and professional staff at the community college level; “real life” experience on a community college campus; and exposure to additional financial resources and workshops and career exploration.

The typical ACE student is a high school junior and/or senior who is enrolled as a concurrent student - someone who is taking college courses while still attending high school. The program is designed to be completed in two years. Students take classes at the SMCC campus, thus giving them the true community college campus experience. Classes meet four days per week during the summer school sessions and on Saturday during the fall and spring semester. Upon graduating from high school, and completion of the program, ACE students may have earned up to 24 transferrable college credits.

Once an ACE prospective student has been accepted into the program the student and their families participate in an orientation and a series of activities and events. These events ranged from workshops designed to keep them informed and connected during their two years with ACE. These workshops focus on such issues as financial literacy, 7 Habits of Highly Effective Teens, Transfers Information, Personal Essay, Plagiarism, Notetaking and Time Management.

Bilingual Nursing Fellowship Program (BNFP)
The Bilingual Nursing Fellowship Program (BNFP) is designed to increase the number of nurse graduates who speak, read and write English and Spanish fluently.

BNFP is collaboration between Phoenix College and South Mountain Community College.

It is anticipated that each Fellow will complete an AAS in Nursing and obtain a nursing license within three years after acceptance into the program.

PROGRAM ADVANTAGES
- Tutoring
- Employment Assistance
- Nurse Mentors

Bilingual Nursing Fellowship Program Advisor
Phone: 602.243.8269, Fax: 602.243.8263

Developmental Education
South Mountain Community College offers a wide range of developmental education courses and programs. Developmental mathematics, reading and English courses are embedded within the appropriate instructional divisions.

Newly enrolled students are required by MCCCD policy to take the ASSET reading, mathematics and English tests. Based on assessment results, students are advised to enroll in the appropriate courses to prepare them for 100 level transfer or occupational focused courses. By Maricopa District policy, students have the right to waive the assessment and placement recommendations.

The division chairs are responsible for signing the waiver forms if requested by students.

English as a Second Language (ESL)
Program Administrator: Dr. Steven Fountaine, 602.305.5648

The intensive English Program at SMCC is intended to prepare students for the world of work as well as for a college degree program. It also allows qualified students to earn college credit while learning English as a Second Language. Classes are designed to reinforce and build on one another and our wide range of support services will help you achieve your goals. English as a Second Language Program has been in existence for over 25 Years.

Experienced faculty with advanced degrees provides instruction for four levels of ESL courses. Our class size is small to ensure attention to the student and free tutoring and other academic support services are available.

An applicant for admissions to the Intensive English must complete the application process as set forth by the Maricopa County Community College District policy. Admission forms and application are online or simply contact the Admissions and Records Office of SMCC. Tuition will vary according to classification of student’s status. For more information on cost please contact either the Admission and Records Office or the Business Services Department (Cashiers).
SMCC CAMPUS PROGRAMS

Fitness Center
The Fitness Center offers a personalized fitness program for individuals 16 or older and of all level of ability. The facility has an extensive selection of cardiovascular and strength training equipment and is staffed with Fitness Center technicians at all times who provide the necessary attention and expertise required for safe and effective exercise sessions. New members are required to attend an orientation which includes a health assessment and instruction on proper use of the equipment; and then they may attend the center at any time during hours of operation.

It is the goal of the Fitness Center to be an educational source for wellness, and fitness related information. The Center also participates in several local health fairs each year.

High School Dual Enrollment | 602 243.8303
South Mountain Community College partners with several valley high schools to offer dual enrollment credit for academic and occupational classes. Dual enrollment courses are held on high school campuses and are taught by high school instructors who have met community college hiring qualifications. Registration is coordinated on the high school campus. Through dual enrollment we strive to ease the transition from high school to college and to increase the number of college-bound high school students in our community.

Honors Program
The College Honors program is designed to enhance students’ intellectual growth by offering challenging classes and increased contact with other Honor students. The program includes Honors sections of general education classes (through concurrent sections or contract format), faculty mentors, special activities, and Forum presentations which permit students to hear and talk with prominent lecturers. The Forum course is also offered to prepare students for concepts discussed at the lectures. Finally, each Honors course is designated HONORS on the student’s official college transcript. Students graduating with at least 15 credits of Honors courses (including 3 credits of HUM190) and maintaining at least a cumulative 3.5 GPA will be designated HONORS PROGRAM GRADUATE. The Honors designation indicates excellence and commitment both to prospective employers and to the admissions offices at other colleges and universities. Honors students enjoy:

- Honors sections of general education classes
- Individualized Course Enrichment Programs
- Faculty mentors
- Fee waivers and scholarships
- Cultural and social activities
- Special recognition of Honors achievements on transcripts and diplomas

Entering high school graduates who were ranked in the top 15 percent of their class (or with high college placement test scores) are eligible to apply, as are continuing or transfer students with a cumulative GPA of at least 3.25 for 12 college level hours. Students enrolled in the Honors Program are required to take at least one Honors course each semester. Other students may petition to take Honors courses and receive Honors credit. Applications are available in the Honors Office (SS-129) or by contacting the Honors Coordinator at (602) 243-8122.

HOOP of Learning (HOL) | 602.243.8340
South Mountain Community College offers the Hoop of Learning program which is designed to provide American Indian 9th through 12th grade students the opportunity to earn college credits while in high school. The program consists of a five week summer session offering one orientation course, an academic course and one elective course, preparing the students to enter into their first college semester. In partnership with the Phoenix Union and Tempe High School Districts, selected students will receive scholarships for tuition, books and assistance for transportation.

Selected applicants are required to complete the Accuplacer placement test in reading, English, and math in the Student Enrollment Services (SES) center at South Mountain Community College. Student test scores will determine appropriate placement in academic courses. In addition, South Mountain Community College will host a student/parent orientation and registration session and a financial aid seminar for graduating seniors.

Students participating in the program at South Mountain can complete as many as 24 college credits that transfer to the three Arizona Universities.

For more information, please contact the TRIO Office at (602) 305-5676. Location: Student Services (SS) building, room 106. http://students.southmountaincc.edu/Support/HOOP/

International Education Services
Coordinator of International Services/Chair
International/Intercultural Committee:
Dr. Steven J. Fountaine (602) 305-5648

The office of International Education Services at South Mountain Community College promotes global awareness among students, faculty and staff, advises the college community about college issues related to various services needed by international students and visitors, and assists in the development of study abroad opportunities for students and staff.

International Education Services at South Mountain Community College is made up of the International Education Office, the International/Intercultural Committee and the Study Abroad Program. The aim of the IES Office is to create and maintain a civil campus environment that values diversity. In addition, the IES Office presents the campus community with a wide variety of events/projects that will increase the student knowledge of culturally different groups and maintain cultural sensitivity and visibility throughout the campus.
In particular, the IES Office aids in recruitment and increased enrollment of international students, supports an international student club (International Friends), works closely with the English as a Second Language program, creates and distributes SMCC information in other languages, supports faculty for international/intercultural projects and supports students with Study Abroad Programs.

Opportunities for International Students at SMCC
The IESO at SMCC offers several educational opportunities for global awareness and sharing for international students. These include:

- International Friends student club (events and activities for international students)
- International Week (fall and spring semesters) promoting global awareness
- English Language Conversation Club (conducted by SMCC native English speaking students and volunteers)
- Festivals with Student Life, highlighting different cultures/ethnicities (Native Americans Heritage Week, African-American Month and Hispanic Heritage Month)
- African, Indian, Islamic and Asian cultural festivals (fall and spring semesters)
- Study Abroad programs for language and cultural development (Spain, Czech Republic and Mexico)
- Guest speakers on cultural and educational themes (art and sciences)
- International storytelling
- Tutoring in all subject areas, especially English

Phi Theta Kappa (Honors)
Phi Theta Kappa is the international honor society for community colleges. Alpha Eta Delta, the South Mountain Community College chapter of Phi Theta Kappa, was chartered in 1982. It has earned distinction among 1,100 chapters around the world.

Phil Theta Kappa involves students in numerous leadership development opportunities, service projects and social activities. Phi Theta Kappa members travel to conferences, Honors seminars and conventions across the state, region and nation. They work on campus as tutors and guides, and provide service for projects in the community.

Many transfer scholarships are exclusively available to Phi Theta Kappa members. Applications for the fall ALL-USA competition and the prestigious Guistewhite Scholarship are available through the Honors Office. Membership is extended by invitation to students after completing 12 credits at SMCC with a cumulative grade point average of 3.5 or higher.

The Storytelling Institute
Storytelling is an art form that enriches the community and promotes cultural understanding for adults and children alike. Students, faculty and staff tell personal and family stories or folktales that offer insight into cultural heritage or the human condition. Storytelling is applicable to careers in education, human relations, and any other areas where multicultural sensibility is vital. The Storytelling Institute offers monthly workshops, numerous concerts, including the fall Myth Informed series and the spring Folktales for Grownups series, plus an annual festival which feature workshops and performances by nationally known tellers, local tellers and student storytellers. Students may earn a 30-credit hour Academic Certificate in Storytelling through the Program in Storytelling.

Storytelling Institute
Director Liz Warren, Storytelling Faculty
Phone: 602-243-8026
Email: liz.warren@southmountaincc.edu
Website: http://sites.google.com/site/smcstorytellingnow/home

TRIO Programs
http://students.southmountaincc.edu/StudentDevelopment/TRIO/
Location: Student Services (SS) building, room100
Dept. Hours:
Fall/Spring Semesters: 8:00 am - 4:30 p.m. M-F Summer Semester: 8:00 a.m. - 6:30 p.m. M-TH

Students Transfer with Educational Preparation (STEP) offers qualifying college participants with a strong academic support system and teach community that will assist them in mastering their academic transitions. The primary goal of the program is to increase the retention and graduation rates of participants who are committed to transferring to a four-year institution by increasing their access and opportunities to higher education. We offer free English and math tutoring, college orientations, financial aid assistance, academic advising, cultural enrichment, university tours, workshops (career and transfer), and laptop/calculator rentals. See website for eligibility requirements.

Upward Bound provides high school participants with academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. Also included: after school tutoring, academic advising, mentoring, cultural enrichment, SAT/ACT preparation, and work-study opportunities. Participants will attend SMCC on weekends throughout the fall and spring semesters. During summers, students will take elective courses at the college and will be grouped according to their grade level with an opportunity to earn college credit. The curriculum will be designed according to individual graduation requirements. Finally, students will spend one week on the Northern Arizona University campus in Flagstaff.

Contact: Ruben Saenz, Director of TRIO Programs
Office #: (602) 305-5676
E-mail: ruben.saenz@southmountaincc.edu
Occupational Program Matrix
# OCCUPATIONAL PROGRAM MATRIX

## Areas/Programs | Institution
---|---
**DESCRIPTION**

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

### Agriculture, Food, and Natural Resources

**Agriculture, Food, and Natural Resources**

Agriculture, Food, and Natural Resources

**Agribusiness Sales and Service**

**Agribusiness Production and Management**

*Agribusiness*  
(MC)

(Print Agribusiness Sales and Service and Horticulture sections for additional programs and related areas)

**Urban Horticulture**  
(MC)

(Print Horticulture section for additional programs and related areas)

**Equine Training and Management**

*Equine Science*  
(SC)

**Vetinary Technology/Animal Health**  
(MC)

### Horticulture

**Landscape Aide**  
(MC)

**Landscape Specialist**  
(MC)

(Print Agricultural Production and Management section for additional programs and related areas)

**Workforce Development: Horticulture**  
(RS)

**Workforce Development: Landscape Technology**  
(RS)

### Architecture and Construction

**Air Conditioning and Refrigeration**

*Air Conditioning/Refrigeration/Facilities*  
(GW)

*Residential and Light Commercial Air Conditioning*  
(GW)

**Apprenticeship Related Instruction**

**Construction Trades: Bricklaying and Tilesetting**  
(GW)

**Construction Trades: Carpentry**  
(GW)

**Construction Trades: Construction Management**  
(GW)

**Construction Management**  
(PC)

**Construction Trades: Millwrighting**  
(GW)

**Construction Trades: Plastering and Cement Masonry**  
(GW)

**Construction Trades: Painting and Drywalling**  
(GW)

**Construction Trades: Pre-Apprenticeship**  
(GW)

**Construction Trades: Sheet Metal**  
(GW)

**Construction Trades: Electricity**  
(GW)

**Construction Trades: Heat and Frost Insulation**  
(GW)

**Construction Trades: Heavy Equipment Operations**  
(GW)

**Construction Trades: Ironworking**  
(GW)

**Construction Trades - Mechanical Trades: Heating, Ventilating and Air Conditioning**  
(GW)

**Construction Trades - Mechanical Trades: Plumbing**  
(GW)

### Building and Construction

**Architecture**  
(MC)

**Architectural CADD Level III**  
(MC)

**Architectural Detailing CADD Level III**  
(MC)

**Architectural CAD Technology**  
(PC)

**Architectural Technology**  
(SC)

**Building Inspection**  
(EM, MC)

**Building Safety Technology**  
(SC)

**Civil Engineering Technology**  
(PC)

**Construction**  
(MC)

**Construction Drafting CADD Level III**  
(MC)

**Construction Trades: Heavy Equipment Operations**  
(GW)

**Construction Management**  
(PC)

**Plan Review**  
(MC)

**Pre-Contractor Licensing**  
(MC)

**Residential Drafting CADD Level II**  
(MC)

**Survey and Civil Drafting - CADD Level II**  
(MC)

**Workforce Development: Carpentry Level I**  
(RS)

**Workforce Development: Carpentry Level II**  
(RS)

**Workforce Development: Furniture Construction/Refinishing Level I**  
(RS)

**Workforce Development: Furniture Construction/Refinishing Level II**  
(RS)

### Art, A/V Technology, and Communication

**Home Economics**

**Adolescent Development**  
(GC, RS)

**Adolescent Studies**  
(PC)

**Adult Development and Aging**  
(GC, RS)

**Advanced Interior Design**  
(PC)

**Alteration Specialist**  
(MC)

**Apparel Construction**  
(PC)

**Costume Design and Production**  
(MC)

**Costuming**  
(PC)

**Family Development**  
(PC)

**Family Life Education**  
(GC, SC, RS)

**Family Support**  
(PC)

**Fashion Design**  
(PC)

**Fashion Design Level I**  
(PC)

**Fashion Design Level II**  
(PC)

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*CG: Chandler Gilbert CC  
PC: Phoenix College  
EM: Estrellas Mountain CC  
PV: Paradise Valley CC  
GC: Glendale CC  
MC: Mesa CC  
SM: South Mountain CC  
RS: Rio Salado College  
GW: GateWay CC  
SC: Scottsdale CC*
### Areas/Programs

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32  Occupational Program Matrix  SMCC Catalog 2012/2013
### OCCUPATIONAL PROGRAM MATRIX

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<td>Technology Support Analyst</td>
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<td>Total Quality Management</td>
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**Social Services**  
- Gerontology: RSC  
- Gerontology: Aging Services Management: RSC  
- Gerontology: Elder Care: RSC  
- Gerontology: Foundations: RSC  
- Gerontology: Generalist: RSC  
- Gerontology: Program Development: RSC  

**Mortuary Science**  
- Mortuary Science: MC  

**Information Technology**

**Computer Science**  
- Advanced Computer Usage and Applications: RS  
- Advanced Web Designer: MC  
- Business Office Computer Applications: GC  
- Computer Applications Technology: EM  
- Computer Applications: Microsoft Office Specialist/Advanced: MC  
- Computer Applications: Microsoft Office Specialist/Basic: MC  
- Computer Hardware and Desktop Support: CG, EM, SC  
- Computer Hardware and Network Support: SC  
- Computer Information Systems: GC, PC, SC, SM  
- Computer Information Technology: PV  
- Computer Networking Technology: PV  
- Computer Programming: MC  
- Computer Systems Maintenance: PV  
- Computer Technology: RS  
- Computer Usage and Applications: RS  
- Database Development: SC  
- Desktop Publishing: EM  
- Engineering Technology: GC, CGC, EM  
- Game Technology: MC  
- Geographic Information Systems: MC  
- Information Security: GC  
- Information Security Administration: GC  
- Information Security Technology: GC, SM  
- Information Security Wireless Networks: GC  
- Information Technology: CG  
- Information Technology: Programming and Systems Analysis: SM  
- Information Technology: Web and Graphic Design: SM  
- Information Technology: Cisco Networking: SM  
- Information Technology: Computer Applications Specialist: SM  
- Information Technology: Network Server: SM  
- Information Technology: Network Security: SM  
- Information Technology Support: SM  
- Linux Associate: CG, EM, GC, MC  
- Linux Networking Administration: EM, GC, MC  
- Linux Professional: CG, EM, GC, MC, PV  

(See Office Occupations section for additional programs and related areas)

**Areas/Programs**

**Computer Applications: Office Specialist/Core Level** (CG)  
(See Office Occupations section for additional programs and related areas)

**Computer Applications: Office Specialist/Expert Level** (CG)  
(See Office Occupations section for additional programs and related areas)

**Business Applications** (CG, GC)  
(See Office Occupations section for additional programs and related areas)

**Microsoft Desktop Support Technology** (EM, GC, PV)  
**Microsoft Networking Technology** (EM, GC, GW, PV)  
**Microsoft Technical Specialist** (EM, GC, GW, PV)  
**Microsoft Applications Development** (PV)  
**Microsoft Server Administration** (EM, GC, PV)  
**Microsoft Certified Information Technology Professional (MCITP) Administrator** (EM, GC, GW, PV)  
**Multimedia and Business Technology** (MC)  
**Network Administration** (SC)  
**Network Administration: CISCO Network Professional** (MC, CG, SM)  
**Network Administration: Microsoft Windows Server** (CG, GW, MC)  
**Networking: Design and System Support** (RS)  
**Networking Administration: Cisco** (CG, EM, GC, GW, SM, MC)  
**Networking System Administration** (MC)  
**Networking Technology: Cisco** (CG, EM, GC, GW)  
**Oracle Database Administration** (EM)  
**Oracle Database Operations** (CG)  
**Programming** (RS)  
**Programming and System Analysis** (CG, EM, GC, MC, PC, PV, SC, SM)  
**Software Development** (SC)  
**Web Design** (GC, PV, EMCC, PC)  
**Web Design Technologies** (SC)  
**Web Design: User Interface** (RS)  
**Web Designer** (MC)  
**Web Developer** (GC, MC, PC, PV, EM)  
**Web Development** (SC)  
**Web Server Administrator** (MC)  
**Web Technology** (MC)  

**Media Technology**

**Animation: Imaging and Design Foundation** (GC)  
**Broadcast Production** (SC)  
**Comic and Sequential Art** (PC)  
**Digital Arts** (MC)  
**Digital Design** (RSC)  
**Digital Photography** (PC)  
**Digital Arts: Digital Illustration** (MCC)  
**Digital Arts: Digital Photography** (MCC)  
**Digital Arts: Graphic Design** (MCC)  
**Digital Arts: Web Design** (MCC)

CG: Chandler Gilbert CC  
PC: Phoenix College  
EM: Estrella Mountain CC  
GC: Glendale CC  
SM: South Mountain CC  
RS: Rio Salado College  
GW: Gateway CC  
SC: Scottsdale CC  
PV: Paradise Valley CC  
MC: Mesa CC
## OCCUPATIONAL PROGRAM MATRIX

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<td>Automotive Engine Performance Diagnosis &amp;</td>
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<td>Workforce Development: Automotive Technology Level II</td>
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### Institutions

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<tr>
<td>CG: Chandler Gilbert CC</td>
<td>RS: Rio Salado College</td>
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<tr>
<td>PC: Phoenix College</td>
<td>GW: Gateway CC</td>
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<tr>
<td>EM: Estrella Mountain CC</td>
<td>SC: Scottsdale CC</td>
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<td>PV: Paradise Valley CC</td>
<td>MC: Mesa CC</td>
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<tr>
<td>GC: Glendale CC</td>
<td>SM: South Mountain CC</td>
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### MARICOPA SKILL CENTER AREAS / PROGRAMS / CERTIFICATES

The Maricopa Skill Center (MSC), a division of GateWay Community College, offers entry-level courses and programs for hands-on job training at 1245 E. Buckeye Road, Phoenix. The more than 200 courses and 60 non-credit programs at Maricopa Skill Center certificates are open-entry /open-exit, and self-paced. Several of our programs hold credit articulation agreements with ASU and Gateway Community College and most programs culminate in leading industry certifications.

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<tr>
<th>Accounting</th>
<th>Construction Trades</th>
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<tr>
<td>Accounting Associate Certificate Program</td>
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<tr>
<td>Accounting Clerk Certificate Program</td>
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<td>Accounts Payable Clerk Certificate Program</td>
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<td>Payroll Clerk Certificate Program</td>
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<td>Auto Body Basic Refinishing Certificate Program</td>
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<td>Customer Service Specialist Certificate Program</td>
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<th>Information Processor &amp; Data Entry</th>
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<td>Data Entry Operator Certificate Program</td>
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<th>Travel &amp; Tourism</th>
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<td>Reservations &amp; Hospitality Representative Certificate Program</td>
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<tr>
<td>Travel &amp; Tourism Specialist Certificate Program</td>
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The SouthWest Skill Center at Estrella Mountain Community College, located at 3000 North Dysart Road, Avondale, offers entry-level courses and programs for hands-on job training.

Our Programs are listed below and reference any certificate issued by that program:

**Distribution Logistics Technician Program**
Certified Distribution Logistics Technician (2/2008)

**Emergency Medical Technology Program**
Emergency Medical Technician (1/2008)

**Medical Assistant Program (Certificate Programs)**
Medical Assistant Front/Back Office
Medical Assistant Front Office
Medical Assistant Back Office
Medical Billing & Coding
Phlebotomy (beginning 7/1/2006)

**Nursing Programs (Certificate Programs)**
Nurse Assistant Program
Practical Nurse Program

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**NOTES**
Graduation Policies
DISTRICT-WIDE PROGRAMS

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 College Spring '06, Fall '06 (Active)
Transferred to a University Spring '07 (2005 or Any Subsequent Catalog)

EXAMPLE B:
Admitted & Earned Course Credit at a Public Community College or University Fall '02 (Active)
Enrolled But Earned All Ws, Zs, or Fs Spring '03 (Inactive)
Enrolled in Audit Courses Only Fall '03 (Inactive)
Nonattendance Spring '04 (Inactive)
Transferred to a University Fall '04 (2004 or Any Subsequent Catalog)

2. Students who do not meet the minimum enrollment standard stipulated in No. 1 during three consecutive semesters (fall/spring) and the intervening summer term* at any public Arizona community college or university are no longer considered continuously enrolled, and must meet requirements of the public Arizona community college or university catalog 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 Summer '03 (Active)
Nonattendance Fall '03, Spring '04 (Inactive)
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)
GENERAL GRADUATION REQUIREMENTS

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

1. be credited in the Admissions and Records Office/Office of Student Enrollment with not fewer than: 60 semester credit units in courses numbered 100 or above for the Associate in Arts degree, Associate in Science degree, Associate in Transfer Partnership degree, and Associate in General Studies degree; 60 semester credits for the Associate in Business degree. For specific certificate programs, be credited with not fewer than the minimum total of credit units required for the certificate program.

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

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

A shared program requires a minimum of six credit hours from the total program requirements to be completed with a grade of “C” or better at the college awarding the certificate or degree. The exception is the Nursing program. For those shared programs with less than six credit hours, the total hours for the program must be completed at the college awarding the certificate.

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

Students must apply for graduation from the college where they have successfully completed Block 4 of the Associate in Applied Science in Nursing.

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

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

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

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

8. have paid required degree or certificate application fee.

See fee schedule for charges.

See Graduation with Honors for information on honors designation.
DISTRICT-WIDE PROGRAMS

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:

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

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

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

General Education Designations
(example: (FYC), [SB], [HU], etc.)

Effective Fall 2000 the course evaluation and/or general education designation as listed in the Arizona CEG (Course Equivalency Guide) within the Arizona Course Applicability System (AZCAS) is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Given that curriculum is dynamic at both MCCCD and the institutions to which MCCCD students transfer, students have the option to petition for general education evaluations and/or general education designations.

The college reserves the right to make necessary course and program changes in order to meet current educational standards.
District Wide Programs
DISTRICT WIDE PROGRAMS

GENERAL GRADUATION REQUIREMENTS

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

1. be credited in the Admissions and Records Office/Office of Student Enrollment with not fewer than: 60 semester credit units in courses numbered 100 or above for the Associate in Arts degree, Associate in Science degree, 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.

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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.

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CERTIFICATES/DEGREES

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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...
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preparing to enter a field for which a professional license or certificate is required is strongly advised to consult with the appropriate government agency that issues such credentials. That agency can provide the student complete information about any requirements the law imposes for working in a particular occupation.

MCCCD General Education Statement

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

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

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

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

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

General Education Designations (example: (FYC), [SB], [HU], etc.)

Effective Fall 2000 the course evaluation and/or general education designation as listed in the Arizona CEG (Course Equivalency Guide) within the Arizona Course Applicability System (AZCAS) is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Given that curriculum is dynamic at both MCCCD and the institutions to which MCCCD students transfer, students have the option to petition for general education evaluations and/or general education designations.

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

Arizona General Education Curriculum (AGEC) – A, B, S

Description

The Maricopa County Community College District Arizona General Education Curriculum (MCCCD AGEC) is a 35-38 semester-credit general education certificate that fulfills lower-division general education requirements for students planning to transfer to any Arizona public community college or university. Generally, the MCCCD AGEC transfers as a block without loss of credit.

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

For students planning to pursue an associate degree or transfer to an Arizona public community college or university, the AGEC A is a component of the MCCCD Associate in Arts, the AGEC B is a component of the MCCCD Associate in Business, and the AGEC S is a component of the MCCCD Associate in Science.

Purpose of the AGECs

There are three types of MCCCD AGECs. They are the AGEC A, the AGEC B, and the AGEC S. Designed to articulate with different academic majors, their requirements vary accordingly. Additional information on academic majors at the Arizona public universities can be accessed via the following website: www.aztransfer.com

1. The AGEC A is designed to satisfy requirements in many liberal arts majors as well as other majors that articulate with the Associate in Arts (e.g., social sciences, fine arts, humanities). AGEC A requires a minimum of college mathematics or college algebra to satisfy the Mathematics [MA] requirement. AGEC A Mathematics requirement is less stringent than the AGEC B and AGEC S. AGEC A and AGEC B Natural Sciences requirements are less stringent than AGEC S.
2. The AGEC B is designed to satisfy requirements in business majors that articulate with the Associate in Business. AGEC B requires a minimum of brief calculus to satisfy the Mathematics [MA] requirement.

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

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

- Requires 35-38 semester credits in courses numbered 100 and above to be completed with a grade of "C" or better. Credit units transferred from outside of the district need to be at a grade of "C" or better. A grade of "C" equals 2.0 on a 4.0 grading scale or equivalent; A minimum of 60 semester credits in courses numbered 100 and above to be completed with a grade of "C" or better; On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a "C" or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions;

- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC;

- Uses the following policies to help students complete the required Core and Awareness Areas without exceeding the 35-38 semester credits
  1. Courses can satisfy a Core area and one or two Awareness areas simultaneously.
  2. A course cannot be used to satisfy more than one Core area requirement in the AGEC A and B.
  3. A course can be used to satisfy the L and SB or L and HU requirements simultaneously in the Core area for the AGEC S.
- Follows the general education policy below:

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

  - Require courses that transfer as equivalent courses, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities according to the Arizona CEG (Course Equivalency Guide). The course evaluation and/or general education designation as listed in AZCAS is valid for the term in which the student is awarded credit on the transcript;
  - Require that a minimum of 12 semester credits of course work be taken at any of the MCCCD colleges;
  - Include both courses and their modular equivalents, either the course or the modular equivalents will satisfy the AGEC;
  - Accept one of the courses that is cross-referenced with other courses;
  - Provide for exemption from Arizona university admission requirements for: Students who complete the AGEC A, AGEC B, or AGEC S with a minimum 2.5 on a 4.0=A scale, or students who complete an associate or higher degree from a regionally accredited post-secondary institution with a minimum 2.0 on a 4.0=A scale for Arizona residents and a minimum 2.5 on a 4.0=A scale for non-residents.

AGEC Requirements

The 35-38 semester credits required for each of the three AGECs follow. See the list entitled MCCCD Courses That Can Be Used to Satisfy MCCCD AGEC A, AGEC B and/or AGEC S for specific course information via the following website: www.maricopa.edu/academic/ccta/

The list identifies the courses in alpha-order by prefix as well as the different Core Areas and Awareness Areas where the course will apply

<table>
<thead>
<tr>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>Core Areas:</td>
</tr>
<tr>
<td>6</td>
<td>1. First-Year Composition (FYC)</td>
</tr>
<tr>
<td>0-3</td>
<td>2. Literacy and Critical Inquiry [L]</td>
</tr>
</tbody>
</table>

AGEC A & AGEC B: Select a course that satisfies the [L] requirement (3)

AGEC S: Recommend selecting a course that satisfies (L and SB) or (L and HU), or (L and COM), or (L and CRE101) requirements simultaneously (0-3)
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3. Mathematical Studies [MA/CS] 4-6
The Mathematics [MA] requirement differs for AGEC A, AGEC B, and AGEC S.

To complete the Mathematical Studies requirement for AGEC A and AGEC B, select one course to satisfy Mathematics [MA], and a second course from Computer/Statistics/Quantitative Applications [CS]. AGEC S does not require the [CS] area.

AGEC A requires;
   a. Mathematics [MA] (3 credits) AND (Requires a course in college mathematics (MAT142) or college algebra (MAT 150, MAT 151, MAT152) or pre calculus (MAT 187) or any other mathematics course designated with the MA general education value and for which college algebra is a pre-requisite.)
   b. Computer/Statistics/Quantitative Applications [CS] (3 credits)

AGEC B requires;
   a. Mathematics [MA] (3 credits) AND (Requires a course in brief calculus (MAT212) or a higher level mathematics course (MAT216, MAT220, or MAT221 or any course for which these courses are prerequisites).
   b. Computer/Statistics/Quantitative Applications [CS] (3 credits) CIS105 Survey of Computer Information Systems

AGEC S requires;
   a. Mathematics [MA] (4 credits) AND Requires a calculus course (MAT220 or MAT221) OR any mathematics course for which MAT220 or MAT221 are prerequisites OR if pursuing a degree at ASU in Life Sciences select MAT251 Calculus for Life Science.

4. Humanities and Fine Arts [HU] 6
AGEC A and AGEC B: Students are encouraged to choose courses from more than one discipline for a total of six semester credits. AGEC S: Recommend selecting a course that satisfies (L and HU), requirements simultaneously

5. Social and Behavioral Sciences [SB] 6
AGEC A and AGEC B: Students are encouraged to choose courses from more than one discipline for a total of six semester credits. AGEC S: Recommend selecting a course that satisfies (L and SB) requirements simultaneously

6. Natural Sciences [SQ/SG] 8
To complete the Natural Sciences requirement:

AGEC A and AGEC B require four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of eight (8) semester credits, OR eight (8) semester credits of [SQ]. Students cannot take eight (8) semester credits of [SQ] to meet the Natural Sciences requirement.

The Natural Sciences requirement differs for AGEC S. AGEC S requires eight (8) semester credits of either university chemistry or eight (8) semester credits of university physics or eight (8) semester credits of general biology appropriate to the major.

The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

7. Subject Options (Subject based on major) (AGEC S) 6-8
Students completing AGEC S, through careful selection of courses that meet the other major or pre-requisite requirements for Science degrees, will meet this requirement. Using a transfer guide, select Mathematics courses above Calculus, and/or Science courses from: Astronomy, Biology, Botany, Chemistry, Environmental Science, Geology, Physical Geography, Physics, Zoology.

B. Awareness Areas:
Students must satisfy two Awareness areas: Cultural Diversity in United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five to thirty-eight semester credits to complete any of the three MCCCQ AGECs because courses can satisfy a Core area and one or two Awareness areas simultaneously. Therefore, no additional semester credits are required to satisfy the two Awareness areas.

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

AGEC Area Requirements Descriptions/Definitions

CORE AREAS

First-Year Composition (FYC)
Courses must be completed with a grade of "C" or better in the First-Year Composition Core area. Courses must emphasize skills necessary for college-level learning and writing skills.
Literacy and Critical Inquiry [L]
Courses must be completed with a grade of "C" or better in the Literacy and Critical Inquiry Core area. In the [L] course, typically at the sophomore level, students gather, interpret, and evaluate evidence and express their findings in writing or speech. This course includes a series of graded written or spoken formal assignments.

For AGEC S, students will select a course that satisfies both Literacy and Social & Behavioral Sciences or Literacy and Humanities and Fine Arts requirements simultaneously.

Literacy is defined broadly as communicative competence in written and oral discourse; critical inquiry is defined as the gathering, interpreting, and evaluating of evidence. Building on the proficiency attained in traditional First-Year Composition courses, the Literacy and Critical Inquiry requirement helps students sustain and extend their ability to reason critically and communicate clearly through language.

Mathematical Studies
Courses must be completed with a grade of "C" or better in the Mathematical Studies Core Area. One course must be selected from Mathematics [MA]. In AGEC A and AGEC B, a second course must be selected from Computer/Statistics/Quantitative Applications [CS].

The Mathematical Studies requirement is intended to ensure that students have skill in basic mathematics, can use mathematical analysis in their chosen fields, and can understand how computers make mathematical analysis more powerful and efficient.

First, the acquisition of essential skill in basic mathematics requires the student to complete a course in college algebra or to demonstrate a higher level of skill by completing a course for which college algebra is a prerequisite.

Second, the real-world application of mathematical reasoning requires the student to take a course in statistics or the use of quantitative analysis to solve problems of substance.

Third, the use of the computer to assist in serious analytical work is required. Computers are widely used to study the implications of social decisions or to model physical systems.

Mathematics [MA] AGEC A
The AGEC A Mathematics Core area requires a course in college mathematics, college algebra, pre-calculus, or any other mathematics course for which college algebra is a prerequisite.

Mathematics [MA] AGEC B
The AGEC B Mathematics Core area requires a course in Brief Calculus or a higher level mathematics course.

Mathematics [MA] AGEC S
The AGEC S Mathematics Core area requires the first course in the calculus sequence or any mathematics course for which that course is a prerequisite. MAT251 is required if transferring to a Life Sciences degree at Arizona State University (ASU).

Computer/Statistics/Quantitative Applications [CS]
AGEC A, B [CS] requires: courses that emphasize the use of statistics or other mathematical methods in the interpretation of data and in describing and understanding quantitative relationships, courses that involve the use of computer programming languages or software in the development of skills in analytical thinking. AGEC B specifies CIS105 as the course that meets the [CS] requirement.

Humanities and Fine Arts [HU]
Courses must be completed with a grade of "C" or better in the Humanities and Fine Arts Core area. Students are encouraged to choose coursework from more than one discipline. The Humanities and Fine Arts Core area enables students to broaden and deepen their consideration of basic human values and their interpretation of the experiences of human beings.

The humanities are concerned with questions of human existence and the universality of human life, questions of meaning and the nature of thinking and knowing, and questions of moral, aesthetic, and other human values. The humanities investigate these questions in both the present and the past and make use of philosophy, foreign languages, linguistics and communications studies, religious studies, literature, and fine arts.

The fine arts constitute the artist's creative deliberation about reality, meaning, knowledge, and values.

Social and Behavioral Sciences [SB]
Courses must be completed with a grade of "C" or better in the Social and Behavioral Sciences Core area. Students are encouraged to choose course work from more than one discipline.

The Social and Behavioral Sciences Core area provides scientific methods of inquiry and empirical knowledge about human behavior, both within society and within individuals. The forms of study may be cultural, economic, geographic, historical, linguistic, political, psychological, or social. The courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a world of diminishing economic, linguistic, military, political, and social distance.

Natural Sciences [SQ/SG]
Courses must be completed with a grade of "C" or better in the Natural Sciences Core area.

Courses in the Natural Sciences Core area help the student to develop an appreciation of the scope and limitations of scientific capability to contribute to the quality of society. This Core area emphasizes knowledge of methods of scientific inquiry and mastery of basic scientific principles and
courses required in the Natural Sciences Core area must include an introduction to the fundamental behavior of matter and energy in physical or biological systems.

Natural Sciences [SQ] A & B
The AGEC A and B Natural Sciences Core area requires one laboratory course in natural sciences that includes a substantial introduction to the fundamental behavior of matter and energy in physical or biological systems.

Natural Sciences [SG] A & B
The AGEC A and B Natural Sciences Core area requires a second laboratory course in the natural sciences, for example, from anthropology, astronomy, biology, chemistry, experimental psychology, geology, microbiology, physical anthropology, physical geography, physics, plant biology

Natural Sciences S
The AGEC S Natural Sciences Core area requires eight semester credits of either university chemistry or eight semester credits of university physics or eight semester credits of general biology appropriate to the major.

SQ = Natural Science-Quantitative
SG = Natural Science-General

Subject Options (for AGEC S)
Courses in the Subject Options area help the student to be prepared for specific majors in science. Students completing AGEC S, through careful selection of courses that meet the other major or pre-requisite requirements for Science degree, will meet this requirement. Using a transfer guide, courses would be selected from Mathematics courses above Calculus, and/or Science courses from: Astronomy, Biology, Botany, Chemistry, Environmental Science, Geology, Physical Geography, Physics, Zoology.

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

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

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.

**Associate in Arts (AA) Degree**

**Description**
The Maricopa County Community College District Associate in Arts degree requires 60-64 semester credits for the program of study. The degree includes the following components:

1. **General Education:**
   - Arizona General Education Curriculum for Arts (AGEC-A) MCCCD Additional Requirements
2. **General Electives**

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

In most cases, courses used to satisfy the MCCCD Associate in Arts will apply to university graduation requirements of the university major for which the Associate in Arts is designed. Information regarding the articulation of the Associate in Arts with majors at the Arizona public universities can be accessed via the following website: www.aztransfer.com

**Academic Policies that Govern the Associate in Arts Degree**

- Completion of the Associate in Arts and the AGEC-A provides for exemption from Arizona public university admission requirements for Arizona residents who have a minimum Grade Point Average of 2.0 on a 4.0=A scale and a minimum 2.5 on a 4.0=A scale for non-residents.
- The graduation policies within the general catalog must be satisfied for completion of the Associate in Arts degree.
- A minimum of 60 semester credits in courses numbered 100 and above to be completed with a grade of “C” or better. Credit units transferred from outside of the district need to be at a grade of “C” or better. A grade of “C” equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a “C” or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.
- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.
- The General Education Requirements for AGEC-A may be completed in 35 semester credits with the following stipulations
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously
  - A course cannot be used to satisfy more than one Core Area
- General Education Courses can satisfy multiple areas within the degree simultaneously (AGEC-A Core Area, AGEC Awareness Area, MCCCD Additional Requirements, or lower-division courses applicable to the major).

**Academic Policies that Govern the Associate in Arts Degree Continued:**

- Effective Fall 2000, the course evaluation and/or general education designation as listed in the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS), is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Students do have the option to petition for general education evaluations and/or general education designations upon transfer.
- Courses completed at one of the Maricopa Community Colleges to meet AGEC-A requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course's evaluation and/or general education
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designation is valid for the term in which the student is awarded credit on the transcript. See the list titled MCCCD Courses That Can Be used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC-S for specific course information via the following website: www.maricopa.edu/academic/ccta/

• Courses completed at one of the Maricopa Community Colleges to meet the General Electives requirement must be transferable to the university or universities to which the student plans to transfer, as elective credit or better. For appropriate course selection, students should consult with an advisor.

• Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC-A or Associate in Arts Degree.

• Courses and their modular equivalents will satisfy AGEC-A and Associate in Arts requirements.

• If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.

• Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. For appropriate course selection, students should consult with an advisor.

Degree Requirements
The 60-64 semester credits required for the Associate in Arts follow. See the list titled MCCCD Courses That Can be used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC-S for specific course information via the following website: www.maricopa.edu/academic/ccta/ This list identifies the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply. For purposes of clarifying requirements in the Mathematics and Natural Sciences areas on the list and the AGEC requirements, an A, B, and/or S character may follow the [MA], [SQ], [SG] general education designations and refers to the specific AGEC.

I. MCCCD General Education
The MCCCD General Education includes two areas: MCCCD AGEC-A and MCCCD Additional Requirements.

MCCCD AGEC-A
1. Core Areas: 35
   a. First-Year Composition (FYC) 6
   b. Literacy and Critical Inquiry [L] 3
   c. Mathematical Studies [MA/CS] 6
      To complete the Mathematical Studies requirement, select one course to satisfy Mathematics [MA] A and a second course from Computer/Statistics/Quantitative Applications [CS].
      1) Mathematics [MA] A (3 credits)
         Note: requires a course in college mathematics (MAT142) or college algebra (MAT 150, MAT 151, MAT152) or pre calculus (MAT 187) or any other mathematics course designated with the MA general education value and for which college algebra is a pre-requisite.
      AND
      2) Computer/Statistics/Quantitative Applications [CS] (3 credits)
   d. Humanities and Fine Arts [HU] 6
      Students are encouraged to choose course work from more than one discipline for a total of six semester credits.
   e. Social and Behavioral Sciences [SB] 6
      Students are encouraged to choose course work from more than one discipline for a total of six semester credits.
   f. Natural Sciences [SQ/SG] 8
      To complete the Natural Sciences requirement: Select four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of eight (8) semester credits, OR eight (8) semester credits of [SQ]. Students can not take eight (8) semester credits of [SG] to meet the Natural Sciences requirement.
      The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

2. Awareness Areas:
   Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.
   Cultural Diversity in the United States [C]
District Wide Programs

3. MCCCD Additional Requirements
0-6

Students must satisfy Oral Communication and Critical Reading areas. However, it is not necessary for students to exceed the thirty-five semester credits required in order to complete the MCCCD Additional Requirements because courses can satisfy a Core Area and MCCCD Additional Requirements simultaneously. Therefore no additional semester credits are required to satisfy Oral Communication and Critical Reading.

a. Oral Communication
A total of three (3) semester credits is required for Oral Communication. However, if students select a communication course that satisfies both the Oral Communication area and an area within the Core, then the Oral Communication requirement has been satisfied and additional electives may be taken.

Select from the following options:
COM100 [SB] (3 credits) OR
COM100AA & COM100AB & COM100AC [SB] (3 credits) OR
COM110 [SB] (3 credits) OR
COM110AA & COM110AB & COM110AC [SB] (3 credits) OR
COM225 [L] (3 credits) OR
COM230 [SB] (3 credits)

b. Critical Reading
A total of three (3) semester credits is required for the Critical Reading area. However, if students complete CRE 101 and apply it to AGEC-A Core Requirements or if the students demonstrate proficiency through assessment, then the Critical Reading requirement has been satisfied and additional electives may be taken.

CRE101 [L] OR
equivalent as indicated by assessment

II. General Electives

Select courses to complete a minimum of 60 semester credits but no more than a total of 64 semester credits.

For students who have decided on a major that articulates with the AA, but who are undecided on the university to which they will transfer, courses satisfying the General Electives area should be selected from the list of Common Courses, Arizona Transfer Pathway Guides, and/or University Transfer Guides in order for the courses to apply in the major upon transfer.

The list of Common Courses for each major is included in the Arizona Transfer Pathway Guides. University Transfer Guides are also available for the Arizona public universities. These guides, both statewide and institutional, are accessible on the following web site: www.aztransfer.com/

Students must select MCCCD courses that are transferable to the university or universities to which the student plans to transfer, as elective credit or better according to the Arizona CEG within the AZCAS. For appropriate course selection, students should consult with an advisor.

For some majors, students must demonstrate 4th semester proficiency at the 202 course level to satisfy the Non-English Language Requirements. Students should consult the Arizona Transfer Pathway Guides and/or the University Transfer Guides to determine this requirement for the major at the university to which they intend to transfer. If required, it is recommended that students choose Maricopa courses as electives to meet this requirement as part of the Associate in Arts degree.

Students who are undecided on a major or university should consult an advisor. Not all majors have common courses, so it is recommended that students consult with an advisor for a list of common courses or assistance with selecting appropriate electives.

Associate in Arts Total Credits: 60-64

Associate in Arts, Elementary Education (AAEE) Degree

Description
The MCCCD Associate in Arts in Elementary Education (AAE) requires the student to complete a total of 60-63 semester credits in the program of study. The degree has two major components:

I. MCCCD General Education
Arizona General Education Curriculum for Arts (AGEC-A)
Additional MCCCD Requirements

II. Elementary Education Requirements
Education Foundations
Electives for Arizona Professional Teacher Standards

Purpose of the Degree
The AAEE is designed for the student who plans to transfer to an Elementary Education, Early Childhood, Multicultural/Multilingual, or Special Education program at an Arizona
public higher education institution and/or who plans to become a classroom instructional aide.

Generally, the degree transfers as a block without loss of credit to Arizona’s public universities. In most cases, courses applied to the MCCCD Associate in Arts in Elementary Education also apply to graduation requirements of the university major for which the AAEE was designed.

Academic Policies that Govern the Associate in Arts Elementary Education Degree:

- Completion of the Associate in Arts and the AGEC-A provides for exemption from Arizona public university admission requirements for Arizona residents who have a minimum Grade Point Average of 2.0 on a 4.0=A scale and a minimum 2.5 on a 4.0=A scale for non-residents.

- The graduation policies within the general catalog must be satisfied for completion of the Associate in Arts degree.

- A minimum of 60 semester credits in courses numbered 100 and above to be completed with a grade of “C” or better. Credit units transferred from outside of the district need to be at a grade of "C" or better. A grade of “C” equals 2.0 on a 4.0 grading scale or equivalent. A grade of “C” equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a “C” or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.

- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.

- The General Education Requirements for AGEC-A may be completed in 35 semester credits with the following stipulations:
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously
  - A course cannot be used to satisfy more than one Core Area
  - Courses can satisfy an Elementary Education Requirement and one or more Awareness Areas simultaneously.
  - A course cannot satisfy both the Elementary Education Requirement and a Core Area Requirement simultaneously.

- Effective Fall 2000, the course evaluation and/or general education designation as listed in the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS), is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Students do have the option to petition for general education evaluations and/or general education designations upon transfer.

- Courses completed at one of the Maricopa Community Colleges to meet AGEC-A requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course’s evaluation and/or general education designation is valid for the term in which the student is awarded credit on the transcript. See the list titled MCCCD Courses That Can Be Used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC-S for specific course information via the following website: www.maricopa.edu/academic/ccta/

- Courses completed at one of the Maricopa Community Colleges to meet the General Electives requirement must be transferable to the university or universities to which the student plans to transfer, as elective credit or better. For appropriate course selection, students should consult with an advisor.

- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC A or the Associate in Arts Elementary Education degree.

- Courses and their modular equivalents will satisfy AGEC-A and Associate in Arts in Elementary Education requirements.

- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.

- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. For appropriate course selection, students should consult with an advisor.

Degree Requirements

I. MCCCD General Education Requirements Credits
   A. MCCCD AGEC - A
      1. Core Areas 35-38
         a. First-Year Composition (FYC) 6
            ENG101/102 OR ENG107/108
   1) MAT142 [MA] College Mathematics, or higher (NOTE: MAT156, 157, 182 and 206 are excluded)
      AND

c. Literacy and Critical Inquiry [L] 3
   Select the following:
   COM225 Public Speaking

d. Humanities and Fine Arts [HU] 6
   1) Select (3) semester credits from the following courses:
      ARH100 Introduction to Art
      ARH101 Prehistoric through Gothic Art
      ARH102 Renaissance through Contemporary Art
      AND
   2) Select (3) semester credits from the following courses:
      ENH110 Introduction to Literature
      ENH241 American Literature Before 1860
      ENH242 American Literature After 1860
      EDU/ENH 291 Children’s Literature
      HUM250 or HUM251 Ideas and Values in the Humanities
      THE111 Introduction to Theatre
      DAH100 Introduction to Dance
      DAH201 World Dance Studies
      MHL140 Survey of Music History
      MHL143 Music in World Cultures


e. Social and Behavioral Sciences [SB] 6
   1) Select 3 semester credits from the following courses:
      HIS103 United States History to 1865
      HIS104 United States History 1865 to Present
      AND
   2) Select 3 semester credits from the following courses:
      PSY101 Introduction to Psychology
      GCU121 World Geography I: Eastern Hemisphere
      GCU122 World Geography II: Western Hemisphere
      ECN211 Macroeconomic Principles
      ECN212 Microeconomic Principles
      POS110 American National Government
      ECH/CFS176 Child Development
      CFS205 Human Development

f. Natural Sciences-Science-Quantitative [SQ] and Science-General [SG] 8

To complete the Natural Sciences requirement, select a total of 8 semester credits from the following categories. At least 4 credits must be SQ courses. You can select 4 semester credits of SG and 4 semester credits of SQ for a total of 8 semester credits. Natural Sciences courses must include or be accompanied by the corresponding laboratory course. When the lecture and corresponding laboratory are awarded separate credit, both will be counted as equivalent to one course in that discipline.

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

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

g. Awareness Areas 0
   The MCCCD AAEE requires coursework in two Awareness Areas:
   Cultural Diversity in the U.S. [C]
   AND
   Historical Awareness [H]
   OR
   Global Awareness [G]

Courses can satisfy a Core Area Requirement and one or more Awareness Areas, or can satisfy an Elementary Education Requirement and one or more Awareness Areas simultaneously. Therefore, no additional semester credits are required to satisfy the two Awareness Areas.

2. MCCCD Additional Requirements 0-3
   a. Oral Communication
      Satisfied by COM225 taken for Literacy and Critical Inquiry Requirement
   b. Critical Reading
      CRE101 or exemption by testing

II. Elementary Education Requirements 25
A total of 25 semester credits are required to satisfy the Elementary Education Requirements.
A. Education Foundations 18
   Complete the following courses to satisfy the Education Foundations requirements:
   EDU220 Introduction to Serving English Language Learners
   EDU221 Introduction to Education
   EDU222 Introduction to the Exceptional Learner
   EDU230 Cultural Diversity in Education
   MAT156 Mathematics for Elementary Teachers I
MAT157 Mathematics for Elementary Teachers II

B. Electives for Arizona Professional Teacher Standards

A total of 7 semester credits are required to satisfy the Electives for Arizona Professional Teacher Standards.

Courses must transfer to all public Arizona universities as Elective Credit, Departmental Elective, or Equivalent to a university course as indicated in the Arizona Course Equivalency Guide in effect when the course is taken. Courses identified as Non-transferable in the Arizona Course Equivalency Guide cannot be used to satisfy this requirement.

Content Area Electives

Select 7 credits from the following:

Any ARH, ART, CIS, ECN, BPC, ENG, ENH, GCU, GPH, HIS, MHL, MTC, POS, THE, THP prefixed course(s)
Any EDU prefixed course(s) (except EDU250)
Any MAT (courses numbered higher than 142 except MAT156 and MAT157)
Any Foreign Language course(s)
Any Natural Science course(s)
CFS/ECH176 Child Development
CFS205 Human Development
EED215 Early Learning: Heath, Safety, Nutrition and Fitness
FON100 Introductory Nutrition
AAA/CPD115 Creating College Success

AAEE Total Credits: 60-63

Associate in Arts, Fine Arts (AAFA) Art

Description

The Maricopa County Community College District Associate in Arts, Fine Arts - Art degree requires a minimum of 63 semester credits for the program of study. The degree includes the following components:

I. General Education:
   Arizona General Education Curriculum for Arts (AGEC-A) MCCCD Additional Requirements
II. Fine Arts Requirements - Art

Purpose of the Degree

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

The semester credits used to satisfy the MCCCD Associate in Arts, Fine Arts - Art degree may apply to university graduation requirements of the university major for which the degree is designed. Information regarding the articulation of the degree with majors at the Arizona public universities can be accessed via the following website: www.aztransfer.com

Academic Policies that Govern the Associate in Arts, Fine Arts - Art Degree

- Completion of the Associate in Arts, Fine Arts - Art degree and the AGEC-A provides for exemption from Arizona public university admission requirements for Arizona residents who have a minimum Grade Point Average of 2.0 on a 4.0=A scale and a minimum 2.5 on a 4.0=A scale for non-residents.
- The graduation policies within the general catalog must be satisfied for completion of the Associate in Arts, Fine Arts - Art degree.
- A minimum of 63 semester credits in courses numbered 100 and above to be completed with a grade of “C” or better. Credit units transferred from outside of the district need to be at a grade of “C” or better. A grade of “C” equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a “C” or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.
- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.
- The General Education Requirements for AGEC-A may be completed in 35 semester credits with the following stipulations
   - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously
   - A course cannot be used to satisfy more than one Core Area
- General Education Courses can satisfy multiple areas within the degree simultaneously (AGEC-A Core Area, AGEC Awareness Area, MCCCD Additional Requirements, or lower-division courses applicable to the major).
- Effective Fall 2000, the course evaluation and/or general education designation as listed in the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS), is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Students do have the option to petition for general education evaluations and/or general education designations upon transfer.
DISTRICT WIDE PROGRAMS

- Courses completed at one of the Maricopa Community Colleges to meet AGEC-A requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course’s evaluation and/or general education designation is valid for the term in which the student is awarded credit on the transcript. See the list titled MCCCD Courses That Can Be used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC-S for specific course information via the following website: www.maricopa.edu/academic/ccta/

- Courses completed at one of the Maricopa Community Colleges to meet the General Electives requirement must be transferable to the university or universities to which the student plans to transfer, as elective credit or better. For appropriate course selection, students should consult with an advisor.

- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC-A or Associate in Arts, Fine - Arts Degree.

- Courses and their modular equivalents will satisfy AGEC-A and Associate in Arts, Fine Arts - Art requirements.

- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.

- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. For appropriate course selection, students should consult with an advisor.

Degree Requirements
The 63 semester credits required for the Associate in Arts, Fine Arts - Art degree follow. See the list titled MCCCD Courses That Can Be used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC-S for specific course information via the following website: www.maricopa.edu/academic/ccta/ This list identifies the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply. For purposes of clarifying requirements in the Mathematics and Natural Sciences areas on the list and the AGEC requirements, an A, B, and/or S character may follow the [MA], [SQ], [SG] general education designations and refers to the specific AGEC.

I. MCCCD General Education
The MCCCD General Education includes two areas: MCCCD AGEC-A and MCCCD Additional Requirements.

MCCCD AGEC-A
1. Core Areas: Credits: 35
   a. First-Year Composition [FYC]: 6
   b. Literacy and Critical Inquiry [L]: 3
   c. Mathematical Studies [MA/CS]: 6
      To complete the Mathematical Studies requirement, select one course to satisfy Mathematics [MA] A and a second course from Computer/Statistics/Quantitative Applications [CS],
      1) Mathematics [MA] A (3 credits)
         Select a course in college mathematics or college algebra or pre-calculus or any other mathematics course for which college algebra is a prerequisite. AND
      2) Computer/Statistics/Quantitative Applications [CS] (3 credits)
   d. Humanities and Fine Arts [HU]: 6
      Students are encouraged to choose course work from more than one discipline for a total of six semester credits.
      Select the following:
      ARH101 Prehistoric Through Gothic Art 3
   e. Social and Behavioral Sciences [SB]: 6
      Students are encouraged to choose course work from more than one discipline for a total of six semester credits.
   f. Natural Sciences [SQ/SG]: 8
      To complete the Natural Sciences requirement: Select four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of eight (8) semester credits, OR eight (8) semester credits of [SQ]. Students cannot take eight (8) semester credits of [SG] to meet the Natural Sciences requirement.
      The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

2. Awareness Areas: 0
   Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H].
However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

Cultural Diversity in the United States [C]
AND
Global Awareness [G] OR
Historical Awareness [H]

**MCCCD Additional Requirements: Credits: 0-6**

Students must satisfy Oral Communication and Critical Reading areas. However, it is not necessary for students to exceed the thirty-five semester credits required in order to complete the MCCCD Additional Requirements because courses can satisfy a Core Area and MCCCD Additional Requirements simultaneously. Therefore no additional semester credits are required to satisfy Oral Communication and Critical Reading.

a. **Oral Communication:** Credits: 3
A total of three (3) semester credits is required for Oral Communication. However, if students select a communication course that satisfies both the Oral Communication area and an area within the Core, then the Oral Communication requirement has been satisfied and additional electives maybe taken.

Select from the following options:
- COM100 [SB] (3 credits) OR
- COM100AA & COM100AB & COM100AC [SB] (3 credits) OR
- COM110 [SB] (3 credits) OR
- COM110AA & COM110AB & COM110AC [SB] (3 credits) OR
- COM225 [L] (3 credits) OR
- COM230 [SB] (3 credits)

b. **Critical Reading:** 3
A total of three (3) semester credits is required for the Critical Reading area. However, if students complete CRE 101 and apply it to AGEC-A Core Requirements or if the students demonstrate proficiency through assessment, then the Critical Reading requirement has been satisfied.

Select from the following options to complete 3 credits:
- CRE101 (3 credits) OR equivalent as indicated by assessment

**II. Fine Arts Requirements - Art Credits: 28**
A minimum of 28 credits are required to satisfy the Fine Arts Requirements - Art.

- **Foundations:** Credits: 16
- **Select the following:**
  - ADA/ART112 Two-Dimensional Design 3
  - ADA/ART115 Three-Dimensional Design 3
  - ARH102 Renaissance Through Contemporary Art 3
  - ART111 Drawing I 3
  - ART113 Color 3
  - ART255AB The Portfolio 1

**Restricted Electives: Credits: 12**
Select from the following options to complete a minimum of twelve semester credits:
- ART116 Life Drawing I 3
- ART122 Drawing and Composition II 3
- ART131 Photography I 3
- ART151 Sculpture I 3
- ART161 Ceramics I 3
- ART165 Watercolor Painting I 3
- ART167 Painting I 3

**Associate in Arts, Fine Arts - Art Total Credits: 63**

Associate in Arts, Fine Arts (AAFA) Dance

**Description**
The Maricopa County Community College District Associate in Arts, Fine Arts - Dance degree requires a minimum of 64 semester credits for the program of study. The degree includes the following components:

I. **General Education:**
- Arizona General Education Curriculum for Arts (AGEC-A) MCCCD Additional Requirements

II. **Fine Arts Requirements - Dance**

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

The semester credits used to satisfy the MCCCD Associate in Arts, Fine Arts - Dance degree may apply to university graduation requirements of the university major for which the degree is designed. Information regarding the articulation of the degree with majors at the Arizona public universities can be accessed via the following website: www.aztransfer.com

**Academic Policies that Govern the Associate in Arts, Fine Arts - Dance Degree**
- Completion of the Associate in Arts, Fine Arts - Dance degree and the AGEC-A provides for exemption from
Arizona public university admission requirements for Arizona residents who have a minimum Grade Point Average of 2.0 on a 4.0=A scale and a minimum 2.5 on a 4.0=A scale for non-residents.

- The graduation policies within the general catalog must be satisfied for completion of the Associate in Arts, Fine Arts - Dance degree.

- A minimum of 64 semester credits in courses numbered 100 and above to be completed with a grade of “C” or better. Credit units transferred from outside of the district need to be at a grade of “C” or better. A grade of “C” equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a “C” or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions;

- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.

- The General Education Requirements for AGEC-A may be completed in 35 semester credits with the following stipulations
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously
  - A course cannot be used to satisfy more than one Core Area

- General Education Courses can satisfy multiple areas within the degree simultaneously (AGEC-A Core Area, AGEC Awareness Area, MCCCD Additional Requirements, or lower-division courses applicable to the major).

- Effective Fall 2000, the course evaluation and/or general education designation as listed in the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS), is valid for the term in which the student is awarded credit on the transcript. See the list titled MCCCD Courses That Can Be used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC-S for specific course information via the following website: www.maricopa.edu/academic/ccct/ This list identifies the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply. For purposes of clarifying requirements in the Mathematics and Natural Sciences areas on the list and the AGEC requirements, an A, B, and/or S character may follow the [MA], [SQ], [SG] general education designations and refers to the specific AGEC.

- Courses completed at one of the Maricopa Community Colleges to meet AGEC-A requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course’s evaluation and/or general education designation is valid for the term in which the student is awarded credit on the transcript. See the list titled MCCCD Courses That Can Be used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC-S for specific course information via the following website: www.maricopa.edu/academic/ccct/ This list identifies the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply. For purposes of clarifying requirements in the Mathematics and Natural Sciences areas on the list and the AGEC requirements, an A, B, and/or S character may follow the [MA], [SQ], [SG] general education designations and refers to the specific AGEC.

I. MCCCD General Education

The 64 semester credits required for the Associate in Arts, Fine Arts - Dance degree follow. See the list titled MCCCD Courses That Can Be used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC-S for specific course information via the following website: www.maricopa.edu/academic/ccct/ This list identifies the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply. For purposes of clarifying requirements in the Mathematics and Natural Sciences areas on the list and the AGEC requirements, an A, B, and/or S character may follow the [MA], [SQ], [SG] general education designations and refers to the specific AGEC.

1. Core Areas: 35
   a. First-Year Composition (FYC): 6
   b. Literacy and Critical Inquiry [L]: 3
   c. Mathematical Studies [MA/CS]: 6

To complete the Mathematical Studies
requirement, select one course to satisfy Mathematics [MA] A and a second course from Computer/Statistics/Quantitative Applications [CS].

1) Mathematics [MA] A (3 credits)
   Select a course in college mathematics or college algebra or pre-calculus or any other mathematics course for which college algebra is a prerequisite. AND

2) Computer/Statistics/Quantitative Applications [CS] (3 credits)

**II. Fine Arts Requirements - Dance: Credits: 29**

A minimum of 29 credits are required to satisfy the Fine Arts Requirements - Dance.

Part I: Credits 11
Select the following:
- DAN150 Dance Performance I 1
- DAN210 Dance Production I 3
- DAN221 Rhythmic Theory for Dance I 2

**MCCCD Additional Requirements: 0-6**

Students must satisfy Oral Communication and Critical Reading areas. However, it is not necessary for students to exceed the thirty-five semester credits required in order to complete the MCCCD Additional Requirements because courses can satisfy a Core Area and MCCCD Additional Requirements simultaneously. Therefore no additional semester credits are required to satisfy Oral Communication and Critical Reading.

a. Oral Communication: 3
   A total of three (3) semester credits is required for Oral Communication. However, if students select a communication course that satisfies both the Oral Communication area and an area within the Core, then the Oral Communication requirement has been satisfied and additional electives may be taken.

Select from the following options:
- COM100 [SB] (3 credits) OR
- COM100AA & COM100AB & COM100AC [SB] (3 credits) OR
- COM110 [SB] (3 credits) OR
- COM110AA & COM110AB & COM110AC [SB] (3 credits) OR
- COM225 [L] (3 credits) OR
- COM230 [SB] (3 credits)

b. Critical Reading: 3
   A total of three (3) semester credits is required for the Critical Reading area. However, if students complete CRE 101 and apply it to AGEC-A Core Requirements or if the students demonstrate proficiency through assessment, then the Critical Reading requirement has been satisfied and additional electives may be taken.

Select from the following options to complete 3 credits:
- CRE101 [L] (3 credits) OR equivalent as indicated by assessment
## DISTRICT WIDE PROGRAMS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DAN264</td>
<td>Choreography I</td>
<td>3</td>
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<tr>
<td>DAN280</td>
<td>Dance Practicum</td>
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### Part II: Credits: 9

Select from the following options to complete a minimum of nine semester credits. Students must attain Level III competency in ballet and modern dance courses:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>DAN120+++</td>
<td>World Dance (any module)</td>
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<td>DAN129</td>
<td>Musical Theatre Dance I</td>
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<td>DAN130</td>
<td>Musical Theatre Dance II</td>
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<td>DAN131</td>
<td>Ballet I</td>
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<tr>
<td>DAN132</td>
<td>Modern Dance I</td>
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<td>DAN133</td>
<td>Modern Jazz Dance I</td>
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<td>Ballet II</td>
<td>1</td>
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<tr>
<td>DAN135</td>
<td>Modern Dance II</td>
<td>1</td>
</tr>
<tr>
<td>DAN136</td>
<td>Modern Jazz Dance II</td>
<td>1</td>
</tr>
<tr>
<td>DAN229</td>
<td>Musical Theatre Dance III</td>
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<tr>
<td>DAN230</td>
<td>Musical Theatre Dance IV</td>
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<td>DAN231</td>
<td>Ballet III</td>
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<td>DAN233</td>
<td>Modern Jazz Dance III</td>
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<td>DAN234</td>
<td>Ballet IV</td>
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<td>DAN237</td>
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<td>DAN290+++</td>
<td>Dance Conservatory I (any module)</td>
<td>1-3</td>
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<tr>
<td>DAN291+++</td>
<td>Dance Conservatory II (any module)</td>
<td>1-3</td>
</tr>
<tr>
<td>DAN292+++</td>
<td>Dance Conservatory III (any module)</td>
<td>1-3</td>
</tr>
<tr>
<td>*DAN298+++</td>
<td>Special Projects (any module)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

*Selection of DAN298 courses to satisfy degree requirements should be done in consultation with a program advisor or faculty member as Special Projects courses do not currently transfer to any of the three Arizona state public universities.

### Part III: Restricted Electives: Credits: 9

The remaining credits from DAH and DAN prefixed courses should be selected as prescribed by the dance advisor. Only three of the remaining credits may be selected from the following DAN prefixed courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAH+++++++</td>
<td>Any DAH prefixed course</td>
<td></td>
</tr>
</tbody>
</table>

EXCEPT DAH100 or DAH201 if selected to satisfy the AGEC A Humanities and Fine Arts Area.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN115+++</td>
<td>Contemporary Dance Trends</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(any module)</td>
<td></td>
</tr>
<tr>
<td>DAN120+++</td>
<td>World Dance (any module)</td>
<td>1</td>
</tr>
<tr>
<td>DAN125+++</td>
<td>Social Dance (any module)</td>
<td>1</td>
</tr>
<tr>
<td>DAN129</td>
<td>Musical Theatre Dance I</td>
<td>1</td>
</tr>
<tr>
<td>DAN130</td>
<td>Musical Theatre Dance II</td>
<td>1</td>
</tr>
<tr>
<td>DAN133</td>
<td>Modern Jazz Dance I</td>
<td>1</td>
</tr>
<tr>
<td>DAN136</td>
<td>Modern Jazz Dance II</td>
<td>1</td>
</tr>
<tr>
<td>DAN140</td>
<td>Tap Dance I</td>
<td>1</td>
</tr>
<tr>
<td>DAN141</td>
<td>Dance Workshop</td>
<td>1</td>
</tr>
<tr>
<td>DAN145</td>
<td>Tap Dance II</td>
<td>1</td>
</tr>
<tr>
<td>DAN146</td>
<td>Tap Dance Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>DAN150</td>
<td>Dance Performance I</td>
<td>1</td>
</tr>
<tr>
<td>DAN164</td>
<td>Improvisation</td>
<td>1</td>
</tr>
<tr>
<td>DAN230</td>
<td>Musical Theatre Dance IV</td>
<td>1</td>
</tr>
<tr>
<td>DAN231</td>
<td>Ballet III</td>
<td>1</td>
</tr>
<tr>
<td>DAN231AA</td>
<td>Ballet III: Intensive</td>
<td>2</td>
</tr>
<tr>
<td>DAN232</td>
<td>Modern Dance III</td>
<td>1</td>
</tr>
<tr>
<td>DAN233</td>
<td>Modern Jazz Dance III</td>
<td>1</td>
</tr>
<tr>
<td>DAN234</td>
<td>Ballet IV</td>
<td>1</td>
</tr>
<tr>
<td>DAN234AA</td>
<td>Ballet IV: Intensive</td>
<td>2</td>
</tr>
<tr>
<td>DAN235</td>
<td>Modern Dance IV</td>
<td>1</td>
</tr>
<tr>
<td>DAN236</td>
<td>Modern Jazz Dance IV</td>
<td>1</td>
</tr>
<tr>
<td>DAN237</td>
<td>Ballet Pointe I</td>
<td>1</td>
</tr>
<tr>
<td>DAN290+++</td>
<td>Dance Conservatory I (any module)</td>
<td>1-3</td>
</tr>
<tr>
<td>DAN291+++</td>
<td>Dance Conservatory II (any module)</td>
<td>1-3</td>
</tr>
<tr>
<td>DAN292+++</td>
<td>Dance Conservatory III (any module)</td>
<td>1-3</td>
</tr>
<tr>
<td>*DAN298+++</td>
<td>Special Projects (any module)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

*Selection of DAN298 courses to satisfy degree requirements should be done in consultation with a program advisor or faculty member as Special Projects courses do not currently transfer to any of the three Arizona state public universities.

### Associate in Arts, Fine Arts - Dance Total Credits: 64

**Associate in Arts, Fine Arts (AAFA) Theatre**

**Description**

The Maricopa County Community College District Associate in Arts, Fine Arts - Theatre degree requires a minimum of 60-64 semester credits for the program of study. The degree includes the following components:

I. General Education:
   - Arizona General Education Curriculum for Arts (AGEC-A) MCCCD Additional Requirements

II. Fine Arts Requirements - Theatre

**Purpose of the Degree**

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

The semester credits used to satisfy the MCCCD Associate in Arts, Fine Arts - Theatre may apply to university graduation requirements of the university major for which the degree is designed. Information regarding the articulation of the degree with majors at the Arizona public universities can be accessed via the following website: www.aztransfer.com

**Academic Policies that Govern the Associate in Arts, Fine Arts - Theatre Degree**

- Completion of the Associate in Arts, Fine Arts - Theatre and the AGEC-A provides for exemption from Arizona public university admission requirements for Arizona residents who have a minimum Grade Point Average of 2.0 on a 4.0=A scale and a minimum 2.5 on a 4.0=A scale for non-residents.
The graduation policies within the general catalog must be satisfied for completion of the Associate in Arts, Fine Arts - Theatre degree.

A minimum of 60 semester credits in courses numbered 100 and above to be completed with a grade of “C” or better. Credit units transferred from outside of the district need to be at a grade of “C” or better. A grade of “C” equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a “C” or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.

Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.

The General Education Requirements for AGEC-A may be completed in 35 semester credits with the following stipulations:

- Courses can satisfy a Core Area and one or two Awareness Areas simultaneously.
- A course cannot be used to satisfy more than one Core Area.

General Education Courses can satisfy multiple areas within the degree simultaneously (AGEC-A Core Area, AGEC Awareness Area, MCCCD Additional Requirements, or lower-division courses applicable to the major).

Effective Fall 2000, the course evaluation and/or general education designation as listed in the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS), is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Students do have the option to petition for general education evaluations and/or general education designations upon transfer.

Courses completed at one of the Maricopa Community Colleges to meet AGEC-A requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course's evaluation and/or general education designation is valid for the term in which the student is awarded credit on the transcript. See the list titled MCCCD Courses That Can Be Used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC-S for specific course information via the following website: www.maricopa.edu/academic/ccta/

Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC-A or Associate in Arts, Fine Arts - Theatre Degree.

Courses and their modular equivalents will satisfy AGEC-A and Associate in Arts, Fine Arts - Theatre requirements.

If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.

Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. For appropriate course selection, students should consult with an advisor.

Degree Requirements
The 60-64 semester credits required for the Associate in Arts, Fine Arts - Theatre follow. See the list titled MCCCD Courses that can be used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC-S for specific course information via the following website: www.maricopa.edu/academic/ccta/ This list identifies the courses in alpha-order by prefix as well as the Mathematics and Natural Sciences areas on the list and the AGEC requirements, an A, B, and/or S character may follow the [MA], [SQ], [SG] general education designations and refers to the specific AGEC.

I. MCCCD General Education
The MCCCD General Education includes two areas: MCCCD AGEC-A and MCCCD Additional Requirements.

MCCCD AGEC-A
1. Core Areas: Credits: 35
   a. First-Year Composition (FYC): 6
   b. Literacy and Critical Inquiry [L]: Select the following: THE220 Modern Drama 3
   c. Mathematical Studies [MA/CS]: 6
   To complete the Mathematical Studies requirement, select one course to satisfy Mathematics [MA] A and a second course from Computer/Statistics/Quantitative Applications [CS].
1) Mathematics [MA] A (3 credits)  
Select a course in college mathematics or college algebra or pre-calculus or any other mathematics course for which college algebra is a prerequisite.  
AND  
2) Computer/Statistics/Quantitative Applications [CS] (3 credits)  

d. Humanities and Fine Arts [HU]: 6  
Students are encouraged to choose course work from more than one discipline for a total of six semester credits.  
Select the following:  
HUM/THE205 Introduction to Cinema 3  
e. Social and Behavioral Sciences [SB]: 6  
Students are encouraged to choose course work from more than one discipline for a total of six semester credits.  
f. Natural Sciences [SQ/SG]: 8  
To complete the Natural Sciences requirement:  
Select four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of eight (8) semester credits, OR eight (8) semester credits of [SQ]. Students cannot take eight (8) semester credits of [SG] to meet the Natural Sciences requirement.  

The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.  

2. Awareness Areas: 0  
Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.  

Cultural Diversity in the United States [C] AND  
Global Awareness [G] OR  
Historical Awareness [H]  

MCCCD Additional Requirements: Credits: 0-6  
Students must satisfy Oral Communication and Critical Reading areas. However, it is not necessary for students to exceed the thirty-five semester credits required in order to complete the MCCCD Additional Requirements because courses can satisfy a Core Area and MCCCD Additional Requirements simultaneously. Therefore no additional semester credits are required to satisfy Oral Communication and Critical Reading.  

a. Oral Communication: 3  
A total of three (3) semester credits is required for Oral Communication. However, if students select a communication course that satisfies both the Oral Communication area and an area within the Core, then the Oral Communication requirement has been satisfied and additional electives may be taken.  
Select from the following options:  
COM100 [SB] (3 credits) OR  
COM100AA & COM100AB & COM100AC [SB] (3 credits) OR  
COM110 [SB] (3 credits) OR  
COM110AA & COM110AB & COM110AC [SB] (3 credits) OR  
COM225 [L] (3 credits) OR  
COM230 [SB] (3 credits)  

b. Critical Reading: 3  
A total of three (3) semester credits is required for the Critical Reading area. However, if students complete CRE 101 and apply it to AGEC-A Core Requirements or if the students demonstrate proficiency through assessment, then the Critical Reading requirement has been satisfied.  
Select from the following options to complete 3 credits:  
CRE101 [L] (3 credits) OR equivalent as indicated by assessment  

II. Fine Arts Requirements - Theatre: Credits: 25-29  
A minimum of 25 credits are required to satisfy the Fine Arts Requirements - Theatre.  

Foundations: Credits: 13  
Select the following:  
THE111 Introduction to Theatre 3  
THP112 Acting I 3  
THP115 Theatre Makeup 3  
THP201AA Theatre Production I OR  
THP201AB Theatre Production II 1  
THP213 Introduction to Technical Theatre 3  

Restricted Electives: Credits: 12-16  
Students may choose from the following courses to specialize in Acting, Technical Theatre, Teacher Education, or Cinema. Students should consult with the theatre advisor for the restricted electives recommended for each specialization track.  
Select from the following options to complete a minimum
DISTRICT WIDE PROGRAMS

of 12 semester credits:

HUM/THE206 Introduction to Television Arts 3
HUM/THE210 Contemporary Cinema 3
THE118 Playwriting 3
THP120AA Audition Techniques: Prepared Monologue 1
THP120AB Audition Techniques: Cold Readings 1
THP130 Stage Combat (3 credits) OR
THP131 Stage Movement (3 credits) 3
THP210 Acting: TV/Film 3
THP211 Creative Drama 3
THP212 Acting II 3
THP214 Directing Techniques 3
THP216 Beginning Stage Lighting 3
THP217 Introduction to Design Scenography 3
THP219 Introduction to Puppetry 3
THP267 Painting Techniques for Film, TV and Theatre 3
COM/THP271 Voice and Diction 3

Associate in Arts, Fine Arts - Theatre Total Credits: 60-64

Associate in Science Degree (AS)

Description
The Maricopa County Community College District Associate in Science degree requires 60-64 semester credits for the program of study. The degree includes the following components:

I. General Education:
   Arizona General Education Curriculum for Science (AGEC-S) MCCCD Additional Requirements

II. General Electives

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

In most cases, courses used to satisfy the MCCCD Associate in Science will apply to university graduation requirements of the university major for which the Associate in Science is designed. Information regarding the articulation of the Associate in Science with majors at the Arizona public universities can be accessed via the following website: www.aztransfer.com

Academic Policies that Govern the Associate in Science Degree

- Completion of the Associate in Science and the AGEC-S provides for exemption from Arizona public university admission requirements for Arizona residents who have a minimum Grade Point Average of 2.0 on a 4.0=A scale and a minimum 2.5 on a 4.0=A scale for non-residents.

- The graduation policies within the general catalog must be satisfied for completion of the Associate in Science degree.

- A minimum of 60 semester credits in courses numbered 100 and above to be completed with a grade of “C” or better. Credit units transferred from outside of the district need to be at a grade of “C” or better. A grade of “C” equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a “C” or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions.

- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.

- The General Education Requirements for AGEC-S may be completed in 36-38 semester credits with the following stipulations
  - Courses can satisfy a Core area and one or two Awareness areas simultaneously.
  - A course cannot be used to satisfy more than one Core area requirement in the AGEC A and B.
  - A course can be used to satisfy the L and SB or L and HU requirements simultaneously in the Core area for the AGEC S.

- General Education Courses can satisfy multiple areas within the degree simultaneously (AGEC-S Core Area, AGEC Awareness Area, MCCCD Additional Requirements, or lower-division courses applicable to the major).

- Effective fall 2000, the course evaluation and/or general education designation as listed in the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS), is valid for the term in which the student is awarded credit on the transcript. A course evaluation and/or general education designation may be subject to change. Students have the option to petition for general education evaluations and/or general education designations upon transfer.

- Courses completed at one of the Maricopa Community Colleges to meet AGEC-S requirements must be listed in the Course Equivalency Guide within the Arizona Course Applicability System as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities. The course’s evaluation and/or general education
DISTRICT WIDE PROGRAMS

The 60-64 semester credits required for the Associate in Science follow. See the list titled MCCCD Courses That Can Be used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC S for specific course information via the following website: www.maricopa.edu/academic/ccta/

- Courses completed at one of the Maricopa Community Colleges to meet the General Electives requirement All courses used to satisfy electives must be transferable to the university or universities to which the student plans to transfer, as elective credit or better. For appropriate course selection, students should consult with an advisor.

- Courses transferred from another regionally accredited institution to one of the Maricopa Community Colleges will be evaluated by the college for inclusion in the AGEC-S or Associate in Science Degree.

- Courses and their modular equivalents will satisfy AGEC-S and Associate in Science requirements.

- If a course is cross-referenced with one or more other courses, then only one of the cross-referenced courses will be accepted to meet requirements.

- Courses completed at one of the Maricopa Community Colleges to satisfy Common Courses must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices. For appropriate course selection, students should consult with an advisor.

Degree Requirements

The 60-64 semester credits required for the Associate in Science follow. See the list titled MCCCD Courses That Can Be used to Satisfy MCCCD AGEC-A, AGEC-B, and/or AGEC S for specific course information via the following website: www.maricopa.edu/academic/ccta/ This list identifies the courses in alpha-order by prefix as well as the Core Areas and Awareness Areas where the course will apply. For purposes of clarifying requirements in the Mathematics and Natural Sciences areas on the list and the AGEC requirements, an A, B, and/or S character may follow the [MA], [SQ], [SG] general education designations and refers to the specific AGEC.

I. MCCCD General Education

The MCCCD General Education includes two areas: MCCCD AGEC-S and MCCCD Additional Requirements.

MCCCD AGEC-S

1. Core Areas: 36-38
   a. First-Year Composition (FYC) 6

b. Literacy and Critical Inquiry [L] 0-3
   Recommend selecting a course that satisfies L (Literacy and Critical Inquiry) and SB (Social and Behavioral Sciences) OR L (Literacy and Critical Inquiry) and HU (Humanities and Fine Arts) or L (Literacy and Critical Inquiry) and COM or L (Literacy and Critical Inquiry) and CRE101 requirements simultaneously.

c. Mathematical Studies [MA] 4
   To complete the Mathematical Studies requirement, select one course to satisfy Mathematics [MA] S.
   1) Mathematics [MA] S (4 credits)
      Select a calculus course MAT220 or MAT221, OR Any mathematics course for which MAT220 or MAT221 is a prerequisite,

d. Humanities and Fine Arts [HU] 6
   Students are encouraged to choose course work from more than one discipline for a total of six semester credits. Select a course that satisfies both L and HU requirements simultaneously.

e. Social and Behavioral Sciences [SB] 6
   Students are encouraged to choose course work from more than one discipline for a total of six semester credits. Select a course that satisfies both L and SB requirements simultaneously.

f. Natural Sciences 8
   To complete the Natural Sciences requirement: Select eight (8) semester credits of either general chemistry CHM151 & CHM151LL and CHM152 & CHM152LL OR Eight (8) semester credits of university physics PHY115 & PHY116 or PHY121 & PHY131 OR Eight (8) semester credits of general biology, BIO181 & BIO182 appropriate to the major.

g. Subject Options (subject based on major) 6-8
   Students completing AGEC S, through careful selection of courses that meet the other major or pre-requisite requirements for Science degree, will meet this requirement. Using a transfer guide, select courses from Mathematics courses above Calculus, and/or Science courses from: Astronomy, Biology, Botany, Chemistry, Environmental Science, Geology, Physical Geography, Physics, Zoology.

