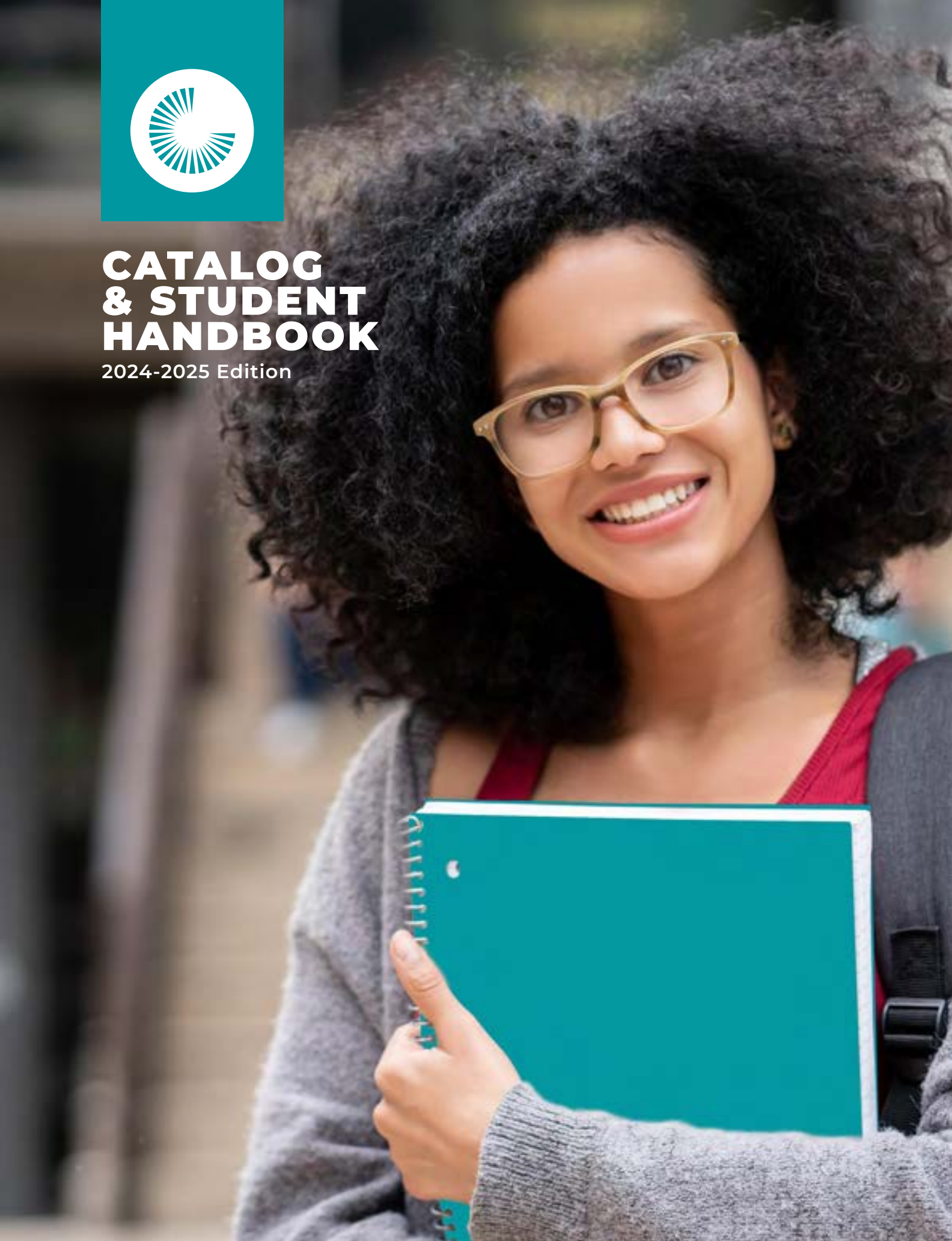
CATALOG & STUDENT HANDBOOK

2024-2025 Edition



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HOME

2024-2025 Catalog & Student Handbook

CJ Wurster, President

Congratulations on your decision to pursue your education at Chandler-Gilbert Community College (CGCC)!

Whether you plan on earning a degree or a certificate, are preparing to transfer to a four-year university, or simply looking to further develop in your career/personal life, CGCC can provide a path for you to reach your goals. With more than 70 associate degree and certificate programs, as well as transfer partnerships with over 40 universities—including Arizona State University, Northern Arizona University, and the University of Arizona—you'll find your fit at CGCC.

Since its founding in 1992, CGCC has served thousands of students in the East Valley at its Pecos and Williams campuses, Sun Lakes Center, and Communiversity at Queen Creek. We pride ourselves on the excellence of our innovative faculty and staff, state-of-the-art facilities, broad array of campus life and events, and our commitment to inclusion and diversity. At CGCC, you belong, and we will provide the resources to help you succeed.

The Catalog & Student Handbook is an important resource, containing the information you need to begin your college experience. I recommend that you check out the 2024-2025 Academic Calendar, the Educational Programs, and the Student Rights and Responsibilities sections. Please feel free to contact me and any of our faculty and staff if there is anything we can do to help you. I look forward to seeing you on campus!

Welcome to Chandler-Gilbert Community College!

CJ Wurster, Ed.D.

President

ACADEMIC CALENDAR

2024-2025 Academic Calendar

Colleges may modify start dates in order to meet special needs.
Dates listed below which are directly related to instruction, refer to the traditional academic year model. Some courses may be offered over time periods for which these dates are not applicable. Dates are subject to change.

See the official Maricopa County Community Colleges Academic Calendar (https://district.maricopa.edu/regulations/admin-regs/section-2/academic-calendars/) for more information.

Summer Semester 2024

Note: Subject to the 2024-2025 Catalog

Date	Event
Mon, May 20	Tuition due for Summer 2024 Semester
Mon, May 27	Memorial Day (Colleges Closed)
Tues, May 28	Summer Semester Begins
Wed, Jun 19	Juneteenth National Independence Day (Colleges Closed)
Thur, Jul 4	Independence Day (Colleges Closed)
Thu, Aug 1	Summer Semester Ends
Mon, Aug 5	Final Grades Due for Summer 2024 Semester

Fall Semester 2024

Date	Event
Wed, Aug 7	Tuition Due for Fall 2024 Semester
Fri, Aug 9	First Day of Faculty Accountability
Sat, Aug 17	Classes Begin
Mon, Sep 2	Labor Day (Colleges Closed)
Mon, Sep 16	Find a Class Opens for Spring 2025
Mon, Sep 30	Spring 2025 Priority Registration for Currently Enrolled Students
Mon, Oct 7	Spring 2025 Open Registration Begins
Sat+ Oct 12	Last Day for Withdrawal without Instructor's Signature
Mon++ Oct 14	Student Withdrawal with Instructor's Signature Begins
	Application for December 2024 Graduation*
Mon, Nov 11	Veterans Day (Colleges Closed)
Thu-Sun Nov 28-Dec 1	Thanksgiving Day Holiday (Colleges Closed)
Sun, Dec 8	Last Day of Regular Classes
Mon-Fri**, Dec 9-13	Final Exams Week
Fri, Dec 13	Fall Semester Ends (Last Day of Faculty Accountability)
Sat, Dec 14	Mid-Year Recess Begins for Students
Mon, Dec 16	Final Grades Due for Fall 2024 Semester
Wed-Wed, Dec 25-Jan 1	Mid-Year Recess (Colleges Closed)

* For specific information concerning the last day to apply for graduation, individual class start dates, and final exams, consult the college of enrollment.

** Any classes meeting on Friday, Saturday or Sunday will have final examinations during their regular class time.

\+ Through the 7th week, student may initiate an official withdrawal from course(s) without instructor signature (see Appendix S-7 in Catalog Common Pages (https://district.maricopa.edu/stewardship/maricopa-governance/common-pages/)).

++ After the 7th week, student must initiate an official withdrawal request from instructor and obtain their signature (see Appendix S-7 in Catalog Common Pages (https://district.maricopa.edu/stewardship/maricopa-governance/common-pages/))

Spring Semester 2025

Date	Event
Thu, Jan 2	Employees Return
	Tuition Due for Spring 2025 Semester
Mon, Jan 6	First Day of Faculty Accountability
Sat, Jan 11	Classes Begin
Mon, Jan 20	Martin Luther King, Jr. Day (Colleges Closed)
Mon, Feb 17	Presidents' Day (Colleges Closed)
Tue, Feb 18	Find a Class Opens for Summer/Fall 2025
Sat+, Mar 1	Last Day for Withdrawal without Instructor's Signature
Mon++, Mar 3	Student Withdrawal with Instructor's Signature Begins
Mon, Mar 3	Summer/Fall 2025 Priority Registration for Currently Enrolled Students
	Application for May 2025 Graduation*
Mon-Sun, Mar 10-16	Spring Break (Colleges Closed)
Mon, Mar 17	Summer/Fall 2025 Open Registration Begins
Sun, May 4	Last Day of Regular Classes
Mon-Fri**, May 5-9	Final Exams Week
Fri, May 9	Commencement
Fri, May 9	Spring Semester Ends (Last day of Faculty Accountability)
Mon, May 12	Final Grades Due for Spring 2025 Semester

* For specific information concerning the last day to apply for graduation, individual class start dates, and final exams, consult the college of enrollment.

** Any classes meeting on Friday, Saturday or Sunday will have final examinations during their regular class time.

\+ Through the 7th week, student may initiate an official withdrawal from course(s) without instructor signature (see Appendix S-7 in Catalog Common Pages (https://district.maricopa.edu/stewardship/maricopa-governance/common-pages/)).

++ After the 7th week, student must initiate an official withdrawal request from instructor and obtain their signature (see Appendix S-7 in Catalog Common Pages (https://district.maricopa.edu/stewardship/maricopa-governance/common-pages/))

Summer Semester 2025

NOTE: SUBJECT TO THE 2024-2025 CATALOG

Date	Event
Mon, May 19	Tuition Due for Summer 2025 Semester
Mon, May 26	Memorial Day (Colleges Closed)
Tues, May 27	Summer Semester Begins

Thu, Jun 19	Juneteenth National Independence Day (Colleges Closed)
Thu, Jul 3	Observance of Independence Day (Colleges Closed)
Thu, Jul 31	Summer Semester Ends
Mon, Aug 4	Final Grades Due for Summer 2025 Semester

GENERAL INFORMATION

Vision

Chandler-Gilbert Community College will be the preferred college in the South East Valley as we deliver impactful innovative learning pathways that keep our local communities thriving.

Mission

CGCC empowers every student to unlock their full potential for growth and innovation through inclusive learning opportunities and community engagement.

Values

Collaboration- CGCC leverages the expertise of our internal and external communities, seeks shared, interest-based solutions, and brings our partners and students together as we create impactful strategies and systems that serve the targeted needs of those we serve.

Advocacy- CGCC commits to opportunities, spaces and systems that empower our faculty, staff and students to advocate for themselves, our communities and the fulfillment of our mission.

Inclusion- As a federally recognized Hispanic Serving Institution (HSI), CGCC acknowledges the breadth of diversity within the South East valley and commits to self-reflection and creating environments and practices that ensure individuals, in appreciating their backgrounds, have equal opportunities, access and representation.

Excellence - CGCC strives for excellence in all we do with a focus on quality and continuous improvement as we find solutions, plan, implement efforts, assess outcomes, and make impactful changes to improve the success of our students, faculty, staff, and communities.

General Education Student Learning Outcomes and Indicators

Chandler-Gilbert Community College's General Education Student Learning Outcomes (SLOs) express a shared, college-wide articulation of expectations for all degree and certificate recipients. The SLOs represent a profile of our students at completion of their credential, and as such, also represent a promise to our students, their families, and our community.

Students acquire knowledge, attitudes, and skills through their coursework and in co-curricular activities. When students graduate with a degree or certificate, transfer to a university, or enter the workforce, they should have met the four Student Learning Outcomes presented below. The learning outcomes are intended to be student-centered and flexible enough to be measured using multiple forms of assessment across multiple fields of study and student experiences, both curricular and co-curricular.

In accordance with CGCC's mission and vision for student learning and development, it is the expectation that all academic disciplines will teach and assess the General Education Student Learning Outcomes in a manner appropriate to their field of study.

The assessment of student learning in all academic programs at Chandler-Gilbert Community College is a cornerstone measure of institutional effectiveness. The intent of the Student Learning Outcomes Assessment process is to evaluate the effectiveness of the General Education Program, and General Education courses, in developing the broad-based academic skills and values that exemplify a degree in higher education. Assessment planning and reporting is an essential component of CGCC's process for measuring student learning in all of its course modalities. This process aligns with the Higher Learning Commission Criterion 4 by which CGCC is measured on a routine basis.

Student Learning Outcomes directly describe what a student is expected to learn as a result of participating in academic activities or experiences at the College. They focus on knowledge gained, skills and abilities acquired and demonstrated, and attitudes or values changed. Our Student Learning Outcome assessment approach is embedded in a larger practice of continuous improvement that values authentic and meaningful evidence in planning and implementing instructional changes with the ultimate goal of improving student learning.

In general, the Student Learning Outcomes Assessment process consists of three major components:

- Defining the most important goals for students to achieve as a result of participating in an academic experience (outcomes).
- Evaluating how well students are actually achieving those goals (assessment).
- Applying the results to improve the academic experience (closing the loop).

The faculty of CGCC have identified four General Education Student Learning Outcomes:

Critical Thinking

Critical thinking is the process of appropriately analyzing, evaluating, applying and synthesizing information. It is characterized by reflection, connection of new information to existing knowledge and reasoned judgment.

Indicators

- CT.1: Application
  - Students can apply knowledge and skills in a different context or situation or task.
- CT.2: Analysis
  - Students can organize information into its component parts.
  - Students can identify relationships within information and its component parts.
- CT.3: Synthesis
  - Students can assemble parts or components to create a whole.
  - Students can originate through the use of parts or components.
- CT.4: Evaluation
  - Students can assess the relative value of ideas and information.
  - Students can justify their conclusions.

Oral Communication

Effective speech communication is the purposeful development, expression, and reception of a message through oral and nonverbal means.

Indicators

- OC.1: Message Delivery
  - Adapt the delivery of the message in context.
  - How thorough and with what completion have students adapted the delivery of the message in context?
- OC.2: Audience Analysis
  - Adapt the message for an audience.
  - How effectively have students adapted the message for an audience?
- OC.3 Message Purpose
  - Adapt the message to meet the purpose(s)
  - How effectively and consistently have students adapted the message to meet the purpose(s)?
- OC.4: Verbal Interaction
  - Adapt effective language in the conveyance of ideas and information.
  - How effectively and with what quality have students adapted language in the conveyance of ideas and information?
- OC.5: Non-Verbal Interaction
  - Utilize Paralanguage (tone, rate, volume, inflection, etc.).
  - Utilize Kinesics (facial expression, gestures, and overall movement).
  - How well can students apply Paralanguage and Kinesics?
- OC.6: Presentation Graphics Support
  - Apply graphics to support presentation.
  - How effectively do students apply graphics support to the presentation?

Information Literacy

Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

Indicators

- Inquiry Process
  - IL.1.A: Adapt the delivery of the message in context.
  - IL.1.B: How thorough and with what completion have students adapted the delivery of the message in context?
  - IL.1.C: Formulate questions for research based on gaps or on reexamination of conflicting information.
  - IL.1.D: Determine an appropriate scope of investigation.
  - IL.1.E: Organize information in meaningful ways.
  - IL.1.F: Determine the initial scope of the task required to meet their information needs.
  - IL.1.G: Match information needs and search strategies to appropriate search tools.
- Contextual Authority
  - IL.2.A: Monitor gathered information and assess for gaps or weaknesses or multiple perspectives.
  - IL.2.B: Analyze materials for audience, context, and purpose.
  - IL.2.C: Determine the credibility of sources based on author, content, format, assignment need, etc.
- Creation Process
  - IL.3.A: Contribute to scholarly conversation at an appropriate level.
  - IL.3.B: Synthesize ideas gathered from multiple sources.
  - IL.3.C: Draw reasonable conclusions founded on the analysis of information.
  - IL.3.D: Develop an understanding that their own choices impact the purpose for which the information product will be used and the message it conveys.
- Ethical Use
  - IL.4.A: Give credit to ideas of others through proper citation and attribution.

Personal Development

Personal development involves engaging in life-long learning processes resulting in behaviors promoting student success as well as contributing to building a more equitable, empowered community and society in general through informed decision-making and responsible actions.

For proficiency, students will demonstrate the following as appropriate to discipline, course, or level of engagement:

Indicators

- PD.1: Recognizing learning as part of a process that includes continued development while identifying lessons learned and strategies for improvement.
- PD.2: Setting and monitoring short term and long-term goals.
- PD.3: Recognizing the role of behaviors, emotions, attitudes, and relationships in personal, academic, and community success and well-being.
- PD.4: Engaging in reciprocal process(es) that lead to identifying and seeking deeper understandings of community needs and stakeholders.
- PD.5: Contributing to the building/shaping of a more equitable, empowered community and society by developing positive relationships based on mutual respect and understanding.
- PD.6: Collaborating with community stakeholders identifying/creating plan(s) of action responding to identified needs based on informed decision-making.
- PD.7: Identifying actions taken to better one's self, community, and society based on informed decision-making.
- PD.8: Engaging in ethical and responsible actions that are mutually beneficial to all stakeholders.

Each of the Student Learning Outcomes are operationalized by a series of outcome indicators. Student performance on these indicators is measured to determine achievement of Student Learning Outcomes. Residential faculty members in each discipline have selected the outcome(s) and indicators for each of our courses in accordance with their Division Academic Assessment Plans. As courses are assessed at CGCC, its Dual Enrollment counterparts must also be assessed. Additionally, faculty have projected course assessment "cycles" for coming semesters and academic years.

Partnerships

The Maricopa Community Colleges have partnerships with the Arizona public universities (Arizona State University, Northern Arizona University, and the University of Arizona), and more than 40 other institutions — nationally and internationally. These transfer partnerships assist students in making a smooth transition from one institution to the next by maximizing your Maricopa credits. In addition, many university partners offer Maricopa graduates dedicated advisement as well as

financial incentives such as tuition and transfer scholarships, waiver of application fees, textbook waivers, and special tuition incentives for military personnel. Visit Chandler-Gilbert's Transfer Page (https://www.cgc.edu/admissions/international-students/transfer-university/) for more details.

Affiliations & Associations

Accreditation

At Chandler-Gilbert Community College, we've worked hard to ensure our certificate and degree programs meet the highest educational standards. We are proud to be accredited by the Higher Learning Commission (HLC), an independent corporation aimed at advancing the quality of higher learning in the United States. The HLC is one of two commission members of the North Central Association of Colleges and Schools, which is one of six regional accreditors in the U.S.

The Higher Learning Commission

230 S. LaSalle Street, Suite 7-500
Chicago, IL 60604
inquiry@hlcommission.org
800-621-7440

Program Accreditation

Many of CGCC's individual degrees and certificates are accredited or approved by their respective authoritative agencies. For questions about their accreditation process, contact these organizations directly.

Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
www.acenursing.org (http://www.acenursing.org/)
404-975-5000

American Board of Funeral Service Education
992 Mantua Pike, Suite 108
Woodbury Heights, NJ 08097
www.abfse.org (http://www.abfse.org/)
816-233-3747

Arizona Peace Officer Standards and Training Board
2643 E. University Drive
Phoenix, AZ 85034
post.az.gov (http://post.az.gov/)
602-223-2514

Arizona State Board of Nursing
4747 N. 7th Street, Suite 200
Phoenix, AZ 85014
www.azbn.gov (http://www.azbn.gov/)
602-771-7800

Federal Aviation Administration
800 Independence Avenue SW
Washington, DC 20591
www.faa.gov (http://www.faa.gov/)
866-835-5322

Pecos Campus

2626 East Pecos Road
Chandler, AZ 85225-2499
480-732-7000

Located on Pecos Road between Cooper and Gilbert Roads in Chandler, the Pecos campus sits on 132 acres of land with 21 buildings including the Arnette Scott Ward Performing Arts Center, a bustling student center, and the Coyote's athletics sports fields. The Pecos campus is home to numerous associate degrees, university transfer, general studies, occupational, and special interest courses and programs. In addition the Pecos campus has partnerships and/or lease agreements with Grand Canyon University, Arizona State University, and Northern Arizona University, all of which have a physical presence on site.

Pecos Campus Map (https://www.cgc.edu/locations/pecos-campus/)

Directions: The Pecos Campus is located just north of the San Tan freeway (Loop 202 south) between the Cooper and Gilbert road exits.

Williams Campus

7360 East Tahoe Avenue
Mesa, AZ 85212-0908
480-988-8000

Opened in 1995 on the former Williams Air Force Base, the Williams Campus is situated on 55 acres at the Phoenix-Mesa Gateway Airport. The Williams Campus is home to career and technical education fields - including the FAA-certified Aviation Maintenance Technology Program and offers associate degrees, certificates and a wide array of general studies and university transfer courses.

Williams Campus Map (https://www.cgc.edu/locations/williams-campus/)

Directions: The Williams Campus is located south of the Loop 202 San Tan Freeway, just west of the Phoenix-Mesa Gateway Airport between Power and Sossaman roads.

Sun Lakes Center

25105 South Alma School Road
Sun Lakes, AZ 85248-6101
480-857-5500

Serving the needs of mature learners with credit and non-credit classes, the Sun Lakes Center, through New Adventures in Learning (NAILs) offers a variety of classes covering a wide range of topics. For more information on NAILs: https://www.cgc.edu/community/lifelong-learning/about-new-adventures (https://www.cgc.edu/community/lifelong-learning/about-new-adventures/)

Sun Lake Center Map (https://www.cgc.edu/locations/sun-lakes-center/)

The Sun Lakes Center of CGCC is located at the northeast corner of Alma School and Riggs in Sun Lakes.

Communiversity at Queen Creek

21740 South Ellsworth Road
Queen Creek, AZ 85142
480-384-9301

The Communiversity at Queen Creek serves as a regional hub for East Valley communities and employers, providing accessible, flexible, and affordable higher education to meet the needs of today's students.

Communiversity Map (https://www.cgc.edu/locations/communiversity-queen-creek/)

Chandler-Gilbert Community College at Queen Creek is located at the intersection of Ocotillo and Ellsworth roads next to the Queen Creek Library. Students can enroll, receive advisement, register for any CGCC class and attend classes at this downtown location.

COLLEGE SERVICES & REGULATIONS

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Academic Advisement

Identify, plan, and achieve your career and academic goals with support from Academic Advising Services. Academic Advising Services provides students guidance and support in choosing a program of study that best aligns with their future aspirations.

Advisors assist students with academic planning and goal setting, to ensure a clear pathway to graduation. When obstacles occur, academic advisors can connect you to student support services and other campus resources to get you back on track.

New-to-college students can seek academic advisement by following our college's Enrollment Steps. As part of our Enrollment Steps, new students complete Coyote Kickoff which is a self-paced online pre-advisement-workshop, followed by an initial advising appointment with an academic advisor. Advisors will review program requirements and class placement, then recommend your first-semester classes to enroll in.

If you are not a first-time college student, you are encouraged to make a virtual appointment with an academic advisor aligned with your program of study. Students must be currently admitted to the college in order to make a scheduled appointment with an advisor via the college's Advisement website. It is recommended that all prior credit has officially been transferred and evaluated before making an appointment.

Academic Advising Services are available by appointment and virtually at cgc.edu/advisement (https://www.cgc.edu/student-resources/academic-advisement/). We are located in the Coyote Center Building, on the Pecos campus, and Bluford Hall, on the Williams campus. We also can be reached by emailing advisement@cgc.edu.

Admissions, Records, and Registration

Admissions, Records, and Registration services are located in the Coyote Center at the Pecos Campus and in Bluford Hall at the Williams Campus. The office provides the following services:

- Assists with information about accessing the maricopa.edu/students (https://www.maricopa.edu/students/) Online Student Center
- Processes admissions forms, class registrations, and withdrawals
- Evaluates transfer credit and other credit from prior learning
- Verifies credits for graduation
- Determines residency for tuition purposes
- Verifies athletic eligibility
- Processes official transcripts and enrollment verification requests
- Review Admissions and Standards appeals, including refund issues (requests must be in writing)

For additional information, visit admissions or call 480#732#7320.

Athletics

Chandler-Gilbert would like to welcome students to the Coyote athletic programs. CGCC is looking forward to another successful season of intercollegiate competition in the Arizona Community College Athletic Conference. CGCC student athletes not only distinguish themselves on the athletic fields, but also in the classroom, setting high standards for future CGCC athletes.

Volleyball and basketball games are played at the CGCC Coyote Center. Softball and baseball games and soccer matches are played on fields at the Pecos Campus.

For more information, visit athletics (https://www.cgccathletics.com/) or call:

Contact	Phone Number
Women's Volleyball	480-732-7363
Men's Baseball	480-732-7177
Men's & Women's Golf	480-732-7073
Men's & Women's Soccer	480-732-7073
Women's Basketball	480-732-7357
Men's Basketball	480-726-4230
Softball	480-732-7365
Athletic Trainer	480-732-7003
Athletic Director	480-732-7364
Strength Coach	480-732-7366

Bookstore

Students are able to purchase books and supplies in person at the bookstore on the Pecos Campus.

The Pecos Campus bookstore building is located northwest of the Student Center (Building SC).

Students may also purchase textbooks online and have them shipped directly to their homes at chandler.bkstr.com (http://chandler.bkstr.com/)

In addition to books and supplies, the bookstores also carry gifts, clothing, book bags, bus passes, graduation supplies, and other items.

The Bookstore allows students to pay with cash, check, or major credit cards. Complete payment and refund policies are posted at the Pecos Campus Bookstore and on the website https://www.bkstr.com/chandler-gilbertccstore/help-faq/return-policy (https://www.bkstr.com/chandler-gilbertccstore/help-faq/return-policy/)

Call 480-732-7352 for more information about the Pecos Campus Bookstore.

Career and Technical Education

Career and Technical Education (CTE) works collaboratively and responsively with our community to meet the needs of our diverse student population in preparing them for life, work, and careers. We provide quality resources and support to educators and students that enhance classroom learning. Additionally, we support campus and community activities that enhance academic achievement, technical skills, and productive citizenship to build stronger communities. To find more information on how this area can assist you, please visit https://www.cgc.edu/academics/specialty-programs (https://www.cgc.edu/academics/specialty-programs/).