2. Awareness Areas:
   Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-six to thirty-eight semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas.
simultaneously. Therefore no additional semester
credits are required to satisfy the two Awareness
Areas.

Cultural Diversity in the United States [C]
AND
Global Awareness [G] OR
Historical Awareness [H]

3. MCCCD Additional Requirements  0-6
Students must satisfy Oral Communication and
Critical Reading areas. However, it is not necessary
for students to exceed the thirty-six to thirty-eight
semester credits required in order to complete the
MCCCD Additional Requirements.

a. Oral Communication
A total of three (3) semester credits are required
for Oral Communication. However, if students
select a communication course that satisfies
both the Oral Communication area and an area
within the Core, then the Oral Communication
requirement has been satisfied and additional
electives may be taken.

Select from the following options:
COM100 [SB] (3 credits) OR COM100AA &
COM100AB & COM100AC [SB] (3 credits) OR
COM110 [SB] (3 credits) OR COM110AA &
COM110AB & COM110AC [SB] (3 credits) OR
COM225 [L] (3 credits) OR COM230 [SB] (3
credits)

b. Critical Reading
A total of three (3) semester credits are required
for the Critical Reading area. If students
demonstrate proficiency through assessment,
then the Critical Reading requirement has been
satisfied and additional electives may be taken.

Select from the following options:
CRE101 [L] OR equivalent as indicated by
assessment

II. General Electives
Select courses to complete a minimum of 60 semester
credits but no more than a total of 64 semester credits.

For students who have decided on a major that
articulates with the AS, but who are undecided on the
university to which they will transfer, courses satisfying
the General Electives area should be selected from the
list of Common Courses, Arizona Transfer Pathway
Guides, and/or University Transfer Guides in order for the
courses to apply in the major upon transfer.

The list of Common Courses for each major is included
in the Arizona Transfer Pathway Guides. University
Transfer Guides are also available for the Arizona public
universities. These guides, both statewide and
institutional, are accessible on the following web site:
www.aztransfer.com

Students must select MCCCD courses that are
transferable to the university or universities to which the
student plans to transfer, as elective credit or better
according to the Arizona CEG within the AZCAS. For
appropriate course selection, students should consult
with an advisor.

For some majors, students must demonstrate 4th
semester proficiency at the 202 course level to satisfy the
Non-English Language Requirements. Students should
consult the Arizona Transfer Pathway Guides and/or the
University Transfer Guides to determine this requirement
for the major at the university to which they intend to
transfer. If required, it is recommended that students
choose Maricopa courses as electives to meet this
requirement as part of the Associate in Science degree.

Students who are undecided on a major or university
should consult an advisor. Not all majors have common
courses, so it is recommended that students consult with
an advisor for a list of common courses or assistance
with selecting appropriate electives.

Associate in Science Total Credits:  60-64

Associate in Business (ABUS) Degree, General Requirements (GR)

Description
The Maricopa County Community College District Associate
in Business General Requirements (ABus GR) degree requires a total of 62-63 semester credits
for the program of study. The degree has three major
components:
I. MCCCD General Education, which includes Arizona
General Education Curriculum for Business (AGEC-B),
II. Common Lower Division Program Requirements,
III. General Electives.

Purpose of the Degree
The ABus GR degree is designed for students who plan to
transfer to Arizona’s public universities into majors that
articulate with the Associate in Business General
Requirements pathway and for students who plan to
complete lower division course work toward a baccalaureate
program at other degree granting institutions. All business
majors except Computer Information Systems should follow
the ABus GR pathway. Computer Information Systems
majors should follow the Associate in Business Special
Requirements pathway.

Generally, the degree transfers as a block without loss of
credit to Arizona’s public universities and other institutions
with district-wide articulation agreements. In most cases,
courses used to satisfy the MCCCD Associate in Business
General Requirements will apply to university graduation
requirements of the university major for which the ABus GR
was designed.
DISTRICT WIDE PROGRAMS

Academic Policies that Govern the Associate in Business General Requirements Degree:

- Requires 62-63 semester credits in courses numbered 100 and above to be completed with a grade of “C” or better. Credit units transferred from outside of the district need to be at a grade of “C” or better. A grade of “C” equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a “C” or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions;

- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.

- Uses the following policies to help students complete the required Core and Awareness Areas in AGEC B without exceeding the 35 semester credits
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously.
  - A course cannot be used to satisfy more than one Core Area requirement.

- Uses the following policies to help students complete the program requirements at a minimum of 62 semester credits but not more than 63 semester credits:
  - Courses can satisfy multiple areas within the degree simultaneously (AGEC B Core Area, AGEC B Awareness Area, and/or Common Lower Division Program Requirements)

- Follows the general education policy below:

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

  Requires courses that transfer as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities according to the Arizona Course Equivalency Guide (CEG) within the Arizona Course Applicability System (AZCAS). The course evaluation and/or general education designation as listed in AZCAS is valid for the term in which the student is awarded credit on the transcript

- Follows the graduation policies within the general catalog

- Includes both courses and their modular equivalents, either the course or the modular equivalents will satisfy the Associate in Business General Requirements

- Accepts one of the courses that is cross-referenced with other courses

- Provides for exemption from Arizona university admission requirements for students who complete the ABus GR degree from a regionally accredited post-secondary institution with a minimum 2.0 on a 4.0-A scale for Arizona residents and a minimum 2.5 on a 4.0-A scale for non-residents.

Degree Requirements
The 62-63 semester credits required for the Associate in Business General Requirements follow. See the list entitled MCCCD Courses That Can Be Used to Satisfy MCCCD AGEC A, AGEC B and/or AGEC S for specific course information via the following website: www.maricopa.edu/academic/ccta/

  Click on page labeled Curriculum
  Select Matrix of Courses that Can be Used to Satisfy MCCCD AGEC A, B and/or S.

The list identifies the courses in alpha-order by prefix as well as the different Core Areas and Awareness Areas where the course will apply. When selecting Mathematical Studies and Natural Sciences options, select from the appropriate AGEC A, B, or S list.

I. MCCCD General Education
   A. MCCCD AGEC B
      1. Core Areas: 35
         a. First-Year Composition (FYC) 6
         b. Literacy and Critical Inquiry [L] 3
         c. Mathematical Studies [MA/CS] 6
            To complete the Mathematical Studies requirement select one course to satisfy Mathematics [MA] B and a second course from Computer/Statistics/Quantitative Applications [CS].
            1) Mathematics [MA] B (3 credits)
               MAT212, Brief Calculus, or a higher level mathematics course
               AND
               d. Humanities and Fine Arts [HU] 6
Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

e. Social and Behavioral Sciences [SB] 6
   Students are encouraged to choose course work from more than one discipline for a total of six semester credits.

f. Natural Sciences [SQ/SG] 8
   To complete the Natural Sciences requirement: Select four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of (8) semester credits, OR eight (8) semester credits of [SQ]. Students cannot take eight (8) semester credits of [SG] to meet the Natural Sciences requirement.

   The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

2. Awareness Areas
   Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

   Cultural Diversity in the United States [C]
   AND
   Global Awareness [G] OR
   Historical Awareness [H]

II. Common Lower Division Program Requirements: 27
   A total of 27-28 credits are required to satisfy the Common Lower Division Program Requirements. However, if students select courses that simultaneously satisfy multiple areas of the degree, then the number of semester credits required for Common Lower Division Program Requirements is reduced. Additional semester credits may be required in General Electives to complete the minimum 62-63 total program semester credits.

   Complete the following:
   Accounting:
   *ACC111    Accounting Principles I AND

   ACC230    Uses of Accounting Information I AND
   ACC240    Uses of Accounting Information II OR
   **ACC211 Financial Accounting AND
   ACC212    Managerial Accounting 6
   **MCCCD ACC111 and ACC112 together are equivalent to ACC211.
   ECN211 [SB] Macroeconomic Principles 3
   ECN212 [SB] Microeconomic Principles 3
   GBS205    Legal, Ethical, Regulatory Issues in Business 3
   GBS221 [CS] Business Statistics 3

   Quantitative Methods 3
   GBS220    Quantitative Methods in Business OR
   *MAT217 Mathematical Analysis for Business OR
   *MAT218 Mathematical Analysis for Business

   *Students planning to attend ASU W.P. Carey will be required to take MAT217 or MAT218

   Business Electives: 6
   Select from the following options:
   CIS114DE Excel Spreadsheet
   CIS133DA Internet/Web Development Level I
   CIS159 [CS] Visual Basic Programming I
   CIS162AD C#: Level I
   GBS151    Introduction to Business
   GBS233 [L] Business Communication
   **GBS220 Quantitative Methods in Business
   GBS110 OR Human Relations in Business and Industry
   MGT251    Human Relations in Business
   IBS101    Introduction to International Business
   MGT253    Owning and Operating a Small Business
   REA179    Real Estate Principles I
   REA180    Real Estate Principles II
   MKT271    Principles of Marketing
   SBU200    Society and Business

   **If course used to satisfy Common Lower Division Program Requirements, it can not be used to satisfy Business Electives.

III. General Electives
   Select courses to complete a minimum of 62 semester credits but no more than a total of 63 semester credits. General Electives semester credits may be necessary if courses selected for the degree satisfy multiple areas. For appropriate course selection, students should consult an advisor.

   All courses used to satisfy electives must be transferable to the university or universities to which
the student plans to transfer, as elective credit or better. For appropriate course selection, students should consult with an advisor.

ABus GR Degree Total Credits: 62-63

Associate in Business (ABUS) Degree, Special Requirements (SR)

Description
The Maricopa County Community College District Associate in Business, Special Requirements (ABus SR) degree requires a total of 62-63 semester credits for the program of study. The degree has three major components:

I. MCCCD General Education which includes the Arizona General Education Curriculum for Business (AGEC B),
II. Common Lower Division Program Requirements,
III. General Electives.

Purpose of the Degree
The ABus SR degree is designed for Computer Information Systems majors who plan to transfer to Arizona's public universities and for students who plan to complete lower division course work toward a baccalaureate program at other degree granting institutions. The Associate in Business General Requirements (ABus GR) is designed for all other business majors. Additional information on academic majors at the Arizona public universities can be accessed via the following web site: www.aztransfer.com/

Generally, the degree transfers as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements. In most cases, courses used to satisfy the MCCCD Associate in Business Special Requirements may apply to university graduation requirements of the university major for which the ABus SR was designed.

Academic Policies that Govern the Associate in Business Special Requirements Degree:

- Requires 62-63 semester credits in courses numbered 100 and above to be completed with a grade of "C" or better. Credit units transferred from outside of the district need to be at a grade of "C" or better. A grade of "C" equals 2.0 on a 4.0 grading scale or equivalent. On an exception basis, P-grades may be allowed in the AGEC for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a "C" or better. The P-grade exception does not apply to credits awarded by AGEC granting/receiving institutions;
- Credit received through prior learning assessment or credit by evaluation is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. No more than 20 semester credit hours may be applied toward AGEC.
- Uses the following policies to help students complete the required Core and Awareness Areas in AGEC B without exceeding the 35 semester credits:
  - Courses can satisfy a Core Area and one or two Awareness Areas simultaneously.
  - A course cannot be used to satisfy more than one Core Area requirement.
- Uses the following policy to help students complete the program requirements at a minimum of 62 semester credits but not more than 63 semester credits:
  - Courses can satisfy multiple areas within the degree simultaneously (AGEC B Core Area, AGEC B Awareness Area, and/or Common Lower Division Program Requirements) follows the general education policy below:

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

- Requires courses that transfer as an equivalent course, departmental elective credit (XXXXDEC), or general elective credit (Elective) at all Arizona public universities according to the Arizona Course Equivalency Guide (CEG). The course evaluation and/or general education designation as listed in AZCAS is valid for the term in which the student is awarded credit on the transcript
- Follows the graduation policies within the general catalog
- Includes both courses and their modular equivalents, either the course or the modular equivalents will satisfy the Associate in Business Special Requirements
- Accepts one of the courses that is cross-referenced with other courses
- Provides for exemption from Arizona university admission requirements for students who complete the ABus SR degree from a regionally accredited post-secondary institution with a minimum 2.0 on a 4.0=A scale for Arizona residents and a minimum 2.5 on a 4.0=A scale for non-residents
Degree Requirements

The 62-63 semester credits required for the Associate in Business Special Requirements follow. See the list titled MCCCD Courses That Can Be Used to Satisfy MCCCD AGEC A, AGEC B and/or AGEC S for specific course information via the following website: www.maricopa.edu/academic/ccta/

Click on page labeled Curriculum
Select Matrix of Courses that Can be Used to Satisfy MCCCD AGEC A, B and/or S.

The list identifies the courses in alpha-order by prefix as well as the different Core Areas and Awareness Areas where the course will apply. When selecting Mathematical Studies and Natural Sciences options, select from the appropriate AGEC A, B, or S list.

I. MCCCD General Education
   A. MCCCD AGEC B
      1. Core Areas: 35
         a. First-Year Composition (FYC) 6
         b. Literacy and Critical Inquiry [L] 3
         c. Mathematical Studies [MA/CS] 6
            To complete the Mathematical Studies requirement select one course to satisfy the Mathematics [MA] B and a second course from Computer/Statistics/Quantitative Applications [CS]
            1) Mathematics [MA] B (3 credits)
               MAT212, Brief Calculus, or a higher level mathematics course
               AND
         d. Humanities and Fine Arts [HU] 6
            Students are encouraged to choose course work from more than one discipline for a total of six semester credits.
         e. Social and Behavioral Sciences [SB] 6
            Students are encouraged to choose course work from more than one discipline for a total of six semester credits.
         f. Natural Sciences [SQ/SG] 8
            To complete the Natural Sciences requirement: Select four (4) semester credits of [SQ] and four (4) semester credits of [SG] for a total of eight (8) semester credits, OR eight (8) semester credits of [SQ]. Students cannot take eight (8) semester credits of [SG] to meet the Natural Sciences requirement.

The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection. Students should also access the AZ Course Equivalency Guide (CEG) within the AZ Course Applicability System (AZCAS) for information on equivalencies.

2. Awareness Areas:

Students must satisfy two Awareness Areas: Cultural Diversity in the United States [C] and either Global Awareness [G] or Historical Awareness [H]. However, it is not necessary for students to exceed thirty-five semester credits to complete the Awareness Areas because courses can satisfy a Core Area and one or two Awareness Areas simultaneously. Therefore no additional semester credits are required to satisfy the two Awareness Areas.

   Cultural Diversity in the United States [C]
   AND
   Global Awareness [G]
   OR
   Historical Awareness [H]

II. Common Lower Division Program Requirements: 27

A total of 27-28 credits are required for the Common Lower Division Program Requirements. Common courses meeting general education areas are noted with the general education designations encased in brackets.

Complete the following:

Accounting:
   *ACC111 Accounting Principles I AND
   ACC230 Uses of Accounting Information I AND
   ACC240 Uses of Accounting Information II
   OR
   ** ACC211 Financial Accounting AND
   ACC212 Managerial Accounting

**MCCCD ACC111 and ACC112 together are equivalent to ACC211.

Programming I:
   3
   CIS162AD C#: Level I

Programming II:
   3
   CIS250 Management of Information Systems
   GBS205 Legal, Ethical, and Regulatory Issues in Business
   GBS221 [CS]Business Statistics
   ECN211 [SB] Macroeconomic Principles
   ECN212 [SB] Microeconomic Principles

Quantitative Methods
   3
   GBS220 Quantitative Methods in Business
   OR
   *MAT217 Mathematical Analysis for Business
   OR
   *MAT218 Mathematical Analysis for Business
III. General Electives 0-6
Select courses to complete a minimum of 62 semester credits but no more than a total of 63 semester credits for the program. General Electives semester credits may be necessary if courses selected for the degree satisfy multiple areas. For appropriate course selection, students should consult an advisor.

All courses used to satisfy electives must be transferable to the university or universities to which the student plans to transfer, as elective credit or better. For appropriate course selection, students should consult with an advisor.

ABus SR Total Credits: 62-63

Associate in General Studies (AGS) Degree

Description
The Maricopa County Community College District Associate in General Studies (AGS) degree is recommended for students whose educational goals require flexibility. The AGS allows students to choose any elective courses numbered 100 or above to complete the degree. Therefore, this degree may be less appropriate for students who intend to transfer to a baccalaureate-granting institution.

Students who demonstrate skills comparable to those in Critical Reading and/or Mathematics and/or Computer Usage may substitute acceptable elective courses to satisfy the total credits required for the degree.

Academic Policies That Govern the Associate in General Studies Degree:

- requires a minimum of 60 semester credits in courses numbered 100 and above.
- AGS degree requirements follow with the use of a diagonal character (/) between course numbers to signify options. An asterisk (*) following the course number defines requirements with an effective begin term of spring;
- requires grades as listed for specific areas such as the General Education Core where a minimum grade of “C” is required. Courses applied to other areas may be completed with a minimum grade of “D”;
- uses the following policies for course(s) satisfying multiple program areas;
  1. A course can simultaneously satisfy one Core area and one Distribution area. Courses that meet this criterion are bold print and underscored in the Core areas and Distribution areas.
  2. A course cannot satisfy more than one Core area, even if it is approved for more than one Core area.
  3. A course cannot satisfy more than one Distribution area, even if it is approved for more than one Distribution area.
- follows the graduation policies within the general catalog;
- includes both courses and their modular equivalents; either the course or the modular equivalents will satisfy the Associate in General Studies;
- accepts one of the courses that is cross-referenced with other courses;

Degree Requirements

GENERAL EDUCATION CORE
(16 credits - grade of “C” or better)

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

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

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

Mathematics (3 credits)
MAT Mathematics102/120/121/122/122AA/
122AB/122AC/126/140/141/142/150/151/
151AA/151AB/151AC/151AD/152/156/
172/182/187/206/212/213/220/221/
230/231/240/241/261/262/276/277
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 169/170/170AA/170AB/173/
173AA/173AB/173AC/175/175AA/175AB/177/
177AA/177AB/any 180 modules/183/183AA/
183AB/183AC/283/283AA/283AB/283AC/
289/289AA/289AB/289AC
AGB Agribusiness 139•
AJS Administration of Justice Studies 119•/205
DISTRICT WIDE PROGRAMS

AMS Automated Manufacturing System 150
ARC Architecture 243/244/245
ART Art 100/169/170/170AA/170AB/173/173AA/
173AB/173AC/175/175A/175AB/177/177A/177AB/
179/179A/179AB/any 180 module/
183/183AA/183AB/183AC/283/283AA/283AB/
283AC/289/289AA/289AB/289AC
BIO Biology 294
BPC Business-Personal Computers Any BPC Course(s)
CFS Child/Family Studies 180
CIS Computer Information Systems Any CIS Course(s)
(162, 162AC, 169, 183AA, 217AM, 259, 262)
CSC Computer Science Any CSC Course(s) (162,
162AC, 169, 183AA, 217AM, 259, 262)
CTR Court Reporting 101/102
DFT Drafting Technology 103/105/any 105
module/150/251/any 254 module/256AA
ECH Early Childhood Education 238
EEE Electrical Engineering 120
ELE Electronic 131/181/241/243/245/281
ELT Electronic Technology 131/241/243
ENG English 100AE
ENV Environmental Sciences 119
FON Food & Nutrition 100/100AA/100AC/100AD
GBS General Business 221
GPH Physical Geography 220
HRM Hotel Restaurant Management 126
JAS Justice & Government Agencies Admin 225
JRN Journalism 133
LAS Paralegal Studies 229
MAT Mathematics 206
MET Manufacturing Technology 264
MTC Music Theory/Composition 180/191
NET Networking Technology 181/181AA
OAS Office Automation Systems 111AA/111AB/113/
119/130DK/135DK/235DK
PSY Psychology 230
RTR Realtime Reporting 101/102
SBS Small Business 211
SMT Semiconductor Manufacturing Technology 150
SWU Social Work 225
TVL Travel Agent Technology 203
VPT Video Production Technology 106

GENERAL EDUCATION DISTRIBUTION AREAS
(28-29 credits)

Humanities and Fine Arts (9 credits)
Students are encouraged to choose courses from more than
one discipline.

AIS American Indian Studies 213
AJA American Journal of Administration 123
ARH Art Humanities Any ARH Course(s)
ASB Anthropology 211/214/220/222/223/253
CCS Chicana and Chicano Studies 101
CNS Construction 101
COM Communication 241
DAH Dance Humanities 100/201/250
EDU Education 291/292/294
ENG English 200/213/218
ENH English Humanities Any ENH Course(s) (except 250)
FRE French 265
HCR Health Care Related 210
HIS History 101/102/103/108/111/113/114/243/
253/254/275
HUM Humanities Any HUM course(s) (except 120, 203,
207, 225+)
INT Interior Design 115**/120**/225
LAT Latin 201/202
MHL Music: History/Literature 140/143/145**/
146/153**/155**/241**/242***
PHI Philosophy Any PHI Course(s)
REL Religious Studies Any REL Course(s) (except 271)
SIC Studies in Business & Culture 201
SPA Spanish 241/242/265/266
SPH Spanish Humanities 245
SSH Sustainability/Social Sciences and Humanities 111
STO Storytelling 292/294
THE Theater 111/205/206/210/220
THP Theater/Performance/Production 241
WST Women's Studies 209/284/285/290

Social and Behavioral Sciences (9 credits)
Students are encouraged to choose courses from more than
one discipline.

AFR African American Studies 202/203***/204***
AIS American Indian Studies 101/140/141/160
AJS Administration of Justice Studies 101/119/
162**/200/225/258/259/270
ASB Anthropology 102/202/211/214**/222/
223/226**,230**/235**/238**/245**,252
ASM Anthropology 104/275
CFS Child/Family Studies 157/159/176/205/235/259
COM Communication 100/100AA&100AC/100AB/
110/110AA&110AB&110AC/163/230/250/263
ECH Early Childhood Education 176
ECG Economics Any ECG Course(s)
EDU Education 221/222
EED Early Education 200/205/222
EMT Emergency Medical Technology 258
ENG English 213
FOR Forensic Science 275
FSC Fire Science Technology 258
FUS Future Studies 101
GCU Cultural Geography 102/121/122/141/221/223**
HES Health Science 100
HIS History any HIS Course(s) (except 111, 135, 170,
203, 251, 252)
IBS International Business 109
MCO Mass Communications 120
POS Political Science Any POS course(s)
235/240/241/243/245/250/258/260/266/
270/277/280/292
REC Recreation 120
SBU Society and Business 200
DISTRICT WIDE PROGRAMS

SLC Studies in Language & Culture 201
SOC Sociology Any SOC course(s) (except 143, 157, 215, 245, 253, 265, 270)
SSH Sustainability/Social Sciences and Humanities 111
SWU Social Work 102/171/258/292
WED Wellness Education 110
WST Women’s Studies 100/161
YAQ Yaqui Indian History and Culture 100

Natural Sciences (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
AST Astronomy 101/102/111/112/113/114
ENV Environmental Sciences 101
FON Food and Nutrition 241&241LL
FOR Forensic Science 105/106
GLG Geology Any GLG course(s) (except 105••)
GPH Physical Geography 111/112&113/211/212&214/2137&215
PHS Physical Science 110/120
PHY Physics 101/101AA/111AA/111/112/115/116/121/131
PSY Psychology 275/290AB/290AC

Literacy and Critical Inquiry (3 credits)
AIS American Indian Studies 213
BIO Biology 294
COM Communication 222/225/241
CRE Critical Reading 101
CUL Culinary Arts 223∗
ENG English 111/200/215/216/217/218
ENH English Humanities 254/255
GBS General Business 233
GPH Physical Geography 211
HUM Humanities 225/250/251
IFS Information Studies 101
JRN Journalism 201/234
MCO Mass Communications 220
PHI Philosophy 103/106/218∗
POS Political Science 115
PSY Psychology 290AB/290AC
REL Religious Studies 203/205/207/210
THE Theater 220
THP Theater Performance/Production 241

Elective Courses (15-16 credits)

May select courses from prefixes already chosen for General Education Distribution requirements in order to develop depth in one or more subject areas.

Associate in Applied Science
General Education Requirements

Purpose of the Degree
The Maricopa County Community College District Associate in Applied Science (AAS) degree is recommended for students who wish to gain a depth of technical expertise by completing an occupational program presented in the college catalog. Students should consult this catalog to determine specific program requirements.

Academic Policies that Govern the AAS degree:

- Requires 60 or more credits numbered 100 or above and includes credits or the equivalent in the General Education Core areas and credits in the Distribution areas. AAS degree requirements follow with the use of a diagonal character (/) between course numbers to signify options. An asterisk (*) following the course number defines requirements with an effective begin term of spring;
- Requires grades as listed for specific areas such as the General Education Core where a minimum grade of “C” is required. See specific AAS occupational degree for specific program grade requirements;
- Follows the graduation policies within the general catalog;
- Includes both courses and their modular equivalents, either the course or the modular equivalents will satisfy the Associate in Applied Science requirements;
- Requires at least 12 semester credit hours earned at the college awarding the AAS degree. The 12 hours in the AAS degree curricula may be in the Required Courses area and/or Restricted Electives courses. Courses from the General Education Core and Distribution area are excluded.

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

A shared program requires a minimum of six credit hours from the total program requirements to be completed with a grade of “C” or better at the college awarding the certificate or degree. The exception is the Nursing program. For those shared programs with less than six credit hours, the total hours for the program must be completed at the college awarding the certificate. The minimum of six credit hours in the certificate or degree curricula may be in the Required
Courses area and/or the Restricted Electives. Courses from the General Education Core and Distribution areas are excluded;

Students must apply for graduation from the college where they have successfully completed Block 4 of the Associate in Applied Science in Nursing.

- Requires completion of General Education courses as indicated in the General Education Requirements for the Associate in Applied Science degree from the Maricopa County Community College District, or completion of a curriculum as stated in the catalog;

- Accepts one of the courses that is cross-referenced with other courses;

GENERAL EDUCATION CORE
(15 credits - grade of “C” or better.)
Demonstrate college-level skills in the following areas:

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

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

Critical Reading (3 credits)
CRE Critical Reading 101/111/Equivalent as indicated by assessment

Mathematics (3 credits)
equivalent course/Satisfactory completion of a higher level mathematics course

GENERAL EDUCATION DISTRIBUTION AREAS
(9-10 credits)

Humanities and Fine Arts (2-3 credits)
Students are encouraged to choose courses from more than one discipline.

AFR African American Studies 202
AIS American Indian Studies 101/140/141/160
AJS Administration of Justice Studies 101/200/225/258/259/270
ASB Anthropology 102/202/211/222/223/226/252
ASM Anthropology 104/275
CFS Child/Family Studies 157/159/176/205/235/259
COM Communications 100/100AA&100AB&100AC/110/110AA&110AB&110AC/163/230/250/263
ECH Early Childhood Education 176
ECN Economics Any ECN course(s)
EDU Education 221/222
EDD Early Education 200/205/222
EMT Emergency Medical Technology 258
ENG English 213
FOR Forensic Science 275
FSC Fire Science 258
FUS Future Studies 101
GCU Cultural Geography 102/121/122/141/221
HES Health Science 100
HIS History Any HIS course(s) (except 111, 135, 170 203, 251, 252)
IBS International Business 109
MCO Mass Communications 120
POS Political Science Any POS course(s)
REC Recreation 120
SBU Society and Business 200
SLC Studies in Language & Culture 201
DISTRICT WIDE PROGRAMS

SOC Sociology Any SOC course(s) (except 143, 157, 215, 245, 253, 265, 270)
SSH Sustainability/Social Sciences and Humanities 111
SWU Social Work 102/171/258/292
WED Wellness Education 110
WST Women's Studies 100/161
YAQ Yaqui Indian History and Culture 100

Natural Sciences (4 credits)
The lecture course(s) selected for Natural Sciences must include or be accompanied by the corresponding laboratory course. The lecture and corresponding laboratory course(s) may carry separate credit. Students should consult with an advisor for appropriate course selection.

AGS Agricultural Science 164
ASB Anthropology (Soc/Behv. Science) 231
ASM Anthropology (Science/Math) 104/265
AST Astronomy 101/102/111/112/113/114
ENV Environmental Sciences 101
FON Food and Nutrition 241&241LL
FOR Forensic Science 105/106
GLG Geology Any GLG course(s) (except 105)
GPH Physical Geography 111/112&113/211/212&214/213&215
PHS Physical Science 110/120
PHY Physics 101/101AA/111/111AA/112/115/116/121/131
PSY Psychology 275/290AB/290AC

Academic Certificate (AC)

Purpose of the Academic Certificate (area of emphasis)
The Maricopa Community College District Academic Certificate (area of emphasis) is a defined and coherent program of study that is recommended for students who wish to gain additional expertise in an academic area. While this program of study can result in proficiency in specified skills and competencies, as well as mastery of knowledge, it is not designed to prepare someone for employment in a specific occupation. The content for an Academic Certificate (area of emphasis) may be derived from a variety of disciplines or it can be discipline specific. The Academic Certificate does not require a general studies component even though requirements of the certificate may include courses that currently meet specific general studies designations such as Humanities and Fine Arts, Social and Behavioral Sciences, etc.

Academic Policies that Govern the Academic Certificate (area of emphasis):

- generally ranges from 12-39 credit hours in courses numbered 100 or above, although there is no minimum number of credit hours required for an Academic Certificate;
- requires a cumulative GPA of 2.0 or better for completion;
- follows the graduation policies within the general catalog;
- accepts one of the courses that is cross-referenced with other courses;
- includes both courses and their modular equivalents, either the course or the modular equivalents will satisfy the Academic Certificate requirements;
- does not presume block transfer value. Consequently, in most cases the Academic Certificate should not be a subset of an existing transfer degree;
- may have admission criteria established by the college if and when appropriate;
- is for the most part college specific

Allied Health or Nursing Program

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

Allied Health or Nursing Assumption of Risk/Release of Liability
Most of the allied health or nursing program pathways include a program of study in a clinical training environment which may contain exposures to risks inherent in patient-oriented educational experiences, such as but not limited to, bodily injury or communicable and infectious diseases. Students enrolling in clinical educational courses will be asked to sign a statement assuming all risks inherent in their coursework.

Use of Confidential Information
Students enrolled in allied health or nursing program pathways will have learning experiences in a healthcare setting where they will have access to confidential information. Prior to beginning any clinical studies, the
students will be asked to sign an agreement to adhere to the requirements of those clinical sites and applicable law, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

**Allied Health or Nursing College of Attendance**

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

**Requirement of Background Check**

Students enrolled in an allied health or nursing program will be in clinical learning experiences, working with children, elderly persons, and other vulnerable populations. Healthcare agency policies require evidence of background clearance prior to entering such learning experiences. The background clearance will consist of a fingerprint clearance, verification of social security number, and a periodic query of the Office of the Inspector General (OIG) List of Excluded Individuals/Entities (LEIE) List. ARS §15-1881 provides the Department of Public Safety the authority to conduct background checks and issue clearance cards to healthcare students for the purpose of meeting the requirements for clinical training. Students seeking enrollment into health programs will be required to provide a current clearance card provided by DPS as evidence of an independent background check that meets healthcare industry standards. Individual programs will establish program policy regarding when the background check needs to be completed, either at the time of application to or enrollment in clinical courses. Evidence of a completed background clearance must be maintained for the duration of time of program enrollment. It is advised that students carry proof of the background clearance at all times during any agency learning experience. Any change in status that would affect the background clearance of a healthcare student may result in the interruption of student progress or dismissal from the program.

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

**Duty to Report**

All students enrolled in health programs holding or receiving certification or licensure as a healthcare professional from a US state or territory must remain in good standing with that agency. Students receiving any disciplinary action against their certification and/or license must notify the program director within five (5) business days. Any student who is placed on the Office of the Inspector General (OIG) List of Excluded Individuals/Entities List must notify their program director within five (5) business days. The program director reserves the right to restrict the student’s participation in clinical experience and involvement in patient care until the certificate or license is valid and unrestricted as determined by the agency who issued the disciplinary action; the student is removed from the OIG Exclusion List; and/or the fingerprint card is valid and unrestricted.

**Waiver of Licensure/Certificate Guarantee**

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.
Certificates & Degrees
CERTIFICATES & DEGREES

Current SMCC Certificates & Degrees, General Studies & Other Campus Programs
For 2012 - 2013

MCCCD Degrees (see page 00)
Associate in Arts (AA)
Associate in Arts in Elementary Education (AAEE)
Associate in Arts (AA) Degree, Fine Arts-Art
Associate in Arts (AA) Degree, Fine Arts-Dance
Associate in Arts (AA) Degree, Fine Arts-Theatre
Associate in Business (ABUS) (General) Requirements
Associate In Business (ABUS) (Special) Requirements
Associate In General Studies (AGS)
Associate in Science (AS)
Arizona General Education Curriculum (AGEC) - A, B, S
Associate in Applied Science General Education Requirements (Note: this is not a degree but approved general education requirements.)

SMCC AAS Degrees
Accounting (3149) (Shared)
Advanced Behavioral Health Sciences (3067)
Biomedical Research Technology (3113) (Shared)
Business Management (3054)
Early Childhood Administration/Management (3109) (Shared)
Early Childhood Development (3361)
Emergency Management (3018) (Shared)
General Business (3148) (Shared)
Information Technology (3167)
Information Technology: Cisco Networking Professional (3095)
Information Technology: Computer Applications Specialist (3098)
Information Technology: Network Security (3097)
Information Technology: Network Server (3096)
Information Technology: Programming and Systems Analysis (3099)
Information Technology: Web and Graphic Design (3100)
Music Business (3017) (Shared)
Recovery Support (3032)
Retail Management (3048) (Shared)
Strength, Nutrition, and Personal Training (3059) (Shared)

SMCC Certificates of Completion
Accounting (5665) (Shared)
Advanced Behavioral Health Sciences (5521) (Shared)
Basic Behavioral Health (5522) (Shared)
Community Health Worker (5701)
Early Childhood Development (5376)
Emergency Management (5304) (Shared SH)
General Business (5683) (Shared)
Information Technology: Cisco Networking Professional (5526)

Information Technology: Computer Applications Specialist (5201)
Information Technology: Network Security (5530)
Information Technology: Network Server (5529)
Information Technology: Programming and Systems Analysis (5193)
Information Technology Support (5163)
Information Technology: Web & Graphic Design (5168)
Music Business (5258) (Shared)
Network Administration: Cisco Network Professional (5328) (Shared)
Networking Administration: Cisco (5969) (Shared)
Pharmacy: Customer Service (5348) Retail Management (5286) (Shared)
Small Business Entrepreneurship (5192) (Shared)
Small Business Start-Up (5706) NEW (Shared)
Strength, Nutrition, and Personal Training (5445) (Shared)
Supervision & Management I (5721) Supervision & Management II (5722)

“Shared” indicates the certificate or degree is a “Shared” program within the MCCCD

Academic Certificates
Creative Writing (6224) (Shared)
Storytelling (Academic Certificate) (6200)

Academic and Occupational Certificates and Degrees Offered at SMCC:

ACCOUNTING
Chairperson: Mark Nielsen

Certificates/Degrees
Certificate of Completion in Accounting (5665) (Shared)
Associate in Applied Science in Accounting (3149) (Shared)

Certificate of Completion in Accounting (5665)
Credits: 23-26

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

Program Notes:
+ indicates course has prerequisites and/or co requisites. Students must earn a grade of “C” or better in all courses required within the program. Consultation with an Academic Advisor is recommended for course selection.
Certifications & Degrees

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits 23-26
ACC111 Accounting Principles I (3) AND
+ACC230 Uses of Accounting Information I (3) AND
+ACC240 Uses of Accounting Information II (3) OR
+ACC230 Uses of Accounting Information I (3) AND
+ACC240 Uses of Accounting Information II (3) AND
ACC250 Introductory Accounting Lab (1), OR
ACC111 Accounting Principles I (3) AND
+ACC112 Accounting Principles II (3) AND
+ACC212 Managerial Accounting (3), OR
ACC105 Payroll, Sales and Property Taxes 3
+ACC115 Computerized Accounting 2
ACC121 Income Tax Preparation (3) OR
+ACC221 Tax Accounting (3) 3
CIS114DE Excel Spreadsheet 3
CIS105 Survey of Computer Information Systems 3
GBS151 Introduction to Business 3
GBS205 Legal, Ethical and Regulatory Issues in Business 3
+GBS233 Business Communication 3

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

General Education Requirement Credits: 22-24
General Education Core: Credits: 12-14

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. 3

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

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

Social and Behavioral Sciences: Credits: 3
ECN211 Macroeconomic Principles (3) OR ECN212 Microeconomic Principles (3) OR
SBU200 Society and Business (3) 3
Natural Sciences: Credits: 4
Any approved General Education course in the Natural Sciences area. 4

BEHAVIORAL HEALTH SCIENCES
Chairperson: Dr. Douglas Ferguson

Certificates/Degrees
Certificate of Completion in Basic Behavioral Health Sciences (5522)
Certificate of Completion in Advanced Behavioral Health Sciences (5521)
Associate in Applied Science in Advanced Behavioral Health Sciences (3067)
Associate in Applied Science in Recovery (3032)

Certificate of Completion in Basic Behavioral Health Sciences Credits: 19 (5522)

Description: The Certificate of Completion in Basic Behavioral Health prepares students for careers as behavioral health technicians, case managers, parent aides, family advocates, respite care workers, and paraprofessional counselors. The program includes courses designed to provide students with the skills necessary to deliver basic, specialized, and comprehensive behavioral health services. The core focus of the program is practical training and service learning experiences.

Program Notes:
+ indicates course has prerequisites and/or co requisites.

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits 19
Students must earn a grade of “C” or better in each course in the Required Course area.
BHS101 Introduction to Ethical Counseling Issues 3
+BHS105 Introduction to Human Relations 2
+BHS151 Communication Skills in Counseling I 3
+BHS204 Counseling in a Multicultural Setting 3
+BHS205 Therapeutic Intervention Models 3
+BHS260 Case Report Writing 1
+BHS290 Child and Family Advocacy 3
CWE198AA Career Work Experience 1

Free Electives: None
General Education: None

Certificate of Completion in Advanced Behavioral Health Sciences Credits: 46-47 (5521)

Description: The Certificate of Completion (CCL) in Advanced Behavioral Health Sciences program is designed to prepare students for careers as behavioral health technicians, case managers, parent aides, family advocates, respite care workers, and paraprofessional counselors. The program includes courses designed to provide students with the skills necessary to deliver basic, specialized, and comprehensive behavioral health services. The core focus of the program is practical training and service learning experiences.

Program Notes:
+ indicates course has a prerequisite and/or co requisites. Students must earn a grade of “C” or better in all courses that will be applied toward a certificate or degree.

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits 37
BHS101 Approach to Paraprofessional Counseling 3
+BHS105 Introduction to Human Relations 2
BHS115 Group Dynamics 3
BHS130 Chemical Dependency 3
+BHS151 Communication Skills in Counseling I 3
+BHS156 Supervised Practice I 3
+BHS204 Counseling in a Multicultural Setting 3
+BHS205 Therapeutic Intervention Models 3
+BHS215 Group Process 3
+BHS260 Case Report Writing 1
+BHS263 Applied Case Report Writing 1
+BHS290 Child and Family Advocacy 3
PSY101 Introduction to Psychology 3
+PSY240 Developmental Psychology (3) OR +PSY266 Abnormal Psychology (3) 3

Restricted Electives: Credits 9-10
Note: Students must select one of the following four Tracks.

Track 1: Violence and Abuse Prevention Track: Credits 10
AJS101 Introduction to Criminal Justice 3
BHS265 Violence and Abuse Matters 2
+BHS266 Violence and Abuse Counseling 3
BHS268 Grief and Bereavement Issues 2

Track 2: Grief and Bereavement Recovery Track: Credits 10
BHS168 Hospice Volunteer Training 2
BHS268 Grief and Bereavement Issues 2
+BHS269 Grief Counseling Techniques 3
+BHS281 Introduction to Art Therapy 3

Track 3: General Integrated Track: Credits 10
Select a total of 10 credits from the following area:
+BHS264 Understanding Trauma 3
BHS265 Violence and Abuse Matters 2
+BHS266 Violence and Abuse Counseling 3
+BHS267 Introduction to Play Therapy 3
BHS268 Grief and Bereavement Issues 2
+BHS269 Grief Counseling Techniques 3
+BHS270 Intro. To Dance and Movement Therapy 3
+BHS272 Managing Difficult Children 3
+BHS281 Introduction to Art Therapy 3
+BHS285 Facilitating Art Therapy Groups 3
STO289AC Storytelling in Healing Settings 1
### CERTIFICATES & DEGREES

#### Track 4: Employment Support Track: Credits 9
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPD125</td>
<td>Employee Development: Problem Solving/Decision Making</td>
<td>1</td>
</tr>
<tr>
<td>ESS101</td>
<td>Introduction to Employment Support</td>
<td>3</td>
</tr>
<tr>
<td>+ESS103</td>
<td>Employment Support Systems Practices</td>
<td>3</td>
</tr>
<tr>
<td>ESS110</td>
<td>Americans with Disabilities Act Overview</td>
<td>2</td>
</tr>
</tbody>
</table>

**Free Electives:** None  
**General Education:** None

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**Associate in Applied Science in Advanced Behavioral Health Sciences Credits: 68-74 (3067)**

**Description:** The Associate in Applied Science (AAS) in Advanced Behavioral Health Sciences/Recovery program is designed to prepare students for careers as behavioral health technicians, case managers, parent aides, family advocates, respite care workers, and paraprofessional counselors. The program includes courses designed to provide students with the skills necessary to deliver basic, specialized, and comprehensive behavioral health services. The core focus of the program is practical training and service learning experiences.

**Program Notes:**  
* indicates course has prerequisites and/or corequisites.  
Student must select one of the following tracks in the Restricted Electives area:

- **Track 1:** Violence & Abuse Prevention Track
- **Track 2:** Grief & Bereavement Recovery Track
- **Track 3:** General Integrated Track
- **Track 4:** Employment Support Track

**Admission Criteria:** None  
**Program Prerequisites:** None

**Required Courses: Credits 37**

Students must earn a grade of “C” or better in each course in the Required Course area.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS101</td>
<td>Introduction to Ethical Counseling Issues</td>
<td>3</td>
</tr>
<tr>
<td>+BHS105</td>
<td>Introduction to Human Relations</td>
<td>2</td>
</tr>
<tr>
<td>BHS115</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>BHS/SUW1</td>
<td>30 Chemical Dependency</td>
<td>3</td>
</tr>
<tr>
<td>+BHS151</td>
<td>Communications Skills in Counseling I</td>
<td>3</td>
</tr>
<tr>
<td>+BHS156</td>
<td>Supervised Practice I</td>
<td>3</td>
</tr>
<tr>
<td>+BHS204</td>
<td>Counseling in Multicultural Setting</td>
<td>3</td>
</tr>
<tr>
<td>+BHS205</td>
<td>Therapeutic Intervention Models</td>
<td>3</td>
</tr>
<tr>
<td>+BHS215</td>
<td>Group Process</td>
<td>3</td>
</tr>
<tr>
<td>+BHS260</td>
<td>Case Report Writing</td>
<td>1</td>
</tr>
<tr>
<td>+BHS263</td>
<td>Applied Case Report Writing</td>
<td>1</td>
</tr>
<tr>
<td>+BHS290</td>
<td>Child &amp; Family Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>PSY101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>+PSY240</td>
<td>Developmental Psychology (3) OR</td>
<td></td>
</tr>
</tbody>
</table>

**Restricted Electives: Credits 9-10**

Note: Student must select one of the following four Tracks.

<table>
<thead>
<tr>
<th>Track 1: Violence &amp; Abuse Prevention Track: Credits 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>AJS101 Introduction to Criminal Justice</td>
</tr>
<tr>
<td>BHS265 Violence &amp; Abuse Matters</td>
</tr>
<tr>
<td>+BHS266 Violence &amp; Abuse Counseling</td>
</tr>
<tr>
<td>BHS268 Grief and Bereavement Issues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Track 2: Grief &amp; Bereavement Recovery Track: Credits 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS168 Hospice Volunteer Training</td>
</tr>
<tr>
<td>BHS268 Grief and Bereavement Issues</td>
</tr>
<tr>
<td>+BHS269 Grief Counseling Techniques</td>
</tr>
<tr>
<td>+BHS281 Introduction to Art Therapy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Track 3: General Integrated Track: Credits 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select a total of 10 credits from the following courses:</td>
</tr>
<tr>
<td>+ BHS264 Understanding Trauma</td>
</tr>
<tr>
<td>BHS265 Violence &amp; Abuse Matters</td>
</tr>
<tr>
<td>+BHS266 Violence &amp; Abuse Counseling</td>
</tr>
<tr>
<td>+BHS267 Introduction to Play Therapy</td>
</tr>
<tr>
<td>BHS268 Grief and Bereavement Issues</td>
</tr>
<tr>
<td>+BHS269 Grief Counseling Techniques</td>
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<tr>
<td>+BHS270 Intro to Dance &amp; Movement Therapy</td>
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<tr>
<td>+BHS272 Managing Difficult Children</td>
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<tr>
<td>+BHS281 Introduction to Art Therapy</td>
</tr>
<tr>
<td>+BHS285 Facilitating Art Therapy Groups</td>
</tr>
<tr>
<td>STO289AC Storytelling in Healing Settings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Track 4: Employment Support Track: Credits 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS101 Introduction to Employment Support</td>
</tr>
<tr>
<td>+ESS103 Employee Support Systems Practices</td>
</tr>
<tr>
<td>ESS110 Americans with Disabilities Act Overview</td>
</tr>
<tr>
<td>CPD125 Employee Development: Problem Solving/Decision Making</td>
</tr>
</tbody>
</table>

**Free Electives:** None  
**General Education:** Credits 25-27

**Core:** Credits 15-17

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101</td>
<td>First Year Composition (3) AND</td>
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</tr>
<tr>
<td>ENG102</td>
<td>First Year Composition (3) OR</td>
<td></td>
</tr>
<tr>
<td>ENG107</td>
<td>First-Year Composition for ESL (3) AND</td>
<td></td>
</tr>
<tr>
<td>ENG108</td>
<td>First-Year Composition for ESL (3)</td>
<td>6</td>
</tr>
</tbody>
</table>

**First Year Composition: Credits: 6**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ENG101</td>
<td>First Year Composition (3) AND</td>
<td></td>
</tr>
<tr>
<td>+ENG102</td>
<td>First Year Composition (3) OR</td>
<td></td>
</tr>
<tr>
<td>+ENG107</td>
<td>First-Year Composition for ESL (3) AND</td>
<td></td>
</tr>
<tr>
<td>+ENG108</td>
<td>First-Year Composition for ESL (3)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Oral Communication: Credits: 3**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM100</td>
<td>Introduction to Human Communication (3) OR</td>
<td></td>
</tr>
<tr>
<td>COM100AA</td>
<td>Intro to Human Communication Part I (1) AND</td>
<td></td>
</tr>
<tr>
<td>COM100AB</td>
<td>Intro to Human Communication Part II (1) AND</td>
<td></td>
</tr>
<tr>
<td>COM100AC</td>
<td>Intro to Human Communication Part III (1) OR</td>
<td></td>
</tr>
<tr>
<td>COM110</td>
<td>Interpersonal Communication (3) OR</td>
<td></td>
</tr>
<tr>
<td>COM230</td>
<td>Small Group Communication (3)</td>
<td>3</td>
</tr>
</tbody>
</table>

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### Critical Reading: Credits: 3
- CRE101 College Critical Reading I (3) OR equivalent by assessment 3

### Mathematics: Credits: 3-5
Any approved general education course from 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. 3

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

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

### Associate in Applied Science in Recovery Support
Credits: 70-72 (3032)

**Description:** The Associate in Applied Science (AAS) in Recovery Support program prepares students for careers as behavioral health technicians, case managers, parent aides, family advocates, respite care workers, and paraprofessional counselors. The program includes courses designed to provide students with the skills necessary to deliver basic, specialized, and comprehensive behavioral health services. The core focus of the program is practical training and service learning experiences.

**Program Notes:**
+ indicates course has prerequisites and/or co requisites.

**Admission Criteria:** None

**Program Prerequisites:** None

**Required Courses: Credits 45**
Students must earn a grade of “C” or better in each course in the Required Course area.
- BHS101 Introduction to Ethical Counseling Issues 3
- BHS105 Introduction to Human Relations 2
- BHS115 Group Dynamics 3
- BHS130 Chemical Dependency 3
- BHS151 Communications Skills in Counseling I 3
- BHS152 Communications Skills in Counseling II 3
- BHS156 Supervised Practice I 3
- BHS178 Peer Training for Behavioral Health Paraprofessionals (3) OR
- BHS204 Counseling in Multicultural Setting (3) 3
- BHS205 Therapeutic Intervention Models 3
- BHS215 Group Process 3
- BHS260 Case Report Writing 1
- +BHS263 Applied Case Report Writing 1
- +BHS290 Child & Family Advocacy 3
- CPD102AD Eliminating Self-Defeating Behavior 2
- PSY101 Introduction to Psychology 3
- +PSY240 Developmental Psychology 3

**General Education Requirement: Credits 25-27**

#### First Year Composition: Credits 6
- +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: Credits 3
- COM100 Introduction to Human Communication (3) OR
- COM100AA Intro to Human Communication Part I (1) AND
- COM100AB Intro to Human Communication Part II (1) AND
- COM100AC Intro to Human Communication Part III (1) OR
- COM110 Interpersonal Communication (3) OR
- COM230 Small Group Communication (3) 3

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

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

### Biomedical Research Technology

**Chairperson: Dr. Teresa Leyba Ruiz**

**Associate in Applied Sciences in Biomedical Research Technology: Credits 61-65 (3113) (Shared)**

**Description:** The Associate in Applied Science (AAS) in Biomedical Research Technology program includes significant course work in both biology and chemistry. Additionally,
it includes an emphasis in bio-safety, business and regulatory issues and a structured internship component that has been developed in partnership with Southeast Valley biomedical companies along with local educational institutions. The program is designed to provide students with a working knowledge of the field by focusing on both theory and application in lab settings, as well as consideration of current topics in biomedical research.

Program Notes:
+ indicates course has prerequisites and/or corequisites.
Students must earn a grade of “C” or better for all courses required within the program.

Admission Criteria: None
Program Prerequisites: Credits 9-11
+ENG091 Fundamental of Writing (3) OR Appropriate English placement test score 3
+MAT090 Developmental Algebra (5) OR
+MAT091 Introductory Algebra (4) OR
+MAT092 Introductory Algebra (3) OR
+MAT093 Introductory Algebra/Math Anxiety Reduction (5) OR Satisfactory score on District placement exam. 3-5
+RDG091 College Preparatory Reading I (3) OR Appropriate Reading placement test score OR Permission of instructor 3

Required Courses: Credits: 43-44
+BIO181 General Biology (Majors) I 4
+BIO205 Microbiology (4) OR
+BIO220 Biology of Microorganisms (4) 4
BIO211AA Biotechnology Seminar: Biomedical Applications 1
+BIO211AB Biotechnology Seminar: Lab Protocol 1
BIO211AE Biotechnology Seminar: Business and Regulatory Issues 1
+BIO212AB Biotechnology II (5) OR
+BIO212BA Cell Biotechnology (5) 5
BIO213 BioSafety 1
+BIO215 Biotechnology Internship 3
+BIO247 Applied Biosciences: Biotechnology (4) OR
+BIO212AA Biotechnology I (5) OR
BIO245 Cellular and Molecular Biology (4) 4-5
+BCHM151 General Chemistry I (3) AND
+BCHM151LL General Chemistry I Laboratory (1) AND
+BCHM130 Fundamental Chemistry (3) AND
+BCHM130LL Fundamental Chemistry Laboratory (1) OR
+BCHM152 General Chemistry II (3) AND
+BCHM152LL General Chemistry II Laboratory (1) 8
+BCHM230 Fundamental Organic Chemistry 3
+BCHM230LL Fundamental Organic Chemistry Laboratory 1
+BCHM260 Fundamental Biochemistry 3
+BCHM260LL Fundamental Biochemistry Laboratory 1
CSC180 Computer Literacy(3) OR
+CSC283 Bioinformatics & Scientific Computing (3) 3

General Education Requirements: Credits: 18-21
General Education Core: Credits: 12-15

First-Year Composition: Credits: 6
+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: Credits: 3
COM100 Introduction to Human Communication (3) OR
+COM225 Public Speaking (3) OR
+COM230 Small Group Communication (3) 3

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

Mathematics: Credits: 3
+MAT122 Intermediate Algebra (3) OR Equivalent OR Satisfactory completion of a higher level mathematics course. 3

General Education Distribution: Credits: 6

Humanities and Fine Arts: Credits: 3
PHI/REL213 Medical and Bio-Ethics (3) OR
+HCR210 Clinical Health Care Ethics (3) 3

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

Natural Sciences: Credits: 0
Met by CHM courses in the Required Courses area 0

BUSINESS
Chairperson: Mark Nielsen

Certificate of Completion in Small Business and Entrepreneurship: Credits 11 (5192)

Description: Students enrolled in the Small Business Entrepreneurship program will acquire the skills, tools and knowledge necessary for successful start-up and operations of a profit-making business. Emphasis is placed on evaluating potential business opportunities, developing a business plan, and practical application of small business operating principles. Students develop a foundation of business startup strategies and practices that will enable them to prosper in the ever-changing small business environment.

Program Notes:
+ indicates course has prerequisites and/or co requisites.
Students must earn a grade of “C” or better in all courses within the program.
CERTIFICATES & DEGREES

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits 9
EPS295 The Small Business Plan and Business Start-Up 2
SBS200 Small Business Operations 2
SBS202 Small Business Bookkeeping and Tax Preparation 1
SBS203 Financing and Cash Management for a Small Business 1
SBS204 Small Business Marketing & Advertising 2
SBS213 Hiring and Managing Employees 1

Restricted Electives: Credits 2
SBS211 Small Business Computer Applications 1
SBS214 Small Business Customer Relations 1
SBS215 Managing Stress in Small Business 1
+SBS216 Planning for a Small Business 2
SBS217 Starting/Managing a Home Business 1
SBS218 Establishing an Import/Export Business 1
SBS220 Internet Marketing for Small Business 2
+SBS298AA Special Projects 1
MGT253 Owning and Operating a Small Business 3

Free Electives: None

Certificate of Completion in Small Business Start-Up:
Credits 12 (5706) NEW (Shared)

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

Program Notes: None

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits 12
MGT253 Owning & Operating a Small Business 3
MKT271 Principles of Marketing 3
SBS213 Hiring & Managing Employees 1
SBS214 Small Business Customer Relations 1
SBS220 Internet Marketing for Small Business 2
SBS230 Financial & Tax Management for Small Business 2

Restricted Electives: None
Free Electives: None

CREATIVE WRITING
Chairperson: Lillian Barker

Academic Certificate in Creative Writing
Credits: 24 (6224) (Shared)

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

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.

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

Program Prerequisites: None

Required Courses: Credits: 21
ENG210 may be substituted for CRW150 with permission of Program Director.
CRW150 Introduction to Creative Writing (3) OR CRW155 Bilingual Creative Writing (3) 3
CRW200 must be repeated for a total of two (2) credits.
+CRW200 Readings for Writers (1) 2
+CRW201 Portfolio 1

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

Series I:
Students must complete two (2) of the following courses for a total of six (6) credits.
- CRW120 Introduction to Writing Children’s Literature 3
- CRW160 Introduction to Writing Poetry 3
- CRW170 Introduction to Writing Fiction 3
- CRW180 Introduction to Writing Nonfiction 3
- CRW190 Introduction to Screenwriting 3
- THE118 Playwriting 3

Series II:
Students must complete three (3) of the following courses for a total of nine (9) credits.
- +CRW202 The Writer as Witness 3
- +CRW203 Dialogue 3
- +CRW204 Journaling 3
- +CRW220 Intermediate Writing Children’s Literature 3
- +CRW260 Intermediate Poetry Writing 3
- +CRW261 Topics in Writing: Poetry 3
- +CRW270 Intermediate Fiction Writing 3
- +CRW271 Topics in Writing: Fiction 3
- +CRW272 Planning and Structuring the Novel 3
- +CRW273 Writing the Novel 3
- +CRW274 Revising the Novel 3
- +CRW275 Writing the Mystery Story 3
- +CRW281 Topics in Writing: Non-Fiction 3
- +CRW290 Intermediate Screenwriting 3
- +CRW291 Topics in Writing: Plays 3

Restricted Electives Credits: 3
- COM243 Interpreter’s Theatre 3
- +CRW221 Any CRW Creative Writing prefixed course not listed under Required Courses area. 1-3
- +ENG217 Personal and Exploratory Writing 3
- +ENG219 Life Stories 3
- ENG235 Magazine Article Writing 3
- +ENG236 Magazine Writer’s Workshop 3
- ENG/THE260 Film Analysis 3
- +ENH221 Any ENH English Humanities prefixed course 3
- HUM/THE210 Contemporary Cinema 3
- +THE220 Modern Drama 3
- +COM/THP241 Oral Interpretation of Literature 3

COMMUNITY HEALTH WORKER
Chairperson: Dr. Douglas Ferguson

Certificate of Completion in Community Health Worker: Credits 16 (5701)

Description: The Community Health Worker Certificate of Completion (CCL) prepares students for careers as Community Health Workers, also commonly referred to as Community Health Advisors, Community Health Representatives, Outreach Workers/Educators, Peer Health Promoters, and Promotoras/es de Salud. The program includes courses designed to provide students with the skills necessary to fulfill the Community Health Worker core roles and competencies identified by The National Community Health Advisor Study and The Community Health Worker National Education Collaborative

Program Notes:
Grade of “C” or better is required for all courses within the program.
+ indicates course has a prerequisite and/or co requisites.

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits 12
- SWU101AA Self-Awareness for Paraprofessional Helpers 1
- +SWU101AB Awareness of Others for Paraprofessional Helpers 1
- +SWU101AC Intervention Assessment for Paraprofessional Helpers 1
- BHS105 Introduction to Human Relations 2
- +BHS151 Communication Skills in Counseling I 3
- +BHS260 Case Report Writing 1
- CHA104 Community Health Work 3

Restricted Electives: Credits: 4
- BHS156 Supervised Practice in Behavioral Health 3
- BPC110 Computer Usage and Applications 3
- CHA101 Introduction to Diabetes 2
- CHA102 Preventative Stages of Diabetes 3
- CHA103 Transcultural Advocacy 3
- COM100 Introduction to Human Communication 3
- CWE198AC Career Work Experience 3
- SWU282AA Volunteering for Social Work 1
- SWU282AB Volunteering for Social Work 2
- SWU282AC Volunteering for Social Work: Service Learning Experience 3
- HES154 First Aid/CPR 3
- BPC104AD Using Excel: Level 1 1
- BPC104BD Using Excel: Level 2 1
- BPC/OAS111AA Computer Keyboarding I 1

EARLY CHILDHOOD ADMINISTRATION AND MANAGEMENT
Chairperson: Dr. Jerome Garrison

Certificate/Degree
Associate in Applied Science in Early Childhood Administration and Management (Shared) Credits: 63-65 (3109)

Associate in Applied Science in Early Childhood Administration and Management Credits: 63-65 (3109)

Description: The Associate in Applied Sciences (AAS) in Early Childhood Administration and Management is an integrated program of study that provides an educational foundation in early childhood education plus administrative
CERTIFICATES & DEGREES

and management courses specifically related to the business needs and practices of early childhood directors, owners and other management-level staff.

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

+ indicates course has a prerequisite and/or co requisites.
++ indicates any module.

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits: 35
CFS206 Child and Family Organizations: Management and Administration 3
CFS207 Organization and Community Leadership in Child and Family Organizations 3
CFS208 Child and Family Organizations: Fiscal Management and Grant Writing 3
EED200 Foundations of Early Childhood Education 3
EED212 Guidance, Management and the Environment 3
EED215 Early Learning: Health, Safety, Nutrition and Fitness 3
EED220 Child, Family, Community and Culture 3
EED222 Introduction to the Exceptional Young Child 3
+EED260 Early Childhood Infant/Toddler Internship (1) OR
+EED261 Early Childhood Preschool Internship (1) 1
+EED278 Early Learning: Curriculum and Instruction - Birth/Preschool 3
+EED280 Observation and Assessment of Typical and Atypical Behaviors 3
+FCS250 Portfolio Development and Professional Writing 3
+FCS260 Family and Consumer Science Internship 1

Restricted Electives: Credits: 3
Students must select courses from any combination of the following prefixes for a total of 3 credits.
+CFS+++ Any CFS Child/Family Studies Course 1-3
+CIS105 Survey of Computer Information Systems 3
+ECH+++ Any ECH Early Childhood Education Course 1-3
+EED+++ Any EED Early Education Course (not in required core) 1-3
+ITD+++ Any ITD Infant/Toddler Development Course 1-3

General Education Requirements: Credits: 25-27
General Education CORE: Credits: 15-17

First-Year Composition: Credits: 6
+ENG101 First-Year Composition (3) AND
+ENG102 First-Year Composition (3) 6

Oral Communication: Credits: 3

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

Critical Reading: Credits: 3
+CRE101 College Critical Reading (3) OR
Equivalent as indicated by assessment.

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

General Education Distribution: Credits: 10

Humanities and Fine Arts: Credits: 3
ENH291 Children's Literature 3

Social and Behavioral Sciences: Credits: 3
CFS205 Human Development 3

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

EARLY CHILDHOOD DEVELOPMENT

Chairperson: Dr. Jerome Garrison

Certificate/Degree
Certificate of Completion in Early Childhood Development (5376)
Associate in Applied Science in Early Childhood Development (3361)

Certificate of Completion in Early Childhood Development: Credits: 30 (5376)

Description: The Certificate of Completion (CCL) in Early Childhood Development program is designed to meet the needs of individuals who are interested in working in early childhood. The program emphasizes working with multilingual and multi-cultural children. Upon completion of the program students will be equipped to work effectively with children and families in both school and home environments and also initiate upward career movement or improve existing skills.

Program Notes:
+ indicates course has a prerequisite and/or co requisites.
CERTIFICATES & DEGREES

Students must earn a grade of “C” or better for all courses required within the program. Student should consult with the Program Director prior to enrollment in ECH269, CFS/ECH284AA and EED261. ECH269, Child Care Seminar and CFS/ECH284AA, Early Childhood Teaching Internship or EED261 Early Childhood Preschool Internship can only be taken after all courses have been completed in the Required Courses area.

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits 30
CFS101AH Art Activities for the Young Child 1
CFS101AR Learning with Toys 1
CFS114 Working with Hyperactive Child 1
CFS/ECH176 Child Development (3) OR
EED276 Global Child Development (3) 3
CFS194AB Early Childhood Program Management: Human Relations 1
+CFS242 Curriculum Planning for Diversity (3) OR
EED230 Diversity in Early Childhood Education (3) 3
+CFS282 Mainstreaming the Young Child with a Disability 1
+CFS284AA/ECH284AA Early Childhood Teaching Internship (2) OR Consult with Program Director prior to enrollment in CFS/ECH284AA. 2
EED261 Early Childhood Preschool Internship (1) 2
EED261 must be repeated to total 2 credits
+CFS285AA Family School Interaction: Preschool 1
ECH125 Writing for Early Childhood Professionals 1
ECH238 Computers in Early Childhood 1
+ECH/CFS269 Child Care Seminar 1
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
+ECH277 Language and Literacy for the Bilingual Child 1
ECH279 Early Childhood Curriculum Development 1
ECH280 Food Experiences with Young Children 1
ECH281 Movement/Music for the Young Child 1
ECH282 Discipline/Guidance of Child Groups 1
ECH283 Physical Well-Being of the Young Child 1
ECH287 Professional Development in Early Childhood Education 1
STO289AA/EDU283AA Using Storytelling in Educational Settings 1

Associate in Applied Science in Early Childhood Development: Credits: 64-67 (3361)

Description: The Associate in Applied Science (AAS) program in Early Childhood Development is designed to meet the needs of individuals who are interested in working in early childhood. The program emphasizes working with multi-linguistic and multi-cultural children. Upon completion students will be equipped to work effectively with children and families in both school and home environments and also initiate upward career movement or improve existing skills.

Program Notes:
+ indicates course has prerequisites and/or co requisites.
Student should consult with the Program Director prior to enrollment in ECH269, CFS/ECH284AA and EED261. ECH269, Child Care Seminar and CFS/ECH284AA, Early Childhood Teaching Internship or EED261 Early Childhood Preschool Internship can only be taken after all courses have been completed in the Required Courses area.

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits 30
Students must earn a grade of “C” or better for each course listed in the “Required Courses” area.
CFS101AH Art Activities for the Young Child 1
CFS101AR Learning with Toys 1
CFS114 Working with Hyperactive Child 1
CFS/ECH176 Child Development (3) OR
EED276 Global Child Development (3) 3
CFS194AB Early Childhood Program Management: Human Relations 1
+CFS242 Curriculum Planning for Diversity (3) OR
EED230 Diversity in Early Childhood Education (3) 3
CFS282 Mainstreaming the Young Child with a Disability 1
Consult with Program Director prior to enrollment in CFS/ECH284AA.
+CFS/ECH284AA Early Childhood Teaching Internship OR 2
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
ECH277 Language and Literacy for the Bilingual Child 1
ECH279 Early Childhood Curriculum Development 1
ECH280 Food Experiences with Young Children 1
ECH281 Movement/Music for the Young Child 1
ECH282 Discipline/Guidance of Child Groups 1
ECH283 Physical Well-Being of the Young Child 1
ECH287 Professional Development in Early Childhood Education 1
CERTIFICATES & DEGREES

INFORMATION TECHNOLOGY
Chairperson: Mark Nielsen

Certificates/Degree:
Certificate of Completion in Information Technology Support (5163)
Certificate of Completion in Information Technology: Computer Applications Specialist (5201)
Certificate of Completion in Information Technology: Web and Graphic Design (5168)
Certificate of Completion in Information Technology: Programming and Systems Analysis (5193)
Certificate of Completion in Information Technology: Cisco Networking Professional (5526)
Certificate of Completion in Information Technology: Network Security (5530)
Certificate of Completion in Information Technology: Network Server (5529)
Certificate of Completion in Information Technology: Networking Administration: Cisco (5969) (SH)

Associate in Applied Science Degree in Information Technology (3167)
Associate in Applied Science Degree Information Technology: Computer Applications Specialist (3098)
Associate in Applied Science Degree Information Technology: Web and Graphic Design (3100) Associate in Applied Science Degree Information Technology: Programming and Systems Analysis (3099)
Associate in Applied Science Degree Information Technology: Cisco Networking Professional (3095)
Associate in Applied Science Degree Information Technology: Network Server (3096)

Certificate of Completion in Information Technology Support: Credits 21-22 (5163)

Description: The Certificate of Completion (CCL) in Information Technology Support is designed to provide training in the fundamental competencies of information technology in business or industry and prepares the student for employment in entry-level information technology support positions.

Program Notes:
Grade of “C” or better is required for all courses within the program.
+ indicates course has a prerequisite and/or co requisites.
++ indicates any module

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits 9-20
CIS105 Survey of Computer Information Systems 3
+CIS190 Introduction to Local Area Networks (3) OR
CNT140AA Cisco Networking Fundamentals (4) OR

STO289AA/EDU283AA Using Storytelling in Educational Settings 1

Restricted Electives: Credits 10
CFS102 Emergency Care for Child Care Providers 1
CFS116 Discipline and Guidance (3) OR
EED212 Guidance, Management & the Environment 3
CFS/ECH120 Contemporary Issues in Early Childhood 1
CFS123 Health in Early Childhood Settings 1
CFS125 Safety in Early Childhood Settings 1
CFS160 Using Music, Speech and Movement with Children’s Literature 1
CFS178 Survey of Early Childhood Education 3
+CFS/ECH212 Creative Activities for Young Children 3
+CFS283 Multicultural Early Child Education 1
CFS290AA Child Abuse: ID and Reporting in Child Care Settings 1
ECH181 Enhancing Infant Development 1
ECH182 Enhancing Toddler Development 1
ECH236 Learning Materials for Young Children 1
CFS296W+ Cooperative Education Any CFS296W+course (1-3) OR
ECH296W+ Cooperative Education Any ECH296W+course (1-3) 1-3

Free Electives: None
General Education Requirements: Credits 24-27
General Education Core Credits: 15-17

First-Year Composition: Credits 6
Any approved general education course in the First-Year Composition Area 6

Oral Communication: Credits 3
COM100 Introduction to Human Communication (3) OR
+COM230 Small Group Communication (3) 3

Critical Reading: Credits 3
Any approved general education course in the Critical Reading Area 3

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

General Education Distribution: Credits 9-10
Humanities and Fine Arts: Credits 2-3
Any approved general education course in the Humanities and Fine Arts area 2-3

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

Natural Sciences: Credits 4
Any approved general education course in the Natural Sciences area 4
CERTIFICATES & DEGREES

MST150++  Microsoft Windows
(Any MST150++ module) 3-4
GBS151  Introduction to Business 3

Restricted Electives: Credits: 11-12
CIS114D+  Spreadsheet (any CIS114 D module) 3
CIS117D+  Database Management
(any CIS117 D module) 3
CIS120D+  Computer Graphics
(any CIS120 D module) 3
CIS112AB  Microsoft Command Line Operations 1
CIS112AE  Windows Operating System: Level I 1
+BPC170  Computer Maintenance I:
A+ Essentials Prep 3
CIS126AL  Linux Operating System I (1) OR
CIS126DL  Linux Operating System (3) 1-3
CIS133DA  Internet/Web Development Level I 3
+CIS15+  Programming (any CIS15+) (3) OR
CIS15+++  Programming (any CIS15+++ module) (3) OR
+CIS16+  Programming (any CIS16+) (3) OR
CIS16+++  Programming (any CIS16+++ module) (3) 3
CNT150AA  Cisco Routing Protocols and Concepts 4
+ITS110  Information Security Fundamentals 4
+MST157DA  Active Directory Windows Server Configuration 4

Free Electives: None
General Education: None

Certificate of Completion in Information Technology: Computer Applications Specialist: Credits: 36-38 (5201)

Description: The Certificate in Information Technology: Computer Applications Specialist is designed to enhance the information technology skills gained through the Certificate of Completion and the Associate in Applied Sciences degree in Information Technology: Computer Applications Specialist, focusing on advanced software skills - including application implementation, development, and operating systems - necessary for entry-level software technician support positions. 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 co requisites.

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits: 21-22
CIS114DE  Excel Spreadsheet 3
CIS117DM  Microsoft Access: Database Management 3
CIS118DB  Desktop Presentation: PowerPoint 3
CIS105  Survey of Computer Information Systems 3

+CIS190  Introduction to Local Area Networks (3) OR
CNT140  Cisco Networking Basic (4) OR
CNT140AA  Cisco Networking Fundamentals (4) 3-4

GBS151  Introduction to Business 3
MST150++  Microsoft Windows
(Any MST150++ module) 3

Restricted Electives: Credits: 15-16
CIS120AK  Introduction to Digital Video Editing 1
CIS120DC  Flash: Digital Animation 3
CIS120DF  Computer Graphics: Adobe Photoshop 3
CIS120DH  Computer Graphics: Microsoft Visio 3
CIS121AB  Microsoft Command Line Operations 1
CIS121AE  Windows Operating System: Level I 1
CIS133DA  Internet/Web Development Level I 3
+CIS138DA  Desktop Design and Publishing Using Adobe InDesign 3
+BPC170  Computer Maintenance I:
A+ Essentials Prep 3
CIS126DL  Linux Operating System 3
+CIS159  Visual Basic Programming I (3) OR
+CIS162AD  C#: Level I (3) OR
+CIS163AA  Java Programming: Level I (3) 3
+CIS169  Introduction to Visual Basic for Applications 3
+CIS214DE  Advanced Excel Spreadsheet: Level II 3
+CIS217AM  Advanced Microsoft Access: Database Management 3
+CIS220DF  Advanced Photoshop 3
+CIS238DL  Linux System Administration 3
+MST157DA  Active Directory Windows Server Configuration 4

Free Electives: None
General Education: None

Associate in Applied Science Degree Information Technology: Computer Applications Specialist (Credits: 61-65) (3098)

Description: The Associate in Applied Science (AAS) degree in Information Technology: Computer Applications Specialist is designed to enhance the information technology skills gained, focusing on advanced software skills - including application implementation, development, and operating systems - necessary for entry-level software technician support positions. A Certificate of Completion (CCL) is also available.

Program Notes:
+ indicates course has prerequisites and/or co requisites.

Students must earn a grade of “C” or better in all courses within the program.
Students should select from the following courses in consultation with a department advisor.
CERTIFICATES & DEGREES

Admission Criteria: None
Program Prerequisites: Credits: None

Required Courses: Credits: 21-22
CIS114DE Excel Spreadsheet 3
CIS117DM Microsoft Access: Database Management 3
CIS118DB Desktop Presentation: PowerPoint 3
CIS105 Survey of Computer Information Systems 3
+CIS190 Introduction to Local Area Networks (3) OR
CNT140AA Cisco Networking Fundamentals (4) 3-4
GBS151 Introduction to Business 3
MST150++ Microsoft Windows (any MST150++ module) 3

Restricted Electives: Credits: 15-16
CIS120AK Introduction to Digital Video Editing 1
CIS120DC Flash: Digital Animation 3
CIS120DF Computer Graphics: Adobe Photoshop 4
CIS120DH Computer Graphics: Microsoft Visio 3
CIS121AB Microsoft Command Line Operations 1
CIS121AE Windows Operating System: Level I 1
CIS133DA Internet/Web Development Level I 3
+CIS138DA Desktop Design and Publishing Using Adobe InDesign 3
+BPC170 Computer Maintenance I: A+ Essentials Prep 3
CIS126DL Linux Operating System 3
+CIS159 Visual Basic Programming I (3) OR
+CIS162AD C#: Level I (3) OR
+CIS163AA Java Programming: Level I (3)
+CIS169 Introduction to Visual Basic for Applications 3
+CIS214DE Advanced Excel Spreadsheet: Level II 3
+CIS217AM Advanced Microsoft Access: Database Management 3
+CIS220DF Advanced Photoshop 3
+CIS238DL Linux System Administration 3
+MST157DA Active Directory Windows Server Configuration 4

General Education Requirement: Credits: 25-27
General Education CORE: Credits:15-17
First-Year Composition: Credits: 6
Any approved General Education course in the First-Year Composition Area 6

Oral Communication: Credits: 3
Any approved General Education course in the Oral Communication Area 3

Critical Reading: Credits: 3
Any approved General Education course in the Critical Reading Area 3

Mathematics: Credits: 3-5
MAT120 Intermediate Algebra (5) OR
MAT121 Intermediate Algebra (4) OR
MAT122 Intermediate Algebra (3) OR
MAT151 Intermediate Algebra (4) 3-5

General Education Distribution Credits: 10
Humanities & Fine Arts: Credits: 3
Any approved General Education course in the Humanities and Fine Arts Area 3

Social and Behavioral Sciences: Credits: 3
Any approved General Education course in the Social and Behavioral Sciences Area 3

Natural Sciences: Credits: 4
Any approved General Education course from the Natural Sciences Area 4

Certificate of Completion in Information Technology: Web and Graphic Design: Credits 36-38 (5168)
Description: The Certificate of Completion in Information Technology: Web and Graphic Design is designed to enhance the information technology skills gained and focuses on the analysis, design, and programming skills necessary for entry-level web development support positions. 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 co requisites.
Students should select from the following courses in consultation with a department advisor.

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits: 27
CIS105 Survey of Computer Information Systems 3
+CIS120DB Computer Graphics: Adobe Illustrator 3
+CIS120DC Flash: Digital Animation 3
+CIS120DF Computer Graphics: Adobe Photoshop 3
CIS133DA Internet/Web Development Level I 3
+CIS220DC Flash: Advanced Animation and ActionScript 3
+CIS220DF Advanced Photoshop 3
+CIS233DA Internet/Web Development Level II (3) OR
+CIS233DC Internet Web Development: Dreamweaver 3
+CIS235 e-Commerce 3

Restricted Electives: Credits:9-11
ART100 Introduction to Computer Graphic Art 1
ART111 Drawing I 3
ADA/ART112 Two-Dimensional Design 3
+ART122 Drawing and Composition II 3
ART131 Photography I (3) OR
ART142 Introduction to Digital Photography (3) 3
BPC/CIS120AK Introduction to Digital Video Editing 1
BPC/CIS120D+ Computer Graphics (any D+ module except DB, DC and DF) 3
CIS126AL Linux Operating System 1 (1)
CIS126DL OR LINUX OPERATING SYSTEM (3) 1-3
+CIS159 Visual Basic Programming I 3

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+CIS162AD C# Level I 3
+CIS163AA Java Programming: Level I 3
+CIS166++ Web Scripting/Programming (any CIS166++ module) 3
+CIS190 Introduction to Local Area Networks (3) OR
CNT140AA Cisco Networking Fundamentals (4) OR
MST150++ Microsoft Windows (Any MST150++ module) (3) 3-4
+CIS234D+ Internet/Web Development Level III (any CIS243D+ module) 3
+CIS259 Visual Basic Programming II (3) OR
+CIS262AD C# Level II (3) OR
+CIS263AA Java Programming: Level II (3) 3
GBS151 Introduction to Business 3

Free Electives: None

Associate in Applied Science Degree Information Technology: Web and Graphic Design Credits: 61-65 (3100)

Description: The Associate in Applied Sciences (AAS) degree in Information Technology: Web and Graphic Design is designed to enhance the information technology skills gained, focusing on the analysis, design, and programming skills necessary for entry-level computer programming support positions. A Certificate of Completion (CCL) is also available.

Program Notes:
+ indicates course has prerequisites and/or co requisites. Students must earn a grade of “C” or better in all courses within the program.
Students should select from the following courses in consultation with a Department Advisor.

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits: 27
CIS105 Survey of Computer Information Systems 3
CIS120DB Computer Graphics: Adobe Illustrator 3
CIS120DC Flash: Digital Animation 3
CIS120DF Computer Graphics: Adobe Photoshop 3
CIS133DA Internet/Web Development Level I 3
+CIS220DC Flash: Advanced Animation and ActionScript 3
+CIS220DF Advanced Photoshop 3
+CIS233DA Internet/Web Development Level II (3) OR
+CIS233DC Internet Web Development: Dreamweaver 3
+CIS235 e-Commerce 3

Restricted Electives: Credits: 9-11
ART100 Introduction to Computer Graphic Art 1
ART111 Drawing I 3
CIS126AL Linux Operating System I (1) OR Linux Operating System (3) 1-3

ADA/ART11 2 Two-Dimensional Design
+ART122 2 Two-Dimensional Design

+CIS159 Visual Basic Programming I 3
+CIS162AD C# Level I 3
+CIS163AA Java Programming: Level I 3
+CIS166++ Web Scripting/Programming (any CIS166++ module) 3
+CIS190 Introduction to Local Area Networks (3) OR
CNT140AA Cisco Networking Fundamentals (4) OR
MST150++ Microsoft Windows (Any MST150++ module) (3) 3-4

General Education Requirements: Credits: 25-27
General Education CORE: Credits: 15-17

First-Year Composition: Credits: 6
Any approved General Education course in the First-Year Composition Area 6

Oral Communication: Credits: 3
Any approved General Education course in the Oral Communication Area 3

Critical Reading: Credits: 3
Any approved General Education course in the Critical Reading Area 3

Mathematics: Credits: 3-5
MAT120 Intermediate Algebra (5) OR
MAT121 Intermediate Algebra (4) OR
MAT122 Intermediate Algebra (3) OR
MAT151 Intermediate Algebra (4) 3-5

General Education Distribution Credits: 10
Humanities & Fine Arts: Credits: 3
Any approved General Education course in the Humanities and Fine Arts Area 3

Social and Behavioral Sciences: Credits: 3
Any approved General Education course in the Social and Behavioral Sciences Area 3

Natural Sciences: Credits: 4
Any approved General Education course from the Natural Sciences Area 4

Certificate of Completion in Information Technology: Programming and Systems Analysis: Credits: 36-38 (5193)

Description: The Certificate of Completion (CCL) in Information Technology: Programming and Systems Analysis is designed to enhance the information technology skills gained through focusing on the analysis, design, and programming skills necessary for entry-level computer programming support positions. An Associate in Applied Science (AAS) is also available.
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Program Notes:
Students must earn a grade of “C” or better in all courses within the program.
+ indicates course has prerequisites and/or co requisites.
Students should select from the following courses in consultation with a department advisor.