Career Services

Career Services offers support to students in career planning, goal setting, and job seeking strategies for the workforce. Career Services helps students prepare for their careers through career advising appointments, workshops, events, and connecting students to employers and work-based experiences.

Website: cgc.edu/careers (http://cgc.edu/careers/)

Email: Career.Advisor@cgc.edu

Career Advising Appointments

Career Services offers two types of appointments:

1.
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Appointments that assist students in aligning their career
goals to a major or academic program.  Appointments include:
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- Choosing a Major
- Exploring Careers

2. Appointments that help students with job seeking skills. Appointments include:

- Resume & Cover Letter Writing Help
- Finding Jobs
- Interview Preparation
- Internships & Work-based Experiences
- On-Campus Employment/Federal Work-Study Assistance

Events

Career Services offers in-person and virtual events throughout the year including:

- Career Fairs
- Networking Events
- Career Readiness Workshops
- Job Shadowing Opportunities
- Internship Opportunities
- And more

Students can also match to jobs and internships based on their skills and interests using Maricopa Pipeline AZ, MCCCD's integrated virtual platform.

To schedule an appointment, see the calendar of events, or review Career Services resources, go to cgc.edu/careers (http://cgc.edu/careers/).

College Police Regulations

Identification

College Police personnel are authorized to ask any person on campus for proper identification, should the need arise. Students failing or refusing to identify themselves properly will be:

- Asked to leave the campus (if conduct or behavior warrants such action), and
- Reported to the Vice President of Student Affairs.

Weapons

All firearms, explosives, knives, or instruments that can be construed as dangerous weapons are prohibited on campus. All persons bringing firearms or other weapons for classroom demonstrations or any other academic reason are required to bring them to the Public Safety Department for examination.

Motor Vehicles

College regulations governing motor vehicles operated by CGCC students shall be under the jurisdiction of the college administration.

Vehicle Damage or Loss

Chandler-Gilbert Community College assumes no responsibility for damage to motor vehicles, or for any loss while vehicles are parked or operated on or near the campus.

Vehicle Registration

Williams campus students and all employees who drive motor vehicles on any CGCC campus are required to register the vehicles that may be used on college property with Enrollment Services. Individuals who subsequently purchase or trade their registered vehicles must register the new vehicles. Parking in Employee, Disabled, Carpool or other specially designated stalls requires the appropriate decal and or indicator be displayed. Violators will be subject to citations and associated fines. Designated Visitor parking is available to non-affiliates of the college who are conducting temporary business on college property.

College Traffic Regulations

The following college traffic regulations are applicable to all members of the college community, including students, faculty, staff, and visitors:

1. Maximum speed limit on campus is 15 m.p.h.
2. Students and employees who have been issued parking permit decals following vehicle registration with the Public Safety Department must display the decals in accordance with current regulations.
3. Drivers must observe and comply with stop signs, pavement arrows, right-turn-only signs, and other traffic control devices. All vehicles must stop at marked crosswalks to yield to pedestrian traffic within the crosswalks.
4. Persons driving on campus must follow directions given by Public Safety officers and furnish student or other identification when so required.
5. Students may park in any parking space except those marked Visitors, Handicapped, Maintenance, Employees, No Parking, or any area with a red or yellow curb.
6. Persons having a Handicapped designation on their vehicle may use any marked space on the campus, including those marked Handicapped, except those areas with red or yellow curbs.
7. No vehicle other than an emergency vehicle may be parked along red curbs or in striped areas. These are fire-hazard and safety zones, and violators will be towed away without warning at the owner's expense.
8. No vehicle may be parked in driveways, where signs indicate No Parking, or in areas not specifically marked for parking.
9. Visitors may use student zones on a temporary basis. Visitor permits may be obtained from the Public Safety Department.
10. In angled parking spaces, no vehicle may be parked in a direction opposite the normal direction of traffic.
11. Parking of motorcycles, mopeds and bicycles:
    - Students are urged to exercise care in securing their personal property, including motor vehicles, bicycles, mopeds, and motorcycles.
    - Motorcycles and mopeds may be parked only on crossbars. Bicycles must be parked in existing bike racks only. Mopeds, bicycles, and/or motorcycles that are found chained or affixed to trees, buildings, or light posts are subject to having their chains cut and being removed to the Public Safety Department. Owners will be responsible for the cost of the lock or cut chain.

Computer Labs/Testing Services

Currently enrolled students who require computer resources have access to open Computer Labs located on the Pecos Campus in Bradshaw Hall, room BRD123, and on the Williams Campus in Bridget Hall. Open Computer Labs feature self-paced learning environments where students may study course materials, complete assignments, research information, and access scanners and printers. Computer Lab technicians, learning associates, and student assistants are available for general questions and support. Students who need assistance with assignments or materials related to a specific class should contact their instructors. Access to Computer Lab equipment is on a first-come, first-served basis and remote/virtual assistance is also provided during regular Computer Lab hours via Discord. Students requiring access to testing services may do so at the Pecos Lab where services include the ability to book appointments for make up exams and schedule HESI (for those attending the Nursing program), EC-Council, and Pearson VUE testing sessions. Our Pecos lab is also an active Certiport site where students may obtain either a Microsoft Office Specialist (MOS) or Quickbooks Certifications. Please note that hours of operation may vary each semester. Students should call 480-732-7221 or visit www.cgc.edu/cic (http://www.cgc.edu/cic/) for additional information.

Counseling

Counseling is a comprehensive academic and service program designed to promote student success and personal development at Chandler-Gilbert Community College. As a professional discipline, Counseling is based on values that include respecting the dignity of all people, celebrating the dimensions of personal identity that make us unique, recognizing and building on one's strengths and abilities, and empowering individuals to identify and pursue their own life goals. We appreciate that each student enters college with different life experiences, whether entering directly from high school or returning to school after years of work or military service. It is our goal to help students to overcome challenges they may be facing and help them achieve success in their academic, career, and personal goals.

On the Pecos campus, Counseling is located in Bradshaw Hall, room BRD101. At Williams, we are located in Bluford Hall, room BLUF141. Find us online at www.cgc.edu/counseling (http://www.cgc.edu/counseling/) for information about hours, maps, and current program offerings.

Associate of Arts, Emphasis in Counseling and Applied Psychological Science (CAP)

To support the next generation of counseling and other human services professionals, CGCC offers an Associate of Arts, Emphasis in Counseling and Applied Psychological Science (CAP). These courses include CAP120 Introduction to Counseling, CAP220 The Counselor in a Multicultural Society, CAP240 Introduction to Counseling Skills, and CAP260 Career and Professional Preparation for the Helping Professions. Learn more at www.cgc.edu/degrees-certificates/counseling (http://www.cgc.edu/degrees-certificates/counseling/).

Individual Student Support

Counseling faculty also provide counseling support services to currently enrolled students, and assist with overcoming difficulties, problem-solving, and decision-making processes related to academic, career, and personal goal achievement. Come see us for:

Academic Counseling

- Balancing life, work, and school demands
- Organization skills and study strategies
- Time management
- Overcoming procrastination
- Test anxiety
- Navigating college, transitions, and next steps

Career Counseling

- Researching and selecting fields of interest, majors, and career pathways
- Exploring interests, values, and skills related to the world of work
- Goal setting and decision-making related to academic/career direction
- Interpretation of career assessments

Personal Support

- Solution-focused problem solving
- Support in managing emotional, social, and physical distress
- Stress management and coping skills

Crisis Support

- Supporting students, faculty, and staff to promote the safety and well-being of the campus community

Referrals

- Provide referral information for students seeking clinical mental health services, psychological assessments, and other community resources

Online Resources

- To help students manage and overcome life obstacles, we have gathered valuable resources both at CGCC and within the community.

These are located at https://www.cgc.edu/student-resources/counseling/counseling-resources (https://www.cgc.edu/student-resources/counseling/counseling-resources/). They include the following areas and more: Suicide/Crisis Support, Food & Basic Need Assistance, Domestic & Dating Violence, and Mental Health Resources. For more information, or to schedule an appointment, please refer to our website at www.cgc.edu/counseling (http://www.cgc.edu/counseling/), or call 480-732-7158 during normal business hours.

Course Placement

Our colleges now use multiple placement options to determine college course placement for students. Students planning to take English, Reading, and/or Math will be advised to register for the appropriate course(s) within the first two years of enrollment based on District-approved placement methods. You can find more information regarding placement at: https://www.maricopa.edu/future-students/assessment-placement (https://www.maricopa.edu/future-students/assessment-placement/)

Disability Resources & Services

Please see Student Support and Disability Resources & Services (p. 21).

Dual Enrollment

Dual Enrollment provides an opportunity for eligible high school students to take college level courses at their high school. These courses allow students to earn both high school and college credit for the same class. Classes meet at the high school during the regular school day and are taught by college certified instructors using approved curriculum and texts. The credits earned may be used towards a certificate or Associate's degree, and most can transfer to universities. Dual Enrollment courses let students begin their college career in a convenient and affordable way. These courses enhance learning and promote higher level cognitive skills. Best of all, transition from high school to college begins early and occurs in a familiar and comfortable environment.

To learn more about Dual Enrollment offerings with our partner school districts please visit www.cgc.edu/dual (http://www.cgc.edu/dual/) or call 480-732-7006.

Early College

The Office of Early College provides programs for 9-12 students. The office oversees the following programs:

ACE Program

The ACE Program (Achieving a College Education) is an early college, two-year tuition scholarship college preparation program for high school students. The mission of the ACE Program is to increase the college success rate of underrepresented, financially disadvantaged, and/or first-generation college-bound students. Students must demonstrate evidence of commitment to completing the program while attending high school. Application for the ACE Program is made available each year in September and closes in December. Students may apply directly by visiting the ACE website (https://www.cgc.edu/admissions/high-school-students/achieving-college-education-ace/). For me information about the ACE Program, please send an email to myaceadvisor@cgc.edu.

Hoop of Learning (Native American Students)

The Hoop of Learning program at CGCC is designed to provide educational opportunities for Native American students in high school grades 9 through 12 to earn college credits. Native American high school students can apply to the Hoop of Learning Program by visiting the Hoop website (https://www.cgc.edu/admissions/high-school-students/hoop-learning/). The Hoop of Learning application is available each year in September and closes in December. For more information, please email the Early College Program at myaceadvisor@cgc.edu.

Electronic Resources

Students, faculty, and staff use their MEID and associated password to access the Library's electronic resources from off campus.

Enrollment Services

Enrollment services are available at the Pecos Campus in the Coyote Center and at Bluford Hall on the Williams campus. These services encompass Academic Advisement, Admissions, Records and Registration, Financial Aid and Scholarships, International Education, Veteran Services, Early College programs (including Achieving a College Education (ACE), Hoop of Learning, and Dual Enrollment), Career Services, and Coyote Kickoff: Pre-Advising Workshop. These departments help ensure student access and success by facilitating advisement, registration and retention of students.

Facilities Services

Facilities Services is responsible for the maintenance and operation of Chandler-Gilbert Community College's physical infrastructure at the Pecos Campus, Williams Campus, and the Sun Lakes Center. Facilities is responsible for grounds maintenance, preventive maintenance, workplace safety maintenance, custodial services, central plant operations, and for providing other skilled craft services to the college.

Facilities hours of operation are Monday - Friday, from 7AM to 5PM, with limited evening and weekend personnel. Facilities can be reached by calling 480-732-7285.

Financial Aid and Scholarships

The Financial Aid Office, located in Coyote Center at the Pecos Campus and in Bluford Hall at the Williams Campus, is responsible for the following student services functions:

- Financial aid
- Scholarships
- Federal Work-Study

Financial Aid Answer Center telephone number is 480-731-8900 and available 24 hours/7 days a week.

Financial Aid

CGCC is committed to providing support to students with financial need. However, students are expected to share in the expenses of attending college. The purpose of the CGCC Financial Aid Office is to assist with this responsibility by determining students' financial need and awarding assistance to eligible students. This is accomplished by evaluating all aid applications through the use of a standard financial needs analysis system that determines how much students and/or their families can afford to contribute toward the college costs. Several types of federal financial aid are available. These include:

- Pell Grant
- Supplemental Education Opportunity Grant (SEOG)
- Direct Parent Loan (PLUS)
- Work-Study – part-time employment on campus

Students must apply and qualify for financial aid each academic year. In order to be considered for assistance, students need to complete the Free Application for Federal Student Aid (FAFSA). Once the financial aid application has been completed and you are admitted to CGCC, your financial aid eligibility will be evaluated.

Some funds are awarded on a first-come, first-serve basis, so it is best to apply as early as possible before the semester of attendance. Students should complete an application online at https://studentaid.gov/h/apply-for-aid/fafsa (https://studentaid.gov/h/apply-for-aid/fafsa/) as soon as possible each year in order to be considered for all available fund programs. Students must be making satisfactory academic progress in order to receive financial aid. Contact the Financial Aid Office for specific details: 480-731-8900 or visit the Financial Aid website at https://www.cgc.edu/admissions/financial-aid (https://www.cgc.edu/admissions/financial-aid/).

Scholarships for Students

Scholarships are available for prospective students as well as currently enrolled students. Because the applications and deadlines vary for each scholarship, applying early is critical. Completion of the federal financial aid application may be required for some scholarships. Visit https://www.cgc.edu/admissions/financial-aid/scholarships (https://www.cgc.edu/admissions/financial-aid/scholarships/) or contact the Financial Aid Office for applications and information.

Federal Work-Study

Federal Work-Study positions are coordinated through the Financial Aid Office and Career Services on the Pecos Campus. Visit https://www.cgc.edu/admissions/financial-aid/types-financial-aid/federal-work-study (https://www.cgc.edu/admissions/financial-aid/types-financial-aid/federal-work-study/) for more information.

Food Services

CGCC has two full-service dining options: The Coyote Cafe is located in Bradshaw Hall, Room BRD133, at the Pecos Campus. They are open Monday-Friday from 8AM to 1:30PM during the Academic Year, and Monday - Thursday from 8AM to 1:30PM during Summer Session. The Roadrunner Cafe is located in Bridget Hall, BRID138, at the Williams Campus. They are open Monday-Friday from 8AM to 1:30PM during the Academic Year, and closed during the Summer Session. Cash, credit, and debit cards are accepted. Food Services also provides catering for special events, banquets, and meetings. For questions, comments, or need catering assistance, call 480-732-7362.

Information Technology (IT)

Information Technology is located on the second floor of the Library at the Pecos Campus and in Bluford Hall at the Williams Campus. IT plans, designs, and integrates various college technologies in support of Student Success. IT performs ongoing operational support for computing, network, application, and media services. This includes technical support in the following areas:

- Enterprise Systems and Infrastructure
- Client/Network Support
  Computer Hardware Repair
- Desktop Applications
- IP Telephony
- Business Process Automation
- Web-based Applications
- Media Audio/Visual Systems
- Project Management

Information Technology provides technical support at the Pecos Campus, Williams Campus, Sun Lakes Center, and Communiversity at Queen Creek. CGCC's network design provides connectivity to a variety of

environments including internet and wireless, in support of a multitude of computing technologies. A dedicated and professional team delivers technical services, implementation, and support for instructional and administrative systems.

For technical assistance, please call the Information Technology Helpdesk at 480-732-7025 or visit www.cgc.edu/IT (http://www.cgc.edu/IT/).

Institutional Research

The Planning and Research office, located on the Pecos Campus in Mesquite Hall (MSQ), provides assistance to administrative services, as well as academic and student affairs by collecting and analyzing information used to improve the quality of education and services and ensure student success. The office accomplishes this task by coordinating the development and implementation of the college strategic plan, ensuring stakeholders have access to meaningful, reliable and timely analytics that empower informed decision-making and drive strategy, and providing appropriate research support to faculty and staff to improve the delivery of products and services. Call 480-857-5118.

International Education Program

The International Education Program (IEP) is located in the Coyote Center at the Pecos Campus.

The IEP aims to support an environment that encourages global understanding and appreciation by providing support services and programs that enhance academic, cultural and interpersonal relations efforts at the college and the community. The IEP provides the following services for international students:

- International student admissions
- New international student orientation
- Immigration advisement
- Enrollment Services (Class Registration & Class Withdrawal)
- Student engagement activities and programming
- Leadership development

The IEP also provides support for the Intercultural Exchange Club and organizes cultural activities and events to enhance cross-cultural understanding among domestic and international students on campus.

For more information, visit www.cgc.edu/international (http://www.cgc.edu/international/) or call 480-732-7391.

Learning Center (Tutoring)

The Learning Center mission is to support students' academic learning by providing free tutoring and resources to reinforce and supplement classroom instruction and to assist students to achieve academic success. While the emphasis is on providing writing, mathematics, and science support, services are available for a wide range of academic courses at CGCC. Tutoring services are available on a drop-in, in person basis for many courses, by appointment for select courses and online. Resources include workshops, software, and print materials. Students must be enrolled at CGCC in the class for which they are seeking assistance. For more information, visit www.cgc.edu/lc (http://www.cgc.edu/lc/) or call 480-732-7231.

Library

Pecos

Monday-Thursday, 7:30am -9:00pm
Friday, 7:30am-4:00pm
Saturday, 8:00am-2:00pm
Sunday, closed
Circulation: 480-857-5102; Reference: 480-857-5100
Email: circ@cgc.edu

Williams (Bridget Hall)

Monday-Thursday, 7:00am-8:00pm
Friday, 8:00am-2:00pm
Saturday & Sunday, closed
Circulation: 480-988-6611, Reference: 480-988-8275
Email: circwil@cgc.edu

Visit www.cgc.edu/student-resources/library (http://www.cgc.edu/student-resources/library/) for the most up-to-date hours and holiday closure information.

The libraries at Chandler-Gilbert Community College offer a full range of library services that support the academic mission of the College. The libraries provide access to a full-range of information in a variety of formats including web-based, traditional print, and multimedia. Library faculty teach the identification, location, and critical evaluation of the dynamic information world. We also provide virtual and face-to-face reference assistance. Library staff assists patrons with interlibrary loan requests, course reserves, and study room reservations. The Library has 10 conference/study rooms; three library instruction classrooms; access to subscription databases; magazines, journals, and newspaper display and storage; and wireless Internet access.

Maricopa Community College Police Department

Maricopa Community Colleges Police Department are responsible for maintaining a safe, orderly, and peaceful atmosphere on campus to contribute to student development and success. It was formed with these objectives in mind, and is staffed by qualified safety personnel, including certified police officers. Maricopa Community Colleges Police are located in the Public Safety Building (PSB), at the Pecos Campus and in Bluford Hall at the Williams Campus. Students are encouraged to inform the on-duty officer about any situation that might warrant support for safety reasons (stalkers, potentially violent situations, orders of protection, etc.).

Services to students, faculty, and staff include:

- Providing safety escorts to and from parking lots upon request
- Assisting students, faculty, and staff in case of accident or injury on campus
- Providing minor assistance to motorists with disabled vehicles
- Delivering emergency messages from family to students in classes
- Enforcing parking regulations on campus
- Providing Lost and Found services
- Administering college vehicle use
- Patrolling campus
- Encouraging student, faculty, and staff participation in safety and crime prevention programs

For additional information, call 480-732-7280 at the Pecos Campus or 480-988-8888 at the Williams Campus. Information on crime prevention programs, safety policies, incident reports, and CGCC crime statistics for the previous three years can be found at www.cgc.edu/safety (http://www.cgc.edu/safety/).

Emergencies

In the event of emergencies on campus, contact the Maricopa Community Colleges Police Department at 480-784-0911. Emergency telephones are located at the entrances to all parking lots of the Pecos Campus and ring directly into the Public Safety Department. Call 911 in the event of a life-threatening emergency.

Emergency Notification System

Chandler-Gilbert Community College uses a mass notification system (RAVE) in order to communicate with students and employees in the unlikely event of an emergency at the college. Student contact information (cell phone number, home phone, email address etc.) provided at the time of registration will automatically be used in the college notification system. Be assured, that students and staff will only be contacted for emergency purposes. The system will not be used for other purposes.

RAVE Guardian App

Students can download the RAVE Guardian App from the Apple App Store or Google Play. This app helps to improve:

- Safety
- Security
- Access to emergency numbers

CGCC students can authenticate their accounts with student email addresses, user names, passwords and personal profiles.

Mathematics and Science Tutoring

The Math and Science Centers are valuable resources to assist CGCC students with a variety of math and science courses by offering tutoring and resources to supplement classroom instruction. The Math and Science tutoring program at the Pecos Campus is located on the second floor of the Library, rooms LIB227, LIB228 and LIB229. At the Williams Campus, tutoring takes place in Bridget Hall, room BRID115. A schedule of tutoring hours and services is posted at the beginning of each semester. The Math and Science tutoring program offers:

- Drop-in tutoring for math, chemistry, biology, physics, engineering, and statistics
- Online tutoring for math, chemistry, biology, physics, engineering, and statistics
- Trained tutors, including math and science faculty
- Computers with mathematics, engineering, science and programming softwares
- Calculators and current textbooks
- Reference materials, handouts, science models and microscopes
- Interactive workshops focusing on a variety of mathematics and science topics

Student Tools

maricopa.edu/students (https://www.maricopa.edu/students/) is an online student center where students can do the following:

- Apply for admission
- Register for courses
- Check class schedule
- Add/drop courses
- Request official transcripts
- View unofficial transcripts
- Check holds
- Check fee balance and pay fees
- Manage Refund method
- Sign up for a payment plan
- View financial aid
- Check student grades
- Update address/phone
- Check course availability

New Student Orientation

All new-to-college, degree & transfer-seeking students are required to attend Coyote Kickoff (Initial Advisement/New Student Orientation). This includes students who have earned college credit through ACE, Dual Enrollment, or Hoop of Learning programs and are now high school graduates.

At Coyote Kickoff, academic advisors and college staff assist you with registering for your first semester courses. You will learn how to access and navigate the online Student Center, discuss major and degree requirements, review important college policies, student resources, and prepare for a successful first semester at CGCC.

Office of Student Recruitment

The Office of Student Recruitment provides information to future students about various academic programs, services, and resources available at Chandler-Gilbert Community College. To schedule a campus tour or request information, call 480-732-7385, visit the web at www.cgc.edu/admissions/new-students (http://www.cgc.edu/admissions/new-students/) or email recruitment@cgc.edu.

Online and Hybrid Courses

Distance learning courses also referred to as e-learning courses, are taught via the Internet and may be entirely or partly online. Courses taught partly online are identified as hybrid in CGCC class schedules. E-learning courses cover the same material as courses taught in person. To be successful in e-learning courses students should possess a reasonable level of comfort with technology and have consistent access to a computer with a reliable Internet service provider. E-learning courses are for self-motivated students who can learn independently using online tutorials and assignments. Communication among students, and between students and instructors, is mediated by Canvas. Canvas is the Learning Management System (LMS) used throughout the Maricopa Community Colleges to provide an online centralized method of delivering course material and content to students.

An **In Person** (synchronous) class meets in person at designated dates, times, and locations where students are physically present for class.

An **Online** (asynchronous) class takes place entirely online (you never attend a face-to-face class, but testing may be in person). You should expect to have weekly assignment due dates as well as to work collaboratively with your classmates.

A **Live Online** (synchronous) class takes place entirely online but students must attend virtual sessions on specified days and times.

A **Hybrid** involves both online (asynchronous) and in-person formats. Students are expected to complete online coursework as well as attend face-to-face sessions.

A **Virtual Hybrid** combines both online (asynchronous) and Live Online (synchronous) formats. Students are expected to complete online coursework as well as attend virtual sessions on specified days and times.

Parking

Students taking classes exclusively at the Pecos Campus are no longer required to obtain an MCCCD parking decal to park on campus property.

Students parking at the Williams Campus must obtain and display a current academic year CGCC Williams Campus parking permit. These may be obtained from College Safety in Bluford Hall. Permits will be issued only after the refund deadline has passed for a student's earliest-starting class. Current enrollment in Williams Campus class(es) will be verified prior to a permit being issued. Students are limited to one permit.

A new Williams Campus parking permit will need to be obtained each academic year (fall through the following spring and summer semesters).

CGCC students and employees choosing to park vehicles on Arizona State University Polytechnic campus property are required to register their vehicles and purchase and display ASU parking decals. ASU parking decals can be purchased from the ASU Polytechnic Campus Decal Sales office located in the ASU Student Affairs Complex.

CGCC students and employees are subject to ASU Polytechnic Campus parking and traffic regulations when parking on ASU Polytechnic Campus property and are also responsible for any citations and/or penalties resulting from parking violations.

Practical Instruction

Some courses and programs of study require students to participate in practical instruction, which may include internships, practicums, clinical placements, field experience or other types of hands-on demonstration by students of concepts or theories learned in instructional settings on campus or online. Practical instruction may require students to travel to approved sites throughout the Maricopa Community College District service area, and may also require students to meet eligibility requirements such as fingerprint clearance, background checks, drug testing, and operating various types of motor vehicles. Complete information on practical instruction can be found in recruitment materials and student handbooks for specific instructional programs.

Student Business Services

Student Business Services Office (SBS) manages financial operations for the college, including tuition and fee collections and provides financial accountability to funding agencies and individuals. The SBS Office is located on the west side of the Public Safety Building at the Pecos Campus. Students can schedule in-person or virtual appointments if needed, or can call 480-732-7312 or email sbs@cgc.edu if they have questions.

Student Dress Code

State Health Department laws and college policy require that all students wear shoes and a shirt in addition to other apparel. Academic programs may have specific dress codes and standards including but not limited to nursing, mortuary science and aviation programs. If, in the opinion of the faculty or staff member, any student's dress conflicts with the classroom procedures or the educational processes, the violator may be asked to leave the classroom or the campus. The violator may not return until the condition is corrected or the case is reviewed by the appropriate administrator who may be the department chair, dean or vice president.

Student Helpline

Students may need support to review and resolve complaints, concerns and issues that they face in and out of the classroom. The Student Rights and Responsibilities (SRR) Team can provide guidance on policies and procedures to help you address concerns. The Vice President of Student Affairs and Dean of Student Development lead this team and can be contacted at the information located on https://www.cgc.edu/about-us/college-leadership (https://www.cgc.edu/about-us/college-leadership/) or call the SRR office at 480-732-7310.