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits: 21-22
CIS105 Survey of Computer Information Systems 3
+CIS190 Introduction to Local Area Networks (3) OR
CNT140AA Cisco Networking Fundamentals (4) OR
MST150++ Microsoft Windows (Any MST150++module) (3) 3-4
+CIS159 Visual Basic Programming I 3
+CIS162AD C #: Level I (3) OR
+CIS163AA Java Programming: Level I (3) 3
+CIS225 Business Systems Analysis and Design (3) OR
+CIS225AB Object-Oriented Analysis and Design (3) 3
+CIS259 Visual Basic Programming II (3) OR
+CIS262AD C #: Level II (3) OR
+CIS263AA Java Programming: Level II (3) 3
GBS151 Introduction to Business 3

Restricted Electives: Credits: 15-16
CIS117DM Microsoft Access: Database Management 3
CIS120DC Flash: Digital Animation 3
CIS120DF Computer Graphics: Adobe Photoshop 3
CIS126AL Linux Operating System I (1) OR
CIS126DL Linux Operating System (3) 1-3
CIS133++ Any Internet/Web Development (totaling 3 credits) 3
CIS162AD C#: Level I (3) OR
+CIS163AA Java Programming Level: I 3
+CIS166++ Web Scripting (Any module) 3
+CIS217AM Advanced MS Access: Database Management 3
+CIS220DC Flash: Advanced Animation and Action Script 3
+CIS250 Management of Information Systems 3
+CIS259 Visual Basic Programming II 3
+CIS262AD C#: Level II 3
+CIS263AA Java Programming: Level II 3
+CIS298AA Special Projects 1

Free Electives: None
General Education: None

Associate in Applied Science Degree Information Technology: Programming and Systems Analysis Credits: 61-65 (3099)
Description: The Associate in Applied Science (AAS) degree in Information Technology: Programming and Systems Analysis focuses on the analysis, design, and programming skills necessary for entry-level computer programming support positions. A Certificate of Completion (CCL) is also available.

Program Notes:
+ indicates course has prerequisites and/or co requisites.
Students must earn a grade of “C” or better in all courses within the program.
Students should select from the following courses in consultation with a department advisor.

Admission Criteria: None
Program Prerequisites: None

Required Courses: Certificate of Completion in Information Technology: Programming and Systems Analysis, Credits: 36-38 (5193)

General Education Requirements: Credits: 25-27
General Education CORE: Credits: 15-17
First-Year Composition: Credits: 6
Any approved General Education course in the First-Year Composition Area 6

Oral Communication: Credits: 3
Any approved General Education course in the Oral Communication Area 3

Critical Reading: Credits: 3
Any approved General Education course in the Critical Reading Area 3

Mathematics: Credits: 3-5
MAT120 Intermediate Algebra (5) OR
MAT121 Intermediate Algebra (4) OR
MAT122 Intermediate Algebra (3) OR
MAT151 Intermediate Algebra (4) 3-5

General Education Distribution Credits: 10
Humanities & Fine Arts: Credits: 3
Any approved General Education course in the Humanities and Fine Arts Area 3

Social and Behavioral Sciences: Credits: 3
Any approved General Education course in the Social and Behavioral Sciences Area 3

Natural Sciences: Credits: Credits: 4
Any approved General Education course from the Natural Sciences Area 4

Certificate of Completion in Information Technology: Cisco Networking Credits: 41 (5526)
Description: The Certificate of Completion (CCL) in Information Technology: Cisco Networking program focuses
CERTIFICATES & DEGREES

on the skills needed to prepare for industry-recognized certifications with an emphasis on certifications at the professional-level. Knowledge and skills are developed to install, configure, maintain, and troubleshoot Cisco routers and components, advanced routing protocols, Local Area Networks (LANs), and Wide Area Networks (WANs); troubleshoot problems with various common hardware and software configurations; perform administrative tasks in a network. Courses in the program also focus on the skills needed to prepare for various Cisco certifications including the Cisco Certified Networking Associate (CCNA) and Cisco Certified Network Professional Certifications (CCNP). A Certificate of Completion (CCL) is also available.

Program Notes:
+ indicates course has prerequisites and/or co requisites.
++ indicates any module
Students must earn a grade of “C” or better in all courses within the program.
Students should select from the following courses in consultation with a department advisor.

Admission Criteria: None

Program Prerequisites: Credits: 3
CIS105, Survey of Computer Information Systems OR permission of Program Director

Required Courses: Credits: 41
CNT140AA Cisco Networking Fundamentals 4
+CNT150AA Cisco Routing Protocols and Concepts 4
+CNT160AA Cisco Local Area Networking (LAN) Switching and Wireless 4
+CNT170AA Cisco Accessing the Wide-Area Network (WAN) 4
+CNT2++ Cisco (Select 16 credits from any CNT2++ course) 16
CIS126DL Linux Operating System (3) MST150++ Microsoft Windows (any MST150++ module) 3
+BPC170 Computer Maintenance I: A+ Essentials Prep (3)

General Education Requirements: Credits: 22-27
First-Year Composition: Credits: 6
Any approved General Education course in the First-Year Composition Area 6
Oral Communication: Credits: 3
Any approved General Education course in the Oral Communication Area 3
Critical Reading: Credits: 0-3
Any approved General Education course in the Critical Reading Area OR Equivalent as indicated by assessment 0-3
Mathematics: Credits: 3-5
MAT120 Intermediate Algebra (5) OR MAT121 Intermediate Algebra (4) OR MAT122 Intermediate Algebra (3) OR MAT151 Intermediate Algebra (4) 3-5

General Education Distribution Credits: 10
Humanities & Fine Arts: Credits: 3
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Any approved General Education course in the Humanities and Fine Arts Area  

**Social and Behavioral Sciences: Credits: 3**  
Any approved General Education course in the Social and Behavioral Sciences Area  

**Natural Sciences: Credits: 4**  
Any approved General Education course in the Natural Sciences Area  

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**Certificate of Completion in Information Technology: Network Security Credits: 41-42 (5530)**

**Description:** The Certificate of Completion (CCL) in Information Technology: Network Security program is designed to focus on the necessary skills required to secure a network including the security of various operating systems and network devices. Emphasis is placed on developing the theoretical and practical skills needed to maintain security on mission-critical networking and server systems. The program is designed to meet the training needs of government and industry employees. The program covers a variety of information security disciplines which include both vendor-neutral and vendor-specific information technology (IT) security training. The Information Technology: Network Security program also focuses on the skills needed for internationally recognized IT certifications and high demands in business, industry and government. An Associate in Applied Science (AAS) is also available.

**Program Notes:**
- + indicates course has prerequisites and/or co requisites.  
- ++ indicates any module

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

Students should select from the following courses in consultation with a department advisor.

**Admission Criteria:** None

**Program Prerequisites:** Credits: 3  
CIS105, Survey of Computer Information Systems OR permission of Program Director

**Required Courses:** Credits: 38  

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<td>Cisco Networking Fundamentals (4)</td>
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<tr>
<td>+CNT150AA</td>
<td>Cisco Routing Protocols and Concepts (4)</td>
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<td>Cisco Local Area Networking (LAN) Switching and Wireless</td>
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<td>+CNT170AA</td>
<td>Cisco Accessing the Wide-Area Network (WAN)</td>
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<tr>
<td>+CNT205</td>
<td>Cisco Certified Network Associate Security</td>
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<td>+CNT202</td>
<td>Cisco Secure Firewall Appliance Configuration</td>
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</tr>
<tr>
<td>+ITS110</td>
<td>Information Security Fundamentals</td>
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<tr>
<td>+MST150++</td>
<td>Microsoft Windows (any MST150++ module)</td>
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**Associate in Applied Science in Information Technology: Network Security Credits: 63-69 (3097)**

**Description:** The Associate of Applied Science (AAS) in Information Technology: Network Security program is designed to focus on the necessary skills required to secure a network including the security of various operating systems and network devices. Emphasis is placed on developing the theoretical and practical skills needed to maintain security on mission-critical networking and server systems. The program is designed to meet the training needs of government and industry employees. The program covers a variety of information security disciplines which include both vendor-neutral and vendor-specific information technology (IT) security training. The Information Technology: Network Security program also focuses on the skills needed for internationally recognized IT certifications and high demands in business, industry and government. A Certificate of Completion (CCL) is also available.

**Program Notes:**
- + indicates course has prerequisites and/or co requisites.  
- ++ indicates any module

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

Students should select from the following courses in consultation with a Department Advisor.

**Admission Criteria:** None

**Program Prerequisites:** Credits: 3  
CIS105, Survey of Computer Information Systems OR permission of Program Director

**Required Courses:** Credits: 38  

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<td>+CNT202</td>
<td>Cisco Secure Firewall Appliance Configuration</td>
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<td>Active Directory Windows Server Configuration</td>
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<td>+MST15+</td>
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<td>+MST2++</td>
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<td>BPC170 AA</td>
<td>Computer Maintenance I: A+ Technician Prep</td>
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<td>+BPC270 AA</td>
<td>Computer Maintenance II: A+ Technician Prep</td>
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<tr>
<td>+CNT2++</td>
<td>Cisco (Any CNT2++ Module)</td>
<td>4</td>
</tr>
<tr>
<td>+MST157DA</td>
<td>Active Directory Windows Server Configuration</td>
<td>4</td>
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</table>

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+ITS110 Information Security Fundamentals 4
MST150++ Microsoft Windows (any MST150++ module) 3
+MST157DA Active Directory Windows Server Configuration 4

Restricted Electives: Credits: 3-4
+CIS238DL Linux System Administration 3
+MST15+ Microsoft Windows (any MST15+ module) 3-4
+BPC170 Computer Maintenance I: A+ Technician Prep 3
+CNT2++ Cisco (Any CNT2++ Module) 4

General Education Requirements: Credits: 25-27

First-Year Composition: Credits: 6
Any approved General Education course in the First-Year Composition Area 6

Oral Communication: Credits: 3
Any approved General Education course in the Oral Communication Area 3

Critical Reading: Credits: 0-3
Any approved General Education course in the Critical Reading Area OR Equivalent as indicated by assessment. 3

Mathematics: Credits: 3-5
MAT120 Intermediate Algebra (5) OR
MAT121 Intermediate Algebra (4) OR
MAT122 Intermediate Algebra (3) OR
MAT151 Intermediate Algebra (4) 3-5

General Education Distribution Credits: 10

Humanities & Fine Arts: Credits: 3
Any approved General Education course in the Humanities and Fine Arts Area 3

Social and Behavioral Sciences: Credits: 3
Any approved General Education course in the Social and Behavioral Sciences Area 3

Natural Sciences: Credits: 4
Any approved General Education course in the Natural Sciences Area 4

Certificate of Completion in Information Technology: Network Server Credits: 39-40 (5529)

Description: The Certificate of Completion (CCL) in Information Technology: Network Server program focuses on the skills needed to install, implement, manage, and troubleshoot networks and systems in both a Linux and Microsoft server environment. Most complex networking environments today include multiple operating system platforms which include Unix/Linux and Microsoft servers. An Associate in Applied Science (AAS) is also available.

Program Notes:
+ indicates course has prerequisites and/or corequisites.
++ indicates any module
Students must earn a grade of “C” or better in all courses within the program.
Students should select from the following courses in consultation with a department advisor.

Admission Criteria: None

Program Prerequisites: Credits: 3
CIS105, Survey of Computer Information Systems (3) OR permission of Program Director

Required Courses: Credits 32
CIS126DL Linux Operating System 3
+CIS238DL Linux System Administration 3
CNT140AA Cisco Networking Fundamentals 4
+CNT150AA Cisco Routing Protocols and Concepts 4
+CNT160AA Cisco Local Area Networking (LAN) Switching and Wireless 4
+CNT170AA Cisco Accessing the Wide-Area Network (WAN) 4

MST150++ Microsoft Windows (any MST150++ module) 3
+MST157DA Active Directory Windows Server Configuration 4

BPC170 Computer Maintenance I: A+ Essentials Prep 3

Restricted Elective: Credits: 7-8
+BPC270 Computer Maintenance II: A+ Prep Programming (any CIS15+) (3) OR
+CIS15++ Programming (any CIS15+++ module) (3) 3
CIS190 Introduction to Local Area Networks (3) OR

MST140 Microsoft Networking Essentials (3) 3
+MST2++ Microsoft (any MST2++) 3-4
+MST15+ Microsoft Windows (any MST15+) 3-4
+ITS110 Information Security Fundamentals 4
+MST2++ Microsoft (any MST2++) 3-4
+CIS239DL Linux Shell Scripting 3
+ITS110 Information Security Fundamentals 4
+CIS239DL Linux Shell Scripting 3

Free Electives: None

General Education Requirements: None
CERTIFICATES & DEGREES

Associate in Applied Science Degree Information Technology: Network Server Credit: 61-67 (3096)

Description: The Associate in Applied Science (AAS) in Information Technology: Network Server program focuses on the skills needed to install, implement, manage, and troubleshoot networks and systems in both a Linux and Microsoft server environment. Most complex networking environments today include multiple operating system platforms which include Linux and Microsoft servers. A Certificate of Completion (CCL) is also available.

Program Notes:
+ indicates course has prerequisites and/or co requisites. Students must earn a grade of “C” or better in all courses within the program. Students should select from the following courses in consultation with a department advisor.

Admission Criteria: None

Program Prerequisites: Credits: 3
CIS105, Survey of Computer Information Systems (3) or permission of Program Director

Required Courses: Credits: 32
CIS126DL Linux Operating System 3
+CIS238DL Linux System Administration 3
CNT140AA Cisco Networking Fundamentals 4
+CNT150AA Cisco Routing Protocols and Concepts 4
+CNT160AA Cisco Local Area Networking (LAN) Switching and Wireless 4
+CNT170AA Cisco Accessing the Wide-Area Network (WAN) 4
MST150++ Microsoft Windows (any MST150++ module) 3
+MST157DA Active Directory Windows Server Configuration 4
BPC170 Computer Maintenance I: A+ Essentials Prep 3

Restricted Electives: Courses: 7-8
+BPC270 Computer Maintenance II: A+ Technician Prep 3
+CIS15+++ Programming (any CIS15+++ module) (3) 3
CIS190 Introduction to Local Area Networks (3) OR
MST140 Microsoft Networking Essentials (3) 3
+MST15+ Microsoft Windows (any MST15+) 3-4

General Education Requirement: Credits: 25-27

General Education CORE: Credits: 15-17

First-Year Composition: Credits: 6
Any approved General Education course in the First-Year Composition Area 6

Oral Communication: Credits: 3
Any approved General Education course in the Oral Communication Area 3

Critical Reading: Credits: 0-3
Any approved General Education course in the Critical Reading Area OR Equivalent as indicated by assessment. 0-3

Mathematics: Credits: 3-5
MAT120 Intermediate Algebra (5) OR
MAT121 Intermediate Algebra (4) OR
MAT122 Intermediate Algebra (3) OR
MAT151 Intermediate Algebra (4) 3-5

General Education Distribution Credits: 10
Humanities & Fine Arts: Credits: 3
Any approved General Education course in the Humanities and Fine Arts Area 3

Social and Behavioral Sciences: Credits: 3
Any approved General Education course in the Social and Behavioral Sciences Area 3

Natural Sciences: Credits 4
Any approved General Education course in the Natural Sciences Area 4

Certificate of Completion in Network Administration: Cisco Network Professional Credits: 16 (5328) NEW (Shared)

Description: The Certificate of Completion (CCL) in Network Administration: Cisco Network Professional program equip students with marketable skills for learning the specific tasks and industry-recognized standards associated with network professional who can install, configure, and troubleshoot local and wide area networks for enterprise organizations with networks comprised of 100 to 500 or more nodes. The coursework emphasizes security, converged networks, quality of service (QoS), virtual private networks (VPN), broadband technologies, and integrating technologies in the network infrastructure. The program also prepares students to complete the required certification tests in Cisco Certified Network Professional (CCNP) certification, which indicates advanced or journeyman knowledge of networks.

Program Notes:
+ indicates course has prerequisites and/or corequisites. ++ indicates any module. Students must earn a grade of “C” or better for all courses within the program.

Admission Criteria: None

Program Prerequisites: Credits: 0-4
CNT170AA Cisco Accessing the Wide-Area Network (WAN) (4) OR Cisco Certified Network Associate (CCNA) Industry Certification 0-4

Required Courses: Credits: 16
+CNT200 CCNP ROUTE: Implementing Cisco IP Routing 4
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+CNT202 Cisco Secure Firewall Appliance Configuration (4) OR
+CNT205 Cisco Certified Network Associate Security (4) OR
+CNT206 Cisco Certified Network Associate Wireless (4) OR
+CNT208 Cisco Certified Network Associate Voice (4) OR
+CNT220 CCNP SWITCH: Implementing Cisco IP Switching (4)
+CNT231 CCNP TSHOOT: Maintaining and Troubleshooting Cisco IP Networks (4)

Certificate of Completion in Networking Administration: Cisco Credits: 14-18 (5969) (Shared)

Description: The Certificate of Completion (CCL) in Networking Administration: Cisco is a Cisco Systems recognized Regional or Local Academy that prepares students for industry-recognized certification. The curriculum is taught by Cisco Systems Certified Professionals. The Certificate of Completion (CCL) in Networking Administration: Cisco provides training for a position working with Cisco Systems networking and Internet hardware. Knowledge and skills are developed to install, configure, maintain, and troubleshoot Cisco routers and components, advanced routing protocols, Local Area Networks (LANs), and Wide Area Networks (WANs). The courses in the program also prepare students for the Cisco Certified Networking Associate examination.

Program Notes:
+ indicates course has prerequisites and/or co requisites.
Students must earn a grade of “C” or better for all courses required within the program

Admission Criteria: None
Program Prerequisites: None

One of the following 2 tracks must be fulfilled:
Required Courses: Credits: 14-18

Track 1 - Exploration: Credits: 14-18
CNT140 Cisco Networking Basics (4) OR CNT140AA Cisco Networking Fundamentals (4) OR CNT138 CCNA Discovery - Working at Home and Small Businesses (3) AND
+CNT148 CCNA Discovery - Working at a Small-to-Medium Business or Internet Service Provider (3) 4-6
+CNT150 Cisco Networking Router Technologies (4) OR
+CNT150AA Cisco Routing Protocols and Concepts (4) 4
+CNT160 Cisco Switching Basics and Intermediate Routing (3) OR
+CNT160AA Cisco Local Area Networking (LAN) Switching and Wireless (4) 3-4
+CNT170 Cisco Wide Area Networks (WAN) Technologies (3)

Track 2 - Discovery: Credits: 14
CNT138 CCNA Discovery - Working at Home and Small Businesses 3
+CNT148 CCNA Discovery - Working at a Small-to-Medium Business or Internet Service Provider 3
+CNT158 CCNA Discovery - Introduction to Routing and Switching in the Enterprise 4
+CNT168 CCNA Discovery - Designing and Supporting Computer Networks 4

Associate in Applied Science in Information Technologies: Credits: 60-64 (3167)

Description: The Associate in Applied Science (AAS) degree in Computer and Information Technologies is designed to provide training for positions in the Information Technology field as computer and information technology support specialists. This degree is intended to provide the student with flexibility in designing a program of study that is relevant to the rapidly changing needs of business and industry while allowing the student to match their own talents, interests, and goals. This degree is also intended for students who desire to transfer to university Bachelor of Applied Science degree programs which accept Associate of Applied Science degree block-transfer.

Program Notes:
+ indicates course has prerequisites and/or co requisites.
++ indicates any module
Students must earn a grade of “C” or better in all courses within the program.

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits: 9-10
CIS105 Survey of Computer Information Systems 3
+CIS190 Introduction to Local Area Networks (3) OR
CNT140AA Cisco Networking Fundamentals (4) OR
MST150++ Microsoft Windows (Any MST150++module) (3) 3-4
GBS151 Introduction to Business 3

Restricted Electives: Credits: 26-27
Students should select from the Restricted Electives courses in consultation with a Department Advisor.
Students must complete a minimum of 12 credit hours of 200-level Restricted Elective coursework in the BPC, CIS, CNT, and/or MST prefixes.

Courses completed 5 or more years prior to graduation do not meet the restricted elective requirement and will not be included in the hours required for degree completion.
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<td>ART111</td>
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<td>ART142</td>
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<td>Computer Maintenance II: A+ Technician Prep</td>
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<td>CIS114DE</td>
<td>Excel Spreadsheet</td>
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<td>+CIS133CA</td>
<td>Internet/Web Development Level I-C</td>
<td>1</td>
</tr>
<tr>
<td>CIS133DA</td>
<td>Internet/Web Development Level I</td>
<td>3</td>
</tr>
<tr>
<td>+CIS1214DE</td>
<td>Advanced Excel Spreadsheet: Level II</td>
<td>3</td>
</tr>
<tr>
<td>+CIS1217AM</td>
<td>Advanced Microsoft Access: Database Management</td>
<td>3</td>
</tr>
<tr>
<td>+CIS220DF</td>
<td>Advanced Photoshop</td>
<td>3</td>
</tr>
<tr>
<td>CIS126AL</td>
<td>Linux Operating System I (1) OR</td>
<td></td>
</tr>
<tr>
<td>CIS126DL</td>
<td>Linux Operating System (3)</td>
<td>1-3</td>
</tr>
<tr>
<td>+CIS15+</td>
<td>Programming (any CIS15+)</td>
<td>3</td>
</tr>
<tr>
<td>+CIS15+++</td>
<td>Programming (any CIS15+++ module)</td>
<td>3</td>
</tr>
<tr>
<td>+CIS16+</td>
<td>Programming (any CIS16+)</td>
<td>3</td>
</tr>
<tr>
<td>+CIS16+++</td>
<td>Programming (any CIS16+++ module)</td>
<td>3</td>
</tr>
<tr>
<td>+CIS220DC</td>
<td>Flash: Advanced Animation and ActionScript</td>
<td>3</td>
</tr>
<tr>
<td>+CIS225</td>
<td>Business Systems Analysis and Design (3) OR</td>
<td></td>
</tr>
<tr>
<td>+CIS225AB</td>
<td>Object-Oriented Analysis and Design (3)</td>
<td>3</td>
</tr>
<tr>
<td>CIS233DA</td>
<td>Internet/Web Development Level II</td>
<td>3</td>
</tr>
<tr>
<td>+CIS235</td>
<td>e-Commerce</td>
<td>3</td>
</tr>
<tr>
<td>+CIS238</td>
<td>Advanced UNIX System Administration (3) OR</td>
<td></td>
</tr>
</tbody>
</table>

Free Electives: None

General Education: Credits: 25-27
General Education CORE: Credits: 15-17

First-Year Composition: Credits: 6
Any approved General Education course in the First-Year Composition Area 6

Oral Communication: Credits: 3
Any approved General Education course in the Oral Communication Area 3

Critical Reading: Credits: 3
Any approved General Education course in the Critical Reading Area 3

Mathematics: Credits: 3-5
Any approved General Education course in the Mathematics Area

General Education Distribution Credits: 10

Humanities & Fine Art: Credits: 3
Any approved General Education course in the Humanities and Fine Arts Area 3

Social and Behavioral Sciences: Credits: 3
Any approved General Education course in the Social and Behavioral Sciences Area 3

Natural Sciences: Credits: 4
Any approved General Education course in the Natural Sciences Area 4
CERTIFICATES & DEGREES

MANAGEMENT - BUSINESS MANAGEMENT
Chairperson: Mark Nielsen

Associate in Applied Science in Business Management
Credits: 66-67 (3054)

Description: The Associate in Applied (AAS) degree in Business Management provides students with a basic inventory of skills and competencies that will meet their needs when they become practitioners in the field. Recognizing that many persons already involved in business and industry desire to improve their skills, the program also seeks to offer alternative for the increase of knowledge and the improvement of skills by current practitioners in the field.

Program Notes:
Students must earn a grade of “C” or better for all courses required within the program
+ indicates course has prerequisite.

Admission Criteria: None
Program Prerequisites: None

Required Courses Credits: 30-31
ACC107 Bookkeeping Theory & Practice (4) OR
ACC111 Accounting Principles I (3) 3-4
CIS105 Survey Computer Info. Systems 3
GBS131 Business Calculations 3
GBS151 Introduction to Business 3
GBS205 Legal Ethical/Regulatory Issues in Business 3
+GBS233 Business Communication 3
MGT229 Management & Leadership I 3
+MGT230 Management & Leadership II 3
MGT251 Human Relations in Business 3
MKT271 Principles of Marketing (3) OR
MGT276 Personnel/Human Resource Management (3) 3

Restricted Electives: Credits: 12
Note: Students should select from the following courses in consultation with a department advisor:
MGT135 Purchasing Management 3
MGT253 Owning & Operating a Small Business 3
MGT275 Office Management & Procedures 3
MGT277 Labor Relations 3
MKT263 Advertising Principles 3
MKT267 Principles of Salesmanship 3
+MGT296WA Cooperative Education (1) OR
+MGT296WB Cooperative Education (2) OR
+MGT296WC Cooperative Education (3) 1-3

General Studies Requirements: Credits 24-25

General Education Core Credits: 15
First-Year Composition: Credits: 6
+ENG101 First-Year Composition (3) AND
+ENG102 First-Year Composition (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: 3
CRE101 College Critical Reading (3) OR
CRE111 Critical Reading for Business & Industry (3) OR equivalent by assessment. 3

Mathematics: Credits: 3
MAT102 Mathematical Concepts/Applications (3) OR equivalent by assessment OR satisfactory completion of a higher level math course 3

General Education Distribution Credits: 9-10
Humanities and Fine Arts: Credits: 2-3
Any approved general education course in the Humanities and Fine Arts area 2-3

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

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

MANAGEMENT - EMERGENCY MANAGEMENT
Chairperson: Mark Nielsen

Certificate/Degree:
Certificate of Completion in Emergency Management (5304)
Associate in Applied Science in Emergency Management (3018)
Certificate of Completion in Emergency Management: Credits: 18 (5304) (Shared)

Description: The Certification of Completion (CCL) in Emergency Management provides the student with knowledge and skills required to conduct a comprehensive emergency management program. The program prepares students to manage fire department operations, hazardous materials incidents, tactics, strategy, and safety of firefighting activities, and customer service in the public sector. The student will be prepared for positions such as Emergency Manager, Emergency Management Planner, Emergency Operations Coordinator, Environmental Compliance Planner, and Emergency Management Specialist, working in state, local, federal, and international governments, business and industry, military installations, and health care facilities.

Program Notes:
+ indicates course has prerequisites and/or co requisites.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AJS101</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>AJS/FSC139</td>
<td>Emergency Response to Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>AJS/FSC146</td>
<td>Disaster Recovery Operations</td>
<td>3</td>
</tr>
<tr>
<td>AJS/FSC147</td>
<td>Emergency Preparedness</td>
<td>3</td>
</tr>
<tr>
<td>AJS/FSC148</td>
<td>Fundamentals of Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>AJS/FSC149</td>
<td>Hazard Mitigation</td>
<td>3</td>
</tr>
<tr>
<td>FSC224</td>
<td>Incident Command Systems</td>
<td>3</td>
</tr>
<tr>
<td>AJS275</td>
<td>Criminal Investigation I</td>
<td>3</td>
</tr>
<tr>
<td>FSC211</td>
<td>Fundamental of Flammable Hazardous Materials</td>
<td>3</td>
</tr>
<tr>
<td>FSC212</td>
<td>Dangerous and Explosive Hazardous Materials</td>
<td>3</td>
</tr>
<tr>
<td>AJS++++</td>
<td>Any Administration of Justice Studies course</td>
<td></td>
</tr>
<tr>
<td>FSC++++</td>
<td>Any Fire Science Technology course</td>
<td></td>
</tr>
</tbody>
</table>

**Free Electives:** None

**General Education Requirements:** None

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**Associate in Applied Science in Emergency Management: Credits 64 (3018) (Shared)**

**Description:** The Associate in Applied Science (AAS) 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 firefighting activities, and customer service in the public sector. The student will be prepared for positions such as Emergency Manager, Emergency Management Planner, Emergency Operations Coordinator, Environmental Compliance Planner, and Emergency Management Specialist, working in state, local, federal, and international governments, business and industry, military installations, and health care facilities.

**Admission Criteria:** None

**Program Prerequisites:** None

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**Required Courses: Credits 24**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AJS101</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>AJS/FSC139</td>
<td>Emergency Response to Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>AJS/FSC146</td>
<td>Disaster Recovery Operations</td>
<td>3</td>
</tr>
<tr>
<td>AJS/FSC147</td>
<td>Emergency Preparedness</td>
<td>3</td>
</tr>
<tr>
<td>AJS/FSC148</td>
<td>Fundamentals of Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>AJS/FSC149</td>
<td>Hazard Mitigation</td>
<td>3</td>
</tr>
<tr>
<td>FSC105</td>
<td>Hazardous Materials/First Responder</td>
<td>3</td>
</tr>
<tr>
<td>AJS/FSC224</td>
<td>Incident Command Systems</td>
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**Restricted Electives: Credits 15-18**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AJS195</td>
<td>International and Domestic Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>AJS225</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>AJS270</td>
<td>Community Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

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**Management - General Business**

**Chairperson:** Mark Nielsen

**Certificate/Degree:**

- Certificate of Completion in General Business (5683)
- Associate in Applied Science in General Business (3148)
- Certificate of Completion in General Business: Credits: 21 (5683) (Shared)

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

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.

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits: 12
ACC111 Accounting Principles I 3
CIS105 Survey of Computer Information Systems 3
GBS151 Introduction to Business 3
GBS205 Legal Ethical and Regulatory Issues in Business 3

Restricted Electives: Credits: 9
Any ACC or GBS prefixed courses not listed in the Required Course area.

ACC+++++ Any ACC Accounting prefixed courses not Listed under the Required Course area. 1-9
GBS+++++ Any GBS General Business prefixed courses not Listed under the Required Course area. 1-9
IBS+++++ Any IBS International Business prefixed courses 1-9
MKT+++++ Any MKT Marketing prefixed courses 1-9
REA+++++ Any REA Real Estate prefixed courses 1-9
SBS+++++ Any SBS Small Business Management prefixed courses 1-9
CIS114 Excel Spreadsheet 3
CIS117DM Microsoft Access Database Management 3
CIS133DA Internet/Web Development Level I 3

Associate in Applied Science in General Business:
Credits 61-63 (3148) (Shared)

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

Program Notes:
+ indicates course has prerequisites and/or corequisites
Students must earn a grade of “C” or better in all courses within the program

Admission Criteria: None
Program Prerequisites: Credits: 3
+CRE101 College Critical Reading (3) OR Equivalent by Assessment 3

Required Courses: Credit 21
ACC111 Accounting Principles I 3
CIS105 Survey of Computer Information Systems 3
GBS110 Human Relations in Business and Industry (3) OR
MGT175 Business Organization and Management (3) OR
MKT251 Human Relations in Business (3) 3
GBS151 Introduction to Business 3
GBS205 Legal Ethical and Regulatory Issues in Business 3
+GBS233 Business Communication 3
MKT271 Principles of Marketing 3

Restricted Electives: Credits: 18
Any ACC, GBS, MGT, or MKT prefixed courses not listed in the Required Course area.

ACC+++++ Any ACC Accounting prefixed courses not Listed under the Required Course area. 1-18
CIS114 Excel Spreadsheet 3
CIS117DM Microsoft Access Database Management 3
CIS133DA Internet/Web Development Level I 3

General Education Requirement: Credits 22-24

General Education Core: Credits: 12-14

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. 3
Critical Reading: Credits: 0
+Met by CRE101 in the Program Prerequisites area. 0

Mathematics: Credits: 3-5
+MAT120 Intermediate Algebra (5) OR
+MAT121 Intermediate Algebra (4) OR
+MAT122 Intermediate Algebra (3) 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. 3

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

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

MANAGEMENT - RETAIL MANAGEMENT
Chairperson: Mark Nielsen

Certificate/Degree:
Certificate of Completion in Retail Management (5286)
Associate in Applied Science in Retail Management (3048)

Certificate of Completion in Retail Management Credits: 33 (5286) (Shared)

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

Program Notes:
+ indicates course has a prerequisite and/or co requisites.
Students must earn a grade of “C” or better in all courses required within the program.

Admission Criteria: None

Program Prerequisites: None

Required Courses: Credits 33
ACC111 Accounting Principles I 3
BPC110 Computer Usage & Applications (3) OR
CISI05 Survey of Computer Information Systems (3) 3
+ENG101 First-Year Composition (3) OR
+ENG107 First-Year Composition for ESL (3) 3
GBS110 Human Relations in Business and Industry (3) OR
+MGT251 Human Relations in Business (3) 3
GBS131 Business Calculations (3) OR
+MAT102 Mathematical Concepts & Applications (3) 3
+GBS233 Business Communication 3
COM110 Interpersonal Communication (3) OR
INDI33 Speaking in Business (3) 3
MGT101 Techniques of Supervision (3) OR
MGT229 Management and Leadership I (3) OR
MGT179 Utilizing the Human Resources Department (3) OR
MKT276 Personnel/Human Resources Management 3
+MKT268 Merchandising 3
MKT271 Principles of Marketing 3

Associate in Applied Science in Retail Management
Credits: 64 (3048) (Shared)

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

Program Notes:
Students must earn a grade of “C” or better in all courses within the program.
+ indicates course has prerequisites and/or co requisites.

Admission Criteria: None

Program Prerequisites: None

Required Courses: Credits 39
ACC111 Accounting Principles I 3
+ACC230 Uses of Accounting Information I 3
+ACC240 Uses of Accounting Information II 3
BPC110 Computer Usage and Applications (3) OR
CISI05 Survey of Computer Information Systems (3) 3
COM110 Interpersonal Communication (3) OR
IND133 Speaking in Business (3) 3
GBS110 Human Relations in Business and Industry (3) OR
MGT251 Human Relations in Business (3) 3
GBS131 Business Calculations (3) OR
+GBS161 Mathematics of Business (3) 3
GBS205 Legal, Ethical, and Regulatory Issues in Business 3
+GBS233 Business Communication 3
MGT101 Techniques of Supervision (3) OR
MGT229 Management and Leadership I (3) 3
CERTIFICATES & DEGREES

MGT179 Utilizing the Human Resources Department (3) OR
MGT276 Personnel/Human Resources Management (3) 3
MKT268 Merchandising 3
MKT271 Principles of Marketing 3

Restricted Electives: None
Free Electives: None

General Education Requirements: Credits 25

General Education Core: Credits: 15
First-Year Composition: Credits: 6
+ENG101 First-Year Composition (3) OR
+ENG107 First-Year Composition for ESL (3) AND
+ENG102 First-Year Composition (3) OR
+ENG108 First-Year Composition for ESL (3) OR
+ENG111 Technical Writing (3) 6
ENG102 or ENG108 recommended for students pursuing a BAS degree at an Arizona university.

Oral Communication: Credits: 3
COM230 Small Group Communication 3

Critical Reading: Credits: 3
CRE101 College Critical Reading I (3) OR
Equivalent by assessment 3

Mathematics: Credits: 3
MAT102 Mathematical Concepts/Applications (3) OR
satisfactory completion of a higher level mathematics course 3

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

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. 4

SUPERVISION AND MANAGEMENT
Chairperson: Mark Nielsen

Supervision and Management I (5721) Supervision and Management II (5722)

Certificate of Completion in Supervision and Management I Credits: 15 (5721)

Description: The Certificate of Completion (CCL) in Supervision and Management I is designed to provide information processing, supervision, and human relations. Students completing this program will be able to perform the supervisory and management functions of first-line supervisors. Students should have a desire to supervise employees and work in a business environment.

Program Notes:
+ indicates course has a prerequisite and/or co requisites
Students must earn a grade of “C” or better for all courses listed within the program

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits 12
CIS105 Survey of Computer Information Systems 3
MGT229 Management & Leadership I 3
+MGT230 Management & Leadership II 3
MGT251 Human Relations in Business 3

Restricted Electives: Credits 3
Note: Students should select from the following courses in consultation with a departmental advisor.
GBS151 Introduction to Business 3
MGT135 Purchasing Management 3
MGT277 Labor Relations 3
MKT263 Advertising Principles 3
MKT267 Principles of Salesmanship 3
+MGT296WA Cooperative Education 1
+MGT296WB Cooperative Education 2
+MGT296WC Cooperative Education 3
MGT275 Office Management and Procedures 3
MGT253 Owning and Operating a Small Business 3

Certificate of Completion in Supervision and Management II Credits: 30-31 (5722)

Description: The Certificate of Completion (CCL) in Supervision and Management II is designed to provide knowledge in the following areas: accounting, business communications, business organizations, and management leadership trends. Students completing this program will be able to perform supervisory functions beyond that of a first-line supervisor. Students pursuing this occupation should have a desire to supervise employees, oversee management and decisions of first line supervisors, and make supervisory decisions in a business.

Program Notes:
+ indicates course has a prerequisite and/or co requisites.
Students must earn a grade of “C” or better for all courses listed within the program

Admission Criteria: None
Program Prerequisite: Credits 15
Certificate of Completion in Supervision and Management I

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Required Courses: Credits 15-16
ACC107  Bookkeeping Theory & Practice (4) OR  ACC111  Accounting Principles I (3)  3-4
GBS131  Business Calculations  3  +GBS233  Business Communication  3
GBS205  Legal, Ethical/Reg. Issues In Business  3  MKT271  Principles of Marketing (3) OR
MGT276  Personnel/Human Resources Management (3)  3

MUSIC BUSINESS
Chairperson: Dr. Jerome Garrison

Certificate/Degree
Certificate of Completion in Music Business (5258) (Shared)
Associate in Applied Science in Music Business (3017) (Shared)

Certificate of Completion in Music Business: Credits: 40 (5258) (Shared)

Description: The Certificate of Completion (CCL) in Music Business program is an innovative curriculum designed to prepare students for today's music industry. The certificate 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 flexible curriculum with an emphasis in business and marketing, along with music industry related courses and experiences.

Program Notes:
+ indicates course has prerequisites and/or co requisites
Students must earn a grade of “C” or better in all courses within the program.
++ indicates any module

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits 37
ACC109  Accounting Concepts (3) OR
ACC111  Accounting Principles I (3)  3
BPC128  Introduction to Desktop Publishing  1  CIS131AA  Doing Business on the Internet  1
+COM259  Communication in Business and Professions  3
GBS151  Introduction to Business  3  MGT253  Owning and Operating a Small Business
MUC209  Music Business: Industry Leadership and e-Commerce (3) OR
MUC110  Music Business: Recording and Mass Media  3
+MUC111  Digital Audio Workstation I (DAW I)  3  MUC195  Studio Music Recording I  3
MUC295AA  Self Promotion for Music  1  +MUC297AB  Music Internship  2
SBS230  Financial and Tax Management for Small Business  2

Restricted Electives: Credits 3
MHL+++  Any approved MHL Music: History/Literature prefixed course 3

Associate in Applied Science in Music Business: Credits: 62 (3017) (Shared)

Description: The AAS (Associate in Applied Science) in Music Business program is an innovative curriculum designed to prepare students for today's music industry. The certificate 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 flexible 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 in all courses within the program.
+ indicates course has prerequisites and/or co requisites
++ indicates any module

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits 37
ACC109  Accounting Concepts (3) OR ACC111  Accounting Principles I (3)  3
BPC128  Introduction to Desktop Publishing  1  CIS131AA  Doing Business on the Internet  1
+COM259  Communication in Business and Professions  3
GBS151  Introduction to Business  3  MGT253  Owning and Operating a Small Business (3)  3
MKT271  Principles of Marketing  3  MTC101  Introduction to Music Theory OR Higher Level  3
+MUC111  Digital Audio Workstation I (DAW I)  3  MUC195  Studio Music Recording I  3
+MUC295AA  Self Promotion for Music  1  +MUC297AB  Music Internship  2
SBS230  Financial and Tax Management for Small Business  2
CERTIFICATES & DEGREES

Restricted Electives: Credits 3
MHL+++ Any approved MHL Music: History/Literature course 3

General Education Requirements: Credits 22-25

General Education Core: Credits: 12-15
First-Year Composition: Credits: 6
ENG101 First-Year Composition (3) AND ENG102 First-Year Composition (3) 6

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

Critical Reading: Credits: 0-3
Any approved general education course in the Critical Reading Area 3

Mathematics: Credits: 3
Any approved general education course in the Mathematics Area 3

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

Social and Behavioral Sciences: Credits: 3
Any approved general education course in the Social and Behavioral Sciences Area 3

Natural Sciences: Credits: 4
Any approved general education course in the Natural Sciences Area 4

PHARMACY: CUSTOMER SERVICE (5348)
Chairperson: Dr. Douglas Ferguson

Certificate of Completion in Pharmacy: Customer Service
Credits: 10.5 (5348)

Description: The Certificate of Completion (CCL) in Pharmacy: Customer Service program is designed to provide students with the knowledge and skills needed to meet the challenges of working in the retail pharmacy environment. The courses will cover federal and state pharmacy regulations and pharmacy services including prescription dispensing and drug distribution and control. The emphasis will be on providing quality customer service and using effective communications and interpersonal skills when dealing with pharmacy customers and personnel.

Program Notes: + indicates course has prerequisites and/or corequisites.
Students must earn a grade of “C” or better for each course listed in the Required Courses area.

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits: 10.5
+CSR160 Pharmacy Practice for the Customer Service Representative 1
+CSR162 Pharmacy Operations for the Customer Service Representative 3
+CSR280AB Customer Service Internship 2
BTO106 Building a Professional Office Image 0.5
MKT112 Retail Customer Service 1
BPC/OAS111AA Computer Keyboarding I 1
PHT108 Nonprescription Drugs and Health Care Products 2

STRENGTH AND CONDITIONING PERSONAL TRAINER
Chairperson: Dr. Douglas Ferguson

Certificate of Completion in Strength and Conditioning Personal Trainer (5445) (Shared)
Associate in Applied Sciences in Strength, Nutrition, and Personal Training (3059) (Shared)

Certificate of Completion in Personal Training Specialist:
Credits: 30-37 (5445) (Shared)

Description: The Certificate of Completion (CCL) in Personal Training Specialist program prepares students for employment in the fitness industry as a Personal Trainer. This curriculum provides students with a fundamental knowledge of human physiology and anatomy, introduction into career options in the field of Exercise Science, Kinesiology and Physical Education/Coaching, emergency response readiness, health appraisals and assessments; application of exercise fitness principles and strength and cardiorespiratory training techniques; a fundamental knowledge of nutrition, exercise physiology, and biomechanics; skills in exercise testing and fitness measures as well as writing exercise prescriptions and program designs for diverse populations.

Program Notes: Students must earn a grade of “C” or better in all courses within the program.
+ indicates course has prerequisites and/or corequisites.

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits: 26-31
EXS101 Introduction to Exercise Science, Kinesiology and Physical Education 3
BIO160 Introduction to Human Anatomy and Physiology 4
CERTIFICATES & DEGREES

EXS112 Professional Applications of Fitness Principles 3
EXS125 Introduction to Exercise Physiology 3
EXS130 Strength Fitness: Physiological Principles and Training Techniques 3
EXS132 Cardiovascular Fitness: Physiological Principles and Training Techniques 3
EXS145 Exercise Testing and Prescription 3
FON100 Introduction Nutrition 3
HES154 First Aid/Cardiopulmonary Resuscitation (3) OR proof of First Aid and CPR Certification 0-3
+EXS239 Practical Applications of Personal Training Skills and Techniques Internship (3) OR
+EXS239AA Practical Applications of Personal Training Skills and Techniques Internship (1) OR
+EXS239AB Practical Applications of Personal Training Skills and Techniques Internship (2) 1-3

Restricted Electives: Credits: 4-6

Choose 4-6 credits from one of the groups below:
Wellness/Prevention
HES100 Healthful Living (3) OR
WED110 Principles of Fitness and Wellness (3) 3
HES271 Prevention and Treatment of Athletic Injuries 3
EXS138 Starting Your Own Personal Training Business 1

Nutrition:
+FON230 Nutrition for Special Populations 3
+FON247 Weight Management Theory 3
EXS138 Starting Your Own Personal Training Business 1

Group Fitness:
+EXS190 Small Group Personal Training in a Studio Setting 2
+EXS192 Small Group Personal Training in a Gym 2

Associate in Applied Sciences in Strength, Nutrition, and Personal Training Credits: 66-69 (3059) (Shared)

Description: The Strength, Nutrition, and Personal Training Associate in Applied Science (AAS) prepares students with the knowledge and experience required to be eligible for the American College of Sports Medicine (ACSM) Health and Fitness Instructor Certification, ACSM personal trainer certification, the National Strength and Conditioning Association (NSCA) personal trainer certification, and the American Council on Exercise (ACE) personal trainer certification. This degree will provide students with a stronger educational background making them more marketable in the field of fitness and nutrition. This degree will also meet the needs of individuals with existing degrees in such fields as Exercise Physiology, Nutrition, Athletic Training and other health related disciplines. Registered dietitians, clinical exercise physiologists, personal trainers, exercise specialists, strength and conditioning specialists, coaches, athletes and others interested in acquiring knowledge in exercise, nutrition and health are also eligible for this 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 co requisites.

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits: 37-40
EXS101 Introduction to Exercise Science, Kinesiology, and Physical Education 3
EXS112 Professional Applications of Fitness Principles 3
EXS125 Introduction to Exercise Physiology 3
EXS130 Strength Fitness-Physiological Principles and Training Techniques 3
EXS132 Cardiovascular Fitness: Physiological Principles and Training Techniques 3
EXS138 Starting Your Own Personal Training Business 1
EXS145 Guidelines for Exercise Testing and Prescription 3
EXS214 Instructional Competency: Flexibility and Mind-Body Exercises 3
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 Technical Internship (1) AND
+EXS239AB Practical Applications of Personal Training Skills and Technical Internship (2) 3
FON100 Introductory Nutrition (3) OR
FON241 Principles of Human Nutrition (3) 3
+FON210 Sports Nutrition and Supplements for Physical Activities 3
+FON247 Weight Management Theory 3
HES154 First Aid/Cardiopulmonary Resuscitation (3) OR
BLS Health Care Provider and First Aid Certification 0-3

General Education Requirement: Credits: 25-27
General Education Core: Credits: 15-17

First Year Composition: Credits: 6
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: Credits: 3
CERTIFICATES & DEGREES

COM100 Intro to Human Communication (3) OR 3
COM110 Interpersonal Communication (3)

Critical Reading: Credits: 3
CRE101 Critical and Evaluative Reading I 3

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

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

Social and Behavioral Sciences: Credits: 3
HES100 Healthful Living (3) OR 3
PSY101 Introduction to Psychology (3)

Natural Sciences: Credits: 4
BIO160 Introduction to Human Anatomy and 4
Physiology

STORYTELLING
Chairperson: Dr. Jerome Garrison

Academic Certificate of Completion in Storytelling:
Credits 30 (6200)

Description: The Academic Certificate (AC) in Storytelling is not designed to prepare students for employment in a specific occupation. This program is designed to provide students with an understanding of universal themes and basic practices, which are the foundation for storytelling. While completion of this certificate does not lead to a particular degree program, it does provide interactive storytelling training, which will enhance the skills of persons in areas such as education, library science, the arts, human relations, law, mental health, law enforcement, business, prevention programs, the ministry, and interpretative settings such as museums and parks. This program will also aid students interested in enhancing interpersonal relations skills and in using stories in family settings.

Program Notes:
+ indicates course has prerequisites and/or co requisites.
++ indicates any module.
Students must earn a grade of “C” or better in all courses within the program.

Admission Criteria: None
Program Prerequisites: None

Required Courses: Credits 18
STO289 courses may not be applied to both Required Courses and Restricted Electives areas.
Policies and Procedures
The following are a portion of the Administrative Regulations used in managing the day-to-day operations of the Maricopa County Community College District (MCCCD) and are subject to change. Administrative Regulations are amended, adopted, or deleted as necessary and are subject to a formal approval process. Administrative Regulations are referenced as “AR” followed by a regulation number, which corresponds with the regulations on the MCCC web site: www.maricopa.edu/publicstewardship/governance/adminregs_toc.php

Some regulations include reference to Arizona Revised Statutes from the State of Arizona and are noted as “ARS” followed by a reference number.

1. GENERAL STATEMENT (AR 2.4.1)
   The Maricopa Community Colleges are dedicated to providing a healthy, comfortable and educationally productive environment for students, employees and visitors.

2. NONDISCRIMINATION POLICY (AR 2.4.2)
   It is the policy of the Maricopa Community Colleges (consisting of Chandler-Gilbert Community College, the District Office, Estrella Mountain Community College, Gateway Community College, Glendale Community College, Maricopa Skill Center, Southwest Skill Center, Mesa Community College, Paradise Valley Community College, Phoenix College, Rio Salado College, Scottsdale Community College, and South Mountain Community College) to promote equal employment opportunities through a positive continuing program. This means that Maricopa will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, it is the policy of the Maricopa Community Colleges to provide an environment for each job applicant, employee, and student that is free from sexual harassment, as well as harassment and intimidation on account of an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information.

3. EQUAL OPPORTUNITY STATEMENT (AR 2.4.3)
   It is the policy of the Maricopa Community Colleges to promote equal employment opportunities through a positive continuing program. This means that Maricopa will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, it is the policy of the Maricopa Community Colleges to provide an environment for each job applicant, employee, and student that is free from sexual harassment, as well as harassment and intimidation on account of an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information.

   **AFFIRMATIVE ACTION STATEMENTS**

1. Affirmative Action Policy Statement for Individuals with Disabilities
   In conformance with the provisions of Section 503 of the Rehabilitation Act of 1973, as amended, and the implementing regulations, 41 CFR 60-741.5 (a), as amended, Maricopa Community College District will not discriminate, or tolerate discrimination, against any applicant or employee because of physical or mental disability in regard to any position for which the known applicant or employee is qualified. Maricopa agrees to take affirmative action to employ, advance in employment and otherwise treat known qualified individuals with disabilities without regard to their physical or mental disability in all human resources selection and decision practices, such as the following: advertising, benefits, compensation, discipline (including probation, suspension, and/or termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training. Maricopa will also continue to administer these practices without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information.

   Additionally, all applicants and employees are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under the Act.

2. Affirmative Action Policy Statement for Other Eligible Veterans, Special Disabled Veterans, and Vietnam Era Veterans
   In conformance with the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Veterans Employment Opportunities Act of 1998, and the
implementing regulations, 41 CFR 60-250(k), Maricopa County Community College District will not discriminate, or tolerate discrimination, against any applicant or employee because he or she is a special disabled veteran or Vietnam era veteran in regard to any position for which the known applicant or employee is qualified. Maricopa agrees to take affirmative action to employ, advance in employment, and otherwise treat known qualified special disabled veterans and Vietnam era veterans without discrimination based upon their disability or veteran status in all human resources section and decision practices, such as the following: advertising, benefits, compensation, discipline (including probation, suspension, and/or termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training. Maricopa will continue to administer these practices without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, Maricopa agrees to post all suitable job openings at the local office of the State employment service where the job opening occurs. This includes full-time, temporary greater than 3 days’ duration, and part-time employment. Finally, all applicants, employees are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under the Act.

3. Notice of Americans with Disabilities Act (ADA)/Section 504 of the Rehabilitation Act/Title IX Coordinator
Disability Resource Center, ADA/504/Title IX Coordinator, 7050 S. 24th St., Phoenix,AZ 85042, 602-243-8027. Under the ADA and Section 504, the District and its colleges recognize the obligation to provide overall program accessibility throughout its locations for persons with disabilities. The designated ADA/504/Title IX Coordinator at each college will provide information as to the existence and location of services, activities and facilities that are accessible to and usable by persons with disabilities. Requests for accommodation should be addressed to the coordinator. Likewise, under Title IX, there is an obligation to provide services and program accessibility in a gender-neutral manner.

Students with disabilities may request catalog information in an alternative format from the college ADA/504 Coordinator.

DECLARACIONES DE ACCIÓN AFIRMATIVA

1. 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 descerrinará 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 gen_sica. Así mismo, es el mandato de los Colegios Comunitarios proveer para cada aplicante, empleado, y estudiante un ambiente libre de acoso sexual como también libre de acoso e intimidación referente a raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadania (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información gen_sica. Este mandato de no descriminación cubre todos los aspectos de contratación del empleado, ingreso, access a, y tratamiento de alumnos en los Colegios Comunitarios de Maricopa los cuáles incluyen también programas de educación vocacional. Este mandato también no descerrinará o tolerará descriminación en base de orientación sexual en la admisión y tratamiento de estudiantes, en sus programas y actividades y en la contratación, tratamiento, promoción/ascensos, evaluación y despido de empleados.

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

3. Declaración de Acción Afirmativa
Mandato y Declaración de Acción Afirmativa para Individuos con Incapacidades De acuerdo a las provisiones en la Sección 503 de la Ley de Rehabilitación de 1973, como enmienda, y las leyes de implementación, 41 CFR 60-741.5 (a), declara que el Distrito de Colegios Comunitarios de Maricopa no descerrinarán 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 incapize en sus incapacidades físicas o mentales en la selección
4. Declaración de Mandato de Acción Afirmativa para Otros Veteranos Elegibles, Veteranos con Incapacitación Especial y Veteranos de la Era Vietnamita

Conforme a la ley de Reajuste y Asistencia para los Veteranos de la Era Vietnamita de 1974, acta de Oportunidades de Empleo para Veteranos de 1998 y reglamentos de implementación, 41 CFR 60-250(k), el Distrito de Colegios Comunitarios del Condado de Maricopa no discriminará ni tolerará discriminación en empleo o educación en contra de ningún aplicante, empleado, o estudiante veterano o veterana de la Era Vietnamita con desabilidad/incapacitación especial referente a cualquier posición la cual dicho aplicante o empleado califique. Maricopa promete aplicar acción afirmativa para emplear, ascender en empleo y tratar a dichos veteranos incapacitados y de la Era Vietnamita que califiquen sin discriminar base a su desabilidad/incapacitación o condición de veterano en todas las áreas de recursos humanos y decisiones como son las siguientes: anuncios, beneficios, compensación, disciplina (incluyendo 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 discriminar por razones de raza, color, religión, sexo, orientación sexual, identidad sexual, origen nacional, ciudadanía (incluyendo abuso de documentos), edad, incapacidad, estado de veterano/a o información genérica. Así mismo, todo los aplicantes y empleados están protegidos en contra de coacción, intimidación, interferencia o discriminación por quejas o por ayudar en una investigación cubierta bajo éste Acto.

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

Disability Resource Center, ADA/504/Título IX Coordinator, 7050 S. 24th St., Phoenix,AZ 85042, 602-243-8027.

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

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

GOVERNING VALUES (BOARD POLICY 4.1)

Our Vision: A Community of Colleges-Colleges for the Community-working collectively and responsibly to meet the life-long learning needs of our diverse students and communities.

Our Mission: The Maricopa Community Colleges provide access to higher education for diverse students and communities. We focus on learning through:

- University Transfer Education
- General Education
- Developmental Education
- Workforce Development
- Student Development Services
- Continuing Education
- Community Education
- Civic Responsibility
- Global Engagement

Our Values: The Maricopa Community Colleges are committed to:

Community
We value all people - our students, our employees, their families, and the communities in which they live and work. We value our global community of which we are an integral part.

Excellence
We value excellence and encourage our internal and external communities to strive for their academic, professional and personal best.

Honesty and integrity
We value academic and personal honesty and integrity and believe these elements are essential in our learning environment. We strive to treat each other with respect, civility and fairness.

Inclusiveness
We value inclusiveness and respect for one another. We believe that team work is critical, that each team member is important and we depend on each other to accomplish our mission.
POLICIES AND PROCEDURES

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

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

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

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

GENERAL REGULATION (AR 2.1)
1. General Statement
   Compliance with Policies, Rules and Regulations
   Every student is expected to know and comply with all current published policies, rules and regulations as stated in the college catalog, class schedule, and/or student handbook. Documents are available on each college's website.

   Policies, courses, programs, fees and requirements may be suspended, deleted, restricted, supplemented or changed through action of the Governing Board of the Maricopa Community Colleges.

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

   Note: The regulations that comprise the student section contain language that appears in various sources such as the Catalog Common Pages and the Student Handbook. All areas became Administrative Regulations with the 1996 adoption of the Governance Model. Changes are made annually either through the Administrative Regulations approval process, or by Board approval for those items that fall under its statutory duty, such as Tuition and Fees. In an effort to prevent duplication, topics in this section may be incorporated by reference, as they are featured in other areas of the manual and are noted accordingly.

   The Maricopa County Community College District Vision, Mission and Values that are featured in the Common Pages are a part of approved Governing Board policy and are located in the policy section of the manual. As such, the following statement related to Outcomes Assessment that appears in the Common Pages is presented here as a general statement.

2. Outcomes Assessment
   The mission of the Maricopa Community Colleges is “to create and continuously improve affordable, accessible, and effective learning environments for the lifelong educational needs of the diverse communities we serve.” In order to evaluate how successfully the Maricopa County Community College District accomplishes this mission, student outcomes will be assessed as part of the continuous improvement process.

   Students may be asked to participate in a variety of assessment activities at each college. Assessment results will be used to improve educational programs, services and student learning.

ADMISSION/ REGISTRATION/ENROLLMENT

ADMISSION POLICY (AR 2.2.1)
Persons meeting the admissions criteria may attend any Maricopa Community College of their choice. Falsification of any admission materials or official college records may be cause for denial or cancellation of admission. Exceptions to the admissions policies may be requested through the Admissions and Standards Committee. Admission is determined in accordance with state law (ARS §§15-1805.01 and 15-1821) and regulations of the Maricopa Community Colleges Governing Board.

Admission Classifications
1. Admission of Regular Students
   Admission to the community college in Arizona may be granted to any person who meets at least one of the following criteria:
   A. Is a graduate of a high school, which is accredited by a regional accrediting association as defined by the United States Office of Education or approved by a State Department of Education or other appropriate state educational agency.
   B. Has a high school certificate of equivalency.
   C. Is at least 18 years of age and demonstrates evidence of potential success in the community college.
   D. Is a transfer student in good standing from another college or university.

2. Admission of Students Under 18 Years of Age
   A. Admission to the community colleges in Arizona shall be granted to any student who is under age 18 and who completes course prerequisites and meets any one of the following requirements:
      i. A composite score of 93 or more on the Preliminary Scholastic Aptitude Test (PSAT).
      ii. A composite score of 930 or more on the Scholastic Aptitude Test (SAT).
      iii. A composite score of twenty-two or more on the American College Test (ACT).
      iv. A passing score on the relevant portions of the Arizona Instrument to Measure Standards test (AIMS).
The completion of a college placement test designated by the community college district that indicates the student is at the appropriate college level for the course.

vi. Is a graduate of a private or public high school or has a high school certificate of equivalency.

B. A community college may limit the number of semester hours in which the student may enroll to not more than six (6) credit hours.

C. Home schooled students are exempt from this subsection.

D. A student shall not be denied admission because of age, lack of a high school diploma or high school certificate of equivalency, grade in school, lack of permission of school officials or lack of concurrent enrollment in a public or private school, if the student has achieved at least a specified score on a college entrance examination.

3. Specialized Vocational/Training Program

Students who enroll in vocational courses may be admitted on an individual basis with the approval of college officials if the student meets the established requirements of the courses for which the student enrolls and the college officials determine that the student's admission is in the best interest of the student.

4. Western Undergraduate Exchange Program

The Western Undergraduate Exchange (WUE) program is a student exchange program coordinated by the Western Interstate Commission for Higher Education (WICHE) and administered by the Arizona Board of Regents. Through WUE, students who reside in western states (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming) and meet the eligibility requirements, pay 150 percent of the regular resident tuition plus fees. Students must mark prominently on the Student Information Form that they have achieved at least a specified score on a college entrance examination. Further information may be obtained from the Admissions and Records/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/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:

1. At least six years of English language instruction as shown by the applicant's school transcript(s);
2. A minimum TOEFL score of 400 (on the paper-based TOEFL) or 61 (on the internet-based test);
3. 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;
4. 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.

5. 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:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$7,690</td>
</tr>
<tr>
<td>Living Expenses</td>
<td>$10,140</td>
</tr>
<tr>
<td>Books</td>
<td>$1,200</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>$1,000</td>
</tr>
<tr>
<td>Total</td>
<td>$20,030</td>
</tr>
</tbody>
</table>

D. Dependent Financial Guarantee
Evidence of financial support for dependents of F-1 students (spouse and dependent children) is also required: $5,000 for the first dependent and $2,500 for each additional dependent.

E. Health Insurance
All F-1 students who have an I-20 issued by one of the Maricopa Community Colleges are required to purchase the Maricopa Community Colleges' international student health insurance plan. Health insurance coverage for dependents of F-1 students is highly recommended. The Maricopa Community Colleges contracts with an insurance provider annually to offer a health insurance plan for F-1 students. For more information contact the college Admissions and Records Office/Office of Student Enrollment Services or designated international student office.

ADMISSION INFORMATION (AR 2.2.2)
Students must file a Student Information Form with the Admissions and Records Office/Office of Student Enrollment Services at the college of attendance. There is no charge for this service.

1. Student Status
   a. Freshman—A student who has completed fewer than 30 credit hours 100-level courses and above.
   b. Sophomore—A student who has completed 30 credit hours or more in 100-level courses and above.
   c. Unclassified—A student who has an associate degree or higher.

2. Student Identification Number
Disclosure of the social security number is voluntary (ARS §15-1823). However, students must use social security numbers for reporting information pertaining to potential educational tax credits and for processing federal financial aid applications and Veterans Administration benefits.

Footnotes:
1. Based on 2011-2012 tuition and fee schedule.
2. Based on estimated living expenses for two (2) semesters (10 months).
3. Based on average new and used textbook prices. Assumes books are sold at the end of the semester.
4. Based on the 2009-2010 insurance premiums for the mandatory Maricopa Community Colleges’ International Student Health Plan.
5. Applicants must provide evidence of this minimum amount of financial support before an I-20 is issued.
need not attend summer sessions or other such intersession beyond the normal academic year in order to maintain continuous attendance.

iii. “Maricopa County resident” means an individual who has lived in Maricopa County for at least fifty (50) days before the first day of classes of the semester. In-state residency must be established prior to country residency for those moving from other states. Refer to section C for guidelines.

iv. “Domicile” means a person’s true, fixed, and permanent home and place of habitation. It is the place where he or she intends to remain and to which he or she expects to return when he or she leaves without intending to establish a new domicile elsewhere.

v. “Emancipated person” means a person who is neither under a legal duty of service to his parent nor entitled to the support of such parent under the laws of this state.

vi. “Full-time student” means one who registers for at least twelve (12) credit hours per semester.

vii. “Part-time student” means one who registers for fewer than twelve (12) credit hours per semester.

viii. “Parent” means a person’s father, or mother, or if one parent has custody, that parent, or if there is no surviving parent or the whereabouts of the parents are unknown, then a guardian of an unemancipated person if there are not circumstances indicating that such guardianship was created primarily for the purpose of conferring the status of an in-state student on such unemancipated person.

c. Criteria for Determining Residency

i. In-State Student Status

1. Except as otherwise provided in this article, no person having a domicile elsewhere than in this state is eligible for classification as an in-state student for tuition purposes.

2. A person is not entitled to classification as an in-state student until the person is domiciled in this state for one year preceding the official starting day of the semester, except that a person whose domicile is in this state is entitled to classification as an in-state student if the person meets one of the following requirements:
   a. The person’s parent’s domicile is in this state and the parent is allowed to claim the person as an exemption for state and federal tax purposes.
   b. The person is an employee of an employer which transferred the person to this state for employment purposes or the person is the spouse of such an employee.
   c. The person is an employee of a school District in this state and is under contract to teach on a full-time basis, or is employed as a full-time non-certified classroom aide, at a school within that school District. For purposes of this paragraph, the person is eligible for classification as an in-state student only for courses necessary to complete the requirements for certification by the state board of education to teach in a school District in this state. No member of the person’s family is eligible for classification as an in-state student if the person is eligible for classification as an in-state student pursuant to this paragraph, unless the family member is otherwise eligible for classification as an in-state student pursuant to this section.
   d. The person’s spouse has established domicile in this state for at least one year and has demonstrated intent and financial independence and is entitled to claim the student as an exemption for state and federal tax purposes or the person’s spouse was temporarily out of state for educational purposes, but maintained a domicile in this state. If the person is a non-citizen, the person must be in an eligible visa status pursuant to federal law to classify as an in-state student for tuition purposes.

3. The domicile of an unemancipated person is that of such person’s parent.

4. An unemancipated person who remains in this state when such person’s parent, who had been domiciled in this state, removes from this state is entitled to classification as an in-state student until attainment of the degree for which currently enrolled, as long as such person maintains continuous attendance.

5. A person who is a member of the Armed Forces of the United States and who is stationed in this state pursuant to military orders or who is the spouse or a dependent child of a person who is a member of the armed forces of the United States and who is stationed in this state pursuant to military orders is entitled to classification as an in-state student. The student does not lose in-state student classification while in continuous attendance toward the degree for which he or she is currently enrolled.

6. A person who is a member of the armed forces of the United States or the spouse or a dependent of a member of the armed forces of the United States is entitled to classification as an in-state student if the member of the armed forces has claimed this state as the person’s state of home
POLICIES AND PROCEDURES

record for at least twelve consecutive months before the member of the armed forces, spouse or dependent enrolls in a university under the jurisdiction of the Arizona Board of Regents or a community college under jurisdiction of a community college district governing board. For purposes of this subsection, the requirement that a person be domiciled in this state for one year before enrollment to qualify for in-state student classification does not apply.

7. Beginning in the fall semester of 2011, a person who is honorably discharged from the armed forces of the United States shall be granted immediate classification as an in-state student on honorable discharge from the armed forces and, while in continuous attendance toward the degree for which currently enrolled, does not lose in-state student classification if the person has met the following requirements:
   a. Registered to vote in this state.
   b. Demonstrated objective evidence of intent to be a resident of Arizona which, for the purposes of this section, include at least one of the following:
      1. An Arizona driver license
      2. Arizona motor vehicle registration
      3. Employment history in Arizona
      4. Transfer of major banking services to Arizona
      5. Change of permanent address on all pertinent records
      6. Other materials of whatever kind or source relevant to domicile or residency status

8. A person who is a member of an Indian tribe recognized by the United States Department of the Interior whose reservation land lies in the state and extends into another state and who is a resident of the reservation is entitled to classification as an in-state student.

ii. Alien In-State Student Status
   1. An alien is entitled to classification as an in-state refugee student if such person has been granted refugee status in accordance with all applicable laws of the United States and has met all other requirements for domicile.
   2. In accordance with the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (P.L. 104-208; 110 Stat. 3009-546), a person who was not a citizen or legal resident of the United States or who is without lawful immigration status is not entitled to classification as an in-state student pursuant to ARS §15-1802 or entitled to classification as a county resident pursuant to ARS §15-1802.01. A student will be assessed out-of-state tuition until such time that documentation of status is received in the office of Admissions and Records/Enrollment Services and (eligibility for) residency is determined. Documentation must be provided prior to the end of the term in which residency classification is being requested. Documentation received after the end of the term will be used for residency determination in subsequent terms.

3. In establishing domicile, the alien must not hold a visa that prohibits establishing domicile in this state. After meeting other domicile requirements, students holding valid, unexpired visas in the following categories may be classified as in-state students:
   A Foreign Government Official or Adopted Child of a Permanent Resident
   E Treaty Traders
   G Principal Resident Representative of Recognized Foreign Member Government to International Staff
   K Spouse or Child of Spouse of a U.S. Citizen, Fiancé or Child of Fiancé of U.S. Citizen
   L Intracompany Transferee, or Spouse or Child
   N6 NATO-6
   V Spouses and Dependent Children of Lawful Permanent Residents

4. Students who hold a current visa and have submitted an I-485 to Citizenship and Immigration Services (CIS), may establish residency if other domicile requirements have been met. Residency eligibility for I-485 applicants may be considered one year after the date on the CIS Notice of Action letter (I-797) confirming application for permanent resident status. Students must provide required residency documentation in addition to the Notice of Action for residency consideration. In establishing domicile, the alien must be in a status that does not prohibit establishing domicile in this state for at least one year immediately preceding the official starting date of the semester. In the event that an alien student's parent is domiciled in this state and is allowed to claim the student as an exemption for state or federal tax purposes (3.c.i.2.a), the student's parent, in order to establish domicile, must hold a valid, unexpired visa in one of the categories listed in section 3 above.

iii. Presumptions Relating to Student Status
   Unless there is evidence to the contrary, the
registering authority of the community college or university at which a student is registering will presume that:

1. No emancipated person has established a domicile in this state while attending any educational institution in this state as a full-time student, as such status is defined by the community college district governing board or the Arizona Board of Regents, in the absence of a clear demonstration to the contrary.

2. Once established, a domicile is not lost by mere absence unaccompanied by intention to establish a new domicile.

3. A person who has been domiciled in this state immediately before becoming a member of the Armed Forces of the United States shall not lose in-state status by reason of such person’s presence in any other state or country while a member of the Armed Forces of the United States.

iv. Proof of Residency
When a student’s residency is questioned, the following proof will be required.

1. In-State Residency
   a. An affidavit signed by the student must be filed with the person responsible for verifying residency.
   b. Any of the following may be used in determining a student’s domicile in Arizona:
      1. Arizona income tax return
      2. Arizona Voter registration
      3. Arizona Motor Vehicle registration
      4. Arizona Driver’s license
      5. Employment history in Arizona
      6. Place of graduation from high school
      7. Source of financial support
      8. Dependency as indicated on federal income tax return
      9. Ownership of real property
      10. Notarized statement of landlord and/or employer
      11. Transfer of major banking services to Arizona
      12. Change of permanent address on all pertinent records
      13. Other relevant information

2. County Residency
   a. An affidavit signed by the student must be filed with the person responsible for verifying domicile to prove continuous residency in a county for fifty (50) days, and
   b. Any of the following may be used to determine a student’s county residency:
      1. Notarized statements of landlord and/or employer
      2. Source of financial support
      3. Place of graduation from high school
      4. Ownership of real property
      5. Bank accounts
      6. Arizona income tax return
      7. Dependency as indicated on a Federal income tax return
      8. Other relevant information

D. Concurrent Enrollment in Arizona Public Institutions of Higher Education (ARS §15-1807) (Appendix S-3)
Under Arizona Revised Statutes §15-1807, it is unlawful for any non-resident student to register concurrently in two or more public institutions of higher education in this state including any university, college or community college for a combined student credit hour enrollment of more than six (6) credit hours without payment of non-resident tuition at one of such institutions. Any non-resident student desiring to enroll concurrently in two or more public institutions of higher education in this state including any university or community college for a combined total of more than six (6) credit hours who is not subject to non-resident tuition at any of such institutions shall pay the non-resident tuition at the institution of his choice in an amount equivalent to non-resident tuition at such institution for the combined total of credit hours for which the non-resident student is concurrently enrolled.

OTHER ADMISSION INFORMATION (AR 2.2.3)

1. Veterans

By Arizona statute, any failing grades from any Arizona university or community college that were received prior to military service will not be used to determine admission to the community college for the honorably discharged veterans with two years’ service in the Armed Forces of the United States. Students admitted or readmitted to the community college under this statute are subject to progression, retention, graduation and other academic regulations and standards. (Also see Withdrawal - Appendix S-7)

2. Ability to Benefit

A. Federal guidelines require that students who are applying for financial aid demonstrate the ability to benefit. Under federal law, a student who enrolls after June 30, 2012, must be a high school graduate, have a GED certificate, or have completed a secondary school education in a home school setting that is treated as a home school or private school under state law, be admitted as a regular student, and be pursuing an eligible degree or certificate to qualify for federal financial assistance under Title IV of the Higher Education Act.

B. For students enrolled prior to July 1, 2012, an evaluation during the admission process resulted in the student being admitted to the college with the status of Regular, Regular with Provisional Requirements, or Special.

i. “Regular” status, for the purpose of 2.2.3.2, is granted to an individual admitted to the college who is a high school graduate, has a GED certificate, or has completed a secondary
school education in a home school setting that is treated as a home school or private school under state law. A student without a high school diploma or GED certification and beyond the age of compulsory high school attendance may be a regular status student if the student has been assessed to benefit from college instruction by receiving qualifying scores on approved assessment instruments. All regular status students must be pursuing a degree/certificate in an eligible program.

ii. “Regular with Provisional Requirements” status, for the purpose of 2.2.3.2, is granted to a student admitted to the college who is not a high school graduate, does not have a GED certificate, is beyond the age of compulsory high school attendance, or has not completed a secondary school education in a home school setting that is treated as a home school or private school under state law, but has been assessed to benefit from college instruction requiring developmental/remedial coursework and is pursuing a degree/certificate in an eligible program.

iii. “Special” status, for the purpose of 2.2.3.2, is granted to a student admitted to the college for concurrent enrollment or pursuing one or more courses of special interest and who meets all the requirements for admission.

3. Transcripts
The Maricopa Community Colleges reserve the right to require an official transcript for admission to specific programs. For verification of course requisites and for determination of academic standing the official transcript must be mailed directly from the source institution to the college Admissions and Records Office/Office of Student Enrollment Services. It is the student’s responsibility to ensure that official transcripts have been received and are complete.

Students entering as high school graduates may be required to submit high school transcripts. Students entering as GED recipients may be required to present a copy of the high school equivalency certificate or official report of qualifying GED scores.

4. Educational Assessment
All students are encouraged to undergo an educational assessment to determine course placement. Prospective students who do not possess a high school diploma or GED equivalence certificate are required to complete an educational assessment to determine their ability to benefit from college instruction. See Student Course Placement Process (AR 2.2.7)

CREDIT FOR PRIOR LEARNING (AR 2.2.4)
The Maricopa Community Colleges recognize that learning takes place in a variety of situations and circumstances. Many students have significant, demonstrable learning from experiences outside the traditional academic environment. Therefore, prior learning, not life experience, is the basis for the award of college credit. Students may be awarded no more than 30 credit hours, unless required by a specific program of study, within the Maricopa Community Colleges using one or more of the following assessment methods recommended by the Council for Adult and Experiential Learning (CAEL) and the American Council on Education (ACE):

1. Articulated Programs
2. Credit By Evaluation
3. College-Level Equivalency Examinations

Credit awarded for prior learning does not count as hours in residence for graduation requirements. Exceptions may be granted at some MCCD colleges for specially approved programs. No more than 20 credit hours may be applied to AGEC. Credit received through Prior Learning Assessment is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. Therefore, students are strongly advised to meet with a program advisor or contact the college or university they plan to attend. For further information on Prior Learning Assessment, contact the Admissions and Records Office/Office of Student Enrollment Services.

1. Credit by Evaluation
The Maricopa Community Colleges offer credit by evaluation. The American Council on Education (ACE) evaluates military training and experiences as well as non-collegiate sponsored training programs and recommends credit awards based on this evaluation. The numbers of credits listed in the ACE guide are recommendations only.

A college is not required to grant a student the number of credits recommended. The credits are included on a student’s transcript.

A. Educational Experiences in the Armed Services
The Maricopa Community Colleges may award credit for military experiences based on the ACE Guide to the Evaluation of Educational Experiences in the Armed Services. A student may receive college credit if:

1. Training parallels a discipline area offered through the Maricopa Community Colleges, and
2. Credit meets a program requirement or is used as elective credit.

Upon request, individuals who have successfully completed Basic Training, four (4) credit hours in Physical Education will be awarded as indicated in the ACE Guide and the Community College of the Air Force Catalog. Official documentation of military training is required.

B. College Credit Recommendation Service (CREDIT)
ACE evaluates training programs offered by business, industry, and government and publishes its credit recommendations in The National Guide to College Credit for Workforce Training. If a student has received training that appears in the guide, he or she may receive college credit if:

1. training parallels a discipline area offered through the Maricopa Community Colleges, and
2. credit meets a program requirement or is used as elective credit.

C. Departmental Credit by Evaluation
Students may apply for Departmental Credit By
Evaluation in certain courses by obtaining the appropriate form in the Admissions and Records Office/Office of Student Enrollment Services, and completing applicable paperwork and other requirements of the college, including payment of required fee. See fee schedule for appropriate fee. Fees are not refundable if a student fails to obtain credit. Students may not request:
1. The evaluation of a course a second time;
2. The evaluation of a course while currently enrolled in the course;
3. To establish credit in a previously completed course; and
4. To establish credit for a lower level of a course in which credit has been received. Exceptions may be granted at some MCCCD colleges for their unique programs of study.

Certain departments have additional requirements that must be met before credit may be granted through departmental credit by evaluation. When credit is granted as outlined above, a notation of “credit by evaluation,” and the number of credits will appear on the student’s transcript. These credits are not used in computing the grade point average. Credit by evaluation is transferable within the Maricopa Community Colleges, but is not necessarily transferable to other colleges and universities.

2. College-Level Equivalency Examinations
ACE has published credit recommendations for a number of national standardized examinations such as the ones listed below in the Guide to Educational Credit By Examination. The Maricopa Community Colleges use these recommendations as guidelines to award credit for equivalent Maricopa Community Colleges coursework as well as elective credit. Scores must be sent directly to the Admissions and Records Office/Office of Student Enrollment Services from the specific testing company(s) before credit is awarded. All equivalency is subject to future review and possible catalog change.

A. Advanced Placement Examinations
Students who have taken an advanced placement course of the College Entrance Examination Board (CEEB) in their secondary school and who have taken an Advanced Placement Examination of the CEEB may receive course credit with a score of 3, 4 or 5. Scores must be received directly from CEEB before credit is awarded.

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<table>
<thead>
<tr>
<th>Exam: English-Language and Composition</th>
<th>Score: 5 or 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours/Equivalency: 6 credit hrs/ENG 101, ENG 100, AA, AC, AD, eligible for Honors ENG 102</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exam: English-Literature and Composition</th>
<th>Score: 5 or 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours/Equivalency: 6 credit hrs/ENG 101 ENH 110 eligible for Honors ENG 102</td>
<td></td>
</tr>
</tbody>
</table>

B. College Level Examination Program
The Maricopa Community Colleges may award credit to individuals who have received a score of 500 or more for the 1986 version of the College Level Examination Program (CLEP) General Examinations (610 on the 1978 version) and who meet or exceed the American Council on Education (ACE) recommended scores for awarding credit on the CLEP subject examinations. The ACE credit-granting score recommendation will be 50 (on the 20-80 scale) for all CLEP computer-based exams beginning July 1, 2001.

1. Credit received through CLEP is transferable within the Maricopa Community Colleges, but is not necessarily transferable to other colleges and universities.

2. Rio Salado College and Paradise Valley Community College are national CLEP test sites. For more information on registering for the CLEP examinations, contact Rio Salado College or Paradise Valley Community College.

**English Composition:**
Students pursuing credit for ENG 101 must take the English Composition with Essay. The Maricopa Community Colleges do not award credit for ENG 102 through CLEP examination.

**Foreign Languages:**
Credit earned through CLEP examination for French, German, and Spanish meets the language proficiency requirements of the Maricopa Community Colleges. For CLEP examinations taken prior to July 1, 2001, the Maricopa Community Colleges will grant credit based on the scaled scores indicated below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Spanish</th>
<th>French</th>
<th>German</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>102</td>
<td>50-54</td>
<td>49-53</td>
<td>46-50</td>
<td>8 (101, 102)</td>
</tr>
<tr>
<td>201</td>
<td>55-61</td>
<td>54-62</td>
<td>51-59</td>
<td>12 (101, 102, 201)</td>
</tr>
<tr>
<td>202</td>
<td>62-80</td>
<td>63-80</td>
<td>60-80</td>
<td>16 (101, 102, 201, 202)</td>
</tr>
</tbody>
</table>
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At the discretion of the individual college, an oral exam at the 202 level may be administered.

C. Defense Activity for Non-traditional Education Support Examination Program
The Maricopa Community Colleges may award credit for the Defense Activity for Non-Traditional Education Support (DANTES) Examination Program to individuals who meet or exceed the ACE recommended scores for awarding credit on the DANTES subject examinations. The Maricopa Community Colleges do not award credit for ENG 102 through DANTES examination. Credit received through DANTES is transferable within the Maricopa Community Colleges, but is not necessarily transferable to other colleges and universities.

The Assessment Center at Rio Salado College is a national test site. For additional information on registering for DANTES examinations, call (480) 517-8560.

D. American College Testing Proficiency Examination Program
The Maricopa Community Colleges may award credit for the American College Testing Proficiency Examination Program (ACT-PEP) based on the scores earned.

E. Departmental Credit By Examination
Students may apply for Departmental Credit By Examination in certain courses by obtaining the appropriate form in the Admissions and Records Office/Office of Student Enrollment Services, paying the required fee, and completing the examination and other requirements of the college. See fee schedule for appropriate fees.

Students may not request:
1. To challenge a course a second time;
2. To challenge a course while currently enrolled in the course;
3. To establish credit in a previously completed course; and
4. To establish credit for a lower level of a course in which credit has been received.
A. Exceptions may be granted at some MCCCD colleges for their unique programs of study.
B. Certain departments may have additional requirements that must be met before credit may be granted through departmental credit by examination.
C. 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.
D. 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.

College Level Examination Program (CLEP)
NOTE: The changes to English Composition CLEP were agreed upon at their respective Articulation Task Force (ATF) meetings prior to approval by APASC members in April, 2008. These cut scores, which represent equivalencies, were implemented July 1, 2009.

See Table 1. Table Revised March 2012

Advanced Placement Credit
NOTE: The changes to AP scores to include Japanese were agreed upon at their respective Articulation Task Force (ATF) meetings prior to approval by APASC members in April, 2008. These cut scores, which represent equivalencies, were implemented fall 2009.

See Table 2 on following page.
Table Revised March 2012

F. International Baccalaureate Diploma/Certificate
Students who present an International Baccalaureate Diploma/Certificate may qualify for college credit. MCCCD College grants credit for college-level courses only. Credit is awarded according to the “International Baccalaureate Diploma/Certificate Credit” table.

International Baccalaureate Diploma/Certificate Credit See Table 3 on following page.
Table Revised March 2012

3. Health Care Integrated Educational System (HCIES) Credit for Prior Learning
National/Regional Credential Recognition
Students who have recognized credentials related to healthcare may request an evaluation for course competency equivalency on a case-by-case basis through the Integrated Competency Assessment Network (ICAN). For more information contact the ICAN office at (480) 731-8240 or by email at ican@domail.maricopa.edu. Website: http://healthcare.maricopa.edu/healthcarecourses.php When national or regional credentials are determined to be equivalent to the competencies demonstrated in corresponding courses, the recognition of external credentials will fulfill graduation credit requirements for the identified courses through Credit by Evaluation.

Credit by Examination and Credit by Skills Demonstration Assessment
Health care students may apply for credit for prior learning in certain courses. Specific information and required forms can be found on http://healthcare.maricopa.edu/healthcarecourses.php Credit by Examination in the HCIES is determined through the use of HCIES Competency Assessment Tests (CATs) and/or Skills Demonstration Assessment under the direction of the HCIES Integrated Competency Assessment Network (ICAN). Students may apply for
# Table 1

<table>
<thead>
<tr>
<th>Examination</th>
<th>General</th>
<th>Score</th>
<th>Sem. Hrs.</th>
<th>MCCCD</th>
<th>Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Composition</td>
<td></td>
<td>50 (July 1, 2001 or later), 600 (1986 version), 500 (1978 version)</td>
<td>4</td>
<td>With essay qualifies for ENG101(3) and ENG297(1)</td>
<td></td>
</tr>
<tr>
<td>College Composition—Modular</td>
<td></td>
<td></td>
<td>0</td>
<td>No credit</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td>50 (July 1, 2001 or later), 500 (prior to July 1, 2001)</td>
<td>6</td>
<td>Elective Credit</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td></td>
<td>50 (July 1, 2001 or later), 500 (prior to July 1, 2001)</td>
<td>8</td>
<td>Elective Credit*</td>
<td></td>
</tr>
<tr>
<td>Social Sciences and History</td>
<td></td>
<td>50 (July 1, 2001 or later), 500 (prior to July 1, 2001)</td>
<td>5.3</td>
<td>Elective Credit</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Government</td>
<td>ACE Score</td>
<td>3</td>
<td>POS110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Literature</td>
<td>ACE Score</td>
<td>6</td>
<td>ENH241, 242</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzing and Interpreting Literature</td>
<td>ACE Score</td>
<td>3</td>
<td>Elective Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>ACE Score</td>
<td>8</td>
<td>BIO Elective Credit*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus (Previously Calculus with Elem Functions)</td>
<td>ACE Score</td>
<td>4</td>
<td>MAT221</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>50 or higher</td>
<td>4</td>
<td>CHM151(3) and CHM151LL (1)</td>
<td></td>
</tr>
<tr>
<td>College Composition (Replaces English Composition with Essay)</td>
<td>50</td>
<td>4</td>
<td>With essay qualifies for ENG101, ENG297</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Literature</td>
<td>ACE Score</td>
<td>3</td>
<td>Elective Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>50</td>
<td>3</td>
<td>Elective Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Language, Level 1 (Previously French Language)</td>
<td>50-54, 55-61</td>
<td>4</td>
<td>FRE101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Language, Level 2 (Previously French Language)</td>
<td>62-65, 66-80</td>
<td>12</td>
<td>FRE101, 102</td>
<td>102, 201</td>
<td></td>
</tr>
<tr>
<td>German Language, Level 1 (Previously German Language)</td>
<td>39-45, 46-50</td>
<td>4</td>
<td>GER101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German Language, Level 2 (Previously German Language)</td>
<td>51-59, 60-80</td>
<td>12</td>
<td>GER101, 102</td>
<td>201, 201</td>
<td></td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td></td>
<td>50 or higher</td>
<td>3</td>
<td>CFS205</td>
<td></td>
</tr>
<tr>
<td>Information Systems and Computer Applications</td>
<td>ACE Score</td>
<td>3</td>
<td>CIS Elective Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro to Educational Psychology</td>
<td>ACE Score</td>
<td>3</td>
<td>EDU Elective Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td>50</td>
<td>3</td>
<td>Elective Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>ACE Score</td>
<td>3</td>
<td>PSY101</td>
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*The general studies requirement in natural sciences (SQ and SG) and Literacy and Critical Inquiry (L) are not satisfied by CLEP
## Table 2

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<thead>
<tr>
<th>Examination</th>
<th>Score</th>
<th>MCCCD</th>
<th>Sem. Hrs.</th>
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<tbody>
<tr>
<td>Art – History</td>
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<td>ARH101, 102, ARH101 or 102</td>
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<td>Art—Studio Art (Drawing)</td>
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<td>3</td>
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<td>BIO181, 182, BIO100 or Equivalent</td>
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<td>Economics –Microeconomics</td>
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<td>ECN212</td>
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<td>English – Language and Composition</td>
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<td>English – Literature and Composition</td>
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<td>Environmental Science</td>
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<td>German – Language</td>
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<td>LAT101, LAT101, 201</td>
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<td>LAT101</td>
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<td>Music Theory (Previously Music)</td>
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<td>Physics B</td>
<td>5</td>
<td>PHY111 and PHY112</td>
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<td>PHY111</td>
<td>4</td>
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<td>Physics C – Electricity and Magnetism</td>
<td>5, 4, or 3</td>
<td>PHY112</td>
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<tr>
<td>Physics C – Mechanics</td>
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<td>Psychology</td>
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<td>PSY101</td>
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<td>Spanish – Language</td>
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<td>SPA101, SPA101, 201, 202</td>
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<td>Spanish – Literature</td>
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<td>Statistics</td>
<td>5, 4, or 3</td>
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<td>U.S. Government and Politics (Previously Political Science – American Government)</td>
<td>5 or 4</td>
<td>POS110</td>
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<tr>
<td>U.S. History (Previously History – American)</td>
<td>5 or 4</td>
<td>HIS103, HIS104</td>
<td>6</td>
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</tbody>
</table>
POLICIES AND PROCEDURES

HCIES Health Care Pathway/Program Advanced Placement in certain courses by obtaining the appropriate form(s) in the Admissions and Records Office/Office of Student Enrollment Services, paying the required fee(s), and successfully completing the examination and/or skills demonstration and other requirements of the college. See fee schedule for appropriate fee. Fees are not refundable if a student fails to obtain credit. Students may not request:

A. To challenge a course a second time;
B. To challenge a course while currently enrolled in the course;
C. To establish credit in a previously completed course; or
D. To establish credit for a lower level of a course in which credit has been received.

Certain health care pathways/programs have additional requirements which must be met before credit may be granted through HCIES credit by examination and credit by skills demonstration assessment.

Grades of A, B, C, D, or P, earned as a result of examination or skills assessment will be recorded on the student's transcript. Fees are not refundable after the examination/skills demonstration has been administered, regardless of results. A grade of P/Z is not used in computing the grade point average.

When credit is granted as outlined above, a notation of “Credit by Examination,” “Credit by Evaluation,” or “Credit by Skills Demonstration,” and the number of credits will appear on the student's transcript. If a grade is assigned, it will be used in computing the grade point average.

4. Transferring To the Maricopa Community Colleges
A student enrolling at one of the Maricopa Community Colleges after having attended other post-secondary institutions can have coursework evaluated for transfer credit. To be eligible for evaluation, coursework must appear on official transcripts from the source institutions. The official transcripts must be mailed directly from the source institutions to the Admissions and Records/Enrollment Services Offices of the receiving institutions. The Admissions and Records/Enrollment Services Offices at the receiving institutions will complete course-by-course evaluations for all submitted transcripts upon student request.

The Maricopa Community Colleges may transfer in coursework if:

a. The coursework was completed at colleges and universities accredited by the following regional accrediting agencies: New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of

<table>
<thead>
<tr>
<th>Examination</th>
<th>Score</th>
<th>Sem. Hrs.</th>
<th>MCCCDD Equivalency</th>
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<tbody>
<tr>
<td>Biology</td>
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<td></td>
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<td>BIO100 or equivalent</td>
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<td>Business and Management</td>
<td>5 or higher</td>
<td>3</td>
<td>Elective Credit</td>
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<td>Chemistry</td>
<td>7, 6, or 5</td>
<td>9</td>
<td>CHM151, 152</td>
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<td>Economics</td>
<td>7, 6, or 5</td>
<td>6</td>
<td>ECN211, 212</td>
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<td>English A</td>
<td>7, 6, or 5</td>
<td>6</td>
<td>ENG101, ENG100AB, AC, AD</td>
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<td></td>
<td>4</td>
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<td>ENG100AB, AC, AD</td>
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<tr>
<td>English B</td>
<td>No Credit</td>
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<td>None</td>
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<td>Mathematics HL</td>
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<td>Mathematics SL</td>
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<td>Mathematical Studies SL</td>
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<td>Further Mathematics SL (Previously Mathematics)</td>
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<td>7 or 6</td>
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<td>ART112</td>
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</tbody>
</table>
Policies and Procedures

Colleges and Schools, and/or Western Association of Schools and Colleges. The Maricopa Community Colleges will not award credit for courses completed at institutions not regionally accredited.

b. The coursework was earned with a grade of C or better.

c. The coursework was taken at another Arizona community college to fulfill general education requirements for the Arizona General Education Curriculum (AGEC).

Conditions of Transfer Credit:

1. Acceptance and applicability of courses from another Maricopa Community College that fulfill requirements other than general education is determined by individual Maricopa Community Colleges.

2. The award of transfer credit shall not express or imply that all transfer credit will be fully applicable toward all Maricopa associate's degree and certificate requirements.

3. Developmental coursework (below 100-level) is accepted for the purpose of fulfilling course prerequisites. The credit does not apply toward a degree or certificate.

4. 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.

5. The age of credit may be considered in applying credit toward degrees and certificate programs.

6. College-level courses completed outside the United States and recorded on official transcripts will be evaluated for transfer credit, provided that the institution where the courses were taken is accredited by the ministry of education in that country. It is the student's responsibility to submit all foreign and international transcripts to one of the international credential evaluation to be translated into English, evaluated on a course-by-course-basis, and sent directly to the receiving colleges. Contact your college admissions and records/enrollment services office to obtain a list of approved agencies.

7. For military credit, credit by examination, credit by evaluation, and CLEP/AP/IB see the section for Credit For Prior Learning.

1. Transfer Credit from MCCC and Established Articulation Agreements

The Maricopa Community Colleges have developed formal agreements to facilitate the transfer of credit to four year colleges and universities. This is accomplished through the development of course and program articulation agreements. The Maricopa Community Colleges articulate with private, public, and international baccalaureate degree granting institutions that have achieved full accreditation or candidacy status with a regional accreditation commission. Maricopa transfer agreements are on behalf of the District as a whole and not with individual colleges within the district. Courses taken at any of the Maricopa Community Colleges are equally transferable by institutions wishing to articulate. Students planning to transfer to a university may be required to submit official transcripts from all institutions attended.

2. Articulation and Transfer Agreements:

a. Maricopa Skill Center and the Southwest Skill Center: The Maricopa Community Colleges have articulation agreements with the Maricopa Skill Center and the Southwest Skill Center in limited areas of study. Students who have participated in these agreements may be granted credit for prior learning. No fees will be assessed for credits awarded for prior learning. Articulated course/program credit is transferable within the Maricopa Community Colleges, but may not necessarily be transferable to other universities and colleges. Students should contact the admissions and records office/office of student enrollment services for specific information related to these agreements.

b. Arizona Public Community Colleges and Universities: Maricopa is a participant in the Arizona statewide transfer system. The aztransfer.com website is the official source of information for the statewide articulation agreements between the Arizona public community colleges and universities (Arizona State University, Northern Arizona University, and University of Arizona). Included on aztransfer.com is the course equivalency guide (CEG), which shows how institutions have agreed to transfer coursework from Arizona public community colleges and tribal institutions to Arizona State University, Northern Arizona University, and the University of Arizona. The transferability of a course does not indicate directly how the course will apply to meet requirements for specific bachelor's degrees. https://www.aztransfer.com/cgi-bin/WebObjects/Admin_CEG

c. Domestic (U.S) and International Institutions: The Maricopa Community Colleges have transfer agreements with U.S. universities and colleges that are regionally accredited as well as international institutions that have been approved by the Ministry of Education. These partnerships are formalized through district-wide articulation agreements and are designed to help students maximize their transfer credit toward a bachelor's degree. To access a list of institutions with which Maricopa has established articulation agreements, visit: www.maricopa.edu/academic/ccta/artic/partner_list.php

3. Limitations on the Transfer of Credit:

Generally, the following types of courses are not intended for transfer. Contact the Admissions and Records office at your college for specific information.

a. Remedial/developmental courses or courses numbered below 100

b. Arizona government university courses

c. Cooperative education
d. Experimental courses

e. Post baccalaureate courses

f. Contractual training for business, industry, and
government

g. Some forms of credit for prior learning
h. Non-credit courses

4. 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.

5. Shared Unique Numbering (SUN) System Course Information
   Senate Bill 1186, which passed into law in 2010, mandated the creation of a shared numbering system for public college and university courses in Arizona to identify courses that transfer from community colleges to universities toward a baccalaureate degree. The shared unique number (SUN) system is a college course numbering system designed to help students locate and enroll in courses that have direct equivalents for transfer among Arizona’s public community colleges and three state universities. However, even if a course at the Maricopa Community Colleges is not designated as a SUN course, it could still transfer to other Arizona public institutions with a direct equivalent as per the course equivalency guide on aztransfer.com. The SUN system does not address the applicability of courses. Students are encouraged to work with an academic advisor on course selections. To access a list of SUN courses, visit www.azsunsystem.com.

5. Servicemen's Opportunity College
   The Maricopa Community Colleges recognize the unique educational problems confronting many active duty military personnel in attaining their educational goals. The colleges have, therefore, established themselves as Servicemen's Opportunity Colleges. This means that the colleges recognize the peculiar needs of military personnel in that they provide courses on the various military bases located in Maricopa County and provide opportunities to complete courses through non-traditional means when education is interrupted by military obligations. Maricopa Community Colleges maintain liberal entrance requirements, offer maximum credit for educational experiences obtained in the Military Services, and follow residency statutes applicable to the special needs of servicemen. Maricopa Community Colleges follow the recommendations established by the American Council on Education. If, for any reason, Maricopa Community Colleges’ status as a Servicemen's Opportunity College District is discontinued, it will nonetheless maintain its commitment to students previously enrolled. In addition, the option to enter into a “contract for a degree” allows the community college, as the college of record, to grant a degree upon completion of twelve (12) credit hours at the college and the satisfaction of graduation requirements.

ACADEMIC ADVISING (AR 2.2.6)
1. Academic advising assists students in the formation of educational plans and goals. This is an ongoing process of clarification, evaluation, re-clarification, and re-evaluation.
2. The ultimate responsibility for making decisions about life goals and educational plans rests with the student. The academic advisor helps to identify and assess alternatives and consequences.
3. The academic advisor also serves as a resource for accurate information. The advisor is knowledgeable about institutional policies, procedures, programs and resources and assists students in making use of printed and online materials.
4. Advisors are in a position to help students identify their learning-related needs. Feedback received from advisors could be beneficial and should be used in policy-making decisions at all levels of the institutional administration.

With the help of an academic advisor, students will:
1. gain an understanding of their academic abilities and interests
2. be reinforced in their successes
3. be provided information regarding the nature and purpose of higher education
4. be referred to counselors and other resources to explore their interests, skills, abilities, and values
5. define and refine educational goals and objectives and understand the consequences of alternative courses of action
6. consider alternative careers through counselors, workshops, seminars, and other resources
7. make course, certificate, and/or degree selections
8. understand and utilize placement test results
9. be encouraged to be active participants in their educational planning and college life
10. be informed of support services that are available and how to make an appointment, if appropriate
11. be aware of transfer articulation arrangements
12. be informed about research results and general perceptions of student experiences at the institution
13. receive accurate printed materials on academic majors, minors, and other degree and program requirements
14. be encouraged to use the technology, which supports the academic advising process

STUDENT COURSE PLACEMENT PROCESS (AR 2.2.7)
   The Maricopa Community Colleges are committed to providing students with opportunities for successful academic experiences. Student academic achievement is directly related to the proper initial course placement. Students choosing to enroll will register for the courses indicated by their English, mathematics, or reading course placement tests, or in a lower level course. Initial course placement should be discussed with an advisor or counselor who is skilled in assessing the student's needs and factors that affect student success.

1. Testing for Course Placement
   A. Students will be required to complete a course
placement test under any one of the following conditions:

i. The student is taking his or her first college credit English, reading and/or math course, or any college course for which English, reading or math is a prerequisite.

ii. The student is pursuing a degree and does not have current valid district approved course placement scores on file or does not have previous college credit in English, reading and math.

iii. The student does not have a high school diploma or GED.

iv. The student for whom English is not the primary language and is taking his or her first English as a Second Language class is required to take a test of English proficiency.

v. College may determine additional conditions under which students would be required to complete course placement testing. Contact the college for additional conditions.

B. Students will be strongly encouraged to complete a course placement test under any one of the following conditions:

i. The student is taking a math course and has a college-level prerequisite on file that is more than five (5) years old.

ii. The student is taking a college course for which English, reading or math is a prerequisite, and such credit is more than five (5) years old.

C. Students MAY be exempt from a course placement test if at least one of the following conditions apply:

i. The student has earned an associate or higher degree.

ii. The student has earned college credits from a regionally accredited college in English, reading, and math with a grade of C or higher, and such credit is no more than five (5) years old.

iii. The student has currently valid district approved course placement scores on file.

Note: Being exempt from taking a course placement test does not exempt the student from fulfilling the minimum graduation requirements.

2. Course Placement

A. Students choosing to enroll in the courses indicated will be advised and placed into courses based on highest test or retest scores.

B. Students will be permitted one re-test in English, reading or by math level after at least a 24-hour waiting period. An additional re-test is permitted one year from the date of student's original or re-test at any course placement testing site.

C. The vice president of student affairs or designee may approve re-testing for students with special needs or circumstances. The re-test date will then serve as the date of record.

D. Students may request a Course Placement Waiver from the appropriate department/division chair or designee. The waiver will be granted at the chair/designee's discretion. Additional testing may also be required. The signed waiver will be noted on the student's electronic record.

3. Implementation of Policy

To ensure consistency of the course placement process within the Maricopa Community Colleges:

A. All colleges shall accept the same approved course placement instruments.

B. All colleges shall adhere to the same approved cut-off scores.

C. Course placement scores, with the exception of the reading exemption, will be valid for two years from the date of the original or re-test.

4. Evaluation

The Maricopa Community Colleges will provide an ongoing evaluation of the course placement process. An annual report shall be submitted to the Governing Board to indicate the policy's effectiveness noting the number of students assessed, their placement scores and their success in courses. Every three years a thorough review of the policy and procedures shall be implemented, including recommendations from the English, Reading and Math Instructional Councils regarding cut-off scores, course placement assessment tools and procedures.

REGISTRATION (AR 2.2.8)

Students must register according to the dates indicated, and in the manner described in the college class schedule. To be eligible for registration, students must have completed the appropriate steps listed under the Admissions section. The college may allow early or priority registration. Tuition and fees must be paid or payment arrangements made by the due date to secure class enrollment. Students may not attend a class for which they are not registered.

The colleges reserve the right to enroll students in courses. The final decision for admission to any class for students admitted under Section 2 of AR 2.2.1 will be determined by the designated college administrator in consultation with the department chairperson and/or faculty.

TUITION AND FEES (AR 2.2.9)

Tuition and fees 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)
POLICIES AND PROCEDURES

4. Unclassified, Out-of-County, Out-of-State (1-6 credit hours system-wide)

Residency for tuition purposes is determined in accordance with state law (ARS §§15-1801 et seq.) and regulations of the Maricopa Community Colleges Governing Board. All of the Maricopa Community Colleges are subject to the above statutes and regulations. Students who have questions about their residency should contact the Admissions and Records Office/Office of Student Enrollment Services for clarification.

Students attending more than one Maricopa Community College will be assessed fees for their enrollment at each of the Maricopa Community colleges/centers. (Students who are considered to be out-of-state residents for tuition and fees purposes should refer to the Concurrent Enrollment in Arizona Public Institutions of Higher Education policy under the Residency section of this publication.)

1. Time of Payment
All tuition, fees, assessments and deposits must be paid at the time of registration or by the specified deadline date and in accordance with the fee schedule approved by the Maricopa Community Colleges Governing Board.

2. Tuition and Fees Schedule
(Effective July 1, 2012 for fall, spring and summer sessions) Current information can be found at www.maricopa.edu/publicstewardship/governance/adminregs/appendices/S-4.php.

The following is the tuition and fees schedule for 2012-2013 and is provided for reference. These tuition and fees are subject to change. Consult the college’s Admissions and Records Office/Office of Student Enrollment Services for course fees in effect during the semester/term in which you intend to register. See Appendix S-4

<table>
<thead>
<tr>
<th>Appendix S4: Tuition and Fees, Student Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
</tr>
<tr>
<td>Maricopa County (In County)</td>
</tr>
<tr>
<td>In County Resident</td>
</tr>
<tr>
<td>Credit Hours</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
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<td>15</td>
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<tr>
<td>16</td>
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<tr>
<td>17</td>
</tr>
<tr>
<td>18</td>
</tr>
</tbody>
</table>

* Students from any other county in Arizona are considered Maricopa County residents (in county) due to a reciprocal arrangement with that county. Reciprocal agreements allow for in-county tuition rates for residents of all Arizona counties except Apache or Greenlee counties without an Out-of-County Residence Affidavit.
** According to ARS §15-1802F, “A person who is a member of an Indian tribe recognized by the US Department of the Interior whose reservation lies in this state and extends into another state and who is a resident of the reservation is entitled to classification as an in-state student.” Therefore, unclassified and out-of-state surcharges do not apply to such students.
*** According to ARS §15-1470, community college districts may offer credit and noncredit courses and services outside of this state. A district is not entitled to state aid payments for students who are provided courses and services outside of this state.
+ This rate applies to out-of-state 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.

www.southmountaincc.edu Policies and Procedures 133
3. Outstanding Debts

Any debt or returned check may revoke a student’s current enrollment and the student’s right to register in subsequent semesters at all Maricopa Community Colleges. Delinquent debts may require penalties, late charges, collection costs, and/or legal fees to be paid before good standing is restored to the student.

The following procedure will be used for the collection of returned checks and other outstanding debts:

A. The designated college official or fiscal officer is responsible for:

i. Verifying the student’s district wide debt,
ii. Attempting to notify the student of the debt and
iii. Attempting to collect the debt.

B. All Maricopa Community College services will be withheld pending payment of debt (at designated college office) with cash, certified check or money order or online with debit or credit card or in person with credit card. Student may be withdrawn from classes.

C. If other collection attempts fail, the Maricopa Community Colleges District Office will either collect or use other means available, including:

i. Collection agency, requiring payment of collection fees by the student;
ii. The Tax Refund Setoff Programs as stated in ARS §42-1122;
iii. Litigation, requiring payment of court costs and legal fees by the student.

D. Debt Holds may be lifted by the appropriate College or District business services designee for the extension of services provided that at least one of the following conditions are met:

i. 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 MCCC office that the hold resulted from a system error and the error is due to an activity that requires correction by the appropriate College or District personnel.

4. Discounted Fees and Waivers

A. Citizens 62 years of age and older shall be issued ID cards that allow them the privilege of attending events at no cost and that allow them to use the library facilities.

B. Employees, Dependents and Mandated Groups

The Maricopa Community College District waives tuition and student activity fees for credit-hour courses for employees and their dependents, and for legislatively mandated groups. Special fees and fees for Non-credit/Special Interest Community Services courses are not waived.

C. Tuition and Registration Fee Waiver for Members of the Pima-Maricopa Indian Community

Tuition and fee waivers shall be funded through Auxiliary Fund Monies for college credit courses for the enrolled members of the Pima-Maricopa community who live on the Pima-Maricopa Reservation.

All other guidelines and procedures established for the purpose of administering waivers, affidavits and exemptions are outlined in the Maricopa County Community College District tuition waiver manual.
**Policies and Procedures**

**Refund Policy (AR 2.2.10)**

**1. Refund Policy for Credit Classes**

Students who officially withdraw from credit classes (in fall, spring, or summer) within the withdrawal deadlines listed below will receive a 100% refund for tuition, class and registration processing fees. Deadlines that fall on a weekend or a college holiday will advance to the next college workday except for classes fewer than 10 calendar days in length or as specified by the college. Calendar days include weekdays and weekends. Refer to individual colleges for withdrawal and refund processes. Never attending is not an allowable refund exemption or an excuse of the debt incurred through registration.

<table>
<thead>
<tr>
<th>Length of Class</th>
<th>Official Withdrawal Deadlines for 100% Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9 calendar days</td>
<td>Prior to the class start date</td>
</tr>
<tr>
<td>10-19 calendar days</td>
<td>1 calendar day including the class start date</td>
</tr>
<tr>
<td>20-29 calendar days</td>
<td>2 calendar days including the class start date</td>
</tr>
<tr>
<td>30-39 calendar days</td>
<td>3 calendar days including the class start date</td>
</tr>
<tr>
<td>40-49 calendar days</td>
<td>4 calendar days including the class start date</td>
</tr>
<tr>
<td>50-59 calendar days</td>
<td>5 calendar days including the class start date</td>
</tr>
<tr>
<td>60-69 calendar days</td>
<td>6 calendar days including the class start date</td>
</tr>
<tr>
<td>70+ calendar days</td>
<td>7 calendar days including the class start date</td>
</tr>
</tbody>
</table>

*Course fees and registration processing fees will be refunded only if the student qualifies for a 100% refund. Debts owed to any MCCCD college must be satisfied before any refunds are paid to the student. Refunds for students receiving federal financial assistance are subject to federal guidelines. Requests for exceptions to the refund policy must be filed within one year from the semester in which the course was taken.

2. Refund Policy for Non-Credit Classes

Unless otherwise specified, students must drop non-credit classes prior to the course start date to be eligible for a 100% refund.

3. Cancelled 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.

**Student Financial Assistance (AR 2.2.11 & Appendix S-5)**

The Maricopa Community Colleges provide students financial assistance to enable access to higher education. Student financial assistance shall be awarded on the basis of demonstrated financial need except where funds are specified for recognition of special talents and achievements. Additional procedural information on financial assistance is available in Appendix S-5.

Appendix S-5: Student Financial Assistance

The Maricopa Community Colleges provide students financial assistance to enable access to higher education. Student financial assistance shall be awarded on the basis of demonstrated financial need except where funds are specified for recognition of special talents and achievements. Only those with a lawful presence in the United States may qualify for federal financial aid or Maricopa County Community College District (MCCCD) scholarships. Under Arizona law, any information the student provides about his or her legal status when applying for financial aid or publicly funded scholarships may be subject to mandatory reporting to federal immigration authorities. This does not apply to applications for the private scholarship funds held in and distributed by the Maricopa Community Colleges Foundation.

The office of financial aid may request 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:
1. 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;
2. A transcript or other record received from another institution the student may have attended;
3. 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;
4. 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 www.fafsa.ed.gov/. Each academic year, continuing students must reapply by completing a FAFSA, Renewal FAFSA, or FAFSA on the Web. Scholarships require separate applications. Specific information regarding financial assistance, including application deadlines or priority dates, may be obtained from the college Office of Student Financial Aid.

Types of Aid
Grants, loans, student employment, and scholarship funds may be available from federal, state, and/or private sources. The Maricopa Community Colleges Foundation offers a variety of scholarship opportunities. Scholarship opportunities are available year round. However, most scholarships are posted mid-January and most deadlines are the last week of March. Options are available at www.maricopa.edu/resdev/scholarships/apply.php or by calling 480-731-8400.

Distribution of Aid
Criteria by which aid is distributed among eligible financial aid applicants are available on request at the college Office of Student Financial Aid.

Rights and Responsibilities
Students should read all information provided in the process of applying for federal financial aid in order to gain a greater knowledge of all the rights as well as responsibilities involved in receiving that assistance.

Satisfactory Academic Progress
Specific requirements for academic progress for financial aid recipients are applied differently than scholastic standards. In addition to scholastic standards which are explained elsewhere in this catalog, financial aid recipients are also subject to the following Standards of Satisfactory Academic Progress. Specific information is available at the college Office of Student Financial Aid.

Refunds and Repayments
In accordance with federal regulations (CFR 668.22), a student may be required to repay federal financial aid funds if they completely withdraw, are withdrawn, or fail to earn a passing grade from all classes during a semester. Further information is available at the college Office of Student Financial Aid. This could affect a student's ability to receive Financial Aid in the future at any school. For a student receiving Financial Aid, also see Appendix S-7 for Withdrawal procedures.

Verification of Information
1. A Free Application for Federal Student Aid (FAFSA) or a change to that FAFSA may be selected for verification. If a student's FAFSA is selected for verification, the student will be notified via the Student Center in my.maricopa.edu. In most cases, the student will be required to submit documentation as part of the verification process. The earlier the Financial Aid Office receives the required documentation, the earlier the student’s eligibility for financial aid can be determined. The verification process must be completed no later than 120 days after the last date of enrollment or August 31, whichever comes first. In addition, the Financial Aid Office must receive a final and valid electronic SAR by the student's last day of enrollment or June 30 of the award year, whichever comes first. The verification process must be completed before the Financial Aid Office can award any federal aid.
2. If an award has already been made and a FAFSA is selected for verification, the student must provide required documentation within thirty days after it has been requested of the student or on June 30, whichever comes first. If documentation is not received within this deadline, the student’s award may be adjusted or canceled.
3. The required forms and documents a student submits for verification will be compared to the information reported on the student’s FAFSA. If the information provided does not match what is shown on the FAFSA, the Financial Aid Office will submit changes to the US Department of Education FAFSA processor. After all changes are made to the FAFSA data, the student's eligibility for financial aid will be reviewed. If there are any changes to the student's financial aid eligibility as a result of verification, the student will be notified by means of the Student Center in my.maricopa.edu. If, following verification, the institution discovers evidence of student aid fraud (including identity theft), waste or abuse of US Department of Education funds, such evidence may be referred to the Office of Inspector General of the US Department of Education.

Award Amount and Level of Enrollment
Award amount is determined, in part, on the level of enrollment. A reduction in course load after financial aid has been awarded may result in an adjusted financial aid award. Federal student aid recipients are advised to register at the same time for all classes they intend to take during a semester to maximize award. Some federal aid may not be awarded for classes added at a later date. Contact the college Office of Student Financial Aid for more information.
Repeatec Coursework and Financial Aid Enrollment Status
Federal regulations regarding repeated coursework may impact your financial aid eligibility and awards. Federal regulations specify that students may receive federal financial aid funding for one repetition of a previously passed course. A passed course is defined as one in which a grade of A, B, C, D, or P is received. If you enroll in a course in which you have previously received passing grades twice, the course will not be counted towards your enrollment level for financial aid purposes. You may repeat a failed course until it is passed. Your enrollment for financial aid purposes will be calculated accordingly.

Maricopa Community Colleges Standards of Satisfactory Academic Progress (SAP) for Financial Aid Eligibility
Federal regulations (CFR 668.32(f) and 668.34) require a student to move toward the completion of a degree or certificate within an eligible program when receiving financial aid. Specific requirements for academic progress for financial aid recipients are applied differently than Scholastic Standards. Federal regulations state that Academic Progress Standards must include a review of all periods of enrollment, regardless of whether or not aid was received. Students will be evaluated using the standards described below. Failure to meet any of these minimum standards will result in loss of title IV, HEA program (federal financial aid) eligibility.

Evaluation Period
Standards of Satisfactory Academic Progress (SAP) will be evaluated at the end of each semester; fall, spring and summer. Programs less than one year in length will be evaluated at the midpoint of the program. Non-standard sessions will be evaluated at the completion of the session.

Standards of Satisfactory Academic Progress
Standards of Satisfactory Academic Progress (SAP) are evaluated on each of the three measurements outlined below. Failure to meet any of these standards will result in suspension of eligibility for financial aid.

Note: Grades of F,I,N,W,X,Y,Z, and courses not yet graded are considered attempted but not meeting progress standards for the purposes of financial aid.

Grade Point Measurement
Students must meet the following credit hour/cumulative grade point average (CGPA).

<table>
<thead>
<tr>
<th>Total Credits Attempted*</th>
<th>Minimum CGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>-15.75</td>
<td>1.60</td>
</tr>
<tr>
<td>16-30.75</td>
<td>1.75</td>
</tr>
<tr>
<td>31-45.75</td>
<td>1.90</td>
</tr>
<tr>
<td>46 +</td>
<td>2.00</td>
</tr>
</tbody>
</table>

*for which grade points are computed

Pace of Progression Measurement
Students must successfully complete 2/3 (66.67%) of all attempted course work.

Maximum Time Frame Measurement
Students who have attempted more than 150% of the published credits required for their program of study are considered not meeting SAP.

Coursework Treatment in SAP Calculation
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 Associates degree or higher earned will be considered to have exhausted maximum timeframe eligibility
  All coursework forgiven through the academic renewal process
Course work not included in SAP evaluation:
  Audited courses
  Non-credit courses
  Credit by examination
  Credit for prior learning option (as outlined in the college general catalog)

Notification
Students that have applied for federal assistance, but who do not meet the standards, will be notified. This notification will direct students to information regarding the appeal process.

Ineligibility Determination Appeal
Any student who has lost financial aid eligibility due to extenuating circumstances may appeal. Appeal must:
1. Be in writing and submitted to the Financial Aid Office where the student is applying for aid.
2. Include the extenuating circumstances that caused the student not to meet SAP standards.
3. Include appropriate supporting documentation.
4. 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 issued and courses not yet graded.
- **CGPA (Cumulative Grade Point Average)** - The MCCCD grading policy is published in the administrative regulations at 2.3.3. The CGPA does not include credits accepted in transfer.
- **Appeal** - “A process by which a student who is not meeting the institution’s satisfactory academic progress standards petitions the institution for reconsideration of the student’s eligibility for title IV, HEA program assistance.”
- **Extenuating Circumstance** - Examples are: personal injury or illness, serious illness or death within the immediate family, or other circumstance beyond the reasonable control of the student.
- **Supporting Documentation** - Examples could include: an obituary notice, divorce decree, an accident report, or a letter from a physician, attorney, social services agency, etc.
- **Financial Aid Probation** - “A status assigned by an institution to a student who fails to make satisfactory academic progress and who has appealed and has had eligibility for aid reinstated.” A student in this status “may not receive title IV, HEA program funds for the subsequent payment period unless the student makes satisfactory academic progress or the institution determines that the student met the requirements specified by the institution in the academic plan for the student."
- **Academic Plan** - A plan developed through the SAP Appeal Process which will lead a student to qualify for further title IV, HEA program funds.
- **Financial Aid Suspension** - The status assigned upon failing to meet the minimum SAP standards or the terms of a probationary status. Students in this status are not eligible to receive title IV, HEA assistance.

For more information, please contact the college Financial Aid Office.

If you are receiving federal financial aid it is important to read the information below prior to making a decision to withdraw.

**Treatment of Title IV Aid When a Student Withdraws**

The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are: Federal Pell Grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

When you withdraw during your payment period or period of enrollment (you may contact the Financial Aid office to define these for you and tell you which one applies) the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro-rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don’t incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission, you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any FFEL or Direct loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or your school or parent receives on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of:

1. your institutional charges multiplied by the unearned percentage of your funds, OR
2. the entire amount of excess funds. The school must return this amount even if it didn’t keep this amount of your Title IV program funds.

If your school is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is,
you make scheduled payments to the holder of the loan over a period of time. Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return. You can view the tuition refund policy and requirements and procedures for withdrawing from school at www.maricopa.edu/publicstewardship/governance/adminreg/s/students/2_2.php

VETERANS SERVICES (AR 2.9)
The Maricopa Community Colleges’ veterans’ services offices act as liaisons with the Department of Veterans Affairs. Each program must be approved by the Department of Veterans Affairs. Students may be eligible to receive educational benefits if they are registered in courses that apply to the student’s approved programs. Application forms, counseling, advisement and tutoring are available for students who are eligible for veteran’s educational benefits. Students applying for veteran’s educational benefits should allow eight to ten weeks before receiving benefits. The amount of benefits awarded is determined by the Department of Veterans Affairs, and is based on the number of credit hours or clock hours for which a student is enrolled and the length of the enrollment period for each course.

Veteran’s benefits available:
1. Chapter 30 - Montgomery GI Bill
2. Chapter 31 - Vocational Rehabilitation (separately served through the local VA office)
3. Chapter 32 - VEAP Program
4. Chapter 33 - Post 9/11 GI Bill & Transfer of Eligibility to Dependents (TOE)
5. Chapter 35 - Survivors and dependents of deceased/100% disabled veterans
6. Chapter 1606 - Montgomery GI Bill, Selected Reserve
7. Chapter 1607 - REAP Reserve Educational Assistance Program

It is the student's responsibility to notify the office that serves veterans at their campus regarding any change in enrollment, address, program of study, enrollment at another institution, or any other change that may impact their veteran’s educational benefits.

Those students receiving benefits must follow the VA academic progress policy to continue to receive benefits.

### Academic Progress Policy for Students Receiving Veteran’s Educational Benefits

<table>
<thead>
<tr>
<th>Credit Hours for Which Grade Points are Computed at Resident Maricopa Community College (A, B, C, D, F, and Y)</th>
<th>Minimum Grade Point Average Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-15</td>
<td>1.60</td>
</tr>
<tr>
<td>16-30</td>
<td>1.75</td>
</tr>
<tr>
<td>31-45</td>
<td>1.90</td>
</tr>
<tr>
<td>46+</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Department of Veterans Affairs regulations require that all persons using any type of veteran educational assistance program be making satisfactory academic progress toward achievement of their educational objective (program of study). A student who does not meet the minimum standards (see above) will be placed on probation for a maximum of two (2) consecutive semesters. At this point, if satisfactory academic progress has not been demonstrated, veteran educational benefits will be terminated. Benefits may be resumed when the student raises the cumulative grade point average to the required minimum standards or demonstrates the ability to meet these standards through the approval of a written appeal. For appeal procedures, contact the office that serves veterans at your campus.

For additional details and information regarding veteran’s educational benefits, contact the office that serves veterans at your campus.

### SCHOLASTIC STANDARDS

#### ACADEMIC LOAD (AR 2.3.1)

A credit hour is defined as an amount of work represented in course competencies and verified by evidence of student achievement that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or at least an equivalent amount of work for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. In accordance with common practice in higher education, instruction representing a credit hour is typically delivered in a 50 minute class period.

Students carrying at least twelve (12) credit hours will be considered full-time students for the fall and spring semesters. Three-quarter-time is 9 - 11.9 credit hours. Half-time is 6 - 8.9 credit hours. Fewer than six (6) credit hours is considered less than half-time. Academic load for summer and special terms may be defined differently. Contact the Admissions and Records Office/Office of Student Enrollment Services for clarification. As provided in the Reduced Course Load administrative regulation, a student may be deemed a full-time student carrying fewer than twelve credit hours pursuant to an accommodation of a disability.
Courses may vary in length, and begin and end throughout the year. A credit hour indicates the value of an academic credit. Standards for the awarding of credit hours may be time based or competency based. To obtain credit, a student must be properly registered and must pay fees for the course. The fall and spring semesters are typically sixteen (16) weeks in length. Summer sessions are typically five or eight weeks in length.

Students desiring to take more than eighteen (18) credit hours must obtain approval from the designated college official. Ordinarily, only students with a grade point average of 3.0 or higher for the preceding semester or first semester students who were in the upper quarter of their high school graduating class are permitted to carry more than eighteen (18) credit hours.

Students participating in extra-curricular or co-curricular activities or receiving financial assistance may be required to maintain a specified minimum academic load.

Students who are working, have considerable extra-curricular or co-curricular activities, or have been reinstated from academic suspension/probation should plan their academic load accordingly.

Schedule Changes
Students may change their schedule by following the designated procedures at their college of enrollment. It is the student's responsibility to notify the college if he/she will no longer be attending the class (see Appendix S-7 for Withdrawal Procedures).

ATTENDANCE (AR 2.3.2)
- Only persons who are registered for a class at any of the Maricopa Community Colleges may attend that class. Attendance requirements are determined by the course instructor. Students who do not meet the attendance requirement as determined by the course instructor may be withdrawn.
- Students who fail to attend the first scheduled class meeting, or to contact the instructor regarding absence before the first scheduled class meeting may, at the option of the instructor, be withdrawn.
- At the beginning of each course, each faculty member will provide students with written attendance requirements. It is the student's responsibility to consult with the instructor regarding official or unofficial absences. Absences begin to accumulate with the first scheduled class meeting.
- Students bear the responsibility of notifying the Admissions and Records Office/Office of Student Enrollment Services when they discontinue studies in a course or at the college. Please refer to Appendix S-7 for Withdrawal Procedures.

1. Official Absences
A. Official absences are those that occur when students are involved in an official activity of the college, i.e., field trips, tournaments, athletic events, and present an official absence excuse form. Absences for such events shall not count against the number of absences allowed by an instructor or department. Students who must miss a class for an official reason must obtain an official absence verification card from the appropriate vice president or designee and present it to the appropriate instructor(s) before the absence. Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the student will not be penalized.

B. Other official absences include jury duty and subpoenas. Appropriate documentation will be required. Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the student will not be penalized.

C. In the event of military commitments. Absences for periods of up to one week will not be counted against the number of absences allowed by an instructor or department. The student is required to provide appropriate documentation of the specific orders, length of assignment and location. Prior notification must be initiated with each instructor to discuss make-up work. If the length of the absence will be longer than one week, the instructor and the student will determine whether there is sufficient opportunity for the student to make up the work. If it is determined that the length of absence for the military commitment provides an undue hardship on the student's ability to make up the assignments, he or she will be provided an opportunity to request an incomplete grade or drop the class or, in the case of open-entry classes, the opportunity to request an extension.

D. In the event of the death of an immediate family member, absences for periods of up to one week will not be counted against the number of absences allowed by an instructor or department. Students should contact instructor(s) as soon as possible to arrange for make-up work. Appropriate documentation will be required (for example, a copy of the obituary or funeral program). In specialized programs that require clinical rotations, this regulation may not apply.

2. Religious Holidays
Students shall have the right to observe major religious holidays without penalty or reprisal by any administrator, faculty member or employee of the Maricopa Community Colleges. Absences for such holidays shall not count against the number of absences allowed by an instructor or department. At least one week before the holiday, students shall submit to their instructor(s) a written statement that includes both the date of the holiday and the reason why class attendance is impossible. Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the student will not be penalized.
GRADING (AR 2.3.3)

1. Policy
   It is the policy of the Maricopa Community Colleges that
   a grade will be assigned at the conclusion of the course.
   Official grades are available on designated college web
   sites.

Grade Key

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent 4 grade points per credit hour</td>
</tr>
<tr>
<td>B</td>
<td>Above Average 3 grade points per credit hour</td>
</tr>
<tr>
<td>C</td>
<td>Average 2 grade points per credit hour</td>
</tr>
<tr>
<td>D</td>
<td>Passing 1 grade point per credit hour</td>
</tr>
<tr>
<td>F</td>
<td>Failure 0 grade points per credit hour</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete Not computed in grade point average</td>
</tr>
<tr>
<td>IP</td>
<td>Course in Progress Not computed in grade point average</td>
</tr>
<tr>
<td>N</td>
<td>Audit Not computed in grade point average</td>
</tr>
<tr>
<td>P</td>
<td>Credit Not computed in grade point average</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn, failing Not computed in grade point average</td>
</tr>
</tbody>
</table>

P* Credit Not computed in grade point average
W Withdrawn, passing Not computed in grade point average
IP Course in Progress 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 seven
      (7) months will have their grade recorded in
      accordance with the written contract. Students
      should NOT reregister for the course to complete the
      contract.

3. Repeating a Course/Improving a Grade
   To improve a previously earned grade, students may
   repeat the course up to three times after the initial
   attempt to improve a grade. (A "W" or “Y” is not
   considered an attempt.) Students planning to repeat a
   course should seek advisement prior to enrolling. The
   lower grade(s) for repeated courses will automatically be
   excluded from the grade point calculation. All
   enrollments in a course will appear on the transcript.
   Check individual courses and programs for exceptions.

4. Credit/No Credit Courses (P/Z)
   A. Some courses may be taken under a credit/no credit
      grading system. These courses carry grades of P
      (credit, equivalent to a grade of C or higher) or Z (no
      credit) and are not computed in the student’s grade
      point average. Credits earned with a grade of P may
      be counted toward graduation with the exception of
      AGEC (Arizona General Education Curriculum).
   B. The prescribed time limits are for full-semester
      classes. Time limits for classes which meet fewer
      than sixteen (16) weeks are adjusted accordingly.

See “Important Deadlines for Students”.

C. In courses with credit/no credit (P/Z) grading, the
   student may request standard grading (A, B, C, D, F),
   within fourteen (14) days including the date of the
   first class meeting. The instructor must immediately
   notify the Admissions and Records Office/Office of
   Student Enrollment Services.

D. In courses with standard grading (A, B, C, D, F), the
   instructor determines if the credit/no credit option is
   available. If the option is available, the student must
   obtain the permission of the instructor. The
   instructor must notify the Admissions and Records
   Office/Office of Student Enrollment Services within
   fourteen (14) days including the day of the first class
   meeting.

E. It is the student’s responsibility to verify the
   transferability of credit/no credit courses. Some
   universities place a limitation on the number of
   credit/no credit courses that can be transferred.
   Advisory note: Some institutions outside the
   Maricopa Community Colleges may translate the Z
   grade as failing.

5. Audit Courses
   A. Auditors are those who enroll in a course for the sole
      purpose of obtaining information; they receive no
      credit, grades, homework, or tests. If an auditor
      wishes to earn credit, he or she must change from
      audit status to credit status within the first week. If a
      student wishes to audit a course for which he or she
      is enrolled for credit, the change must be made
      within the first five (5) weeks of a semester. Auditors
      are subject to the same attendance policies as other
      students and must meet the same prerequisite
      requirements or obtain approval of the instructor. See
      the fee schedule for charges. Financial aid is not
      available for audited courses.
   B. The prescribed time limits are for full-semester
      classes. Time limits for classes which meet fewer
      than sixteen (16) weeks are adjusted accordingly
      and appear in the “Important Deadlines for
      Students”.

6. Important Deadlines for Students
   See Table 4 followig page

ACADEMIC PROBATION (PROGRESS) (AR 2.3.4)

1. Probation
   A student will be placed on academic probation if, after
   completion of twelve (12) or more credit hours, the
   student’s cumulative grade point average is less than:

<table>
<thead>
<tr>
<th>Credit Hours for Which Grade Points are Computed at Resident Maricopa Community College (A, B, C, D, F, and Y)</th>
<th>Minimum Grade Point Average Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-15</td>
<td>1.60</td>
</tr>
<tr>
<td>16-30</td>
<td>1.75</td>
</tr>
<tr>
<td>31-45</td>
<td>1.90</td>
</tr>
<tr>
<td>46+</td>
<td>2.00</td>
</tr>
</tbody>
</table>

(Students should also be aware that graduation requires a cumulative minimum grade point average of 2.00).
## Table 4

<table>
<thead>
<tr>
<th>Class Length</th>
<th>Deadline for Students to Withdraw with Guaranteed Grade of W</th>
<th>Deadline for Students to Withdraw From a Course (Instructor Signature Required)</th>
<th>Deadline for Students to Request Complete Withdrawal</th>
<th>Deadline to Change Type of Grading (A-F to P/Z, or P/Z to A-F)</th>
<th>Deadline to Change from Audit Grade to Credit Grade</th>
<th>Deadline to Change from Credit Grade to Audit Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Week or less (1 to 7 days)</td>
<td>1st Day of Class</td>
<td>1st Day of Class or Prior to the Last Day of Class</td>
<td>1st Day of Class</td>
<td>1st Day of Class</td>
<td>1st Day of Class</td>
<td>1st Day of Class</td>
</tr>
<tr>
<td>Two Weeks (8 to 14 days)</td>
<td>3rd Calendar Day</td>
<td>6th Calendar Day</td>
<td>6th Calendar Day</td>
<td>1st Day of Class</td>
<td>1st Day of Class</td>
<td>3rd Calendar Day</td>
</tr>
<tr>
<td>Three Weeks (15 to 21 Days)</td>
<td>6th Calendar Day</td>
<td>12th Calendar Day</td>
<td>12th Calendar Day</td>
<td>2nd Calendar Day</td>
<td>1st Day of Class</td>
<td>5th Calendar Day</td>
</tr>
<tr>
<td>Four Weeks (22 to 28 days)</td>
<td>9th Calendar Day</td>
<td>17th Calendar Day</td>
<td>17th Calendar Day</td>
<td>3rd Calendar Day</td>
<td>2nd Calendar Day</td>
<td>7th Calendar Day</td>
</tr>
<tr>
<td>Five Weeks (29 to 35 days)</td>
<td>12th Calendar Day</td>
<td>23rd Calendar Day</td>
<td>23rd Calendar Day</td>
<td>4th Calendar Day</td>
<td>2nd Calendar Day</td>
<td>9th Calendar Day</td>
</tr>
<tr>
<td>Six Weeks (36 to 42 days)</td>
<td>14th Calendar Day</td>
<td>29th Calendar Day</td>
<td>29th Calendar Day</td>
<td>5th Calendar Day</td>
<td>3rd Calendar Day</td>
<td>11th Calendar Day</td>
</tr>
<tr>
<td>Seven Weeks (43 to 49 days)</td>
<td>17th Calendar Day</td>
<td>35th Calendar Day</td>
<td>35th Calendar Day</td>
<td>5th Calendar Day</td>
<td>3rd Calendar Day</td>
<td>12th Calendar Day</td>
</tr>
<tr>
<td>Eight Weeks (50 to 56 days)</td>
<td>20th Calendar Day</td>
<td>41st Calendar Day</td>
<td>41st Calendar Day</td>
<td>6th Calendar Day</td>
<td>3rd Calendar Day</td>
<td>15th Calendar Day</td>
</tr>
<tr>
<td>Nine Weeks (57 to 63 days)</td>
<td>23rd Calendar Day</td>
<td>46th Calendar Day</td>
<td>46th Calendar Day</td>
<td>7th Calendar Day</td>
<td>4th Calendar Day</td>
<td>17th Calendar Day</td>
</tr>
<tr>
<td>Ten Weeks (64 to 70 days)</td>
<td>26th Calendar Day</td>
<td>52nd Calendar Day</td>
<td>52nd Calendar Day</td>
<td>8th Calendar Day</td>
<td>4th Calendar Day</td>
<td>19th Calendar Day</td>
</tr>
<tr>
<td>Eleven Weeks (71 to 77 days)</td>
<td>29th Calendar Day</td>
<td>58th Calendar Day</td>
<td>58th Calendar Day</td>
<td>9th Calendar Day</td>
<td>5th Calendar Day</td>
<td>21st Calendar Day</td>
</tr>
<tr>
<td>Twelve Weeks (78 to 84 days)</td>
<td>32nd Calendar Day</td>
<td>63rd Calendar Day</td>
<td>63rd Calendar Day</td>
<td>10th Calendar Day</td>
<td>5th Calendar Day</td>
<td>23rd Calendar Day</td>
</tr>
<tr>
<td>Thirteen Weeks (85 to 91 days)</td>
<td>35th Calendar Day</td>
<td>70th Calendar Day</td>
<td>70th Calendar Day</td>
<td>10th Calendar Day</td>
<td>5th Calendar Day</td>
<td>25th Calendar Day</td>
</tr>
<tr>
<td>Fourteen Weeks (92 to 98 days)</td>
<td>38th Calendar Day</td>
<td>76th Calendar Day</td>
<td>76th Calendar Day</td>
<td>11th Calendar Day</td>
<td>6th Calendar Day</td>
<td>27th Calendar Day</td>
</tr>
<tr>
<td>Fifteen Weeks (99 to 105 days)</td>
<td>41st Calendar Day</td>
<td>82nd Calendar Day</td>
<td>82nd Calendar Day</td>
<td>12th Calendar Day</td>
<td>6th Calendar Day</td>
<td>28th Calendar Day</td>
</tr>
<tr>
<td>Sixteen Weeks or more (106 or more days)</td>
<td>End of the seventh week</td>
<td>Two weeks before the last class period</td>
<td>Two weeks before the last class period</td>
<td>Within 14 days including the first class period</td>
<td>Within first week of class</td>
<td>Within first five weeks</td>
</tr>
</tbody>
</table>

Deadlines are based on calendar days and begin with the first day of class. Deadlines that fall on a weekend or holiday advance to the next college work day.
Students on academic probation may take no more than twelve (12) credit hours per semester unless approved by the Admissions and Standards Committee.

2. Continued Probation
   A student on academic probation who fails to raise the cumulative grade point average to the required minimum standards (see above) will be placed on continued probation and may be limited to taking six (6) credit hours. Regulations regarding continued probation do not apply to the summer session. Credit hours earned in summer sessions will be included in the cumulative grade point average.

INSTRUCTIONAL GRIEVANCE PROCESS (AR 2.3.5 & Appendix S-6)
A student who feels that he or she has been treated unfairly or unjustly by a faculty member with regard to an academic process such as grading, testing, or assignments, has the right to appeal according to the approved procedures. The appeal process for grades expires one year from the date the grade was issued. Steps outlining the process are available in Appendix S-6.

Instructional Grievance Process (Appendix S-6)
A student who feels that he/she has been treated unfairly or unjustly by a faculty member (full-time or part-time) with regard to an academic process such as grading, testing, or assignments, should discuss the issue first with the faculty member involved. This conference should be requested by the student within fifteen (15) working days from the time the student knew or reasonably should have known about the unfair or unjust treatment.

This instructional grievance process should not be utilized in a case in which a student feels he/she has experienced discrimination. If the student feels that he/she has experienced discrimination on the basis of race, color, religion, national origin, gender, age, disability, veteran status, or sexual orientation, the student should refer to the Discrimination Complaint Procedures for Students as administered by the Vice President for Student Affairs.

Steps for students to follow:
1. If, within ten (10) working days of the request for the conference with faculty member, the problem is not resolved or the faculty member has been unable to meet with the student, the student may continue the process by filing a written complaint with the Department/Division Chairperson and appropriate administrative officer at the college/center. This written complaint must be filed within ten working days following the previous deadline. The written complaint will be given to the faculty member five days before any official meetings are convened.
2. Upon receipt of a written complaint, the Department/Division Chair or appropriate college administrative officer will work with the parties in an attempt to resolve the conflict. The faculty may ask that the College Faculty Senate President be in attendance. Every attempt will be made to maintain confidentiality during this process. A faculty member will not be required to respond to a complaint which is not in writing and which, when appropriate, did not have specific documentation including dates, times, materials, etc. The written complaint will be made available to the faculty member.
3. If the grievance is not resolved at this level within ten working days, the student should forward to vice president of academic affairs or designee, a copy of the original written complaint with an explanation regarding action taken at each prior level. The dean of instruction or appropriate college/ center administrative officer will meet with the student, faculty member, and Department/Division Chair and attempt to resolve the issues. This level will be the final step in any grievance process regarding grades.
4. If the grievance, other than those concerning grades, is not resolved by the vice president of academic affairs or designee, it may be forwarded in writing by the student to the college president for final resolution. The college president or designee will issue a final written determination in the grievance process.

Note: The appeal process for grades expires one year from the date the grade was issued.

NON-INSTRUCTIONAL COMPLAINT RESOLUTION PROCESS (AR 2.3.12 and Appendix S-8)
A student who feels that he or she has been treated unfairly or unjustly by any employee with regard to a non-instructional process such as a student or administrative services has the right to file a formal and written complaint according to the approved procedures. See Appendix S-8.

Non-Instructional Complaint Resolution Process (Appendix S-8)
A student who feels that he or she has been treated unfairly or unjustly by any employee with regard to a non-instructional process such as a student or administrative services has the right to file a formal and written complaint according to the approved procedures.

Steps for students to follow:
1. Discuss the issue with the employee involved. The student should request this conference within fifteen (15) working days from the time the student knew or reasonably should have known about the unfair or unjust treatment.
2. If, within ten (10) working days of the request for the conference with the employee, the problem is not resolved or the employee has been unable to meet with the student, the student may continue the process by filing a written complaint with the appropriate supervisor of the employee where authority exists to take corrective action. This written complaint must be filed within ten (10) working days following the previous deadline. The written complaint will be given to the employee five (5) working days before any official meetings are convened.
3. Upon receipt of a written complaint, the appropriate supervisor will work with the parties in an attempt to resolve the conflict. Every attempt will be made to maintain confidentiality during this process. An employee will not be required to respond to a complaint.
which is not in writing and which, when appropriate, does not have specific documentation including dates, times, actions, supporting documents, etc. The written complaint will be made available to the employee.

4. If the complaint is not resolved at this level within ten (10) working days, the student should forward the or appropriate college/center dean and/or associate dean, a copy of the original written complaint with an explanation regarding action taken at each prior level. The dean and/or associate dean will meet with the student, the employee, and the relevant supervisor and attempt to resolve the issues.

5. If the associate dean and/or dean do not resolve the complaint, the student may forward it in writing to the college president for final resolution. The college president or designee will issue a final written determination in the complaint process.

WITHDRAWAL (AR 2.3.6)

To withdraw from a course or courses from the college, students must follow approved procedures (See Appendix S-7). The Office of Admissions and Records provides information about the withdrawal process. The official date of withdrawal is the date the withdrawal is received in the Admissions and Records Office/Office of Student Enrollment Services. Never attending is not an allowable refund exception or an excuse of the debt incurred through registration. Please see the refund policy.

STUDENT AND FACULTY WITHDRAWAL PROCEDURES
(Appendix S-7)

Student Withdrawal Procedures

1. Withdrawal from Specific Courses
   A student may officially withdraw from specific courses in the following ways:
   
   A. Through the 7th week*, a student may initiate an official withdrawal from any course by completing the withdrawal process online using the student self service system or by submitting a course withdrawal form to the Admissions and Records Office/Office of Student Enrollment Services in accordance with the published deadlines. A grade of W (withdrawn, passing - not computed in the grade point average) will be assigned.
   
   B. After the 7th week*, a student must initiate a withdrawal request with the faculty member. If, after consultation with the student, the faculty member approves the request, a grade of W (withdrawn, passing—not computed in the grade point average) or Y (withdrawn, failing—computed in the grade point average as a failing grade) will be assigned. If the request is not approved, the student will remain in the course.
   
   C. A student has the right to appeal a withdrawal decision according to the approved procedures. Steps outlining the process are available in Appendix S-6.

   *The prescribed time limits are for full semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See Important Deadlines for Students. Failure to file an official withdrawal form may result in failing grades and responsibility for course tuition and fees. Refunds will only be processed within the refund period.

2. Complete Withdrawal from College

Students electing to withdraw from the college must contact the Admissions and Records Office/Office of Enrollment Services no later than two weeks* before the end of the last class meeting and may be required to file a written request.

A grade of W will be assigned in all courses for students who withdraw by the end of the 7th week* of classes. Withdrawals completed after this time will result in a grade of W (withdrawn, passing - not computed in the grade point average) or Y (withdrawn, failing - computed in the GPA as a failing grade).

*The prescribed time limits are for full semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See Important Deadlines for Students. Failure to file an official withdrawal form may result in failing grades and responsibility for course tuition and fees. Refunds will only be processed within the refund period.

3. Withdrawal of Financial Aid Students

In accordance with federal regulations (34CFR 668.22), a student may be required to repay federal financial aid funds if they completely withdraw or are withdrawn, or fail to earn a passing grade from all classes during a semester. Further information is available at the college Office of Student Financial Aid. This could affect a student's ability to receive Financial Aid in the future at any school.

FACULTY WITHDRAWAL PROCEDURES

A faculty member has the option of withdrawing a student who has accumulated unofficial absences in excess of the number of times indicated in that faculty member’s attendance policy in the course syllabus (see AR 2.3.2). Students withdrawn for excessive absences may be reinstated only with the approval of the faculty member. A grade of W will be assigned through the 7th week*. After the 7th week*, a grade of W or Y will be assigned. Faculty members electing to withdraw students must record the withdrawal through the online system, including last date of attendance and withdrawal code.

*The prescribed time limits are for full semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See Important Deadlines for Students. Failure to file an official withdrawal form may result in failing grades and responsibility for course tuition and fees. Refunds will only be processed within the refund period.
ACADEMIC RENEWAL (AR 2.3.7)
Students who are returning to this college after a separation of five (5) years or more from the Maricopa Community College District, may petition for academic renewal. The request must be in writing and submitted to the Admissions and Records Office/Office of Student Enrollment Services at the college where the grades were earned.

Academic renewal at one of the Maricopa Community Colleges does not guarantee that colleges outside the Maricopa Colleges will accept this action. Acceptance of academic renewal is at the discretion of the receiving institution.

1. Prior to petitioning for academic renewal, the student must demonstrate a renewed academic performance by earning a minimum of twelve (12) credit hours and a cumulative grade point average of 2.5 or higher within Maricopa Colleges after reenrollment.
2. Upon approval, all courses taken prior to reenrollment with a grade of “A,” “B,” “C,” “D,” “F,” and “Y” will be annotated as academic renewal on the student’s permanent record. All course work affected by academic renewal will not be computed in the grade point average. Courses with grades “A,” “B,” or “C” will have the associated credit hours counted in the total credit hours earned. Such credit will not be computed in the grade point average.
3. All course work will remain on the student’s permanent academic record, ensuring a true and accurate academic history.
4. The academic renewal policy may be used only once at each college and cannot be revoked once approved.
5. Students who have been granted Academic Renewal must also meet the Financial Aid Standards of Academic Progress if they wish to receive financial aid.

HONORS PROGRAM (AR 2.3.8)
Each of the Maricopa Community Colleges has an honors program. Interested students should contact the college honors coordinator for information about the program and available scholarships, including the Chancellor’s, Foundation’s, and President’s Scholarships.

President’s Honor List
The President’s Honor List for each college consists of all students who complete twelve (12) or more credit hours in residence in courses numbered 100 or higher in a given semester with a college semester grade point average of 3.75 or higher.

GENERAL GRADUATION REQUIREMENTS (AR 2.3.9)
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.
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.
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.
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.

Through its general education requirements, the Maricopa 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.
POLICIES AND PROCEDURES

CATALOG UNDER WHICH A STUDENT GRADUATES (AR 2.2.5)

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

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

EXAMPLE A

Admitted & Earned Course Credit at a Public Community College or University
Continued at a Public Community College Transferred to a University
Fall '05 (Active) Spring '06, Fall '06 (Active) Spring '07 (2005 or Any Subsequent Catalog)

EXAMPLE B

Admitted & Earned Course Credit at a Public Community College or University
Enrolled But Earned AllWs, Zs, or Fs Enrolled in Audit Courses Only Nonattendance Transferred to a University
Fall '02 (Active) Spring '03 (Inactive) Spring '04 (Inactive) Fall '04 (2004 or Any Subsequent Catalog)

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

EXAMPLE A

Admitted & Earned Course Credit at a Public Community College or University Nonattendance Readmitted & Earned Course Credit at a Public Community College Transferred to a University
Fall '02 (Active) Spring '03, Fall '03, Spring '04 (inactive)
Fall '04 (Active) Spring '05 (2004 or Any Subsequent Catalog)

EXAMPLE B

Admitted & Earned Course Credit at a Public Community College or University Nonattendance
Fall '02 (Active) Spring '03 (Inactive)

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 Continued at a Public Community College Nonattendance Transferred to a University
Summer '04 (Active) Fall '04, Spring '05 (Active) Fall '05 (Inactive) Spring '06 (Active) 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.

TRANSCRIPTS FOR TRANSFER (AR 2.3.10)

The transcript is issued upon written request only. Those students who want to transfer to other institutions of higher education, including other Maricopa Community Colleges, must request their transcript be sent from the Admissions and Records Office/Office of Student Enrollment Services. However, transcripts may be shared within the Maricopa Community College District without the written request of the student in compliance with FERPA.

Official transcripts will not be issued to students having outstanding debts to any of the Maricopa Community Colleges. The release of transcripts is governed by the guidance of the Family Education Rights and Privacy Act of 1974 (see Records Policy in the Student Rights and Responsibilities section of this manual). There is no charge for unofficial transcripts, or for official transcripts sent between Maricopa Community Colleges. See the Tuition and Fee Schedule for charges for other official transcripts.
COLLEGE ENVIRONMENT

SEXUAL HARASSMENT POLICY (AR 2.4.4 & 5.1.8-5.1.16)

SEXUAL HARASSMENT POLICY FOR EMPLOYEES AND STUDENTS (AR 2.4.4)

See the EEO/AA Section of the Administrative Regulations (AR 5.1.8).

SEXUAL HARASSMENT POLICY FOR EMPLOYEES AND STUDENTS (AR 5.1.8)

The policy of the Maricopa County Community College District (MCCCD) is to provide an educational, employment, and business environment free of sexual violence, unwelcome sexual advances, requests for sexual favors, and other verbal and/or physical conduct or communications constituting sexual harassment as defined and otherwise prohibited by state and federal law.

Each college has designated its vice president for student affairs as Title IX Coordinator, and student complaints of sexual harassment must be reported to him or her. Sexual violence against employees is prohibited by Title VII of the Civil Rights Act of 1964. Employee complaints of sexual harassment must be reported to the District Office of Equity, Opportunity, and Engagement.

Sexual harassment is unwelcome, verbal, or physical conduct of a sexual nature that is sufficiently severe, persistent, or pervasive that it alters working conditions and creates a hostile environment for employees, or that it unreasonably interferes with, limits, or deprives a student of the ability to participate in or benefit from any MCCCD educational program or activity. The unwelcome behavior may be based on power differentials, the creation of a hostile environment, or retaliation for sexual harassment complaints. Sexual harassment by and between, employees; students; employees and students; and campus visitors and students or employees, is prohibited by this policy.

Due process is afforded any employee, student, or visitor accused of sexual harassment. On receipt of a complaint, an immediate preliminary investigation will be conducted to determine if there is reasonable cause to believe the nondiscrimination policy has been violated. If so, then a prompt, thorough, impartial investigation will be conducted by the authorized administrator. If the final decision is that sexual harassment occurred, the college will take immediate action to eliminate the hostile environment, prevent its recurrence, and address its effects. Remedies for the complainant will also be sought. Violations of this policy may result in disciplinary action up to and including termination for employees; sanctions up to and including suspension or expulsion for students; and appropriate sanctions against campus visitors. This policy applies to prohibited conduct that occurs both on and off campus and covers students, employees, and visitors.

This policy is subject to constitutionally protected speech rights and principles of academic freedom. Questions about this policy may be directed to the MCCCD EEO/Affirmative Action Office.

EXAMPLES OF POLICY VIOLATIONS (AR 5.1.9)

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. Which creates an intimidating, hostile or offensive work or academic environment;
5. Commit any act of sexual assault or public sexual indecency against any employee or student whether on MCCCD property or in connection with any MCCCD-sponsored activity;
6. Continue to express sexual interest in another employee, student or campus visitor after being informed or on notice that the interest is unwelcome (reciprocal attraction is not considered sexual harassment);
7. Engage in other sexually harassing conduct in the workplace or academic environment, whether physical or verbal, including, but not limited to, commentary about an individual’s body (or body parts), sexually degrading words to describe an individual, sexually offensive comments, sexually suggestive language or jokes, innuendoes, and sexually suggestive objects, books, magazines, computer software, photographs, cartoons or pictures. Other sexual misconduct may include sexual exploitation, stalking, and gender-based bullying.
8. Treat a complainant or witness of sexual harassment in a manner that could dissuade a reasonable person from pursuing or participating in the complaint and investigation.
ADDITIONAL POLICY VIOLATIONS (AR 5.1.10)
Supervisors, managers, administrators and faculty who disregard or fail to report allegations of sexual harassment (whether reported by the person who is the subject of the sexual harassment or a witness) are in violation of this policy.

RESPONSIBILITY FOR POLICY ENFORCEMENT (AR 5.1.11)
Employees and students must avoid offensive or inappropriate sexual and/or sexually harassing behavior at work or in the academic environment.

Employees and students are encouraged (but not required) to inform perceived offenders of this policy that the commentary/conduct is offensive and unwelcome.

COMPLAINTS (AR 5.1.12)
1. Employees
   Employees who experience sexual harassment at work (by a supervisor, co-employee, student or visitor) are urged to report such conduct to the direct attention of their supervisor, their college president or to the Maricopa Community Colleges Equal Employment Opportunity/Affirmative Action Office. If the complaint involves the employee’s supervisor or someone in the direct line of supervision, or if the employee for any reason is uncomfortable in dealing with his or her immediate supervisor, the employee may go directly to the Maricopa Community Colleges EEO/AA Office.

2. Students
   Students who experience sexual harassment or sexual assault in a school’s education program and activities (by a faculty member, administrator, campus visitor or other student) are urged to report such conduct to the Title IX Coordinator, who is the vice president of student affairs at each college. A student may also contact the MCCC 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
   Com plaints will be investigated according to procedures established by the MCCC 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 MCCC EEO-AA Office.

   The college/center/MCCC will investigate all complaints in a prompt, thorough, and impartial manner.

   Where investigation confirms the allegations, appropriate responsive action will be taken by the college/center/MCCC.

CONFIDENTIALITY (AR 5.1.13)
Records will be maintained in a confidential manner to the extent permitted by law and insofar as they do not interfere with MCCC’s legal obligation to investigate and resolve issues of sexual harassment.

VIOLATIONS OF LAW (AR 5.1.14)
An employee or student may be accountable for sexual harassment under applicable local, state, and/or federal law, as well as under MCCC policy. Disciplinary action by MCCC may proceed while criminal proceedings are pending and will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced.

FALSE STATEMENTS PROHIBITED (AR 5.1.15)
Any individual who knowingly provides false information pursuant to filing a discrimination charge or during the investigation of a discrimination charge, will be subject to appropriate disciplinary action, up to and including, employment termination or academic dismissal.

RETAILATION PROHIBITED (AR 5.1.16)
Retaliation against an employee or student for filing a sexual harassment complaint, or participating in the investigation of a complaint, is strictly prohibited. MCCC will take appropriate disciplinary action, up to and including, employment termination or academic dismissal if retaliation occurs.

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 (MCCC), a member college or center, or their students or employees.

Complaints may be brought under this procedure for discrimination based on race, color, religion, national origin, citizenship status (including document abuse), sex (including pregnancy and sexual harassment), sexual orientation, gender identity, age, veteran status, physical or mental disability, or genetic information. The entire college community should act promptly upon receipt of an allegation of conduct that might constitute discrimination. Any member of the college community should refer a person who might be a victim of such conduct to these procedures, as well as to the college officials responsible for conducting an investigation pursuant to these procedures.

Students who believe they are experiencing sexual harassment may utilize the Report process (as described below) in addition to the Informal and Formal Resolution processes. If a student has been a victim of sexual assault, a complaint may also be filed with College Public Safety (CPS).

All deadlines prescribed for Report, Informal Resolution and Formal Resolution processes may be extended by the Vice President of Student Affairs for good reason, such as (but not limited to) when classes are not in session or upon mutual agreement by the parties. Notwithstanding any deadline extension, college officials should take all necessary steps to ensure prompt and equitable resolution of any complaint of discrimination.
Information related to MCCCD’s Discrimination Complaint Procedure for Students is also available from the Office of General Counsel’s Office of Public Stewardship at 480-731-8880.

Informal Resolution of Discrimination Complaints
Before filing a formal complaint under this procedure, a student may attempt to resolve the problem through informal discussions with the person claimed to have engaged in discriminatory conduct and that person’s supervisor or department head. The student may choose to ask the Vice President of Student Affairs to assist in the informal resolution process. The Vice President of Student Affairs may designate an employee to provide such assistance. The Vice President of Student Affairs may modify or reject an informal resolution of a complaint of discriminatory conduct under this process if, in the judgment of the Vice President, the resolution that is proposed is not in the best interests of both the student and the institution. The Vice President shall take such action no later than fifteen (15) calendar days after receiving notice of the informal resolution.

Attempts to informally resolve alleged discrimination should occur within ninety (90) calendar days of the most recent alleged discriminatory act. The college official responsible for this informal resolution process should ensure that the process is concluded promptly. For complaints dealing with alleged discrimination beyond the 90-day timeframe, a student must submit a written complaint under the formal resolution procedure of this policy.

If the complaint cannot be informally resolved to the satisfaction of the complainant, the complainant has the right to file a written complaint within 300 days of the most recent alleged discriminatory act and to proceed under formal resolution procedures.

Formal Resolution of Discrimination Complaints
A student who contends that unlawful or MCCCD-prohibited discrimination has occurred may file a formal complaint by contacting the Vice President of Student Affairs at each respective college or center. The Vice President of Student Affairs will accept complaint filings within 300 calendar days of the most recent occurrence of the alleged discriminatory act.

A complaint must be signed by the student and filed on the form prescribed by the Office of General Counsel. A student may also contact the Office of General Counsel to obtain the name and phone number of the college or center official designated to respond to discrimination complaints.

The complaint must identify the action, decision, conduct, or other basis that constituted an alleged act or practice of unlawful or MCCCD-prohibited discrimination. The complaint must also allege that the action, decision, or occurrence was taken or based on the complainant’s race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, physical or mental disability, veteran status, genetic information, or any other unlawful discriminatory grounds.

Upon receipt of a complaint, the Vice President of Student Affairs will notify the college president or provost and the Office of General Counsel. The Office of General Counsel will assign a case number to the complaint.

A copy of the complaint will be shared with the respondent within five (5) working days of receipt by the Vice President of Student Affairs. Respondent will be put on notice that retaliation against the complainant or potential witnesses will not be tolerated and that an investigation will be conducted.

Respondent must provide a written response to the complaint within fifteen (15) calendar days of his or her receipt of the complaint.

After accepting a complaint, the Vice President of Student Affairs will designate a complaint investigator to conduct a fact-finding investigation, which will include, at a minimum, a review of written evidence (including the complaint and response), and interviews with appropriate employees and students. The Vice President of Student Affairs may serve as the complaint investigator. The complaint investigator shall promptly complete the investigation and deliver to the Vice President of Student Affairs the investigator’s written findings and the results of the investigation, including summaries of all interviews and all documents received as part of the investigation. In no event shall this occur later than ninety (90) calendar days following receipt of the complaint. Within ten (10) working days following receipt of the results of the investigation from the complaint investigator, the Vice President of Student Affairs will submit to the President or Provost the investigator’s written findings and the Vice President’s recommendations as to the disposition of the complaint.

The president or provost will accept, reject, or modify the recommendations and will provide a written notification of his or her action to the complainant and respondent within fifteen (15) calendar days of receiving the written findings and recommendations from the Vice President of Student Affairs.

When the investigation confirms the allegations, appropriate corrective action will be taken. Evidence which is collateral to the allegations of discrimination and/or sexual harassment and which was obtained during an investigation may be used in subsequent grievance or disciplinary procedures. Both complainant and respondent receive notice of the outcome. The institution will take appropriate steps to prevent further occurrences.

MCCCD Administrative Review Process

Request for Reconsideration
A complainant or respondent who is not satisfied with the decision of the president or provost has ten (10) working days to request, in writing, administrative review of the decision by his or her college president or provost. The request for administrative review must state specific reasons why the complainant or respondent believes the finding was improper. The president or provost will review the results of the investigation and written findings and respond to the request.
Complaint Process
Faculty, staff and all other college officials should refer any student seeking to make a complaint of discrimination to the Vice President of Student Affairs. Every student complaint of discrimination shall be investigated under the authority of the Vice President of Student Affairs in accordance with these Procedures. The Vice President of Student Affairs and any complaint investigator who participates in a complaint resolution pursuant to these Procedures shall administer every resolution process in an impartial manner, and shall fully consider all facts discovered in the course of any investigation before a resolution is reached. Each party in any complaint resolution shall have full opportunity to present all information and documentation the party feels is germane to complaint resolution. The Vice President shall ensure that every effort is made to obtain information from each witness to every act of alleged discrimination or from any other person possessed of information that is relevant and material to the complaint resolution. The Vice President of Student Affairs shall ensure that all appropriate corrective action that is warranted as a result of any complaint resolution will be taken, and shall employ best efforts to ensure that the college prevents recurrence of discrimination in the future.

Maintenance of Documentation
Documentation resulting from each level in the Formal Resolution Process (including witness statements, investigative notes, etc.) will be forwarded to and maintained by the Office of General Counsel. Investigative records are not to be maintained with or considered as a part of a student record. Documentation regarding corrective action is considered part of the student’s record.

Right to Assistance
A complainant or respondent may receive the assistance of an attorney or other person at any stage of a complaint filed under this Internal Discrimination Complaint Procedure. Such person may attend any investigative interview and advise the complainant or respondent but shall not otherwise participate in the interview. The complaint investigator shall direct communications directly to the complainant and respondent, and not through such individual’s attorney or other person providing assistance.

Confidentiality of Proceedings
Every effort will be made by the college and MCCCD to protect the confidentiality of the parties during the processing of complaints under this procedure. Records will be maintained in a confidential manner to the extent permitted by law and insofar as they do not interfere with MCCCD’s legal obligation to investigate and resolve issues of discrimination.

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.

Filing a Report of Sexual Harassment
A student who believes that he or she is, or has been, the victim of sexual harassment as prohibited by MCCCD policy may Report (either orally or in writing) the harassment to the Vice President of Student Affairs at each college or center. The Report should be made within 180 calendar days of the most recent alleged incident of sexual harassment. A student who is or has been the victim of a sexual assault, or witness to a sexual assault on campus, may also report the incident to College Public Safety (CPS). In this case, the Title IX Coordinator and College Public Safety will each conduct an investigation, sharing information as appropriate.

Upon receipt of the Report, the Title IX Coordinator will have a meeting with the alleged harasser. The meeting shall include: identifying the behavior as described in the Report, alerting the alleged harasser to the perception of the impact of his or her behavior, providing the individual with a copy of the MCCCD Sexual Harassment Policy, encouraging completion of the Office of General Counsel's Sexual Harassment Online Tutorial, and encouraging greater awareness of behaviors that may lead to perceptions of sexual harassment. Neither the Report nor the meeting with the alleged harasser shall in any way constitute a finding of sexual harassment. The name of the complainant shall not be identified to the respondent during the Report process; however, complainants should be aware that they may be called as witnesses in subsequent disciplinary or due process proceedings, as well as in litigation. The meeting with the alleged harasser must be conducted within ten (10) working days of receipt of the Report.

External Filing of Discrimination Complaint
MCCCD encourages students to use the MCCCD Discrimination Complaint Procedure for students to resolve discrimination concerns. Students also have the right to file civil rights complaints with appropriate external agencies. No retaliation will be taken against a person for filing a complaint with an external agency. The following agency accepts discrimination charges filed by, or on behalf of, students:
EMISSIONS CONTROL COMPLIANCE (AR 2.4.6)
Pursuant to ARS §15-1444 C, no vehicle shall be allowed to park in any college parking lot unless it complies with ARS §49-542 (the annual vehicle emissions inspection program). At the time of course registration, every out-of-county and out-of-state student will be required to sign an affidavit stating that the student’s vehicle meets the requirements of ARS §49-542. Vehicles that are not in compliance are subject to being towed at the owner’s expense.

PETITION SIGNATURE SOLICITATION (AR 2.4.8)
1. This regulation shall govern access to college premises by representatives who wish to solicit signatures on petitions for the purpose of submission of a ballot proposition to voters, or nomination of a candidate for elective office, in a city-, county-, or state-wide election.
2. Each college president shall designate general hours of accessibility for solicitation and a location on college premises where all representatives on behalf of any candidate or ballot proposition may solicit signatures. The location shall be in a common area where the solicitation will not serve as an obstruction to student activities or otherwise disrupt the college environment.
3. All solicitation must take place in designated areas. Standard space may include one or two tables and chairs. Campus restrictions regarding amplification will apply. Representatives may not distribute or make available to students, employees, or college visitors any tangible item, except for informational literature about the proposed candidate or ballot initiative.
4. Representatives shall notify the designated official at each college or center for their intent to be present on college premises no fewer than three working days prior to soliciting signatures. Upon obtaining authorization, representatives shall be provided a written version of this regulation.

Specific procedures on how to implement the Petition Signature regulation can be found in Appendix S-14.

USE OF COLLEGE GROUNDS BY NON-MCCCD-AFFILIATED USERS (AR 2.4.9)
In contrast to traditional public forums such as a public square, park, or right of way, Maricopa’s campuses are dedicated by law to the purpose of formal education. They are, and have been since their creation, for the use and benefit of prospective and enrolled students, the Maricopa employees who serve them, and those who are invited to campus by members of the College community to attend or participate in sponsored events. The Maricopa County Community College District (MCCCD) has a long history of regulating the time, place, and manner in which expressive activities are conducted on campuses, for the purposes of avoiding disruption or interference with its educational activities, and protecting the rights of the members of the campus community and their invited guests to express themselves and access information. While members of the general community always have been welcome to share their ideas with the campus community, they are subject to reasonable, content-neutral regulation of the time, place and manner of the event and to the institution’s mission-based priorities - including but not limited to the need to provide an environment conducive to teaching and learning.

POLICY
This administrative regulation governs use of the campus grounds, defined as the open areas and walkways of the campus by non-MCCCD-affiliated users. Use of campus buildings is governed by a separate administrative regulation. Parking lots are not available for events and activities other than those sponsored and authorized by the College president.