Should a student need guidance or have an issue please visit this website to find complaint forms and contact numbers for people who can assist you: https://www.cgc.edu/student-resources/student-basic-needs/student-care-and-conduct (https://www.cgc.edu/student-resources/student-basic-needs/student-care-and-conduct/)

This website provides information on the following MCCCD policies and procedures:

- Student Rights and Responsibilities
- Instructional and non-instructional complaint processes
- Student Conduct and Grievances
- ADA Accommodations
- Sexual Harassment Issues
- 504 and Title IX

Student Housing

While CGCC doesn't offer student housing, you may be able able to find an option that allows you to live near other college students through our partnership with Arizona State University (ASU) Polytechnic campus which is adjacent to the CGCC William campus. Meal plans are available to students living in ASU campus housing. Be sure you apply as far in advance of your enrollment as possible.

Students must remain in good standing and a verification of eligibility completed, to remain in residential living each term. To remain in good standing, students need to be enrolled throughout the term(s) and meet all requirements of the housing agreement. Housing accommodation is offered for Academic Year Housing (Fall Semester & Spring Semester), Spring Only Housing, and Summer Housing.

If you're interested in Student Housing, please visit https://housing.asu.edu/ for contact information and the online housing application.

Student ID/Library Cards

Student ID cards serve as a Library Card See Student Identification Cards (p. 20).

Student Identification Cards

Student identification (ID) cards are obtained from the Enrollment Services Office, located in the Coyote Center at the Pecos Campus and in the Bluford Hall at the Williams Campus. The card is used to access many of the services on campus including the Library and Fitness Center and should be kept from semester to semester.

Student Immunization

The Maricopa County Community Colleges District does not require that students receive vaccinations prior to general college admission. Certain professional or occupational programs do require particular vaccinations for participation in those programs. In order to join a program in the Healthcare Education department, there are several requirements you must meet. Maricopa Community Colleges requires all students to meet the placement requirements as set up by our program's most stringent clinical partner. This is done for ease of random placement. More information about these programs can be found on college websites, the district website (https://www.maricopa.edu/degrees-certificates/special-programs/healthcare-education/health-safety-requirements/) and program pages.

To participate in ASU housing, students must comply with ASU health requirements. More information can be found at https://eoss.asu.edu/health/parents/immunization (https://eoss.asu.edu/health/parents/immunization/)

Student Life and Leadership

All students are encouraged to participate in programs and activities sponsored by the Office of Student Life and Leadership located in the Student Center at the Pecos Campus and Bridget Hall at the Williams Campus. There are many opportunities to enhance a student's experience at CGCC by getting involved outside of the classroom.

These include leadership development, volunteer opportunities, cultural events, and an opportunity to participate in one of the many student organizations. For more information visit: https://www.cgc.edu/campus-life/student-life (https://www.google.com/url/?q=https://www.cgc.edu/campus-life/student-life&sa=D&source=docs&ust=1686159565107639&usg=AOvVaw3XUUGLAUC9Bo2rT0eRTh)or call Pecos: (480)732-7104 or Williams: (480)988-8274.

Equity, Inclusion & Retention Programs

Male Empowerment Network (MEN)

The Male Empowerment Network provides male identifying students with resources, community, and resources in order to thrive during their time at Chandler-Gilbert Community College. To get connected to this growing community of students, reach out to justina.burks@cgc.edu.

Women Rising

Women Rising brings female identifying students together with academic support and professional resources to create a culture of success and empowerment. Contact justina.burks@cgc.edu to become part of the community.

Bridging Success

Bridging Success connects students who were in foster care with our Foster Youth Champions on campus in order to achieve their academic goals. If you are or were in the foster care system and would like to meet other similarly situated students, and get connected with our coaches and champions email: champions@cgc.edu.

Leadership Development

Getting Involved - Leadership Retreats and Leadership Activities are organized to increase students' leadership skills during the fall and spring semesters. Interested students are encouraged to call or email the Office of Student Life and Leadership at 480-732-7104 or student.life@cgc.edu.

Community Service and Volunteer Opportunities

Students are encouraged to serve and volunteer on campus and in the community in a variety of ways. Check out service opportunities here: https://cgc.campuslabs.com/engage/service-opportunities (https://cgc.campuslabs.com/engage/service-opportunities/) or email service.learning@cgc.edu to get involved. There are also preplanned and organized volunteer opportunities each semester called CommUNITY for students to sign up for.

Coyote Cupboard

Coyote Cupboard is a free food pantry, non-perishable and household items are available to any CGCC student or employee. CGCC is proud to partner with Mathew's Crossing Food Bank. For more information email student.life@cgc.edu

Pecos Campus: Student Center (SC) 100 or Williams Campus: Bridget Hall (BRID)

Produce Distribution

We are proud to partner with United Food Bank to serve students, staff and community members at the Pecos and Williams Campus on a monthly basis offering fresh produce. For more information regarding basic needs please visit: https://www.cgc.edu/student-resources/student-basic-needs/food-pantry/food-pantry (https://www.cgc.edu/student-resources/student-basic-needs/food-pantry/food-pantry/)

Service-Learning

This is an exciting teaching strategy designed to integrate community service into the classroom. This program benefits everyone involved: students, faculty members, and the community.

Adopt-A-Family Program

This program assists CGCC students with necessary food, clothing, and related resources. During the holidays, meals and gifts are provided as well. Students must complete an application or be referred by college employees. For more information, please contact student.life@cgc.edu.

CGCC Student Organizations

The list of student organizations at CGCC grows each year. Listed below are the current, officially recognized groups. Student organizations may be formed for many purposes — social, service, athletic, professional, and religious. Current information is available in the Office of Student Life and Leadership. For more information about student organizations contact student.life@cgc.edu

- Art Club
- Asian Pacific Islander Club (APIC)
- Chess Club
- Coding Club
- Collegiate DECA
- Engineering Club
- Exercise is Medicine On Campus
- Fashion Style & More (FSM)
- Intercultural Exchange Club (IEC)
- LatinX Student Organization (LSO)
- Literature Club
- One Voice
- Phi Theta Kappa (PTK)
- Pre-Health Professional Club
- Psi Beta Chapter
- Society of Women Engineers (SWE)

Coyote Esports Program

Coyote Esports is an inclusive gaming community welcoming all skill levels from casual to competitive. We provide a supportive environment for our students to compete against other community colleges and universities. Join Coyote Esports Gaming Community here: https://cgc.campuslabs.com/engage/organization/cgcc-esports-club (https://www.google.com/url/?q=https://cgc.campuslabs.com/engage/organization/cgcc-esports-club&sa=D&source=docs&ust=1686159565106364&usg=AOvVaw0lOV3aM8C4RRRJUnUBRzvf)

How to Create a Student Organization

Student organizations can be created to meet the needs of a diverse student population. Students thinking of creating a new student organization should meet with the Director of Student Life and Leadership to learn the steps to take to have any group officially recognized at CGCC. For more information, contact student.life@cgc.edu

Co-Curricular and Multicultural Programs

Co-curricular programs are programs that refer to activities, programs, events, and learning experiences that complement what students at Chandler-Gilbert Community College are learning in the classroom. These Co-curricular opportunities connect to or mirror the academic curriculum. The office of Student Life and Leadership values diversity and inclusion by providing multicultural opportunities for students to attend heritage events and learn about different cultures. Students interested in participating in Co-curricular or Multicultural events on campus are encouraged to visit https://cgc.campuslabs.com/engage/ or email multicultural.cocurricular@cgc.edu.

College and Student Activities Budgets

CGCC allocates funds to a variety of college and student activities. These funds cover a host of special events, cultural celebrations, co-curricular activities, academic recognitions, service learning, and a variety of performing arts activities. Please contact the Vice President of Student Affairs' Office at 480-732-7322 for more information.

Voter Education and Registration

Students and community members have the opportunity to register to vote in the Office of Student Life and Leadership at CGCC. Voter registration is also available online at www.azsos.gov (https://www.azsos.gov) or by calling 877-THE-VOTE [877-843-8683]. Contact the Office of Student Life and Leadership at 480-732-7104 or visit www.azsos.gov (https://www.azsos.gov) for registration deadlines and election dates.

Student Support and Disability Resources & Services

This department provides student-centered support services and programs for CGCC's diverse student population and those individuals with disabilities. The department is located on the Pecos campus in the Bradshaw building (BRD101), For more information call 480-857-5188. or Williams campus in Bluford Hall (BLU101S), call 480-988-8162

Disability Resources & Services (DRS)

DRS provides access and ongoing support services to students who have a documented disability according to The Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act. Students will apply for services and request academic adjustments through MCCCD's DRS CONNECT system. All registered students must provide appropriate and current documentation that complies with the MCCCD documentation policy and guidelines. DRS provides education, information regarding student rights, advocacy, and implement academic adjustments that support student learning.

Travel by Students

College travel is governed by MCCCD Administrative regulation 1.15 https://district.maricopa.edu/administrative-regulations/1-fiscal-management/1-15 (https://district.maricopa.edu/administrative-regulations/1-fiscal-management/1-15/). In general, student travel is governed by this regulation. Circumstances where student guidelines differ from the general travel regulation are identified in the policy as being specific to students only. If campus financial support is requested for attending tournaments or club functions, students must obtain campus approval prior to running for national or regional organizations and/or officer positions. All travel by individual students or student organizations should be authorized and approved, according to travel and purchasing regulations, prior to purchase or participation in travel activities. The college president may require an advisor(s) for college-sponsored student trips that involve out-of-county travel.

Travel Reduction Program

The Travel Reduction Program (TRP) began in 1989 as part of the State of Arizona's response requiring greater efforts to reduce air pollution.

Why drive alone when you can gain more with an alternate mode of transportation, improve air quality, reduce carbon emissions, decrease congestion, and reduce noise pollution - and get in on major savings!

Full-time students are encouraged to participate in Maricopa County's Travel Reduction Program (TRP). Discounted bus passes, reserved

carpool parking, free showers, and contests and prizes are available to qualified participants. Interested students should check with the Student Center information desk (SC100) or contact the college Travel Reduction Coordinator for details. Complete information about the program is available at https://www.maricopa.edu/about/sustainability/travel-reduction-program-trp (https://www.maricopa.edu/about/sustainability/travel-reduction-program-trp/)

Veterans Services

CGCC recognizes and honors the sacrifices of all those who have served our country in the U.S. Armed Forces. The Veterans Services Office is located in Coyote Center at the Pecos Campus and in Bluford Hall at the Williams Campus, and provides the following services:

- GI Bill® benefits counseling and processing
- Referrals for personal, career, academic counseling, enrollment services, and financial aid
- Assistance with family and transition support
- Student Veterans Organization (SVO)

Students applying for veterans benefits for the first time should allow four to six weeks before receiving benefits. The amount of benefits awarded is based on the number of credit hours attending and chapter of benefits. Those students receiving benefits must be following the Veterans Administration (VA) academic progress policy to continue to receive benefits.

Veterans Chapters Served

- Chapter 30 – Montgomery GI Bill®
- Chapter 31 – Veteran Readiness and Employment
- Chapter 33 – Post 9/11 GI Bill®
- Chapter 35 – Survivors and Dependents of Deceased/100% Disabled Veterans
- Chapter 1606 – Selected Reserve GI Bill®

For additional information, contact the Veterans Services Office at 480#726-4122 at the Pecos Campus and 480#988-8177 at the Williams Campus. Information is also available at www.cgc.edu/veterans (http://www.cgc.edu/veterans/).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.va.gov/education (http://www.va.gov/education/)

Approved VA Funding

Airway Science Technology, Flight Emphasis

Approved Funding for VA Flight Training for 2024-2025
Flight Standards District Office (FSDO)

Costs are calculated according to the following hourly rate: (Rates shown do not include fuel surcharge, if any)

Aircraft Rate	Solo Rate	Dual Rate	Rate
Cessna 172	$197.72/hour	$186.00/hour	
Piper Archer	$208.35/hour	$196.00/hour	
Seminole	NA	$375.00/hour	
SE Simulator		$110.00/hour	
ME Simulator		$120.00/hour	

Instructor Rate: $85.00 /Hour
Note: Solo Flights are subject to sales tax in the stat of AZ at a rate of 6.3% which is included in the hourly rate.

2024-2025 Projected Individual Flight Training Costs – For New Students or Students Beginning Commercial/Instrument Training

These are the projected costs for flight courses for the 2024-2025 school year based on anticipated rates[1]. Course costs are based on the average number of hours it takes a student to complete the course, and may vary from student to student according to their capability and motivation. Financial aid may be available to assist with these costs, but applying for aid must be done well in advance. Flight costs are in addition to tuition.

[1] Does not include AET270 Certified Flight Instructor: Instrument Airplane Flight Lab

Private Pilot

AET110 Private Pilot Flight Certification $19,166.75

Item	Hours
Instructor Time	92
S.E. Simulator	3
Piper Archer Dual	50
Piper Archer Solo	5
FAA Written[1]	(1)

[1] FAA written price of $175.00 included in the budgeted total for each applicable course

Instrument and Commercial

AET210 Commercial Flight Lab I (Lessons 1-8) $2,925.40

Item	Hours
Instructor Time	15
S.E. Simulator	3.6
Piper Archer Dual	6.4

AET220 Instrument Commercial Flight II (Lessons 1-31) $13,026.50

Item	Hours
Instructor Time	70.7
S.E. Simulator	13.2
Piper Archer Dual	27.5
FAA Written[1]	(1)

[1] FAA written price of $175.00 included in the budgeted total for each applicable course

AET221 Commercial Flight Lab II (Lessons 9-26) $12,420.83

Item	Hours
Instructor Time	40.7
S.E. Simulator	1.2
Piper Archer Dual	24
Piper Archer Solo	19.8

AET222 Commercial Flight Lab III (Lessons 27-44) $12,768.34

Item	Hours
Instructor Time	43.9
S.E. Simulator	2.4
Piper Archer Dual	22.5
Piper Archer Solo	20.1
FAA Written[1]	(1)

[1] FAA written price of $175.00 included in the budgeted total for each applicable course.

AET239 Commercial Flight Lab IV (Lessons 45-54) $5,864.83

Item	Hours
Instructor Time	21.5
Piper Archer Dual	10.5
Piper Archer Solo	9.5

MULTI ENGINE

AET240 Multiengine Airplane Pilot Flight Lab (Lessons 1-15) $8,467.00

Item	Hours
Instructor Time	32.2
M.E. Simulator	4
Piper Seminole	14

Flight Instructor

AET230 Certified Flight Instructor: Airplane, Single Engine Land Flight Lab Certification $10,878.00

Item	Hours
Instructor Time	58
Piper Archer	28
S.E. Simulator	1
FAA Written[1]	(2)

[1] FAA written price of $175.00 included in the budgeted total for each applicable course.

Total Estimated Flight Costs: $85,517.64. Course costs are based on the average number of hours it takes a student according to their capability and motivation.

Item	Costs
CGCC Tuition	Vary depending on residency status
Books and Flight Training Supplies (Approx.) Estimated	$1,125.00
Fuel Surcharge Throughout Program	
• AET110 Private Pilot Flight	$2,513.00
• AET210 Commercial Flight Lab I	$550
• AET220 Instrument Flight Lab	$64
• AET221 Commercial Flight Lab II	$275
• AET222 Commercial Flight Lab III	$438
• AET239 Commercial Flight Lab IV	$426
• AET240 Multi engine Airplane Pilot Flight Lab	$200
• AET230 Certified Flight Instructor: Airplane, Single Engine Land Flight Lab	$280
	$280
TSA Registration Fees (International Students Only)	$390.00 (Not Included in Total)

Total Estimated Program Cost:$89,155.64 plus CGCC Tuition

Students using veteran's educational benefits will only be certified for the actual cost and required flight hours of the program.*AET110 Private Pilot Flight Certification is a prerequisite.

Writing Center

The Writing Center is a valuable resource to assist CGCC students with their writing needs in all of their college courses. The Writing Center helps students address a wide range of writing concerns, from how to determine whether they have a good thesis, to how to organize their work, revise more effectively, and document sources accurately. The Writing Center at the Pecos Campus is located on the second floor of the Library, room LIB230. Writing tutors are also available at the Williams Campus in Bridget Hall, room BRID114. A schedule of tutoring hours and services is posted at the beginning of each semester.

The Writing Center services include:

- Individual writing sessions with knowledgeable tutors
- Drop-in tutoring (no appointment needed)
- Online tutoring (appointment may be necessary)
- Asynchronous tutoring in Canvas with electronic essay review services (EERS) (https://learn.maricopa.edu/enroll/ADL7WR/)
- Reference materials and handouts
- A comfortable, quiet study area for individual or small-group work
- Computers for academic use
- Interactive workshops focusing on a variety of writing topics

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT COMMON POLICIES

Maricopa County Community College District Common Pages

The Catalog Common Pages are MCCCD Administrative Regulations and Appendix items specifically relevant to students.

The Catalog Common Pages (Catalog Common Pages (https://district.maricopa.edu/stewardship/maricopa-governance/common-pages/student-regulations/)) are MCCCD Administrative Regulations and Appendix items specifically relevant to students. (See Common Pages - Student Regulations Line-Up)

The Catalog Common Pages are reviewed and updated annually by the Common Pages Committee and coordinated by the Center for Curriculum and Transfer Articulation and the Associate Vice Chancellor for Academic and Student Affairs. The Catalog Common Pages are a compiled list of Board Policies, Administrative Regulations, and program information directed toward student services support areas at the colleges. For more information, please contact:

Bettina Celis — Associate Vice Chancellor for Academic Affairs
(480) 731-8016 | bettina.celis@domail.maricopa.edu

Kishia Brock, Ph.D — Associate Vice Chancellor of Academic and Student Affairs
(480) 731-8313 | kishia.brock@domail.maricopa.edu

DEGREE REQUIREMENTS

- General Academic Policies for Associate Degrees Designed for University Transfer (p. 25)
- Arizona General Education Curriculum (AGEC) – A, B, S (p. 27)
- Associate in Arts (AA) Degree (p. 33)
- Associate in Arts, Elementary Education Degree (AAEE) (p. 36)
- Associate in Arts, Fine Arts (AAFA) (p. 40)
- Associate in Science, (AS) Degree (p. 43)
- Associate in Business, General Requirements (ABUS-GR) Degree (p. 47)
- Associate in Business, Special Requirements (ABUS-SR) Degree (p. 50)
- Associate in General Studies (AGS) Degree and General Education Requirements (p. 53)
- Associate in Applied Science (AAS) Degree and General Education Requirements (p. 73)
- Academic Certificate (AC) (p. 83)

General Academic Policies for Associate Degrees Designed for University Transfer

Maricopa County Community College District (MCCCD) 2024-2025

General Academic Policies for Associate Degrees Designed for University Transfer

The following academic policies govern the associate degrees designed for university transfer Associate in Arts (AA); Associate in Arts, Elementary Education (AAEE); Associate in Arts, Fine Arts (AAFA); Associate in Business-General Requirements (ABUS-GR); Associate in Business-Special Requirements (ABUS-SR); and Associate in Science (AS).

Note that academic policies that govern the Associate in General Studies (AGS) and Associate in Applied Science (AAS) degrees are listed separately, with the requirements for each of those degrees.

- The graduation policies within the general catalog must be satisfied (administrative regulation 2.3.9). First Year Experience required (FYE101 or FYE103)
- Minimum semester credits for completion vary slightly by degree and specific emphasis (when applicable). Refer to the Program (Degree) Search at curriculum.maricopa.edu (http://curriculum.maricopa.edu) for credit minimums for individual degree programs.
- Credits completed toward these minimums must be in courses numbered 100 or above with a grade of "C" or better. These credits must include a minimum of 35[1] in satisfaction of the requirements of the Arizona General Education Curriculum (AGEC) along with a maximum of 6 credits towards MCCCD's Additional Requirements.
- Detailed degree requirements are maintained by the Center for Curriculum and Transfer Articulation (CCTA); refer to the program search at curriculum.maricopa.edu (http://curriculum.maricopa.edu)

General Education Requirements

The AGEC requirements include a designated number of courses approved for each of the following areas:

- First Year Composition [FYC],
- Mathematical Applications [MA], Computer/Statistics/ Quantitative Applications [CS] (CS not required for Associate in Science),
- Literacy and Critical Inquiry [L],
- Humanities, Arts and Design [HU],
- Social-Behavioral Sciences [SB], and
- Natural Sciences (Science Quantitative [SQ], Science General [SG])
- Awareness Area: Cultural Diversity in the U.S. [C]
- Awareness Area: Global [G] or Historical [H] Awareness

- Note that there are three different AGECs each aligning with a different subset of associate degrees—AGEC-A for the AA, AAEE, and AAFA degrees, AGEC-B for the ABUS-GR and ABUS-SR degrees, and AGEC-S for the AS degree. For some types of AGECs/Associate degrees, students are allowed to choose from a broad list of courses; for others the courses are more restricted or even specified.
- A single course can simultaneously count toward one or more areas in the following. Awareness Areas of [C]; and/or [H]/[G] may be shared with AGEC requirements. MCCCD Additional Requirements e.g. Oral Communication and Critical Reading may be shared with other AGEC requirements. For example, CRE101 may be used to satisfy both the MCCCD Reading Requirement and [L] in the AGEC core. For some degree types, other lower division courses can be used to meet the degree requirements.
- While multiple requirements can be met with a single course, the credits are only counted one time toward the required minimum for the degree. Except for the AGEC-S, a single course cannot be used to satisfy more than one AGEC core requirement, with the exception of Awareness Areas. For example, a course cannot be used to satisfy [HU] and [SB], but a course can be used to meet [HU] and [C], [G] and/ or [H].
- The AGEC-A and AGEC-B require a minimum of 35 credits[1] and the AGEC-S requires a minimum of 36 credits[1], however, the AGEC credit count within the total credits for a degree may be under these minimums if courses are also applied toward Required Courses or Restricted Electives and the credits are counted in those areas. Awareness Areas and MCCCD's Additional Requirements may also be shared with AGEC Core Areas. Optimizing credits in this way is often recommended because some programs and universities limit transferable credits at 64.
- All MCCCD courses applied to the AGEC must be completed with a grade of "C" or better. All MCCCD courses applied to the AGEC must be accepted for transfer credit as a direct equivalent, departmental elective, or general elective credit at ASU, NAU, and UAZ according to the Course Equivalency Guide for the academic year in which the course was taken. Courses applied exclusively to the Bachelor of Applied Science are ineligible for inclusion in the AGEC.

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

Coursework Beyond General Education

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

Transfer Credit from Institutions Outside of MCCCD

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

Completion and Transfer

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

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

For the most current information regarding common policies degree requirements, log on to https://district.maricopa.edu/stewardship/maricopa-governance/common-pages/student-regulations (https://district.maricopa.edu/stewardship/maricopa-governance/common-pages/student-regulations/)

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

Maricopa County Community College District (MCCCD) 2024-2025

Description

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

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

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

Purpose of the AGECs

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

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

Academic Policies that Govern the AGEC A, B, S

- Requires completion of at least 35 credit hours[1] (for AGEC-A and AGEC-B) and 36 credit hours[1] (for AGEC-S) in courses numbered 100 and above that have been approved for one or more AGEC designations; a minimum of 12 of those credits be completed at one or any combination of the MCCCD colleges. See First Year Composition [FYC] notes in the following AGEC descriptions and footer for credit minimum exceptions.[1]
- All MCCCD courses applied to the AGEC must be completed with a grade of "C" or better.
- All MCCCD courses applied to the AGEC must be accepted for transfer credit as a direct equivalent, departmental elective, or general elective credit at ASU, NAU, and UAZ according to the Course Equivalency Guide (https://aztransmac2.asu.edu/cgi-bin/WebObjects/CEG/) at aztransmac2.asu.edu/cgi-bin/WebObjects/CEG (https://aztransmac2.asu.edu/cgi-bin/WebObjects/CEG/) for the academic year in which the course was taken. Courses approved for transfer exclusively toward the Bachelor of Applied Science are ineligible for inclusion in the AGEC.
- A single course can simultaneously count toward one or more Awareness Areas and other AGEC requirements. For example, an approved course in world geography may be used to satisfy [SB] and [G] requirements. While multiple requirements can be met with a single course, the credits for that course are only counted one time toward the required minimum total for the AGEC. Except as detailed below for the AGEC-S, a single course cannot be used to satisfy more than one AGEC requirement other than Awareness Areas. For example, for AGEC-A and AGEC-B, a single course cannot be used to satisfy both [HU] and [SB], but it could be used to meet [HU] and [C], [G] and/or [H]
- Awareness Areas and MCCCD's Additional Requirements may also be shared with other AGEC Requirements. Optimizing credits in this way is often recommended because some programs and universities limit transferable credits at 64.

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

Transfer Credit from Institutions Outside of MCCCD

- Credits transferred from outside of MCCCD must be completed with a grade of "C" (2.0 on a 4.0 scale) or better. Transfer credit graded pass/fail or pass/no credit may be used to satisfy AGEC requirements if documentation collected by the community college indicates that this was the only grading option available and that the Pass grade ("P") is equivalent to a "C" or better.
- The AGEC (Arizona General Education Curriculum) designations of courses completed at other Arizona public colleges or universities will be applied as listed on AZTransfer's Course Equivalency Guide (https://aztransfer.com/tools/) (CEG) at aztransfer.com/tools/ (https://aztransfer.com/tools/) for the semester(s) in which the course(s) were completed. If a transcript evaluation determines there is no MCCCD direct equivalency to a course from another Arizona public college or university, applicability to AGEC and/or associate degree requirements will be based on the source institution's AGEC designation for the semester in which the course was completed.

- Courses from private, out-of-state, and/or online institutions (i.e., outside of the Arizona Transfer System composed of Arizona's public community colleges, tribal colleges and universities) will be applied toward AGEC and/or associate degree requirements based on the courses' evaluated MCCCD equivalence. If courses are not directly equivalent, the credit may be articulated as a departmental elective, and if deemed appropriate, may have a general education designation applied to the course.
- Courses with different credit systems (quarter hours, trimester, units) are converted to semester credit hours. A deficiency in an AGEC category due to quarter-hour or other credit system application must be recovered by additional credits to a total of 35 AGEC credits overall (or 32 credits overall if a student transfers in a single course from an Arizona public university that fulfills the First Year Composition requirement).
- Credit awarded at a Maricopa Community College through prior learning assessment in non-traditional setting is transferable to the other colleges in the MCCC district but is not necessarily transferable to other colleges and universities outside of the MCCCD system. No more than 20 such assessed semester credit hours may be applied toward AGEC.

Completion and Transfer

- Completion of the AGEC with a minimum grade point average of at least 2.0 for Arizona residents and 2.50 for non-residents (on a 4.0 scale) meets Arizona public university general admission requirements. It does not ensure admission to specific university majors or programs with selective admission processes and/or limited enrollment.