Camping is not permitted anywhere on the campuses. Camping is defined as the use of campus grounds or facilities for living accommodations or housing purposes such as overnight sleeping or making preparations for overnight sleeping (including the laying down of bedding for the purpose of sleeping), the making of any fire for cooking, lighting or warmth, or the erection or use of tents, motor vehicles, or other structures for living or shelter. These activities constitute camping when it reasonably appears, in light of all the circumstances, the participants conducting these activities intend to use or are using the facilities or grounds for living accommodations or housing, regardless of the duration or other purpose of the use.

Lawful use of college grounds for events or expressive activities by individuals, groups, and organizations may be authorized by college officials when the events and activities are lawful and consistent with the non-profit, educational nature of the campus, authorized and conducted in accordance with MCCCD policies, administrative regulations and priorities, and compliant with reasonable restrictions as to time, place, and manner. The content of the expression will not be a factor in authorizing, locating, or scheduling decisions. However, events and activities will not be permitted to disrupt or obstruct the teaching, research, or administrative functioning of the College by means of physical obstacles and crowds, by the creation of sound or noise that would interfere with teaching, learning, and the conduct of College business, or by any other means. Each College president will designate a Responsible Campus Official with delegable authority to approve, locate, and schedule use of college grounds.

Permit Application: Any non-MCCCD-affiliated organization, group, or individual desiring to use campus grounds for an event or activity must submit a request form to the Responsible Campus Official in advance of the use date.
If the activities proposed in the application are limited to low-impact, non-commercial activities the request form shall be submitted at least two business days in advance of the expected use date. For purposes of this administrative regulation, “low-impact, non-commercial activities" are defined as: (1) activities that do not seek to sell or promote a product or service for direct or indirect financial gain; (2) activities that are limited to gatherings of five people or less at any given time; and (3) activities that do not involve machinery, temporary structures, tables, chairs, displays or electronic equipment, including amplifiers, or the distribution of food products.

For events that are not low-impact, non-commercial activities, the request form shall be submitted at least seven business days before the expected use. The additional advance time is required to allow the College to prepare for conditions that may affect the flow of foot traffic, involve signs and displays, create crowds, involve significant numbers of participants, or require the use of significant amounts of space and/or use of equipment and resources.

**Designated Areas:** Because each College has a limited amount of outdoor space, activities and events sponsored by non-MCCCD-affiliated users, including speech and literature distribution, shall be restricted to designated areas. For each College, the Responsible Campus Official shall establish specific designated areas for such activities. A written description of these areas shall be maintained at the office of Student Life and Leadership for each College. Consistent with the goal of providing a healthy, comfortable, and educationally productive environment, the Responsible Campus Official should attempt to locate the designated areas in prominent locations on campus where there is a likelihood of significant pedestrian traffic. The designated areas shall not be located in building stairways and entryways, parking lots, or congested areas. The Responsible Campus Official will make every effort to assign users to their requested space when a specific space is desired. However, in order to ensure the potential success of all scheduled events, the College reserves the right to assign an event or activity to the area that College deems most appropriate in light of the campus capacity, other activities scheduled, and the type of event or activity being planned.

**Use Fees and Proof of Insurance:** To offset the costs associated with the use of campus grounds, non-MCCCD-affiliated users shall be required to pay a fee of $50 per day or $125 per week. In order to protect the health and safety of College students, faculty and staff and to protect MCCCD resources, non-MCCCD-affiliated users shall also be required to provide proof of insurance that indicates at least $1 million in general liability coverage and names MCCCD as an additional insured for the anticipated use date.

The fee and proof-of-insurance provisions of this administrative regulation shall not be applied to low-impact, non-commercial users. A user may request designation as a low-impact, non-commercial user from the applicable College's Responsible Campus Official. Any questions or comments about the criteria for approval or denial of such request shall be directed to the District Ombudsman.

**Permits:** The approved request form will describe the location of the authorized activity and any other restrictions specific to the event. Violation of the terms of the approved request form, District policy, administrative regulation or law shall be grounds for immediate revocation of the permit, and the individual violators and their organizations may be banned from the campus.

**Priorities and Criteria for Approval of Permits:** The content or subject of the proposed expressive activity or event will not affect approval of the application. Availability of space is not guaranteed. Reservations shall be approved on a space-available basis and will be addressed on a first come-first served basis, subject to the following priorities and criteria for the use and scheduling of space on campus grounds:

**Scheduling Priorities (in order):**
- The use of facilities and grounds for the operations of the College. For example, there are times when the campus is unusually crowded by members of the campus community, such as registration and orientation at the beginning of the semester. Other uses may reasonably be precluded during those times.
- Activities and events sponsored by the College administration.
- Activities and events sponsored by MCCCD student organizations or employee groups.
- Activities of non-MCCCD-affiliated individuals and organizations.
- Commercial advertising or activities.

**Criteria:**
- Capacity of campus grounds to accommodate the number of participants at the scheduled time and proposed location.
- Capacity of Campus Safety staff to provide security for all events and activities scheduled at the time.
- Possible interference or conflict with College operations or other scheduled activities and events on the grounds.
- General feasibility of hosting the event as proposed.

**Other Policies:** This administrative regulation will be applied in conjunction and coordination with all other MCCCD policies and administrative regulations and College processes and procedures, including but not limited to regulations on facilities use, signage, sales of alcohol and/or food, and solicitation of donations.

Specific procedures on how to implement the Use of Campus Grounds regulation can be found in Appendix S-15.

**CHILDREN ON CAMPUS (AR 2.4.10)**
Children (younger than 18) may not attend any class unless they are officially registered for the class.

Children will not be allowed on campus unless participating in an authorized college program or under the supervision of an adult.
CRIME AWARENESS AND CAMPUS SECURITY ACT (AR 2.4.11)
Federal legislation requires the college to maintain data on the types and number of crimes on college property as well as policies dealing with campus security. To obtain additional information on this subject, contact the college Safety and Security Department.

WORKPLACE VIOLENCE PREVENTION (AR 2.4.12)
It is the policy of the Maricopa Community Colleges to promoto a safe environment for its employees, students, and visitors. The Maricopa Community Colleges are committed to working with its employees to maintain an environment free from violence, threats of violence, harassment, intimidation, and other disruptive behavior.

Violence, threats, harassment, intimidation, and other disruptive behavior in our facilities will not be tolerated, and it is the responsibility of all members of the Maricopa Community Colleges to report any occurrence of such conduct. Every employee, student and visitor on Maricopa Community College District property is encouraged to report threats or acts of physical violence of which he/she is aware. All reports will be taken seriously and will be dealt with appropriately. Such behavior can include oral or written statements, gestures, or expressions that communicate a direct or indirect threat of physical harm.

This policy applies to employees and students, as well as independent contractors and other non-employees doing business with the Maricopa Community Colleges. Individuals who commit such acts may be removed from the premises and may be subject to disciplinary action, criminal penalties, or both. The Chancellor is hereby instructed to enact all administrative regulations necessary to implement this policy.

STUDENT RIGHTS AND RESPONSIBILITIES

COPYRIGHT ACT COMPLIANCE (AR 2.4.5)
Students are expected to comply with the provisions of the Copyright Act of 1976 pertaining to photocopying of printed materials, copying of computer software and videotaping. In order to assist students in complying with the Copyright Law, appropriate notices shall be placed on or near all equipment capable of duplicating copyrighted materials.

COPYRIGHT REGULATION (AR 3.2)
2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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...
Copyright infringement is expressly prohibited by the US Copyright Act. Anyone who infringes another’s copyright in a creative work is subject to liability, and could be required to pay large sums in damages.

In addition, as the law clearly prohibits copyright infringement, using any college resources—such as photocopiers, desktop and laptop computers, printers, central computing facilities, local-area or college-wide networks, Internet access, or electronic mail—for the purpose of infringing a copyright in any work may be grounds for student discipline. According to Maricopa Community College District administrative regulation, “students are expected to comply with the provisions of the Copyright Act of 1976 pertaining to photocopying of printed materials, copying of computer software and videotaping.”

Moreover, under the Maricopa Community Colleges Computing Resource Standards, a student is prohibited from the “use of software, graphics, photographs, or any other tangible form of expression that would violate or infringe any copyright or similar legally-recognized protection of intellectual property rights.” The Standards also prohibit “transmitting, storing, or receiving data, or otherwise using computing resources in a manner that would constitute a violation of state or federal law…”

A student who violates these policies, then, can be disciplined at any of the Maricopa Community Colleges. This discipline could include suspension or even expulsion.

Does copyright law allow me to download files from a college web site?

Thanks to recent changes to copyright law, colleges and universities are allowed to transmit copyrighted images, recordings, and other materials over the Internet in connection with distance learning offerings. These changes allow for the performance of non-dramatic literary works or musical works, as well as the display of “reasonable and limited portions” of any work in an amount comparable to that typically displayed in a live classroom setting. Use of the works must, however, be “an integral part” of the distance-learning class session, and available solely to students enrolled in the class. In addition, the transmission of the copyrighted works must be under the direction or actual supervision of an instructor.

Even though the college does not hold the copyright to these works, or even have the express permission of the copyright holder, they may be delivered over the Internet to students in distance learning classes.

The fact that the law authorizes such use of copyrighted materials, though, does not allow a student in these classes to freely download, copy, or re-transmit the works. They are intended solely for use by the institution in connection with distance instruction; any other use would likely constitute a violation of copyright law.

To learn more about copyright, click “Intellectual Property.” While you’re there, you should read the Maricopa Community Colleges’ Copyright Guidelines. You should also review the complete text of the Computing Resource Standards that can be found under the “Information Technology” link. The Standards also appear in college catalogs and student handbooks.

Taping of Faculty Lectures (AR 3.4)

MCCCD acknowledges that faculty members are, by law, afforded copyright protection in their classroom lectures and, therefore, may limit the circumstances under which students may tape (audio/visual) their classes.

Each faculty member shall inform his/her students within the first week of classes to his/her policy with regard to taping. Failure to do so will accord students the right to tape lectures.
Students with disabilities that render them unable to take adequate lecture notes are entitled to reasonable accommodation to remedy this inability. Accommodation may require a faculty member to exempt a student from his/her taping policy.

TECHNOLOGY RESOURCE STANDARDS (AR 4.4)

Introduction

The Maricopa County Community College District (MCCCD) provides its students, employees, Governing Board members and the public with access to information resources and technologies. MCCCD recognizes that the free exchange of opinions and ideas is essential to academic freedom, and the advancement of educational, research, service, operational, and management purposes is furthered by making these resources accessible.

Arizona constitutional and statutory mandates require that MCCCD resources, including technology, be used only for the public's business, and not for private purposes. Those mandates apply to all MCCCD public officials-employees of every kind and the Governing Board. The aim of those laws is to safeguard the use of resources, including technology resources, acquired and maintained with public funds. Compliance with other laws-both federal and state-also dictates the need for standards for the use of MCCCD technology resources. In some cases, the Governing Board policies emphasize the importance of compliance with the law such as the requirement to adhere to copyright laws. Governing Board policies also establish MCCCD's own standards, such as the directive that all persons within the MCCCD community be treated in a manner that is humane, fair, and dignified.

This administrative regulation establishes standards for the use of MCCCD technology resources. They should be seen as supplementing, and not in lieu of, Governing Board policy, applicable law and other applicable administrative regulations such as Administrative Regulation 4.3, “Electronic Communications.”

General Responsibilities

Technology resources (including, but not limited to, desktop and laptop systems, printers, central computing facilities, MCCCD-wide or college-wide networks, local-area networks, telephones, facsimile machines, scanners, access to the Internet, electronic mail and similar electronic devices and information of MCCCD are available to MCCCD Governing Board members, employees, students and, in a limited number of cases, MCCCD contractors and the public. Use of all those resources is subject to the standards set forth in this regulation (Standards).

The first screen that each MCCCD computer exhibits on starting up advises users of these Standards and requires an acknowledgment before the user may proceed to the next screen. Additionally, all MCCCD employees are responsible for annually acknowledging receipt of the Blue Book, which contains this regulation. So, all users of MCCCD technology resources are presumed to have read and understood the Standards. While the Standards govern use of technology resources MCCCD-wide, an individual community college or center may establish guidelines for technology resource usage that supplement, but do not replace or waive, these Standards.

Use of Non-MCCCD Technology

Under Arizona's public records law, MCCCD is required to transact business so that its records are accessible and retrievable. The policy underlying the law is that work done in the name of the public be transparent, Thus, any member of the public may request public records and, except in a few specific instances, are entitled to get copies of them.

Each individual employee or Governing Board member is responsible for ensuring that MCCCD records that he or she initiates or receives are retained for the period of time required by and disposed of according to mandates established by Arizona State Library, Archives and Public Records - the state agency tasked with setting standards for record retention. Therefore, an employee's or Governing Board member’s use of non-MCCCD technology resources for communication of any type of MCCCD business is heavily discouraged because those records are less capable of being managed according to MCCCD's process for ensuring retention, retrieval and disclosure set forth in Administrative Regulation 4.15, “Retrieval, Disclosure and Retention of Records.”

Additionally, an MCCCD employee who receives a communication allegedly from another MCCCD employee using a non-MCCCD e-mail address is not required to respond substantively to that e-mail. The employee receiving the e-mail is entitled to verify that the sender is whom he or she says that he or she is. The employee receiving the e-mail may request that the sender provide the information or inquiry set forth in the e-mail via hard-copy form.

Acceptable Use

Use of MCCCD's technology resources, including websites created by MCCCD employees and students, is limited to educational, research, service, operational, and management purposes of MCCCD and its member institutions. Likewise, data, voice, images and links to external sites posted on or transmitted via MCCCD's technology resources are limited to the same purposes.

Frequently, access to Maricopa's technology resources can be obtained only through use of a password known exclusively to the MCCCD employees, Governing Board members, or students. It is those users' responsibility to keep a password confidential. While MCCCD takes reasonable measures to ensure network security, it cannot be held accountable for unauthorized access to its technology resources by other persons, both within and outside the MCCCD community. Moreover, it cannot guarantee employees, Governing Board members, and students protection against reasonable failures. Finally, under certain limited circumstances defined in Administrative Regulation 4.15, “Retrieval, Disclosure and Retention of Records,” certain MCCCD employees are authorized to access information on an MCCCD technology device.
POLICIES AND PROCEDURES

It is not Maricopa's practice to monitor the content of electronic mail transmissions, files, images, links or other data stored on or transmitted through Maricopa's technology resources. The maintenance, operation and security of Maricopa's technology resources, however, require that network administrators and other authorized personnel have access to those resources and, on occasion, review the content of data and communications stored on or transmitted through those resources. A review may be performed exclusively by persons expressly authorized for such purpose and only for cause. To the extent possible in the electronic environment and in a public setting, a user's privacy will be honored. Nevertheless, that privacy is subject to Arizona's public records laws and other applicable state and federal laws, as well as policies of Maricopa's Governing Board all of which may supersede a user's interests in maintaining privacy in information contained in Maricopa's technology resources.

Incidental Computer and Technology Usage
Limited incidental personal use of MCCCD technology resources including through use of personal e-mail systems is permitted, except as described in item 16 under "prohibited conduct." MCCCD employees are responsible for exercising good judgment about personal use in accordance with this regulation, local Colleges' consistent local guidelines and MCCCD ethical standards. Personal use refers to activities which only affect the individual and that are not related to an employee's outside business. MCCCD employees are required to conduct themselves in a manner which will not raise concern that they are or might be engaged in acts in violations of the public trust. Refer to the Guidelines for Incidental Computer Usage for the Maricopa Community Colleges (Appendix AS-8) and Guidelines for Incidental Telephone Usage for the Maricopa Community Colleges (AS-9).

Prohibited Conduct
The following is prohibited conduct in the use of 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 resources.
15. Making personal long distance or other toll calls, except where the charges for the calls are incurred directly by the caller or arrangements are otherwise made at the time of the call to directly bill the caller.
16. Intermittent use of technology resources that interferes with the performance of an employee’s main responsibilities.
17. Use of technology resources to market or conduct other activities on behalf of a third-party regarding the “hosting” of an event that is prohibited under MCCCD's Use of College Facilities administrative regulation.
18. Conducting District or college-related business using any electronic mail account other than one hosted or provided by MCCCD, and approved by the Vice Chancellor of Information Technology Services, even when the email account copies all outgoing and incoming messages to the MCCCD hosted account.
19. Deleting or altering a technology public record in violation of public records retention requirements, or in anticipation of receiving or after receipt of a public records request, subpoena, or a complaint filed as part of an MCCCD grievance, investigation or review or other lawful request for the record.
20. Deleting or altering a technology record on an MCCCD device in anticipation or after receipt of a public records request, subpoena, or a complaint filed as part of an MCCCD grievance, investigation or review, or other lawful request for the record where the record may demonstrate a misuse of technology resources under this regulation.

Review and Approval of Alternate E-Mail Account Systems
The prior review and approval by the Vice Chancellor of Information Technology 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.

HAZING PREVENTION REGULATION (AR 2.6)
The Maricopa County Community College District (MCCCD) strives to exceed the changing expectations of our many communities for effective, innovative, student-centered, flexible and lifelong educational opportunities. Our employees are committed to respecting diversity, continuous quality improvement and the efficient use of resources. We are a learning organization guided by our shared values of: education, students, employees, excellence, diversity, honesty and integrity, freedom, fairness, responsibility and public trust.

Central to the vitality and dignity of our community of learners is an environment that produces broadly educated responsible citizens, who are prepared to serve and lead in a free society. Academic instruction, co-curricular activities and community involvement come together to meet this goal. All members of the Maricopa Community Colleges’ community, through the best of their abilities, must be provided the opportunity to contribute in a safe, orderly, civil and positive learning environment. One factor that inhibits the achievement of the above stated purpose is the practice of hazing.

1. Hazing by any student, employee or other person affiliated with the Maricopa Community Colleges is prohibited.

2. “Hazing” is defined as any intentional, knowing or reckless act committed by a student or other person in any 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 Maricopa Community Colleges; and,
   B. The act contributes to a substantial risk of potential physical injury, mental harm or personal degradation.

3. Any solicitation to engage in hazing is prohibited.

4. Aiding and abetting another person who is engaged in hazing is prohibited.

5. Victim consent is not a defense for violation of the Maricopa Community Colleges Hazing Prevention Regulation.

6. All students, faculty and staff must take reasonable measures within the scope of their individual authority to prevent violations of the Maricopa Community Colleges Hazing Prevention Regulation.

7. Hazing activities and situations include, but are not limited to, the following:
   A. Pre-pledging, illegal pledging or underground activities.
   B. Acts of mental and physical abuse, including, but not limited to: paddling, slapping, kicking, pushing, yelling, biting, duck-walking, line-ups, tuck-ins, belittling, excessive exercise, beating or physical abuse of any kind, and the potentially forced consumption of any food or beverage that contributes to or causes physical injury, mental harm or personal degradation.
   C. Sleep deprivation (activities that deprive prospective and/or current students and/or members of the opportunity of a minimum of six hours sufficient
Policies and Procedures

sleep each day).
D. Encouraging or forcing use of alcohol or drugs.
E. Any type of student club/organization scavenger hunt, quest, road trip or activity that would physically or psychologically endanger prospective and/or current students and/or members or others.
F. Stroking or physically touching in an indecent or inappropriate manner. See Sexual Harassment policy 5.1.8
G. Student club/organization activities that subject prospective and/or current students and/or members or others to public nuisance or spectacle.
H. Aiding or abetting theft, fraud, embezzlement of funds, destruction of public, personal or private property, or academic misconduct.
I. Being required to wear odd or look-alike apparel that contributes to or causes physical injury, mental harm or personal degradation.
J. Personal services that contribute to or cause physical injury, mental harm or personal degradation.
8. Alleged violations of this regulation by students or student organizations can be reported to the vice president of student affairs' office for investigation by any member of the college community. The vice president of student affairs' office will investigate the complaint in accordance with the student disciplinary code, all other college and Maricopa Community Colleges policies, and local and state laws. Alleged violations of the Maricopa Community Colleges hazing prevention regulation or interference with an investigation under this regulation by students or student organizations are subject to sanctions under the student disciplinary code. The student disciplinary code shall govern all proceedings involving such a complaint. Decisions arrived at as outcomes of the proceedings shall be final, pending the normal appeal process.
9. Alleged violations of the Maricopa Community Colleges hazing prevention regulation by any faculty or staff member can be reported to the vice president of student affairs’ office for investigation by any member of the college community. The vice president of student affairs’ office will investigate the complaint in accordance with the student disciplinary code, all other college and Maricopa Community Colleges policies, and local and state laws. Any Maricopa Community Colleges faculty or staff member who knowingly permitted, authorized or condoned the alleged hazing activity is subject to disciplinary action in accordance with college and Maricopa Community Colleges policies, and local and state laws.
10. If the vice president of student affairs’ office receives a report or complaint of an alleged hazing activity involving physical injury, threats of physical injury, intimidation, harassment or property damage, or any other conduct that appears to violate Arizona state law, the college will report such conduct to the appropriate college safety office. The said college safety office will investigate, respond to and report on the alleged hazing activity in accordance with all college, District, local and state and federal guidelines, policies and laws.
11. Should the proceedings outlined above substantiate an occurrence of hazing activity—where students or student organizations knowingly permitted, authorized or condoned the hazing activity—the college can recommend the following sanctions against student clubs/organizations:
A. Censure: Censure can include the required completion of a program designed with the intent of eliminating the hazing activity. The programs will be devised with the cooperation of all involved parties and monitored by the vice president of student affairs’ office.
B. Probation: The student club(s)/organization(s) will be placed on probation for a specified period of time. Conditions of probation will be determined by the vice president of student affairs’ office and outlined in writing to the student club(s)/organization(s). The probationary term will be monitored by the vice president of student affairs’ office.
C. Suspension: The student club(s)/organization(s) will be suspended. The terms of the suspension can be defined in the sanction, including criteria the student club(s)/organization(s) must meet within a specified time to be considered for admission or renewal of college recognition status.
D. Revocation: The student club(s)/organization(s) will have its status revoked, with the loss of all college associations, recognitions and privileges. The national or international office of an organization, if so affiliated, will be requested to revoke the charter of an organization.
12. The Maricopa Community Colleges hazing prevention regulation is not intended to prohibit or sanction the following conduct:
A. Customary athletic events, contests or competitions that are sponsored by any of the Maricopa Community Colleges.
B. Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate co-curricular experience or a legitimate military training program.
13. For the purposes of the Maricopa Community Colleges hazing prevention regulation: “Organization” is defined as an athletic team, association, order, society, corps, cooperative, club or other similar group that is affiliated with Maricopa Community Colleges, whose membership consists primarily of students enrolled at Maricopa Community Colleges and that may also be classroom-related or co-curricular in nature.

Abuse-Free Environment (AR 2.4.7)
See also the Auxiliary Services Section (4.12) Smoke-Free/Tobacco-Free Environment and the Appendices/Student Section (S-16) Medical Marijuana Act of the Administrative Regulations

Substance Abuse/Misuse Statement
Drug abuse and misuse has become a national issue and is receiving national attention, particularly in the academic community. The insidious effects of the abuse of these agents are also felt by all walks of life and economic levels. Therefore,
as an education providing institution, we are responsible to provide knowledge and guidelines about prevention, control, and treatment of the abuse/misuse of alcohol, illegal and legal drug uses and misuses.

This policy statement has been constructed on the belief that higher education has a responsibility to face safety and health factors of substance abuse/misuse issues forthrightly and innovatively. We believe that the community college needs to adapt programs applicable to their community as well as to our individual student's needs. The policy statements should be comprehensive, understood by those expected to comply, realistic and enforceable, consistently applied, and cover foreseeable dangers.

Construction of this statement has been founded on concerns of individual safety, educational quality, and legal liability. It is recognized that each individual is responsible for his/her actions and must be afforded an opportunity to develop knowledge, skills and talent, and be willing to share community responsibilities. The Maricopa Community College District has an equal “duty to care” responsibility and a commitment to substance abuse/misuse education for all students and employees.

The Maricopa Community College District shall:
- Visibly demonstrate a performance of the Maricopa Community College District “duty to care”.
- Comply with requirements for federal funds.
- Describe what the college does about substance abuse/misuse (alcohol, drugs, anabolic steroids).
- Inform/educate members of the academic community of adverse effects of these substances.
- Inform/educate the academic community about the policies concerning substance misuse and abuse.
- Discourage illegal drug abuse and legal substance misuse.
- Provide individual and group counseling.
- Provide assistance and guidance to obtain treatment and rehabilitation of any identified problem.

To achieve these objectives, the program must provide an environment capable of:
- Developing and implementing substance misuse/abuse prevention programs.
- Providing educational training and prevention programs for the college and community it serves.
- Providing timely and accurate information dissemination.
- Establishing supportive counseling programs as needed.
- Establishing a strong on-going evaluation of services.
- Providing assistance to obtain treatment and rehabilitation of substance abuse/misuse.
- Clarifying the college regulations for control of alcohol and drug use.
- Providing procedures that the college will follow to correct and stabilize emergency situations.

Each college will identify key people to provide emergency services and to contact and work with outside agencies.

The Maricopa Community College District is committed to establishing a preventative substance abuse program at each college designed to affect positively the problems of irresponsible use of alcohol and the use and abuse of illegal substances. A main focus of the program will be on education of the campus community and assistance to individuals.

The Maricopa Community College District fully supports disciplinary action for misconduct and the enforcement of state laws governing the use of alcohol and the use, abuse, possession or distribution of controlled substances or illegal drugs.

1. **Student Program to Prevent Illicit Use of Drugs and Abuse of Alcohol**

   **A. Introduction and Purpose**

   The Federal Drug-Free Schools and Communities Act of 1989 (Public Law 101-226) requires federal contractors and grantees to certify that they will provide a drug-free school. As a recipient of federal grants, the District must adopt a program toward accomplishing this goal. While federal legislation has been the impetus for creation of the program, the administration and Governing Board recognize that substance abuse is a problem of national proportions that also affect students at the Maricopa Community Colleges. Based upon that concern, it is intended that this program on prevention of alcohol and drug abuse on college campuses will go beyond the strict dictates of the law and will serve as a comprehensive educational and resource tool.

   The Maricopa Community Colleges are committed to maintaining learning environments that enhance the full benefits of a student’s educational experience. The Maricopa County Community College District will make every effort to provide students with optimal conditions for learning that are free of the problems associated with the unauthorized use and abuse of alcohol and drugs. Part of the educational mission of the Maricopa Community Colleges, in conjunction with this program, is to educate students about positive self-development, the benefits of a healthy lifestyle and the health risks associated with substance abuse.

   The purpose of this program is to:
   i. Ensure that the Maricopa Community Colleges working and learning environment for students and the public is safe, orderly and free of illegal activity.
   ii. Comply with the Drug-Free School and Communities Act of 1989, and other relevant substance abuse laws.
   iii. Provide students with access to appropriate treatment and rehabilitation assistance for problems associated with substance use or abuse.

   **B. Standards of Conduct**

   In the student handbooks of the Maricopa Community Colleges under codes of conduct, the following are examples of behavior that is prohibited
by law and/or college rules and policies:

i. Drinking or possession of alcoholic beverages on the college campus.

ii. Misuse of narcotics or drugs.

C. Sanctions for Violation of Standards of Conduct

Disciplinary actions include, but are not limited to:

i. Warning,

ii. Loss of privileges,

iii. Suspension, or

iv. Expulsion.

D. Legal Consequences of Alcohol and Other Drugs

i. Laws Governing Alcohol

The State of Arizona sets twenty-one as the “legal drinking age.” An underage person who buys, receives, possesses or consumes alcoholic beverages is guilty of a misdemeanor and may be subject to a fine and imprisonment for up to six months.

Arizona Revised Statutes, Title 28, Chapter 4, Article 3 prohibit driving while under the influence of intoxicating liquor or drugs (DWI). Drivers arrested for a DWI who refuse to be tested face suspension of their licenses or permits to drive for twelve months. A driver whose test results show a blood or breath alcohol concentration of 0.08 or more will, on conviction for a first offense, be sentenced to no less than ten days in jail, pay a fine of not less than $250, pay an additional assessment of $1,000, and may be required to perform community restitution and equip his or her vehicle with a certified ignition interlock device. On conviction of a second offense within 84 months, the person shall have his/her driving privilege revoked for one year. Additionally, this person shall be sentenced to not less than 90 days in jail, pay a fine of not less than $500, pay an assessment of $2,500, and shall be ordered to perform at least 30 hours of community restitution. Additionally, the person may be required to equip his or her vehicle with a certified ignition interlock device for up to twelve months starting on the date that his or her driving privileges are restored.

ii. Federal Penalties and Sanctions for Illegal Possession of a Controlled Substance

First conviction: Up to one year imprisonment and fined at least $1,000 but not more than $100,000, or both. (21 United States Code §844)

After one prior drug conviction: At least fifteen days in prison, not to exceed two years and fined at least $2,500 but not more than $250,000, or both. (21 United States Code §844)

Special sentencing provisions for possession of crack cocaine (21 United States Code §844)

Mandatory at least five years in prison, not to exceed twenty years and fined up to $250,000, or both, if:

1. First conviction and the amount of crack possessed exceeds five grams.

2. Second conviction and the amount of crack possessed exceeds three grams.

3. Third or subsequent crack conviction and the amount of crack possessed exceeds one gram.

Forfeiture of personal and real property used to possess or to facilitate possession of a controlled substance if that offense is punishable by more than one year imprisonment. (See special sentencing provisions re: crack) (21 United States Code §853)

Forfeiture of vehicles, boats, aircraft or any other conveyance used to transport or conceal a controlled substance. (21 United States Code §§853 and 881(a)(4))

Civil fine of up to $10,000 (pending adoption of final regulations). (21 United States Code §884(a))

Denial of Federal benefits, such as student loans, grants, contracts, and professional and commercial licenses, up to one year for first offense, up to five years for second and subsequent offenses. (21 United States Code §862)

Ineligible to receive or purchase a firearm. (21 United States Code §922(g))

Miscellaneous: Revocation of certain Federal licenses and benefits, e.g. pilot licenses, public housing tenancy, etc., are vested within the authorities of individual Federal agencies.

Note: These are only some of the Federal penalties and sanctions.

iii. State Penalties and Sanctions

Title Thirteen, Chapter 34 of the Arizona Revised Statutes lists drug offenses and their penalties. Following is list of drugs that are frequently misused with a description of the potential penalties attached to a conviction.

1. Marijuana: A first offense for possession or use of marijuana in an amount of less than
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two pounds constitutes a class 6 felony and carries a possible prison term of one year and a fine of not less than $750. The sale of marijuana in an amount of less than two pounds constitutes a class 3 felony and carries a prison sentence of three and one-half years and a fine of not less than $750. There are other possible penalties as well. (ARS §13-3405)

2. LSD and Methamphetamine: Possession, use and sale are felonies carrying sentences from four to five years and fines of not less than $1,000. There are other possible penalties as well, including a presumptive sentence of ten years for the sale of methamphetamine. (ARS §13-3407)

3. Heroin and Cocaine: Possession, use and sale are felonies carrying sentences up to five years and a fine of not less than $2,000. There are other possible penalties as well. (ARS §13-3408)

2. Use of Alcoholic Beverages (AR 4.13)
This Administrative Regulation prohibits the use of District funds to purchase alcoholic beverages or services related to them except in small amounts to be used in cooking for the District’s culinary programs. Additionally, it generally prohibits the presence of alcoholic beverages on premises owned by the District, or those leased or rented by the institution. It permits a few, narrow exceptions to that latter prohibition. The exceptions are not available to the general population of District employees or officials. More importantly, they are established to ensure that the District’s actions stay within the boundaries of state law and the District’s insurance coverage. Therefore, strict compliance with this regulation is essential.

A. No Funds. No funds under the jurisdiction of the governing board of the District may be used to purchase alcoholic beverages, except for the limited purposes of purchasing small amounts of them for use solely as ingredients in food preparation for classes and at the District’s culinary institutes. Alcoholic beverages may not be stored on premises owned, leased, or rented by MCCCD except as provided in Paragraph 8.

B. No Service or Sale of Alcoholic Beverages. The law of the state of Arizona strictly regulates the service, sale, distribution and consumption of alcoholic beverages. In light of that law, the District does not permit alcoholic beverages to be served, sold or distributed on or in the premises owned by the District or leased or rented by the Maricopa Community Colleges for District-approved educational, fund-raising or other community purposes, except as provided in Paragraphs 3 and 7.

C. Service at District Events on District-owned Property. The Chancellor has the sole authority to approve the service, but not the sale or other distribution, of wine or beer at District events on district-owned property that the Chancellor either sponsors or approves. The only District employees authorized to request the Chancellor’s approval are the College Presidents and the Vice Chancellors. Additionally, the law strictly limits the service of wine or beer by the District on District-owned property, and those restrictions are specified in Paragraph 5. Unless approved by the Chancellor in compliance with the law and this regulation, alcoholic beverages may not be served on District-owned property.

D. Event Form Required. A College President or Vice Chancellor who wishes to obtain the Chancellor’s approval for the service of wine or beer at a District-sponsored event on District-owned property shall forward a completed written request to the Chancellor no later than 30 days before the event. The request form is available at: AS-6 - Notice of Intent to Serve Beer and Wine. On signing the form, the Chancellor will provide a copy of it to the requestor and to the MCCCD Risk Manager. For events that the Chancellor sponsors, he or she will complete the form, sign it and provide it to the MCCCD Risk Manager no later than 10 business days before the event.

i. Service restrictions required by law. An event approved under Paragraph 4 must, by law, comply with the all of the following restrictions:

1. 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.;
2. The gathering must be by invitation only, and not open to the public;
3. The gathering may not exceed 300;
4. Invitees may not be charged any fee for either the event or the beer or wine; and
5. The consumption may only take place between noon and 10:00 p.m. Additionally, beer and wine may only be served by a beverage service contractor whose liquor license with the state of Arizona is in good standing, except as provided in Paragraph 6. The contractor must provide all of the beverages served and well as the servers or bartender. Before the event, the contractor must provide a certificate of insurance that meets the requirements of the District’s Risk Manager and that adds the District as an additional insured. The contractor must also agree in writing to indemnify the District regarding the service of the beverages.

ii. Culinary Institutes. The Chancellor may sponsor or approve an event at one of the District’s culinary institutes. Students may serve wine and beer at the event as part of their class requirements, subject to the limitations of Paragraph 5. Any student serving those beverages must, by law, be 19 years or older.

iii. Third-Party Event. The Maricopa County Community College District foundation and the
Receipt of beverages; storage.

iv. 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:

1. 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
2. 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.

v. 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).

vi. 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.

vii. 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.

viii. 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.

3. 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,
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cafeterias, snack bars, gymnasiums, swimming pools, recreational facilities, restrooms, or other common areas, as there is not current medical justification for doing so.

Where academically and logistically feasible, students who have medical conditions, including AIDS, may seek accommodation in order to remain enrolled. Medical documentation will be needed to support requests for accommodation through the Office of Disabled Resources and Services or the Office of Vice President of Student Affairs.

The Maricopa Community Colleges acknowledge the importance of privacy considerations with regard to persons with AIDS. The number of people who are aware of the existence and/or identity of students who have AIDS or a positive HIV antibody test should be kept to a minimum. When a student confides in a faculty member, knowledge of the condition should be transmitted to the appropriate vice president or designee who will make the determination if the information should be further disseminated. It should be remembered that mere exposure to the person in a classroom does not constitute a need to know the diagnosis. It is, therefore, unnecessary to document in a student’s file the fact that he or she has AIDS unless the information is to be used for accommodation reasons. Sharing confidential information without consent may create legal liability.

Students are encouraged to contact the Office of Disabled Resources and Services and/or the vice president of student affairs or designee for the types of services available in the district or community on matters regarding AIDS or the HIV virus.

SMOKE-FREE/TOBACCO-FREE ENVIRONMENT (AR 4.12)
The Maricopa County Community College District is dedicated to providing a healthy, comfortable, and educationally productive environment for students, employees, and visitors. In order to promote a healthy learning and work environment, the Chancellor has directed that the Maricopa County Community College District serve as a total smoke free and tobacco free environment, effective July 1, 2012. Smoking (including the use of “e-cigs”) and all uses of tobacco shall be prohibited from all District owned and leased property and facilities, including but not limited to parking lots, rooftops, courtyards, plazas, entrance 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 and employee or student shall be handled through the respective conduct procedures established for employees and students.

STATEMENT ON THE ARIZONA MEDICAL MARIJUANA ACT (PROPOSITION 203) (APPENDIX S-16)
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.

DISABILITY RESOURCES & SERVICES-ELIGIBILITY FOR ACCOMMODATIONS & REQUIRED DISABILITY DOCUMENTATION (AR 2.8.1)

Purpose
To specify the disability documentation requirements that will qualify (i.e., support current and essential needs) Maricopa County Community College District students for reasonable and appropriate accommodations through each college’s Disability Resources and Services (DRS) office or designated professional.

General Eligibility Requirements
DRS applicants must be admitted or enrolled as an MCCCD student, and must provide the Disability Resources and Services (DRS) office with qualifying disability documentation, verifying the nature and extent of the disability prior to receiving any accommodation.

Who Is Eligible for Services?
To be eligible for DRS support services, a student must have a disability as it 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.
- Reasonable accommodation: Reasonable accommodation is the provision of an auxiliary aid or modification to the course or program which will allow access to the job duties, the educational process, program and degree, or activity. The ADA requires an institution of higher education to provide reasonable accommodations to a qualified individual with a disability provided that accommodation does not:
  - fundamentally alter the basic nature or essential elements of a course, program, or activity
  - pose a health or safety risk to others; The student may choose to assume risk to self
  - substantially adversely affect the manner in which the course is taught
  - create an undue financial or administrative burden on the institution

**Documentation can be transferred within MCCCD for current consideration for eligibility.**

**Determination made by another institution or organization does not guarantee eligibility.**

Special Considerations

The DRS Office is responsible for evaluating documentation and determining accommodation eligibility. All situations shall be considered on an individual, case-by-case basis. DRS may exercise its right to require additional documentation.

Reasonable accommodation is required for students with known disabilities. MCCCD is not required to provide “best” or “most desired” accommodations but rather a reasonable accommodation sufficient to meet accessibility needs. Ideally, the reasonable accommodations should be the product of an interactive exchange with the student, DRS Office, and instructors.

Documentation Guidelines

Students requesting accommodations must provide documentation of their disability. Documentation consists of an evaluation prepared by a trained and qualified professional that identifies:

- current level of functioning
  - current documentation
  - all standardized testing must use adult-normed instruments
  - age of the documentation may vary for some disabilities, provided the presence of a substantial limitation(s) is adequately established
- how the disability impacts the student’s learning
- contain information supportive of the student’s request for specific academic support, auxiliary aids, and accommodations

Specific Eligibility Requirements

1. Physical Disabilities
   A. Required Documentation
      The student must submit a written, current diagnostic report of any physical disabilities that are based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified and/or licensed) professionals (e.g., medical doctors, ophthalmologists, neuropsychologists, audiologists). Disability diagnosis categories include:
      i. Orthopedic Disability
      ii. Blind or Visual Impairment
      iii. Deaf or Hard-of-Hearing
      iv. Traumatic Brain Injury
      v. Other Health-Related/Systemic Disabilities
   B. Diagnostic Report
      The diagnostic report must include the following information:
      i. A clear disability diagnosis, history, and the date of diagnosis.
      ii. A description of any medical and/or behavioral symptoms associated with the disability.
      iii. Medications, dosage, frequency, and any adverse side effects attributable to use.
      v. A recommendation for accommodation(s).

2. Specific Learning Disabilities
   A. Required Documentation
      Submit a written diagnostic report of specific learning disabilities that is based on age appropriate, comprehensive, psycho educational evaluations using adult normed instruments.

      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-IV, including all five axes.
   2. A clear and direct statement that a learning disability does or does not exist, including a rule-out of alternative explanations for the learning problems. Terms such as “appears,” “suggests,” or “probable” used in the diagnostic summary statement do not support a conclusive diagnosis.
   3. A clear statement specifying the substantial limitations to one or more major life activities.
   4. A psychometric summary of scores.
   5. A recommendation for accommodations, including rationale.

Diagnosis of specific learning disabilities that do not contain psycho-educational measures may not be sufficient for determining eligibility for academic accommodations. For example, school plans such as individualized education plans (IEP) or 504 plans may not be sufficient documentation. DRS reserves the right to request reassessment when questions regarding previous assessment or previous service provision arise.

3. Attention Deficit Hyperactivity Disorder (ADHD) / Attention Deficit Disorder (ADD)
A. Required Documentation
Submit a current diagnosis of attention deficit hyperactivity disorder (ADHD)/attention deficit disorder (ADD) that is based on appropriate diagnostic evaluations.

B. Diagnostic Report
Acceptable documentation must include:

i. DSM-IV diagnosis, including all five axes
ii. A summary or statement which includes the following information: A clear summary or statement specifying evidence of behavior that significantly impairs functioning, including degree of severity.

iii. 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-IV diagnosis, including all five axes
ii. A diagnostic summary or statement that includes the following:
   1. A clear summary or statement that a disability does or does not exist.
   2. A clear summary or statement specifying evidence of behavior that significantly impairs functioning including degree of severity.
   3. A discussion of medications and their possible impact on academic functioning.

5. Neurological Disorders
A. Required Documentation
Disorders of the central and peripheral nervous system, including but not limited to:

i. Acquired Brain Injury/Traumatic Brain Injury
ii. Epilepsy/Seizure Disorder
iii. Stroke

B. Diagnostic Report
Written statement of diagnosis:

i. Current functional limitations
ii. Information regarding current symptoms
iii. Information regarding prescribed medication(s) and possible side effect and impact on student academic performance
iv. Restrictions on activities imposed by the condition
v. Where learning has been affected, a recent neuro-psychological evaluation is requested

6. Temporary Disabling Conditions
A. Required Documentation
Temporary disabling conditions as a result of surgery, accident, or serious illness may require accommodations for a limited time. Acceptable documentation must include:
   i. Written statement of diagnosis
   ii. List of current symptoms and degree of severity
   iii. Information regarding functional limitations and impact within an academic environment
   iv. Medications and possible side effects
   v. Duration of symptoms and estimated length of time services will be needed

ELIGIBILITY OF STUDENTS TAKING REDUCED COURSE LOADS (AR 2.8.2)
Although any student may register for fewer than twelve credit hours, a student with a disability may request a reduced academic load as a reasonable and appropriate accommodation. A college Disability Resource Services (DRS) professional may certify that a student who is afforded a reduced academic load as an accommodation for a disability shall nevertheless be deemed a full-time student. Such certification shall be solely to enable the student to seek eligibility for health insurance benefits and to seek eligibility to comply with mandates of the National Junior College Athletic Association. The college DRS professional will certify that a student may be deemed a full-time student as provided under this regulation only on a semester-by-semester basis.

The 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.
Academic Misconduct (AR 2.3.11)

1. Definitions
   A. **Academic Misconduct** - includes misconduct associated with the classroom, laboratory or clinical learning process. Examples of academic misconduct include, but are not limited to, cheating, plagiarism, excessive absences, use of abusive or profane language, and disruptive and/or threatening behavior.
   B. **Cheating** - includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, assessment tests or examinations; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; or (c) the acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff.
   C. **Plagiarism** - includes, but is not limited to, the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Information gathered from the internet and not properly identified is also considered plagiarism.

2. Sanctions
   Any student found by a faculty member to have committed academic misconduct maybe subject to the following sanctions: (Note: sanctions A, B, C, and D may be imposed by a faculty member. The faculty member may recommend to the department chairperson and the appropriate vice president of academic affairs or designee that sanctions E, F, or G be imposed. College suspension or expulsion will be imposed only by the appropriate vice president of academic affairs or designee.
   A. **Warning** - A notice in writing to the student that the student has violated the academic code.
   B. **Grade Adjustment** - Lowering of a score on a test or assignment.
   C. **Discretionary Sanctions** - Additional academic assignments determined by the faculty member.
   D. **Course Failure** - Failure of a student from a course where academic misconduct occurs.
   E. **Disciplinary Probation** - Disciplinary probation is for a designated period of time and includes the probability of more severe sanctions if the student commits additional acts of academic misconduct.
   F. **College Suspension** - Separation of the student from the college for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified. (A suspension from one Maricopa Community College will apply to all other colleges/centers in the District.)
   G. **College Expulsion** - Permanent separation of the student from the college. (Expulsion from one Maricopa Community College will apply to all colleges/centers in the District.)

3. Appeal of Sanctions for Academic Misconduct
   Students can appeal sanctions imposed for academic misconduct by following the instructional grievance process. (AR 2.3.5; Appendix S-6)

DISCIPLINARY STANDARDS

DISCIPLINARY STANDARDS (AR 2.5.1)

1. **Disciplinary Probation and Suspension**
   According to the laws of the State of Arizona, jurisdiction and control over the Maricopa Community Colleges are vested in the District Governing Board. The Governing Board and its agents—the chancellor, administration and faculty—are granted broad legal authority to regulate student life subject to basic standards of reasonableness.

   In developing responsible student conduct, the Maricopa Community Colleges prefer mediation, guidance, admonition and example. However, when these means fail to resolve problems of student conduct and responsibility, appropriate disciplinary procedures will be followed.

   Misconduct for which students are subject to disciplinary action falls into the general areas of:
   A. Cheating on an examination, assessment tests, laboratory work, written work (plagiarism), falsifying, forging or altering college records
   B. Actions or verbal statements which threaten the personal safety of any faculty, staff, students, or others lawfully assembled on the campus, or any conduct which is harmful, obstructive, disruptive to, or interferes with the educational process or institutional functions
   C. Violation of Arizona statutes, and/or college regulations and policies
   D. Use of college computer resources such as the Internet in violation of Technology Resource Standards (AR 4.4) which may result in notification of law enforcement authorities

2. **Disciplinary Removal from Class**
   A faculty member may remove a student from class meetings for disciplinary reasons. If an instructor removes a student for more than one class period, the faculty member shall notify the department/division chair and the appropriate vice president or designee in writing of the problem, action taken by the faculty member, and the faculty member's recommendation. If a resolution of the problem is not reached between the faculty member
and the student, the student may be removed permanently pursuant to due process procedures.

STUDENT CONDUCT CODE (AR 2.5.2)
The purpose of this Code is to help ensure a healthy, comfortable and educationally productive environment for students, employees and visitors.

Article I: Definitions
The following are definitions of terms or phrases contained within this Code:
1. “Accused student” means any student accused of violating this Student Conduct Code.
2. “Appellate boards” means any person or persons authorized by the college president to consider an appeal from a Student Conduct Board’s determination that a student has violated this Student Conduct Code or from the sanctions imposed by the Student Conduct Administrator. The college president may act as the appellate board.
3. “College” means a Maricopa Community College or center.
4. “College premises” means all land, buildings, facilities and other property in the possession of or owned, used or controlled by the college or District.
5. “College official” means any person employed by the college or District, performing assigned administrative or professional responsibilities pursuant to this Student Conduct Code. The college president shall designate the college or center official to be responsible for the administration of the Student Conduct Code.
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
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. Forger, 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 pendency 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 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. 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.

D. 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.

E. 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.

F. 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
Policies and Procedures

B. More than one of the sanctions listed above may be imposed for any single violation.

C. Other than college expulsion, disciplinary sanction records of the process and of the sanctions imposed, if any, shall be considered to be 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 of 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. Deactivation - loss of all privileges, including college recognition for a designated period of time.
   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.

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.

A. Definitions

For the purposes of this policy, the Maricopa County Community College District has used the following definition of terms.

i. “College” includes all colleges, educational centers, skill centers and District office.

ii. “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:

1. 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.

2. 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.

3. 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.

4. 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.

B. Records Request

Official verification of educational records is issued by the Admissions and Records Office/Office of Student Enrollment Services.

C. 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.

D. Annual Notification

Students will be notified of their further rights annually by publication in the college catalog and/or the student handbook.

Rights of Access to Educational Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights are:

i. The right to inspect and review the student’s education records within 45 days of the day the college receives a request for access.

Students should submit to the college admissions and records department written requests that
identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

ii. The right to request the amendment of the student’s education records that the student believes to be inaccurate or misleading. Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

iii. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interest. A school official is defined as a person employed by the college or District in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom the college or District has contracted (such as an attorney, auditor, or collection agent); a person serving on the Governing Board; or a person assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the college discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

iv. The right to file a complaint with the US Department to Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
US Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202-4605

F. Use of Education Records for Advisement Purposes

All colleges within the Maricopa Community Colleges have access to the computerized degree audit program. During the advisement process, each student may have his or her academic record reviewed for coursework taken at any of the District’s colleges or centers. The institution retains the right to exercise discretion in determining the release of directory information.

G. Disclosure to Parents

In accordance with federal law, college officials may disclose educational records to parents of minors or to parents of a student who have established the student’s status as a dependent according to the Internal Revenue Code of 1986, section 152, without the written consent of the student.

HANDBOOK INFORMATION

STUDENT EMPLOYMENT (AR 2.5.4)

1. District Student Employees

   A. Introduction

   Students may be employed by the college as student help. District regulations require that students be hired in essential jobs and that they be properly trained and supervised.

   B. Philosophy and Workload for Student Employees

   i. It shall be the philosophy of Maricopa Community College District that a student may work to augment college and living expenses, however, the scholastic endeavor should be foremost. Sufficient time should be allotted for classroom attendance, homework, out-of-class study and participation in activities.

   ii. A workload of twenty (20) hours per week should be established as the maximum number of hours a student employee may work on campus. All student employees shall be enrolled in a minimum of three (3) semester credit hours. Any combination of day and evening hours would meet this requirement. Any student employee having special reasons to work over 20 hours per week or having dropped below three (3) credit hours should request his/her
immediate supervisor to obtain approval from the College president or his/her designee.

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 Student employee records will be maintained at the office of the chief of security and reviewed periodically by the vice president of students affairs.

E. Student Compensation
The hourly rate of pay for student employees shall coincide with the policies of the District Salary Schedule.

F. Employee Contracts and Forms (See Appendix FM-3)

G. Student Employee Grievance Procedure
Part-time student employees working for one of the Maricopa Community Colleges may wish to file a grievance relating to certain working conditions or violation of student employment regulation. Please refer to the Non-Instructional Complaint Resolution Process (AR 2.3.12)

2. Student Security Guards

A. Introduction and Philosophy
Students may be employed by the college as student help. If student guards do not come from the ranks of Administration of Justice classes, they must undergo appropriate training to qualify them as student guards. This training program is outlined in the regulation.

B. Workload of Student Security Guards
i. Student security guards shall be enrolled for a minimum of three (3) semester hours.

ii. Student security guards shall be limited to 20 hours per week where 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:
• Selection of the student must be personally approved by the vice president of students affairs and chief of security.

• Selection of a student should not extend beyond one semester without the approval of the vice president of students affairs.

• Selected student must undergo a special training program directed by the chief of security and approved by the vice president of students affairs.

ii. Recommended program for students other than those in Administration of Justice programs: Students employed by campus security who are not majors in the Administration of Justice program should be given at least twenty (20) hours of training with pay before being allowed to function independently as a campus security guard. This training should include, but not be limited to instruction in:

• Wearing of the uniform, general appearance, and demeanor

• The use of the various security report forms and how to properly complete them to provide requested information; General report writing methods

• Public relations methods used on the campus

• Crime prevention methods used on the campus; Patrol methods used in buildings and grounds.

• Basic techniques for interviewing students, faculty and visitors relative to the incidents

• Laws and regulations governing the actions of campus security personnel concerning rendering of assistance to students, faculty and visitors on the campus

• Basic first aid

D. Student Security Guards 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.

E. Student Employment Records
The student security guard’s employment records will be maintained at the office of the chief of security and reviewed periodically by the vice president of students affairs.

STUDENT GOVERNANCE (AR 2.5.5)
Student governing bodies derive their authority from the Maricopa County Community College District Governing Board that exists in accordance with Arizona Revised Statutes. The administration of the District is vested in the Chancellor who delegates responsibility for each college to the college president who serves in a management and policy implementation capacity having the ultimate responsibility for all activities of the college. The president shall designate the administrator(s) (i.e., directors of student leadership) at each college who will be charged with the responsibility for working with the college student governing body(ies) in the development of college student activities and programs.
A representative form of student governance may exist at each college/center as well as district wide to provide an effective means of communication among students, faculty, staff and administration and to provide student input in college and District matters. Eligibility requirements are to be met and spelled out in detail in each student governance constitution. These constitutions shall establish the minimum requirements for the elective/appointive officers. All student government constitutions shall be submitted to the Governing Board General Counsel to ensure compliance with federal and state laws, and the Maricopa Community Colleges Governing Board Administrative Regulations. Since Rio Salado Community College is a countywide non-campus college, the president shall ensure that opportunities exist for student involvement.

College student constitutions should be reviewed annually by student governance. The appropriate vice president or designee of each college shall be responsible for submitting any changes to the president of the college for transmittal to the Governing Board General Counsel.

- **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.

- **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.

- **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.

- **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.

- **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.

- **Remuneration Limitations**
  - 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.
  - For qualifying students, Federal Work Study (FWS) funds may be used in accordance with Federal guidelines.
  - The allowance for awarding honorariums or scholarships for executive student officers is a maximum of $200.00.
  - Compensation may be received for both honorariums/scholarships and college employment in the same semester.

- **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.

- **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.

- **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.

- **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...
Policies and Procedures

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

Allied Health or Nursing Assumption of Risk/Release of Liability
Most of the allied health or nursing program pathways include a program of study in a clinical training environment which may contain exposures to risks inherent in patient-oriented educational experiences, such as but not limited to, bodily injury or communicable and infectious diseases. Students enrolling in clinical educational courses will be asked to sign a statement assuming all risks inherent in their coursework.

Use of Confidential Information
Students enrolled in allied health or nursing program pathways will have learning experiences in a healthcare setting where they will have access to confidential information. Prior to beginning any clinical studies, the students will be asked to sign an agreement to adhere to the requirements of those clinical sites and applicable law, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

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

MCCCD Required Background Checks
Students enrolled in an MCCCD allied health or nursing program are required to complete and pass clinical learning experiences, working with children, elderly persons, and other vulnerable populations. MCCCD’s major clinical agency partners now mandate that any college students assigned to them for clinical experiences submit to a comprehensive background clearance prior to entering such learning experiences. Because the clinical experience portion of the programs is critical to completing a program of study, MCCCD has instituted two specific background check requirements in order for a student to enroll in a program on or after September 1, 2011. First, the student must obtain, at his or her own cost, a Level I Fingerprint Clearance Card from the Arizona Department of Public Safety. Precluding offenses for a Level I card can be found in Arizona Revised Statute § 41-1758.07 (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:

- National Federal Health Care and Abuse Databases
- Social Security Number Verification
- Residency History
- Arizona Statewide Criminal offense Databases
- Nationwide Criminal offense Databases
- State of Arizona and National Sexual Offender Registries
- Homeland Security Watch Lists

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

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

The information that MCCCD uses for the “pass/fail” background check is subject to change at any time without notice. MCCCD recommends that students carry proof of the background clearance at all times during any clinical agency learning experience.

**Students Accepted in a Program before September 1, 2011**

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

**Duty to Report Changes; Removal**

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

**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.
CONSENSUAL RELATIONSHIPS (AR 4.18)

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.

Definitions

- **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.

- **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.

- **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.

- **A vendor** is someone who sells or can sell products or services to the Maricopa County Community College District.

- **A recent** consensual relationship is considered to be one that has taken place within the past 24 months.

Prohibited Conduct

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.

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.

Procedures for Disclosure

Employees should first avoid allowing an inappropriate consensual, amorous or sexual relationship to develop with a supervisee or student.

Where the employee is already in or has had a recent consensual relationship with a supervisee, the following procedures shall be followed:

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.

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.

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.

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.

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:

The faculty member shall counsel and advise the student not to enroll in his or her course.

The Consensual Relationships Policy will be made available to students via the student handbook and other appropriate communications vehicles.

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.

Persons who are married, or were married, are included within the definition of persons that have or who have had a consensual amorous relationship. Disclosure in this instance may be made via the Maricopa Disclosure process at www.maricopa.edu/disclosure/.

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.
COURSE INDEX BY DIVISION/SUBJECT

Division of Business and Information Technology (BIT)
CHAIRPERSON: Mark Nielsen ....................(602) 243-8012
SUBJECTS:
ACC Accounting
BPC Business/Personal Computers
CIS Computer Information Systems
CNT CISCO Networking Technology
CSC Computer Science
ECN Economics
EPS Entrepreneurial Studies
FIN Financial Planning
GBS General Business
IND Industry and Business
ITS Information Technology Security
MGT Management
MKT Marketing
MST Microcomputer Technology
OAS Office Automation Systems
REA Real Estate
SBS Small Business Management
TLT Telecommunications Technology

Division of Communication, Fine Arts and Social Sciences (CFASS)
CHAIRPERSON: Dr. Jerome Garrison ..........(602) 243-8382
SUBJECTS:
AIS American Indian Studies
AJJ Administration of Justice
ARH Art Humanities
ART Art
ASB Anthropology
CFS Child Family Studies
COM Communication
DAH Dance Humanities
DAN Dance
ECH Early Childhood Education
EDU Education
EED Early Education
HIS History
HUM Humanities
MCM Mediation & Conflict Management
MHL Music: History/Literature
MTC Music: Theory/Composition
MUC Music: Commercial Business
MUP Music: Performance
PHI Philosophy
POS Political Science
PSY Psychology
REL Religious Studies
SOC Sociology
STO Storytelling
THE Theater
THP Theater Performance/Production
CRE Critical Reading
CRW Creative Writing
ENG English
ENH English Humanities
ESL English as a Second Language
FRE French
GER German ITA Italian
JRN Journalism
MCO Mass Communications
NAV Navajo
RDG Reading
SLG Sign Language
SPA Spanish
TRS Translation and Interpretation
YAQ Yaqui Indian History & Culture

Division of Mathematics, Sciences And Engineering (MSE)
CHAIRPERSON: Dr. Teresa Leyba Ruiz ..........(602) 243-8086
SUBJECTS:
AGB Agribusiness
ANS Animal Science
AST Astronomy
BIO Biology
CHM Chemistry
ECE Engineering Science
EEE Electrical Engineering
GCU Geography
GLG Geology
GTC General Technology
MAT Mathematics
PHS Physical Science

Division of Counseling, Health and Wellness (CHW)
CHAIRPERSON: Dr. Douglas Ferguson ........(602) 305-5608
SUBJECTS:
AAA Advancing Academic Achievement
BHS Behavioral Health Services Technology
CHA Community Health Advocate
CPD Counseling & Personal Development
CWE Career Work Experience
EMT Emergency Management
ESS Employment Support Systems
EXS Exercise Science
FON Food and Nutrition
FSC Fire Science Technology
HCC Health Core Curriculum
HCR Health Care Related
HES Health Science
NUR Nursing
PED Physical Education
RES Respiratory Care
SWU Social Work
WED Women's Education
WST Women's Studies

Division of Language Arts (LA)
CHAIRPERSON: Jim Smith .....................(602) 305-5771
SUBJECTS:
ARB Arabic
CHI Chinese
IFS Information Studies
LBS Library Skills

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### Advancing Academic Achievement (AAA)

**AAA115 - Creating College Success**
- **LEC** 1 Credit 1 Period
- 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. Cross-References: CPD115

### Accounting (ACC)

**ACC105 - Payroll, Sales and Property Taxes**
- **LEC** 3 Credits 3 Periods
- Tax reporting for payroll, sales, and personal property. Prerequisites: None.

**ACC 107 - Bookkeeping Theory & Practice**
- **LEC + LAB** 4 Credits 5 Periods
- Fundamental accounting practices; application to retail stores, professional firms, and personal service operations. Prerequisites: None.

**ACC109 - Accounting Concepts**
- **LEC** 3 Credits 3 Periods
- Introduction to accounting with emphasis on analysis and applications of financial information. Prerequisites: None. GBS151 and reading ability equivalent to RDG091 suggested but not required.

**ACC111 - Accounting Principles I (CCL 5665 & AAS 3149)**
- **LEC** 3 Credits 3 Periods
- Fundamental theory of accounting principles and procedures. Prerequisites: None.

**ACC112 - Accounting Principles II I (CCL 5665 & AAS 3149)**
- **LEC** 3 Credits 3 Periods
- Continuation of the fundamental theory of accounting principles and procedures, including interpretation of general purpose financial statements. Prerequisites: ACC111 with a grade of “C” or better, or permission of department/division.

**ACC115 - Computerized Accounting I (CCL 5665 & AAS 3149)**
- **LEC + LAB** 2 Credits 3 Periods
- Mastery of a microcomputer accounting system including the general ledger, accounts receivable, accounts payable and payroll. Prerequisites: ACC107, or higher level accounting course, or permission of instructor.

**ACC121 - Income Tax Preparation I (CCL 5665 & AAS 3149)**
- **LEC + LAB** 3 Credits 3 Periods
- Preparation of and practical experience in preparing individual federal income tax returns using computer software. Prerequisites: None.

**ACC211 - Financial Accounting I ACC2201 (CCL 5665 & AAS 3149)**
- **LEC** 3 Credits 3 Periods
- Introduction to theory and practice in the preparation and interpretation of general purpose financial statements. Prerequisites: None.

**ACC212 - Managerial Accounting I ACC2202 (CCL 5665 & AAS 3149)**
- **LEC + LAB** 3 Credits 3 Periods
- 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/division).

**ACC221 - Tax Accounting I (CCL 5665 & AAS 3149)**
- **LEC** 3 Credits 3 Periods
- Preparation of and accounting procedures for individuals; introduction to partnerships and corporate tax structures. Prerequisites: ACC111 or ACC211 or permission of department/division.

**ACC230 - Uses of Accounting Information I (CCL 5665 & AAS 3149)**
- **LEC** 3 Credits 3 Periods
- Introduction to the uses of accounting information for internal and external purposes with emphasis on financial statement analysis. Prerequisites: Grade of “C” or better in ACC111 or ACC211, or a grade of “C” or better in (ENG101 and MAT151 and CRE101), or equivalent, or satisfactory score on District placement exam.

**ACC240 - Uses of Accounting Information II (CCL 5665 & AAS 3149)**
- **LEC** 3 Credits 3 Periods
- Introduction to the uses of accounting information for internal and external purposes with emphasis on analysis for use by management. Prerequisites: ACC 230

**ACC250 - Introductory Accounting Lab (CCL 5665 & AAS 3149)**
- **LAB** 1 Credit 3 Periods
- Procedural details of accounting for the accumulation of information and generation of reports for internal and external users. Prerequisites: None.

### Administration of Justice (AJS)

**AJS101 - Introduction to Criminal Justice**
- **LEC** 3 Credits 3 Periods
- 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. [SB]
AJS113 - Criminal Justice Crime Control Policies and Practices  
LEC 3 Credits 3 Periods  
Focus on changing the distribution of crime opportunities rather than offender motivation. Topics include application of situational crime prevention strategies, problem-oriented crime control approaches, hot spots policing, defensible space, and crime prevention through defensible space.  
Prerequisites: None.

AJS123 - Ethics and the Administration of Justice  
LEC 3 Credits 3 Periods  
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. [HU]

AJS139 - Emergency Response to Terrorism  
LEC 3 Credits 3 Periods  
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. Cross-Reference: FSC139

AJS146 - Disaster Recovery Operations  
LEC 3 Credits 3 Periods  
Specialized knowledge and skills for the emergency manager in developing programs and activities associated with disaster recovery assistance and mitigation actions that reduce losses from future disasters. Prerequisites: None. Cross-References: FSC146

AJS147 - Emergency Preparedness  
LEC 3 Credits 3 Periods  
Emergency preparedness related to natural and manmade disasters. Planning concepts and the planning process; awareness and education programs and strategies for the general community as well as business and industries. Prerequisites: None. Cross-References: FSC147

AJS148 - Fundamentals of Emergency Management  
LEC 3 Credits 3 Periods  
Emergency management systems including career opportunities, function, tasks and responsibilities of the emergency management program manager, role of the emergency manager in mitigation, preparedness, response, and recovery. Past civil defense and current emergency management systems since evolution from World War II. Prerequisites: None. Cross-References: FSC148

AJS149 - Hazard Mitigation  
LEC 3 Credits 3 Periods  
Knowledge and skills required to develop programs to reduce losses from future disasters, emergencies, and other extreme events caused by natural and manmade hazards. Prerequisites: None. Cross-References: FSC149

AJS195 - International and Domestic Terrorism  
LEC 3 Credits 3 Periods  
An overview of the history, structure, goals, and activities of domestic and international terrorist groups. Explores theories explaining terrorism and reviews methods used to combat it. Prerequisites: None.

AJS201 - Rules of Evidence  
LEC 3 Credits 3 Periods  
A practical insight into the rules of evidence to include how to recognize evidence; the general rules governing admissibility of evidence; the “hearsay” rule and its exceptions; the use of documentary evidence, written memoranda, photographs, and recordings, corpusdelicti, opinion evidence, circumstantial evidence, evidential privileges. Required in AJS curriculum. Prerequisites: None.

AJS210 - Constitutional Law  
LEC 3 Credits 3 Periods  
An examination of the U.S. Constitution as it relates to the law enforcement function. Includes statutory law and judicial decisions governing the areas of arrest, search and seizure, interrogations and confessions, self-incrimination and other constitutional guarantees. Required in AJS curriculum. Prerequisites: None.

AJS212 - Juvenile Justice Procedures  
LEC 3 Credits 3 Periods  
Examines the history and development of juvenile justice theories, procedures, and institutions. Prerequisites: None.

AJS225 - Criminology  
LEC 3 Credits 3 Periods  
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. [SB]

AJS258 - Victimology and Crisis Management  
LEC 3 Credits 3 Periods  
Focuses on victimology and techniques of crises intervention; and the importance of multicultural perspective. Includes coverage of sexual assault, family violence, child abuse, post-traumatic stress disorder, substance abuse, coping skills, stress management, and community resources. Prerequisites: None.

AJS259 - Psychology of Sexual Variation and Sexual Deviance  
LEC 3 Credits 3 Periods  
Considers various categories of sexually deviant behavior; their probable causes and society’s attitude toward them. Prerequisites: PSY101 with a grade of C or better or permission of Instructor.
AJS260 - Procedural Criminal Law
LEC 3 Credits 3 Periods
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.

AJS270 - Community Relations
LEC 3 Credits 3 Periods
Examination, recognition and understanding of community problems; community action programs; methods of coping with human behavior, victimology, conflict and communication; ethnic and minority cultures and environments; the community and relationships with the criminal justice system. Prerequisites: None. [C, SB]

AJS275 - Criminal Investigation I
LEC 3 Credits 3 Periods
Introduction to the theory of criminal investigation. Examines crime scene procedures, case preparation, interviewing, and basic investigative techniques. Prerequisites: None.

Arabic (ARB)
ARB101 - Elementary Arabic I
LEC 4 Credits 5 Periods
Introduction to the basic alphabet, grammar, pronunciation and vocabulary of the Arabic language. Listening, speaking, reading and writing skills. Prerequisites: None.

ARB102 - Elementary Arabic II
LEC + LAB 4 Credits 6 Periods
A continuation of ARB101. Continued study of grammar and vocabulary, with emphasis on pronunciation and speaking skills. Prerequisites: ARB101 or equivalent.

ARB201 - Elementary Arabic I
LEC 4 Credits 5 Periods
Review of essential grammar of the Arabic language and study of the Arabic culture. Continued practice and development of reading, writing, and speaking skills. Emphasis on both fluency and accuracy in the spoken language. Prerequisites: ARB102 or permission of Department or Division. General Education Designation: Global Awareness - [G]

ARB202 - Intermediate Arabic II
LEC 4 Credits 5 Periods
Advanced grammatical structures in Arabic. Further development of language skills with emphasis on speaking the language. Prerequisites: ARB201 or permission of Department or Division. General Education Designation: Global Awareness - [G]

Art Humanities (ARH)
ARH100 - Introduction to Art
LEC 3 Credits 3 Periods
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. [HU]

ARH101 - Prehistoric through Gothic Art ART1101
LEC 3 Credits 3 Periods
History of art from prehistoric through medieval Period. Prerequisites: None. [H, HU]

ARH102 - Renaissance Through Contemporary Art ART1102
LEC 3 Credits 3 Periods
History of art from around the world from the Renaissance through contemporary period. Prerequisites: None. [H, HU]

Art (ART)
ART100 - Introduction to Computer Graphic Art
LEC 1 Credit 2 Periods
Conceptualization, visualization, and production of art using the computer. Prerequisites: None.

ART111 - Drawing I ART1111
LAB + LEC 3 Credits 6 Periods
Fundamental principles of drawing. Emphasis on composition and facility in objective and expressive representation, using variety of drawing media. Prerequisites: None.

ART112 - Two-Dimensional Design
LEC + LAB 3 Credits 6 Periods
Study of fundamental elements and principles of two dimensional design. Prerequisites: None.

ART113 - Color
LEC + LAB 3 Credits 6 Periods
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 - Three-Dimensional Design ART1115
LEC + LAB 3 Credits 6 Periods
Fundamental principles of three-dimensional design. Prerequisites: ART112.

ART122 - Drawing and Composition II
LEC + LAB 3 Credits 6 Periods
Emphasis on composition and exploration of drawing media. Prerequisites: ART111.

ART131 - Photography I
LEC+LAB 3 Credits 6 Periods
Basic photographic principles and techniques. Basic camera functions and controls. Experience in the image-making
process by creating and editing photographs for various display environments. Introduction to the photographic aesthetic and photography's role in society. Prerequisites: None. Course Notes: Camera required.

ART132 - Photography II
LEC + LAB 3 Credits 6 Periods
Advanced camera and darkroom techniques. Aesthetic awareness with personal expression. Prerequisites: ART131 or permission of instructor.

ART142 - Introduction to Digital Photography
LEC + LAB 3 Credits 6 Periods
Fundamentals of digital photography. Includes camera operations, exposure techniques, introduction to digital output, and theory of digital photography. Prerequisites: None.

ART143 - Intermediate Digital Photography
LEC + LAB 3 Credits 6 Periods
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.

ART161 - Ceramics I
LEC + LAB 3 Credits 6 Periods
Introduction to ceramic materials and techniques of hand construction, decorating, glazing and throwing on potter's wheel. Prerequisites: None.

ART162 - Ceramics II
LEC + LAB 3 Credits 6 Periods
Major emphasis on wheel throwing, glaze making and decorating techniques. Prerequisites: ART161.

ART167 - Painting I
LEC + LAB 3 Credits 6 Periods
Exploration of technical and expressive possibilities of various painting media in easel painting. Prerequisites: (ART111 and ART112), or permission of instructor.

ART168 - Painting II
LEC + LAB 3 Credits 6 Periods
Continued refinement of painting skills and investigation of new possibilities in painting. Prerequisites: ART167 or permission of instructor.

ART184 - Computer Animation
LEC + LAB 3 Credits 6 Periods
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.

ART211 - Drawing and Composition III
LEC + LAB 3 Credits 6 Periods
Advanced development of drawing skill with emphasis on compositional theory. Prerequisites: ART122 or permission of instructor.

ART222 - Drawing and Composition IV
LEC + LAB 3 Credits 6 Periods
Further study of drawing techniques with emphasis on individual problems and techniques. Prerequisites: ART211 or permission of instructor.

ART255AB - The Portfolio
LEC 1 Credit(s) 1 Period(s)
Choosing the right pieces to include, presenting art work, developing the portfolio. Prerequisites: ART255AA or permission of instructor.

ART261 - Ceramics III
LEC + LAB 3 Credits 6 Periods
Emphasis on wheel throwing skill and individual style development. Prerequisites: ART162.

ART262 - Ceramics IV
LEC + LAB 3 Credits 6 Periods
Experimental work in clays and glazes. Prerequisites: ART261.

ART298AA - Special Projects
LAB 1 Credit 1 Period
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.

Anthropology (ASB)

ASB102 - Introduction to Cultural and Social Anthropology
LEC 3 Credits 3 Periods
Principles of cultural and social anthropology, with illustrative materials from a variety of cultures. The nature of culture; social, political, and economic systems; religion, aesthetics and language. Prerequisites: None [G, SB]

ASB223 - Buried Cities and Lost Tribes: New World
LEC 3 Credits 3 Periods
Introduction to archaeology through discoveries and the researchers who made them. Emphasis on methods of archaeological fieldwork and what these discoveries reveal about humanity, including the nature of archaeological inquiry, the development of human social groups, the changing role of religion in evolving societies, the origins of agriculture, the origins of settled life ways, the rise of cities and complex societies, political strife across different cultures and the forces which fragment societies. Examples drawn from North American, Central America, and South America. Prerequisites: None. [G, H, HU, SB]
Astronomy (AST)
AST101 - Survey of Astronomy
LEC 3 Credit(s) 3 Period(s)
Survey of astronomy for the non technical 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 - Survey of Astronomy Laboratory
LAB 1 Credits 3 Periods
Astronomical observations and exercises designed to familiarize students with the sky, telescopes, and methods used in astronomy. Prerequisites: None. May accompany AST101. [SG]

Behavioral Health Services Technology (BHS)
BHS101 - Introduction to Ethical Counseling Issues
LEC 3 Credits 3 Periods
Explanation of expectations and limitations of the role of the behavioral health professional on a counseling team. Exposure to the variety of modes of work available to the behavioral health professional, the ethical obligations and responsibilities of working with clients under professional supervision. Prerequisites: None.

BHS105 - Introduction to Human Relations (CCL 5701)
LEC 2 Credits 2 Periods
Introduction to the field of Behavioral Health Professionals including exposure to basic counseling skills. Prerequisites: None.

BHS115 - Group Dynamics
LEC 3 Credits 3 Periods
Participation in group processes with focus on group dynamics. Exploration of group developmental stages and various counseling approaches and techniques. Prerequisites: None.

BHS130 - Chemical Dependency
LEC 3 Credits 3 Periods
Sociological, psychological and physiological aspects of chemical abuse. Consideration of a variety of treatment programs offered in community agencies. Prerequisites: None. Cross-References: SWU130

BHS150 - Communication Skills in Counseling I (CCL 5701)
LEC 3 Credits 3 Periods
Development of communication skills important in establishing and maintaining effective helping relationships. Emphasis on rapport building, effective listening skills, appropriate feedback and the helping process. Prerequisites: BHS105 with a grade of “C” or better.

BHS151 - Communication Skills in Counseling II
LEC 3 Credits 3 Periods
Application of communication skills important in establishing and maintaining effective helping relationships. Emphasis on rapport building, effective listening skills, appropriate feedback and the helping process. Prerequisites: BHS150 with a grade of “C” or better.

BHS156 - Supervised Practice I
LEC + LAB 3 Credits 15 Periods
Familiarization with social service agencies through conducting intake interviews, observing agency practices, and attending staff meetings. Prerequisites: BHS115, BHS130, and BHS151, and departmental approval.

BHS168 - Hospice Volunteer Training
LEC 2 Credits 2 Periods
Exploration of hospice care and related medical, social, emotional and spiritual concepts for the helping professional working with patients and their families. Prerequisites: None
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BHS263 - Applied Case Report Writing  
LEC 1 Credit 1 Period  
Application of observation and documentation techniques necessary to maintain clinical records in a variety of community based behavioral health settings. Application of legal issues to case report writing. Prerequisites: BHS260

BHS265 - Violence & Abuse Matters  
LEC 2 Credits 2 Periods  
Exploration of topics relative to the development of helping professionals involved with perpetrators and individuals directly affected by traumatic or continuous physical or emotional violence and abuse. Prerequisites: None.

BHS266 - Violence & Abuse Counseling  
LEC 3 Credits 3 Periods  
Techniques, strategies, and treatment modalities necessary for the helping professional working with the victims and perpetrators of violence and abuse. Prerequisites: BHS105 or department approval. Co-requisite: BHS265

BHS267 - Introduction to Play Therapy  
LEC 3 Credits 3 Periods  
Exploration and application of therapeutic play techniques and strategies for the helping professional working with children. Prerequisites: (BHS105 and BHS151) or department approval.

BHS268 - Grief and Bereavement Issues  
LEC 2 Credits 2 Periods  
Exploration of topics related to the development of helping professionals involved with loss, bereavement, and grief work. Prerequisites: None.

BHS269 - Grief Counseling Techniques  
LEC 3 Credits 3 Periods  
Techniques, strategies, and treatment modalities necessary for the helping professional working with the bereaved and others affected by traumatic loss. Prerequisites: BHS168 or BHS268 or permission of department.

BHS270 - Introduction to Dance and Movement Therapy  
LEC 3 Credits 3 Periods  
A lively course focused on basic techniques used in expressive arts and body-based therapies. The course incorporates Tools for integrating body, mind, and spirit in a creative dance and movement format. Prerequisites: PSY101 and BHS105.

BHS272 - Managing Difficult Children  
LEC 3 Credits 3 Periods  
Strategies for training and reinforcing positive interaction with children. Covers behavior management strategies and techniques for oppositional, defiant and explosive children. Prerequisite: PSY240 or permission of Department or Division.

BHS278 - Recovery Coaching  
LEC 3 Credits 3 Periods  
Recovery based mental health treatment plans and processes. Recovery based concepts, barriers, principles, practices, and environments. Organizational support, expectations, and activities related to mental health issues and recovery in the work setting. Planning techniques, learning styles, participation methods, and problem behavior due to mental health issues in the workplace. Prerequisites: BHS105

BHS281 - Introduction to Art Therapy  
LEC 3 Credits 3 Periods  
Exploration of the process, dynamics and objectives of the therapeutic art experience. Emphasis on Art Therapy from both the psychological and artistic perspectives. Highlights topics in the history, theory and practice of Art Therapy. Prerequisites: BHS105 or departmental approval.

BHS285 - Facilitating Art Therapy Groups  
LEC 3 Credits 3 Periods  
Emphasis on facilitating art therapy groups in a variety of settings using visual art as a medium. Process, dynamics, and objectives of group work and the therapeutic art process. Prerequisites: BHS215 and BHS281

BHS290 - Child and Family Advocacy  
LEC 3 Credits 3 Periods  
Define and clarify the role of advocacy in relation to multiple systems affecting children and their families. Emphasis on identifying appropriate systems, community resources, wrap around theory and navigation skills in a variety of children's systems to facilitate family support and needs. Prerequisite: BHS105

Biology (BIO)  
BIO100 - Biology Concepts  
LEC 4 Credits 3 Periods  
LAB 0 Credits 3 Periods  
A one-semester introductory course covering basic principles and concepts of biology. Methods of scientific inquiry and behavior of matter and energy in biological systems are explored. Field trips may be required at students’ expense. Prerequisites: None. [SG]

BIO101 - General Biology (Non-Majors): Selected Topics  
LEC 4 Credits 3 Periods  
LAB 0 Credits 3 Periods  
Selected biological topics, including methods used by biologists to make discoveries and evaluate scientific data. Field trips may be required at students’ expense. Prerequisites: None.

BIO105 - Environmental Biology  
LEC 4 Credits 3 Periods  
LAB 0 Credit 3 Periods  
Fundamentals of ecology and their relevance to human impact on natural ecosystems. Field trips may be required at students’ expense. Prerequisites: None. [SQ]
BIO106 - Biotechnology & Society I
LEC 4 Credits 3 Periods
Introduction to biotechnology and its impact on society. Covers applications, limitations, benefits, risks, and legal and moral issues associated with biotechnology. Prerequisites: None.

BIO107 - Introduction to Biotechnology
LEC 4 Credits 3 Periods
LAB 0 Credits 3 Periods
Introduction to biotechnology and its global impact on society. Covers applications, laboratory techniques, limitations and the international economic benefits, risks, and legal and moral issues associated with biotechnology. Prerequisites: None. [SQ]

BIO109 - Natural History of the Southwest
LEC 4 Credits 3 Periods
LAB 0 Credits 3 Periods
Study of the common plants and animals of the Southwest including their distribution, adaptation, behavior, and ecology. Introduction to basic field and laboratory techniques used in the study of natural history. Specific field problems presented dealing with plant and animal analysis and ecological interrelationships. Prerequisites: None. [SG]

BIO156 - Introductory Biology for Allied Health
LEC 4 Credits 3 Periods
LAB 0 Credit 3 Periods
An introductory biology course for allied health majors with an emphasis on humans. Topics include fundamental concepts of cell biology, histology, microbiology, and genetics. Prerequisites: Grade of “C” or better in RDG091 or eligibility for CRE101 as indicated by appropriate reading placement test score. One year high school chemistry or one semester of college-level biology recommended. [SQ]

BIO160 - Introduction to Human Anatomy and Physiology
LEC 4 Credits 3 Periods
LAB 0 Credit 3 Periods
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. [SG]

BIO175 - Research Methods in Biology
LEC & LAB 1 Credit(s) 2 Periods
Fundamentals of planning and conducting biological experiments, including ones that simultaneously vary multiple experimental variables. Subsequent analysis, interpretation, and reporting of results. Prerequisites: None. BIO156 or BIO181 recommended.