Students planning to transfer to another college or university are urged to refer to university requirements and academic advisors from both institutions to be certain that all their selected coursework is applicable to the requirements of their intended transfer degree. For some majors, the statewide Common Course matrix, AZTransfer Pathway Guides and/or University Transfer Guides posted on the AZTransfer website (https://aztransfer.com/tools/) on aztransfer.com/tools/ (https://aztransfer.com/tools/) can also provide some guidance. For appropriate course selection, students should consult with an academic advisor.

AGEC Requirements

Descriptions and definitions of the requirements for each of the three AGECs follow. The following website identifies the courses that apply to the different requirements within each AGEC for a given academic year: AGEC matrix (http://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport?inst=001075 (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075). AGEC designations are subject to change. It is important to verify a course's AGEC value in the semester it is taken. For convenience, this information is provided for the current and upcoming semester in the "Find a Class (https://classes.sis.maricopa.edu/)" tool on maricopa.edu (http://maricopa.edu/) and on each MCCCD college's website as well as in the AGEC matrix provided by AZTransfer (https://aztransfer.com/tools/) at aztransfer.com/tools/ (https://aztransfer.com/tools/).

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

Arizona General Education Curriculum-Arts (AGEC-A) Requirements

Credits: 35 (min)[1]

The AGEC-A requires a minimum of 35 credits (32 if [FYC] is met by single transfer course)[1]; courses applied to meet AGEC-A requirements vary by emphasis.

Refer to the Program (Degree) Search at curriculum.maricopa.edu (https://curriculum.maricopa.edu/) (click on Current Programs) for specific course requirements.

The Required Courses and/or Restricted Electives for some areas of Emphasis may also have AGEC designations including one or more of the Awareness Areas ([C], [G] and/or [H]). A single course may meet more than one requirement but its credits are only counted once toward the total for the degree. AGEC designations are subject to change. See AGEC matrix (http://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport?inst=001075 (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) for each course's value(s) in the semester it is taken.

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

Code	Title	Credits	Semester
First-Year Composition (FYC)			_____
ENG101	First-Year Composition [1]	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition [1]	3	_____
or ENG108	First-Year Composition for ESL		_____
Literacy and Critical Inquiry (L)			_____
Select three credits		3	_____
Mathematical Applications (MA)			_____
Select one of the following:		3-6	_____
College Mathematics			_____
MAT140	College Mathematics		_____
MAT141	College Mathematics		_____
MAT142	College Mathematics		_____
MAT145	College Mathematics with Review		_____
MAT146	College Mathematics with Review		_____
College Algebra			_____

MAT150	College Algebra/ Functions		_____
MAT151	College Algebra/ Functions		_____
MAT152	College Algebra/ Functions		_____
MAT155	College Algebra/ Functions with Review		_____
MAT156	College Algebra/ Functions with Review		_____
Pre Calculus			_____
MAT187	Precalculus		_____
MAT188	Precalculus		_____
Higher (MA)-approved Course			_____
Higher (MA)-approved general education course			_____
Computer/Statistics/Quantitative Applications (CS)			_____
Select three credits		3	_____
Humanities, Arts and Design (HU)			_____
Students are encouraged to choose course work from more than one discipline.		6	_____
Social-Behavioral Sciences (SB)			_____
Students are encouraged to choose course work from more than one discipline.		6	_____
Natural Sciences (SQ/SG)			_____
The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four credits each. Credits for lecture and lab components may be combined or each may carry separate credits. At least four (4) credits must be designated as SQ-Science Quantitative. Eight (8) credits of SG-Science General will not satisfy this requirement.		8	_____
Awareness Areas			_____
The same course(s) may be used to satisfy one or more Awareness Area(s) as well as other AGEC requirements. Credits for such shared courses may only be counted once. [2]		0-6	_____
Cultural Diversity in the United States (C)			_____
Global Awareness (G) **or** Historical Awareness (H)			_____

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

[2] See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075), at aztransmac2.asu.edu/cgi-bin/WebObjects/agec (http://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) for current course values.

Arizona General Education Curriculum-Business (AGEC-B) Requirements

Credits 35[1] (min)

The AGEC-B requires a minimum of 35 credits (32 if FYC is met by single transfer course)[1].

The Required Courses and/or Restricted Electives for corresponding Associate's degree may also have AGEC designations including one or more of the Awareness Areas ([C], [G] and/or [H]). A single course may meet more than one requirement but its credits are only counted once toward the total for the degree.

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

Code	Title	Credits	Semester
First-Year Composition (FYC) [1]			_____
ENG101	First-Year Composition [1]	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition [1]	3	_____
or ENG108	First-Year Composition for ESL		_____
Literacy and Critical Inquiry (L)			_____
Select three credits		3	_____
Mathematical Applications (MA)			_____
Select one of the following:		3-5	_____
MAT212	Brief Calculus		_____
MAT213	Brief Calculus		_____
Higher (MA) designated course			_____
Computer/Statistics/Quantitative Applications (CS)			_____
CIS105	Survey of Computer Information Systems	3	_____
Humanities, Arts and Design (HU)			_____
Students are encouraged to choose course work from more than one discipline.		6	_____
Social-Behavioral Sciences (SB)			_____
ECN211	Macroeconomic Principles	3	_____
ECN212	Microeconomic Principles	3	_____
Natural Sciences (SQ/SG)			_____

The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four (4) credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four (4) credits must be designated as SQ-Science Quantitative. Eight (8) credits of SG-Science General will not satisfy this requirement.	8	_____
Awareness Areas		_____
The same course(s) may be used to satisfy one or more Awareness Area(s) as well as other AGEC requirements. Credits for such shared courses may only be counted once. [2]	0-6	_____
Cultural Diversity in the United States (C)		_____
Global Awareness (G) **or** Historical Awareness (H)		_____

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

[2] See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at aztransmac2.asu.edu/cgi-bin/WebObjects/agec (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec/) for current course values.

Arizona General Education Curriculum-Science (AGEC-S) Requirements

Credits 36 (min)

The AGEC-S requires a minimum of 36 credits (33 if FYC is met by single transfer course)[1],courses applied to meet AGEC-S requirements vary by emphasis.

Refer to the program (Degree) Search at curriculum.maricopa.edu (https://curriculum.maricopa.edu/) (click on Current Programs) for specific course requirements. The Required Courses and/or Restricted Electives for some areas of Emphasis may also have AGEC designations including one or more of the Awareness Areas ([C], [G] and/or [H]). A single course may meet more than one requirement but its credits are only counted once toward the total for the degree.

Some courses have been approved for more than one AGEC designation (see AGEC matrix). For the AGEC-S only, a single course with an [L] designation may be used to satisfy a second AGEC requirement (as well as any approved Awareness Areas). Only courses with [L] designations may be shared in this way.

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

Code	Title	Credits	Semester
First-Year Composition (FYC)			_____
ENG101	First-Year Composition [1]	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition [1]	3	_____
or ENG108	First-Year Composition for ESL		_____
Literacy and Critical Inquiry (L) [2]			_____
Students are strongly encouraged to choose an (L) course that also has (HU) or (SB) designation [3]		0-3	_____
Mathematical Applications (MA)			_____
Requires the first semester of calculus courses designed for scientists and engineers [4] or any other (MA) designated course for which Calculus I is a prerequisite.		4-5	_____
Humanities, Arts and Design (HU)			_____
A single course with both (HU) and (L) designations may be used to satisfy both requirements. This policy is unique to AGEC-S and to (L) courses. A course approved for both (HU) and (SB) can be counted for one or the other designation, not both. AGEC designations are subject to change. [5]		6	_____
Social-Behavioral Sciences (SB)			_____
A single course approved for both (L) and (SB) designations may be used to satisfy both requirements. This policy is unique to AGEC-S and to (L) courses. A course approved for both (SB) and (HU) can be counted for one or the other designation, not both. AGEC designations are subject to change. [5]		6	_____
Natural Sciences (SQ/SG)			_____
Students must complete eight (8) credits of General Chemistry, University Physics, General Biology for Majors, or Physical and Historical Geology. Consult specific requirements of university transfer major or associate degree with corresponding emphasis for guidance.			_____
Select one of the following sequences:		8-10	_____
General Chemistry			_____

CHM150 & CHM151LL & CHM152 & CHM152LL	General Chemistry I and General Chemistry I Laboratory and General Chemistry II and General Chemistry II Laboratory	_____
CHM150 & CHM151LL & CHM152AA	General Chemistry I and General Chemistry I Laboratory and General Chemistry II with Lab	_____
CHM151 & 151LL & CHM152 & CHM152LL	General Chemistry I and General Chemistry I Laboratory and General Chemistry II and General Chemistry II Laboratory	_____
CHM151 & 151LL & CHM152AA	General Chemistry I and General Chemistry I Laboratory and General Chemistry II with Lab	_____
CHM150AA & CHM152 & CHM152LL	General Chemistry I with Lab and General Chemistry II and General Chemistry II Laboratory	_____
CHM151AA & CHM152 & CHM152LL	General Chemistry I with Lab and General Chemistry II and General Chemistry II Laboratory	_____
CHM150AA & CHM152AA	General Chemistry I with Lab and General Chemistry II with Lab	_____
CHM151AA & CHM152AA	General Chemistry I with Lab and General Chemistry II with Lab	_____
University Physics		_____
PHY115 & PHY116	University Physics I and University Physics II	_____
PHY115 & PHY131	University Physics I and University Physics II: Electricity and Magnetism	_____
PHY121 & PHY116	University Physics I: Mechanics and University Physics II	_____
PHY121 & PHY131	University Physics I: Mechanics and University Physics II: Electricity and Magnetism	_____
General Biology for Majors		_____
BIO181 & BIO182	General Biology (Majors) I and General Biology (Majors) II	_____
BIO181 & BIO182XT	General Biology (Majors) I and General Biology (Majors) II	_____
BIO181XT & BIO182	General Biology (Majors) I and General Biology (Majors) II	_____
BIO181XT & BIO182XT	General Biology (Majors) I and General Biology (Majors) II	_____
Physical and Historical Geology		_____
GLG101 & GLG103	Introduction to Geology I - Physical Lecture and Introduction to Geology I - Physical Lab	_____
or GLG101IN	Introduction to Geology I - Physical	_____
and		_____

GLG102 & GLG104	Introduction to Geology II - Historical Lecture and Introduction to Geology II - Historical Lab		_____
or GLG102IN	Introduction to Geology II - Historical		_____
Subject Options - Math/Science			_____
Students should refer to transfer resources, including academic advisement, transfer guides and/or requirements for associate degree with corresponding area of emphasis, to select six (6)-ten (10) additional math and/or science credits that meet requirements for selected major.		6-10	_____
This Math/Science requirement can be met by selecting Mathematics course(s) (MAT) that require Calculus I as a prerequisite and/or Computer Science course(s) (CSC) and/or additional Science courses from the following disciplines: Astronomy, Biology, Botany, Chemistry, Engineering, Environmental Science, Geology, Physical Geography, Physics, Zoology (MCCCD prefixes AST, BIO CHM, ECE, EEE, ENV, GLG, GPH, and/or PHY)			_____
Awareness Areas			_____
Courses may be used to satisfy other AGEC requirements and one or more Awareness Area(s). [6]		0-6	_____
Cultural Diversity in the United States (C)			_____
Global Awareness (G) **OR** Historical Awareness (H)			_____

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

2 0 only if shared with HU or SB

3 Or to use CRE101 College Critical Reading and Critical Thinking or COM225 Public Speaking from the Maricopa Additional Requirements Area to satisfy the (L) requirement.
It may also have been approved to satisfy one or more Awareness Areas ([C], [G], [H]). (AGEC designations are subject to change. See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) for each course's value(s) in the semester it is taken.)

4 MAT220 Calculus with Analytic Geometry I or MAT221 Calculus with Analytic Geometry I

5 AGEC designations are subject to change. See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at aztransmac2.asu.edu/cgi-bin/WebObjects/agec (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec/) for each course's value(s) in the semester it is taken.

6 See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at aztransmac2.asu.edu/cgi-bin/WebObjects/agec (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec/) for current course values.

AGEC-Area Requirements Descriptions/Definitions

First-Year Composition (FYC)

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

Literacy and Critical Inquiry [L]

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

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

Mathematical Applications [MA]

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

Computer/Statistics/Quantitative Applications [CS]

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

Humanities, Arts and Design [HU]

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

Social-Behavioral Sciences [SB]

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

Natural Sciences [SQ/SG]

In addition to an understanding of basic scientific principles and concepts, courses in the Natural Sciences are designed to help students

appreciate, from firsthand laboratory and/or field research experience, the nature of science as a process that embraces curiosity, inquiry, testing, and communication to better understand natural phenomena At least one of the two natural science courses must include an introduction to the fundamental behavior of matter and energy in physical or biological systems.

Awareness Areas

Students must satisfy two Awareness areas: Cultural Diversity in the U.S. and either Global Awareness or Historical Awareness. Courses can satisfy other AGEC requirements and one or two Awareness areas simultaneously. Therefore, no additional semester credits are required to satisfy the two Awareness areas provided courses selected are approved for those designations (see AGEC matrix (http://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/1/wa/agecMatrixReport/?inst=001075) at aztransmac2.asu.edu/cgi-bin/WebObjects/agec (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec/)).

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

Maricopa County Community Colleges District (MCCCD) 2024-2025

Description

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

The Associate in Arts degree includes the following components:

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

Purpose of the Degree

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

public universities and other institutions with district-wide articulation agreements.

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

Degree Requirements

The requirements for the Associate in Arts (AA) follow. The AA degree requires at least 60 credits; however, minimum credits for the AA vary for a specific area of emphasis. Refer to curriculum.maricopa.edu (https://curriculum.maricopa.edu/) and click on Current Programs to search for the corresponding area of emphasis and credit minimums; review course sequence at maricopa.edu/degrees-certificates#programs (https://www.maricopa.edu/degrees-certificates/#programs). The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-A (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/2/wo/qEBwEeu9k5ESxdFSGt3Jxw/5.0.105.5/) and the AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at aztransmac2.asu.edu/cgi-bin/WebObjects/agec (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075).

Degree Requirements

I. Program Prerequisites - **Credits: Number Varies**
Program prerequisites for the AA degree vary by specific emphasis, and are neither required for all emphases nor for the AA degree without a specific emphasis Refer to curriculum.maricopa.edu (https://curriculum.maricopa.edu/) (click on Current Programs) to search for the corresponding area of emphasis and credit minimums.

II. Required Courses - **Credits: Number Varies**
Students must complete FYE 101 (1) or FYE 103 (3) and select the required courses for the specific AA degree emphasis. Refer to curriculum.maricopa.edu (https://curriculum.maricopa.edu/) (click on Current Programs) to search for the corresponding area of emphasis for specific courses required and credit minimums.

III. Restricted Electives - **Credits: Number Varies**
Restricted electives for the AA degree vary by specific emphasis and are not required for the general AA degree without a specific emphasis. Refer to curriculum.maricopa.edu (https://curriculum.maricopa.edu/) (click on Current Programs) to search for the corresponding area of emphasis for specific courses required and credit minimums.

IV. Arizona General Education Curriculum-Arts (AGEC-A) - **Credits: up to 44**
The AGEC-A requires a minimum of 35 credits (32 if FYC is met by single transfer course)[1]. Courses applied to meet AGEC-A requirements vary by emphasis. Refer to curriculum.maricopa.edu (https://curriculum.maricopa.edu/) (click on Current Programs) to search for the corresponding area of emphasis and credit minimums. Any prerequisite/required/restricted elective courses that also have one or more AGEC designation(s) may be applied toward both requirements. Credits for such shared courses are only counted once toward the total credits for the degree. AGEC designations are subject to change. See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) for each course's value(s) in the semester it is taken. Some of the courses have been approved for more than one designation. Notes below will show how such courses may be used to meet multiple degree requirements.

V.

Code	Title	Credits	Semester
First-Year Composition (FYC) [1]			_____
ENG101	First-Year Composition [1]	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition [1]	3	_____
or ENG108	First-Year Composition for ESL		_____
Literacy and Critical Inquiry (L)			_____
Select three credits		3	_____
Mathematical Applications (MA)			_____
Select one of the following:		3-6	_____
College Mathematics			_____
MAT140	College Mathematics		_____
MAT141	College Mathematics		_____
MAT142	College Mathematics		_____
MAT145	College Mathematics with Review		_____
MAT146	College Mathematics with Review		_____
College Algebra			_____
MAT150	College Algebra/ Functions		_____
MAT151	College Algebra/ Functions		_____
MAT152	College Algebra/ Functions		_____
MAT155	College Algebra/ Functions with Review		_____
MAT156	College Algebra/ Functions with Review		_____
Precalculus			_____
MAT187	Precalculus		_____
MAT188	Precalculus		_____
Higher (MA)-approved Course			_____
Higher (MA)-approved general education course			_____
Computer/Statistics/Quantitative Applications (CS)			_____
Select three credits		3	_____
Humanities, Arts and Design (HU)			_____

Students are encouraged to choose course work from more than one discipline.	6	_____
Social-Behavioral Sciences (SB)		_____
Students are encouraged to choose course work from more than one discipline.	6	_____
Natural Sciences (SQ/SG)		_____
The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four (4) credits must be designated as SQ-Science Quantitative. Eight (8) credits of SG-Science General will not satisfy this requirement.	8	_____
Awareness Areas		_____
The same course(s) may be used to satisfy one or more Awareness Area(s) as well as other AGEC requirements. (See AGEC matrix for current course values). Credits for such shared courses may only be counted once. [2]	0-6	_____
Cultural Diversity in the United States (C)		_____
Global Awareness (G) **or** Historical Awareness (H)		_____

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

[2] See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) for current course values. May be met by [HU] and/or [SB] course depending on specific course(s) selected. (AGEC designations are subject to change. See AGEC matrix at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) for each course's value(s) in the semester it is taken.)

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

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

Code	Title	Credits	Semester
Oral Communication			_____
Select one of the following:		0-3	_____
COM100	Introduction to Human Communication (SB)		_____
COM110	Interpersonal Communication (SB)		_____
COM225	Public Speaking (L)		_____
COM230	Small Group Communication (SB)		_____
or all of the following (SB):			_____
COM100AA & COM100AB & COM100AC	Introduction to Human Communication Part I and Introduction to Human Communication Part II and Introduction to Human Communication Part III		_____
or all of the following (SB):			_____
COM110AA & COM110AB & COM110AC	Interpersonal Communication Part I and Interpersonal Communication Part II and Interpersonal Communication Part III		_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking (L)		_____
Equivalent as indicated by assessment			_____

VII. General Electives - **Credits: 0-28**

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

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

Associate in Arts Total Credits: 60-64[1]

[1] 64 semester credits is the maximum accepted toward most degree programs at Arizona's public universities. Some exceptions apply; consult with an academic advisor for additional transfer pathways.

Associate in Arts, Elementary Education Degree (AAEE)

Maricopa County Community Colleges (MCCCD) 2024-2025

Description

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

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

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

Purpose of the Degree

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

Degree Requirements

The requirements for the Associate in Arts in Elementary Education follow. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/2/wo/qEBwEeu9k5ESxdFSGt3Jxw/5.0.105.5/) and the AGEC matrix (http://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075)at aztransmac2.asu.edu/cgi-bin/WebObjects/agec (https://catalog.cgc.edu/degree-requirements/associate-arts-elementary-education-degree-aaee/aztransmac2.asu.edu/cgi-bin/WebObjects/agec/). report. Courses available for both Areas during a current or upcoming semester can also be found using the "Find a Class (https://classes.sis.maricopa.edu/)" tool on maricopa.edu (https://www.maricopa.edu/) and on each MCCCD college's website. Course sequence is available at maricopa.edu/degrees-certificates (https://www.maricopa.edu/degrees-certificates/#programs). (https://www.maricopa.edu/degrees-certificates/#programs)

Degree Requirements

I. **Required Courses - Credits: 14-20**

Code	Title	Credits	Semester
EDU221	Introduction to Education	3	_____
EDU222	Introduction to the Exceptional Learner	3	_____
EDU230	Cultural Diversity In Education	3	_____
FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____
Select one of the following:			_____
MAT256	Investigating Quantity: Number, Operations and Numeration Systems	4	_____
MAT257	Investigating Geometry, Probability and Statistics	4	_____

II. **Restricted Electives - Credits: 8**

A total of eight (8) semester credits is required to satisfy the Electives for Arizona Professional Teacher Standards: three (3) credits in an additional Education course and five (5) credits in Content Area Electives.

Courses must transfer to all public Arizona universities as elective credit, departmental elective, or equivalent to a university course as indicated in the Arizona Course Equivalency Guide (https://aztransfer.com/tools/) (found at https://aztransfer.com/tools (https://aztransfer.com/tools/)) in effect when the course is taken. Courses identified as non-transferable in the Arizona Course Equivalency Guide cannot be used to satisfy this requirement.

Code	Title	Credits	Semester
Restricted Electives			_____
Select one (1) additional EDU course: [1]		3	_____
EDU110	Education in Film (Recommended)		_____
EDU220	Introduction to Serving English Language Learners (ELL) (Recommended)		_____
EDU236	Classroom Relationships (Recommended)		_____
EDU/HUM/STOOR292	The Art of Storytelling (Recommended)		_____
Content Area Electives			_____
Choose any combination from the following list of courses and prefixes to total five (5) credits of additional coursework: [2]		5	_____
ARH+++	Any ARH Art Humanities course(s)		_____
ART+++	Any ART Art course(s)		_____
BPC+++	Any BPC Business-Personal Computers course(s)		_____
CFS/ECHOR176	Child Development		_____
CFS205	Human Development		_____
CIS+++	Any CIS Computer Information Systems course(s)		_____
ECN+++	Any ECN Economics course(s)		_____
EDU+++	Any EDU Education course(s) [1]		_____
EED215	Early Learning: Health, Safety, Nutrition and Physical Fitness		_____
or CFS123 & CFS125	Health and Nutrition in Early Childhood Settings and Safety In Early Childhood Settings		_____
ENG+++	Any ENG English course(s)		_____
ENH+++	Any ENH English course(s)		_____
GCU+++	Any GCU Cultural Geography course(s)		_____
GPH+++	Any GPH Physical Geography course(s)		_____
HIS+++	Any HIS History course(s)		_____
MAT+++	Any MAT Mathematics course(s) 140 or higher [2]		_____
MHL+++	Any MHL Music: History/Literature course(s)		_____
MTC+++	Any MTC Music: Theory/Composition course(s)		_____
POS+++	Any POS Political Science course(s)		_____
THE+++	Any THE Theatre course(s)		_____
THF+++	Any THF Theatre and Film course(s)		_____
THP+++	Any THP Theatre Performance/Production course(s)		_____
Any Foreign Language course(s)			_____
Any Natural Science course(s)			_____

[1] Other than EDU221 Introduction to Education, EDU222 Introduction to the Exceptional Learner, EDU230 Cultural Diversity In Education or EDU250 Teaching and Learning in the Community College

[2] Course(s) selected must be different from those used to fulfill a requirement of the AGEC-A and/or those used to fulfill Required Courses.

[3] Except EDU221 Introduction to Education, EDU222 Introduction to the Exceptional Learner, EDU230 Cultural Diversity In Education, and EDU250 Teaching and Learning in the Community College

[4] Except MAT256 Investigating Quantity: Number, Operations and Numeration Systems and MAT257 Investigating Geometry, Probability and Statistics

III. **Arizona General Education Curriculum—Arts (AGEC-A) - Credits: 35-44**[1]

The AGEC-A requires a minimum of 35 credits (32 if FYC is met by single transfer course)[1]. AGEC designations are subject to change. See AGEC matrix (http://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at at aztransmac2.asu.edu/cgi-bin/WebObjects/agec (https://catalog.cgc.edu/degree-requirements/associate-arts-elementary-education-degree-aaee/at aztransmac2.asu.edu/cgi-bin/WebObjects/agec/) for each course's value(s) in the semester it is taken. Some of the courses have been approved for more than one designation. Notes below will show how such courses may be used to meet multiple degree requirements.

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

Code	Title	Credits	Semester
First-Year Composition (FYC) [1]			_____
ENG101	First-Year Composition [1]	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition [1]	3	_____
or ENG108	First-Year Composition for ESL		_____
Literacy and Critical Inquiry (L)			_____
COM225	Public Speaking	3	_____
Mathematical Applications (MA)			_____
Select one of the following: [2]		3-6	_____
College Mathematics			_____
MAT140	College Mathematics		_____
MAT141	College Mathematics		_____
MAT142	College Mathematics		_____
MAT145	College Mathematics with Review		_____
MAT146	College Mathematics with Review		_____
College Algebra			_____
MAT150	College Algebra/ Functions		_____
MAT151	College Algebra/ Functions		_____
MAT152	College Algebra/ Functions		_____
MAT155	College Algebra/ Functions with Review		_____
MAT156	College Algebra/ Functions with Review		_____
Precalculus			_____
MAT187	Precalculus		_____
MAT188	Precalculus		_____
Higher Approved General Education Course			_____
Mathematics Applications (MA) area for which MAT15+ is a prerequisite. [2]			_____
Computer/Statistics/Quantitative Applications (CS)			_____
Select one of the following:		3	_____
BPC110	Computer Usage and Applications		_____
CIS105	Survey of Computer Information Systems		_____
EDU/ EEDOR115	Digital Literacy for Teaching and Learning in Education (Recommended)		_____
Humanities, Arts and Design (HU)			_____
Note that some of these courses also have Awareness Areas designations and can be used to satisfy (G) and/or (H) requirement as well as (HU). [3]			_____
Select one of the following ARH, DAH, MHL or THE courses:		3	_____
ARH100	Introduction to Art		_____
ARH101	Art from Prehistory Through Middle Ages		_____
ARH102	Art from Renaissance to Modernism		_____
DAH100	Introduction to Dance in the United States		_____
DAH201	Dance, Culture, and Global Contexts		_____

DAH250	Dance in Popular Culture		_____
MHL140	Survey of Music History		_____
MHL145	American Jazz and Popular Music		_____
MHL146	Survey of Broadway Musicals		_____
MHL153	Rock Music and Culture		_____
THE111	Introduction to Theatre		_____
THE220	Modern Drama		_____
Select one of the following EDU, ENH or HUM courses:		3	_____
EDU/ ENHOR291	Children's Literature (Recommended)		_____
ENH110	Introduction to Literature		_____
ENH241	American Literature Before 1860		_____
ENH242	American Literature After 1860		_____
HUM250	Ideas and Values in the Humanities: Early Civilizations to the Renaissance		_____
HUM251	Ideas and Values in the Humanities: Renaissance to the Contemporary World		_____
Social-Behavioral Sciences (SB)			**_____**
Note that some of these courses also have Awareness Areas designations and can be used to satisfy (G) and/or (H) requirement as well as (SB). [3]			_____
Select one of the following US History/Government courses: [4]		3	_____
These courses satisfy the United States Constitution requirement for state teacher certification.			_____
GCU/ POSOR113	United States and Arizona Social Studies		_____
HIS103	United States History to 1865		_____
POS110	American National Government		_____
Select one of the following CFS, ECH, GCU, ECN, HIS or PSY courses:		3	_____
CFS205	Human Development		_____
CFS/ ECHOR176	Child Development (Recommended)		_____
ECN211	Macroeconomic Principles		_____
ECN212	Microeconomic Principles		_____
GCU121	World Geography I: Eastern Hemisphere		_____
GCU122	World Geography II: Western Hemisphere		_____
HIS104	United States History 1865 to Present		_____
PSY101	Introduction to Psychology		_____
Natural Sciences (SQ/SG)			**_____**
The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory course for a total of four (4) credits each. At least four (4) credits must be designated as SQ. Eight (8) credits of SG will not satisfy this requirement			_____
Life Sciences			_____
Select four (4) credits of SQ or SG in Biology (BIO)		4	_____
Physical Sciences or Earth/Space Sciences			_____
Select four (4) credits of SQ or SG from one of the following prefixes:		4	_____
AGS, ASM, AST, CHM, GPH, GLG, PHS, or PHY			_____
Note: Students are advised to check with the university they plan to attend as specific requirements for lab sciences may vary			_____
Awareness Areas			**_____**
Select one of the following:		0-3	_____
Cultural Diversity in the United States (C) [5]			_____

Global Awareness (G) **or**
Historical Awareness (H) [6] _____

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

[2] Note that MAT182 Plane Trigonometry, MAT206 Elements of Statistics, MAT256 Investigating Quantity: Number, Operations and Numeration Systems, MAT257 Investigating Geometry, Probability and Statistics do NOT meet this requirement.