BIO181 - General Biology (Majors) I BIO1181
LEC 4 Credits 3 Periods
LAB 0 Credit 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: Grade of "C" or better in RDG091 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. [SQ]

BIO182 - General Biology (Majors) BIO1182
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. [SG]

BIO201 - Human Anatomy and Physiology I BIO2201
LEC 4 Credits 3 Periods
LAB 0 Credit 3 Periods
Study of structure and function of the human body. Topics include cells, tissues, integumentary system, skeletal system, muscular system, and nervous system. Prerequisites: (BIO156 or BIO181 with a grade of “C” or better or one year of High School biology with a grade of “C” or better) and (a grade of “C” or better in RDG091 or eligibility for CRE101 as indicated by reading placement test score). CHM130 or higher or one year of High School chemistry suggested but not required. [SG]

BIO202 - Human Anatomy and Physiology II BIO2202
LEC 4 Credits 3 Periods
LAB 0 Credit 3 Periods
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. [SG]

BIO205 - Microbiology BIO2205
LEC 4 Credits 3 Periods
LAB 0 Credit 3 Periods
Study of microorganisms and their relationship to health, ecology, and related fields. Prerequisites: (BIO156 or BIO181 with a grade of “C” or better or one year of High School biology with a grade of “C” or better) and (a grade of “C” or better in RDG091 or eligibility for CRE101 as indicated by reading placement test score). CHM130 or higher or one year of High School chemistry suggested but not required. [SG]

BIO211AA - Biotechnology Seminar - Biomedical Applications
LEC 1 Credit 1 Period
Special topics in biotechnology with an emphasis on current issues not covered in other life science courses. Prerequisites: None.

BIO211AB - Biotechnology Seminar - Laboratory Protocol
LEC 1 Credit 1 Period
Special topics in biotechnology with an emphasis on current issues not covered in other life science courses. Prerequisites: BIO211AA or permission of Instructor
BIO211AC - Biotechnology Seminar - Current Topics in Agriculture
LEC 1 Credit 1 Period
Special topics in biotechnology with an emphasis on current issues not covered in other life science courses. Prerequisites: BIO211AB or permission of instructor.

BIO211AD - Biotechnology Seminar - Ethical and Moral Issues
LEC 1 Credit 1 Period
Special topics in biotechnology with an emphasis on current issues not covered in other life science courses. Prerequisites: BIO211AC or permission of instructor.

BIO211AE - Biotechnology Seminar: Business and Regulatory Issues
LEC 1 Credit 1 Period
Selected topics in biotechnology with an emphasis on current issues not covered in other life science courses. Prerequisites: None.

BIO212AB - Biotechnology II
LEC 5 Credits 3 Periods
LAB 0 Credit 3 Periods
Intensive introduction to biotechnology, including protein biochemistry, techniques for handling and purifying proteins, recombinant deoxyribonucleic acid (DNA), sequencing deoxyribonucleic acid (DNA), testing deoxyribonucleic acid (DNA) fragments for promoter activity and analysis of deoxyribonucleic acid (DNA) for open reading frames, promoters, and homology. Prerequisites: BIO212AA

BIO212BA - Cell Biotechnology
LEC 5 Credits 3 Periods
LAB 0 Credit 6 Periods
Introduction to industrial laboratory biotechnology with intensive focus on the recovery of heterologous proteins from cultivated cells and the subsequent purification and characterization of these proteins. Prerequisites: ENG101 and (BIO092 and BIO181) or BIO212AA.

BIO213 - BioSafety
LEC 1 Credit(s) 1 Period(s)
General Laboratory safety, hazardous chemical use and disposal, bio-hazardous material use and disposal, bio-safety procedures, and radiation safety. Prerequisites: None.

BIO215 - Biotechnology Internship
LEC 3 Credits 3 Periods
Internship experience in a biotechnology laboratory. Setting, achieving, and evaluating goals for hands-on learning experience in a biotechnology laboratory. Development of skills and knowledge needed to work in a biotechnology laboratory. Prerequisites: Permission of Program Director and (BIO212AA, or BIO212BA, or BIO208, or BIO209).

BIO220 - Biology of Microorganisms
LEC 4 Credits 3 Periods
LAB 0 Credits 3 Periods
Detailed study of microbial cells, their structure, genetics, physiology and taxonomy. Prerequisites: BIO2181
Corequisites: (CHM152 and CHM152LL) or (CHM154 and CHM154LL)

BIO241 - Human Genetics
LEC 4 Credits 3 Periods
LAB 0 Credit 3 Periods
An introduction to the basic concepts of human heredity and cytogenetics including Mendelian, molecular, and population genetics. Prerequisites: BIO100, or BIO181, or equivalent, or permission of instructor. [SQ]

BIO245 - Cellular and Molecular Biology
LEC 4 Credit(s) 3 Period(s)
LAB 0 Credit(s) 3 Period(s)
Concepts that underline relationship between cellular and subcellular structure and function, and integration of major metabolic and genetic processes. Includes introduction to the use of bacteriology in molecular biology, various methods of studying macromolecules found in eukaryotic and prokaryotic cells, cloning, and purification of DNA. Prerequisites: None. [SQ]

BIO247 - Applied Biosciences: Biotechnology
LEC 4 Credit(s) 3 Period(s)
LAB 0 Credit(s) 3 Period(s)
Applies concepts of molecular and cellular biology of bacteria, animals, and plants to real-world problems. Prerequisites: A grade of “C” or better in BIO181. One semester of college level chemistry or equivalent recommended.

BIO294 - Scientific Diving
LEC + LAB 3 Credits 4 Periods
Theory and practice of underwater research using snorkel and self-contained underwater breathing apparatus (SCUBA). Advanced diving skills, data acquisition and processing, and planning an underwater study. Prerequisites: PED101SU or PED201SU (any certification card from a nationally recognized agency.) BIO145 or BIO181 recommended, but not required. [CS, L]

BIO298AC - Special Projects
LEC + LAB 3 Credits 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.
OFFICIAL COURSE DESCRIPTIONS

Business-Personal Computers (BPC)
BPC100 - Business-Personal Computers
LEC 2 Credits 2 Periods
Introduction to the use of personal computers in the business environment. Computer hardware components, operating system functions and concepts. Procedures for running and using business application software to produce documents and spreadsheets. Prerequisites: None.

BPC100AA - Business-Personal Computers I
LEC .5 Credits .5 Periods
Introduction to the use of personal computers in the business environment. Computer hardware components, operating system functions and concepts. Running application software. Prerequisites: None.

BPC100DD - Internet and Computing Fundamentals
LEC + LAB 3 Credits 4 Periods
Fundamental computer and Internet concepts and terminology for business and personal computers. Covers basic features of software applications. Prerequisites: None

BPC102AD - Using Windows: Level I
LEC .5 Credits .5 Periods
Basic commands and methods associated with the Windows operating systems. Prerequisites: None.

BPC103AK - Using Word: Level I
LEC .5 Credits .5 Periods
Use of Word to create, manipulate and print documents on a microcomputer Prerequisites: None.

BPC103BK - Using Word: Level II
LEC .5 Credits .5 Periods
Advanced concepts and skill development using Word to format, layout and design quality documents. Prerequisites: BPC102AD and BPC103AK, or permission of department.

BPC104AD - Using Excel: Level I
LEC .5 Credits .5 Periods
Use of Excel to create, edit, save and print worksheets. Prerequisites: None.

BPC104BD - Using Excel: Level II
LEC .5 Credits .5 Periods
Use of Excel to enhance worksheets to include graphing and formatting data, using complex formula and function expressions to build and analyze data, and special print options to output worksheets and graphs. Prerequisites: BPC104AD or permission of instructor.

BPC110 - Computer Usage and Applications
LEC + LAB 3 Credits 4 Periods
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. [CS]

BPC111AA - Computer Keyboarding I
LEC + LAB 1 Credit 1.7 Periods
Mastery of essential microcomputer keyboarding skills. Emphasis on touch typing of alphabetic and numeric keys and symbols. Prerequisites: None. Cross-References: OAS111AA

BPC114AE - Excel: Level I
LEC + LAB 1 Credit 2 Periods
Computer spreadsheet skills for solving business problems using Excel, including calculations, forecasting, and projections. Prerequisites: None Editor's note: The last effective term of BPC114AE will be through the Fall 2011 semester.

BPC128 - Introduction to Desktop Publishing
LEC + LAB 1 Credit 2 Periods
Presents basic concepts of commercially prepared software used to do desktop publishing. Incorporates a combination of narrative and pictorial/graphic creation and presentation, including set up, text entry, graphic generation, text and graphic merging, and other computer-based functions. Prerequisites: None.

BPC130DK - Beginning Word
LEC 1 Credit 2 Periods
Using Word for Windows to create, edit, and print documents. Prerequisites: Ability to keyboard a minimum of 20 wpm or permission of instructor. Cross-Reference: OAS130DK

BPC135DD - WordPerfect: Level I
LEC 2 Credits 2 Periods
Using WordPerfect word processing software to create and name files, edit text, format, and print a variety of documents. Prerequisites: The ability to use a keyboard at a minimum of 24 wpm or permission of instructor.

BPC135DK - Word: Level I
LEC 2 Credits 2 Periods
Using word processing software to create and name files, edit text, format, and print a variety of documents. Prerequisites: None Cross-Reference: OAS135DK

BPC138AA - Windows Desktop Design & Publishing
LEC + LAB 3 Credits 4 Periods
Use of Windows based microcomputers and appropriate commercial software package to compose and print textual and graphic materials of high quality. Includes overview of micro operating system, word processing of copy, use of graphics programs, layout of design elements, and printing alternatives. Prerequisites: CIS105 or BPC110 or permission of instructor.

BPC170 - Computer Maintenance I : A+ Essentials Prep
LEC + LAB 3 Credits 4 Periods
Technical aspects of the microcomputer, including system setup (hardware and software) and basic troubleshooting. Emphasis on basic troubleshooting, use of tools, hardware components and hardware/software interfacing. Prerequisites: CIS105 or permission of Instructor.
BPC210 - Advanced Computer Usage and Applications
LEC + LAB 3 Credits 4 Periods
Advanced application of software for business and personal computers including word processing, spreadsheet, database, and presentation. Includes integration of applications and Internet. Prerequisites: BPC110, or permission of instructor.

BPC235DD - WordPerfect: Level II
LEC + LAB 2 Credits 2 Periods
Using WordPerfect word processing software features such as math, columns, macros, styles, graphics, sort, outlines, and table of contents. Prerequisites: BPC135DD or permission of Instructor.

BPC235DK - Word: Level II
LEC + LAB 2 Credits 2 Periods
Using Word word processing software features such as math, columns, macros, styles, graphics, sort, outlines, and table of contents. Prerequisites: BPC/OAS135DK or permission of instructor. Cross-References: OAS235DK

BPC270 - Computer Maintenance II: A+ Technician Prep
LEC + LAB 3 Credits 4 Periods
Advanced technical aspects of maintaining and servicing computers. Emphasis placed on installation, periodic maintenance, diagnosis, and/or problem resolution. Helps prepare students for the CompTIA A+ technician examinations including Information Technology (IT) field technician, remote support technician and bench technician. Prerequisites: BPC170 with grade of C or better, or permission of instructor.

BPC278 - Software Installation-MS Windows
LEC + LAB 3 Credits 4 Periods
Installing and configuring microcomputer software. Emphasis placed on the installation, configuration, upgrade, and related problem resolution of microcomputer operating system and applications software. Prerequisites: CIS105, BPC/CIS114 (any module whose course number suffix begins with a “D”), BPC/CIS117 (any module whose course number suffix begins with a “D”), and BPC170 with grade of C or better, or permission of instructor.

CFS101AH - Art Activities for the Young Child
(CCL 5376, AAS 3361)
LEC 1 Credit 1 Period
The creative use of art media and techniques at appropriate developmental levels. Prerequisites: None.

CFS101AR - Learning With Toys (CCL 5376, AAS 3361)
LEC 1 Credit 1 Period
Use of creative imagination with toys to enable the child alone or with others to explore the world. Includes evaluating proper use of toys and appropriate developmental skills. Prerequisites: None.

CFS102 - Emergency Care For Child Care Providers
LEC 1 Credit 1 Period
Basic emergency medical care for child care providers. Emphasis on design of emergency plan of action, Basic Life Support, recognition and management of common childhood injuries and illnesses. Designed to meet the Arizona Department of Health Services child care worker requirements. Prerequisites: None.

CFS114 - Working with the Hyperactive Child
(CCL 5376, AAS 3361)
LEC 1 Credit 1 Period
Causes of hyperactivity in children; focus on the family's role in identification, treatment and school/community support. Prerequisites: None

CFS116 - Discipline and Guidance
LEC 3 Credits 3 Periods
Age appropriate principles for disciplining and guiding young children’s behavior in child care settings, including interpersonal and environmental strategies. Observational opportunities provided. Prerequisites: None.

CFS120 - Contemporary Issues In Early Childhood
LEC 1 Credit 1 Period
Designed to develop understanding of a broad range of contemporary issues that impact the child in today's society. Course directed at pre-service and in-service professionals. Prerequisites: None.
Course Notes: CFS/ECH120 may be repeated for credit.

CFS123 - Health and Nutrition In Early Childhood Settings
LEC 1 Credit 1 Period
Creating and maintaining healthy environments and practices in programs serving young children. Emphasis on assessing the child’s health status, nutrition and food service, communicable disease recognition, transmission, and prevention, infection control, regulations and regulatory agencies, current topics, resources, and innovative practices. Prerequisites: None.

CFS125 - Safety in Early Childhood Settings
LEC 1 Credit 1 Period
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.

CFS160 - Using Music, Speech, and Movement with Children’s Literature
LEC 1 Credit 1 Period
Using elements of music, speech, and movement with children’s literature, including rhymes, chants, songs, and books to enhance children's social, physical, cognitive, and emotional development. Prerequisites: None.
CFS176 - Child Development (CCL 5376, AAS 3361)  
LEC 3 Credits 3 Periods  
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. Cross-Reference: ECH176 [SB]

CFS178 - Survey of Early Childhood Education  
LEC 3 Credits 3 Periods  
Orientation to basic concepts of day care and nursery programs. History and philosophy of child care services including state regulations governing those services. Observation opportunities provided. Prerequisites: None.

CFS194AB - Early Childhood Program Management: Human Relations (CCL 5376)  
LEC 1 Credit 1 Period  
Basic human relations in early childhood organizations and the influence of the individual's personal needs on the overall needs and objectives of the organization. Prerequisites: None.

CFS205 - Human Development  
LEC 3 Credits 3 Periods  
Explores the growth and development process over the human life span. Research and theoretical approaches; physical, cognitive, social, and personality development from birth through adulthood and death. Prerequisites: None. [SB]

CFS206 - Child and Family Organizations: Management and Administration (AAS 3109)  
LEC 3 Credits 3 Periods  
Examination of management and administration of community-based child and family organizations within the context of organizational behaviors. Focus on attributes of effective organizations: the impact of organizational culture and learning, work-place diversity and employee motivation. Prerequisites: None.

CFS207 - Organization and Community Leadership in Child and Family Organizations (AAS 3109)  
LEC 3 Credits 3 Periods  
Examination of organization and community leadership as it applies to the management and administration of community-based child and family services organizations. Provides overview of leadership styles and function. Prerequisites: None.

CFS208 - Child and Family Organizations: Fiscal Management and Grant Writing (AAS 3109)  
LEC 3 Credits 3 Periods  
Examination of fiscal accountability and resource development as it applies to the management and administration of community-based child and family social service organizations. Provides overview of grant development processes beginning with research into governmental and private funding sources through fiscal and grant audit processes. Includes budget development, risk management, and cost control issues. Prerequisites: None.

CFS212 - Creative Activities for the Young Child  
LEC 3 Credits 3 Periods  
Children's development in play, creativity and the arts. Focus on learning environment for creative expression. Field experiences with children in groups required. Prerequisites: CFS/ECH176 or permission of instructor.

CFS235 - Developing Child: Theory into Practice, Prenatal - Age 8  
LEC 3 Credits 3 Periods  
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.

CFS242 - Curriculum Planning for Diversity (CCL 5376, AAS 3361)  
LEC 3 Credits 3 Periods  
Practical early childhood classroom applications for a diverse population, including integration of cultures, generations, genders, and races into the classroom, facilitation of second language acquisition, and practical teaching strategies which are also developmentally appropriate. Prerequisites: CFS/ECH176. [C]

CFS269 - Child Care Seminar (CCL 5376)  
LEC 1 Credit 1 Period  
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. Cross-References: ECH269

CFS278 - Early Childhood Education  
LEC 3 Credits 3 Periods  
Early childhood education with emphasis on philosophy and curriculum in the preschool years. Observation and participation in school programs required. Prerequisites: CFS/ECH176, or permission of instructor. Cross-References: ECH278

CFS282 - Mainstreaming the Young Child with a Disability (CCL 5376, AAS 3361)  
LEC 1 Credit 1 Period  
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.

CFS283 - Multicultural Early Child Education  
LEC 1 Credit 1 Period  
Practical early childhood classroom applications for a diverse ethnic population, including integration of multi-cultures into
the classroom, facilitation of second language acquisition, and practical teaching strategies which are also developmentally appropriate. Prerequisites: CFS/ECH176.

CFS284AA - Early Childhood Teaching Internship (CCL 5376, AAS 3361)
LEC + LAB 2 Credits 2 Periods
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. Cross-References: ECH284AA

CFS285AA - Family School Interaction: Preschool (CCL 5376, AAS 3361)
LEC 1 Credit 1 Period
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.

CFS290AA - Child Abuse: Identification and Reporting in Child Care Settings
LEC 1 Credit 1 Period
Identification, recording, and reporting by child care providers of sexual abuse, physical abuse, or neglect of young children. Prerequisites: None.

CFS296WA-WC - Cooperative Education
LAB 1-3 Credit 5-15 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.

Community Health Advocate (CHA)
CHA101 - Introduction to Diabetes (CCL 5701)
LEC 2 Credits 2 Periods
Purpose, role, and function of the Community Health Advocate. Overview of diabetes, including types, symptoms, effects, risk factors, and history of diabetes specific to Native Americans. Traditional ways of maintaining well-being. Nutritional concerns related to diabetes. Prerequisites: None. Corequisites: HCC130AA, HCC130AB, HCC130AC, HCC130AD, HCC130AE, HCC130AF and HCC146.

CHA102 - Preventive Stages of Diabetes (CCL 5701)
LEC 3 Credits 3 Periods
Preventative health care practices for the control of primary, secondary, and tertiary forms of diabetes. Methods of reducing risk and managing effects of diabetes, including financial, community, and medical resources to support the diabetic patient. Prerequisites: None. Corequisites: CHA101, HCC130AA, HCC130AB, HCC130AC, HCC130AD, HCC130AE, HCC130AF and HCC146.

CHA103 - Transcultural Advocacy (CCL 5701)
LEC 3 Credits 3 Periods
Characteristics of an effective transcultural community health advocate. Communication skills and educational methodologies and tools for working with diabetic patients and their families. Community resources for the diabetic patient. Includes 50 hours of service learning experience in a healthcare setting. Prerequisites: None. Corequisites: CHA101, HCC130AA, HCC130AB, HCC130AC, HCC130AD, HCC130AE, HCC130AF and HCC146.

CHA104 - Community Health Work (CCL 5701)
LEC 3 Credits 3 Periods
Preparation of Community Health workers for outreach health prevention, advocacy, education, referral, and intervention working with individuals, communities and families. Includes history of community health work programs, community systems, and resources for clients and families often in disparity. Prerequisites: None. Course Notes: A minimum of 30 hours of service learning experience in a community-based setting involving interacting with various agencies within the community, managing home visits, dealing with challenging situations, and empowering and mobilizing for action.

Chinese (CHI)
CHI115 - Beginning Chinese Conversation I
LEC 3 Credits 3 Periods
Introduction to Chinese sound system, basic grammar, and vocabulary necessary to develop speaking ability in Mandarin Chinese. Designed for students seeking speaking and listening ability with little emphasis on writing and reading Chinese characters. Prerequisites: None.

CHI116 - Beginning Chinese Conversation II (offered in Spring only)
LEC 3 Credits 3 Periods
Continued development of speaking and listening skills for effective communication in Mandarin Chinese. Includes elements of Chinese culture. Prerequisites: CHI115 or equivalent.

Chemistry (CHM)
CHM107 - Chemistry and Society
LEC 3 Credits 3 Periods
A survey of chemistry and its impact on the environment. Completion of CHM107LL required to meet the Natural Science requirement. Prerequisites: None. [Both CHM107 and CHM107LL must be taken to secure the SQ designation]
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM107LL</td>
<td>Chemistry and Society Laboratory</td>
<td>1</td>
<td>3</td>
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<tr>
<td></td>
<td>Laboratory experience in support of CHM107. Prerequisites or Co-requisites: CHM107. [SQ]</td>
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<tr>
<td>CHM130</td>
<td>Fundamental Chemistry CHM1130</td>
<td>3</td>
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<td>A survey of the fundamentals of general chemistry. Emphasis on essential concepts and problem solving techniques. Basic principles of measurement, chemical bonding, structure and reactions, nomenclature, and the chemistry of acids and bases. Preparation for students taking more advanced courses in chemistry. Designed to meet needs of students in such diverse areas as agriculture, nursing, home economics, physical education and water technology. Prerequisites: Grade of “C” or better in CHM090, or MAT090, or MAT091, or MAT092, or MAT093, or MAT102, or (MAT103AA and MAT103AB), or satisfactory score on math placement exam. [Both CHM130 and CHM130LL must be taken to secure the SQ designation].</td>
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<tr>
<td>CHM130LL</td>
<td>Fundamental Chemistry Laboratory CHM1130</td>
<td>1</td>
<td>3</td>
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<tr>
<td></td>
<td>Laboratory experience in support of CHM 130. Prerequisites or Co-requisites: CHM130.</td>
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<tr>
<td>CHM151</td>
<td>General Chemistry I CHM1151</td>
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<td>Detailed study of principles of chemistry for science majors and students in pre-professional curricula. Prerequisites: (CHM130 and CHM130LL), or (one year of high school chemistry with a grade of C or better taken within the last five years), and completion of intermediate algebra or equivalent. Completion of all prerequisites within the last two years is recommended. Course Note: Students may receive credit for only one of the following: CHM150 or CHM151. [Both CHM151 and CHM151LL must be taken to secure the SQ designation].</td>
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<tr>
<td>CHM151LL</td>
<td>General Chemistry I Laboratory CHM1151</td>
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<td>3</td>
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<tr>
<td></td>
<td>Laboratory experience in support of CHM 151. Prerequisites or Co-requisites: CHM150 or CHM151.</td>
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<tr>
<td>CHM152</td>
<td>General Chemistry II CHM1152</td>
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<td>A study of the chemical properties of the major groups of elements, equilibrium theory, thermodynamics, kinetics, electrochemistry, and other selected topics. Includes qualitative analysis. Prepares students for all sophomore chemistry courses. Completion of CHM154LL required to meet the Natural Science requirement. Prerequisites: CHM150 or CHM151 and CHM151LL. Completion of CHM150 or CHM151 and CHM151LL within the last two years recommended. [Both CHM154 and CHM154LL must be taken to secure the SQ designation].</td>
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<tr>
<td>CHM152LL</td>
<td>General Chemistry II Laboratory CHM1152</td>
<td>1</td>
<td>3</td>
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<tr>
<td></td>
<td>Laboratory experience in support of CHM 152. Prerequisites: CHM151LL or permission of instructor. Prerequisites or Co-requisites: CHM152. [SQ]</td>
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<tr>
<td>CHM154</td>
<td>General Chemistry II with Qualitative Analysis</td>
<td>3</td>
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<td></td>
<td>A study of the chemical properties of the major groups of elements, equilibrium theory, thermodynamics, kinetics, electrochemistry, and other selected topics. Includes qualitative analysis. Prepares students for all sophomore chemistry courses. Completion of CHM154LL required to meet the Natural Science requirement. Prerequisites: CHM150 or CHM151 and CHM151LL. Completion of CHM150 or CHM151 and CHM151LL within the last two years recommended. [Both CHM154 and CHM154LL must be taken to secure the SQ designation].</td>
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<tr>
<td>CHM154LL</td>
<td>General Chemistry II with Qualitative Laboratory</td>
<td>2</td>
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<tr>
<td></td>
<td>Laboratory experience in support of CHM 154. Includes quantitative analysis. Prerequisites: CHM151LL or equivalent. Prerequisites or Co-requisites: CHM154.</td>
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<tr>
<td>CHM220</td>
<td>Analytical Chemistry</td>
<td>3</td>
<td>3</td>
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<td></td>
<td>Principles and methods of chemical analysis. Prerequisites: CHM152 and CHM152LL, or CHM154 and CHM154LL.</td>
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<tr>
<td>CHM220LL</td>
<td>Analytical Chemistry Laboratory</td>
<td>2</td>
<td>6</td>
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<tr>
<td></td>
<td>Laboratory experience in support of CHM220. Prerequisites: CHM152, or CHM154, or CHM154LL, or equivalent. Prerequisites or Co-requisites: CHM220.</td>
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<tr>
<td>CHM230</td>
<td>Fundamental Organic Chemistry CHM2230</td>
<td>3</td>
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<td></td>
<td>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. Course Note: CHM230 course content is designed to meet the needs of students in such areas as agriculture, home economics, nursing, pre-physician assistant, and physical education among others. [Both CHM230 and CHM230LL must be taken to secure the SQ designation]</td>
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<tr>
<td>CHM230LL</td>
<td>Fundamental Organic Chemistry Laboratory</td>
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<td>Laboratory experience in support of CHM230. Prerequisites: CHM130LL, or CHM151LL, or equivalent. Prerequisites or Co-requisites: CHM230.</td>
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</tbody>
</table>
CHM235 - General Organic Chemistry I
LEC  3 Credits  3 Periods
Rigorous introduction to chemistry of carbon-containing compounds. Reaction mechanisms and recent methods of synthesis emphasized. Prerequisites: CHM152 and CHM152LL, or CHM154 and CHM154LL. Completion of (CHM152 and CHM152LL) or (CHM154 and CHM154LL) within the last two years recommended.

CHM235LL - General Organic Chemistry I Laboratory
CHM2235 LAB  1 Credit  4 Periods
Laboratory experience in support of CHM235. Prerequisites: CHM152LL, or CHM154LL, or equivalent. Prerequisites or Co-requisites: CHM235.

CHM236 - General Organic Chemistry IIA
LEC  3 Credits  3 Periods
Study of chemistry of carbon-containing compounds continued. Structural determination and additional reaction mechanisms and modern methods of synthesis emphasized. Prerequisites: CHM235 and CHM235LL. Completion of CHM235 and CHM235LL within the last two years recommended. SUN# CHM2236

CHM236LL - General Organic Chemistry IIA Laboratory
LAB  1 Credit  4 Periods
Laboratory experience in support of CHM236. Prerequisites: CHM235LL or equivalent. Prerequisites or Co-requisites: CHM236. SUN# CHM2236

CHM238 - General Organic Chemistry IIB
LEC  3 Credits  3 Periods
Alternate to CHM236. Study of chemistry of carbon containing compounds continued. Structural determination and additional reaction mechanisms and modern methods of synthesis emphasized. Recommended for chemistry, chemical engineering and mining engineering majors. Prerequisites: CHM235 and CHM235LL.

CHM238LL - General Organic Chemistry IIB Laboratory
LAB  2 Credits  6 Periods
Laboratory experience in support of CHM238. Prerequisites: CHM235LL or equivalent. Prerequisites or Corequisites: CHM238.

CHM260 - Fundamental Biochemistry
LEC  3 Credits  3 Periods
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: CHM230 and CHM230LL, or CHM236 and CHM236LL, or CHM238 and CHM238LL. Completion of CHM230 and CHM230LL, or CHM236 and CHM236LL, or CHM238 and CHM238LL within the last two years recommended.

CHM260LL - Fundamental Biochemistry Laboratory
LAB  1 Credit  3 Periods
Laboratory experience in support of CHM260. Prerequisites: CHM230 and CHM230LL or instructor approval. Corequisite: CHM260.

Computer Information Systems (CIS)
CIS100 - Internet: A Tool for Learning
LEC + LAB  0.50 Credits  0.50 Periods
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 - Interpersonal and Customer Service Skills for IT Professionals
LEC  1 Credit  1 Period
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 - Survey of Computer Information Systems
LEC + LAB  3 Credits  4 Periods
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 - Microsoft Word: Word Processing
LEC  3 Credits  4 Periods
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 - Excel: Level I
LEC + LAB  1 Credit  2 Periods
Computer spreadsheet skills for solving business problems using Excel, including calculations, forecasting, and projections. Prerequisites: None.

CIS114DE - Excel Spreadsheet
LEC + LAB  3 Credits  5 Periods
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.
<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS117DM</td>
<td>Microsoft Access: Database Management</td>
<td>3</td>
<td>5</td>
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<tr>
<td></td>
<td>LEC + LAB</td>
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<tr>
<td>CIS118AB</td>
<td>Powerpoint Level I</td>
<td>1</td>
<td>2</td>
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<tr>
<td>CIS118DB</td>
<td>Desktop Presentation: PowerPoint</td>
<td>3</td>
<td>5</td>
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<tr>
<td>CIS120AF</td>
<td>Computer Graphics: Adobe Photoshop: Level I</td>
<td>1</td>
<td>2</td>
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<tr>
<td>CIS120AJ</td>
<td>Introduction to Digital Photo Editing</td>
<td>1</td>
<td>2</td>
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<tr>
<td>CIS120AK</td>
<td>Introduction to Digital Video Editing</td>
<td>1</td>
<td>2</td>
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<tr>
<td>CIS120DB</td>
<td>Computer Graphics: Adobe Illustrator</td>
<td>3</td>
<td>4</td>
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<tr>
<td>CIS120DC</td>
<td>Flash: Digital Animation</td>
<td>3</td>
<td>4</td>
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<tr>
<td>CIS120DF</td>
<td>Computer Graphics: Adobe Photoshop</td>
<td>3</td>
<td>4</td>
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<tr>
<td>CIS120DH</td>
<td>Microsoft Graphics: Microsoft Visio</td>
<td>3</td>
<td>4</td>
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<tr>
<td>CIS120DL</td>
<td>Digital Video Compositing: After Effects</td>
<td>3</td>
<td>4</td>
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<tr>
<td>CIS121AB</td>
<td>Microsoft Command Line Operations</td>
<td>1</td>
<td>2</td>
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<tr>
<td>CIS121AE</td>
<td>Windows Operating System: Level I</td>
<td>1</td>
<td>2</td>
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<tr>
<td>CIS126AA</td>
<td>UNIX Operating System: Level I</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>CIS126AL</td>
<td>Linux Operating System I</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>CIS126BA</td>
<td>UNIX Operating System: Level II</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>CIS126CA</td>
<td>UNIX Operating System: Level III</td>
<td>1</td>
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</tbody>
</table>

Introduction to the basic elements, exploration of additional components and common database management problems related to the Microsoft Access program. Prerequisites: None.

Use of PowerPoint software to produce professional-quality presentation visuals. Prerequisites: None.

Use of PowerPoint to produce professional-quality presentation visuals with animation and sound. Prerequisites: None.

Provides students with the capability to use Adobe Photoshop graphics software on a computer. Basic foundation course in the use of electronic techniques to select, manipulate, and edit images, for graphic design and image correction. Prerequisites: None.

Introduction to digital photography and image editing. Digital photo editing use of electronic techniques to select, manipulate, and edit images. Prerequisites: None.

Introduction to digital video editing provides basic video import, export, and editing functions. Prerequisites: None.

Provides students with the capability to use Adobe Illustrator graphics software on a computer. Basic foundation course in the use of electronic techniques to select, manipulate, and edit images, text, abstract art, graphics design, color graphics and business charts; determine file formats appropriate for web and print; utilize tools to optimize graphics and create a PDF file. Prerequisites: None.

Provides students with the ability to use Flash graphics software on microcomputers. Covers basic animation techniques used in the creation, manipulation, and editing of Flash animation graphics. Prerequisites: None.

Provides students with the capability to use Adobe Photoshop graphics software on a computer. Basic foundation course in the use of electronic techniques to select, manipulate, and edit images, work with masks, channels and layers; combine raster and vector graphics; print in color, manage color, and create graphics for the web. Prerequisites: None.

Use of graphics software to create and edit drawings with predefined shapes and templates. Addition and manipulation of images, stencils, layers, and pages to drawings. Creation of new shapes, stencils, templates, styles, and colors. Publishing and exportation of drawings. Prerequisites: None.

Includes creating visual effects for video projects. Techniques and methodologies used to create shots for big budget special effects will be explored. Topics such as color and light matching, keying, motion tracking, rotoscoping and working with film will be discussed. Prerequisites: None.

Use of the Microsoft command line interface: basic concepts, internal and external commands, subdirectories, and editor. Prerequisites: None.

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.

Use of the UNIX operating system: system components, built-in commands, files and directories, editors, and UNIX Shell and command lines. Prerequisites: None.

Introduction to the Linux Operating system. Develop knowledge and skills required to install, configure a Linux-based workstation including basic network functions. Prerequisites: None.

Installation, configuration, and maintenance of the UNIX operating system. Prerequisites: CIS126AA.

Create login scripts and batch files, and maintain system communications. Prerequisites: CIS126BA.
CIS126DA - UNIX Operating System  
LEC + LAB 3 Credits 4 Periods  
Use of a UNIX operating system including system components, built-in commands, files, and directories, editors, and UNIX shell and command lines. Installation, configuration, and maintenance of a UNIX operating system. Create scripts and batch files, and maintain system communications. Prerequisites: None.

CIS126DL - Linux Operating System  
LEC + LAB 3 Credits 4 Periods  
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 - Doing Business on the Internet  
LEC 1 Credit 1 Period  
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.

CIS133AA - Internet/World Wide Web: Level I-A  
LEC + LAB 1 Credit 2 Periods  
Overview of the Internet and its resources. Hands-on experience with various Internet communication tools. Prerequisites: None.

CIS133DA - Internet/Web Development Level I  
LEC + LAB 3 Credits 4 Periods  
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.

CIS133DA - Desktop Design and Publishing Using Adobe InDesign  
LEC + LAB 3 Credits 4 Periods  
Use of Adobe InDesign to compose and print textual and graphic materials of high quality. Includes word processing of copy, use of graphics programs, layout of design elements, printing alternatives, and file formats. Prerequisites: CIS105, or BPC110, or permission of Instructor.

CIS1350 - Programming Fundamentals  
LEC + LAB 3 Credits 4 Periods  
Structured program design and logic tools. Use of computer problems to demonstrate and teach concepts using appropriate programming language. Prerequisites: CIS105, or permission of instructor.

CIS150AB - Object-Oriented Programming Fundamentals  
LEC + LAB 3 Credits 4 Periods  
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.

CIS159 - Visual Basic Programming I  
LEC + LAB 3 Credits 4 Periods  
Use of the Visual Basic programming language to solve problems using suitable examples from business or other disciplines. Prerequisites: CIS105, or permission of instructor. [CS]

CIS162 - C Programming I  
LEC + LAB 3 Credits 4 Periods  
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.

CIS162AB - C++: Level I  
LEC + LAB 3 Credits 4 Periods  
Introduction to C++ programming including general concepts, program design, development, data types, operators, expressions, flow control, functions, classes, input and output operations, debugging, structured programming, and object-oriented programming. Prerequisites: CIS105, or permission of instructor. [CS]

CIS162AD - C#: Level I  
LEC + LAB 3 Credits 4 Periods  
Introduction to C# programming including general concepts, program design, development, data types, operators, expressions, flow control, functions, classes, input and output operations, debugging, structured programming, and object-oriented programming. Prerequisites: CIS105, or permission of instructor. [CS]

CIS163AA - JAVA Programming: Level I  
LEC + LAB 3 Credit 4 Period  
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. [CS]

CIS166 - Web Scripting/Programming  
LEC + LAB 3 Credits 4 Periods  
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.
CIS169 - Introduction to Visual Basic for Applications  
LEC + LAB 3 Credits 4 Periods  
Introduction to Visual Basic for Applications (VBA) using Microsoft Office environments. Includes Dynamic Data structures, VBA class modules and error trapping and handling. Creation of customized office applications and network shares as well as multimedia techniques also covered. Prerequisites: CIS159 or permission of instructor.  

CIS177 - Operating Juniper Networks Routers in the Enterprise  
LEC + LAB 4 Credits 5 Periods  
Operating Juniper Networks Routers in the Enterprise, an introductory-level course, focuses on installation, configuration, operational analysis, and troubleshooting considerations of Juniper Networks routers in the enterprise. Course introduces Juniper Networks Enterprise Routing platforms including M-series and J-series models. Focuses on router configuration using both the J-Web graphical user interface (GUI) and the JUNOS software command-line interface (CLI). Real-world configuration and operational monitoring case studies provide general router configuration and RIP (Routing Information Protocol), static, OSPF (Open Shortest Path First) routing. Overview of common services, Virtual Router Redundancy Protocol (VRRP), the Multilink Point-to-Point Protocol (MLPPP) and Network Address Translation (NAT). Prerequisites: None.  

CIS181 - IBM Mainframe ZOS - Level I  
LEC + LAB 3 Credits 4 Periods  
Fundamental knowledge and skills to begin using the basic functions of a mainframe computer. User interfaces of the z/OS mainframe operating system and the role of mainframes in today's business world. Tools, utilities and processes for developing a simple program to run on z/OS. Prerequisites: CIS105 and CIS150, or permission of instructor.  

CIS190 - Introduction to Local Area Networks  
LEC + LAB 3 Credits 4 Periods  
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.  

CIS191 - Novell NetWare System Administration  
LEC + LAB 3 Credits 4 Periods  
Knowledge and skills required to administer or manage a Novell NetWare local area network operating system. Level I, II, and III network management tasks. Prerequisites: CIS105, or permission of instructor.  

CIS191 - Advanced Microsoft Word: Word Processing  
LEC 3 Credits 4 Periods  
Using advanced word processing software features to perform tasks such as mail merge, collaboration, web pages, math functions, macros, photo enhancements, graphics, tables, forms and manage long documents. Prerequisites: CIS113DE or (CIS113AE and CIS113BE and CIS113CE) or permission of instructor.  

CIS213DE - Advanced Excel Spreadsheet: Level II  
LEC + LAB 3 Credits 5 Periods  
Advanced Excel spreadsheet features including formatting techniques, macros and Visual Basic for applications. Templates, built-in functions and lists as well as analysis tools including Pivot Tables and Goal Seek covered. Import and export data, workgroup collaboration and Internet features of Excel emphasized. Prerequisites: CIS114DE or permission of instructor.  

CIS217AM - Advanced Microsoft Access: Database Management  
LEC + LAB 3 Credits 4 Periods  
Basic database concepts including database design, primary and secondary key selection and relationships between tables. Queries, sub forms, macros, events, Visual Basic modules and Access Internet features also covered. Prerequisites: (CIS117DM or CIS117CM). [CS]  

CIS220DC - Flash: Advanced Animation and Action Script  
LEC + LAB 3 Credits 4 Periods  
Advanced Flash programming, action scripting, tweening, advanced buttons and user input, movie clips, using dynamic sound and text, managing information flow. Object-Oriented Programming concepts in relation to Flash. Prerequisites: CIS120DC or permission of instructor.  

CIS220DF - Advanced PhotoShop  
LEC 3 Credits 4 Periods  
Goes beyond the basic use of palettes, selections, layers, menus, and tool options, and focuses on using PhotoShop software's advanced features to manipulate and correct digital and digitally produced images. Prerequisites: (CIS120AF, CIS120BF and CIS120CF) or CIS120DF, or permission of instructor.  

CIS225 - Business Systems Analysis and Design  
LEC + LAB 3 Credits 4 Periods  
Investigation, analysis, design, implementation and evaluation of business computer systems. Prerequisites: Any programming language or permission of instructor.  

Editor's Note: The following curricular changes have been made to CIS225: Activity Type changed from L to L+L, Periods from 3.0 to 4.0, Load from 3.0 to 3.7 effective Summer I, 2011.  

CIS225AB - Object-Oriented Analysis and Design  
LEC + LAB 3 Credits 4 Periods  
Methodologies and notations for fundamental object oriented analysis and design including use cases, objects, classes, stereotypes, and relationships. Object oriented iterative process for system development. A continuous application development exercise for applying the analysis and design concepts. Prerequisites: Any program language, or permission of instructor.  

Editor's Note: The following curricular changes have been
made to CIS225AB: Activity Type changed from LEC to L+L, Periods from 3.0 to 4.0, Load from 3.0 to 3.7 effective Summer I, 2011.

CIS233DA - Internet/Web Development Level II
LEC + LAB 3 Credits 4 Periods
Design and create pages on the World Wide Web with a variety of markup languages, programming languages, scripts, and multimedia. Hands-on experience authoring and preparing sophisticated web documents. Exploration of best practices/issues for web design and publishing and careers in web development and e-commerce. Prerequisites: CIS133CA or CIS133DA or permission of instructor.

CIS233DC - Internet Web Development: Dreamweaver
LEC + LAB 3 Credits 4 Periods
Design and development of comprehensive and interactive websites using Dreamweaver. Hands-on experience designing, developing, testing, and publishing web documents that contain various client-side web technologies. Prerequisites: CIS133CA, or CIS133DA, or permission of instructor.

CIS235 - e-Commerce
LEC + LAB 3 Credits 4 Periods
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.

CIS236 - Web-Based Teaching and Learning I
LEC + LAB 2 Credits 3 Periods
Experience using a web-based learning environment from an online student's perspective. Use communication tools, submit assignments, use evaluation tools, create homepages, and navigate online-learning environment. Introduction to basics of online pedagogy. Hands-on experience with a web-based learning environment. Prerequisites: CIS133CA or CIS133DA, or permission of instructor.

CIS238 - Advanced UNIX System Administration
LEC + LAB 3 Credits 4 Periods
System administration tasks using one or more versions of UNIX. Topics include: installing the operation system, configuring peripherals, security, monitoring system performance, networking, and troubleshooting. Prerequisites: CIS126DA, or permission of instructor.

CIS238DL - Linux System Administration
LEC+ LAB 3 Credits 4 Periods
Managing Linux Operating Systems including sophisticated manipulation of file structures, backup systems, printing processes, troubleshooting, user account management, hard disk maintenance and configuration, process monitoring and prioritizing, kernel customization, and system resource control. Preparation for industry certifications such as the SAIR/GNU LCP and LCA certificates, CompTIA's Linux+, RHCT, RHCE, and LPIC. Prerequisites: CIS126AL, CIS126BL and CIS126CL; or CIS126DL or Permission of Instructor.

CIS239DL - Linux Shell Scripting
LEC + LAB 3 Credits 4 Periods
Linux Shell Scripting syntax and methods including the automation of system tasks as well as interpreted user-level programming. Course includes the Linux Borne Again Shell (BASH) as well as a variety of industry competitors. Prerequisites: CIS238DL or permission of instructor.

CIS243 - Internet/Web Development Level III
LEC + LAB 3 Credits 4 Periods
Development of interactive websites with graphics, video, and sound using advanced web design techniques and tools. Design theory for maximizing web readership, interactive and multimedia elements, speed and accessibility optimization, and intuitive user interfaces. Prerequisites: CIS233DA or permission of instructor.

CIS250 - Management of Information Systems
LEC 3 Credits 4 Periods
Description: The study of business information systems and its management, communication, e-business strategies, emerging technologies, database concepts, and project management. Overview of systems analysis and design. Learn about the competitive and strategic uses of information systems and how they are transforming organizations and their management. Prerequisites: CIS105.

CIS259 - Visual Basic Programming II
LEC 3 Credits 4 Periods
Use of the Visual Basic programming language to identify and solve advanced problems using suitable examples from business or other disciplines. Prerequisites: CIS159 or permission of instructor. [CS]

CIS262AB - C++ : Level II
LEC + LAB 3 Credits 4 Periods
Advanced level C++ programming with emphasis on arrays, data management, dynamic memory allocation, object-oriented programming concepts, input/output operations, libraries, and debugging techniques. Includes overview of other advanced applications of C++. Prerequisites: CIS162AB or permission of instructor.

CIS262AD - C# Level II
LEC + LAB 3 Credits 4 Periods
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 - Java Programming: Level II  
LEC + LAB  
3 Credits  
4 Periods  
Intermediate Java programming. Includes features needed to construct object-oriented programming, multithreading, multimedia, files, streams and data structure. Prerequisites: CIS163AA or permission of the instructor.

CIS270 - Essentials of Network and Information Security  
LEC + LAB  
3 Credits  
4 Periods  
Threats to security of information systems; responsibilities and basic tools for information security, including communication security, infrastructure security, organizational security and basic cryptography. Introduction to the language of network security and hardware, software and firmware components of an information security system for local, metropolitan, enterprise, and wide area networks. Helps prepare participants for the CompTIA Security+ exam and the GIAC Security Essentials Certificate (GSEC). Prerequisites: CIS177, or (MST150 or MST150 any module), or permission of instructor.

CIS277 - Advanced Juniper Networks Routing in the Enterprise  
LEC + LAB  
4 Credits  
5 Periods  
Advanced Juniper Networks Routing in the Enterprise course provides enterprise network engineers with knowledge and skills to use Juniper Networks routers to meet their networks’ requirements. Covers advanced routing and services configurations of Juniper Networks J-series and M-series platforms, focusing on advanced configurations commonly used in the enterprise environment. Prerequisites: CIS177 or permission of Instructor.

CIS290AA-AC - Computer Information Systems Internship  
LAB  
1-3 Credits  
6-18 Periods  
Work experience in business or industry. Prerequisites: Permission of instructor. Cross-References: BPC290AA-AC

CIS296WA-WD - Cooperative Education  
LAB  
1 Credits  
5 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: None. Co-requisites: must be concurrently enrolled in at least one class related to job/co-op subject area; must maintain an enrollment ratio of two (2) hours of Credit in other courses for every one (1) hour of Cooperative Education Credit (excluding radio and television); a maximum of sixteen (16) hours of Cooperative Education Credit is allowable in a college program.

CIS298 AA-AC - Special Projects  
LAB  
1-3 Credits  
1-3 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 are made available for student use. Allows the best aspects of independent study and individualized learning to be combined to maximize student development. Prerequisites: None.

CISCO Networking Technology (CNT)  
CNT138 - CCNA Discovery - Networking for Home and Small Businesses  
LEC + LAB  
3 Credit(s)  
5 Period(s)  
Introduces skills for entry-level home network installer jobs including personal computer (PC) installation, Internet connectivity, wireless connectivity, file and print sharing, and the installation of peripherals. Provides introduction to networking and the Internet using tools and hardware from home and small business environments. Prerequisites: None.

CNT140 - Cisco Networking Basics  
LEC + LAB  
4 Credit  
6 Periods  
Introduction to the computer networking field. Covers network terminology and protocols, local area networks (LAN), and wide area networks (WAN). Includes Open Systems Interconnection (OSI) models, cabling and cabling tools, routers, router programming, Ethernet, Internet Protocol (IP) addressing, and network standards. Preparation for the Cisco Certified Network Associate examination. Prerequisites: None.

CNT140AA - Cisco Networking Fundamentals  
LEC + LAB  
4 Credits  
6 Periods  
Introduction to the computer networking field. Covers network terminology and protocols, communication fundamentals in Data networks and the Internet. Includes study of the Open Systems Interconnection (OSI) model, using a top down approach, cabling and cabling tools, basic Cisco router configuration, Ethernet technologies, Internet Protocol (IP) addressing, and overview of Internet Protocol version 6 (IPv6), basic configuring and testing of the network, and network standards. Preparation for the Cisco Certified Network Associate (CCNA) examination. Prerequisites: None.

CNT148 - CCNA Discovery - Working at a Small-to-Medium Business or Internet Service Provider  
LEC + LAB  
3 Credits  
5 Periods  
Prepares students as network technicians. Develops skills for computer and help desk technicians including soft skills. Provides overview of routing, remote access, addressing, and security. Provides familiarity with e-mail, web, and authenticated access servers. Presents network monitoring and basic troubleshooting skills in context. Prerequisites: CNT138.

CNT150 - Cisco Networking Router Technologies  
LEC + LAB  
4 Credits  
6 Periods  
Knowledge of skills to install, configure, customize, maintain and troubleshoot Cisco routers and components. Preparation for Cisco certification examination. Prerequisites: CNT140 or permission of instructor.
CNT150AA - Cisco Routing Protocols and Concepts  
LEC + LAB 4 Credits 6 Periods  
Knowledge of skills to install, configure, customize, maintain and troubleshoot Cisco routers utilizing Advanced Internet Protocol (IP) addressing techniques, Variable Length Subnet Masking (VLSM), distance vectored and Link State dynamic routing protocols, Routing Internet Protocol version 1 (RIPv1) and version 2 (RIPv2), Enhanced Interior Gateway Routing Protocol (EIGRP), Single-area Open Shortest Path First (OSPF), and understanding the structure and behavior of routing tables. Preparation for Cisco certification examination. Prerequisites: CNT140 or permission of Instructor.

CNT158 - CCNA Discovery - Introduction to Routing and Switching in the Enterprise  
LEC + LAB 4 Credits 6 Periods  
Familiarizes students with the equipment, applications and protocols installed in enterprise networks, with a focus on switched networks, Internet Protocol (IP) Telephony requirements, and security. Introduces advanced routing protocols such as Enhanced Interior Gateway Routing Protocol (EIGRP) and Open Shortest Path First (OSPF) Protocol. Hands-on exercises include configuration, installation, and troubleshooting. Prerequisites: CNT148.

CNT160 - Cisco Switching Basics and Intermediate Routing  
LEC+ LAB 3 Credits 4 Periods  
Advanced Internet Protocol (IP) addressing techniques, Variable Length Subnet Masking (VLSM), Intermediate routing protocols, Routing Internet Protocol version 2 (RIPv2), Single area Open Shortest Path First (OSPF), and Enhanced Interior Gateway Routing Protocol (EIGRP), Command Line Interface configuration of switches, Ethernet switching, Virtual Local Area Networks (VLANS), Spanning Tree Protocol (STP) and Virtual local-area Network Trunking Protocol (VTP). Preparation for Cisco Certified Network Associate certification examination. Prerequisites: CNT150 or permission of instructor.

CNT160AA - Cisco Local Area Networking (LAN) Switching and Wireless  
LEC + LAB 4 Credits 6 Periods  
Comprehensive, theoretical, and practical approach to learning the technologies and protocols needed to design and implement a converged switched network. Learn about the hierarchical network design model and how to select devices for each layer. Configure a switch for basic functionality and implement Virtual Local Area Networks (VLAN), VLAN Trunking Protocol (VTP), and Inter-VLAN routing in a converged network. Implementation of Spanning Tree Protocol (STP) in a converged network and a Wireless LAN (WLAN) in a small to medium network. Comprehensive hands-on labs. Preparation for Cisco certification examination. Prerequisites: CNT140AA or permission of Instructor.

CNT168 - CCNA Discovery - Designing and Supporting Computer Networks  
LEC + LAB 4 Credits 6 Periods  
Networking design and customer support including gathering requirements, designing basic networks, establishing proof-of-concept, and performing project management tasks. Lifecycle services, including upgrades, competitive analyses, and system integration, in the context of pre-sale support. Prerequisites: CNT158.

CNT170 - Cisco Wide Area Networks (WAN) Technologies  
LEC + LAB 3 Credits 4 Periods  
Advanced Internet Protocol (IP) addressing techniques including Network Address Translation (NAT) Port Address Translation (PAT) and Dynamic Host Control Protocol (DHCP). Also covers Wide Area Network (WAN) technology and terminology, Point-to-Point Protocol (PPP), Integrated Services Digital Network (ISDN), Dial on Demand Routing (DDR), Frame Relay, and network management. Preparation for Cisco Certified Network Associate certification examination. Prerequisites: CNT160 or permission of instructor.

CNT170AA - Cisco Accessing the Wide-Area Network (WAN)  
LEC + LAB 4 Credits 6 Periods  
Wide-Area Network (WAN) technologies and network services required by converged applications in Enterprise Networks. Cisco Enterprise Composite model (ECM) to introduce integrated network services and selection of appropriate devices and technologies to meet ECM requirements. Implement and configure common data link protocols and apply WAN security concepts, principles of traffic management, access control and addressing services. Detect, troubleshoot, and correct common enterprise network implementation issues. Includes comprehensive hands-on labs. Preparation for Cisco certification examination. Prerequisites: (CNT140AA, CNT150AA, and CNT160AA), or permission of Instructor.

CNT171 - CCNA Exam Prep  
LEC + LAB 1 Credits 2 Periods  
Preparation for renewal of CCNA certification by reviewing the OSI model and industry standards including network topologies, IP addressing, subnet masks, access control list, basic network design and cable installation. Practice the skills to configure, customize, maintain and troubleshoot Cisco routers and switches for Local Areas Networks (LANs) and Wide Area Networks (WANs) using Cisco IOS command set. Review any new material introduced since the last CCNA exam version. Prerequisites: CNT170 or CNT170AA or CCNA certification or permission of instructor. Course Note: CNT171 can be offered on credit (P) No credit (Z) basis. Standard grading available according to procedures outlined in college catalog.

CNT175 - Cisco Certified Network Associate Security  
LEC + LAB 0 Credit 6 Periods  
Associate-level knowledge and skills required to secure Cisco networks. Development of a security infrastructure,
identification of threats and vulnerabilities to networks. Mitigation of security threats. Core security technologies. Installation, troubleshooting and monitoring of network devices to maintain integrity, confidentiality and availability of data and devices. Competency in the technologies that Cisco uses in its security structure. Prerequisites: CNT170 or CNT170AA or Certified Cisco Networking Associate (CCNA) certification or permission of Instructor.

CNT185 - Cisco Network Security
LEC + LAB 4 Credits 5 Periods
Applications of Cisco Networking technologies in designing and implementing security solutions to reduce risk of revenue loss and vulnerability. Hands-on experience and skills in security policy design and management, security technologies, products and solutions, secure router installation, configuration, and maintenance, AAA (Authentication, Authorization, and Accounting), and VPN (Virtual Private Network) implementation using routers. Preparation for the Securing Cisco IOS Networks (SECUR) exam, which applies toward the Cisco Certified Security Professional (CCSP), Virtual Private Network (VPN) Specialist, Intrusion Detection System (IDS) Specialist and the Firewall Specialist certifications. Prerequisites: CNT170 or permission of instructor.

CNT202 - Cisco Secure Firewall Appliance Configuration
LEC + LAB 4 Credits 5 Periods
Applications of Cisco Networking technologies in designing and implementing security solutions to reduce risk of revenue loss and vulnerability. Hands-on experience and skills in security policy design and management, security technologies, products and solutions, secure firewall design, installation, configuration and maintenance, Authentication, Authorization, and Accounting (AAA), Failover, and Virtual Private Network (VPN) implementation using firewalls. Prerequisites: CNT170 or permission of instructor.

CNT205 - Cisco Certified Network Associate Security
LEC + LAB 4 Credits 6 Periods
Associate-level knowledge and skills required to secure Cisco networks. Development of a security infrastructure, identification of threats and vulnerabilities to networks. Mitigation of security threats. Core security technologies. Installation, troubleshooting and monitoring of network devices to maintain integrity, confidentiality and availability of data and devices. Competency in the technologies that Cisco uses in its security structure. Prerequisites: CNT170 or CNT170AA or Certified Cisco Networking Associate (CCNA) certification or permission of Instructor.

CNT206 - Cisco Certified Network Associate Wireless
LEC + LAB 4 Credits 6 Periods
Associate-level knowledge and skills required in Cisco wireless networks. Includes comprehensive hands-on labs to design, plan, implement, operate, secure, and troubleshoot wireless networks. Prerequisites: CNT170, or CNT170AA, or permission of Instructor. Course Notes: Prepares students to earn Cisco Certified Network Associate Wireless (CCNA Wireless) designation by taking the Implementing Cisco Unified Wireless Networks Essentials (IUWNE) exam.

CNT208 - CCNA: Voice
LEC + LAB 4 Credits 6 Periods
Introduction to IP telephony for Medium and Small Organizations networks. Covers Packet Voice Technologies, Configuring Voice Interfaces, Voice Dial Peers, VoIP Signaling, Cisco Unified Communications Manager Express (CUCME), Cisco Unity Express (CUE) and Call Control. Includes data and voice integration solutions at the network-access level. Prerequisites: CNT170 or CNT170AA, or CCNA Certification, or permission of Instructor. Course Notes: CNT208 may be repeated for a total of Twelve (12) credit hours.

CNT220 - CCNP SWITCH: Implementing Cisco IP Switching
LEC + LAB 4 Credits 6 Periods
Development of knowledge and skills in building, monitoring, and maintaining switching in converged enterprise networks using advanced and multi-layer switching technologies. Planning, configuring, securing and verifying the implementation of complex enterprise switching solutions. Hands-on learning and practice to reinforce configuration skills. Prerequisites: CNT170AA or CCNA industry certification, or permission of Instructor. Corequisites: CNT220. Course Notes: Preparation for Cisco Certified Network Professional (CCNP) exam.
CNT231 - CCNP TSHOOT: Maintaining and Troubleshooting Cisco IP Networks
LEC + LAB 4 Credits 6 Periods
Development of knowledge and skills in monitoring and maintaining complex enterprise routed and switched Internet Protocol (IP) networks. Skills learned include the planning and execution of regular network maintenance, as well as support and troubleshooting using technology-based processes and best practices, in a systematic approach. Extensive labs emphasize hands-on learning and practice to reinforce configuration skills. Prerequisites: (CNT200 and CNT220), or permission of Instructor. Course Notes: Preparation for Cisco Certified Network Professional (CCNP) exam.

CNT242 - Cisco Quality of Service
LEC + LAB 4 Credits 5 Periods
IP QoS theory, design issues, and configuration of various QoS mechanisms. IP Quality of Service (QoS) requirements, conceptual models using Differentiated Services (DiffServ), Integrated Services (IntServ) and Best Effort. Implementation of IP QoS on Cisco IOS switch and router platforms. Prerequisites: CNT170 or permission of instructor.

CNT248 - Cisco IP Telephony Troubleshooting
LEC + LAB 4 Credits 5 Periods
Knowledge of skills to install, configure, monitor and troubleshoot Cisco voice gateways and gatekeepers in an Enterprise network. Prerequisites: CNT244 or permission of instructor.

Communication (COM)

COM100 - Introduction to Human Communication
LEC 3 Credits 3 Periods
Theory and practice of communication in public, small group, and interpersonal settings. Includes study of the speech communication process. Prerequisites: None. [SB]

COM100AA - Introduction to Human Communication Part I
LEC 1 Credit 1 Periods
Theory and practice of communication skills in public, small group, and interpersonal settings. Includes study of the speech communication process. Prerequisites: None.

COM100AB - Introduction to Human Communication Part II
LEC 1 Credit 1 Periods
Theory and practice of communication skills in public, small group, and interpersonal settings. Includes study of the speech communication process. Prerequisites: None.

COM100AC - Introduction to Human Communication Part III
LEC 1 Credit 1 Periods
Theory and practice of communication skills in public, small group, and interpersonal settings. Includes study of the speech communication process. Prerequisites: None.

COM207 - Introduction to Communication Inquiry
LEC 3 Credits 3 Periods
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. Course Note: Recommended for the communication major.

COM225 - Public Speaking
LEC 3 Credits 3 Periods
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. [L]

COM230 - Small Group Communication
LEC 3 Credits 3 Periods
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. [SB]

COM241 - Oral Interpretation of Literature
LEC 3 Credits 3 Periods
The study, analysis, and preparation for performance of prose, poetry, and dramatic literature. Preparation of material for public audiences. Prerequisites: ENG101 or ENG107.

COM243 - Interpreter’s Theatre
LEC + LAB 3 Credits 4 Periods
Study, analysis, rehearsal, and performance of various types of literature. Prerequisites: None.

COM259 - Communication in Business and Professions
LEC 3 Credits 3 Periods
Interpersonal, group, and public communication in business and professional organizations. Emphasis on oral communication. Prerequisites: ENG101 or ENG107 or equivalent.
COM263 - Elements of Intercultural Communication
LEC 3 Credits 3 Periods
Basic concepts, principles, and skills for improving oral communication between persons from different minority, racial, ethnic, and cultural backgrounds. Prerequisites: None. [C, G, SB]

COM271 - Voice and Diction
LEC 3 Credits 3 Periods
Exercises and techniques to free the voice and improve projection, resonance, and articulation. Covers international phonetic alphabet and standard stage speech. Prerequisites: None. Cross-References: THP271

Career Personal Development (CPD)
CPD100 - Orientation for Student Development
LEC 1 Credit 1 Period
Offered to orient new students to college life. Emphasis on assessing students’ academic potential, facilitating curricular advisement and registration procedures, learning academic survival skills, and becoming aware of all services available to students on campus and in the community. Prerequisites: None.

CPD101 - Personal Development
LEC 2 Credits 2 Periods
Designed to assist students in developing confidence in making personal, social, and educational decisions. Examination and assessment of individual needs, interests, abilities and values to develop and strengthen interpersonal communication, enhance transitional skills and identify realistic life planning goals. Prerequisites: None.

CPD102AB - Career Exploration
LEC 2 Credits 2 Periods
Designed to assist students make informed career decisions. Focuses on current occupational trends and outlook. Explores career-related interests, values, needs, preferences, skills, and strengths with the use of various assessments. Aids in the development of individualized educational/career goals and action plan. Prerequisites: None. Course Notes: CPD102AB may be repeated for a total of six (6) credit hours.

CPD102AD - Eliminating Self-Defeating Behavior
LEC 2 Credits 2 Periods
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 - Stress Management
LEC 2 Credits 2 Periods
Reviews the sources of stress, the physiological effects and the psychological impact of stress on the individual. Provides strategies to reduce stress. Prerequisites: None.

CPD102AN - Anger Management
LEC 2 Credits 2 Periods
Provides an understanding of the emotion of anger, explores the types, origins and typical reactions to anger. Covers stress and the need for stress management in relation to anger. Examines personal anger patterns and feelings, and the use of effective interpersonal communications in effective anger management. Prerequisites: None.

CPD103BA - Women in Transition
LEC 2 Credits 2 Periods
Designed to assist and support women who are experiencing life transitions. Emphasis on assessing self-potential, increasing self-confidence, managing life change, and exploring education/career/life options in terms of the realities of roles for women today. Prerequisites: None.

CPD103BC - African American Cultural Pride and Awareness
LEC 2 Credits 2 Periods
Develop an awareness of cultural roots, history, and traditions with emphasis on the shaping of personal identity, social, career, and educational decisions. Prerequisites: None.

CPD103BD - Latino/Hispanic American Pride and Awareness
LEC 2 Credits 2 Periods
Develop an awareness of cultural roots, history, and traditions with emphasis on the shaping of personal identity, social, career, and educational decisions. Prerequisites: None.

CPD103BE - Native American Cultural Pride and Awareness
LEC 2 Credits 2 Periods
Develop an awareness of cultural roots, history, and traditions with emphasis on the shaping of personal identity, social, career, and educational decisions. Prerequisites: None.

CPD103BL - Dynamics of Leadership
LEC 2 Credits 2 Periods
Designed to provide strategies that may be used when assuming leadership roles. Focus on improving supervisory confidence through the development of appropriate competitive behaviors, problem-solving skills, and techniques of leadership. Prerequisites: None.

CPD104 - Career and Personal Development
LEC 3 Credits 3 Periods
An overview of the process of career/life planning through self-awareness and understanding. Focus on specific skill development such as dealing with change, decision making, goal setting and understanding lifestyles. Provides opportunity to evaluate interests, skills and values. Emphasis on the development of a comprehensive career search process which includes current occupational information, specific tools for researching the job market and acquiring employment. Prerequisites: None.
CPD108 - Money Management For Students  
LEC 1 Credit 1 Period  
Designed to assist students in examining values related to spending, borrowing and saving money. Identify financial priorities and responsibilities associated with debt. Develop and follow a personal budget plan and learn strategies for maintaining a financially balanced personal life. Prerequisites: None.

CPD110 - Assessment & Planning for University Transfer  
LEC 2 Credits 2 Periods  
Designed for “undecided” students planning to transfer to a university. Assessment of individual needs, priorities, interests and abilities. Investigates university options to assist transfer oriented students in selecting a major and specific university programs best suited to their needs. Prerequisites: None.

CPD115 - Creating College Success  
LEC 1 Credit 1 Period  
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. Cross-Reference: AAA115

CPD125 - Employee Development: Problem Solving/Decision Making  
LEC 1 Credit 1 Period  
Development of decision-making skills as well as techniques for problem solving. Focus on values and value conflicts as related to decision-making. Also includes establishing short and long-term goals for personal and career development. Prerequisites: None.

CPD150 - Strategies for College Success  
LEC 3 Credits 3 Periods  
Focus on increasing student success through college orientation and personal growth, study skills development, and educational and career planning. Prerequisites: None. Cross-Reference: AAA150

CPD150AC - Educational and Career Planning  
LEC 1 Credit 1 Period  
Emphasis on increasing student success through educational and career planning. Prerequisites: None. Cross-References: AAA150AC

CPD160 - Introduction to Multiculturalism  
LEC 3 Credits 3 Periods  
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. Skills for recognizing, analyzing, and mediating cultural and psychological factors impacting conflict and accord between diverse cultures. Credit (P) or no credit (Z). Standard grading available according to procedures outlined in catalog. Prerequisites: None.

Critical Reading (CRE)  
CRE101 - College Critical Reading  
LEC 3 Credits 3 Periods  
Emphasis on applying critical inquiry skills to varied and challenging reading materials. Includes analysis, synthesis, and evaluation through written discourse. Prerequisites: (ENG101 or ENG107) and (appropriate reading placement score or grade of “C” or better in RDG091.) [L]

CRE111 - Critical Reading for Business and Industry  
LEC 3 Credits 3 Periods  
Emphasis on reading skills required for success in business and technology. Includes interpretation of technical and professional materials with an emphasis on critical analysis and reading. Prerequisites: Reading Asset test score, or grade of “C” or better in RDG091, or permission of instructor.

Creative Writing (CRW)  
CRW150 - Introduction to Creative Writing (CCL 6224)  
LEC 3 Credits 3 Periods  
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. CRW150 recommended but not required.

CRW160 - Introduction to Writing Poetry (CCL 6224)  
LEC 3 Credits 3 Periods  
Prewriting (invention and discovery); writing; analyzing and evaluating (in workshop); and revising to practice manipulating various elements of poetry, critique one’s own and the poetry of others, and produce a portfolio of finished, marketable poems. Prerequisites: None. CRW150 recommended but not required.
CRW170 - Introduction to Writing Fiction (CCL 6224)
LEC 3 Credits 3 Periods
Practice in writing fiction through a process of prewriting (invention and discovery), writing, analysis and evaluation (in workshop), and revision; practice in manipulating various elements and forms of fiction; production of marketable quality short fiction. Prerequisites: None. CRW150 recommended but not required.

CRW202 - The Writers as Witness
LEC 3 Credits 3 Periods
Studio course focusing on writing with the writer as witness of the world: pre-writing, writing, analysis, evaluation, and writing of monologue and dialogue in various formats. Prerequisites: CRW150 or permission of instructor.

CRW271 - Topics in Writing: Fiction (CCL 6224)
LEC 3 Credits 3 Periods
Analysis, writing, and revision of genre or element within fiction. Prerequisites: CRW150 or permission of instructor.

CRW281 - Topics in Writing: Non-Fiction (CCL 6224)
LEC 3 Credits 3 Periods
Analysis, writing, and revision of genre or element within non-fiction. Prerequisites: CRW150 or permission of instructor.

Computer Science (CSC)
CSC100 - Introduction to Computer Science (C++)
LEC + LAB 3 Credits 3 Periods
Concepts of problem solving, structured programming in C++, fundamental algorithms and techniques, and computer system concepts. Social and ethical responsibilities. Intended for majors other than Computer Science. Prerequisites: MAT120, or MAT121, or MAT122.

CSC100AA - Introduction to Computer Science
LEC + LAB 3 Credits 4 Periods
Concepts of problem solving, structured programming in C++, fundamental algorithms and techniques, and computer system concepts. Social and ethical responsibilities. Intended for majors other than Computer Science. Prerequisites: MAT120, or MAT121, or MAT122. [CS]

CSC110 - Introduction to Computer Science - Java
LEC + LAB 3 Credits 3 Periods
Concepts of problem solving, structured and object-oriented programming in Java, fundamental algorithms and techniques and computer system concepts. Social and ethical responsibilities. Intended for Computer Science and Computer Systems Engineering Majors. Prerequisites: MAT120 or MAT121 or MAT122.

CSC180 - Computer Literacy
LEC 3 Credits 4 Periods
Introduction to computers and technology and their impact on society. Explores technology, current topics in computing, applications and related issues. Students gain fluency in integrating technology to solve problems using computational thinking. Use of application software to create documents, spreadsheets, databases, e-mail and text files, and use of Internet browsers. Prerequisites: CRW150 or permission of Instructor. Course Note: CRW200 may be repeated for a total of six (6) credits. [CS]

Editors Note: The following curricular changes were made to CSC180: Prerequisites changed from None to above statement, Course Note added to be effective Spring 2011.

CSC181 - Applied Problem Solving with Visual BASIC
LEC 3 Credits 3 Periods
Introduction to systematic definition of problems, solution formulation, and testing. Visual BASIC programming language applied to problems in mathematics, science, and business. Prerequisites: None. [CS]

CSC181AA - Applied Problem Solving with Visual BASIC
LEC 3 Credits 4 Periods
Introduction to systematic definition of problems, solution formulation, and testing. Visual BASIC programming language applied to problems in mathematics, science, and business. Prerequisites: None. [CS]

CSC283 - Bioinformatics and Scientific Computing
LEC + LAB 3 Credits 4 Periods
Introduction to Bioinformatics, including history, concepts, major genetic databases and access tools. Computer software and techniques for analyzing one nucleotide or protein sequence, searching for similar sequences, and aligning and comparing two or multiple sequences. Microarray analysis and phylogenetic trees. Application of standard software to bioinformatic computing tasks, including word processing of reports, and use of spreadsheets for statistical analysis and graphing. Text editors, Unix, Internet web site searching and construction, and ethics. Prerequisites: [(BIO156 or BIO181) and (MAT120 or MAT121 or MAT122)], or permission of Instructor. Corequisites: BIO208 or BIO212AA is strongly suggested but not required. [CS]

Career/Work Experience (CWE)
CWE198AA-AC - Career/Work Experience
LEC + LAB 1-3 Credits
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.

Dance Humanities (DAH)
DAH100 - Introduction to Dance
LEC 3 Credits 3 Periods
Overview of the field of dance focusing on origins, historical development, and cultural characteristics of the various styles of dance. Prerequisites: None. [HU, G]
Dance (DAN)
DAN115AA - Contemporary Dance Trends: Hip Hop
LEC + LAB 1 Credit 3 Periods
Theory and practice of Hip Hop dance. Development of movement quality and performance skills. Prerequisites: None. Course Note: DAN115AA may be repeated for credit.

DAN115AB - Contemporary Dance Trends: Break Dancing
LEC + LAB 1 Credit 3 Periods
Theory and practice of Break Dancing. Development of movement quality and performance skills. Prerequisites: None. Course Note: DAN115AB may be repeated for credit.

DAN120AB - World Dance: Flamenco
LEC + LAB 1 Credit 3 Periods
Theory and practice of Flamenco. Development of movement quality and performance skills, individually, with a partner or in a group setting. Prerequisites: None. Course Notes: DAN120AB may be repeated for credit.

DAN131 - Ballet I
LEC + LAB 1 Credit 3 Periods
Introduction to the theory and practice of ballet at the beginning level. Development of movement quality and performance skills. Prerequisites: None. Course Note: May be repeated for a total of two (2) credit hours.

DAN132 - Modern Dance I
LEC + LAB 1 Credit 3 Periods
Introduction to the theory and practice of modern dance at the beginning level. Development of movement quality and performance skills. Prerequisites: None. Course Note: May be repeated for a total of two (2) credit hours.

DAN133 - Modern Jazz Dance I
LEC + LAB 1 Credit 3 Periods
Introduction to the theory and practice of modern jazz dance at the beginning level. Development of movement quality and performance skills. Prerequisites: None. Course Note: DAN133 may be repeated for credit.

DAN134 - Ballet II
LEC + LAB 1 Credit 3 Periods
Theory and practice of ballet at the advanced beginning level. Development of movement quality and performance skills. Prerequisites: DAN131 or permission of instructor. Course Notes: DAN134 may be repeated for credit.

DAN135 - Modern Dance II
LEC + LAB 1 Credit 3 Periods
Theory and practice of modern dance at the advanced beginning level. Development of movement quality and performance skills. Prerequisites: DAN132 or permission of instructor. Course Notes: DAN135 may be repeated for credit.

DAN136 - Modern Jazz Dance II
LEC + LAB 1 Credit 3 Periods
Theory and practice of modern jazz dance at the advanced beginning level. Development of movement quality and performance skills. Prerequisites: DAN133 or permission of instructor. Course Notes: DAN136 may be repeated for credit.

DAN138 - Dance Seminar I
LEC 1 Credit 1 Period
Level I scientific evaluation and in-depth discussion of the theory and practice of work done in dance technique class. Prerequisites: None. Co requisites: Any ballet, modern dance, or modern jazz dance technique course.

DAN140 - Tap Dance I
LEC + LAB 1 Credit 3 Periods
An introduction to the theory and practice of tap dance. May be repeated for a total of two (2) semester credit hours. Prerequisites: None. Course Notes: DAN140 may be repeated for credit.

DAN150 - Dance Performance II
LEC + LAB 1 Credit 3 Periods
Continued study of the process and practice of dance performance at a level II. Prerequisites: DAN150 or permission of instructor. Course Notes: DAN150 may be repeated for credit.

DAN155 - Dance Performance II
LEC + LAB 1 Credit 3 Periods
Continued study of the process and practice of dance performance at a level II. Prerequisites: DAN150 or permission of Instructor. Course Notes: DAN155 may be repeated for credit.

DAN210 - Dance Production I
LEC + LAB 1 Credit 3 Periods
Introduction to the elements of light, sound, and scenery as they relate to the art of dance. Prerequisites: None.

DAN233 - Modern Jazz Dance III
LEC + LAB 1 Credit 3 Periods
Theory and practice of modern jazz dance at the beginning intermediate level. Development of movement quality and performance skills. Prerequisites: DAN233 or permission of Instructor. Course Notes: DAN233 may be repeated for credit.

DAN236 - Modern Jazz Dance IV
LEC + LAB 1 Credit 3 Periods
Theory and practice of modern jazz dance at the intermediate level. Development of movement quality and performance skills. Prerequisites: DAN236 or permission of instructor. Course Notes: DAN236 may be repeated for credit.

DAN250 - Dance Performance III
LEC + LAB 1 Credit 3 Periods
Continued study of the process and practice of dance performance at a level III. Prerequisites: DAN155 or permission of Instructor. Course Notes: DAN250 may be repeated for credit.
OFFICIAL COURSE DESCRIPTIONS

DAN264 - Choreography I
LEC + LAB 3 Credits 3 Periods
Study of basic dance choreography to include construction of a phrase, structure and form in a composition, and the basic elements of time, space and energy. Prerequisites: None.

DAN265 - Choreography II
LEC 3 Credits 3 Periods
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.

DAN280 - Dance Practicum
LEC + LAB 2 Credits 6 Periods
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.

Engineering Science (ECE)
ECE102 - Engineering Analysis Tools and Techniques EGR1102
LEC + LAB 2 Credits 4 Periods
Learning culture of engineering, engineering use of computer tools, and computer modeling as applied to engineering analysis and design. Prerequisites: Two years of high school algebra or MAT122 or departmental approval. Co-requisites: MAT151 or MAT182 or MAT187.

ECE103 - Engineering Problem Solving and Design EGR1102
LEC + LAB 2 Credits 4 Periods
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 and (high school physics or PHY111).

ECE201 - Introduction to Engineering Statics
LEC 2 Credits 2 Periods
LAB 0 Credit 1 Period
Introduction to engineering statics, including force systems, resultants, equilibrium of particles and rigid bodies, introduction to centroids and centers of mass, area moments of inertia, distributed loading, and friction. Prerequisites: (ECE103 or ECE103AB), and (MAT230 or MAT231), and (PHY115 or PHY121).

ECE211 - Engineering Mechanics - Statics
LEC 3 Credits 3 Periods
LAB 0 Credit 2 Periods
Mathematical treatment of the basic physical principles of statics. Methods of vector algebra and vector calculus. Prerequisites: ECE103, (MAT230 or MAT231), and (PHY115 or PHY121). Co-requisites: MAT241.

ECE212 - Engineering Mechanics - Dynamics
LEC 3 Credits 3 Periods
LAB 0 Credits 2 Periods
Kinematics and kinetics of particles, translating and rotating coordinate systems, rigid body kinematics, dynamics of systems of particles and rigid bodies, and energy and momentum principles. Prerequisites: ECE211 and MAT241.

ECE214 - Engineering Mechanics
LEC 4 Credits 4 Periods
LAB 0 Credits 2 Periods
Foundations of engineering mechanics, including force systems, resultants, equilibrium of particles and rigid bodies, centroids and centers of mass, area and mass moments of inertia, friction, internal forces in structures, kinematics and kinetics of particles, kinematics and kinetics of rigid bodies, energy and momentum principles. Prerequisites: (ECE103 or ECE103AB), (MAT230 or MAT231), and (PHY115 or PHY121). Co-requisites: MAT240 or MAT241.

ECE298AB - Special Projects
LAB 2 Credits 2 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.

Early Childhood Education (ECH)
ECH100 - Montessori 2.5-6 Overview
LEC 3 Credits 3 Periods
Montessori principles and activities needed to understand and teach the 2.5-6 year old in a Montessori classroom. Covers Montessori Philosophy, Practical Life, Sensorial, Mathematics, Language, Cultural Studies, Art, Music, Movement, Geography, History, and Science in the Montessori Early Childhood setting.
Prerequisites: Permission of Instructor.
Course Note: Instructors for ECH100 must have Montessori Early Childhood 2.5-6 Certification.

ECH120 - Contemporary Issues in Early Childhood
LEC 1 Credit 1 Period
Designed to develop understanding of a broad range of contemporary issues that impact the child in today's society. Course directed at pre-service and in-service professionals. May be repeated for credit. Prerequisites: None. Cross-References: CFS120

ECH125 - Writing for Early Childhood Professionals (CCL 5376, AAS 3361)
LEC 1 Credit 1 Period
Elements of effective written communication and use in the field of early childhood education. Practical experience using common classroom documents. Course surveys document
purpose, readers needs, information organization, and clear expression of ideas. Prerequisites: None.

ECH1821 - Enhancing Infant Development
LEC 1 Credit 1 Period
Introduction to principles of development in infants from birth through 18 months. Emphasis on infant individuality and adult-infant interactions in practical care and play activities. Prerequisites: None.

ECH182 - Enhancing Toddler Development
LEC 1 Credit 1 Period
Introduction to principles of development in infants from birth through 18 months. Emphasis on infant individuality and adult-infant interactions in practical care and play activities. Prerequisites: None.

ECH238 - Computers in Early Childhood
(CCL 5376, AAS 3361)
LEC 1 Credit 1 Period
Comparison of computers as a teaching device with traditional early childhood learning materials. Hands-on experience with child/computer interaction and software evaluation. Prerequisites: None.

ECH269 - Child Care Seminar (CCL 5376, AAS 3361)
LEC 1 Credit 1 Period
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. Cross-References: CFS269

ECH270 - Observing Young Children (CCL 5376, AAS 3361)
LEC 1 Credit 1 Period
Introduction to techniques of observing young children. Recording methods, interpretation and use of collected information including legal and ethical implications. Prerequisites: None.

ECH271 - Arranging the Environment (CCL 5376, AAS 3361)
LEC 1 Credit 1 Period
Exploration of the influence of the environment on the behavior of young children. Indoor and outdoor spaces considered and analysis of environments practiced. Prerequisites: None.

ECH272 - Science for the Young Child (CCL 5376, AAS 3361)
LEC 1 Credit 1 Period
Methods and techniques for encouraging beginning scientific thinking among young children. Focus upon the theory of Jean Piaget. Prerequisites: None.

ECH273 - Mathematics for the Young Child
(CCL 5376, AAS 3361)
LEC 1 Credit 1 Period
Methods and techniques for encouraging the beginnings of mathematical/logical thought with young children. Focus upon the theory of Jean Piaget. Prerequisites: None. Cross-References: CFS273

ECH275 - Literacy Development and the Young Child
(CCL 5376, AAS 3361)
LEC 1 Credit 1 Period
Overview of language acquisition for young children in both home and school environments. Emphasis on adults' roles in fostering emerging languages and literacy skills in both the home language and English. Listening, speaking, reading and writing skills included. Prerequisites: CFS/ECH275

ECH277 - Language and Literacy for the Bilingual Child
(CCL 5376, AAS 3361)
LEC 1 Credit 1 Period
Overview of language acquisition for young children in both home and school environments. Emphasis on adults' roles in fostering emerging languages and literacy skills in both the home language and English. Listening, speaking, reading and writing skills included. Prerequisites: CFS/ECH275

ECH279 - Early Childhood Curriculum Development
(CCL 5376, AAS 3361)
LEC 1 Credit 1 Period
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.

ECH280 - Food Experiences With Young Children
(CCL 5376, AAS 3361)
LEC 1 Credit 1 Period
A discussion of the nutritional needs of young children and the cultural and social meanings of foods, feeding and eating. Includes planning and managing food experiences in home and group settings. Prerequisites: None.