[3] AGEC designations are subject to change. See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at aztransmac2.asu.edu/cgi-bin/WebObjects/agec (https://catalog.cgc.edu/degree-requirements/associate-arts-elementary-education-degree-aaee/aztransmac2.asu.edu/cgi-bin/WebObjects/agec/) for each course's value(s) in the semester it is taken.

[4] State certification requirements include courses on the constitutions of U.S. and Arizona. Taking GCU113 United States and Arizona Social Studies/POS113 United States and Arizona Social Studies for (SB) fulfills this requirement completely. Students who instead take HIS103 United States History to 1865 or POS110 American National Government for (SB) should consider taking POS221 Arizona Constitution as a Content Area Elective so they have completed study of both constitutions. POS220 U.S. and Arizona Constitution meets state certification requirements for both constitutions but does not meet (SB).

[5] Met by EDU222 Introduction to the Exceptional Learner and EDU230 Cultural Diversity In Education in Required Courses

[6] May be met by [HU] and/or [SB] course depending on specific courses selected. (AGEC designations are subject to change. See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at aztransmac2.asu.edu/cgi-bin/WebObjects/agec (https://catalog.cgc.edu/degree-requirements/associate-arts-elementary-education-degree-aaee/aztransmac2.asu.edu/cgi-bin/WebObjects/agec/) for each course's value(s) in the semester it is taken.

IV. **MCCCD Additional Requirements - Credits: 0-3**
   a. Oral Communications
      Met by COM225 Public Speaking that is required to satisfy AGEC-A Literacy and Critical Inquiry [L]
   b. Critical Reading
      Students may demonstrate proficiency through assessment. CRE101 College Critical Reading and Critical Thinking [L] **or** equivalent as indicated by assessment

Total: 60-64[1]

[1] 64 semester credits is the maximum accepted toward most degree programs at Arizona's public universities. Some exceptions apply; consult with an academic advisor for additional transfer pathways.

Associate in Arts, Fine Arts (AAFA)

VISUAL AND PERFORMING ARTS

Maricopa County College District (MCCCD) 2024-2025

Description

The Maricopa County Community College District Associate in Arts, Fine Arts (AAFA) degree requires a minimum of 60 semester credits for the program of study; however, minimum total credits for the AAFA vary by specific emphasis. Students must select one of the emphasis areas: Art (https://aztransmac2.asu.edu/cgi-bin/WebObjects/MCCCD.woa/wa/freeForm10/?id=176476), Dance (https://aztransmac2.asu.edu/cgi-bin/WebObjects/MCCCD.woa/wa/freeForm10/?id=176469), Music (https://aztransmac2.asu.edu/cgi-bin/WebObjects/MCCCD.woa/wa/freeForm10/?id=176467), Musical Theatre (https://aztransmac2.asu.edu/cgi-bin/WebObjects/acres.woa/wa/freeForm10/?id=176464), or Theatre (https://aztransmac2.asu.edu/cgi-bin/WebObjects/acres.woa/wa/freeForm10/?id=176475). If an emphasis area is not selected, this program is not eligible for Title IV Federal Financial Aid. Refer to curriculum.maricopa.edu (https://curriculum.maricopa.edu/) (click on Current Programs) to search for the corresponding area of emphasis for specific courses required and credit minimums for each emphasis. A minimum grade point average of 2.0 (4.0 scale) and grades of "C" or better are required in all courses to earn the degree. The AAFA degree is governed by the MCCCD General Academic Policies for associate degrees designed for university transfer.

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

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

Purpose of the Degree

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

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

the Arizona public universities can be accessed via the following website: aztransfer.com/tools (https://aztransfer.com/tools/)

Degree Requirements

The requirements for the Associate in Arts, Fine Arts (AAFA) follow. The Associate in Arts, Fine Arts degree requires at least 60 credits; however, minimum total credits for the AAFA vary by specific emphasis (Art (https://aztransmac2.asu.edu/cgi-bin/WebObjects/MCCCD.woa/wa/freeForm10/?id=176476), Dance (https://aztransmac2.asu.edu/cgi-bin/WebObjects/MCCCD.woa/wa/freeForm10/?id=176469), Music (https://aztransmac2.asu.edu/cgi-bin/WebObjects/MCCCD.woa/wa/freeForm10/?id=176467), Musical Theatre (https://aztransmac2.asu.edu/cgi-bin/WebObjects/acres.woa/wa/freeForm10/?id=176464), or Theatre (https://aztransmac2.asu.edu/cgi-bin/WebObjects/acres.woa/wa/freeForm10/?id=176475)). Refer to curriculum.maricopa.edu (https://curriculum.maricopa.edu/) (click on Current Programs) to search for the corresponding area of emphasis for specific courses required and credit minimums; review course sequence at maricopa.edu/degrees-certificates (https://www.maricopa.edu/degrees-certificates/#programs). The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-A (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/2/wo/qEBwEeu9k5ESxdFSGt3Jxw/5.0.105.5/) and the AGEC matrix (http://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport?inst=001075 (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075). Courses available for both Areas during a current or upcoming semester can also be found using the "Find a Class (https://classes.sis.maricopa.edu/)" tool on maricopa.edu (https://www.maricopa.edu/) and on each MCCCD college's website.

Degree Requirements

I. **Required Courses - Credits: Number Varies**
Students must complete FYE101 Introduction to College, Career and Personal Success or FYE103 Exploration of College, Career and Personal Success and the required (major-specific) courses listed in the Associate in Arts Fine Arts degree Required Courses area for the specific emphasis (Art (https://aztransmac2.asu.edu/cgi-bin/WebObjects/MCCCD.woa/wa/freeForm10/?id=176476), Dance (https://aztransmac2.asu.edu/cgi-bin/WebObjects/MCCCD.woa/wa/freeForm10/?id=176469), Music (https://aztransmac2.asu.edu/cgi-bin/WebObjects/MCCCD.woa/wa/freeForm10/?id=176467), Musical Theatre (https://aztransmac2.asu.edu/cgi-bin/WebObjects/acres.woa/wa/freeForm10/?id=176464), or Theatre (https://aztransmac2.asu.edu/cgi-bin/WebObjects/acres.woa/wa/freeForm10/?id=176475)). Refer to curriculum.maricopa.edu (https://curriculum.maricopa.edu/) (click on Current Programs) to search for the corresponding area of emphasis for specific courses required and credit minimums for each emphasis.

II. **Restricted Electives - Credits: Number Varies**
Restricted electives for the Associate in Arts, Fine Arts degree vary by specific emphasis: (Art (https://aztransmac2.asu.edu/cgi-bin/WebObjects/MCCCD.woa/wa/freeForm10/?id=176476), Dance (https://aztransmac2.asu.edu/cgi-bin/WebObjects/MCCCD.woa/wa/freeForm10/?id=176469), Music (https://aztransmac2.asu.edu/cgi-bin/WebObjects/MCCCD.woa/wa/freeForm10/?id=176467), Musical Theatre (https://aztransmac2.asu.edu/cgi-bin/WebObjects/acres.woa/wa/freeForm10/?id=176464), or Theatre (https://aztransmac2.asu.edu/cgi-bin/WebObjects/acres.woa/wa/freeForm10/?id=176475)). Refer to curriculum.maricopa.edu (https://curriculum.maricopa.edu/) (click on Current Programs) to search for the corresponding area of emphasis for specific courses required and credit minimums for each emphasis.

III. **Arizona General Education Curriculum-Arts (AGEC-A) - Credits: up to 44**
The AGEC-A requires a minimum of 35 credits (32 if FYC is met by single transfer course)[1]. However, depending on courses selected, it may take as many as 44 credits to satisfy all the General Education criteria. Any required/restricted elective courses that also have one or more AGEC designation(s) may be applied toward both requirements. Credits for such shared courses are only counted once toward the total credits for the degree.

AGEC designations are subject to change. See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport?inst=001075 (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) for each course's value(s) in the semester it is taken. Some of the courses may have been approved for more than one designation. Notes below will show how such courses may be used to meet multiple degree requirements.

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

Code	Title	Credits	Semester
First-Year Composition (FYC)			_____
ENG101	First-Year Composition [1]	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition [1]	3	_____
or ENG108	First-Year Composition for ESL		_____
Literacy and Critical Inquiry (L)			_____
Select three credits		3	_____
Mathematical Applications (MA)			_____
Select one of the following:		3-6	_____
College Mathematics			_____
MAT140	College Mathematics		_____
MAT141	College Mathematics		_____
MAT142	College Mathematics		_____
MAT145	College Mathematics with Review		_____
MAT146	College Mathematics with Review		_____
College Algebra			_____
MAT150	College Algebra/ Functions		_____
MAT151	College Algebra/ Functions		_____

MAT152	College Algebra/ Functions		_____
MAT155	College Algebra/ Functions with Review		_____
MAT156	College Algebra/ Functions with Review		_____
Higher (MA)-approved Course			_____
Higher (MA)-approved general education course			_____
Computer/Statistics/Quantitative Applications (CS)			_____
Select three credits		3	_____
Humanities, Arts and Design (HU)			_____
Select six credits		6	_____
Social-Behavioral Sciences (SB)			_____
Students are encouraged to choose course work from more than one discipline.		6	_____
Natural Sciences (SQ/SG)			_____
The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four credits must be designated as SQ-Science Quantitative. Eight credits of SG-Science General will not satisfy this requirement.		8	_____
Awareness Areas			_____
The same course(s) may be used to satisfy one or more Awareness Area(s) as well as other AGEC requirements. Credits for such shared courses may only be counted once. [2]		0-6	_____
Cultural Diversity in the United States (C)			_____
Global Awareness (G) **or** Historical Awareness (H) [3]			_____

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

[2] See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport?inst=001075 (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) for current course values.

[3] May be met by (HU) and/or (SB) course(s) depending on specific courses selected. (AGEC designations are subject to change. See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport?inst=001075 (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) for each course's value(s) in the semester it is taken.)

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

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

Code	Title	Credits	Semester
Oral Communication			_____
Refer to emphasis area (Art, Dance, Music, Musical Theatre, Theatre) for specific COM courses required from the following list:			_____
Select one of the following:		0-3	_____
COM100	Introduction to Human Communication (SB)		_____
COM110	Interpersonal Communication (SB)		_____
COM225	Public Speaking (L)		_____
COM230	Small Group Communication (SB)		_____
or all of the following (SB):			_____
COM100AA & COM100AB & COM100AC	Introduction to Human Communication Part I and Introduction to Human Communication Part II and Introduction to Human Communication Part III		_____
or all of the following (SB):			_____
COM110AA & COM110AB & COM110AC	Interpersonal Communication Part I and Interpersonal Communication Part II and Interpersonal Communication Part III		_____
Critical Reading			_____
Complete one of the following:		0-3	_____

CRE101	College Critical Reading and Critical Thinking (L)	_____
	Demonstrate proficiency as indicated by assessment	_____

V. **General Electives - Credits: 0-25**
Select courses 100-level or higher if needed to complete a minimum of 60 semester credits but no more than a total of 64 semester credits, which is the maximum number of credits accepted toward most degree programs at Arizona's public universities. Ideally, students should select courses that meet requirements for their major/area of interest and transfer institution. See General Associate Degree Academic Policies for further details, limitations, and guidelines. MCCCD has established recommended courses and sequencing to align with the Fine Arts Emphasis Areas. See maricopa.edu/degrees-certificates (https://www.maricopa.edu/degrees-certificates/#programs) for links to these transfer pathways.

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

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

Associate in Science, (AS) Degree

Maricopa County Community College District (MCCCD) 2024-2025

Description

The Maricopa County Community College District Associate in Science (AS) degree requires a minimum of 60 semester credits for the program of study; minimum total credits vary by specific emphasis (for example, Associate in Science, Emphasis in Physics). Refer to curriculum.maricopa.edu (http://curriculum.maricopa.edu) for credit minimums for individual degree programs by emphasis. A minimum grade point average of 2.0 is required to earn the degree. The AS degree is governed by the MCCCD General Academic Policies for Transfer Degrees.

The Associate in Arts degree includes the following components:

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

Purpose of the Degree

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

It does not, however, guarantee acceptance into particular university majors/programs with a limited number of students. Students should consult with their transfer institution for any specific admission requirements (e.g., GPA, letters of reference, work experience).

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

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

Special Academic Policies that Govern the Associate in Science Degree

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

Degree Requirements

The requirements for the Associate in Science (AS) follow. The AS degree requires at least 60 credits; however, minimum credits for the AS may vary for a specific area of emphasis. Refer to curriculum.maricopa.edu (https://curriculum.maricopa.edu/) and click on Current Programs to search for the corresponding area of emphasis and credit minimums. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-S (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/2/wo/qEBwEeu9k5ESxdFSGt3Jxw/5.0.105.13) and the AGEC Matrix (http://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec/).

Requirements

I. **Program Prerequisites - Credits: Number varies**
Program prerequisites for the AS degree vary by specific emphasis, and are neither required for all emphases nor for the general AS degree without a specific emphasis. Refer to curriculum.maricopa.edu (https://curriculum.maricopa.edu/) and

click on Current Programs to search for the corresponding area of emphasis for specific courses required and credit minimums.

II. **Required Courses - Credits: Number varies**
Students must complete FYE101 (1) or FYE103 (3) and select the required courses for the specific AS degree emphasis. Refer to curriculum.maricopa.edu (https://curriculum.maricopa.edu/) and click on Current Programs to search for the corresponding area of emphasis for specific courses required and credit minimums.

III. **Restricted Electives - Credits: Number varies**
Restricted electives for the AS degree vary by specific emphasis and are not required for the general AS degree without a specific emphasis. Refer to curriculum.maricopa.edu (https://curriculum.maricopa.edu/) and click on Current Programs to search for the corresponding area of emphasis for specific courses required and credit minimums.

IV. **Arizona General Education Curriculum—Science (AGEC-S) - Credits: Up to 56**
The AGEC-S requires a minimum of 36 credits (33 if FYC is met by single transfer course).[1] Courses applied to meet AGEC-A requirements vary by emphasis. Refer to curriculum.maricopa.edu (https://curriculum.maricopa.edu/) and click on Current Programs to search for the corresponding area of emphasis for specific courses required and credit minimums.

Any prerequisite/required/restricted elective courses that also have one or more AGEC designation(s) may be applied toward both requirements. Credits for such shared courses are only counted once toward the total credits for the degree.

AGEC designations are subject to change. See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at aztransmac2.asu.edu/cgi-bin/WebObjects/agec (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec/) for each course's value(s) in the semester it is taken. Some of the courses have been approved for more than one designation. Notes below will show how such courses may be used to meet multiple degree requirements.

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

Code	Title	Credits	Semester
First-Year Composition (FYC)			_____
ENG101	First-Year Composition [1]	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition [1]	3	_____
or ENG108	First-Year Composition for ESL		_____
Literacy and Critical Inquiry (L) [2]			_____
Students are strongly encouraged to choose an (L) course that also has (HU) or (SB) designation or to use CRE101 or COM225 from the Maricopa Additional Requirements Area to satisfy the (L) requirement. It may also have been approved to satisfy one or more Awareness Areas (C), (G), (H). [3]		0-3	_____
Mathematical Applications (MA)			_____
The AGEC-S requires the first semester of a calculus sequence designed for scientists and engineers (MAT220 or MAT221) or any other (MA) designated course for which Calculus I is a prerequisite.		4-5	_____
Humanities, Arts and Design (HU)			_____
For the AGEC-S, a single course with both (HU) and (L) designations may satisfy both Areas. Note that some (HU) courses also have Awareness Areas designations and can be used to satisfy (C), (G) and/or (H) requirement(s) as well as their respective Core Area(s). [3]		6	_____
Social-Behavioral Sciences (SB)			_____
For the AGEC-S, a single course with both (SB) and (L) designations may satisfy both Areas. Note that some (SB) courses also have Awareness Areas designations and can be used to satisfy (C), (G) and/or (H) requirement(s) as well as their respective Core Area(s). [3]		6	_____
Natural Sciences (SQ/SG)			_____
Students must complete eight (8) to ten (10) credits of General Chemistry, University Physics, General Biology for Majors, or Physical and Historical Geology. [4]			_____
Select one of the following sequences:		8-10	_____
General Chemistry			_____
CHM150 & CHM151LL & CHM152 & CHM152LL	General Chemistry I and General Chemistry I Laboratory and General Chemistry II and General Chemistry II Laboratory		_____

CHM150 & CHM151LL & CHM152AA	General Chemistry I and General Chemistry I Laboratory and General Chemistry II with Lab	_____
CHM151 & 151LL & CHM152 & CHM152LL	General Chemistry I and General Chemistry I Laboratory and General Chemistry II and General Chemistry II Laboratory	_____
CHM151 & 151LL & CHM152AA	General Chemistry I and General Chemistry I Laboratory and General Chemistry II with Lab	_____
CHM150AA & CHM152 & CHM152LL	General Chemistry I with Lab and General Chemistry II and General Chemistry II Laboratory	_____
CHM151AA & CHM152 & CHM152LL	General Chemistry I with Lab and General Chemistry II and General Chemistry II Laboratory	_____
CHM150AA & CHM152AA	General Chemistry I with Lab and General Chemistry II with Lab	_____
CHM151AA & CHM152AA	General Chemistry I with Lab and General Chemistry II with Lab	_____
University Physics		_____
PHY115 & PHY116	University Physics I and University Physics II	_____
PHY115 & PHY131	University Physics I and University Physics II: Electricity and Magnetism	_____
PHY121 & PHY116	University Physics I: Mechanics and University Physics II	_____
PHY121 & PHY131	University Physics I: Mechanics and University Physics II: Electricity and Magnetism	_____
General Biology for Majors		_____
BIO181 & BIO182	General Biology (Majors) I and General Biology (Majors) II	_____
BIO181 & BIO182XT	General Biology (Majors) I and General Biology (Majors) II	_____
BIO181XT & BIO182	General Biology (Majors) I and General Biology (Majors) II	_____
BIO181XT & BIO182XT	General Biology (Majors) I and General Biology (Majors) II	_____
Physical and Historical Geology		_____
GLG101 & GLG103	Introduction to Geology I - Physical Lecture and Introduction to Geology I - Physical Lab	_____
or GLG101IN	Introduction to Geology I - Physical	_____
GLG102IN & GLG104	Introduction to Geology II - Historical and Introduction to Geology II - Historical Lab	_____
or GLG102	Introduction to Geology II - Historical Lecture	_____

Subject Options - Math/Science		_____
Students should refer to transfer resources, including academic advisement and transfer guides, to select six (6)- ten (10) additional math and/or science credits that meet requirements for the selected major.	6-10	_____
This Math/Science requirement can be met by selecting Mathematics course(s) (MAT) that require Calculus I as a prerequisite and/or Computer Science course(s) (CSC) and/or additional Science courses from the following disciplines: Astronomy, Biology, Botany, Chemistry, Engineering, Environmental Science, Geology, Physical Geography, Physics, Zoology (MCCCD prefixes AST, BIO, CHM, ECE, EEE, ENV, GLG, GPH, and/or PHY)		_____
Awareness Areas		_____
The same course(s) may be used to satisfy one or more Awareness Area(s) as well as other AGEC requirements. Credits for such shared courses may only be counted once. [5]	0-6	_____
Cultural Diversity in the United States (C)		_____
Global Awareness (G) **or** Historical Awareness (H)		_____

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

[2] 0 only if shared with HU or SB

[3] AGEC designations are subject to change. See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at aztransmac2.asu.edu/cgi-bin/WebObjects/agec (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec/) for each course's value(s) in the semester it is taken.

[4] Consult specific requirements of university transfer major for guidance or refer to curriculum.maricopa.edu (https://curriculum.maricopa.edu/) and click on Current Programs to search for the corresponding area of emphasis.

[5] See AGEC matrix (http://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/1/wa/agecMatrixReport/?inst=001075) for current course values.

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

Some courses in this area have [SB] and [L] designations and may also be applied to the corresponding AGEC requirements. See the AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) on aztransfer.com (http://aztransfer.com) for course designations.

Code	Title	Credits	Semester
Oral Communication			_____
Select one of the following:		0-3	_____
COM100	Introduction to Human Communication (SB)		_____
COM110	Interpersonal Communication (SB)		_____
COM225	Public Speaking (L)		_____
COM230	Small Group Communication (SB)		_____
or all of the following (SB):			_____
COM100AA & COM100AB & COM100AC	Introduction to Human Communication Part I and Introduction to Human Communication Part II and Introduction to Human Communication Part III		_____
or all of the following (SB):			_____
COM110AA & COM110AB & COM110AC	Interpersonal Communication Part I and Interpersonal Communication Part II and Interpersonal Communication Part III		_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
OR Equivalent as indicated by assessment			_____

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

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

Degree Academic Policies for further details, limitations, and guidelines.

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

Total: 60-64[1]

[1] 64 semester credits is the maximum accepted toward most degree programs at Arizona's public universities. Some exceptions apply; consult with an academic advisor for additional transfer pathways.

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

BUSINESS, ENTREPRENEURIALISM, AND MANAGEMENT

Maricopa County Community College District (MCCCD) 2024-2025

Description

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

This degree provides the first two years of a four-year curriculum for students who wish to specialize in business. For a comprehensive list of bachelor's degrees at Arizona's public universities, refer to the AZTransfer Business Matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/ATASS.woa/wa/ViewMatrixReport/?Code=BUS) at aztransmac2.asu.edu/cgi-bin/WebObjects/ATASS.woa/wa/ViewMatrixReport?Code=BUS (https://aztransmac2.asu.edu/cgi-bin/WebObjects/ATASS.woa/wa/ViewMatrixReport/?Code=BUS). With a bachelor's degree, students may pursue a number of careers, including but not limited to accountancy, business administration, business data analytics, economics, entrepreneurship, finance, marketing, management, retail management, and supply chain management.

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

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

Purpose of the Degree

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

Special Academic Policies that Govern the ABUS-GR Degree

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

Degree Requirements

The courses required for the Associate in Business General Requirements follow. The following websites identify the courses that apply to the different General Education Areas: AGEC-B (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/2/wo/qEBwEeu9k5ESxdFSGt3Jxw/5.0.105.9/) and the AGEC Matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport?inst=001075 (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075). Courses available for both Areas during a current or upcoming semester can also be found using the "Find A Class (https://classes.sis.maricopa.edu/)" tool on maricopa.edu (https://www.maricopa.edu/) or on each MCCCD college's website.

Degree Requirements

I. **Required Courses - Credits: 22-28**

Code	Title	Credits	Semester
Required Courses			_____
Accounting			_____
Select one of the following:		6-9	_____
ACC111 & ACC230 & ACC240	Accounting Principles I and Uses of Accounting Information I and Uses of Accounting Information II		_____

ACC211 & ACC212	Financial Accounting and Managerial Accounting		_____
ACC111 & ACC112 & ACC212	Accounting Principles I and Accounting Principles II and Managerial Accounting		_____
Other Courses			_____
Some of the following courses can be used to satisfy both this requirement and an AGEC-B requirement. AGEC designations are subject to change. [1]			_____
ECN211	Macroeconomic Principles (SB)	3	_____
ECN212	Microeconomic Principles (SB)	3	_____
FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____
GBS205	Legal, Ethical, and Regulatory Issues in Business	3	_____
GBS221	Business Statistics	3	_____
Quantitative Methods			_____
Select one of the following:		3-4	_____
GBS220	Quantitative Methods in Business		_____
MAT217	Mathematical Analysis for Business		_____
MAT218	Mathematical Analysis for Business		_____

[1] See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec/) for each course's value(s) in the semester it is taken.

Note: Students planning to transfer to ASU`s W.P. Carey School of Business BS program should take MAT217 Mathematical Analysis for Business or MAT218 Mathematical Analysis for Business. Students planning to transfer to ASU`s W.P. Carey School of Business BA program may take GBS220 Quantitative Methods in Business, MAT217 Mathematical Analysis for Business, or MAT218 Mathematical Analysis for Business. Students planning to transfer to the University of Arizona should take GBS220 Quantitative Methods in Business

II. **Restricted Electives - Credits: 0-6**

Complete six (6) credits from the following options. Some courses may be used to satisfy both Restricted Elective and Arizona General Education Curriculum (AGEC) requirements simultaneously. AGEC designations are subject to change. See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport?inst=001075 (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) for each course's value(s) in the semester it is taken.