ECH281 - Movement/Music for the Young Child
(CCL 5376, AAS 3361)
LEC 1 Credit 1 Period
Consideration of motor development in the toddler through the 8-year-old and exploration of age appropriate rhythmic, musical and creative movement methods. Prerequisites: None.

ECH282 - Discipline and Guidance of Child Groups
(CCL 5376, AAS 3361)
LEC 1 Credit 1 Period
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.

ECH283 - Physical Well-Being of the Young Child
(CCL 5376, AAS 3361)
LEC 1 Credit 1 Period
Ensuring the physical health and safety of young children through age-appropriate environments, routines, and learning experiences. Prerequisites: None.
ECH284AA - Early Childhood Teaching Internship
(CCL 5376)
LEC + LAB 2 Credits 2 Periods
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. Co-requisites: CFS/ECH269. Cross-References: CFS284AA

ECH287 - Professional Development in Early Childhood Education (CCL 5376)
LEC 1 Credit 1 Period
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. Cross-References: CFS287

ECH296WA-WD - Cooperative Education
LAB 1 Credit 5 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.

Economics (ECN)
ECN211 - Macroeconomic Principles ECN2201
LEC 3 Credits 3 Periods
A descriptive analysis of the structure and functioning of the American economy. Emphasis on basic economic institutions and factors that determine national income and employment levels. Consideration given to the macroeconomic topics of national income, unemployment, inflation and monetary and fiscal policies. Prerequisites: None. [SB]

ECN212 - Microeconomic Principles ECN2202
LEC 3 Credits 3 Periods
Microeconomic analysis including the theory of consumer choice, price determination, resource allocation and income distribution. Includes noncompetitive market structures such as monopoly and oligopoly; and the effects of government regulation. Prerequisites: None. [SB]

Education (EDU)
EDU105 - Substitute Teacher Training
LEC + LAB 2 Credits 2 Periods
Survey of issues important to substitute teaching in Arizona. Discussion of certification, professional behavior, and classroom techniques. In school practicum provides hands-on application of concepts. In Prerequisites: None

EDU202 - Bilingual Storytelling
LEC 3 Credits 3 Periods
Introduction to bilingual storytelling as a genre. Research, develop, and craft bilingual stories. Find appropriate contexts and venues for telling. Assist in the integration and application of bilingual storytelling to the learning environment in the classroom. Prerequisites: None. Cross-reference: STO202

EDU211 - Introduction to Education
LEC 3 Credits 3 Periods
Overview of the historical, political, economic, social, and philosophical factors that influence education and make it so complex. Opportunity for students to assess their interest and suitability for teaching. Prerequisites: None. Course Note: Requires minimum of 30 hours of field experience in elementary or secondary classroom environment. [SB]

EDU221 - Introduction to the Exceptional Learner
LEC 3 Credits 3 Periods
Overview of the exceptional learner, one who differs from the average or normal, with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. Issues related to mildly disabled, severely disabled, emotionally and behaviorally disordered, mentally retarded, and gifted students. Prerequisites: None. [C, SB]

EDU230 - Cultural Diversity in Education
LEC 3 Credits 3 Periods
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. [C]

EDU250 - Teaching and Learning in the Community College
LEC 3 Credits 3 Periods
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.

EDU282AA - Volunteerism for Education: A Service Learning Experience
LEC 1 Credit 1 Period
Service-learning field experience within educational systems, citizen advocacy groups, and human service organizations/agency. Prerequisites: Permission of Instructor. Course Notes: EDU282AA may be repeated for a total of six (6) EDU282 credit hours; may not repeat specific agency assignment for more than three (3) credit hours.
**EDU289 - Secondary Methods and Curriculum Development**

**LEC** 1 Credit 1 Period

Overview and practical application of teaching methodology and curriculum development for secondary education teachers. Teaching strategies, curriculum design, lesson objectives, time management skills, teaching resources and student assessments covered. State Board of Education Professional Teaching Standards emphasized. Prerequisites: Baccalaureate Degree and formal admission to a state approved post-baccalaureate teacher preparation program.

**EDU291 - Children's Literature**

**LEC** 3 Credits 3 Periods

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. Cross-References: ENH291 [HU]

**EDU292 - The Art of Storytelling**

**LEC** 3 Credits 3 Periods

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. Cross-References: HUM292, STO292 [C, HU]

**EDU294 - Multicultural Folktales**

**LEC** 3 Credits 3 Periods

Study of multicultural folktales, exploring the impact of the oral tradition in American society and showing classroom applications. Prerequisites: None. Cross-References: ENH294, STO294. [C, HU]

**EDU298AA - Special Projects**

**LAB** 1 Credit 1 Period

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 (EED)

**EDU200 - Foundations of Early Childhood Education (A.A.S. 3109)**

**LEC** 3 Credits 3 Periods

Overview of early childhood education (birth to age eight) in American society, including current issues and responsi-

**EDU212 - Guidance, Management and the Environment (A.A.S. 3109)**

**LEC** 3 Credits 3 Periods

Principles for guiding young children in early care and education environments. Exploration of guidance, management, and how the environment impacts the lives of young children. Includes observation of classrooms of children ages birth to age eight. Prerequisites: None.

**EDU215 - Early Learning, Health, Safety, Nutrition and Fitness (A.A.S. 3109)**

**LEC** 3 Credits 3 Periods

Consideration of public health issues and safety procedures within early childhood settings, serving young children birth to age eight. Overview of nutritional needs and issues of physical fitness and well-being in young children. Includes field experiences. Prerequisites: None

**EDU220 - Child, Family, Community and Culture (A.A.S. 3109)**

**LEC** 3 Credits 3 Periods

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.

**EDU222 - Intro to the Exceptional Young Child: Birth to Age Eight (A.A.S. 3109)**

**LEC** 3 Credits 3 Periods

Overview of the exceptional learner (birth - age eight), one who differs from the average or the norm, with emphasis on observation, techniques, characteristics, identification, types of programs, and work with families. Issues related to learning exceptionalities, sensory and communication disorders, social and emotional problems, physical and health related disorders, and giftedness. Includes field experience. Prerequisites: None. [C, SB]

**EDU230 - Diversity in Early Childhood Education (AAS 3361)**

**LEC** 3 Credits 3 Periods

Examination of the relationship of cultural values to the formation of the young child’s concept of self and the learning process. Emphasis on preparing future early education educators to offer an equal educational opportunity to young children of all cultural groups. Prerequisites: None.

**EDU260 - Early Childhood Infant/Toddler Internship (A.A.S. 109)**

**LEC** 1 Credit 1 Period

Work experience with infants and toddlers in early care and education settings. 80 hours of designated work per credit. Prerequisites: Permission of department. Course Note: May be repeated for a total of six (6) credit hours.
ELT100 - Survey of Electronics
LEC 3 Credits 3 Periods
An introduction to the field of electronics for those who may not intend to specialize in electronics. Essentially nonmathematical in nature; includes familiarization with a wide range of electronic components. Application to electronic systems, such as radio transmitters and receivers both AM and FM, television transmitters and receivers, logic control, and computers. Application also to automotive electronics. Prerequisites: None.

EEE202 - Circuits and Devices
LEC 5 Credits 4 Periods
Introduction to circuits and devices. Component models, transient analysis, steady state analysis, Laplace transform, and active and passive filter networks. Prerequisites: ECE103 or ECE103AB. Prerequisites or Corequisites: (MAT261 or MAT262) and (PHY116 or PHY131).

ENG071 - Language Skills: Speaking and Writing Standard English
LEC 3 Credits 3 Periods
Emphasis on foundational skills. Establishing effective writing strategies through five or more writing projects comprising at least 2000 words in total. Prerequisites: Appropriate writing placement test score or permission of Department or Division.

ENG081 - Basic Writing Skills
LEC 3 Credits 3 Periods
Prerequisites: Appropriate writing placement test score. Proof of: TB testing or chest x-ray with a negative result within 6 months prior to registration; Immunity to rubella (German measles) and rubeola. Cross-References: FSC104

ENG091 - Fundamentals of Writing
LEC 3 Credits 3 Periods
Focus on basic Standard English speaking and writing skills with a focus on essential grammar in developing effective sentence-level speaking and written strategies. Prerequisites: Appropriate writing placement test score or permission of Department or Division.

ENG091 - Fundamentals of Writing
LEC 3 Credits 3 Periods
Focus on preparation for college-level composition with a focus on organizational skills. Developing effective writing strategies through five or more writing projects comprising at least 2000 words in total. Prerequisites: Appropriate writing placement test score, or a grade of C or better in ENG081 or ESL087, or permission of Department or Division.

Emergency Management (EMT)
EMT104 - Basic Emergency Medical Technology
LEC + LAB 9 Credits 11.4 Periods
Techniques of emergency medical care in accordance with national and state curriculum. Study of the human body, patient assessment, treatment of medically or traumatically compromised patients, special hazards, and medical operations. IV monitoring, Sudden Infant Death Syndrome (SIDS), patient-assisted medication administration, automated external defibrillators, and blood-glucose monitoring. Includes participation in two eight-hour clinical rotations through a local emergency department scheduled during the semester outside normal class hours. Requires personal pocket mask, stethoscope, pen light, and trauma scissors. Prerequisites: Must be at least 18 years of age prior to applying to the BLS (Basic Life Support) Training Program per Arizona Revised Statutes, and must have a current validation in Basic Life Support (BLS) Health Care Provider/Professional Rescuer. Minimum ninth grade level reading proficiency on the Nelson-Denney Examination or appropriate Reading course placement score. Proof of: TB testing or chest x-ray with a negative result within 6 months prior to registration; Immunity to rubella (German measles) and rubeola. Cross-References: FSC104

Editor's Note: The Credits changed from 8.0 to 9.0 and the Periods changed from 9.45 to 11.4 effective Fall 2011.

ESL077, or permission of Department or Division.

ESL087, or permission of Department or Division.

FSC104

ENG071 - Language Skills: Speaking and Writing Standard English
LEC 3 Credits 3 Periods
Emphasis on foundational skills. Establishing effective writing strategies through five or more writing projects comprising at least 2000 words in total. Prerequisites: Appropriate writing placement test score or permission of Department or Division.
ENG095AA - Tutored Developmental Writing: Generating and Drafting
LEC + LAB 1 Credit 1 Period
Structured tutorial assistance in writing skills to help students achieve success in a developmental writing course in which they are concurrently enrolled. Emphasis on generative writing skills. Prerequisites: None. Corequisites: ENG081 or ENG091. Course Notes: ENG095AA may be repeated for credit.

ENG100AA - American-English Spelling System
LEC 1 Credit 1 Period
American-English spelling system rules, mnemonic devices. Prerequisites: Appropriate English placement test score, or a grade of “C” or better in ENG091 or ESL097, or permission of Instructor.

ENG100AC - The Mechanics of Written English
LEC 1 Credit 1 Period
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.

ENG100AE - Composition Skills
LEC 1 Credit 1 Period
Developing generative and evaluative writing skills using selected software programs. Prerequisites: None.

ENG101 - First Year Composition ENG1101
LEC 3 Credits 3 Periods
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. [FYC]

ENG102 - First Year Composition ENG1102
LEC 3 Credits 3 Periods
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. [FYC]

ENG107 - First-Year Composition for ESL
LEC 3 Credits 3 Periods
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. [FYC]

ENG108 - First-Year Composition for ESL
LEC 3 Credits 3 Periods
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. [FYC]

ENG111 - Technical and Professional Writing
LEC 3 Credits 3 Periods
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. [L]

ENG210 - Creative Writing
LEC 3 Credits 3 Periods
Skills and techniques used in the production of marketable materials for contemporary publications that buy prose fiction, poetry, and expository articles. May be repeated for a total of six (6) Credit hours with departmental approval. Prerequisites: ENG102 with a grade of “C”, or better, or permission of department.

ENG215 - Strategies of Academic Writing
LEC 3 Credits 3 Periods
Advanced course in techniques of analyzing and writing academic expository prose. Writing to be research based. Prerequisites: A grade of “C” or better in ENG102 or ENG111 or permission of instructor. [L]

ENG217 - Personal and Exploratory Writing
LEC 3 Credits 3 Periods
Using writing to explore one’s self and the world one lives in; emphasis on journal writing as a source and inspiration for public writing. Prerequisites: ENG101 or ENG107. [L]

ENG218 - Writing About Literature
LEC 3 Credits 3 Periods
Advanced writing course requiring analytical and expository essays about fiction, poetry, and drama. For non-English majors. Prerequisites: ENG102. [HU, L]

ENG219 - Life Stories
LEC 3 Credits 3 Periods
Uses of biography and autobiography to pass on stories, hand down traditions, and share wisdom. Analysis and practice of biographical and autobiographical writing. Prerequisites: ENG101 and ENG102.

ENG235 - Magazine Article Writing
LEC 3 Credits 3 Periods
Basic skills and techniques used by professional writers for publication in magazines. Includes analyzing markets, identifying article slant, writing query letters, research techniques, editing, and submission procedures. Emphasis on nonfiction. Prerequisites: None.
OFFICIAL COURSE DESCRIPTIONS

ENG236 - Magazine Writer's Workshop
LEC 3 Credits 3 Periods
In-depth instruction in the production of marketable articles for magazines. Emphasis on producing fresh, targeted, well-structured writing, critiquing, and revising articles for submission. Prerequisites: ENG235 or permission of Instructor. Course Notes: ENG236 may be repeated for a total of six (6) credit hours.

ENG260 - Film Analysis
LEC 3 Credits 3 Periods
Understanding and enjoyment of film and its correlation to literature, art, music, and other disciplines. Prerequisites: None. Cross-References: THE260

ENG295 - Teaching Composition in the Two-Year College
LEC 3 Credits 3 Periods
Overview of the theoretical and pedagogical strategies of teaching composition in the community college. Prerequisites: Bachelor's degree and permission of Instructor.

English Humanities (ENH)

ENH110 - Introduction to Literature
LEC 3 Credits 3 Periods
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. [C, HU]

ENH111 - Literature and the American Experience
LEC 3 Credits 3 Periods
Introduction to the foundations and diversity of American culture through a survey of its literature, including minority and women writers. Exploration of various facets of American culture including frontier, regional, rural, and urban life; ethnic, racial, and immigrant experience; and political and social philosophies. Prerequisites: None.

ENH112 - Chicano Literature
LEC 3 Credits 3 Periods
Introduction to the works of Mexican-American writers of the Southwest. Samples poetry, fiction, and essays viewed in their relationship to American cultural heritage and to contemporary culture. Prerequisites: None. [C, HU]

ENH113 - Writers/Directors and Current Issues
LEC 3 Credits 3 Periods
In-depth analysis of literary texts by contemporary writers/directors throughout the world, including essayists, journalists, playwrights, novelists, directors, short story writers, and/or poets. Examines perspectives representing a variety of cultures. Critical responses to current issues of worldwide interest examined, including topics as environment, technology, medicine, economics, politics, education, human rights, law and order. Prerequisites: None. [HU]

ENH114 - African-American Literature
LEC 3 Credits 3 Periods
Survey of major African-American writers from Colonial Period through the present; analysis of trends and movements within African-American literary history; analysis of literary types and selected works. Prerequisites: None. [HU, C]

ENH120 - The Literature of Science Fiction
LEC 3 Credits 3 Periods
Surveys the last one hundred and fifty 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. Prerequisites: None.

ENH202 - World Literature After the Renaissance
LEC 3 Credits 3 Periods
Includes a selection of the world's literary masterpieces from the Renaissance to modern times. Prerequisites: None.

ENH214 - Poetry Study
LEC 3 Credits 3 Periods
Involves reading, discussing, and analyzing poetry of various forms and from selected periods. Prerequisites: None. [HU]

ENH235 - Survey of Gothic Literature
LEC 3 Credits 3 Periods
A study of the origins, common elements and characteristics, and historical development of Gothic literature with an exploration of the literary techniques and psychological aspects of the genre. Prerequisites: None [HU]

ENH241 - American Literature Before 1860
LEC 3 Credits 3 Periods
Includes literature written prior to 1860 in the United States. Prerequisites: None. [HU]

ENH242 - American Literature After 1860
LEC 3 Credits 3 Periods
Includes literature written after 1860 in the United States. Prerequisites: None. [HU]

ENH251 - Mythology
LEC 3 Credits 3 Periods
Deals with the myths and legends of civilizations with the greatest influence upon the development of the literature and culture of the English speaking people and compares those myths with myths from other cultures. Prerequisites: None. [G, HU]

ENH254 - Literature and Film
LEC 3 Credits 3 Periods
Presents works of literature and their film versions and analyzes distinguishing techniques of each medium. Prerequisites: ENG101, or ENG107, or equivalent. [HU, L]
ENH255 - Contemporary U.S. Literature and Film
LEC 3 Credits 3 Periods
Strengths and weaknesses of literature and film. Challenges of adapting literature to film. Addressing racial, ethnic, gender, class and religious differences between cultures and mediums. Use of narrative in each medium and how it translates various cultural values and assumptions. Specific genres present in literature and film. Cultural metaphors and symbols used in literature and film. Prerequisites: ENG101. [C, HU, L]

ENH259 - American Indian Literature
LEC 3 Credits 3 Periods
Contemporary American Indian forms of literary expression. Selected oral traditions of American Indians. Trends and movements within American Indian literary history. Prerequisites: None. [HU, C]

ENH260 - Literature of the Southwest
LEC 3 Credits 3 Periods
Investigates major themes in Southwestern American literature including the Western myth, minority roles in the region's literature, control of nature versus primacy of nature, and growth. Both prose and poetry are examined with an emphasis on contemporary Southwestern writing. Prerequisites: None. [C, HU]

ENH291 - Children's Literature
LEC 3 Credits 3 Periods
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. Cross-References: EDU291 [HU]

ENH294 - Multicultural Folktales
LEC 3 Credits 3 Periods
Study of multicultural folktales, exploring the impact of the oral tradition in American society and showing classroom applications. Prerequisites: None. Cross-References: EDU294, STO294 [C, HU]

Entrepreneurial Studies (EPS)
EPS101 - Rich Dad's CASHFLOW Instructor Training
LEC 2 Credits 2 Periods
Rich Dad's CASHFLOW principles, processes, and tools that represent a new paradigm for financial literacy. Concepts and principles based upon Rich Dad Poor Dad, CASHFLOW Quadrant, and the Rich Dad CASHFLOW 101 Game (all). Prerequisites: None. Course Note: This course is intended to prepare instructors to teach Rich Dad's CASHFLOW.

EPS102 - Rich Dad's CASHFLOW
LEC 2 Credits 2 Periods
Principles, processes, and tools that represent a new paradigm for financial literacy. Concepts and principles based upon Rich Dad Poor Dad, CASHFLOW Quadrant, and the CASHFLOW 101 game. Prerequisites: None.

EPS103 - Rich Dad's Real Estate Investing
LEC 1 Credit 1 Period
Covers the basics of investing in real estate, how to find property, evaluate property worth, negotiate investment transaction and how to manage real property. Prerequisites: EPS102

EPS250 - Introduction to Entrepreneurship
LEC 2 Credits 2 Periods
Fundamentals of starting or buying a new business. The nature of the entrepreneurial process and the skills required to be successful, including planning, financing, starting and managing the business. Prerequisites: None.

EPS295 - The Business Plan and Business Start-Up
LEC 2 Credits 2 Periods
Development of an integrated approach to strategic choice concerning new venture start-up. Includes development of a comprehensive business plan. Prerequisites: None.

English as a Second Language (ESL)
ESL001 - Basic English as a Second Language I
LEC 6 Credits 6 Periods
Listening, speaking, reading, and writing in English at a basic level. Focus on survival skills related to life in the United States. Introduction to elementary grammatical patterns. Prerequisites: None.

ESL001AD - Basic English as a Second Language I: Employment
LEC 1 Credit 1 Period
Listening, speaking, reading and writing in English at a basic level. Focus on survival skills related to employment when living in the United States. Introduction to elementary grammatical patterns. Prerequisites: ESL001AC, or ESL001CA, or permission of instructor. Course Note: Credit (P) or no credit (Z). Standard grading available according to procedures outlined in catalog. May be repeated for a total of two (2) credits.

ESL001AF - Basic English as a Second Language I: Everyday Life
LEC 1 Credit 1 Period
Listening, speaking, reading and writing in English at a basic level. Focus on survival skills related to everyday life when living in the United States. Introduction to elementary grammatical patterns. Prerequisites: ESL001AE, or permission of instructor. Course Note: Credit (P) or no credit (Z). Standard grading available according to procedures outlined in catalog. May be repeated for a total of two (2) credits.

ESL002BB - Basic ESL II: Services & Employment
LEC 2 Credits 2 Periods
Listening, speaking, reading and writing in English at a basic level. Focus on survival skills related to services and employment when living in the United States. Continuing development of grammatical patterns. May be repeated for a
total of four (4) credits. Prerequisites: ESL002BA or permission of instructor. Course Note: Credit (P) or no credit (Z). Standard grading available according to procedures outlined in catalog. May be repeated for a total of two (2) credits.

ESL010 - English as a Second Language I-Grammar
LEC 3 Credits 3 Periods
First level of English as a Second Language (ESL). Emphasis on basic conversational skills, pronunciation, vocabulary building and grammar. Some reading and sentence level writing. Credit (P) or no Credit (Z). Standard grading available according to procedures outlined in catalog. May be repeated for a maximum of six (6) Credits. Prerequisites: Appropriate ESL placement test score.

ESL011 - English as a Second Language I Listening and Speaking
LEC 3 Credits 3 Periods
Emphasis on listening and speaking skills involving survival skills. Asking and answering questions related to work, shopping, and personal safety. May be repeated for a maximum of six Credits. Prerequisites: Appropriate ESL placement test score or ESL002. Course Notes: ESL011 may be repeated for a maximum of six (6) credits.

ESL020 - English as a Second Language II-Grammar
LEC 3 Credits 3 Periods
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. Credit (P) or no Credit (Z). Standard grading available according to procedures outlined in catalog. May be repeated for a maximum of six (6) Credits. Prerequisites: Appropriate ESL placement test score, or a grade of “P” or “C” or better in ESL010, or (ESL010AA, ESL010AB, and ESL010AC)

ESL021 - English as a Second Language II Listening and Speaking
LEC 3 Credits 3 Periods
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. May be repeated for a maximum of six (6) credits. Prerequisites: Appropriate ESL placement test score or ESL010 or ESL011 or ESL012 or RDG010.

ESL022 - English as a Second Language II - Writing with Oral Practice
LEC 3 Credits 3 Periods
Emphasis on basic writing skills, accompanied by recitation of short writings. Sentence patterns and introduction of paragraph writing. May be repeated for a maximum of six (6) credits. Prerequisites: Appropriate ESL course placement score, or a grade of C or better in ESL012, or permission of instructor.

ESL030 - English as a Second Language III-Grammar
LEC 3 Credits 3 Periods
Third level of English as a Second Language (ESL). Emphasis on sentence structure and paragraph building. Extensive grammar study and writing practice. Credit (P) or no Credit (Z). Standard grading available according to procedures outlined in catalog. May be repeated for a maximum of six (6) Credits. Prerequisites: Appropriate ESL placement test score, or a grade of “P” or “C” or better in ESL020, or (ESL020AA, ESL020AB, and ESL020AC).

ESL031 - English as a Second Language III Listening and Speaking
LEC 3 Credits 3 Periods
Emphasis on listening and speaking skills related primarily to the academic environment. Asking questions, working in small groups, using college resources, informal oral presentation. May be repeated for a maximum of six Credits. Prerequisites: Appropriate ESL course placement score, or a grade of C or better in ESL022, or permission of instructor.

ESL032 - ESL III - Writing with Oral Practice
LEC 3 Credits 3 Periods
Emphasis on complex sentence patterns in writing and speech. Introduction to the prewriting and writing process in a college setting. May be repeated for a maximum of six (6) credits. Prerequisites: Appropriate ESL course placement score, or a grade of “P” or “C” or better in ESL030, or ESL030AA, ESL030AB, and ESL030AC).

ESL040 - English as a Second Language IV-Grammar
LEC 3 Credits 3 Periods
Fourth level of English as a Second Language (ESL). Continued emphasis on sentence structure and paragraph building. Extensive grammar study and writing practice. Credit (P) or no Credit (Z). Standard grading available according to procedures outlined in catalog. May be repeated for a maximum of six (6) Credits. Prerequisites: Appropriate ESL placement test score, or a grade of “P” or “C” or better in ESL030, or (ESL030AA, ESL030AB, and ESL030AC).

ESL041 - English as a Second Language IV-Listening and Speaking
LEC 3 Credits 3 Periods
Emphasis on academic skills. Listening to LECTures, note taking, peer interaction, accessing and using media resources, formal oral presentations. May be repeated for a maximum of six (6) credits. Prerequisites: Appropriate ESL placement test score or ESL030 or ESL031 or ESL032 or RDG030.

ESL042 - ESL IV-Writing with Oral Practice
LEC 3 Credits 3 Periods
Emphasis on paragraph writing and oral recitation of complex sentences and paragraphs. Introduction to the prewriting and writing process for short essays. May be repeated for a maximum of six (6) credits. Prerequisites: Appropriate ESL course placement score, or a grade of C or better in ESL032, or permission of instructor.
ESL049 - General Vocational English as a Second Language
LEC  3 Credits  3 Periods
General English speaking, listening, reading, and writing skills needed for use at work. Prerequisites: Appropriate ESL placement test score, or a grade of "C" or better in ESL010, or (ESL010AA, ESL010AB, and ESL010AC), or permission of instructor.

ESL050 - Review Grammar For ESL
LEC  3 Credits  3 Periods
Review of grammatical concepts for ESL (English as a Second Language) students who have some previous experience in reading and writing English. Appropriate for students who want to practice sentence skills in English. May be repeated for a total of six (6) credits. Prerequisites: Appropriate ESL course placement score, or a grade of C or better in ESL040, or permission of instructor.

ESL051 - Pronunciation Improvement for ESL Speakers
LEC  3 Credits  3 Periods
Individualized pronunciation practice and drills for English as a second language (ESL) speakers. May be repeated for a maximum of six (6) Credits. Prerequisites: Appropriate ESL course placement score, or a grade of C or better in (ESL020 or ESL021 or RDG020), or permission of instructor.

ESL052 - Job-Specific Writing and Speaking Skills for ESL
LEC  3 Credits  3 Periods
Using and understanding English for specific employment or vocational training. Includes English speaking, reading and writing skills. Prerequisites: Appropriate ESL test score or satisfactory completion of ESL049, or permission of instructor.

ESL055 - Job-Specific Writing and Speaking Skills for ESL
LEC  3 Credits  3 Periods
Using and understanding English for specific employment or vocational training. Includes English speaking, reading and writing skills. Prerequisites: Appropriate ESL test score or satisfactory completion of ESL049, or permission of instructor.

ESL061 - Informal Conversational and Written English for Non-native Speakers
LEC  3 Credits  3 Periods
Practice speaking and writing English in informal settings. Emphasis on friendly conversational techniques and effective use of the computer and the Internet to communicate in a friendly, relaxed manner. Prerequisites: Appropriate ESL placement test score, or completion of ESL020 or ESL021 or ESL022 or RDG020 with a grade of “P” or “C” or better.

Employment Support Systems (ESS)
ESS101 - Introduction to Employment Support
LEC  3 Credits  3 Periods
Roles and responsibilities of the Employment Support Specialist. Philosophy and values of employment support systems. Procedures and practices for establishing relationships with trainees, identifying suitable employment and assisting the trainee in learning the job for job acquisition.
Prerequisites: None.

ESS103 - Employment Support Systems Practices
LEC + LAB  3 Credits  5 Periods
Specific characteristics and safety requirements for developmental, physical and serious mental illness disabilities. Skills and techniques for Employment Support Specialists to assist trainees after employment acquisition. Responsibilities and on-the-job application in the employment setting including orientation, task/job analysis, training “assists”, data collection and documentation.
Prerequisites: ESS101 or permission of department.

ESS110 - Americans with Disabilities Act Overview
LEC  2 Credits  2 Periods
Titles of Americans with Disabilities Act regulations and requirements including employment, transportation, accessibility, community awareness and assertive technology.
Prerequisites: None.

Editors Note: Official Course Description, Competencies and modifications. Prerequisites: None

Editors Note: Effective Fall 2011 semester.

Exercise Science (EXS)
EXS112 - Professional Applications of Fitness Principles
LEC  3 Credits  3 Periods
Basic principles of fitness for the prospective fitness professional and characteristics of quality communication and fitness leadership. Topics include behavior modification, enhancing motivation components of fitness, fitness assessment, risk stratification, exercise programming and modifications.
Prerequisites: None

Editors Note: Official Course Description, Competencies and Outline changed effective the Spring 2011 semester.

EXS125 - Introduction to Exercise Physiology
LEC  3 Credits  3 Periods
Prerequisites: None

EXS130 - Strength Fitness - Physiological Principles and Training Techniques
LEC + LAB  3 Credits  4.50 Periods
Principles and techniques of strength training including strength physiology, performance factors, training recommendations, exercise techniques, and program design and management.
Prerequisites: None

EXS132 - Cardiovascular Fitness: Physiological Principles and Training Techniques
LEC + LAB  3 Credits  4.50 Periods
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.

Editor's Note: Activity Type from LEC to L+L, Credits from 2.0 to 3.0, Periods from: 2.0 to 3.0, Load from 2.0 to 3.0, and Competencies change effective Fall 2011 semester.
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**EXS138 - Starting Your Own Personal Training Business**
LEC 1 Credit 1 Period
Overview of the personal training business in the fitness industry. Skills for becoming a successful and effective personal training business owner. Prerequisites: None.

**EXS145 - Guidelines for Exercise Testing and Prescription**
LEC + LAB 3 Credits 4.50 Periods
Follows the current ACSM guidelines for health appraisal, risk assessment, safety of exercise, exercise testing, and exercise prescription. Prerequisites: None.

**EXS212CR - Instructional Competency Laboratory:** Cardiorespiratory Exercises and Activities
LEC + LAB 2 Credits 3 Periods
Fundamental methods of instructing and leading fitness activities including cardiorespiratory exercises and activities. Core competencies identified by professional certification agencies. Prerequisites: None.

**EXS212FL - Instructional Competency Laboratory: Flexibility and Mind-Body Exercises**
LEC + LAB 2 Credits 3 Periods
Fundamental methods of instructing and leading fitness activities including flexibility activities. Core competencies identified by professional certification agencies. Prerequisites: None.

**EXS212SC - Instructional Competency Laboratory: Muscular Strength and Conditioning**
LEC + LAB 2 Credits 3 Periods
Fundamental methods of instructing and leading fitness activities including strength and conditioning activities. Core competencies identified by professional certification agencies. Prerequisites: None.

**EXS214 - Instructional Competency: Flexibility and Mind-Body Exercises**
LEC + LAB 2 Credits 3 Periods
Fundamental methods of instructing and leading fitness activities including flexibility activities. Core competencies identified by professional certification agencies. Prerequisites: None.

**EXS216 - Instructional Competency: Muscular Strength and Conditioning**
LEC + LAB 2 Credits 3 Periods
Fundamental methods of instructing and leading fitness activities including strength and conditioning activities. Core competencies identified by professional certification agencies. Prerequisites: None.

**EXS218 - Instructional Competency: Cardiorespiratory Exercises and Activities**
LEC + LAB 2 Credits 3 Periods
Fundamental methods of instructing and leading fitness activities including cardiorespiratory exercises and activities. Core competencies identified by professional certification agencies. Prerequisites: None.

**EXS239 - Practical Applications of Personal Training Skills and Techniques Internship**
LEC + LAB 3 Credits 5.4 Periods
Work experience in a fitness or health related facility. Eighty (80) hours of designated work per credit. Prerequisites: EXS142 or HES154 within the past two years, or current CPR certification, or permission of Department or Division. Course Notes: CPR certification must be current through the duration of the internship. EXS239 may be repeated for a maximum of six (6) credits.

**EXS265 - Theory of Coaching**
LEC 3 Credits 3 Periods
Discusses the impact of sports on the American culture, legal liabilities of coaching, principles of a coaching philosophy, the role of teaching skill, physical conditioning and nutrition in coaching, components of team/group psychology and dynamics, motivation and aggression in sport. Prerequisites: None. EXS281, suggested but not required.

**EXS265BA - Baseball Theory of Coaching**
LEC 3 Credits 3 Periods
Reviews the principles, philosophy, strategies and theory of coaching baseball, as a competitive sport. Prerequisites: None. Course Note: EXS265BA may not be repeated for credit.

**EXS265BB - Basketball Theory of Coaching**
LEC 2 Credits 2 Periods
Reviews the principles, philosophy, strategies and theory of coaching basketball, as a competitive sport. Prerequisites: None. Course Note: EXS265BB may not be repeated for credit.

**EXS265GO - Golf Theory of Coaching**
LEC 3 Credits 3 Periods
Reviews the principles, philosophy, strategies and theory of coaching golf, as a competitive sport. Prerequisites: None. Course Note: EXS265GO may not be repeated for credit.

**EXS275 - Methods of Enhancing Physical Performance**
LEC 3 Credits 3 Periods
Theoretical and practical applications of performance enhancement methodologies and practices. Basic sport mechanics and exercise physiology. Training clients for speed, power, agility, balance, and endurance activities to enhance athletic performance. Application of training principles to specific sports and design of training programs. Prerequisites: EXS125 or EXS130 or permission of Instructor.

**EXS281BA - Baseball Methods of Coaching**
LEC 3 Credits 3 Periods
Overview of the art and science of coaching baseball including: identifying various coaching styles, elements of effective communication, methods and techniques of coaching baseball. Prerequisites: None. Course Note: EXS281BA may not be repeated for credit.
EXS281BB - Basketball Methods of Coaching
LEC 3 Credits 3 Periods
Overview of the art and science of coaching basketball including: identifying various coaching styles, elements of effective communication, methods and techniques of coaching basketball. Prerequisites: None. Course Note: EXS281BB may not be repeated for credit.

EXS281GO - Golf Methods of Coaching
LEC 3 Credits 3 Periods
Overview of the art and science of coaching golf including: identifying various coaching styles, elements of effective communication, methods and techniques of coaching golf. Prerequisites: None. Course Note: EXS281GO may not be repeated for credit.

EXS281SB - Softball Methods of Coaching
LEC 3 Credits 3 Periods
Overview of the art and science of coaching softball including: identifying various coaching styles, elements of effective communication, methods and techniques of coaching softball. Prerequisites: None. Course Note: EXS281SB may not be repeated for credit.

EXS281SO - Soccer Methods of Coaching
LEC 3 Credits 3 Periods
Overview of the art and science of coaching soccer including: identifying various coaching styles, elements of effective communication, methods and techniques of coaching soccer. Prerequisites: None. Course Note: EXS281SO may not be repeated for credit.

EXS281VB - Volleyball Methods of Coaching
LEC 3 Credits 3 Periods
Overview of the art and science of coaching volleyball including: identifying various coaching styles, elements of effective communication, methods and techniques of coaching volleyball. Prerequisites: None. Course Note: EXS281VB may not be repeated for credit.

EXS285 - Exercise Program Design and Instruction
LEC 3 Credits 3 Periods
Business aspects of the fitness profession such as program administration, quality assurance, and effective communication skills for the professional personal trainer and/or strength and conditioning coach. Implementation of behavioral strategies, progression of program planning, and development of programs for populations with special physical/medical needs. Designing exercise programs in an internship setting. Prerequisites: EXS145 or permission of instructor.

Family and Consumer Science (FCS)

FCS250 - Portfolio Development and Professional Writing
LEC 3 Credits 3 Periods
Techniques of portfolio development to document prior learning gained through experience, training, and/or previous education. Includes study of learning styles and levels, analysis of personal and vocational experiences, synthesis of these with competencies for specific courses, and integration of the above with other material to create a portfolio to be introduced for evaluation for credit. Prerequisites: Completion of twelve (12) credit hours of CFS and/or FCS coursework and permission of Program Coordinator.

FCS260 - Family and Consumer Science Internship
LEC 1 Credit 1 Period
Work experience in community-based, family-focused service and/or educational organizations. 80 hours of designated work per credit. Prerequisites: Permission of instructor. Course Note: May be repeated for a total of six (6) credit hours.

Financial Planning (FIN)

FIN110 - Introduction to Financial Planning
LEC 3 Credits 3 Periods
A survey of the financial planning process; introduction to regulations affecting financial planners; construction of financial statements; analysis of client’s current financial situation; overview of economic environment; presentation of time value of money concepts; introduction to case analysis. Prerequisites: ACC111 or permission of instructor.

FIN281 - Basics of Technical Analysis for Investing
LEC 3 Credits 3 Periods
Basic overview of Technical Analysis for use and application in securities investing. Emphasis on price action and charting formations. Consideration of indicators and oscillators. Development of appropriate levels of money management and risk management. Prerequisites: None.

FIN283 - Basics of Trading the FOREX Market
LEC 3 Credits 3 Periods
Basic overview of the FOREX market for use and application in currency trading and investing. Emphasis on price action and charting formations. Consideration of indicators and oscillators. Development of appropriate levels of money management and risk management. Prerequisites: None. Course Notes: LECTure and use of trading simulation software (fee based) required. FIN283 may be repeated for credit.

FIN285 - Basics of Futures and Options for Investing
LEC 3 Credits 3 Periods
Basic overview of Futures and Options for investing. Review of underlying markets and pricing. Consideration of history and development. Emphasis on use and types of trading. Prerequisites: FIN281 or permission of instructor.

FIN287 - Automated FOREX Trading Strategies Using MetaTrader
LEC 3 Credits 3 Periods
Introduction to automated trading of Forex Currency Market using MetaTrader 4, and MQL4 language. Students will learn the basics of Forex and programming in MQL4 to automate basic strategies. Prerequisites: None. Course Notes: Use of trading simulation software (fee based) required. FIN287 may be repeated for credit.
FIN288 - Advanced Options for Investing and Trading
LEC 3 Credits 3 Periods
Advanced overview of Securities Options for investing and trading. Review of underlying markets and pricing. Consideration of theories and concepts. Emphasis on use of advanced and complex trading tactics and systems. Prerequisites: FIN285 or permission of Instructor. Course Notes: Use of trading simulation software (fee based) required. FIN288 may be repeated for credit.

FIN291 - Advanced Concepts of Technical Analysis for Investing
LEC 3 Credits 3 Periods
Advanced overview of Technical Analysis for use and application in securities investing. Consideration of theories and concepts. Emphasis on strategies and patterns. Development of advanced trading tactics and set-ups. Overview and use of systems. Prerequisites: FIN281 or permission of instructor.

Food and Nutrition (FON)
FON100 - Introductory Nutrition
LEC 3 Credits 3 Periods
Basic nutrition concepts for health and fitness. 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.

FON210 - Sports Nutrition and Supplements for Physical Activity
LEC 3 Credits 3 Periods
Description: Principles of nutrition applied to fitness, exercise, and sports. Dietary fundamentals as applied to body fuels, hydration, and other unique needs for exercise and sports. Includes dietary guidelines for weight or endurance training, glycogen loading, the pre-game meal, and glycogen recovery. Emphasis on maximizing fitness, performance, and safety. Discussion of supplements and their effects on metabolic enhancement. Discussion of anabolic, catabolic, and energy-producing agents. Addresses current supplements on the market. Prerequisites: FON100AA, or FON100, or equivalent, or permission of instructor.

FON230 - Nutrition for Special Populations
LEC 3 Credits 3 Periods
Managing and understanding the nutrition needs of special populations. These populations include people who are diagnosed with heart disease, diabetes, women who are pregnant, children who are suffering from obesity, and senior adults. Prerequisites: FON100 or permission of instructor.

FON241 - Principles of Human Nutrition
LEC 3 Credits 3 Periods
Scientific principles of human nutrition. Emphasis on health promotion and concepts for conveying accurate nutrition information in a professional setting. Addresses therapeutic nutrition principles for treatment of common health conditions. Includes exploration of food sources of nutrients, basic metabolism of nutrients in the human body, relationship between diet and other lifestyle factors, use of supplements, current recommendations for food selection throughout the life cycle, and use of nutrition tools for planning food intake or assessment of nutritional status. Prerequisites: None

FON247 - Weight Management Theory
LEC 3 Credits 3 Periods
Comprehensive study of genetic, physiological, psychological, metabolic, and environmental influences on body weight. In-depth study of the theories of body weight with emphasis on distinguishing between behavioral and biological approaches. Focus on discovering successful healthful long-term weight management strategies. Prerequisites: FON100 or FON241 or permission of instructor.

French (FRE)
FRE085AA - Speedy French I
LEC 1 Credit 1 Period
Basic vocabulary and grammar to develop conversational skills in French. Prerequisites: None.

FRE085AB - Speedy French II
LEC 1 Credit 1 Period
Intermediate vocabulary and grammar to develop conversational skills in French. Prerequisites: FRE085AA.

FRE085AC - Speedy French III
LEC 1 Credit 1 Period
Advanced vocabulary and grammar to develop conversational skills in French. Prerequisites: FRE085AB.

FRE101 - Elementary French I
LEC 4 Credits 4 Periods
Basic grammar, pronunciation and vocabulary of the French language. Includes the study of French culture, practice of listening, speaking, reading and writing skills. Prerequisites: None.

FRE102 - Elementary French II
LEC 4 Credits 4 Periods
Continued study of grammar and vocabulary of the French language along with the study of French culture. Emphasis on speaking, listening, reading and writing skills. Prerequisites: FRE101 or equivalent.
OFFICIAL COURSE DESCRIPTIONS

Fire Science Technology (FSC)
FSC105 - Hazardous Materials/First Responder
LEC 3 Credits 3 Periods
Basic methods of recognition and identification based upon the chemical and physical properties of hazardous materials; basic safety procedures when utilizing specific types of protective clothing and equipment; basic tactical information relating to scene management. Confined space operations in accordance with the National Fire Protection Agency. Prerequisites: None.

FSC139 - Emergency Response to Terrorism
LEC 3 Credits 3 Periods
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. Cross-Reference: AJS139

FSC146 - Disaster Recovery Operations
LEC 3 Credits 3 Periods
Specialized knowledge and skills for the emergency manager in developing programs and activities associated with disaster recovery assistance and mitigation actions that reduce losses from future disasters. Prerequisites: None. Cross-References: AJS146

FSC147 - Emergency Preparedness
LEC 3 Credits 3 Periods
Emergency preparedness related to natural and manmade disasters. Planning concepts and the planning process; awareness and education programs and strategies for the general community as well as business and industries. Prerequisites: None. Cross-References: AJS147

FSC148 - Fundamentals of Emergency Management
LEC 3 Credits 3 Periods
Emergency management systems including career opportunities, function, tasks and responsibilities of the emergency management program manager, role of the emergency manager in mitigation, preparedness, response, and recovery. Past civil defense and current emergency management systems since evolution from World War II. Prerequisites: None. Cross-References: AJS148

FSC149 - Hazard Mitigation
LEC 3 Credits 3 Periods
Knowledge and skills required to develop programs to reduce losses from future disasters, emergencies, and other extreme events caused by natural and manmade hazards. Prerequisites: None. Cross-References: AJS149

FSC211 - Fundamentals of Flammable Hazardous Materials
LEC 3 Credits 3 Periods
Fundamentals of chemistry used in fire service, chemistry of flammable hazardous materials, containers used to store and transport flammable hazardous materials, and equipment and materials used in controlling emergencies involving flammables. Also includes tactics for hazardous materials emergencies, and laws at federal, state, and local levels pertaining to the use, storage, and transportation of hazardous materials and hazardous wastes. Prerequisites: FSC210 or permission of instructor. Editor's Note: The Prerequisites changed for FSC211 effective Summer I, 2011.

FSC212 - Dangerous and Explosive Hazardous Materials
LEC 3 Credits 3 Periods
The chemistry of reactive and unstable hazardous materials, the toxicology of dangerous chemicals, and the measures taken to protect responders, the community, and the environment of chemical accidents. Also includes an introduction to field sampling of unknown substances. Prerequisites: FSC211 or permission of instructor. Editor's Note: The Prerequisites changed for FSC212 effective Summer I, 2011.

FSC224 - Incident Command Systems
LEC 3 Credits 3 Periods
Methods for managing emergency incidents including command, control and coordination of response to all types of incidents, including hazardous materials, natural hazards, fire and multiple causality incidents. Emphasis on stabilization and protecting life, property, and environment. Prerequisites: None

General Business (GBS)
GBS110 - Human Relations in Business and Industry
LEC 3 Credits 3 Periods
Exploration of fundamental theories and concepts of human relations in business and industry. Particular emphasis is placed on developing effective interpersonal relationships and leadership skills within an organization. Prerequisites: None.

GBS131 - Business Calculations
LEC 3 Credits 3 Periods
Review of basic arithmetic and application of mathematics to business problems, includes percentage, interest, discount, and markups. Prerequisites: None.

GBS132 - Personal and Family Financial Security
LEC 3 Credits 3 Periods
Principles and practices of personal and family financial planning, includes savings, budgeting, credit, buying versus renting and general principles of consumerism. Prerequisites: None. Cross-References: HEC132

GBS151 - Introduction to Business
LEC 3 Credits 3 Periods
Characteristics and activities of current local, national, and international business. An overview of economics, marketing, management and finance. Prerequisites: None.
GBS161 - Mathematics of Business  
LEC 3 Credits 3 Periods  
Applications of basic financial mathematics; includes interest, financial statement, stocks and bonds, and international business. Prerequisites: GBS131, or MAT102, or permission of department/division.

GBS205 - Legal Ethical, and Regulatory Issues in Business  
(CCL 5665 & AAS 3149)  
LEC 3 Credits 3 Periods  
Legal theories, ethical issues and regulatory climate affecting business policies and decisions. Prerequisites: None.

GBS207 - Business Law (General Corporate)  
LEC 3 Credits 3 Periods  
Legal and ethical aspects of agency, partnerships, corporations, bankruptcy, antitrust, securities, and other regulations of business. Prerequisites: None.

GBS220 - Quantitative Methods of Business  
LEC 3 Credits 3 Periods  
Business applications of quantitative optimization methods in operations management decisions. Prerequisites: (Grade of "C" or better in MAT150, or MAT151, or MAT152) or equivalent, or satisfactory score on district placement exam.

GBS221 - Business Statistics  
LEC 3 Credits 3 Periods  
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 - Business Communication  
(CCL 5665 & AAS 3149)  
LEC 3 Credits 3 Periods  
Internal and external business communications, including verbal and nonverbal techniques. Prerequisites: ENG 101 or ENG 107 with grade of "C" or better, or permission of department/division. [L]

GBS261 - Investments I  
LEC 3 Credits 3 Periods  
Evaluation of various investment forms including study of inflation, taxation, government securities, stocks and bonds, real estate and retirement plans. Prerequisites: None.

GER085AA - Speedy German I  
LEC 1 Credit 1 Period  
Basic grammar and vocabulary of the German language to practice listening and speaking skills. Prerequisites: None.

GER085AB - Speedy German II  
LEC 1 Credit 1 Period  
Intermediate vocabulary, German syntax and inflections to further develop conversational skills in German. Prerequisites: GER085AA.

GER085AC - Speedy German III  
LEC 1 Credit 1 Period  
Continued development of German speaking and listening skills to express opinions and thoughts on a variety of subjects. Prerequisites: GER085AA and GER085AB.

GER101 - Elementary German I  
LEC 4 Credits 4 Periods  
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 - Elementary German II  
LEC 4 Credits 4 Periods  
Continued study of grammar and vocabulary of the German language along with the study of German culture. Emphasis on German language skills. Prerequisites: GER101 or equivalent.

GER201 - Intermediate German I  
LEC 4 Credits 4 Periods  
Review of essential grammar of the German language and study of the German culture. Continued practice and development of reading, writing, and speaking skills. Prerequisites: GER102, two years of high school German, or departmental approval. [G]

GER202 - Intermediate German II  
LEC 4 Credits 4 Periods  
Continued development of German language skills and continued study of the German culture. Prerequisites: GER201, or equivalent, or departmental approval. [G]
Geology (GLG)

GLG101 - Introduction to Geology I - Physical
LEC  3 Credits  3 Periods
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. [G, SQ]

GLG102 - Introduction to Geology II - Historical
LEC  3 Credits  3 Periods
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. [H, SG] (Student must take GLG102 and GLG110 to receive SQ, G and SG transfer values to ASU.)

GLG103 - Introduction to Geology I: Physical
LAB  1 Credit  3 Periods
May accompany GLG 101. Study of common rock forming minerals, rocks and maps.
Prerequisites: None. [SQ]

GLG104 - Introduction to Geology II: Historical
LAB  1 Credit  3 Periods
May accompany GLG 102. Study of geological structures and rocks, fossils, and geologic maps. may require field trips.
Prerequisites: None. (Student must take GLG102 and GLG110 to receive SQ, G and SG transfer values to ASU.)

GLG110 - Geologic Disasters and the Environment
LEC  3 Credits  3 Periods
Acquaints students with the use and importance of geological studies as they apply to the interactions between people and the earth. Includes geological processes and hazards such as floods, earthquakes and landslides; use of fossil fuels; mining of raw materials. Prerequisites: None. [G, SQ] (Student must take GLG110 and GLG111 to receive SG and G transfer values to ASU. If GLG110 is taken without GLG111, it transfers to ASU as a G value only.)

GLG111 - Geologic Disasters and the Environment
LAB  1 Credit  3 Periods
May accompany GLG 110. Basic geological processes and concepts. Emphasis on geology-related environmental problems concerning Arizona. Case histories and field studies. May require field trips. Prerequisites: None. (Student must take GLG110 and GLG111 to receive SG and G transfer values to ASU.)

General Technology (GTC)

GTC127 - Beginning Woodworking
LEC + LAB  3 Credits  5 Periods
Introduction to woodworking fundamentals and applications. Familiarization with the basic woodworking tools emphasizing the safe and proper use of woodworking hand tools and stationary and portable power tools. Class projects develop a working project plan, identify material needs, cost analysis, basic construction of the project, and basic finishing techniques. Prerequisites: None.

GTC128 - Intermediate Woodworking
LEC + LAB  3 Credits  4 Periods
Further development and application of basic woodworking skills. Complex projects with emphasis on planning and calculating and buying needed materials. Introduction of joinery, complex fitting, more advanced finishing, and wood carving. Prerequisites: GTC127 or previous woodworking experience.

GTC130 - Furniture Construction I
LEC + LAB  3 Credits  6 Periods
Process of building a piece of furniture including calculating and buying needed material, using tools properly and safely (hand tools and machines), joinery, wood preparation and basic finishing techniques.
Prerequisites: GTC128 or previous woodworking experience and permission of instructor.

GTC131 - Furniture Construction II
LEC + LAB  3 Credits  6 Periods
Continuation of GTC130 including special set-ups on machines, special joints, adhesives, special finishes, panel doors, panel drawers, metal drawer guides and plastic laminates. Prerequisites: GTC130 or permission of instructor.

GTC144 - Introduction to Cabinetmaking
LEC + LAB  3 Credits  5 Periods
Techniques and projects to produce complex cabinet projects. Includes project planning, working from plans, material cost analysis, and advanced finishing techniques. Prerequisites: GTC130 and permission of instructor.

GTC145 - Advanced Cabinetmaking
LEC + LAB  3 Credits  5 Periods
Further exploration of advanced woodworking techniques on complex projects. Prerequisites: GTC144 and permission of instructor.

Health Core Curriculum (HCC)

HCC109 - CPR for Health Care Provider
LEC  0.50 Credits  0.50 Periods
Current American Heart Association standards for one and two rescuer cardiopulmonary resuscitation (CPR) and obstructed airway procedures on the adult, infant, and pediatric victim. Use of automatic, external defibrillation and resuscitation equipment. Prerequisites: None. Cross-References: EMT109, RES109

HCC130 - Fundamentals of Health Care Delivery
LEC  3 Credits  3 Periods
Overview of current health care professions including career and labor market information. Health care delivery systems, third party payers, and facility ownership. Health organization structure, patient rights and quality care. Health care and life
values. Definition and importance of values, ethics, and essential behaviors in the workplace. 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 teamwork in the health care setting. Focus on development of personal communication skills and an understanding of how effective communication skills promote teamwork. Focus on intercultural communication strategies. Prerequisites: None.

HCC130AA - Health Care Today
LEC 0.50 Credit 0.50 Period
Overview of current health care professions including career and labor market information. Health care delivery systems, third-party payers, and facility ownership. Health organization structure, patient rights and quality care. Prerequisites: None.

HCC130AB - Workplace Behaviors in Health Care
LEC 0.50 Credit 0.50 Period
Health care and life values. Definition and importance of values, ethics, and essential behaviors in the workplace. Worker rights and responsibilities. Prerequisites: None.

HCC130AC - Personal Wellness and Safety
LEC 0.50 Credit 0.50 Period
Introduces healthful living practices to include nutrition, stress management and exercise. Includes Occupational Safety and Health Administration (OSHA) standard precautions and facility safety. Use of principles of body mechanics in daily living activities. Prerequisites: None.

HCC130AD - Communication and Teamwork in Health Care Organizations
LEC 0.50 Credit 0.50 Period
Emphasis on basic communication skills which facilitate teamwork in the health care setting. Focus on development of personal communication skills and an understanding of how effective communication skills promote teamwork. Focus on intercultural communication strategies. Prerequisites: None.

HCC130AE - Legal Issues in Health Care
LEC 0.50 Credit 0.50 Period
Basic legal terminology used in the health care setting. Legal concepts related to health care employment, medical documentation, and communication. Introduction to regulatory requirements in health care. Prerequisites: None.

HCC130AF - Decision Making in the Health Care Setting
LEC 0.50 Credit 0.50 Period
Principles and application of a decision making model. Description and application of ethics and process improvement and the relationship of both to the decision making model. Prerequisites: None.

HCC145AA - Medical Terminology for Health Care Workers I
LEC 1 Credit 1 Period
Introduction to medical terms used in health care. Body systems approach to selected terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing terms using basic word parts. Selected medical abbreviations and symbols and term spelling. Prerequisites: None.

Health Care Related (HCR)
HCR210 - Clinical Health Care Ethics
LEC 3 Credits 3 Periods
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. [HU]

HCR230 - Culture and Health
LEC 3 Credits 3 Periods
Relation between cultures of diverse groups and health/illness. Emphasis on cross-cultural communication, including awareness of own cultural influences and indigenous and complementary healing practices. Prerequisites: None. [C, G]

Health Sciences (HES)
HES100 - Healthful Living
LEC 3 Credits 3 Periods
Health and wellness and their application to an optimal lifestyle. Explores current topics of interest such as stress management, nutrition, fitness, and environmental health. Evaluates common risk factors associated with modern lifestyles. Prerequisites: None. [SB]

HES154 - First Aid/Cardiopulmonary Resuscitation
LEC 3 Credits 3 Periods
Cardiopulmonary Resuscitation (CPR) and first aid for the adult, child and infant patients includes Automated External Defibrillator(AED), rescue breathing, obstructed airway, and other first aid procedures. Designed to train citizen responders in skills and procedures required during emergency situation. Prerequisites: None.

Editors Note: HES154 had a curricular change to the Description, Competencies and Outline effective Fall 2011.

HES154 - First Aid/Cardiopulmonary Resuscitation
LEC 3 Credits 3 Periods
Cardiopulmonary Resuscitation (CPR) and first aid for the adult, child and infant patients includes Automated External Defibrillator(AED), rescue breathing, obstructed airway, and other first aid procedures. Designed to train citizen responders in skills and procedures required during emergency situation. Prerequisites: None.

HES201 - Substance Abuse and Behavior
LEC 3 Credits 3 Periods
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.

HES271 - Prevention and Treatment of Athletic Injuries
LEC 3 Credits 3 Periods
Prevention and care of athletic injuries, emphasizing use of modern training techniques and support materials. Utilization of preventive taping, strapping, bandaging, cardiopulmonary
resuscitation, massage, cryotherapy, hydrotherapy, and practical application of muscle reconditioning. Prerequisites: None.

**HES273 - Athletic Training: Advanced Wrapping and Taping Techniques**
LEC 2 Credits 2 Periods
Expands and enhances practical uses of basic taping and wrapping skills. Hands-on experience in the use of braces, athletic taping, and elastic wraps to care for athletic injuries. Prerequisites: HES271 or permission of instructor.

**History (HIS)**

**HIS101 - History of Western Civilization Middle Ages to 1789**
LEC 3 Credits 3 Periods
Survey of origin and development of Western civilization and its institutions from the Renaissance and Reformation through Age of Enlightenment. Prerequisites: None. [H, HU, SB]

**HIS102 - History of Western Civilization 1789 to Present**
LEC 3 Credits 3 Periods
Survey of origin and development of Western civilization and its institutions from French Revolution through the present. Prerequisites: None. [G, H, HU, SB]

**HIS103 - United States History to 1865**
LEC 3 Credits 3 Periods
The political, economic, and social development of United States from Pre-Columbian period through the end of the Civil War (1865). Prerequisites: None. [H, HU, SB]

**HIS104 - United States History 1865 to Present**
LEC 3 Credits 3 Periods
The political, economic, and social development of United States from 1865 to the present time. The political, economic, and social development of United States from 1865 to the present time. Prerequisites: None.

**HIS105 - Arizona History**
LEC 3 Credits 3 Periods
The prehistoric and contemporary Native American experience, Spanish colonial times, the Mexican National Period, the U.S. federal territorial years, and Arizona's political and economic development during the twentieth century. Prerequisites: None. [H, SB]

**HIS106 - Southwest History**
LEC 3 Credits 3 Periods
Survey of Hispanic, Anglo, African-American and Native cultures of the peoples who have settled the American Southwest. Emphasis on cattle, mining, fur trade and transportation industries and role development of the region. Prerequisites: None. [C, H, SB]

**HIS109 - Mexican-American History and Culture**
LEC 3 Credits 3 Periods
Examination of origins and development of Spanish-American and Mexican-American peoples and their contribution to culture, history and development of United States. Emphasis on Mexican-American War and its impact on educational, social, and economic conditions of the Mexican-Americans of the southwest. Prerequisites: None. [C, H, SB]

**HIS111 - World History 1500 to Present**
LEC 3 Credits 3 Periods
Survey of the economic, social, cultural, and political elements of world history from 1500 to the present. Prerequisites: None.

**HIS140 - American Indian History**
LEC 3 Credits 3 Periods
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. Cross-References: AIS140 [C, H, SB]

**HIS201 - History of Women in America**
LEC 3 Credits 3 Periods
Introduction to women's history from the colonial Period to the present. Deals chronologically with changes and developments which have influenced the lives of women. Prerequisites: None. [SB, C, H]

**HIS203 - African-American History to 1865**
LEC 3 Credits 3 Periods
History and cultural heritage of African-Americans from their beginnings in Ancient Africa through the experience of chattel slavery in the Americas to their eventual emancipation and participation in the American Civil War. Prerequisites: None. [C, H, SB]

**HIS204 - African-American History 1865 to Present**
LEC 3 Credits 3 Periods
Multifaceted experiences of African-American people from the post-Civil War period (1865) to the present, including the collective struggle for freedom, equality, and self-determination in the United States. Prerequisites: None.

**HIS234 - History of World Religions**
LEC 3 Credits 3 Periods
Historical context for the development, practice and spread of various world religions. Focus on environmental factors (social, political, economic) influencing religious thought. Consideration of the changes in belief systems throughout different Periods and social contexts. Prerequisites: None. [H, HU]
Humanities (HUM)

HUM100 - Great Ideas Symposium
LEC  1 Credit  1 Period
Interrelationships among cultures and behavior in the modern world. Focuses on selected themes and topics. Prerequisites: None.

HUM101 - General Humanities
LEC  3 Credits  3 Periods
A general humanities course concentrating on three great ages of outstanding human achievement: The Golden Age of Greece, the Renaissance and the 20th Century. Prerequisites: None. [HU]

HUM190AA-AI - Honors Forum
LEC  1 Credit  1 Period
Interdisciplinary studies of selected issues confronting the individual and society. Formal LECTures followed by informal discussions with outstanding scholars and social leaders. Supplemented by readings and pre- and post-forum discussion and critique. Varied content from module to module due to changing forum themes and issues. Prerequisites: Admission to the College Honors Program or Permission of the Instructor. [AH & AI prefix have HU designation]

HUM205 - Introduction to Cinema
LEC  3 Credits  3 Periods
Survey of the history and development of the art of motion pictures, including criticism of aesthetic and technical elements. Prerequisites: None. Cross-References: THE205 [HU]

HUM210 - Contemporary Cinema
LEC  3 Credits  3 Periods
A study of contemporary films, directors and critics with emphasis on evaluating film as an art form. Prerequisites: None. Cross-References: THE210 [HU]

HUM213 - Hispanic Film
LEC  3 Credits  3 Periods
Analysis of Hispanic film as art form and as social commentary. Prerequisites: None. [G, HU]

HUM214 - African-Americans in Film
LEC  3 Credits  3 Periods
Study of films featuring African-American performers and directors from the Silent Era to the present. Emphasis on the historical and social elements of African Americans in film and basics of film analysis. Prerequisites: None. [C, HU]

HUM250 - Ideas and Values in the Humanities
LEC  3 Credits  3 Periods
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. [H, HU, L]

HUM251 - Ideas and Values in the Humanities
LEC  3 Credits  3 Periods
An historical analysis of the interrelationships of art, architecture, literature, music, and philosophy from the Renaissance to modern period, including Western and Non-Western cultures. Prerequisites: ENG101.

HUM260 - Intercultural Perspectives
LEC  3 Credits  3 Periods
Cultural, literary, and artistic expressions of Native, Hispanic, and African Americans. Includes traditional and modern work and contribution to American civilization. Prerequisites: None. [C, HU]

HUM292 - The Art of Storytelling
LEC  3 Credits  3 Periods
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. Cross-References: EDU292, STO292 [C, HU]

Information Studies (IFS)

IFS101 - Information Skills in the Digital Age
LEC  3 Credits  3 Periods
Development of skills and competency in accessing, evaluating and using information resources while examining the social and historical context, as well as the technological implications of the use and organization of information. Prerequisite: ENG101, or ENG107, or equivalent. [L]

IFS102 - Introduction to Information Skills in a Global Society
LEC + LAB  3 Credits  3 Periods
A comparative study focused on access to digital information in a global environment. Explore the global culture developing around the Internet and the impact of local, national and global cultures as well as economic and social factors related to the flow of information in a global society. Examine emerging technologies to produce and distribute information across cultures in a global society in an ethical manner. Prerequisites: None. Course Notes: IFS102 may be repeated for a total of six (6) credit hours.

Industry and Business (IND)

IND133 - Speaking in Business
LEC  3 Credits  3 Periods
Practical, effective speech techniques for everyday business interactions. Listening skills and stages of and barriers to the perception process. Examination of effective message preparation skills and communication styles and techniques. Interaction emphasizing conflict management and resolution in oral communication. Prerequisites: None.
IND170AN - Training for Business, Industry & Government - AN
LEC 0.25 Credits 0.25 Periods
Customized one quarter credit LECTure course to meet the immediate training needs of business, industry, and government within Maricopa County. Prerequisites: None. Course Note: IND170AN requisites are defined on the suffixed IND170 specific courses.

Italian (ITA)
ITA101 - Elementary Italian I ITA2201
LEC 4 Credits 4 Periods
Introduction to basic grammar, pronunciation, and vocabulary of Italian. Development of speaking, listening, reading, and writing skills. Study of the Italian culture. Prerequisites: None.

Information Technology Security (ITS)
ITS100 - Information Security Awareness
LEC 1 Credit 2 Periods
Computer and network security topics, including network communication. Includes security policy, implementation of basic security measures, the importance of backups and the value of protecting intellectual property. Real-life examples and practical projects to reinforce the need for computer security. Prerequisites: None.

ITS110 - Information Security Fundamentals
LEC + LAB 4 Credits 5 Periods
Fundamental concepts of information technology security. Topics include authentication methods, access control, cryptography, Public Key Infrastructure (PKI), network attack and defense methods, hardening of operating systems and network devices, securing remote access and wireless technologies and securing infrastructures and topologies. Emphasis on hands-on labs in both the Windows and Linux environments. Builds on thorough understanding of Transmission Control Protocol/Internet Protocol (TCP/IP) and security concepts and Microsoft (MS) Windows and Linux Administration. Prerequisites: (CIS126DA or CIS126DL) and (CNT150 and MST150XP), or permission of Instructor.

Journalism (JRN)
JRN125 - Photo Editing
LEC + LAB 3 Credits 3 Periods
Basic techniques of photo composition and editing for media reproduction. Teach how to crop and size photographs. Use of photo editing and design software in paginating a newspaper page on the computer. The effect and impact of color vs. black and white photographs. Basic techniques of photo essay, photo page and photo story and/or multimedia news products and the impact of photos on typography. Prerequisites: None.

JRN133 - Development of Small Publications
LEC 3 Credits 3 Periods
Design, plan and write newsletters, brochures, and advertisements. Desktop computer production and paste-up techniques. Prerequisites: None. Computer experience and (BPC138AA or BPC138AB) suggested but not required.

JRN201 - News Writing JRN2201
LEC +LAB 3 Credits 5 Periods
Writing news for the print media. Composing at the computer keyboard. Associated Press editing style, writing skills, and organizational structure for news. Prerequisites: ENG101,ENG107 or equivalent. [L]

JRN202 - Reporting
LEC + LAB 3 Credit(s) 5 Period(s)
Emphasis on interviewing and in-depth reporting; mastery of reporting, rewriting skills, and legal and ethical concerns. Prerequisites: JRN201 or permission of instructor.

JRN212 - Broadcast Writing
LEC + LAB 3 Credits 5 Periods
Writing techniques for basic broadcast scripts: promotions, commercials, public service announcements, news leads, news stories, audio and video, sports, weather, traffic checks, five-minute newscasts, reports, using broadcast style rules. Prerequisites: ENG101.

JRN215 - News Production
LEC + LAB 3 Credits 5 Periods
Writing, editing, and publishing the student newspaper. Emphasis on news judgment, page design, computer pagination, photo usage, headline writing, editorial writing, newsroom management, and legal and ethical considerations. Emphasis may vary according to student goals. Prerequisites: None.

JRN234 - Feature Writing
LEC + LAB 3 Credits 3 Periods
Emphasis on crafting stylized stories for publications. Includes research, interviewing, editing techniques, integrating technical information and professional concerns. Prerequisites: ENG101, or ENG107, or equivalent. [L]

JRN240AB - Journalism Internship
LEC + LAB 2 Credits 2 Periods
Journalism work experience with a newspaper or other news organization. 80 hours of designated work per credit. Maximum of 6 credits allowed. Prerequisites: JRN215.

JRN298AA - Special Projects
LAB 1 Credit 1 Period
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.
OFFICIAL COURSE DESCRIPTIONS

Library Skills (LBS)
LBS101 - Library Resource Concepts and Skills
LEC 2 Credits 2 Periods
Information access skills for print and electronic resources. Use of libraries and their structure, tools, and staff to identify, locate, evaluate and make effective and ethical use of information. Emphasizes critical thinking skills. Prerequisites: None.

LBS201 - Electronic Resources Concepts and Skills
LEC 1 Credit 1 Period
Use of computers to access electronic databases and to process search results. Includes search concepts and strategies, evaluating search results, and bibliographic citing of electronic sources. Prerequisites: None.

LBS220 - Information Literacy and the Internet
LEC 1 Credit 1 Period
Exploration of the Internet as an informational resource. Development of basic information literacy skills. Prerequisites: None.

Mathematics (MAT)
MAT065 - Graphing Calculator
LEC 1 Credit 1 Period
Computations, graphing, matrices, ..and elementary programming using a graphing calculator. Prerequisites: None.

MAT082 - Basic Arithmetic
LEC 3 Credits 3 Periods
Primary emphasis placed on fundamental operations with whole numbers, fractions, decimals, integers, and rational numbers; proportions, and percentages. Other topics include representations of data, geometric figures, and measurement. Prerequisites: None. Course Notes: Students may receive credit for only one of the following: MAT081, MAT082, or MAT083.

MAT090 - Developmental Algebra
LEC 5 Credits 5 Periods
Linear behavior; linear equations and inequalities in one and two variables; graphs; systems of equations in two variables; function notation, graphs, and data tables; operations on polynomials; properties of exponents; applications. Prerequisites: Grade of “C” or better in MAT082, or MAT102, or equivalent, or satisfactory score on District Placement exam. Course Note: May receive credit for only one of the following: MAT090, MAT091, MAT092, or MAT093.

MAT092 - Introductory Algebra
LEC 3 Credits 3 Periods
Linear behavior; linear equations and inequalities in one and two variables; graphs; systems of equations in two variables; function notation, graphs, and data tables; operations on polynomials; properties of exponents; applications. Prerequisites: Grade of “C” or better in MAT082, or MAT102, or equivalent, or satisfactory score on District Placement exam. Course Note: May receive credit for only one of the following: MAT090, MAT091, MAT092, or MAT093.

MAT093 - Introductory Algebra/Math Anxiety Reduction
LEC 5 Credits 5 Periods
Linear behavior; linear equations and inequalities in one and two variables; graphs; systems of equations in two variables; function notation, graphs, and data tables; operations on polynomials; properties of exponents; applications. This course will be supplemented by instruction in anxiety reducing techniques, math study skills, and test taking techniques. Prerequisites: Grade of “C” or better in MAT082, or MAT102, or equivalent or satisfactory score on District Placement exam. Course Note: Students may receive credit for only one of the following: MAT090, MAT091, MAT092, or MAT093.

MAT102 - Mathematical Concepts/Applications
LEC 3 Credits 3 Periods
A problem solving approach to mathematics as it applies to life and the world of work. Development, demonstration, and communication of mathematical concepts and formulas that relate to measurement, percentage, statistics, and geometry. Prerequisites: Grade of “C” or better in MAT082, or equivalent, or satisfactory score on District Placement exam.

MAT108 - Tutored Mathematics
LEC 2 Credits 2 Periods
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. Prerequisites: None. 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 - Intermediate Algebra
LEC 5 Credits 5 Periods
Quadratic, rational, radical, exponential, and logarithmic functions and equations; graphs of quadratic, exponential, and logarithmic functions; equations quadratic in form; operations on rational expressions, radical expressions, and complex numbers; rational exponents; applications. Prerequisites: Grade of “C” or better in MAT090, MAT091, MAT092, MAT093, or equivalent, or a satisfactory score on
OFFICIAL COURSE DESCRIPTIONS

MAT121 - Intermediate Algebra
LEC 4 Credits 4 Periods
Quadratic, rational, radical, exponential, and logarithmic functions and equations; graphs of quadratic, exponential, and logarithmic functions; equations quadratic in form; operations on rational expressions, radical expressions, and complex numbers; rational exponents; applications. Prerequisites: Grade of “C” or better in MAT090, MAT091, MAT092, MAT093, or equivalent, or a satisfactory score on the District placement exam. Course Note: May receive Credit for only one of the following: MAT120, MAT121, or MAT122.

MAT122 - Intermediate Algebra
LEC 3 Credits 3 Periods
Quadratic, rational, radical, exponential, and logarithmic functions and equations; graphs of quadratic, exponential, and logarithmic functions; equations quadratic in form; operations on rational expressions, radical expressions, and complex numbers; rational exponents; applications. Prerequisites: Grade of “B” or better in MAT090, MAT091, MAT092, MAT093, or equivalent, or a satisfactory score on the District placement exam. Course Note: May receive Credit for only one of the following: MAT120, MAT121, or MAT122.

MAT140 - College Mathematics
LEC 5 Credits 5 Periods
Working knowledge of college-level mathematics and its applications to real-life problems. Emphasis on understanding mathematical concepts and their applications. Topics include set theory, probability, statistics, finance, and geometry. Prerequisites: Grade of “C” or better in MAT120, or MAT121, or MAT122 or equivalent, or satisfactory score on District placement exam. Course Note: Appropriate for the student whose major does not require college algebra or precalculus.

MAT141 - College Mathematics
LEC 4 Credits 4 Periods
Working knowledge of college-level mathematics and its applications to real-life problems. Emphasis on understanding mathematical concepts and their applications. Topics include set theory, probability, statistics, finance, and geometry. Prerequisites: Grade of “C” or better in MAT120, or MAT121, or MAT122 or equivalent, or satisfactory score on District placement exam. Course Note: Appropriate for the student whose major does not require college algebra or precalculus. [MA]

MAT150 - College Algebra/Functions
LEC 5 Credits 5 Periods
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.

MAT151 - College Algebra/Functions
LEC 4 Credits 4 Periods
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. [MA]

MAT152 - College Algebra/Functions
LEC 3 Credits 3 Periods
Analysis and interpretation of the behavior and nature of functions including polynomial, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, modeling and solving real world problems. Additional topics may include matrices, combinatorics, sequences and series, and conics. Prerequisites: Grade of “B” or better in MAT120, or MAT121, or MAT122, or equivalent, or satisfactory score on District placement exam. Course Note: Students may receive credit for only one of the following: MAT150, MAT151, MAT152, or MAT187. [MA]

MAT154 - Mathematics for Elementary Teachers I
LEC 3 Credits 3 Periods
Focuses on numbers and operations. Algebraic reasoning and problem solving integrated throughout the course. Prerequisites: Grade of “C” or better in MAT142 or MAT150 or MAT151 or MAT152 or equivalent, or satisfactory score on District placement exam.
MAT157 - Mathematics for Elementary Teachers II
LEC 3 Credits 3 Periods
Focuses on measurement, geometry, probability and data analysis. Appropriate technologies, problem solving, reasoning, and proof are integrated throughout the course. Prerequisite: MAT156 or equivalent.

MAT172 - Finite Mathematics
LEC 3 Credits 3 Periods
An introduction to the mathematics required for the study of social and behavioral sciences. Includes sets, combinatorics, probability, matrix algebra, linear programming and mathematics of finance. Prerequisites: Grade of “C” or better in MAT150, or MAT151, or MAT152, or MAT187 or equivalent, or satisfactory score on District placement exam. [MA]

MAT182 - Plane Trigonometry
LEC 3 Credits 3 Periods
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: MAT 182 or MAT 187. Prerequisites: Grade of “C” or better in MAT150, or MAT151, or MAT152, or equivalent, or concurrent registration in MAT150, or MAT151, or MAT152, or satisfactory score on District placement exam.

MAT187 - Pre-calculus MAT1187
LEC 5 Credits 5 Periods
A precalculus course combining topics from college algebra and trigonometry. Preparation for analytic geometry and calculus. Prerequisites: Grade of B or better in MAT120, or MAT121, or MAT122, or equivalent, or satisfactory score on district placement exam. Course 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. [MA]

MAT206 - Elements of Statistics
LEC 3 Credits 3 Periods
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. General Education Designation: Computer/Statistics/Quantitative Applications - [CS]

MAT212 - Brief Calculus
LEC 3 Credits 3 Periods
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 equivalent, or appropriate Math placement test score. Course Notes: Students may receive credit for only one of the following: MAT212 or MAT213. [MA]

MAT213 - Brief Calculus
LEC 4 Credits 4 Periods
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 equivalent, or appropriate Math placement test score. Course Notes: Students may receive credit for only one of the following: MAT212 or MAT213. [MA]

MAT218 - Mathematical Analysis for Business
LEC 4 Credits 4 Periods
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 - Calculus with Analytic Geometry I MAT2220
LEC 5 Credits 5 Periods
Limits, continuity, differential and integral calculus of functions of one variable. Prerequisites: Grade of “C” or better in [MAT182 and (MAT150, MAT151 or MAT152)], or MAT187, or appropriate Math placement test score. Course Note: Students may receive credit for only one of the following: MAT220 or MAT221. [MA]

MAT221 - Calculus with Analytic Geometry II
LEC 4 Credits 4 Periods
Limits, continuity, differential and integral calculus of functions of one variable. Prerequisites: Grade of “C” or better in MAT220 or MAT221, or equivalent. Course Note: Student may receive credit for only one of the following: MAT220 or MAT221. [MA]

MAT223 - Calculus with Analytic Geometry III
LEC 4 Credits 4 Periods
Multivariate calculus including vectors, vector-valued functions, partial differentiation, multiple integration and an introduction to vector fields. Prerequisites: Grade of “C” or better in MAT220 or MAT221, or equivalent. Course Note: Student may receive credit for only one of the following: MAT223 or MAT224. [MA] SUN# MAT2241

MAT226 - Differential Equations MAT2262
LEC 3 Credits 3 Periods
Ordinary differential equations with applications including Laplace transforms with numerical methods. Prerequisites: Grade of “C” or better in MAT230 or MAT231 or equivalent. [MA]
MAT276 - Modern Differential Equations
LEC 4 Credits 4 Periods
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. [MA]

Mediation and Conflict Management (MCM)
MCM181 - Conflict Mediation
LEC 3 Credits 3 Periods
Develop communication skills necessary to conduct mediation in formal and informal settings. Applies principles and theories of message production and responding, listening, questioning, source and receiver factors, and emotion to conflict management communication. Emphasis on respecting diversity and empowering joint problem solving throughout. Prerequisites: None. Cross-Reference Course: COM181

Mass Communications (MCO)
MCO120 - Media and Society
LEC 3 Credits 3 Periods
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, or equivalent. [SB]

Management (MGT)
MGT101 - Techniques of Supervision
LEC 3 Credits 3 Periods
Overview of the foundations of supervision and how to get things done within an organization through other people. The functions of planning, organizing, staffing, motivating and controlling presented. Prerequisites: None.

MGT135 - Global Procurement and Supply Management
LEC 3 Credits 3 Periods
The evolution of purchasing to supply management. Underlying fundamentals of tactical purchasing and strategic supply management. Prerequisites: MGT102 or permission of department.

MGT147 - Supply Chain Management
LEC 3 Credits 3 Periods
Supply chain management, including basic concepts and underlying principles of logistics and inventory management. Prerequisites: None.

MGT175 - Business Organization and Management
LEC 3 Credits 3 Periods
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.

MGT179 - Utilizing the Human Resources Department
LEC + LAB 3 Credits 3 Periods
Provides the opportunity to learn how to appropriately utilize the human resources department within an organization in order to improve job performance. Topics include staffing, training and development, manpower planning, compensation and benefits, federal labor laws and why people seek outside representation. Prerequisites: None.

MGT229 - Management and Leadership I
LEC 3 Credits 3 Periods
Covers management concepts and applications for business, industry, and government organizations. Prerequisites: None.

MGT230 - Management and Leadership II
LEC 3 Credits 3 Periods
Includes practical applications of activities, issues, and problems related to current managerial and supervisory skills and talents. Prerequisites: MGT 229 or departmental approval.

MGT251 - Human Relations in Business
LEC 3 Credits 3 Periods
Analysis of motivation, leadership, communications, and other human factors. Cultural differences that may create conflict and affect morale individually and within organizations. Prerequisites: None. MGT 101 or MGT 175 or MGT 229 suggested, but not required.

MGT253 - Owning and Operating a Small Business (CCL5706)
LEC 3 Credits 3 Periods
Starting, organizing, and operating a small business, including location, finance management processes, advertisement and promotion, Credit, inventory control and ethics. Prerequisites: None.

MGT275 - Office Management and Procedures
LEC 3 Credits 3 Periods
Covers basic administrative office services and systems, including analysis and management of operations, information systems, human resources, and facilities design. Prerequisites: None. MGT 175 or MGT 229 suggested, but not required.

MGT276 - Personnel/Human Resource Management
LEC 3 Credits 3 Periods
Human resource planning, staffing, training, compensating, and appraising employees in labor management relationships. Prerequisites: None. MGT101, or MGT175, or MGT229 suggested but not required.

MGT277 - Labor Relations
LEC 3 Credits 3 Periods
Covers the historical, legal, and environmental parameters surrounding current labor/management relations, including contract negotiations and grievance procedures. Prerequisites: None. MGT101, MGT175, or MGT229 suggested but not required.
MGT296WA-WD - Cooperative Education
LAB 1-4 Credits 5-20 Periods /arranged
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. Co requisites: 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.

Music History/Literature (MHL)
MHL140 - Survey of Music History
LEC 3 Credits 3 Periods
Study of composers, compositions, styles, and Periods in music history. Prerequisites: None. [H, HU]

MHL145 - American Jazz and Popular Music
LEC 3 Credits 3 Periods
The study of cultural and social contributions to the evolution of American jazz and popular music from the mid-1800’s to present. Prerequisites: None. [C, HU]

MHL153 - Rock Music and Culture
LEC 3 Credits 3 Periods
History of Rock music and how cultural, social, political, and economic conditions have shaped its evolution. Prerequisites: None. [H, HU]

MHL156 - Music in Latin America and the Caribbean
LEC 3 Credits 3 Periods
To discuss the role of music in Latin and Caribbean cultures and the impact of these cultures on music. To present a historical survey to the evolution and development of musical styles from rumba to reggae. Among the topics, and to include: origins, gender, race, ethnicity, politics, elements of music, instruments, both sacred and secular music, and significant individuals influencing the evolution of many different genres of music in Latin America and Caribbean cultures. Prerequisites: None.

Marketing (MKT)
MKT112 - Retail Customer Service
LEC 1 Credit 1 Period
Introduction to the field of retail sales. Emphasis on customer service and sales techniques. Prerequisites: None.

MKT263 - Advertising Principles
LEC 3 Credits 3 Periods
Introduces the advertising function within business, including media study, creative strategies, and advertising campaigns. Prerequisites: None. MKT 271 recommended, but not required.

MKT267 - Principles of Salesmanship
LEC 3 Credits 3 Periods
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.

MKT268 - Merchandising
LEC 3 Credits 3 Periods
Surveys structure and operation of retail organizations. Emphasizes merchandising to include price, location, time promotion and quantity. Prerequisites: None. MKT271 suggested but not required.

MKT271 - Principles of Marketing (CCL 5706)
LEC 3 Credits 3 Periods
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.

Microcomputer Technology (MST)
MST140 - Microsoft Networking Essentials
LEC + LAB 3 Credits 4 Periods
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.

MST150 - Microsoft Windows Professional
LEC + LAB 3 Credits 4 Periods
Knowledge and skills necessary to perform day-to-day administration tasks in a Microsoft Windows based network. Preparation for Microsoft certification examination. Prerequisites None. CIS190, or CNT140, or MST140 suggested but not required.

MST150XP - Microsoft Windows XP Professional
LEC + LAB 3 Credits 4 Periods
Knowledge and skills necessary to perform installation and day-to-day administration and support of the Microsoft Windows 7 operating system. Prerequisites: None. CIS190, or CNT140AA, or MST140 suggested but not required. Course Notes: Preparation for Microsoft certification examination 70-680.

MST150SV - Microsoft Windows 7 Configuration
LEC + LAB 3 Credits 4 Periods
Knowledge and skills necessary to perform installation and day-to-day administration tasks of Microsoft Windows XP Professional. Preparation for Microsoft certification examination. Prerequisites: None. CIS190, or CNT140, or MST140 suggested but not required.
MST152 - Microsoft Windows Server
LEC + LAB 4 Credits 5 Periods
Knowledge and skills necessary to install, configure, customize, optimize, network, integrate, and troubleshoot Windows Server. Preparation for Microsoft certification examination. Prerequisites or Corequisites: Any MST150 course or permission of instructor.

MST152DB - Microsoft Windows Server
LEC + LAB 4 Credits 5 Periods
Knowledge and skills necessary to install, configure, customize, optimize, network, integrate, and troubleshoot Windows 2003 Server. Preparation for Microsoft certification examination. Prerequisites or Co-requisites: Any MST150 course or permission of instructor.

MST155 - Implementing Windows Network Infrastructure
LEC + LAB 3 Credits 4 Periods
Knowledge and skills to install, configure, maintain, and support a Microsoft Windows network infrastructure. Preparation for Microsoft certification examination. Prerequisites or Co-requisites: Any MST150 course or permission of instructor.

MST157 - Implementing Windows Directory Services
LEC + LAB 3 Credits 4 Periods
Knowledge and skills to install, configure, and administer Microsoft Windows Active Directory services. Preparation for Microsoft certification examination. Prerequisites Any MST150 course or permission of instructor.

MST157DA - Active Directory Windows Server Configuration
LEC + LAB 4 Credits 5 Periods
Information and skills necessary to install, configure and administer Active Directory service. Covers tasks required to create users and groups, and to implement Group Policies which provide centralized management of users and computers. Prerequisites: Any MST course or permission of instructor. Course Notes: MST157DA is a preparation for the Microsoft 70-640 professional certification test.

MST232 - Managing a Windows Network Environment
LEC + LAB 3 Credits 4 Periods
Knowledge and skills necessary to administer Windows network operating systems. Preparation for Microsoft certification examination. Prerequisites: MST140, MST150, and MST152, or permission of instructor.

MST240 - Microsoft Transmission Control Protocol/Internet Protocol (TCP/IP)
LEC + LAB 3 Credits 4 Periods
Knowledge and skills necessary to install, configure, use, and support TCP/IP on Microsoft Windows Network. Preparation for Microsoft certification examination. Prerequisites: MST152 or permission of instructor.

MST259 - Design Windows Network Security
LEC + LAB 3 Credits 4 Periods
Knowledge and skills to analyze business requirements and processes to design a security solution for a Microsoft Windows network. Preparation for Microsoft certification examination. Prerequisites or Co requisites: MST157 or permission of instructor.

Music: Theory/Composition (MTC)
MTC101 - Introduction to Music Theory
LEC 3 Credits 3 Periods
Designed to develop written and aural skills necessary for advanced study of music theory and skills. Recommended for music majors. Prerequisites: None.

MTC105 - Music Theory I
LEC 3 Credits 3 Periods
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; Co-requisites: MTC106.

MTC106 - Aural Perception I
LEC + LAB 1 Credit 2 Periods
The development of listening and performing skills through dictation, sight singing and keyboard harmony. Co requisites: MTC105.

MTC130 - Jazz Theory
LEC 2 Credits 2 Periods
Develop written and aural theory skills necessary in the jazz idiom. Prerequisites: (MTC101 and MTC103), or permission of Instructor. Course Notes: MTC130 is recommended for students taking jazz improvisation, jazz composition and jazz combo.

MTC155 - Music Theory II
LEC 3 Credits 3 Periods
A continuation of Music Theory I with emphasis on harmony and part-writing procedures. Prerequisites: MTC105. Co requisites: MTC156.

MTC156 - Aural Perception II
LEC + LAB 1 Credit 2 Periods
A continuation of Aural Perception I, including harmonic practices. Prerequisites: None. Co requisites: MTC155.

Music: Commercial/Business (MUC)
MUC109 - Music Business: Merchandising and the Law
LEC 3 Credits 3 Periods
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.

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## Official Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUC110</td>
<td>Music Business: Recording and Mass Media</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<tr>
<td>MUC111</td>
<td>Digital Audio Workstation I (DAW I)</td>
<td>3</td>
<td>5</td>
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<tr>
<td></td>
<td>Use of digital mixing and automation software in conjunction with editing and recording. Includes computer operation, troubleshooting, and file management. Prerequisites: MUC195 or MUC195AA.</td>
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<tr>
<td>MUC195</td>
<td>Studio Music Recording I</td>
<td>3</td>
<td>5</td>
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<td></td>
<td>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.</td>
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<tr>
<td>MUC209</td>
<td>Music Industry Entrepreneurship</td>
<td>3</td>
<td>3</td>
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<td></td>
<td>Operation, scope, and career opportunities in the music business. Focuses on music in the areas of entrepreneurship, visionary development and the collaboration process. Prerequisites: MUC109 and MUC110 or permission of Instructor.</td>
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<tr>
<td>MUC295AA</td>
<td>Self Promotion for Music</td>
<td>1</td>
<td>1</td>
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<td></td>
<td>Career goal development. Includes self-presentation and communication skills, keeping files and records, and developing self-promotional materials. Prerequisites: None.</td>
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<tr>
<td>MUP101AA-CJ</td>
<td>Private Instruction</td>
<td>1</td>
<td>0.5</td>
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<tr>
<td></td>
<td>Private Instruction emphasizing musicianship, literature, technique and performance. Four course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. May be repeated for Credit. Prerequisites: None. Editors Note: See online course catalog for additional private instruction course descriptions.</td>
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<tr>
<td>MUP102AA-CJ</td>
<td>Private Instruction</td>
<td>2</td>
<td>1.2</td>
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<td>Attendance at concerts, recitals and music LECTures on and off campus. Required each semester for all music majors. Prerequisites: None.</td>
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<tr>
<td>MUP110</td>
<td>Concert Music</td>
<td>0.5</td>
<td>0.5</td>
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<td></td>
<td>Development of beginning piano techniques and the fundamentals of music including basic hand position, music reading skills of melodic and harmonic material, major scales, transposition, and harmonization's including the I, IV, V7 chords. Prerequisites: None.</td>
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<tr>
<td>MUP131</td>
<td>Class Piano I</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>Continuation of Piano I with emphasis on elementary piano techniques including major and minor scales, transposition, improvisation, and sight reading. Prerequisites: MUP 131 or permission of instructor.</td>
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<tr>
<td>MUP132</td>
<td>Class Piano II</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>Introduction to the fundamentals of vocal production. Emphasis on breathing techniques, tone production and performances in class of solo vocal literature. Prerequisites: None.</td>
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<tr>
<td>MUP133</td>
<td>Class Voice I</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>Continuation of Class Voice I including the elements of stage presence and diction. Prerequisites: MUP 133 or permission of instructor.</td>
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<tr>
<td>MUP134</td>
<td>Class Voice II</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>A mixed chorus with emphasis on college/community participation and preparation of a variety of Gospel Music for public performance. Auditions may be required. Prerequisites: None.</td>
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<tr>
<td>MUP149</td>
<td>Gospel Chorus</td>
<td>1</td>
<td>3</td>
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<tr>
<td></td>
<td>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.</td>
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<td></td>
</tr>
<tr>
<td>MUP150</td>
<td>Community Chorus</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
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</tr>
</tbody>
</table>
MUP152AA - Private Instruction: Voice
LEC + LAB 2 Credits 1.2 Periods
Private Instruction emphasizing musicianship, literature, technique and performance. Four course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp.
Prerequisites: MUP102AA.
Course Notes: MUP152AA may be repeated for credit.

MUP152AD - Private Instruction: Piano
LEC + LAB 2 Credits 1.2 Periods
Private Instruction emphasizing musicianship, literature, technique and performance. Four course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp.
Prerequisites: MUP102AD.
Course Notes: MUP152AD may be repeated for credit.

MUP153 - Concert Choir
LEC + LAB 2 Credits 5 Periods
A mixed choir designed to emphasize choral techniques and performance of all styles of choral literature. Public performances are scheduled each semester. Prerequisites: None. Course Notes: Auditions may be required. MUP153 may be repeated for credit.

MUP159 - Community Orchestra
LEC + LAB 1 Credit 3 Periods
Emphasis on college/community participation and the preparation of orchestral literature for public performance. Auditions may be required. May be repeated for credit. Prerequisites: None.

MUP160 - Orchestra
LEC + LAB 2 Credits 5 Periods
A class designed to emphasize orchestral ensemble techniques and the preparation of all styles of orchestral literature. Public performances are scheduled during the year. Prerequisites: None. Course Notes: MUP160 may be repeated for credit. Auditions may be required.

MUP161 - Community Band
LEC + LAB 1 Credits 3 Periods
Emphasis on college/community participation and the preparation of band literature for public performance. Auditions may be required. May be repeated for Credit. Prerequisites: None.

MUP163 - Jazz Ensemble
LEC + LAB 1 Credit 3 Periods
Practical and performance experience in various jazz styles. Open to all students on the basis of auditions. May be repeated for Credit. Prerequisites: None.

MUP164 - Jazz Improvisation I
LEC 2 Credits 3 Periods
Theoretical and performance skills in many styles of jazz improvisation. May be repeated for a total of six (6) credit hours. Prerequisites: None.

MUP168 - Mariachi Band
LEC + LAB 1 Credit 3 Periods
Emphasis on college and community participation and the preparation of mariachi band literature for public performance. Auditions may be required. Prerequisites: None.

MUP181 - Chamber Music Ensembles
LEC + LAB 1 Credit 2 Periods
Practical and performance experience in instrumental, vocal, and mixed ensembles. Prerequisites: None
Course Notes: MUP181 may be repeated for credit.

MUP217 - Music Theatre: Broadway Solos
LEC + LAB 2 Credits 3 Periods
Study and in-class performance of scenes and solos from Broadway musical literature. Prerequisites: None. Course Notes: MUP217 may be repeated for credit.

MUP218 - Audition Tech: Music Theater
LEC + LAB 1 Credits 3 Periods
Practice in the techniques of auditioning for musical theater. Identification and illustration techniques of the vocal and acting music theater audition. Prerequisites: None.

MUP225 - Class Guitar I
LEC + LAB 2 Credits 3 Periods
Emphasis on note-reading and folk-style harmonic accompaniment. Includes finger-style laying. Stresses development of efficient practicing techniques and proper sitting and hand positions. Prerequisites: None.

MUP226 - Class Guitar II
LEC + LAB 2 Credits 3 Periods
Note-reading range including second position and parts of higher positions. Classical, popular, Latin, and other styles of music. Theory including scales, keys, and chord construction. Technical exercises of both hands. Prerequisites: MUP225 or permission of instructor.

MUP231 - Class Piano III
LEC + LAB 2 Credits 3 Periods
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 - Class Voice III
LEC + LAB 2 Credits 3 Periods
Interpretive singing through a closer examination of coloring, tone production, dynamics, and tempo indications. Prerequisites: MUP134.

MUP234 - Class Voice IV
LEC + LAB 2 Credits 3 Periods
Emphasis on the preparation of solo vocal literature for the purpose of evaluation and the integration of the music with the drama of the music. Prerequisites: MUP233 or permission of instructor. Course Notes: MUP234 may be repeated for credit.

Navajo (NAV)
NAV101 - Elementary Navajo I
LEC 4 Credits 4 Periods
Basic grammar, pronunciation, and vocabulary of the Navajo language. Practice of listening, speaking, reading, and writing skills. Includes the study of the Navajo culture with participation in an off-campus Navajo cultural event. Prerequisites: None.

NAV102 - Elementary Navajo II
LEC 4 Credits 4 Periods
Continued study of grammar, pronunciation, and vocabulary of the Navajo language. Emphasis on listening, speaking, reading, and writing skills. Prerequisites: NAV101 or permission of department.
Course Note: Includes the study of the Navajo culture with participation in an off-campus Navajo cultural event.

NAV115 - Beginning Navajo Conversation I
LEC 3 Credits 3 Periods
Beginning conversational Navajo with emphasis on basic listening and speaking skills, including basic pronunciation, vocabulary, sentence structure, and cultural awareness. Prerequisites: None.

NAV116 - Beginning Navajo Conversation II
LEC 3 Credits 3 Periods
Continued development of speaking and listening skills for effective communication in Navajo. Focuses on vocabulary for home, community, schools, and businesses. Prerequisites: NAV115, or departmental approval. Patients with mental health and psychiatric conditions. leadership, management, and caregiver roles of the professional nurse.

Office Automation Systems (OAS)
OAS111AA - Computer Keyboarding I
LEC + LAB 1 Credit 1.70 Periods
Mastery of essential microcomputer keyboarding skills. Emphasis on touch typing of alphabetic and numeric keys and symbols. Prerequisites: None. Cross-References: BPC111AA SM Programs: CCL 5701

OAS296WA-WD - Cooperative Education
LAB 1-4 Credits 5-20 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. Prerequisites: 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.

Physical Education (PED)
PED101BA - Baseball
LEC + LAB 1 Credit 2 Periods
Basic skills and game strategy of baseball. Class emphasis on competition and drills. Prerequisites: None.
PED101BB - Basketball
LEC + LAB 1 Credit 2 Periods
Basic skills and game strategy of basketball. Class emphasis on competition and drills. Prerequisites: None. Course Note: PED101BB may be repeated for credit.
PED101BC - Boot Camp
LEC + LAB 1 Credit 2 Periods
Vigorous physical and mental conditioning incorporating cardiovascular, core fitness, strength training, and flexibility. Emphasis will be placed on proper body mechanics and safety. Prerequisites: None
Note: PED101BC may be repeated for credit.
PED101BD - Ballroom Dancing
LEC + LAB 1 Credit 2 Periods
Basic level instruction on ballroom dancing footwork, timing, techniques, and style. Partners rotate. Prerequisites: None. Course Note: PED101BD may be repeated for credit.
PED101DS - Dance Sampler
LEC + LAB 1 Credit 2 Periods
Variety of the most basic and popular social dances including Merengue, Waltz, Salsa, Swing, Foxtrot and others. Partners rotate. Prerequisites: None. Course Note: PED101DS may be repeated for credit.
PED101FL - Fitness for Life
LEC + LAB 1 Credit 2 Periods
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. Course Note: PED101FL may be repeated for credit.
PED101GO - Golf
LEC + LAB 1 Credit 2 Periods
Instruction and practice for all skill levels, beginning through advanced. Assistance on shot making, club selection and
etiquette on the course. Prerequisites: None. Course Note: PED101GO may be repeated for credit.

PED101HH - Hip Hop  
LEC + LAB 1 Credit 2 Periods  
Basic skills of hip hop with instruction, practice, and performance including proper body mechanics, choreography, and behavioral competencies. Prerequisites: None. Course Note: PED101HH may be repeated for credit.

PED101KA - Karate  
LEC + LAB 1 Credit 2 Periods  
Training emphasizes fundamentals, traditional form, and applied sparring that follows the theory of Karate. Prerequisites: None. Course Note: PED101KA may be repeated for credit.

PED101KB - Kickboxing  
LEC + LAB 1 Credit 2 Periods  
Techniques to increase muscular endurance and strength, enhance flexibility and increase body awareness and self-confidence. Jabs, kicks, and blocks will be used in this martial arts based workout. Prerequisites: None. Course Note: PED101KB may be repeated for credit.

PED101LD - Latin Dancing  
LEC + LAB 1 Credit 2 Periods  
Spicy, energetic style of dance. Cha Cha, Merengue, Salsa, Rumba, and Bolero. Partners rotate. Prerequisites: None. Course Note: PED101LD may be repeated for credit.

PED101PS - Pilates  
LEC + LAB 1 Credit 2 Periods  
Mat-based exercise system focused on improving flexibility and strength for the total body. Teaches core control and stabilization while improving postural alignment. Prerequisites: None. Course Note: PED101PS may be repeated for credit.

PED101SA - Salsa  
LEC + LAB 1 Credit 2 Periods  
Basic moves for the popular, hot Latin dance Salsa. Partners rotate. Prerequisites: None. Course Note: PED101SA may be repeated for credit.

PED101SO - Soccer  
LEC + LAB 1 Credit 2 Periods  
Basic skills and game strategy of soccer. Class emphasis on competition and drills. Prerequisites: None. Course Note: PED101SO may be repeated for credit.

PED101VB - Volleyball  
LEC + LAB 1 Credit 2 Periods  
Basic skills and game strategy of volleyball. Class emphasis on competition and drills. Prerequisites: None. Course Note: PED101VB may be repeated for credit.

PED101WT - Weight Training  
LEC + LAB 1 Credit 2 Periods  
Access to Olympic and Free Weights with a qualified instructor. Prerequisites: None. Course Note: PED101WT may be repeated for credit.

PED101YO - Yoga  
LEC + LAB 1 Credit 2 Periods  
Promotion of overall health by strengthening muscles and stimulating glands and organs. Basic postures, breathing and relaxation techniques. Prerequisites: None. Course Note: PED101YO may be repeated for credit.

PED101ZU - Zumba  
LEC + LAB 1 Credit 2 Periods  
Zumba(r) 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. Course Notes: PED101ZU may be repeated for credit. The PED101ZU Zumba course does not qualify students to teach Zumba dance fitness.

PED102 - Physical Activities: Intermediate  
LEC + LAB 1 Credit 2 Periods  
Individual, dual, or team sports activities at the intermediate level. Prerequisites: None. Prior experience recommended.

PED102BA - Baseball: Intermediate  
LEC + LAB 1 Credit 2 Periods  
To improve upon basic skills and game strategy of baseball at the intermediate level. Class emphasis on competition and drills. Prerequisites: None. Prior experience recommended. Course Note: PED102BA may be repeated for credit.

PED102BB - Basketball - Intermediate  
LEC + LAB 1 Credit 2 Periods  
To improve upon basic skills and game strategy of basketball at the intermediate level. Class emphasis on competition and drills. Prerequisites: None. Prior experience recommended.

PED102BC - Boot Camp - Intermediate  
LEC + LAB 1 Credit 2 Periods  
Vigorous training at an intermediate level incorporating cardiovascular, core fitness, strength training, and flexibility. Emphasis will be placed on proper body mechanics and safety. Prerequisites: None. Prior experience recommended. Course Note: PED102BC may be repeated for credit.

PED102GO - Golf - Intermediate  
LEC + LAB 1 Credit 2 Periods  
Improving techniques of putting, chipping, the full swing, rules and scoring will be covered in this class. Prerequisites: None. Prior experience recommended. Course Note: PED102GO may be repeated for credit.
OFFICIAL COURSE DESCRIPTIONS

PED102SB - Softball - Intermediate
LEC + LAB 1 Credit 2 Periods
Improve upon basic skills and game strategy of softball at the intermediate level. Class emphasis on competition and drills. Prerequisites: None. Prior experience recommended. Course Note: PED102SB may be repeated for credit.

PED102SO - Soccer - Intermediate
LEC + LAB 1 Credit 2 Periods
To improve upon basic skills and game strategy of soccer at the intermediate level. Class emphasis on competition and drills. Prerequisites: None. Prior experience recommended. Course Note: PED102SO may be repeated for credit.

PED102WT - Weight Training - Intermediate
LEC + LAB 1 Credit 2 Periods
Increase knowledge and training with a qualified instructor on the use of Olympic and Free Weights. Prerequisites: None. Prior experience recommended. Course Note: PED102WT may be repeated for credit.

PED102YO - Yoga - Intermediate
LEC + LAB 1 Credit 2 Periods
Yoga for the experienced practitioner. Prerequisites: None. Prior experience recommended. Course Note: PED102YO may be repeated for credit.

PED103BC - Boot Camp
LEC + LAB 0.5 Credits 1 Period
Vigorous physical and mental conditioning incorporating cardiovascular, core fitness, strength training, and flexibility. Emphasis will be placed on proper body mechanics and safety. Prerequisites: None. Course Note: PED103BC may be repeated for credit.

PED103GO - Golf
LEC + LAB 1 Credit 1 Period
Instruction and practice for all skill levels, beginning through advanced. Assistance on shot making, club selection and etiquette on the course. Prerequisites: None. Course Note: PED103GO may be repeated for credit.

PED115 - Lifetime Fitness
LEC + LAB 2 Credits 4 Periods
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. Course Note: PED115 may be repeated for credit.

PED117 - Weight Training for Wellness
LEC + LAB 2 Credits 4 Periods
Weight training activity and wellness study to help develop a lifetime of regular exercise, stress management, and proper nutrition. Workout includes warm-up/stretch, selected endurance/strength exercises, and cool down/stretch. Prerequisites: None. Course Note: PED117 may be repeated for a maximum of eight (8) credits.

PED120AF - Special Emphasis Activities: Weight Training
LEC + LAB 2 Credits 4 Periods
Intensive experience in weight training. Prerequisites: None. Course Note: PED120AF may be repeated for a total of 8 credits.

PED133 - Olympic Style Weight Lifting
LEC+LAB 2 Credits 4 Periods
Advanced study of the science, strategy, and techniques of Olympic Style Weightlifting. For the fitness professional who is interested in competing, or is seeking to incorporate advanced strength and conditioning modalities. Addresses current topics, theories and techniques. Prerequisites: None.

PHI101 - Introduction to Philosophy PHI1101
LEC 3 Credits 3 Periods
General consideration of human nature and the nature of the universe. Knowledge, perception, freedom, and determinism, and the existence of God. Prerequisites: None. [HU]

PHI103 - Introduction to Logic PHI1103
LEC 3 Credits 3 Periods
Informal logic, logical fallacies, elementary symbolic logic, analysis of argument forms, and construction of proofs for validity. Prerequisites: ENG101 or ENG107 or equivalent. [HU, L]

PHI105 - Introduction to Ethics PHI1105
LEC 3 Credits 3 Periods
Major theories of conduct. Emphasis on normative ethics, theories of good and evil from Plato to the present. Prerequisites: None

PHI212 - Contemporary Moral Issues
LEC 3 Credits 3 Periods
Philosophical consideration of such moral issues as civil disobedience, preferential treatment, abortion, privacy, sexual morality, and poverty and hunger. Prerequisites: None. General Education Designation: Humanities and Fine Arts - [HU]
PHI213 - Medical and Bio-Ethics
LEC 3 Credits 3 Periods
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. [HU]

PHI218 - Philosophy of Sexuality
LEC 3 Credits 3 Periods
Philosophical examination of sexuality in human life. Historical and critical survey of philosophical and theological views. Comparison and evaluation of contemporary theories about the nature of sexual desire and sexual acts. Implications of theories for contemporary moral problems. Prerequisites: None. [HU]

PHI224 - Political Philosophy
LEC 3 Credits 3 Periods
Predominant figures and theories in Euroamerican political philosophy from Plato to contemporary social/political philosophers. Prerequisites: ENG101, or ENG107, or permission of Instructor.

Physical Science (PHS)
PHS110 - Fundamentals of Physical Science
LEC 4 Credits 3 Periods
LAB 0 Credit 3 Periods
Survey of the principles of physics and chemistry. Prerequisites: Grade of “C” or better in MAT090, or MAT091, or MAT092, or MAT093, or equivalent, or satisfactory score on Math placement exam. [SQ]

Physics (PHY)
PHY101 - Introduction to Physics
LEC 4 Credits 3 Periods
LAB 0 Credits 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. [SQ]

PHY111 - General Physics I PHY1111
LEC 4 Credits 3 Periods
LAB 0 Credit 3 Periods
Includes motion, energy, and properties of matter. Prerequisites: MAT182, or MAT 187, or one year high school Trigonometry with a grade of C or better, or permission of Department or Division. Course Note: PHY111 is recommended for preprofessional and suggested for certain other majors. Students may receive credit for only one of the following: PHY111 or PHY111AA. [SQ]

PHY112 - General Physics II PHY1112
LEC 4 Credits 3 Periods
LAB 0 Credit 3 Periods
Includes electricity, electromagnetism, and modern physics. Prerequisites: PHY105 or PHY111. [SQ]

PHY121 - University Physics I: Mechanics PHY1121
LEC 4 Credits 3 Periods
LAB 0 Credit 3 Periods
Kinematics, Newton’s laws, work, energy, momentum, conservation laws, dynamics of particles, solids, fluids, mechanical waves, and sound. Prerequisites: MAT220, or MAT221, or permission of Department or Division. One year of High School physics or PHY111 and PHY112 suggested but not required. [SQ]

PHY131 - University Physics II: Electricity and Magnetism PHY1131
LEC 4 Credits 3 Periods
LAB 0 Credit 3 Periods
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. Co requisites: MAT241 or permission of Department or Division. [SQ]

PHY241 - University Physics III: Thermodynamics, Optics, and Wave Phenomena
LEC 4 Credits 3 Periods
LAB 0 Credit 3 Periods
Heat, entropy, and laws of thermodynamics; wave propagation; geometrical and physical optics; introduction to special relativity. Prerequisites: PHY131.

Political Science (POS)
POS110 - American National Government POS1110
LEC 3 Credits 3 Periods
Study of the historical backgrounds, governing principles, and institutions, of the national government of the United States. Prerequisites: None. (POS110 meets U.S. Constitution Requirements for Teacher Certification.) [SB]

POS220 - U.S. and Arizona Constitution
LEC 3 Credits 3 Periods
Examination of the United States Constitution and the constitution and government of the State of Arizona. Prerequisites: None. (POS220 meets U.S. Constitution Requirements for Teacher Certification.)

POS221 - Arizona Constitution
LEC 1 Credit 1 Period
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. (POS221 meets U.S. Constitution Requirements for Teacher Certification.)

POS222 - U.S. Constitution
LEC 2 Credits 2 Periods
Examination of the United States Constitution. Equivalent to the first part of POS220. May not enroll in POS220 and POS222 concurrently. Prerequisites: None. (POS222 meets U.S. Constitution Requirements for Teacher Certification.)
POS223 - Civil Rights
LEC 2 Credits 3 Periods
The historic background and current status of major civil rights issues in the United States. Prerequisites: None. [C, SB]

Psychology (PSY)
PSY101 - Introduction to Psychology PSY1101
LEC 3 Credits 3 Periods
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. [SB]

PSY123 - Psychology of Parenting
LEC 3 Credits 3 Periods
The demonstration and application of psychological principles to the development and guidance of children and adolescents. Prerequisites: None.

PSY132 - Psychology and Culture
LEC 3 Credits 3 Periods
Presents current knowledge about human diversity in behavior and culture using examples from a variety of contexts and nations. Highlights topics in cross-cultural psychology, such as intergroup relations, ethnocentrism, gender, personality, emotion, language, communication, work and health. Emphasis on applications of behavioral and cognitive principles to enhance interactions in a multicultural world. Prerequisites: None. [C, G, SB]

PSY156 - Understanding Death and Dying
LEC 3 Credits 3 Periods
Designed to give the student an understanding of the research and theories of death, dying and the bereavement process. Prerequisites: None.

PSY215 - Introduction to Sport Psychology
LEC 3 Credits 3 Periods
Application of the physiological, behavioral, social, cognitive, and humanistic perspectives in psychology to sport. Includes topics such as optimal performance, correlation, motivation, co-action effect, self-actualization, psycho-behavioral techniques, self-efficacy, and the general health benefits of sport participation. Prerequisites: PSY101 with a grade of “C” or better or permission of instructor. [SB]

PSY218 - Health Psychology
LEC 3 Credits 3 Periods
Behavioral and mental foundations of health, wellness, illness, and disease, and psychological dimensions of medical intervention. Prerequisites: PSY101 with a grade of “C” or better, or permission of instructor. [SB]

PSY225 - Psychology of Religion
LEC 3 Credits 3 Periods
Provides an introduction to the history, varieties and theories of the psychology of religion from an empirical, research-based perspective. Specific areas of study include the role of gender, age, socioeconomic status, and personality on religious experience, the effects of religion and prayer on mental and physical health, the development of religious thought and behavior over the lifespan, and the social psychology of new religious movements. In addition, the role of cultural differences on religious attitudes both within the USA and around the world is also addressed. Prerequisites: PSY101 or Permission of Instructor. [G, SB]

PSY230 - Introduction to Statistics
LEC 3 Credits 3 Periods
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. [SB]

PSY235 - Psychology of Gender
LEC 3 Credits 3 Periods
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. [SB, C]

PSY240 - Developmental Psychology
LEC 3 Credits 3 Periods
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: PSY 101 with a grade of “C” or better or permission of the instructor. [SB]

PSY250 - Social Psychology
LEC 3 Credits 3 Periods
The scientific study of how people’s thoughts, feelings, and behaviors are influenced by other people and situations. Includes how we think about ourselves and others, persuasion and influence, sexual and romantic attraction, friendship and helping others, aggression and prejudice. Prerequisites: PSY101 with a grade of “C” or better or permission of the instructor. [SB]

PSY258 - Domestic Problems and Crisis
LEC 3 Credits 3 Periods
Acquaints personnel in Law Enforcement and related fields with techniques and agencies of domestic intervention. Considers such topics as family fights, child abuse, suicide, death, drug abuse and runaways. Prerequisites: PSY101 with a grade of “C” or better or permission of instructor. [SB]

PSY266 - Abnormal Psychology
LEC 3 Credits 3 Periods
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. [SB]

PSY277 - Psychology of Human Sexuality
LEC 3 Credits 3 Periods
Survey of psychological 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. [SB]

PSY290AB - Research Methods
LEC 4 Credits 3 Periods
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. [L, SG]

PSY298AC - Special Projects
LAB 3 Credits 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.

Reading (RDG)
RDG008 - Phonics
LEC 3 Credits 3 Periods
Designed for students who are learning English as a second language. Includes the study of the speech sounds used in English as represented by the written symbols of the alphabet; recognition of spelling patterns and resulting pronunciation; and diacritical markings. Prerequisites: Reading placement score (CELSA) or permission of instructor.

RDG010 - Reading English as a Second Language I
LEC 3 Credits 3 Periods
Designed for students who are learning English as a second language. Provides students with skills needed to become proficient readers in English. Teaches sound symbol relationships of the English alphabet. Expands essential vocabulary for daily communication both in isolation and context. Includes development of reading comprehension skills. Prerequisites: Appropriate ESL placement test score.

RDG013 - Spelling Development for ESL Speakers (Non-native Speakers)
LEC 3 Credits 3 Periods
Study of basic English spelling principles with emphasis on common spelling errors due to mispronunciation. Examination of homonyms, homophones, homographs, and contractions. Creating personalized mnemonic techniques to spell problem words. Prerequisites: RDG001 with grade of “C” or better, or permission of instructor.

RDG020 - Reading English as a Second Language II
LEC 3 Credits 3 Periods
Designed for students who are learning English as a second language. Includes continued development of vocabulary and reading comprehension skills. Prerequisites: Appropriate ESL placement test score or grade of “C” or better in RDG010 or permission of instructor.

RDG030 - Reading English as a Second Language III
LEC 3 Credits 3 Periods
Designed for students who are learning English as a second language. Includes instruction for more advanced vocabulary and reading comprehension skills. Prerequisites: Appropriate ESL placement test score or grade of “C” or better in RDG020 or permission of instructor.

RDG031 - Advanced Vocabulary for ESL Speakers (Non-native Speakers)
LEC 3 Credits 3 Periods
Designed to expand and improve reading vocabulary skills. Emphasis on understanding advanced vocabulary in both context and isolation through practice and review. Vocabulary building strategies which will aid in on-going study of words. Emphasis on both learning and using more advanced vocabulary effectively. Prerequisites: RDG020 with grade of C or better, or permission of instructor.

Course Note: Recommended for reading students at ESL Levels III and IV.

RDG040 - Reading English as a Second Language IV
LEC 3 Credits 3 Periods
Developed for students of English as a second language. Includes development of advanced vocabulary, comprehension skills, and culture awareness. Prerequisites: Appropriate ESL placement test score or grade of “C” or better in RDG030 or permission of instructor.

RDG071 - Basic Reading
LEC 3 Credits 3 Periods
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 RDG040. Course Note: Recommended for all students with limited reading experiences.
RDG081 - Reading Improvement
LEC 3 Credits 3 Periods
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.

RDG085 - Adult Reading Skills for the Workplace
LEC 1 Credit 1 Period
Small cooperative group settings used to discuss readings to enhance comprehension, oral communication, and problem solving skills. Emphasis on reading and thinking skills as applied to overall job performance. Using context clues, constructing graphs, following written directions, using diagrams and flow charts, locating main ideas, recognizing cause and effect, and identifying logical order in written text. Prerequisites: Appropriate score on placement test.

RDG086 - Problem Solving and Reading in the Workplace
LEC 1 Credit 1 Period
Small cooperative group setting used to discuss readings to enhance comprehension, oral communication, and problem solving skills. Emphasis on evaluative reading and thinking skills as applied to overall job performance. Previewing; determining main points and purpose of general and work-related materials; interpreting charts and graphs. Prerequisites: Appropriate score on placement test or RDG085.

RDG091 - College Preparatory Reading
LEC 3 Credits 3 Periods
Designed to improve basic reading and study skills, vocabulary and comprehension skills. Recommended to all students whose placement test scores indicate a need for reading instruction. Prerequisites: Appropriate reading placement test score, or grade of “C” or better in RDG081.

Real Estate Principles (REA)
REA201 - Real Estate Principles I and II
LEC 6 Credits 6 Periods
Comprehensive survey of real estate principles to include careers in real estate, nature and description of real estate, rights and interests in land, forms of real property ownership, forms of business organization, methods of title transfer, title search and insurance, contract law, real estate sales contracts, mortgage and notes payable, deeds of trust, lending practices, loans and consumer rights, sources of financing real estate loans, types of financing instruments, real property taxes and assessments, title closing, escrow and settlement procedures, property management and real estate leases, real estate appraisal, state licensing laws and professional affiliations, real estate brokerage, real estate agency, fair housing and equal credit laws, types of residential real estate, real property insurance, land use control, economics of real estate, and investment considerations. Prerequisites: None. Course Note: This course is intended to satisfy the state of Arizona's requirement for 90 hours of prelicensure education. Students must attend all scheduled class meetings to meet the State's attendance requirement.

REA290AH - Real Estate Seminar: Contract Writing
LEC 0.50 Credits 0.50 Periods
Contract writing skills, techniques, and requirements. Writing of basic real estate contracts, including purchase offers, counter offers, sales listing agreements, and riders. Prerequisites: None.

Religious Studies (REL)
REL203 - American Indian Religions
LEC 3 Credits 3 Periods
Tribal traditions of the peoples native to North America, and pan-Indian religions in the twentieth century. Prerequisites: ENG101 or ENG107 or equivalent. Cross References: AIS213 [C, HU, L]

REL212 - Introduction to Islam
LEC 3 Credits 3 Periods
Introduction to History, scriptures, practices and impact of Islam. Prerequisites: None.

REL213 - Introduction to the Qur'an
LEC 3 Credits 3 Periods
Historical context, development, canonization, historical transmission, translation and Interpretation of the Qur’an. Prerequisites: None.

REL243 - World Religions
LEC 3 Credits 3 Periods
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. [G, HU]

REL291 - Religion and Sexuality
LEC 3 Credits 3 Periods
Exploration of the perspectives of various religious traditions on human sexuality. Includes consideration of all aspects of sexual practice as well as its incorporation into religious discourse and practice and its impact on social norms and structures. Prerequisites: Student must be 18 years or older.

Respiratory Care (RES)
RES109 - CPR for Health Care Provider
LEC 0.50 Credit 0.50 Period
Current American Heart Association standards for one and two rescuer cardiopulmonary resuscitation (CPR) and obstructed airway procedures on the adult, infant, and pediatric victim. Use of automatic, external defibrillation and resuscitation equipment. Prerequisites: None.
OFFICIAL COURSE DESCRIPTIONS

RES109AE - Heartsaver CPR for Adult, Child and Infant
LEC 0.50 Credit 0.50 Period

Small Business Management (SBS)
SBS200 - Small Business Operations
LEC 2 Credits 2 Periods
In-depth analysis of and individual plan development for the “day-to-day” problems encountered in the operation of a small business. Includes the development of an individual business operations plan including finance, purchasing, production scheduling, maintenance, shipping/receiving, personnel management and insurance/risk management requirements. Investigation of daily problems related to inventory control and business expansion. Prerequisites: None.

SBS202 - Small Business Bookkeeping and Tax Preparation
LEC 1 Credit 1 Period
Introduces accounting and record-keeping with emphasis on practical use of financial data for the successful management of a small business. Develops an understanding of the accounting cycle and preparation of financial statements. Includes section on tax consequences and preparation for small business owners. Designed for the non-financially oriented owner/manager of a small business. Prerequisites: None.

SBS203 - Financing and Cash Management For a Small Business
LEC 1 Credit 1 Period
Planning for and meeting the financial needs of the small business including cash flow planning, identification of financial needs and sources, equity and debt financing, and preparation of loan packages. Participants complete a financial plan for their individual company, with emphasis on cost controls, sales revenue projection, expense allocation, and inventory cost control. Day-today operational budgeting also included. Prerequisites: None.

SBS204 - Small Business Marketing and Advertising
LEC 2 Credits 2 Periods
Introduction to marketing and advertising strategies and methods including business image, target market analysis, and customer buying behavior profile. Analysis and selection of advertising/business promotion methods and timing. Methods of deciding product and market segment focus included. Design of an individual marketing and advertising/promotion plan. Prerequisites: None.

SBS210 - Tax Planning and Preparation
LEC 1 Credit 1 Period
Explores the areas of tax planning and preparation essential to small business operation. Includes tax requirements and forms, special tax topics affecting business decisions, tax planning techniques, and common tax problems for the small business. Prerequisites: None.

SBS211 - Small Business Computer Applications
LEC 1 Credit 1 Period
Hands-on opportunity for the small business owner to test several current computer application programs. Emphasizes practical applications, hardware and software purchasing decision criteria, and technological developments. Prerequisites: None.

SBS213 - Hiring and Managing Employees (CCL 5706)
LEC 1 Credit 1 Period
Methods and techniques for managing employees in a small business. Includes supervisor’s role, leadership styles, interpersonal communications, staff planning, employee work styles, techniques for handling problem employees, and employee motivation. Focuses on real life situations to enable the business owner to gain high performance from their employee team. Includes segment on hiring, new employee orientation, training, benefits, and developing future staffing needs assessment. Prerequisites: None.

SBS214 - Small Business Customer Relations (CCL 5706)
LEC 1 Credit 1 Period
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 - Managing Stress in Small Business
LEC 1 Credit 1 Period
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.

SBS216 - Planning for a Small Business
LEC 2 Credit 2 Period
Relates business management issues to a specific small business through development of an individual study plan. Provides on-site review of business operation by trained instructor. Prerequisites: SBS200 and SBS204 or permission of instructor.
SBS217 - Starting/Managing a Home Business
LEC 1 Credit 1 Period
Analysis of the successful operation of a home-based business. Includes study of economic feasibility, practicality, and adjustments for the family. Analysis of the advantages/disadvantages of operating a home based business, versus a “store-front” business. Review of current trends in home business opportunities and franchises. Descriptions of home businesses that have succeeded in local, national, and international markets. Prerequisites: None.

SBS218 - Establishing an Import/Export Business
LEC 1 Credit 1 Period
Basic marketing and management techniques for exporting and importing. Includes researching viability of an import/export business, marketing an export or securing a product for import, and implementing the transaction. Prerequisites: None.

SBS220 - Internet Marketing for Small Business (CCL 5706)
LEC 2 Credits 2 Periods
Focuses on “e-Commerce”-doing business on the Internet and planning a website. Topics include: how the Internet can help growth and success of business; examples of successful marketing on the Internet; availability of Internet services; necessary hardware and software for marketing on the Internet; determining products/services appropriate for Internet marketing; budget constraints and on-going operations of the Internet site. Prerequisites: None.

SBS230 - Financial and Tax Management for Small Business (CCL 5706)
LEC 2 Credits 2 Periods
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.

SBS298AA - Special Projects
LAB 1 Credit 1 Period
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.

Sign Language (SLG)
SLG101 - American Sign Language I
LEC 4 Credits 4 Periods

SLG102 - American Sign Language II
LEC 4 Credits 4 Periods
Continued development of knowledge and language skills for communicating with deaf people who sign. Includes numbers, finger spelling, and culture. Emphasis on enhancement of receptive sign skills and continued development of expressive sign skills. Application of rudimentary, syntactical, and grammatical structure stressed with continued development of sign vocabulary. Prerequisites: SLG101, with a grade of “C” or better, or permission of department/division.

Sociology (SOC)
SOC101 - Introduction to Sociology SOC1101
LEC 3 Credits 3 Periods
Fundamental concepts of social organization, culture, socialization, social institutions and social change. Prerequisites: None. [SB]

SOC140 - Racial & Ethnic Minorities SOC2215
LEC 3 Credits 3 Periods
Contemporary racial and ethnic intergroup relations emphasizing cultural origins, developments, and problems of minority groups in the United States. Prerequisites: None. [C, SB]

SOC157 - Sociology of Marriage and Family
LEC 3 Credits 3 Periods
The study of courtship, marriage, and family patterns, their historical development, their adaptation to a changing culture, and their impact on individuals. Prerequisites: None. [SB]

SOC251 - Social Problems
LEC 3 Credits 3 Periods
A sociological exploration of selected social problems and inequalities. Analyzes issues in health care, dependencies, crime/violence, inequalities in race/class/gender/region/age, family, education, work, the economy, population migration/immigration, the environment, war and global insecurity. Prerequisites: None. [SB]

Spanish (SPA)
SPA085AA - Speedy Spanish I
LEC 1 Credit 1 Period
Basic vocabulary and grammar to develop conversational skills in Spanish. Emphasis on speaking skills. Prerequisites: None.

SPA085AB - Speedy Spanish II
LEC 1 Credit 1 Period
Intermediate development of vocabulary and grammar to develop conversational skills in Spanish. Emphasis on speaking skills. Prerequisites: SPA085AA.
OFFICIAL COURSE DESCRIPTIONS

SPA085AC - Speedy Spanish III
LEC 1 Credit 1 Period
Advanced development of vocabulary and grammar to develop conversational skills in Spanish. Emphasis on speaking skills. Prerequisites: SPA085AB.

SPA101 - Elementary Spanish I SPA1101
LEC 4 Credits 4 Periods
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 - Elementary Spanish II SPA1102
LEC 4 Credits 4 Periods
Continued study of grammar and vocabulary of the Spanish language and study of the Spanish-speaking cultures. Emphasis on speaking, reading, and writing skills. Prerequisites: A grade of “C” or better in SPA101 or permission of Department or Division.

SPA115 - Beginning Spanish Conversation I
LEC 3 Credits 3 Periods
Basic pronunciation, vocabulary, sentence structures, and cultural awareness, necessary to develop speaking and listening skills in Spanish. Prerequisites: None.

SPA116 - Beginning Spanish Conversation II
LEC 3 Credits 3 Periods
Continued study of basic pronunciation, vocabulary, sentence structures, and a cultural awareness necessary to develop speaking and listening skills in Spanish. Prerequisites: SPA115 or permission of department or division.

SPA117 - Health Care Spanish I
LEC 3 Credits 3 Periods
Basic conversational Spanish for health care workers or students. Emphasis on basic sentence structure, pronunciation and vocabulary used in health care settings. Prerequisites: None.

SPA117AA - Health Care Spanish I: Introduction
LEC 1 Credit 1 Period
Part one of basic medical terminology in Spanish for health care personnel or students. Emphasis on pronunciation and vocabulary needed in health care setting, including coverage of routine information gathered. Prerequisites: None.

SPA119 - Spanish for Educational Settings I
LEC 3 Credits 3 Periods
Basic conversational Spanish for teachers, counselors, administrators and other school personnel. Emphasis on basic sentence structure, pronunciation and vocabulary used in educational settings. Prerequisites: None.

SPA120 - Spanish for Educational Settings II
LEC 3 Credits 3 Periods
Basic conversational Spanish for teachers, counselors, administrators and other school personnel. Continuation of

SPA119, expanding into secondary and post-secondary educational settings. Emphasis on basic sentence structure, pronunciation and vocabulary. Prerequisites: SPA119 or permission of department.

SPA201 - Intermediate Spanish I SPA2201
LEC 4 Credits 4 Periods
Continued study of essential Spanish grammar and Spanish speaking cultures. Continued practice and development of reading, writing, and speaking skills in Spanish. Emphasis on fluency and accuracy in spoken Spanish. Prerequisites: Grade of “C” or better in SPA102, or SPA111, or permission of Department or Division. [G]

SPA202 - Intermediate Spanish II SPA2202
LEC 4 Credits 4 Periods
Review of grammar, continued development of Spanish language skills with continued study of the Spanish speaking cultures. Prerequisites: SPA 201 or departmental approval. [G]

SPA296WA - Cooperative Education
LAB 1 Credit 5 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. Co requisites: 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.

Special Projects
298AA-AC - Special Projects
LAB 1-3 Credits 1-3 Periods
/arranged 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: None. Note: Special Projects may be used under most disciplines. However, the student must communicate with the instructor of his/her class for assistance in having a special project section initiated.

Storytelling (STO)
STO100 - Introduction to Storytelling
LEC 3 Credits 3 Periods
Introduction to the art of storytelling. Finding, crafting and telling traditional, fact based, and personal stories in and out of class. Prerequisites: None.
### STO100AA - How to Tell Traditional Stories
**LEC** 1 Credit 1 Period
Introduction to the art of storytelling. Finding, crafting and telling a traditional story in and out of class. Prerequisites: None

### STO100AB - How to Tell Fact Based Stories
**LEC** 1 Credit 1 Period
Introduction to the art of storytelling. Finding, crafting and telling fact-based stories in and out of class. Prerequisites: None

### STO100AC - How to Tell Personal Stories
**LEC** 1 Credit 1 Period
Introduction to the art of storytelling. Finding, crafting and telling personal stories in and out of class. Prerequisites: None

### STO101 - Storytelling for Literacy
**LEC** 1 Credit 1 Period
Introduction to the natural process from oral to written language and the role of storytelling in both. Focus will be on the development and sharing of oral and written stories. Prerequisites: None.

### STO200AA - Biographical Storytelling
**LEC** 1 Credit 1 Period
Exploration of the art and craft of finding, developing and telling biographical stories. Prerequisite: None.

### STO202 - Bilingual Storytelling
**LEC** 3 Credits 3 Periods
Introduction to bilingual storytelling as a genre. Research, develop, and craft bilingual stories. Find appropriate contexts and venues for telling. Assist in the integration and application of bilingual storytelling to the learning environment in the classroom. Prerequisites: A grade of “C” or better in SPA201, or permission of Department or Division. General Education Designation: Global Awareness - [G]

### STO205 - Establishing a Family Storytelling Tradition (NEW)
**LEC** 3 Credits 3 Periods
Developing a family storytelling tradition. Finding, crafting, telling and preserving the stories of family members past and present, including the traditional stories associated with the family’s cultural heritages. Sharing stories in family and community contexts. Prerequisites: None.

### STO250AA - Benefiting from the Storytelling Festival Experience
**LEC** 1 Credits 1 Period
Observation of master storytellers in performance. Structured observation, inquiry, and reflection in the context of a major national storytelling festival. Prerequisites: None Course Note: STO250AA may be taken up to 3 times for different festival experiences.

### STO282AA-AC - Volunteerism for Education: A Service Learning Experience
**LAB** 1-3 Credits 1-3 Periods
Service-learning field experience within educational systems, citizen advocacy groups, and human service organizations / agency. May be repeated for a total of six (6) STO282 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.

### STO283 - The African Storytelling Tradition
**LEC** 3 Credits 3 Periods
Introduction to the history and practice of storytelling in Africa. Overview of African myths, legends, folktales, parables, and fables. Great story tellers and story collectors of the past and present. Researching, developing, and crafting African stories for telling. Prerequisites: None.

### STO284 - Storytelling and Music (NEW)
**LEC** 3 Credits 3 Periods
Introduction to the role and importance of music in storytelling. Research, craft, and tell stories that include percussion, vocal, or instrumental elements. Prerequisites: None.

### STO285 - Creating/Performing Solo/Collaborative Works (NEW)
**LEC** 3 Credits 3 Periods
Developing, rehearsing, and performing solo and collaborative works for fringe festivals and other storytelling and theatre venues. Prerequisites: None. Cross-References: THP285

### STO286 - Using Storytelling in a Variety of Settings
**LEC** 3 Credits 3 Periods
The application of storytelling and storytelling activities in the world of health care, business, parks, museums, hospitals, and education. Prerequisites: None.

### STO288 - Telling Sacred Stories from Around the World
**LEC** 3 Credits 3 Periods
Introduction to sacred stories as a genre. Researching, developing, and crafting traditional and personal sacred stories. Finding appropriate applications and venues for telling. Prerequisites: None.

### STO289AA - Using Storytelling in Educational Settings (CCL 5376, AAS 3361)
**LEC** 1 Credit 1 Period
The application of storytelling and storytelling activities in educational settings. Prerequisites: None Cross-Reference: EDU283AA

### STO289AB - Using Storytelling in Business Settings
**LEC** 1 Credit 1 Period
The application of storytelling and storytelling activities in business settings. Prerequisites: None.
STO289AC - Using Storytelling in Healing Settings
LEC 1 Credit 1 Period
The application of storytelling and storytelling activities in healing settings. Prerequisites: None

STO289AD - Using Storytelling in Interpretive Settings
LEC 1 Credit 1 Period
The application of storytelling and storytelling activities in interpretive settings including museums, gardens, parks, and zoos. Prerequisites: None.

STO289AE - Using Storytelling in Toastmasters (NEW)
LEC 1 Credit 1 Period
The application of storytelling and storytelling activities in speaking and leadership groups such as Toastmasters. Prerequisites: None.

STO289AF - Using Storytelling in Family Settings (NEW)
LEC 1 Credit 1 Period
The application of storytelling and storytelling activities in family settings, such as family story nights, holidays, and reunions. Emphasis on finding and sharing family stories. Prerequisites: None.

STO289AG - Using Storytelling in Advocacy Settings (NEW)
LEC 1 Credit 1 Period
The application of storytelling and storytelling activities in contexts of advocacy and civic engagement. Focus on stories that reflect the goals and aims of a civic organization. Prerequisites: None.

STO290 - The Irish Storytelling Tradition
LEC 3 Credits 3 Periods
Introduction to the history and practice of storytelling in Ireland. Overview of Irish myths, legends, folktales and humorous tales. Great story tellers and story collectors of the past and present. Researching, developing and crafting Irish stories for telling. Prerequisites: None

STO291AA - Storytelling Circle
LEC + LAB 1 Credit 1.5 Periods
Designed to provide opportunities for students to practice and develop critical listening and storytelling skills. Prerequisites: EDU292, or HUM292, or STO292, or permission of instructor.

STO292 - The Art of Storytelling
LEC 3 Credits 3 Periods
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. Cross-References: EDU292, HUM292 [C, HU]

STO293 - The Art of Storytelling II
LEC 3 Credits 3 Periods
Further exploration of the art of storytelling. Provide opportunities for the expansion of storytelling skills and a deeper appreciation of storytelling and its applications. Prerequisites: EDU292 or HUM292 or STO292

STO294 - Multicultural Folktales
LEC 3 Credits 3 Periods
Study of multicultural folktales, exploring the impact of the oral tradition in American society and showing classroom applications. Prerequisites: None. Cross-References: EDU294, ENH294 [C, HU]

STO295 - Multicultural Folktales II
LEC 3 Credits 3 Periods
Study of storytelling focusing on the cultural context in which stories are told, their meaning in those contexts, and ways of telling those stories that honor their original contexts and tellers. Prerequisites: EDU294 or ENH294 or STO294.

STO297 - Creating and Telling Personal Stories
LEC 3 Credits 3 Periods
Exploration of the art and craft of finding, developing and telling personal stories. Prerequisites: EDU292 or HUM292 or STO292.

STO298AA - AC - Special Projects
LAB 2 Credits 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 m Prerequisites: Permission of Program Director or instructor.

Social Work (SWU)

SWU101AA - Self-Awareness for Paraprofessional Helpers (CCL 5701)
LEC 1 Credits 1 Periods
Explores the paraprofessional helper's feelings and values, and encourages examination of one's own strengths, weaknesses and coping skills within the context of the helping relationship Prerequisites: None

SWU101AB - Awareness of Others for Paraprofessional Helpers (CCL 5701)
LEC 1 Credits 1 Periods
Applies the paraprofessional helper's insights about themselves within the context of knowledge about client populations, diversity, ethics, and beginning stages of assessment. Prerequisites: SWU101AA.

SWU101AC - Intervention Assessment for Paraprofessional Helpers (CCL 5701)
LEC 1 Credits 1 Periods
Applies the paraprofessional helper’s insights about themselves within the context of knowledge about client populations, diversity, ethics, and beginning stages of assessment. Prerequisites: SWU101AA.
SWU102 - Introduction to Social Work  
LEC 3 Credits 3 Periods  
An introduction to the fields within the area of social work through a study of the disciplines of social case work, social group work, and community organization. Opportunities to experience the various techniques of practice within each discipline. Required for students enrolled in the associate degree program of the social work curriculum. Prerequisites: Eligibility for ENG101 and CRE101. [H, SB]

SWU171 - Introduction to Social Welfare  
LEC 3 Credits 3 Periods  
Analysis of contemporary social welfare services and professional social work. Prerequisites: None. [H, SB]

SWU282AA - Volunteerism for Social Work: A Service Learning Experience  
LAB 1 Credit 1 Periods  
Service-learning field experience within private/public agencies, and citizen volunteer groups. Prerequisites: Permission of Instructor. Course Notes: SWU282AA may be repeated for a total of six (6) SWU282 credit hours; may not repeat specific assignment for more than three (3) credit hours.

SWU282AB - Volunteerism for Social Work: A Service Learning Experience  
LAB 2 Credits 2 Periods  
Service-learning field experience within private/public agencies, and citizen volunteer groups. Prerequisites: Permission of Instructor. Course Notes: SWU282AB may be repeated for a total of six (6) SWU282 credit hours; may not repeat specific assignment for more than three (3) credit hours.

SWU282AC - Volunteerism for Social Work: A Service Learning Experience  
LAB 3 Credits 3 Periods  
Service-learning field experience within private/public agencies, and citizen volunteer groups. Prerequisites: Permission of Instructor. Course Notes: SWU282AC may be repeated for a total of six (6) SWU282 credit hours; may not repeat specific assignment for more than three (3) credit hours.

SWU291 - Social Services Delivery Systems  
LAB 3 Credits 3 Periods  
Purpose, structures, and delivery systems of human service agencies. Includes 40 hours of volunteer experience in local human service agencies. Prerequisites or Corequisites: SWU102, or SWU171, or permission of the department

SWU292 - Effective Helping in a Diverse World  
LAB 3 Credits 3 Periods  
Introduction to professional helper communication skills with respect to cross-cultural practice and diversity issues, in a social work setting. Prerequisites: None. (SOC101 and SWU102) or SWU171 suggested but not required.

Theater (THE)  
THE111 - Introduction to Theatre  
LEC 3 Credits 3 Periods  
A survey of theatre, including basic elements and principles of production, styles, and/or historical perspectives of theatre, dramatic literature, and criticism. Prerequisites: None. [HU]

THE118 - Playwriting  
LEC + LAB 3 Credits 3 Periods  
Practice and study of theories and techniques of writing for the stage; creating characters, dialogue, and plot for monodramas, scenes, and plays. Prerequisites: None.

THE205 - Introduction to Cinema  
LEC 3 Credits 3 Periods  
Survey of the history and development of the art of motion pictures, including criticism of aesthetic and technical elements. Prerequisites: None. 

THE210 - Contemporary Cinema  
LEC 3 Credits 3 Periods  
A study of contemporary films, directors, and critics with emphasis on evaluating film as an art form. Prerequisites: None. Cross-References: HUM210, [HU]

THE220 - Modern Drama THE2220  
LEC 3 Credits 3 Periods  
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. [HU, L]

THE260 - Film Analysis  
LEC 3 Credits 3 Periods  
Understanding and enjoyment of film and its correlation to literature, art, music, and other disciplines. Prerequisites: None.

Theater Performance/Production (THP)  
THP112 - Acting I  
LEC + LAB 3 Credits 4 Periods  
Fundamental techniques and terminology of acting through physical and vocal expression, improvisation, and monologue and scene work. Emphasis on characterization. Prerequisites: None.

THP115 - Theatre Makeup  
LEC + LAB 3 Credits 4 Periods  
Purpose, materials, and techniques of theatrical makeup. Prerequisites: None.

THP120AA - Audition Techniques: Prepared Monologue  
LEC + LAB 1 Credit 2 Periods  
Practice in the techniques of auditioning for the stage. Identifies and illustrates techniques of the prepared monologue audition. Prerequisites: None.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>LEC + LAB</th>
<th>Credit(s)</th>
<th>Periods</th>
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<tbody>
<tr>
<td>THP120AB</td>
<td>Audition Techniques: Cold Readings</td>
<td>LEC + LAB</td>
<td>1</td>
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<td></td>
<td>Practice in the techniques of auditioning for the stage. Identifies and illustrates techniques of the cold reading audition. Prerequisites: None.</td>
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<tr>
<td>THP201AA</td>
<td>Theatre Production I</td>
<td>LAB</td>
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<td>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.</td>
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<tr>
<td>THP201AB</td>
<td>Theatre Production II</td>
<td>LAB</td>
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<td>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.</td>
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<tr>
<td>THP210</td>
<td>Acting: TV/Film</td>
<td>LEC + LAB</td>
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<td>Special technical aspects of acting before a camera. Prerequisites: THP112 or permission of instructor.</td>
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<tr>
<td>THP211</td>
<td>Creative Drama</td>
<td>LEC</td>
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<td>Theory and practice of creative drama, including improvisation, storytelling, puppetry, and script and program development in drama, and their application to elementary and secondary school levels. Prerequisites: None.</td>
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<tr>
<td>THP211AB</td>
<td>Creative Drama: Storytelling/ Puppets</td>
<td>LEC</td>
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<td>Theory and practice of creative drama in storytelling and puppetry. Covers use of puppets to enhance storytelling skills. Emphasis on application in elementary and secondary school levels. Prerequisites: None.</td>
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<tr>
<td>THP212</td>
<td>Acting II</td>
<td>LEC + LAB</td>
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<td>Fundamental techniques of acting through script analysis, rehearsal, and performance. Prerequisites: THP112 or departmental approval.</td>
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<tr>
<td>THP213</td>
<td>Introduction to Technical Theatre</td>
<td>LEC + LAB</td>
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<td>Procedures of technical theatre production and demonstration. Topics include design and construction of scenery; lighting and properties. Prerequisites: None.</td>
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<td>THP214</td>
<td>Directing Techniques</td>
<td>LEC</td>
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<td>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 and THE220, or permission of instructor.</td>
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<tr>
<td>THP241</td>
<td>Oral Interpretation of Literature</td>
<td>LEC</td>
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<td></td>
<td>The study, analysis, and preparation for performance of prose, poetry, and dramatic literature. Preparation of material for public audiences. Prerequisites: ENG101 or ENG107. [L, HU]</td>
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<td>THP271</td>
<td>Voice and Diction</td>
<td>LEC</td>
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<td>Exercises and techniques to free the voice and improve projection, resonance, and articulation. Covers international phonetic alphabet and standard stage speech. Prerequisites: None. Cross-Reference: COM271</td>
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<tr>
<td>THP281</td>
<td>Production and Acting I</td>
<td>LEC + LAB</td>
<td>3</td>
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<tr>
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<td>Provides the continuing acting student with opportunities to expand the versatility of characterization skills. Emphasis on relating the actor's work to the total production process. Performance of monologues, scenes, and one-act plays. Prerequisites: Departmental approval. Telecommunications Technology(TLT)</td>
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<tr>
<td>THP285</td>
<td>Creating/Performing Solo/Collaborative Works (NEW)l</td>
<td>LEC</td>
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<td></td>
<td>Developing, rehearsing, and performing solo and collaborative works for fringe festivals and other storytelling and theatre venues. Prerequisites: None. Cross-References: STO285</td>
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<tr>
<td>THP298AB</td>
<td>Special Projects in Theatre</td>
<td>LAB</td>
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<td>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.</td>
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<tr>
<td>TRS100</td>
<td>Survey of Translation and Interpretation</td>
<td>LEC</td>
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<td>Professional, sociolinguistic, and cognitive aspects of translation and interpretation. Includes social justice goals and language policy for interpretation and translation, role of translators and interpreters, consecutive interpretation, role of norms in legal translation, conservation of meaning, register, and style, meaning of translation, health care interpretation and translation, business and technical translation. Prerequisites: None.</td>
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<tr>
<td>TRS102</td>
<td>Translation of English to Spanish</td>
<td>LEC</td>
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</tbody>
</table>
|                | Analysis of the Spanish language with an emphasis on cross-language similarities and differences. Includes the structure of
Spanish, cultural and stylistic components, semantics, dialectal differences and lexical obstacles. Widening of lexicon across specific lexical fields and wider shared underpinnings of Greco-Latin etymologies. Brief introduction to historical development of the Spanish language with specific focus on cognates and false cognates. Prerequisites: (SPA202 or SPA204) and permission of Department or Division.

Women's Education (WED)
WED110 - Principles of Physical Fitness and Wellness
LEC 3 Credits 3 Periods
Stress basic, lifetime health and skill-related components of fitness to achieve total wellness. Topics include nutrition, weight control, exercise and aging, cardiovascular and cancer risk reduction, stress management, prevention of sexually transmitted diseases, substance abuse control, and overall management of personal health and lifestyle habits to achieve the highest potential for well-being. Prerequisites: None. [SB]

Women's Studies (WST)
WST100 - Introduction to Women's and Gender Studies
LEC 3 Credits 3 Periods
Introduction to critical issues in women’s studies. Prerequisites: None.

WST209 - Women in Films
LEC 3 Credits 3 Periods
Analysis of images of women in films from both historical and contemporary perspectives. Prerequisites: None. Cross-References: HUM209

Yaqui Indian History and Culture (YAQ)
YAQ100 - Yaqui Indian History and Culture
LEC 3 Credits 3 Periods
Surveys Yaqui Indian history and culture from pre-contact to the present. Explores themes of resistance, dispersion, survival, tradition, family, community, belief systems, and identity. Places Yaqui history within the context of Arizona, American Indian, Mexican, and Mexican-American History. Examines historical writing and analysis, life histories, poetry, language, and emphasis on Yaqui experiences in 20th century Arizona. Prerequisites: None. [C, SB]

YAQ110 - Yaqui Language & Culture
LEC 3 Credits 3 Periods
Introduction to the Yaqui language and overview of the traditional culture as a background for language use. Instruction in the grammar and writing system to assist student in speaking, reading, and writing Yaqui. Prerequisites: None.
PERSONNEL

GOVERNING BOARD

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District 4 • Years of Service 2009-2014

Mr. Doyle W. Burke, President
District 1 • Years of Service 2010 - 2012

Dr. Donald R. Campbell, Member
District 5 • Years of Service 1983 - 2012

Mrs. Debra Pearson, Member
District 3 • Years of Service 2008-2014

Mr. Dana G. Saar, Secretary
District 2 • Years of Service 2011 - 2016

DISTRICT ADMINISTRATION

Dr. Rufus Glasper, Chancellor

Mr. George Kahkedjian, Vice Chancellor and CIO
Information Technology Services

Dr. Steven Helfgot, Vice Chancellor
Resource Development & Community Relations
President & CEO, Maricopa Community Colleges Foundation

Ms. Nikki Jackson, Vice Chancellor
Human Resources

Dr. Maria Harper-Marinick, Vice Chancellor
Academic and Student Affairs

Ms. Debra Thompson, Vice Chancellor
Business Services

George Kahkedjian, CIO, Vice Chancellor
Information Technology Services

Dr. Steven Helfgot, Resource Development & Community Relations
President & CEO, Maricopa Community Colleges Foundation

COLLEGE PRESIDENTS

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Chandler-Gilbert Community College

Dr. Ernie Lara, President
Estrella Mountain Community College

Dr. Eugene Giovannini, President
GateWay Community College

Dr. Irene Kovala, President
Glendale Community College

Dr. Shouan Pan, President
Mesa Community College

Dr. Chris Bustamante, President
Rio Salado Community College

Dr. Jan L. Gehler, President
Scottsdale Community College

Dr. Shari L. Olson, President
South Mountain Community College

FACULTY

Stephanie Allen - eResources Librarian
M.L.S., University of Texas at Austin

Eufemia Amabisca, Education/Bilingual

Paul Bosch, Biology
B.A., Hope College; M.S., Ohio University
M. Ed., Arizona State University; Ed.D; Northern Arizona University

Carlos Caire, Philosophy
A.A., El Paso Community College, M.F.A. and B.A., University of Texas at El Paso; Ph.D., New Mexico State University,

Jerry Cervantes, Reading
B.A., M.A., Arizona State University; additional work: Arizona State University

Lara Collins, Communication
B.A., M.A., Arizona State University

Matthew Cooper, Religion/Philosophy
B.A., Bryan College, M.A., Andover Newton Theological School,
M.A., Arizona State University; Ph.D., Arizona State University

Nancy Deegan - Instructional Technology Librarian
M.L.S., San Jose State University

Asha Dey, Reading
A.G.S., South Mountain Community College; A.A., Rio Salado; B.S.
Arizona State University; M.Ed., Northern Arizona University

Yvette Espinosa, Biology
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Peter Facciola, Communication
B.S., University of Iowa; M.A., University of Northern Iowa; Ph.D.,
University of Arizona

Terryl Fender, Mathematics/Physics
B.S., University of Illinois M.S., University of Chicago; additional
work: Arizona State University

Douglas Ferguson, Physical Education
B.A., Iowa Wesleyan College; M.S., Illinois State University; Ed.D., NOVA University; additional work: Northern Illinois University

Steven Fountaine, English as a Second Language (ESL)
B.A., Shepherd College, M. Ed., Temple University Ph.D., Arizona
State University
Timothy Frank, Engineering
B.S.E., Baylor University; M.S., Ph.D., California Institute of Technology

Irene Gaither, Mathematics
B.A., Institute of Teacher’s Training, Bandung-Indonesia, M.Ed., Arizona State University Additional work NAU

Jerome Garrison, Music
B.A., Langston University; M.M.E., Central State University; Ed.D., Nova University; additional work: University of Oklahoma, Arizona State University

Oscar Hardin Jr., Psychology
M.C. and Ph.D., Arizona State University; B.A., University of Arizona; Additional work University of Nevada Las Vegas and Gestalt Institute of Phoenix

Clifford Heide, Telecommunications Technology A.A.S., Alfred State College; B.A., Arizona State University; M.A., Ed.D., Northern Arizona University

Faye L. Hill, Business Education
B.S., New Mexico State University; M.S., Arizona State University; additional work: University of New Mexico

Julie Holston, Theatre
B.S. Northern Arizona University; M.A., Roosevelt University; MFA, Goddard College

Stephen Hustedde, Computer Information Systems
B.A., M.Ed., Arizona State University; additional work: Dallas Theological Seminary

Lydia Johnson - Library Coordinator/SMCL Co-Manager and Collection Librarian, M.L.S., University of Arizona

Saralea Kinsey, English
B.S., Northern Arizona University; M.A., University of North Texas

Thomas Kirsch, Counselor
B.S., University of Florida; M.C., Arizona State University

Jon Koehler, Computer Information Systems
B.S., Northern Arizona University; M.Ed., Arizona State University

Lora Largo, Instruction Librarian
B.A., University of New Mexico, B.A. Fort Lewis College, M.L.S., University of Arizona

Meekness LeCato, English
B.A., Arizona State University; M.Ed., Northern Arizona University

Jacqueline Levy, Biology
M.S., California State University

Terry Leyba Ruiz, Mathematics
B.A., Arizona State University; M.Ed., Northern Arizona University; Ed.D., Arizona State University

Marshall P. Logvin, Biology
B.A., State University College of N.Y. at Buffalo, M.A., California State University

Amy MacPherson, Educational Support
A.A., Phoenix College; B.A., M.Ed.; Arizona State University

Niail McCarthy, Computer Information Systems
B.S. University of Dublin, M.A. University of Dublin (Trinity College), M.S., Arizona State University

Bruce McHenry, Business/Economics
M.B.A., Arizona State University

Mary E. Nunn, Reading
M.A., Northern Arizona University

Catherine (Cate) McNamara, Librarian
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Laurita Moore, Computer Information Systems
B. A., University of Arizona; M.L.S., University of Arizona. Additional work: Massachusetts Institute of Technology

Richard Morales, History
B.A., California State College at San Bernardino; M.A., Ph.D., University of California at Riverside

Brian Murphy, Psychology/Sociology
B.A., University at Albany; M.A., University of Cincinnati Ohio; Ph.D., Arizona State University

Camille Newton, English
M.A., McNeese State University

Mark Nielsen, Computer Information Systems B.A., Olaf College; additional work: Arizona State University

Christianne Nieuwsma, Mathematics
M.S., University of Illinois

Allison Parker, English
M. Ed., Ph.D., Arizona State University; Ph.D., Arizona State University

Gita Perkins, Chemistry
B.S., Mount Carmel College, Bangalore University, India, M.S., St. Joseph’s College, Bangalore University, India, M.S., Oklahoma State University; Ph.D., Arizona State University

Kimberly Pope, English Composition
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Sian Proctor, Geology
B.S., Edinboro University; M.S., Arizona State University

Jason Reif, Counseling
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Jean Revie, Biology
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Ranjita Saha, Mathematics
B.Ed., M.S., Calcutta University; M.S., Ph.D., University of Notre Dame

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Alicia Smith, Early Childhood Education  
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Helen Smith, Mathematics  
B.A., The College of St. Rose; M.A., Colgate University; additional work: Russell Sage College, St. John Fisher College, State University of New York at Albany, University of Phoenix  

James Smith, English  
B.A., Ohio University; M.F.A., Arizona State University  

Travis Steele Jr., Mathematics   
B.A., M.A., Arizona State University  

Dawn S. Thacker, English (Composition)  
Ph.D., Arizona State University  

Marilyn Torres, Storytelling  
M.S., New School for Business Research  

Dolores Urbiea - Mathematics  
B.A., Arizona State University; M.Ed. L., Northern Arizona University  

Lupe Villicaña, Reading  
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Wiley Wallace, Art  
B.F.A., Arizona State University; M.F.A., University of California Santa Barbara  

Elizabeth Warren, English and Storytelling  
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Cordelia (Cori) Washington, Counseling  
B.A., Rider College; Ed.S., M.Ed., University of Florida  

Guillermo (Bill) I. Zepeda, ESL/Spanish  
B.A., Grand Canyon College; M.C.M., SWBTS, Fort Worth, Texas; additional work: Arizona State University  

EMERITUS ADMINISTRATION & FACULTY  

Jose Anthony Bracamonte, Dean Emeritus  
B.A., University of Arizona; M.S.W., Arizona State University  

Duane Brickner, Business - Faculty Emeritus  
B.S., Western Michigan University; M.S., University of Wisconsin, Stout; M.Ed., University of Arizona  

Lorraine Calbow, Counseling - Faculty Emeritus  
B.A., University of California at Davis; M.A., San Francisco State University; additional work: University of Hawaii, Arizona State University  

John A. Cordova, President Emeritus  
A.A., Phoenix College; B.A., Arizona State University, M.A., Ph.D., Arizona State University,  

Joyce Elsner, Interim President, South Mountain Community College, B.A., California State University; M.S., University of Arizona; Ph.D., University of California  

Mary Katherine Long, Psychology/Sociology-Faculty Emeritus  
B.A., Immaculate Heart College; M.A. Arizona State University; Ph.D., Arizona State University  

Jacqueline Jaap, English - Faculty Emeritus  
B.A., University of Nebraska; M.A., Northern Arizona University; additional work: Arizona State University, Sorbonne  

Patricia Manarin, Art - Faculty Emeritus  
B.A., University of Wisconsin; M.A., Governor’s State University; additional work: Arizona State University  

Dr. Kathryn Martens, Vice President Student Affairs  
B.A., M.A., Arizona State University; Ed.D., State University of New York at Albany  

Wilma Hall Patterson, Biology- Faculty Emeritus B.S., M.S.  
Arizona State University; Ed.D, Nova University  

Patricia (Pat) Manarin, Art  
B.A., University of Wisconsin; M.A., Governor’s State University; additional work: Arizona State University  

Ricardo Provencio, Counseling-Faculty Emeritus  
B.A., Arizona State University; M.A. University of New Mexico  

Ken C. Roberts, Vice President Academic Affairs Emeritus  
B.S., Arizona State University; M.S., San Francisco State University; Ph.D., Arizona State University  

Marianne Ryan, Library - Faculty Emeritus  
B.A., Baylor University; M.R.E. Southern Theological Seminary; M.S.L.S.; Florida State University; Ed.D, NOVA University  

Belen Servin, English/E.S.L. - Faculty Emeritus  
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Jill Seymour, Library - Faculty Emeritus  
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LynnAnn Wojciechowicz, Humanities and Storytelling - Faculty Emeritus  
B.A., University of Utah; M.Ed., Trenton State College, additional work: University of Oregon German Center for Music Education, Arizona State University  

ADMINISTRATIVE PERSONNEL  

David Bannenberg, Supervisor of Maintenance  

Donna Barnes, Web Technician III  
A.G.S., A.A., Rio Salado Community College; B.S., University of Phoenix  

Elena Beltran - Title III Grant Program Director  
B.S., Arizona State University; M.Ed., Northern Arizona University  

Tim Budworth, Director, Instructional Tech & Media Services  
B.A., California State University at Fullerton; M.B.A., Colorado Technical University
South Mountain Community College

Landres (Buddy) Cheeks, Director of Student Life and Leadership
B.A., Bethany College; M.Ed., Northern Arizona University

Cheryl Crutcher, Associate Dean of Extended Campuses
B.S.W., M.S.W., Ed.D., Arizona State University

Robert Duggan Jr., Coordinator Fine Arts Facility and Instructional Technology, B.F.A., Salem State College

Danelle Dykstra-Wade, Athletic Trainer
B.A., Central College

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M.B.A., Arizona State University

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B.S., University of Arizona; M.S., University of Phoenix, FBI National Academy

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Angelica Glick, Site Coordinator, SMCC Guadalupe Center
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Bonnie Goebel, Coordinator Science Lab
B.S., Arizona State University

Kathie Hawkins, Administrative Assistant II A.A., South Mountain Community College

Patricia Herrera, Technology Trainer
CCNA, South Mountain Community College

Robert Holmes, Director College Facilities Plan & Dev

Osaro Ighodaro, Vice President of Student Affairs
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Suzanne Hipsps, Coordinator, Job Placement
A.G.S., A.A. Mesa Community College, B.S., University of Phoenix; M.C., University of Phoenix

Michael Kamolz, System Administrator II
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Damita Kalooostian, Dean of Planning, Research, and Development
B.A., University of Alaska, Fairbanks; M.A., Arizona State University

Charles Kubit, Enterprise Application Administrator
B.S. Slippery Rock University

Mark Lopez, Director of Learning Center /Academic Commons
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Travis May, Coordinator, Audio/ Video
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B.S., Arizona State University; M.Ed., Northern Arizona University

Inez Moreno-Weinert, Director, Financial Aid
B.S., M.C., PhD., Arizona State University

Ephraim Morris, Coordinator Science Lab
B.S., Plattsburgh State College; M.S., University of Nevada Las Vegas

Christine Neill, Student Services Specialist
B.A., University of Arizona; M.Ed., Northern Arizona University

Jeanne (Cindy) Odgers, Associate Dean, Occupational Education and Workforce Development
B.S., Oklahoma State University; M.S., Arizona State University

Laura Pastor, Director, Early Outreach Programs
B.A., Arizona State University; M.P.A., Baruch College - City University of New York

Crespin Perez, Financial Aid Assistant
B.S., Western New Mexico University.; M. Ed., Northern Arizona University

Catherine Pettet, Manager, Disability Resources and Services
B.S., Northern Arizona University; M.A., University of Phoenix

Robert Price, Director, Marketing & Public Relations
B.S., Arizona State University

Rebecca Ramirez, Senior Network Administrator

Reyaldo Rivera, Vice President of Learning
B.S., The University of Texas at Austin; M.S., Purdue University; Ed.D., Arizona State University

Ruben Saenz, Director, TRIO Programs
B.A., University of Arizona; M.S.W., Arizona State University

Robert H. Samia, Coordinator of Instructional Technology
A.A.S., Honolulu Community College; B.A., University of Hawaii-Manoa; M.P.A., Arizona State University

Cecilia Soto, Bursar
A.A., Mesa Community College; B.S., University of Phoenix

Ralph D. Thompson II, Administrative Assistant II
B.S., Grand Canyon University, M.Ed., Northern Arizona University

Trevor Vittori, Systems Administrator I A.A.S., South Mountain Community College

Julie Wechsler, Executive Assistant
B.S., Arizona State University; M.A., Arizona State University, Ed.D., Argosy University

Alan Ziv, Senior Network Technician
B.S., University of Chicago; M.S., Ph. D, Florida State University
<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
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</thead>
<tbody>
<tr>
<td>Darlene Aguilar</td>
<td>Custodian I</td>
</tr>
<tr>
<td>Marco Angulo</td>
<td>Maintenance Assistant</td>
</tr>
<tr>
<td>Desiree Armijo</td>
<td>Administrative Secretary II</td>
</tr>
<tr>
<td>Margaret Bage</td>
<td>Lead Computer Processing Lab Technician</td>
</tr>
<tr>
<td>Jose Bandera</td>
<td>College Safety Officer</td>
</tr>
<tr>
<td>Andrea Banks</td>
<td>Program Advisor</td>
</tr>
<tr>
<td>Cecelia Blaise</td>
<td>Office Coordinator I</td>
</tr>
<tr>
<td>Lyretta Bridges</td>
<td>Custodian I.B.A., University of Oklahoma</td>
</tr>
<tr>
<td>Michael Burch</td>
<td>Student Services Specialist</td>
</tr>
<tr>
<td>Donna Candreva</td>
<td>Early Childhood Teacher I A.A.S., South Mountain Community College</td>
</tr>
<tr>
<td>Magali Chavez</td>
<td>Learning Center Technician</td>
</tr>
<tr>
<td>Tek Chung</td>
<td>Certified Public Safety Officer</td>
</tr>
<tr>
<td>Bill Church</td>
<td>Client Support Analyst</td>
</tr>
<tr>
<td>Delbert Cole</td>
<td>Network Technician</td>
</tr>
<tr>
<td>Deanna Cortez</td>
<td>Administrative Secretary I</td>
</tr>
<tr>
<td>Rosalinda Cota</td>
<td>Student Services Specialist</td>
</tr>
<tr>
<td>Deanna Cortez</td>
<td>Administrative Secretary I</td>
</tr>
<tr>
<td>Brett Cordova</td>
<td>Lead Groundskeeper</td>
</tr>
<tr>
<td>Tanya Craven</td>
<td>Public Relations Assistant</td>
</tr>
<tr>
<td>Steven Cruz</td>
<td>Library and Technology Assistant I</td>
</tr>
<tr>
<td>Shantiell Dousten</td>
<td>Student Services Technician</td>
</tr>
<tr>
<td>Joe Edgin</td>
<td>Custodian I</td>
</tr>
<tr>
<td>Tymecca Edney</td>
<td>Library Assistant I</td>
</tr>
<tr>
<td>Todd Eastin</td>
<td>Athletic Specialist</td>
</tr>
<tr>
<td>Carol Edmund</td>
<td>Coordinator Student Services</td>
</tr>
<tr>
<td>Jeffrey Escobar</td>
<td>Admissions and Records Technician II A.G.S.</td>
</tr>
<tr>
<td>Elizabeth Estrada</td>
<td>Learning Center Technician</td>
</tr>
<tr>
<td>Mike Fleet</td>
<td>HVAC Maintenance Technician</td>
</tr>
<tr>
<td>Annabelle Galindo</td>
<td>Financial Aid Technician II A.A.S., South Mountain Community College</td>
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<tr>
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NOTES
Determined to Succeed

Strength

Achievement

Celebrating 50 years