Code	Title	Credits	Semester
Select two of the following:		0-6	_____
CIS114DE	Excel Spreadsheet		_____
CIS133DA	Internet/Web Development Level I		_____
CIS162AD	C#: Level I		_____
GBS110	Human Relations in Business and Industry		_____
or MGT251	Human Relations in Business		_____
GBS151	Introduction to Business (Recommended)		_____
GBS220	Quantitative Methods in Business		_____
GBS233	Business Communication		_____
IBS101	Introduction to International Business		_____
MGT253	Owning and Operating a Small Business		_____
MKT271	Principles of Marketing		_____
PAD100	21st Century Public Policy and Service		_____
REA179	Real Estate Principles I		_____
REA180	Real Estate Principles II		_____
REA201	Real Estate Principles I and II		_____
SBU200	Society and Business		_____

III. **Arizona General Education Curriculum-Business (AGEC-B) - Credits: 29-37[1]**

The AGEC-B requires a minimum of 35 credits (32 if FYC is met by single transfer course).[1] Any Required and Restricted elective course(s) that also have one or more AGEC designation(s) may be

used to meet AGEC-B requirements. Credits for such shared courses only count once toward the total for the degree.

Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as other AGEC requirements, Required Course(s) or Restricted Elective(s). Courses may meet more than one requirement but are only counted once toward the total credits for the degree. AGEC designations are subject to change. See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport?inst=001075 (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) for each course's value(s) in the semester it is taken.

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

Code	Title	Credits	Semester
First-Year Composition (FYC) [1]			_____
ENG101	First-Year Composition [1]	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition [1]	3	_____
or ENG108	First-Year Composition for ESL		_____
Literacy and Critical Inquiry (L)			_____
May be met by GBS233 in the Restricted Electives Area.		0-3	_____
Mathematical Applications (MA)			_____
Select one of the following:		3-5	_____
MAT212	Brief Calculus		_____
MAT213	Brief Calculus		_____
Higher General Education Courses in the Mathematical Applications (MA) Area			_____
Computer/Statistics/Quantitative Applications (CS)			_____
CIS105	Survey of Computer Information Systems	3	_____
Humanities, Arts and Design (HU)			_____
Students are encouraged to choose course work from more than one discipline.		6	_____
Social-Behavioral Sciences (SB)			_____
Met by Required Courses [2]		0	_____
Natural Sciences (SQ/SG)			_____
The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four (4) credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four (4) credits must be designated as SQ-Science Quantitative. Eight (8) credits of SG-Science General will not satisfy this requirement.		8	_____
Awareness Areas			_____
The same course(s) may be used to satisfy one or more Awareness Area(s) as well as other AGEC requirements. Credits for such shared courses may only be counted once. [3]			_____
Select up to six credits from the following:		0-6	_____
Cultural Diversity in the United States (C)			_____
Global Awareness (G) **or** Historical Awareness (H)			_____

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

[2] ECN211 Macroeconomic Principles AND ECN212 Microeconomic Principles

[3] See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport?inst=001075 (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) for current course values.

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

Code	Title	Credits	Semester
Any course that transfers to ASU in the SOC prefix and carries the (SB) designation			_____
Any course that transfers to ASU in the PSY prefix and carries the (SB) designation			_____
Select one of the following:		3	_____
COM100	Introduction to Human Communication		_____
COM225	Public Speaking		_____
COM230	Small Group Communication		_____

COM259	Communication in Business and Professions	_____

Note: COM requirements vary by business major. Check ASU's MyPath2ASU (https://webapp4.asu.edu/transfercreditguide/app/transfermap/?init=false&nopassive=true) or major map for acceptable options.

IV. **General Electives**
Select courses 100-level or higher if needed to complete a minimum of 62 semester credits but no more than a total of 64 semester credits, which is the maximum number of credits accepted toward most degree programs at Arizona's public universities. Ideally, students should select courses that meet requirements for their major/area of interest and transfer institution. See General Associate Degree Academic Policies for further details, limitations, and guidelines. MCCCD has established recommended courses and sequencing for the various associate's degrees. See Associate in Business, General Requirements (https://www.maricopa.edu/degrees-certificates/business-entrepreneurialism-management/associate-business-general-requirements-8900-abus-gr/) for ABUS-GR course sequence.

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

Total: 62[1]

[1] 64 semester credits is the maximum accepted toward most degree programs at Arizona's public universities. Some exceptions apply; consult with an academic advisor for additional transfer information.

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

BUSINESS, ENTREPRENEURIALISM, AND MANAGEMENT

Maricopa County Community College District (MCCCD) 2024-2025

Description

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

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

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

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

Purpose of the Degree

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

Special Academic Policies that Govern the ABUS-SR Degree

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

Degree Requirements

The courses required for the Associate in Business Special Requirements follow. The following websites identify the courses that apply to the different General Education Core and Awareness Areas: AGEC-B (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/2/wo/qEBwEeu9k5ESxdFSGt3Jxw/5.0.105.9/) and the AGEC Matrix (http://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at aztransmac2.asu.edu/cgi-bin/WebObjects/agec (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec/). Courses available for both Areas during a current or upcoming semester can also be found using the Find A Class (https://classes.sis.maricopa.edu/) tool on maricopa.edu (https://maricopa.edu) or on each MCCCD college's website.

Degree Requirements

I. **Required Courses - Credits: 28-34**

Code	Title	Credits	Semester
Required Courses			_____
Accounting			_____
Select six to nine credits from the following:		6-9	_____
ACC111 & ACC230 & ACC240	Accounting Principles I and Uses of Accounting Information I and Uses of Accounting Information II		_____
ACC211 & ACC212	Financial Accounting and Managerial Accounting		_____
ACC111 & ACC112 & ACC212	Accounting Principles I and Accounting Principles II and Managerial Accounting		_____
Other Courses			_____
Some of the following courses can be used to satisfy both this requirement and an AGEC-B requirement. AGEC designations are subject to change. [1]			_____
ECN211	Macroeconomic Principles (SB)	3	_____
ECN212	Microeconomic Principles (SB)	3	_____
FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____
GBS205	Legal, Ethical, and Regulatory Issues in Business	3	_____
GBS221	Business Statistics	3	_____
CIS162AD	C#: Level I	3	_____
CIS250	Management of Information Systems	3	_____
Quantitative Methods [2]			_____
Select one of the following:		3-4	_____
GBS220	Quantitative Methods in Business		_____
MAT217	Mathematical Analysis for Business		_____
MAT218	Mathematical Analysis for Business		_____

[1] See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec/) at aztransmac2.asu.edu/cgi-bin/WebObjects/agec (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec/) for each course's value(s) in the semester it is taken.

[2] Note: Students planning to transfer to ASU`s W.P. Carey School of Business BS program should take MAT217 Mathematical Analysis for Business or MAT218 Mathematical Analysis for Business. Students planning to transfer to ASU`s W.P. Carey School of Business BA program may take GBS220 Quantitative Methods in Business, MAT217 Mathematical Analysis for Business, or MAT218 Mathematical Analysis for Business. Students planning to transfer to the University of Arizona should take GBS220 Quantitative Methods in Business

II. **Arizona General Education Curriculum- Business (AGEC-B) - Credits: 29-37**[1]

The AGEC-B requires a minimum of 35 credits (32 if FYC is met by single transfer course)[1]. Any Required and Restricted elective course(s) that also have one or more AGEC designation(s) may be used to meet AGEC-B requirements. Credits for such shared courses only count once toward the total for the degree.

Some courses may be met by Required Courses or Restricted Electives. Some of these courses also have Awareness Areas designations and can be used to satisfy [C], [G] and/or [H] requirement(s) as well as other AGEC requirements or Required Course(s).AGEC designations are subject to change. Courses may meet more than one requirement but are only counted once toward the total credits for the degree. See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at aztransmac2.asu.edu/cgi-bin/WebObjects/agec (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec/) for each course's value(s) in the semester it is taken.

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

Code	Title	Credits	Semester
First-Year Composition (FYC) [1]			_____
ENG101	First-Year Composition [1]	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition [1]	3	_____
or ENG108	First-Year Composition for ESL		_____
Literacy and Critical Inquiry (L)			_____
Select three credits		3	_____
Mathematical Applications (MA)			_____
Select one of the following:		3-5	_____

MAT212	Brief Calculus		_____
MAT213	Brief Calculus		_____
Higher General Education Courses in the Mathematical Applications (MA) Area			_____
Computer/Statistics/Quantitative Applications (CS)			_____
CIS105	Survey of Computer Information Systems	3	_____
Humanities, Arts and Design (HU)			_____
Students are encouraged to choose course work from more than one discipline.		6	_____
Social-Behavioral Sciences (SB)			_____
Met by Required Courses [2]		0	_____
Natural Sciences (SQ/SG)			_____
The lecture courses selected for Natural Sciences must include or be accompanied by the corresponding laboratory courses for a total of four (4) credits each. Credits for lecture and lab components may be combined or each may carry separate credit. At least four credits must be designated as SQ-Science Quantitative. Eight (8) credits of SG-Science General will not satisfy this requirement		8	_____
Awareness Areas			_____
The same course(s) may be used to satisfy one or more Awareness Area(s) as well as other AGEC requirements. Credits for such shared courses may only be counted once. [3]			_____
Select up to six credits from the following:		0-6	_____
Cultural Diversity in the United States (C)			_____
Global Awareness (G) **or** Historical Awareness (H)			_____

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

2 ECN211 Macroeconomic Principles and ECN212 Microeconomic Principles

3 See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec/) at aztransmac2.asu.edu/cgi-bin/WebObjects/agec (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec/) for current course values

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

Code	Title	Credits	Semester
Any course that transfers to ASU in the SOC prefix and carries the (SB) designation			_____
Any course that transfers to ASU in the PSY prefix and carries the (SB) designation			_____
Select one of the following:		3	_____
COM100	Introduction to Human Communication		_____
COM225	Public Speaking		_____
COM230	Small Group Communication		_____
COM259	Communication in Business and Professions		_____

Note: COM requirements vary by business major. COM requirements vary by business major. Check ASU's MyPath2ASU (https://webapp4.asu.edu/transfercreditguide/app/transfermap/?init=false&nopassive=true) or major map for acceptable options.

III. **General Electives**

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

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

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

Total: 62[1]

[1] 64 semester credits is the maximum accepted toward most degree programs at Arizona's public universities. Some exceptions apply; consult with an academic advisor for additional transfer information.

Associate in General Studies (AGS) Degree and General Education Requirements

Maricopa County Community College District (MCCCD) 2024-2025

Description

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

I. **Required Courses** (1-3) Credits

First Year Experience (all courses completed with a grade of "C" or better)

II. **General Education** (minimum of 35 credits)

Core Areas (all courses completed with a grade of "C" or better)

- First Year Composition
- Mathematics
- Computer Usage
- Oral Communication
- Critical reading

Distribution Areas (all courses completed with a grade of "D" or better)

- Humanities, Arts and Design
- Social-Behavioral Sciences
- Natural Sciences
- Literacy and Critical Inquiry

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

Purpose of the Degree

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

Academic Policies that Govern the Associate in General Studies Degree:

- The graduation policies within the general catalog must be satisfied (Administrative Regulation 2.3.9). First Year Experience is required (FYE101 Introduction to College, Career and Personal Success OR FYE103 Exploration of College, Career and Personal Success)
- A single course can simultaneously count toward a Core Area and a Distribution Area requirement. Courses that meet this criterion are **bold print** and **underscored** in the Core areas and Distribution areas (on the course list at the conclusion of this document). For example, CRE101 College Critical Reading and Critical Thinking may be used to satisfy both the Literacy and Critical Inquiry requirement of the Distribution area and the Core curriculum's Critical Reading area. While multiple requirements can be met with a single course, the credits are only counted one time toward the required minimum for the degree. A course cannot satisfy more than one Core area, even if it is approved for more than one Core area. A course cannot satisfy more than one Distribution area, even if it is approved for more than one Distribution area.
- Credits transferred from outside of MCCCD must be at a grade of "C" (2.0 on a 4.0 scale) or better. Transfer credit graded pass/fail or pass/no credit may be transferred if documentation collected by the community college indicates that this was the only grading option available to the student and that the Pass grade ("P") is equivalent to a "C" or better.
- Courses with different credit systems (quarter hours, trimester, units) are converted to semester credit hours. The recovery of a deficiency in a requirement (Prerequisites, Required Courses, Restricted Electives, or General Education) category due to a quarter-hour or other credit system application will be determined by the college.
- Completion of the AGS with a minimum Grade Point Average (on a 4.0 scale) of at least 2.0 for Arizona residents and 2.50 for non-residents meets Arizona public university general admission requirements. However, meeting all AGS minimums does not ensure admission to specific university majors or programs with selective admission processes and/or limited enrollment. Furthermore, because the AGS is not designed to align with the requirements for bachelor's degrees, not all credits may be transferable and students may have deficiencies in lower division (100- and 200-level) courses for a particular major.

Summary of Degree Requirements

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

I. Required Courses - Credits: 0-3

Code	Title	Credits	Semester
FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____

II. MCCCD General Education - Credits: 35-48

Code	Title	Credits	Semester
Core Areas			_____
First-Year Composition [1]			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition	3	_____
or ENG108	First-Year Composition for ESL		_____
Mathematics			_____
Select three to six credits		3-6	_____
Computer Usage			_____
Select one credit		1	_____
Oral Communication			_____
Select one of the following:		3	_____
COM100	Introduction to Human Communication		_____
COM110	Interpersonal Communication		_____
COM225	Public Speaking		_____
COM230	Small Group Communication		_____
COM100AA & COM100AB & COM100AC	Introduction to Human Communication Part I and Introduction to Human Communication Part II and Introduction to Human Communication Part III		_____
COM110AA & COM110AB & COM110AC	Interpersonal Communication Part I and Interpersonal Communication Part II and Interpersonal Communication Part III		_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
Or equivalent as indicated by assessment			_____
Distribution Areas			_____
Humanities, Arts and Design			_____
Students are encouraged to choose course work from more than one discipline		9	_____
Social-Behavioral Sciences			_____
Students are encouraged to choose course work from more than one discipline. [2]		6-9	_____
Natural Sciences			_____
Two lecture courses and one corresponding laboratory course are to be selected. Credits for lecture and lab components may be combined or each may carry separate credit. For appropriate course selection students should consult with an academic advisor.		7-8	_____
Literacy and Critical Inquiry			_____
Select zero to three credits [3]		0-3	_____

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

2 If COM100 Introduction to Human Communication, COM110 Interpersonal Communication, or COM230 Small Group Communication is shared between the AGS' Core and Distribution areas, the Social-Behavioral Sciences requirements for the degree may be met with just 6 additional credits in this area (see Academic Policies section on prior page). The credits for the shared COM course are only counted once, but they may be applied to meet both Oral Communication and Social-Behavioral Science requirements.

3 The Literacy and Critical Inquiry requirement may be met by CRE101 College Critical Reading and Critical Thinking College Critical Reading and Critical Thinking(which also satisfies Critical Reading) or COM225 Public Speaking Public Speaking (which also satisfies Oral Communication) with a grade of "C" or better. The credits for shared courses are only counted once, but may be applied to meet both a Core (see course list above) and a Distribution Area requirement. Alternatively, the Literacy and Critical Inquiry requirement may be met with a grade of "D" or better by selecting an additional 3 credits from the list of approved options.

III. General Electives - Credits: 13-26

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

Associate in General Studies Total Credits: 60-64

All courses listed meet AGS requirements as specified.

AGS General Education Core

(16 credits - grade of "C" or better[1])

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

First-Year Composition (6 Credits) [1]

Courses below meet Arizona General Education Curriculum AGEC requirements.

Code	Title	Credits	Semester
First-Year Composition [1]			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition	3	_____
or ENG108	First-Year Composition for ESL		_____
Total Credits		**6**	_____

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

Oral Communication (3 Credits)

Courses below simultaneously count towards a Core Area and a Distribution requirement.

Code	Title	Credits	Semester
Oral Communication			_____
Select one of the following:		3	_____
COM100	Introduction to Human Communication		_____
COM100AA & COM100AB & COM100AC	Introduction to Human Communication Part I and Introduction to Human Communication Part II and Introduction to Human Communication Part III		_____
COM110	Interpersonal Communication		_____
COM110AA & COM110AB & COM110AC	Interpersonal Communication Part I and Interpersonal Communication Part II and Interpersonal Communication Part III		_____
COM225	Public Speaking		_____
COM230	Small Group Communication		_____

Critical Reading (0-3 Credits)

Courses below simultaneously count towards a Core Area and a Distribution requirement.

Code	Title	Credits	Semester
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
Or equivalent as indicated by assessment			_____

Mathematics (3-6 Credits)

Code	Title	Credits	Semester
Mathematics			_____
Select one of the following:		3	_____
MAT112	Mathematical Concepts and Applications		_____
MAT114	College Algebra Prep		_____
MAT115	College Algebra Prep		_____
MAT120	Intermediate Algebra		_____
MAT121	Intermediate Algebra		_____
MAT122	Intermediate Algebra		_____
MAT126	Intermediate Algebra with Review		_____
MAT206	Elements of Statistics		_____
MAT217	Mathematical Analysis for Business		_____
MAT218	Mathematical Analysis for Business		_____
MAT256	Investigating Quantity: Number, Operations and Numeration Systems		_____
MAT257	Investigating Geometry, Probability and Statistics		_____
Courses below meet Arizona General Education Curriculum AGEC requirements.			_____
MAT140	College Mathematics		_____
MAT141	College Mathematics		_____
MAT142	College Mathematics		_____

MAT145	College Mathematics with Review	_____
MAT146	College Mathematics with Review	_____
MAT150	College Algebra/ Functions	_____
MAT150 & MAT182	College Algebra/ Functions and Plane Trigonometry	_____
MAT151	College Algebra/ Functions	_____
MAT151 & MAT182	College Algebra/ Functions and Plane Trigonometry	_____
MAT152	College Algebra/ Functions	_____
MAT152 & MAT182	College Algebra/ Functions and Plane Trigonometry	_____
MAT155	College Algebra/ Functions with Review	_____
MAT155 & MAT182	College Algebra/ Functions with Review and Plane Trigonometry	_____
MAT156	College Algebra/ Functions with Review	_____
MAT156 & MAT182	College Algebra/ Functions with Review and Plane Trigonometry	_____
MAT172	Finite Mathematics	_____
MAT187	Precalculus	_____
MAT188	Precalculus	_____
MAT212	Brief Calculus	_____
MAT213	Brief Calculus	_____
MAT220	Calculus with Analytic Geometry I	_____
MAT221	Calculus with Analytic Geometry I	_____
MAT225	Elementary Linear Algebra	_____
MAT227	Discrete Mathematical Structures	_____
MAT230	Calculus with Analytic Geometry II	_____
MAT231	Calculus with Analytic Geometry II	_____
MAT240	Calculus with Analytic Geometry III	_____
MAT241	Calculus with Analytic Geometry III	_____
MAT276	Modern Differential Equations	_____
MAT277	Modern Differential Equations	_____
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.

Code	Title	Credits	Semester
Core - Computer Usage			_____
Select 1 credit from the following:		1	_____
Accounting			_____
ACC115	Computerized Accounting		_____
Applied Biological Sciences			_____
ABS283	Bioinformatics and Scientific Computing		_____
Administration of Justice Studies			_____
AJS205	Effective Communication and Report Writing in Criminal Justice		_____
Architecture			_____
ARC243	Architectural CAD III: Site Plans and Sections		_____
ARC244	Architectural CAD IV: Structural Systems		_____
ARC245	Architectural CAD V: Mechanical and Electrical Systems		_____
Art and Visual Communication			_____
AVC100	Introduction to Digital Arts		_____

AVC169	2D Media Design	_____
AVC170	3D Computer Design	_____
AVC173	Computer Art	_____
AVC175	Electronic Publishing Design I	_____
AVC177	Digital Photographic Imaging I	_____
AVC179	Electronic Presentation Design	_____
Any 180++ course		_____
AVC183	Digital Graphic Arts I	_____
AVC283	Digital Graphic Arts II	_____
AVC289	Computer Illustration	_____
Business-Personal Computers		_____
Any BPC Course(s), including:		_____
BPC110	Computer Usage and Applications [1]	_____
Computer Information Systems		_____
Any CIS Course(s), including: [2]		_____
CIS105	Survey of Computer Information Systems [1]	_____
CIS162AB	C++: Level I [1]	_____
CIS162AD	C#: Level I [1]	_____
CIS163AA	Java Programming: Level I [1]	_____
Computer Science		_____
Any CSC Course(s), including: [3]		_____
CSC100AA	Introduction to Computer Science (C++) [1]	_____
CSC100AB	Introduction to Computer Science (C++) [1]	_____
CSC110	Introduction to Computer Science (Java) [1]	_____
CSC110AA	Introduction to Computer Science (Java) [1]	_____
CSC110AB	Introduction to Computer Science (Java) [1]	_____
CSC120	Digital Design Fundamentals [1]	_____
CSC150	Programming in C/C++ [1]	_____
CSC150AA	Programming In C/C++ [1]	_____
CSC180	Computer Literacy [1]	_____
CSC180AA	Computer Literacy [1]	_____
CSC180AB	Computer Literacy [1]	_____
CSC181	Applied Problem Solving With Visual Basic [1]	_____
CSC181AA	Applied Problem Solving With Visual Basic [1]	_____
CSC181AB	Applied Problem Solving With Visual Basic [1]	_____
CSC182	Principles Of Programming With C#.NET [1]	_____
CSC182AA	Principles Of Programming With C#.NET [1]	_____
CSC205	Object Oriented Programming and Data Structures [1]	_____
CSC205AA	Object Oriented Programming and Data Structures [1]	_____
CSC205AB	Object Oriented Programming and Data Structures [1]	_____
CSC205AC	Object Oriented Programming and Data Structures [1]	_____
CSC205AD	Object Oriented Programming and Data Structures [1]	_____
Court Reporting		_____
CTR101	Court Reporting: Machine Shorthand Theory Block I	_____
CTR102	Court Reporting: Machine Shorthand Theory Block II	_____
Drafting Technology		_____
DFT105AA	Computer Aided Drafting I: AutoCAD [1,4]	_____

DFT254AA	Computer Aided Drafting II: AutoCAD	_____
Early Childhood Education		_____
ECH238		_____
Education		_____
EDU115	Digital Literacy for Teaching and Learning in Education	_____
Early Education		_____
EED115	Digital Literacy for Teaching and Learning in Education	_____
Electrical Engineering		_____
EEE120	Digital Design Fundamentals [1]	_____
Electronic		_____
ELE131	Digital Logic and Circuits	_____
ELE181	Computer Programming for Technology	_____
ELE241	Microprocessor Concepts	_____
ELE243	Microprocessor Applications	_____
ELE245	Advanced Microprocessors and Systems	_____
Electronic Technology		_____
ELT131	Digital and Logic Circuits	_____
ELT243	Microprocessor Applications	_____
English		_____
ENG100AE	Composition Skills	_____
Food & Nutition		_____
FON100	Introductory Nutrition	_____
General Business		_____
GBS221	Business Statistics [1]	_____
Geographic Information Science		_____
GIS205	Geographic Information Technologies [1]	_____
GIS211	Geographic Information Science I [1]	_____
Hotel Restaurant Management		_____
HRM126		_____
Journalism		_____
JRN133	Development of Small Publications	_____
Paralegal Studies		_____
LAS229	Litigation Technologies	_____
Mathematics		_____
MAT206	Elements of Statistics [1]	_____
Music Theory/Composition		_____
MTC180	Computer Literacy for Musicians [1]	_____
Music: Commercial/Business		_____
MUC180	Computer Literacy for the Music Business	_____
MUC191	Electronic Music I	_____
Networking Technology		_____
NET181	Visual Basic for Technology	_____
Office Automation Systems		_____
OAS111AA	Computer Keyboarding I	_____
Psychology		_____
PSY230	Introduction to Statistics [1]	_____
Social Work		_____
SWU225	Statistics for Social Research/ Justice and Government [1]	_____

[1] Course meets Arizona General Education Curriculum AGEC requirements.AGEC designations are subject to change. See AGEC matrix (http://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) at aztransmac2.asu.edu/cgi-bin/WebObjects/agec (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec/) for each course's value(s) in the semester it is taken.

[2] Except CIS159 Visual Basic Programming I, CIS162AC Visual C++: Level I, CIS217AM Advanced Microsoft Access: Database Management, CIS259 Visual Basic Programming II

[3] Except CSC200 Principles of Computer Science (Java), CSC200AA Principles of Computer Science (Java), CSC200AB Principles of Computer Science (Java), CSC210 Data Structures And Algorithms (Java), CSC210AA Data Structures and Algorithms (Java), CSC210AB Data Structures and Algorithms (Java)

[4] Must be taken with CSC100AA Introduction to Computer Science (C++) or CSC100AB Introduction to Computer Science (C++) to meet AGEC value

AGS General Education Distribution Areas

(28-29 credits- grade of "D" or better)

Humanities, Arts and Design (9 Credits)

Students are encouraged to choose courses from more than one discipline.

Code	Title	Credits	Semester
Distribution Area - Humanities, Arts and Design			_____
Select nine credits from the following:		9	_____
Arabic Humanities			_____
AHU245	Arabic Culture and Islam [1]		_____
American Indian Studies			_____
AIS213	American Indian Religions [1]		_____
Administration of Justice Studies			_____
AJS123	Ethics and the Administration of Justice [1]		_____
Art Humanities			_____
Any Art Humanities Course(s), including:			_____
ARH100	Introduction to Art [1]		_____
ARH101	Art from Prehistory Through Middle Ages [1]		_____
ARH102	Art from Renaissance to Modernism [1]		_____
ARH109	History of American Art		_____
ARH110	History of Graphic Design		_____
ARH112	Introduction to Modern and Contemporary Art [1]		_____
ARH115	History of Photography [1]		_____
ARH118	Introduction to Chinese Art [1]		_____
ARH145	History of American Indian Art [1]		_____
ARH201	Art of Asia [1]		_____
ARH202	Art of Africa, Oceania, and Americas [1]		_____
ARH203	Art of Ancient Egypt [1]		_____
ARH204	Roman Art and Architecture [1]		_____
ARH217	Mexican Art History [1]		_____
ARH216	Pre-Columbian Art History		_____
ARH240	Art and Architecture of the Islamic World to 1800		_____
ARH250	Visual Language and Interpretation		_____
ART			_____
ART131	Photography I [1]		_____
Anthropology			_____
ASB211	Women Across Cultures [1]		_____
ASB214	Magic, Witchcraft and Healing: An Introduction to Comparative Religion [1]		_____
ASB220	Anthropology Goes to the Movies [1]		_____
ASB222	Buried Cities and Lost Tribes: Old World [1]		_____
ASB223	Buried Cities and Lost Tribes: New World [1]		_____
ASB253	Death and Dying Across Cultures [1]		_____
Chicana and Chicano Studies			_____
CCS101	Chicana and Chicano Studies [1]		_____
Communication			_____
COM241	Oral Interpretation of Literature [1]		_____
Construction			_____
CON101	Construction and Culture (formerly CNS101) [1]		_____
Dance Humanities			_____
DAH100	Introduction to Dance in the United States [1]		_____
DAH201	Dance, Culture, and Global Contexts [1]		_____
DAH250	Dance in Popular Culture [1]		_____
DAH255	Hip Hop: Arts, Aesthetic and Culture [1]		_____
Education			_____
EDU230	Cultural Diversity In Education (effective Spring '22) [1]		_____

EDU291	Children's Literature [1]		_____
EDU292	The Art of Storytelling [1]		_____
EDU294	Multicultural Folktales [1]		_____
Early Education			_____
EED225	Language and Literacy in the Context of Culture and Relationships [1]	3	_____
English			_____
ENG200	Reading and Writing About Literature [1]		_____
ENG213	Introduction to the Study of Language [1]		_____
ENG218	Writing about Literature [1]		_____
English Humanities			_____
Any ENH Course(s), including: [2]			_____
ENH110	Introduction to Literature [1]		_____
ENH111	Literature and the American Experience		_____
ENH112	Chicano Literature [1]		_____
ENH113	Writers/Directors and Current Issues [1]		_____
ENH114	African-American Literature [1]		_____
ENH117	Rap Literature: The Oral Tradition		_____
ENH130	Mystery Fiction from the Nineteenth Century to the Present		_____
ENH140AA	Sports in Literature and Film [1]		_____
ENH190	Introduction to US Ethnic Literature [1]		_____
ENH201	World Literature Through the Renaissance [1]		_____
ENH202	World Literature After the Renaissance [1]		_____
ENH204	Introduction to Contemporary Literature [1]		_____
ENH206	Nature and Environmental Literature [1]		_____
ENH214	Poetry Study [1]		_____
ENH220	Gender, Media, and Culture [1]		_____
ENH221	Survey of English Literature Before 1800 [1]		_____
ENH222	Survey of English Literature After 1800 [1]		_____
ENH230	Introduction to Shakespeare [1]		_____
ENH231	Introduction to Shakespeare: The Early Plays [1]		_____
ENH232	Introduction to Shakespeare: The Late Plays [1]		_____
ENH235	Survey Of Gothic Literature [1]		_____
ENH241	American Literature Before 1860 [1]		_____
ENH242	American Literature After 1860 [1]		_____
ENH245	J.R.R. Tolkien and C.S. Lewis: Battling Modernism [1]		_____
ENH251	Mythology [1]		_____
ENH253	Contemporary Global Literature and Film		_____
ENH254	Literature and Film [1]		_____
ENH255	Contemporary U.S. Literature and Film [1]		_____
ENH256	Shakespeare On Film [1]		_____
ENH259	American Indian Literature [1]		_____
ENH260	Literature of the Southwest [1]		_____
ENH275	Modern Fiction [1]		_____
ENH277	Narrative Genres		_____
ENH277AA	Dark Futures: Dystopian Narrative		_____
ENH277AB	Whodunnits: Mystery Narrative		_____
ENH277AC	Happily Ever: Children's Narrative		_____

ENH277AD	Stuff Blows Up: Action Narrative	_____
ENH277AE	Tour of Duty: War Narrative	_____
ENH277AF	Heroic Quests: Fantasy Narrative	_____
ENH277AG	Out There: Science Fiction Narrative	_____
ENH277AH	Facing Fear: Horror Narrative	_____
ENH277AI	Make 'em Laugh: Comedy Narrative	_____
ENH277AJ	Love and Passion: Romance Narrative	_____
ENH277AK	The Wild Frontier: Western Narrative	_____
ENH280	Topics in American Literature [1]	_____
ENH284	19th Century Women Writers [1]	_____
ENH285	Contemporary Women Writers [1]	_____
ENH291	Children's Literature [1]	_____
ENH294	Multicultural Folktales [1]	_____
ENH295	Banned Books and Censorship [1]	_____
Film, Media, and Theatre		_____
FMT107	Career Pathways in the Media [1]	_____
French		_____
FRE265	Advanced French I [1]	_____
Game Studies		_____
GST202	Games, Culture and Aesthetics	_____
Health Care Related		_____
HCR210	Clinical Health Care Ethics [1]	_____
History		_____
HIS101	History of Western Civilization Middle Ages to 1789 [1]	_____
HIS102	History of Western Civilization 1789 to Present [1]	_____
HIS103	United States History to 1865 [1]	_____
HIS108	United States History 1945 to the Present [1]	_____
HIS110	World History to 1500 [1]	_____
HIS111	World History 1500 to the Present [1]	_____
HIS113	History of Eastern Civilizations to 1850 [1]	_____
HIS114	History of Eastern Civilizations 1850 to Present [1]	_____
HIS203	[1]	_____
HIS212	History of Religion [1]	_____
HIS251	History of England to 1700 [1]	_____
HIS252	History of England 1700 to Present [1]	_____
Honors		_____
HON190	The Honors Experience [1]	_____
Humanities		_____
Any HUM course(s), including: [3]		_____
HUM100	Great Ideas Symposium	_____
HUM101	General Humanities [1]	_____
HUM107	Humanities Through the Arts [1]	_____
HUM108	Contemporary Humanities [1]	_____
HUM190AA	Honors Forum [1]	_____
HUM190AB	Honors Forum [1]	_____
HUM190AC	Honors Forum [1]	_____
HUM190AD	Honors Forum [1]	_____
HUM190AE	Honors Forum [1]	_____
HUM190AF	Honors Forum [1]	_____
HUM190AG	Honors Forum [1]	_____
HUM190AH	Honors Forum [1]	_____
HUM190AI	Honors Forum [1]	_____
HUM201	Humanities: Universal Themes [1]	_____
HUM202	Humanities: Universal Themes [1]	_____

HUM205	Introduction to Cinema [1]	_____
HUM206	Introduction to Television Arts [1]	_____
HUM209	Women and Films [1]	_____
HUM210	Contemporary Cinema [1]	_____
HUM211AA	Foreign Films: Classics [1]	_____
HUM211AE	Foreign Films: Italian	_____
HUM212	Documentary Film	_____
HUM213	Hispanic Film [1]	_____
HUM214	African-Americans in Film [1]	_____
HUM215	Film Comedy [1]	_____
HUM216	The Films and Career of Alfred Hitchcock [1]	_____
HUM220	History and Film [1]	_____
HUM235	Disability Studies [1]	_____
HUM245	Introduction to Holocaust Studies [1]	_____
HUM250	Ideas and Values in the Humanities: Early Civilizations to the Renaissance [1]	_____
HUM251	Ideas and Values in the Humanities: Renaissance to the Contemporary World [1]	_____
HUM260	Intercultural Perspectives [1]	_____
HUM261	Asian Ideas and Values [1]	_____
HUM292	The Art of Storytelling [1]	_____
HUM295	Topics in the Humanities	_____
Interior Design		_____
INT115	Historical Architecture and Furniture [1]	_____
INT120	Modern Architecture and Furniture [1]	_____
Japanese Humanities		_____
JPH245	Traditional and Modern Japanese Culture [1]	_____
Latin		_____
LAT201	Intermediate Latin I [1]	_____
LAT202	Intermediate Latin II [1]	_____
Music: History/Literature		_____
MHL140	Survey of Music History [1]	_____
MHL143	Music in World Cultures [1]	_____
MHL145	American Jazz and Popular Music [1]	_____
MHL146	Survey of Broadway Musicals [1]	_____
MHL153	Rock Music and Culture [1]	_____
MHL155	Survey of American Music [1]	_____
MHL194	Music and Culture [1]	_____
MHL204	Hip-Hop Music and Culture [1]	_____
MHL241	Music History and Literature to 1750 [1]	_____
MHL242	Music History and Literature 1750 to Present [1]	_____
MHL295	Topics in Music [1]	_____
Philosophy		_____
Any PHI Course(s), including:		_____
PHI101	Introduction to Philosophy [1]	_____
PHI103	Introduction to Logic [1]	_____
PHI104	World Philosophy [1]	_____
PHI105	Introduction to Ethics [1]	_____
PHI201	History of Ancient Philosophy [1]	_____
PHI212	Contemporary Moral Issues [1]	_____
PHI213	Medical and Bio-Ethics [1]	_____
PHI214	Business Ethics	_____
PHI215	Legal Ethics	_____

PHI216	Environmental Ethics [1]	_____
PHI218	Philosophy of Sexuality [1]	_____
PHI224	Political Philosophy [1]	_____
PHI233AA	Metaphysics: An Introduction [1]	_____
PHI233AB	Theory of Knowledge [1]	_____
PHI233AC	Philosophical Psychology	_____
PHI234AA	Plato [1]	_____
PHI244	Philosophy of Religion [1]	_____
PHI245	Introduction to Eastern Philosophy [1]	_____
PHI250	Ethics in Higher Education	_____
PHI251	Philosophy of Sport [1]	_____
PHI282AC	Service Learning Experience in Philosophy	_____
Queer Studies		_____
QST200	Introduction to Queer Studies [1]	_____
QST210	Queer Media Studies [1]	_____
Religious Studies		_____
Any REL Course(s)		_____
REL100	World Religions [1]	_____
REL101	Introduction to Religion [1]	_____
REL151	Religion in the Hispanic World [1]	_____
REL200	Religion and Film [1]	_____
REL201	Classics of Western Religions [1]	_____
REL202	Classics of Asian Religions [1]	_____
REL203	American Indian Religions [1]	_____
REL205	Religion and the Modern World [1]	_____
REL206	Religion in America [1]	_____
REL207	Ritual, Symbol, and Myth [1]	_____
REL210	Introduction to Judaism [1]	_____
REL211	Introduction to the Old Testament (Hebrew Bible)	_____
REL212	Introduction to Islam [1]	_____
REL213	Introduction to the Qur'an	_____
REL214	Introduction to Mormonism (The Church of Jesus Christ of Latter-day Saints)	_____
REL218	Religion and Culture	_____
REL223	Spiritual But Not Religious	_____
REL225	African-American Religions [1]	_____
REL230	Religions of Indigenous Peoples	_____
REL240	Religion and Science [1]	_____
REL244	Philosophy of Religion [1]	_____
REL245	Eco Religion	_____
REL248	Religion, Peace and Violence	_____
REL250	Religion in Ireland: Neolithic to Early Medieval [1]	_____
REL251	History of Religion in Ireland: Medieval to Modern [1]	_____
REL270	Introduction to Christianity [1]	_____
REL271	Introduction to the New Testament [1]	_____
REL277	Mysticism East and West	_____
REL292	Goddess Religions	_____
REL294	Religion in Community Service	_____
REL295	Capstone: The Story of Belief	_____
REL282AA	Service Learning Experience in Religious Studies	_____
REL282AB	Service Learning Experience in Religious Studies	_____

REL282AC	Service Learning Experience in Religious Studies	_____
REL290	Women and World Religions [1]	_____
REL291	Religion and Sexuality [1]	_____
Studies in Language & Culture		_____
SLC201	Introduction to Linguistics [1]	_____
SLC202	Introduction to Literary and Cultural Theory [1]	_____
Spanish		_____
SPA241	Spanish and Spanish-American Film I [1]	_____
SPA242	Spanish and Spanish-American Film II [1]	_____
SPA265	Advanced Spanish I [1]	_____
SPA266	Advanced Spanish II [1]	_____
Spanish Humanities		_____
SPH241	Spanish and Latin American Film in Translation [1]	_____
SPH245	Hispanic Heritage in the Southwest [1]	_____
Sustainability/Social Sciences and Humanities		_____
SSH111	Sustainable Cities [1]	_____
Storytelling		_____
STO292	The Art of Storytelling [1]	_____
STO294	Multicultural Folktales [1]	_____
STO295	Traditional Storytelling Around the World [1]	_____
Social Work		_____
SWU183	Introductory Ethics: A Social Service Perspective [1]	_____
Textiles and Clothing		_____
TEC105	Cultural Aspects of Clothing [1]	_____
Theater		_____
THE111	Introduction to Theatre [1]	_____
THE220	Modern Drama [1]	_____
Theatre and Film		_____
THF205	Introduction to Cinema [1]	_____
THF206	Introduction to Television Arts [1]	_____
THF210	Contemporary Cinema [1]	_____
Theater/Performance/Production		_____
THP217	Introduction to Design Scenography [1]	_____
THP241	Oral Interpretation of Literature [1]	_____
Women's Studies		_____
WST209	Women and Films [1]	_____
WST284	19th Century Women Writers [1]	_____
WST285	Contemporary Women Writers [1]	_____
WST290	Women and World Religions [1]	_____

[1] Course meets Arizona General Education Curriculum (AGEC) requirements.

[2] Except HUM120 Cultural Viewpoints in the Arts, HUM225 Introduction to Popular Culture

Social-Behavioral Sciences (6-9 Credits)

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

Code	Title	Credits	Semester
Distribution Area - Social-Behavioral Sciences			_____
Select six to nine credits from the following:		6-9	_____
African American Studies			_____
AFR202	Ethnic Relations in the United States [1]		_____
AFR203	[1]		_____
AFR204	African-American History 1865 to Present [1]		_____
American Indian Studies			_____
AIS101	Survey of American Indian Issues [1]		_____
AIS140	American Indian History [1]		_____

AIS141	Sovereign Indian Nations [1]	_____
AIS160	American Indian Law	_____
Administration of Justice Studies		_____
AJS101	Introduction to Criminal Justice [1]	_____
AJS119	Computer Applications in Justice Studies	_____
AJS200	Current Issues In Criminal Justice [1]	_____
AJS225	Criminology [1]	_____
AJS258	Victimology and Crisis Management in Public Safety	_____
AJS270	Community Relations [1]	_____
Anthropology		_____
ASB100	Introduction to Global Health [1]	_____
ASB102	Introduction to Cultural Anthropology [1]	_____
ASB202	Ethnic Relations in the United States [1]	_____
ASB211	Women Across Cultures [1]	_____
ASB222	Buried Cities and Lost Tribes: Old World [1]	_____
ASB223	Buried Cities and Lost Tribes: New World [1]	_____
ASB226	Human Impacts on Ancient Environments [1]	_____
ASB230	Principles of Archaeology [1]	_____
ASB235	Southwest Archaeology [1]	_____
ASB252	Sports and Culture [1]	_____
Anthropology		_____
ASM104	Bones, Stones, and Human Evolution [1]	_____
ASM275	Forensic Anthropology [1]	_____
Behavioral Health Services Technology		_____
BHS150	Introduction to Behavioral Health and Social Services [1]	_____
BHS210	Addictions, Substance Use Disorders, and Recovery [1]	_____
Ethnic Relations		_____
CCS202	Ethnic Relations in the United States [1]	_____
Child/Family Studies		_____
CFS112	Personal Growth and Family Relations [1]	_____
CFS157	Marriage and Family Life [1]	_____
CFS159	The Modern Family [1]	_____
CFS176	Child Development [1]	_____
CFS205	Human Development [1]	_____
CFS235	Developing Child: Theory into Practice, Prenatal to Age Eight [1]	_____
CFS259	Sexuality over the Life Span [1]	_____
Communication		_____
Courses below meet Arizona General Education Curriculum (AGEC) requirements.		_____
COM100	Introduction to Human Communication	_____
COM100AA & COM100AB & COM100AC	Introduction to Human Communication Part I and Introduction to Human Communication Part II and Introduction to Human Communication Part III	_____
COM110	Interpersonal Communication [1]	_____
COM110AA & COM110AB & COM110AC	Interpersonal Communication Part I and Interpersonal Communication Part II and Interpersonal Communication Part III	_____

COM163	Intercultural Communication in Everyday Life	_____
COM230	Small Group Communication	_____
COM250	Introduction to Organizational Communication	_____
COM263	Elements of Intercultural Communication	_____
Counseling		_____
CPD102AH	Stress Management [1]	_____
CPD180	Human Resilience: Cognitive, Emotional, and Behavioral Applications [1]	_____
Early Childhood Education		_____
ECH176	Child Development [1]	_____
Economics		_____
ECN160	Economic History of the United States [1]	_____
ECN211	Macroeconomic Principles [1]	_____
ECN212	Microeconomic Principles [1]	_____
ECN213	The World Economy [1]	_____
ECN250	World Economic Systems [1]	_____
Education		_____
EDU221	Introduction to Education [1]	_____
EDU222	Introduction to the Exceptional Learner [1]	_____
Early Education		_____
EED205	The Developing Child: Prenatal to Age Eight [1]	_____
EED222	Introduction to the Exceptional Young Child: Birth to Age Eight [1]	_____
Emergency Medical Technology		_____
EMT258	Victimology and Crisis Management in Public Safety [1]	_____
English		_____
ENG213	Introduction to the Study of Language [1]	_____
Forensic Science		_____
FOR275	[1]	_____
Fire Science Technology		_____
FSC258	Victimology and Crisis Management in Public Safety [1]	_____
Cultural Geography		_____
GCU102	Introduction to Human Geography [1]	_____
GCU113	United States and Arizona Social Studies [1]	_____
GCU121	World Geography I: Eastern Hemisphere [1]	_____
GCU122	World Geography II: Western Hemisphere [1]	_____
GCU141	Introduction to Economic Geography [1]	_____
GCU221	Arizona Geography [1]	_____
Health Science		_____
HES100	Healthful Living [1]	_____
HES120	Principles of Physical Fitness and Wellness	_____
History		_____
Any HIS Course(s), including [2]		_____
HIS100	History of Western Civilization to Middle Ages	_____
HIS101	History of Western Civilization Middle Ages to 1789	_____
HIS102	History of Western Civilization 1789 to Present	_____
HIS103	United States History to 1865	_____
HIS104	United States History 1865 to Present	_____
HIS105	Arizona History	_____
HIS106	Southwest History	_____

HIS108	United States History 1945 to the Present	_____
HIS109	Mexican American History and Culture	_____
HIS113	History of Eastern Civilizations to 1850	_____
HIS114	History of Eastern Civilizations 1850 to Present	_____
HIS140	American Indian History	_____
HIS145	History of Mexico	_____
HIS190	Environmental History	_____
HIS201	History of Women in America	_____
HIS203		_____
HIS204	African-American History 1865 to Present	_____
HIS209	The Chicana/o in 20th and 21st Century America	_____
HIS240	History of Islamic Civilization from the 6th Century to 1800	_____
HIS241	Latin American Civilization in the Colonial Period	_____
HIS242	Latin American Civilization in the Post-Colonial Period	_____
HIS273	US Experience in Vietnam 1945 - 1975	_____
HIS277	The Modern Middle East	_____
Honors		_____
HON201	Leadership Development: Historical and Contemporary Perspectives	_____
Humanities		_____
HUM235	Disability Studies	_____
International Business		_____
IBS109	Cultural Dimension for International Trade	_____
Information Studies		_____
IFS201	Information in a Post-Truth World	_____
IFS210	Information Without Borders: Research in a Global Society	_____
IFS213	Hacking and Open Source Culture	_____
Mass Communications		_____
MCO120	Media and Society	_____
Management		_____
MGT229	Management and Leadership I	_____
MGT230	Management and Leadership II	_____
Public Administration		_____
PAD200	Public Affairs Economics	_____
Political Science		_____
Any POS course(s), including:		_____
POS100	Introduction to Political Science [1]	_____
POS101	Current Issues	_____
POS110	American National Government [1]	_____
POS113	United States and Arizona Social Studies [1]	_____
POS114	World Social Studies [1]	_____
POS115	Issues in American Politics [1]	_____
POS120	International Relations [1]	_____
POS125	Issues in World Politics [1]	_____
POS130	State and Local Government [1]	_____
POS140	Comparative Government [1]	_____
POS180	United Nations Studies	_____
POS210	Political Ideologies [1]	_____
POS221	Arizona Constitution	_____
POS222	U.S. Constitution	_____
POS223	Civil Rights and Liberties [1]	_____

POS281AB	Public Policy/ Service Internship	_____
POS282AA	Volunteerism for Political Science: A Service Learning Experience	_____
POS282AB	Volunteerism for Political Science: A Service Learning Experience	_____
POS282AC	Volunteerism for Political Science: A Service Learning Experience	_____
POS285	Political Issues and Public Policy [1]	_____
Psychology		_____
PSY101	Introduction to Psychology [1]	_____
PSY123	Psychology of Parenting [1]	_____
PSY132	Psychology and Culture [1]	_____
PSY156	Understanding Death and Dying [1]	_____
PSY157	African/Black Psychology [1]	_____
PSY215	Sports Psychology [1]	_____
PSY218	Health Psychology [1]	_____
PSY225	Psychology of Religion [1]	_____
PSY235	Psychology of Gender [1]	_____
PSY240	Developmental Psychology [1]	_____
PSY241	Understanding and Changing Behavior [1]	_____
PSY243	The Psychology of Developmental Disabilities [1]	_____
PSY250	Social Psychology [1]	_____
PSY260	Psychology of Personality [1]	_____
PSY262	Positive Psychology: The Science of Well-Being [1]	_____
PSY266	Psychological Disorders [1]	_____
PSY277	Psychology of Human Sexuality [1]	_____
PSY280	Industrial/ Organizational Psychology [1]	_____
PSY292	Psychology of Altered States of Consciousness [1]	_____
Queer Studies		_____
QST200	Introduction to Queer Studies [1]	_____
QST200	Introduction to Queer Studies [1]	_____
Recreation		_____
REC120	Leisure and the Quality of Life [1]	_____
Society and Business		_____
SBU200	Society and Business [1]	_____
Studies in Language & Culture		_____
SLC201	Introduction to Linguistics [1]	_____
Sociology		_____
Any SOC course(s), including: [3]		_____
SOC101	Introduction to Sociology [1]	_____
SOC110	Drugs and Society [1]	_____
SOC130	Human Sexuality [1]	_____
SOC141	Sovereign Indian Nations [1]	_____
SOC157	Sociology of Families and Relationships [1]	_____
SOC180	Social Implications of Technology [1]	_____
SOC212	Gender and Society [1]	_____
SOC220	Sport and Society [1]	_____
SOC241	Race and Ethnic Relations [1]	_____
SOC251	Social Problems [1]	_____
SOC266	Sociology Through Film [1]	_____
SOC270	The Sociology of Health and Illness [1]	_____
Sustainability/Social Sciences and Humanities		_____

SSH111	Sustainable Cities [1]	_____
Sustainability/Natural Sciences		_____
SUS110	Sustainable World [1]	_____
Social Work		_____
SWU171	Introduction to Social Work [1]	_____
SWU182	A Social Services Perspective of Government [1]	_____
SWU250	Mindfulness for Stress Management [1]	_____
SWU258	Victimology and Crisis, a Social Services Perspective [1]	_____
SWU295	Effective Helping in a Diverse World [1]	_____
Textiles and Clothing		_____
TEC105	Cultural Aspects of Clothing [1]	_____
Women's Studies		_____
WST100	Introduction to Women's and Gender Studies [1]	_____
WST161	American Women Since 1920 [1]	_____
Yaqui Indian History and Culture		_____
YAQ100	Yaqui Indian History and Culture [1]	_____

[1] Course meets Arizona General Education Curriculum (AGEC) requirements.

[2] Except HIS111 World History 1500 to the Present, HIS170 American Indian History of the Southwest,HIS173 United States (U.S.) Military History 1603 to Present, HIS251 History of England to 1700, HIS252 History of England 1700 to Present

[3] Except SOC143 Sociology of African American Problems, SOC245 Social Deviance, SOC253 Social Class and Stratification, SOC265 Sociology of Aging

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.

Code	Title	Credits	Semester
Distribution Area - Natural Sciences			_____
Select seven to eight credits from the following:		7-8	_____
Agricultural Science			_____
AGS164	Plant Growth and Development [1]		_____
AGS260	Soils [1]		_____
Anthropology			_____
ASB231	Archaeological Field Methods [1]		_____
Anthropology			_____
ASM104	Bones, Stones, and Human Evolution [1]		_____
ASM265	Laboratory Methods in Archaeology [1]		_____
ASM275	Forensic Anthropology [1]		_____
Astronomy			_____
AST101	Survey of Astronomy [1]		_____
AST106	Life in the Universe [1]		_____
AST111	Introduction to Solar System Astronomy [1]		_____
AST112	Introduction to Stars, Galaxies, and Cosmology [1]		_____
Biology			_____
BIO100	Biology Concepts [1]		_____
BIO101	Introduction to Human Genetics for Non-Majors [1]		_____
BIO102	Cells to Systems: An Introduction to Biology for Non-Majors [1]		_____
BIO105	Environmental Biology [1]		_____
BIO107	Introduction to Biotechnology [1]		_____
BIO108	Plants and Society [1]		_____
BIO109	Natural History of the Southwest [1]		_____
BIO111	Microbes and Society [1]		_____
BIO116	Introduction to Animal Behavior [1]		_____
BIO145	Marine Biology [1]		_____
BIO149AH			_____
BIO149AK	Field Biology: Ecological and Environmental Field Experience		_____

BIO149AL	Field Biology: Ecological and Environmental Field Experience	_____
BIO149AM	Field Biology: Ecological and Environmental Field Experience	_____
BIO149AN	Field Biology: Ecological and Environmental Field Experience	_____
BIO156	Introductory Biology for Allied Health [1]	_____
BIO156XT	Introductory Biology for Allied Health [1]	_____
BIO160	Introduction to Human Anatomy and Physiology [1]	_____
BIO181	General Biology (Majors) I [1]	_____
BIO181XT	General Biology (Majors) I [1]	_____
BIO182	General Biology (Majors) II [1]	_____
BIO182XT	General Biology (Majors) II [1]	_____
BIO201	Human Anatomy and Physiology I [1]	_____
BIO201XT	Human Anatomy and Physiology I [1]	_____
BIO202	Human Anatomy and Physiology II [1]	_____
BIO205	Microbiology [1]	_____
Chemistry		_____
CHM107 & 107LL	Chemistry and Society and Chemistry and Society Laboratory [1]	_____
CHM130 & 130LL	Fundamental Chemistry and Fundamental Chemistry Laboratory [1]	_____
CHM130AA	Fundamental Chemistry with Lab	_____
CHM150 & CHM151LL	General Chemistry I and General Chemistry I Laboratory	_____
CHM140AA	General Chemistry for Engineers with Lab	_____
CHM150AA	General Chemistry I with Lab [1]	_____
CHM151 & 151LL	General Chemistry I and General Chemistry I Laboratory [1]	_____
CHM151AA	General Chemistry I with Lab [1]	_____
CHM152 & 152LL	General Chemistry II and General Chemistry II Laboratory [1]	_____
CHM152AA	General Chemistry II with Lab [1]	_____
CHM230 & 230LL	Fundamental Organic Chemistry and Fundamental Organic Chemistry Laboratory [1]	_____
CHM230AA	Fundamental Organic Chemistry with Lab	_____
Construction		_____
CON106	Foundations of Concrete (formerly CNS106) [1]	_____
Environmental Sciences		_____
ENV101	Introduction to Environmental Science [1]	_____
Food and Nutrition		_____
Courses below meet Arizona General Education Curriculum (AGEC) requirements. [1]		_____
FON241 & 241LL	Principles of Human Nutrition and Principles of Human Nutrition Laboratory	_____
Forensic Science		_____

FOR105	Forensic Science: Physical Evidence [1]	_____
FOR106	Forensic Science: Biological Evidence [1]	_____
FOR275	[1]	_____
Geology		_____
GLG121	Geology of the Grand Canyon	_____
GLG140	Introduction to Oceanography	_____
GLG229AB	Field Studies for Educators	_____
GLG229AC	Field Studies for Educators	_____
GLG230AA	Field Geology of the Southwest	_____
GLG230AB	Field Geology of the Southwest	_____
GLG230AC	Field Geology of the Southwest	_____
GLG231AA	Special Topics in Geology	_____
GLG231AB	Special Topics in Geology	_____
GLG231AC	Special Topics in Geology	_____
GLG231AD	Special Topics in Geology	_____
GLG280	Geology of Arizona Lecture	_____
GLG281	Geology of Arizona Lab	_____
GLG282AA	Volunteerism for Geology: A Service Learning Experience	_____
Courses below meet Arizona General Education Curriculum (AGEC) requirements.		_____
GLG101 & GLG103	Introduction to Geology I - Physical Lecture and Introduction to Geology I - Physical Lab	_____
GLG101IN	Introduction to Geology I - Physical	_____
GLG102 & GLG104	Introduction to Geology II - Historical Lecture and Introduction to Geology II - Historical Lab	_____
GLG102IN	Introduction to Geology II - Historical	_____
GLG105	Introduction to Planetary Science	_____
GLG106	Life in the Universe	_____
GLG110 & GLG111	Geological Disasters and the Environment and Geological Disasters and the Environment Lab	_____
GLG110IN	Geological Disasters and the Environment	_____
Physical Geography		_____
Courses below meet Arizona General Education Curriculum (AGEC) requirements.		_____
GPH111	Introduction to Physical Geography Lecture	_____
GPH112 & GPH113	Introduction to Physical Geography Lab and Introduction to Physical Geography	_____
GPH211	Landform Processes	_____
GPH212 & GPH214	Introduction to Meteorology I and Introduction to Meteorology Laboratory I	_____
GPH213 & GPH215	Climate and Weather and Climate and Weather Laboratory	_____
Physical Science		_____
PHS110	Fundamentals of Physical Science [1]	_____
PHS115	The Science of Musical Instruments [1]	_____
PHS120	Introduction to Physical Science: Astronomy, Meteorology, Geology and Oceanography [1]	_____
Physics		_____

PHY101	Introduction to Physics [1]	_____
PHY101AA	Introduction to Physics [1]	_____
PHY111	General Physics I [1]	_____
PHY111AA	General Physics I [1]	_____
PHY112	General Physics II [1]	_____
PHY115	University Physics I [1]	_____
PHY116	University Physics II [1]	_____
PHY121	University Physics I: Mechanics [1]	_____
PHY131	University Physics II: Electricity and Magnetism [1]	_____
Psychology		_____
PSY275	Biopsychology [1]	_____
PSY290AB	Research Methods [1]	_____
PSY290AC	Research Methods Laboratory [1]	_____

[1] Course(s) meets Arizona General Education Curriculum (AGEC) requirements.

Literacy and Critical Inquiry (0-3 Credits)

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

Code	Title	Credits	Semester
Distribution Area - Literacy and Critical Inquiry			_____
Select up to three credits from the following:		0-3	_____
American Indian Studies			_____
AIS203	Fundamentals of Economic Development for Indigenous Nations		_____
AIS213	American Indian Religions [1]		_____
Communication			_____
COM222	Argumentation [1]		_____
COM225	Public Speaking [1]		_____
COM241	Oral Interpretation of Literature [1]		_____
Counseling and Personal Development			_____
CPD160	Introduction to Multiculturalism [1]		_____
Critical Reading			_____
CRE101	College Critical Reading and Critical Thinking [1]		_____
CRE201	Critical Reading and Writing in a Global Society [1]		_____
Culinary Arts			_____
CUL223	Food Service Management [1]		_____
Dance Humanities			_____
DAH255	Hip Hop: Arts, Aesthetic and Culture [1]		_____
Education			_____
EDU282AC	Service-Learning Experience in Education [1]		_____
English			_____
ENG111	Technical and Professional Writing [1]		_____
ENG200	Reading and Writing About Literature [1]		_____
ENG215	Strategies of Academic Writing [1]		_____
ENG216	Persuasive Writing on Public Issues [1]		_____
ENG217	Personal and Exploratory Writing [1]		_____
ENG218	Writing about Literature [1]		_____
English Humanities			_____
ENH241	American Literature Before 1860 [1]		_____
ENH253	Contemporary Global Literature and Film [1]		_____
ENH254	Literature and Film [1]		_____
ENH255	Contemporary U.S. Literature and Film [1]		_____

ENH277AE	Tour of Duty: War Narrative [1]	_____
ENH277AG	Out There: Science Fiction Narrative [1]	_____
Exercise Science		_____
EXS290	Introduction to Evidence-Based Practice [1]	_____
Food and Nutrition		_____
FON225	Research in Complementary and Alternative Nutrition Therapies [1]	_____
General Business		_____
GBS233	Business Communication [1]	_____
Physical Geography		_____
GPH267	Extreme Weather and Climate [1]	_____
Humanities		_____
HUM212	Documentary Film [1]	_____
HUM225	Introduction to Popular Culture [1]	_____
HUM235	Disability Studies [1]	_____
HUM250	Ideas and Values in the Humanities: Early Civilizations to the Renaissance [1]	_____
HUM251	Ideas and Values in the Humanities: Renaissance to the Contemporary World [1]	_____
Information Studies		_____
IFS201	Information in a Post-Truth World [1]	_____
Journalism		_____
JRN201	News Writing [1]	_____
JRN234	Feature Writing [1]	_____
Mass Communications		_____
MCO220	Cultural Diversity and the Media [1]	_____
Music: History/Literature		_____
MHL204	Hip-Hop Music and Culture [1]	_____
Philosophy		_____
PHI103	Introduction to Logic [1]	_____
PHI214	Business Ethics [1]	_____
PHI218	Philosophy of Sexuality [1]	_____
PHI224	Political Philosophy [1]	_____
PHI244	Philosophy of Religion [1]	_____
Political Science		_____
POS115	Issues in American Politics [1]	_____
Psychology		_____
PSY290AB	Research Methods [1]	_____
PSY290AC	Research Methods Laboratory [1]	_____
Religious Studies		_____
REL203	American Indian Religions [1]	_____
REL205	Religion and the Modern World [1]	_____
REL207	Ritual, Symbol, and Myth [1]	_____
Studies in Language & Culture		_____
SLC202	Introduction to Literary and Cultural Theory [1]	_____
Theatre		_____
THE220	Modern Drama [1]	_____
Theatre Performance/Production		_____
THP241	Oral Interpretation of Literature [1]	_____

[1] Course meets Arizona General Education Curriculum (AGEC) requirements.

Elective Courses (15-22 Credits)

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

Associate in Applied Science (AAS) Degree and General Education Requirements

Maricopa County Community College District (MCCCD) 2024-2025

Description

The Associate in Applied Science (AAS) degree requires at least 60 credits in its program of study. The exact number of credits for a specific degree is identified as part of the presentation of its requirements at

curriculum.maricopa.edu (https://curriculum.maricopa.edu/) click on Current Programs or search in the offering college(s)' catalog.

Purpose of the Degree

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

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 or comma (/ or ,) between course numbers to signify options. An asterisk (*) following the course number defines requirements with an effective begin term of spring;
- All courses must be completed with a grade of C or higher; any additional requirements such as grades of B or higher or minimum grade point average requirements are listed on individual degrees and certificates;
- The graduation policies within the general catalog must be satisfied (Administrative Regulation 2.3.9). First Year Experience required (FYE101 or FYE103)
- Some courses also have equivalent combinations of modular variants; all options are listed and completion of either the course or its modular equivalents will satisfy the AAS requirements.
- Requires completion of General Education courses as indicated in the General Education Requirements for the Associate in Applied Science degree from the Maricopa County Community College District, or completion of a curriculum as stated in the catalog.
- Courses with different credit systems (quarter hours, trimester, units) are converted to semester credit hours. The recovery of a deficiency in a requirement (Prerequisites, Required Courses, Restricted Electives, or General Education) category due to a quarter-hour or other credit system application will be determined by the college.
- Any course that is cross referenced with that of another discipline/subject (for example EDU291/ENH291, Children's Literature) covers identical contents. A course under either subject (for example, EDU291 or ENH291) will count only once toward degree requirements.

Degree Requirements

General Education Core (12-15 Credits)[1]

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

Demonstrate college-level skills in the following areas:

Code	Title	Credits	Semester
First-Year Composition [1]			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition	3	_____
or ENG108	First-Year Composition for ESL		_____
or ENG111	Technical and Professional Writing		_____
Oral Communication			_____
Select one of the following:		3	_____
COM100	Introduction to Human Communication		_____
COM100AA & COM100AB & COM100AC	Introduction to Human Communication Part I and Introduction to Human Communication Part II and Introduction to Human Communication Part III		_____
COM110	Interpersonal Communication		_____
COM110AA & COM110AB & COM110AC	Interpersonal Communication Part I and Interpersonal Communication Part II and Interpersonal Communication Part III		_____
COM225	Public Speaking		_____
COM230	Small Group Communication		_____
Critical Reading			_____
Complete one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
Equivalent as indicated by assessment			_____
Mathematics			_____
Select one of the following:		3	_____
MAT112	Mathematical Concepts and Applications		_____
MAT114	College Algebra Prep		_____
MAT115	College Algebra Prep		_____
MAT120	Intermediate Algebra		_____
MAT121	Intermediate Algebra		_____

MAT122	Intermediate Algebra	_____
MAT126	Intermediate Algebra with Review	_____
MAT140	College Mathematics	_____
MAT141	College Mathematics	_____
MAT142	College Mathematics	_____
MAT145	College Mathematics with Review	_____
MAT146	College Mathematics with Review	_____
MAT150	College Algebra/ Functions	_____
MAT150 & MAT182	College Algebra/ Functions and Plane Trigonometry	_____
MAT151	College Algebra/ Functions	_____
MAT151 & MAT182	College Algebra/ Functions and Plane Trigonometry	_____
MAT152	College Algebra/ Functions	_____
MAT152 & MAT182	College Algebra/ Functions and Plane Trigonometry	_____
MAT155	College Algebra/ Functions with Review	_____
MAT155 & MAT182	College Algebra/ Functions with Review and Plane Trigonometry	_____
MAT156	College Algebra/ Functions with Review	_____
MAT156 & MAT182	College Algebra/ Functions with Review and Plane Trigonometry	_____
MAT172	Finite Mathematics	_____
MAT187	Precalculus	_____
MAT188	Precalculus	_____
MAT206	Elements of Statistics	_____
MAT212	Brief Calculus	_____
MAT213	Brief Calculus	_____
MAT217	Mathematical Analysis for Business	_____
MAT218	Mathematical Analysis for Business	_____
MAT220	Calculus with Analytic Geometry I	_____
MAT221	Calculus with Analytic Geometry I	_____
MAT225	Elementary Linear Algebra	_____
MAT227	Discrete Mathematical Structures	_____
MAT230	Calculus with Analytic Geometry II	_____
MAT231	Calculus with Analytic Geometry II	_____
MAT240	Calculus with Analytic Geometry III	_____
MAT241	Calculus with Analytic Geometry III	_____
MAT256	Investigating Quantity: Number, Operations and Numeration Systems	_____
MAT257	Investigating Geometry, Probability and Statistics	_____
MAT276	Modern Differential Equations	_____
MAT277	Modern Differential Equations	_____
Equivalent course		_____
Satisfactory completion of a higher level mathematics course		_____

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

General Education Distribution Areas (9-10 Credits)

Humanities, Arts and Design (2-3 Credits)

Code	Title	Credits	Semester
Distribution Area: Humanities, Arts and Design			_____

Select two to three credits from the following:		2-3	_____
Arabic Humanities			_____
AHU245	Arabic Culture and Islam		_____
American Indian Studies			_____
AIS213	American Indian Religions		_____
Administration of Justice Studies			_____
AJS123	Ethics and the Administration of Justice		_____
Art Humanities			_____
Any Art Humanities Course(s)			_____
Art			_____
ART131	Photography I		_____
Anthropology			_____
ASB211	Women Across Cultures		_____
ASB214	Magic, Witchcraft and Healing: An Introduction to Comparative Religion		_____
ASB220	Anthropology Goes to the Movies		_____
ASB222	Buried Cities and Lost Tribes: Old World		_____
ASB223	Buried Cities and Lost Tribes: New World		_____
ASB253	Death and Dying Across Cultures		_____
Chicana and Chicano Studies			_____
CCS101	Chicana and Chicano Studies		_____
Communication			_____
COM241	Oral Interpretation of Literature		_____
Construction			_____
CON101	Construction and Culture		_____
Dance Humanities			_____
DAH100	Introduction to Dance in the United States		_____
DAH201	Dance, Culture, and Global Contexts		_____
DAH250	Dance in Popular Culture		_____
DAH255	Hip Hop: Arts, Aesthetic and Culture		_____
Education			_____
EDU230	Cultural Diversity In Education (Eff. Spring '22)		_____
EDU291	Children's Literature		_____
EDU292	The Art of Storytelling		_____
EDU294	Multicultural Folktales		_____
Early Education			_____
EED225	Language and Literacy in the Context of Culture and Relationships		_____
English			_____
ENG200	Reading and Writing About Literature		_____
ENG213	Introduction to the Study of Language		_____
ENG218	Writing about Literature		_____
English Humanities			_____
Any English Humanities Course(s)			_____
French			_____
FRE265	Advanced French I		_____
Game Studies			_____
GST202	Games, Culture and Aesthetics		_____
Health Care Related			_____
HCR210	Clinical Health Care Ethics		_____
History			_____
HIS101	History of Western Civilization Middle Ages to 1789		_____
HIS102	History of Western Civilization 1789 to Present		_____
HIS103	United States History to 1865		_____
HIS108	United States History 1945 to the Present		_____
HIS110	World History to 1500		_____

HIS111	World History 1500 to the Present	_____
HIS113	History of Eastern Civilizations to 1850	_____
HIS114	History of Eastern Civilizations 1850 to Present	_____
HIS203		_____
HIS212	History of Religion	_____
HIS251	History of England to 1700	_____
HIS252	History of England 1700 to Present	_____
Honors		_____
HON190	The Honors Experience	_____
Humanities		_____
Any Humanities Course(s) [1]		_____
Interior Design		_____
INT115	Historical Architecture and Furniture	_____
INT120	Modern Architecture and Furniture	_____
Japanese Humanities		_____
JPH245	Traditional and Modern Japanese Culture	_____
Latin		_____
LAT201	Intermediate Latin I	_____
LAT202	Intermediate Latin II	_____
Music: History/Literature		_____
MHL140	Survey of Music History	_____
MHL143	Music in World Cultures	_____
MHL145	American Jazz and Popular Music	_____
MHL146	Survey of Broadway Musicals	_____
MHL153	Rock Music and Culture	_____
MHL155	Survey of American Music	_____
MHL194	Music and Culture	_____
MHL204	Hip-Hop Music and Culture	_____
MHL241	Music History and Literature to 1750	_____
MHL242	Music History and Literature 1750 to Present	_____
MHL295	Topics in Music	_____
Philosophy		_____
Any Philosophy Course(s)		_____
Queer Studies		_____
QST200	Introduction to Queer Studies	_____
QST210	Queer Media Studies	_____
Religious Studies		_____
Any Religious Studies Course(s)		_____
Studies in Language & Culture		_____
SLC201	Introduction to Linguistics	_____
SLC202	Introduction to Literary and Cultural Theory	_____
Spanish		_____
SPA241	Spanish and Spanish-American Film I	_____
SPA242	Spanish and Spanish-American Film II	_____
SPA265	Advanced Spanish I	_____
SPA266	Advanced Spanish II	_____
Spanish Humanities		_____
SPH241	Spanish and Latin American Film in Translation	_____
SPH245	Hispanic Heritage in the Southwest	_____
Sustainability/Social Sciences and Humanities		_____
SSH111	Sustainable Cities	_____
Storytelling		_____
STO292	The Art of Storytelling	_____
STO294	Multicultural Folktales	_____
STO295	Traditional Storytelling Around the World	_____
Social Work		_____

SWU183	Introductory Ethics: A Social Service Perspective	_____
Textiles and Clothing		_____
TEC105	Cultural Aspects of Clothing	_____
TEC125	Fashion Design	_____
Theatre		_____
THE111	Introduction to Theatre	_____
THE220	Modern Drama	_____
Theatre and Film		_____
THF205	Introduction to Cinema	_____
THF206	Introduction to Television Arts	_____
THF210	Contemporary Cinema	_____
Theatre Performance/Production		_____
THP217	Introduction to Design Scenography	_____
THP241	Oral Interpretation of Literature	_____
Women's Studies		_____
WST209	Women and Films	_____
WST284	19th Century Women Writers	_____
WST285	Contemporary Women Writers	_____
WST290	Women and World Religions	_____

[1] Except HUM120 Cultural Viewpoints in the Arts, HUM225 Introduction to Popular Culture

Social-Behavioral Sciences (3 Credits)

Code	Title	Credits	Semester
Distribution Area: Social-Behavioral Sciences			_____
Select three credits from the following:		3	_____
African American Studies			_____
AFR202	Ethnic Relations in the United States		_____
AFR203			_____
AFR204	African-American History 1865 to Present		_____
American Indian Studies			_____
AIS101	Survey of American Indian Issues		_____
AIS140	American Indian History		_____
AIS141	Sovereign Indian Nations		_____
AIS160	American Indian Law		_____
Administration of Justice Studies			_____
AJS101	Introduction to Criminal Justice		_____
AJS200	Current Issues In Criminal Justice		_____
AJS225	Criminology		_____
AJS258	Victimology and Crisis Management in Public Safety		_____
AJS270	Community Relations		_____
Anthropology			_____
ASB100	Introduction to Global Health		_____
ASB102	Introduction to Cultural Anthropology		_____
ASB202	Ethnic Relations in the United States		_____
ASB211	Women Across Cultures		_____
ASB222	Buried Cities and Lost Tribes: Old World		_____
ASB223	Buried Cities and Lost Tribes: New World		_____
ASB226	Human Impacts on Ancient Environments		_____
ASB230	Principles of Archaeology		_____
ASB235	Southwest Archaeology		_____
ASB252	Sports and Culture		_____
Anthropology			_____
ASM104	Bones, Stones, and Human Evolution		_____
ASM275	Forensic Anthropology		_____
Behavioral Health Services Technology			_____

BHS150	Introduction to Behavioral Health and Social Services	_____
BHS155	Professional Resiliency and Well-Being	_____
BHS175	Trauma-Informed Care and Recovery Treatment	_____
BHS210	Addictions, Substance Use Disorders, and Recovery	_____
Counseling and Applied Psychology		_____
CAP120	Introduction to Counseling	_____
Chicana and Chicano Studies		_____
CCS202	Ethnic Relations in the United States	_____
Child/Family Studies		_____
CFS112	Personal Growth and Family Relations	_____
CFS157	Marriage and Family Life	_____
CFS159	The Modern Family	_____
CFS176	Child Development	_____
CFS205	Human Development	_____
CFS235	Developing Child: Theory into Practice, Prenatal to Age Eight	_____
CFS259	Sexuality over the Life Span	_____
Communications		_____
COM100	Introduction to Human Communication	_____
COM100AA & COM100AB & COM100AC	Introduction to Human Communication Part I and Introduction to Human Communication Part II and Introduction to Human Communication Part III	_____
COM110	Interpersonal Communication	_____
COM110AA & COM110AB & COM110AC	Interpersonal Communication Part I and Interpersonal Communication Part II and Interpersonal Communication Part III	_____
COM163	Intercultural Communication in Everyday Life	_____
COM230	Small Group Communication	_____
COM250	Introduction to Organizational Communication	_____
COM263	Elements of Intercultural Communication	_____
Counseling and Personal Development		_____
CPD102AH	Stress Management	_____
CPD180	Human Resilience: Cognitive, Emotional, and Behavioral Applications	_____
Early Childhood Education		_____
ECH176	Child Development	_____
Economics		_____
Any Economics Course(s)		_____
Education		_____
EDU221	Introduction to Education	_____
EDU222	Introduction to the Exceptional Learner	_____
Early Education		_____
EED205	The Developing Child: Prenatal to Age Eight	_____
EED222	Introduction to the Exceptional Young Child: Birth to Age Eight	_____
Emergency Medical Technology		_____
EMT258	Victimology and Crisis Management in Public Safety	_____
English		_____

ENG213	Introduction to the Study of Language	_____
Forensic Science		_____
FOR275		_____
Fire Science Technology		_____
FSC258	Victimology and Crisis Management in Public Safety	_____
Cultural Geography		_____
GCU102	Introduction to Human Geography	_____
GCU113	United States and Arizona Social Studies	_____
GCU121	World Geography I: Eastern Hemisphere	_____
GCU122	World Geography II: Western Hemisphere	_____
GCU141	Introduction to Economic Geography	_____
GCU221	Arizona Geography	_____
Health Science		_____
HES100	Healthful Living	_____
HES120	Principles of Physical Fitness and Wellness	_____
History		_____
Any History Course(s) [1]		_____
Honors		_____
HON201	Leadership Development: Historical and Contemporary Perspectives	_____
Humanities		_____
HUM235	Disability Studies	_____
International Business		_____
IBS109	Cultural Dimension for International Trade	_____
Information Studies		_____
IFS201	Information in a Post-Truth World	_____
IFS210	Information Without Borders: Research in a Global Society	_____
IFS213	Hacking and Open Source Culture	_____
Mass Communications		_____
MCO120	Media and Society	_____
Management		_____
MGT229	Management and Leadership I	_____
MGT230	Management and Leadership II	_____
Public Administration		_____
PAD200	Public Affairs Economics	_____
Political Science		_____
Any Political Science Course(s)		_____
Psychology		_____
PSY101	Introduction to Psychology	_____
PSY123	Psychology of Parenting	_____
PSY132	Psychology and Culture	_____
PSY156	Understanding Death and Dying	_____
PSY157	African/Black Psychology	_____
PSY215	Sports Psychology	_____
PSY218	Health Psychology	_____
PSY225	Psychology of Religion	_____
PSY235	Psychology of Gender	_____
PSY240	Developmental Psychology	_____
PSY241	Understanding and Changing Behavior	_____
PSY243	The Psychology of Developmental Disabilities	_____
PSY250	Social Psychology	_____
PSY260	Psychology of Personality	_____
PSY262	Positive Psychology: The Science of Well-Being	_____
PSY266	Psychological Disorders	_____
PSY277	Psychology of Human Sexuality	_____

PSY280	Industrial/ Organizational Psychology	_____
PSY292	Psychology of Altered States of Consciousness	_____
Queer Studies		_____
QST200	Introduction to Queer Studies	_____
QST210	Queer Media Studies	_____
Recreation		_____
REC120	Leisure and the Quality of Life	_____
Society and Business		_____
SBU200	Society and Business	_____
Studies in Language & Culture		_____
SLC201	Introduction to Linguistics	_____
Sociology		_____
Any Sociology Course(s) [2]		_____
Sustainability/Social Sciences and Humanities		_____
SSH111	Sustainable Cities	_____
Sustainability/Natural Sciences		_____
SUS110	Sustainable World	_____
Social Work		_____
SWU171	Introduction to Social Work	_____
SWU182	A Social Services Perspective of Government	_____
SWU250	Mindfulness for Stress Management	_____
SWU258	Victimology and Crisis, a Social Services Perspective	_____
SWU295	Effective Helping in a Diverse World	_____
Textiles and Clothing		_____
TEC105	Cultural Aspects of Clothing	_____
Women's Studies		_____
WST100	Introduction to Women's and Gender Studies	_____
WST161	American Women Since 1920	_____
Yaqui Indian History and Culture		_____
YAQ100	Yaqui Indian History and Culture	_____

[1] Except HIS111 World History 1500 to the Present, HIS170 American Indian History of the Southwest, HIS173 United States (U.S.) Military History 1603 to Present, HIS251 History of England to 1700, HIS252 History of England 1700 to Present

[2] Except SOC143 Sociology of African American Problems, SOC245 Social Deviance, SOC253 Social Class and Stratification, SOC265 Sociology of Aging

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.

Code	Title	Credits	Semester
Distribution Area: Natural Sciences			_____
Select four credits from the following:		4	_____
Agricultural Science			_____
AGS164	Plant Growth and Development		_____
AGS260	Soils		_____
Anthropology (Soc/Behv. Science)			_____
ASB231	Archaeological Field Methods		_____
Anthropology (Science/Math)			_____
ASM104	Bones, Stones, and Human Evolution		_____
ASM265	Laboratory Methods in Archaeology		_____
ASM275	Forensic Anthropology		_____
Astronomy			_____
AST101	Survey of Astronomy		_____
AST106	Life in the Universe		_____
AST111	Introduction to Solar System Astronomy		_____
AST112	Introduction to Stars, Galaxies, and Cosmology		_____
Biology			_____
BIO100	Biology Concepts		_____
BIO101	Introduction to Human Genetics for Non-Majors		_____
BIO102	Cells to Systems: An Introduction to Biology for Non-Majors		_____

BIO105	Environmental Biology	_____
BIO107	Introduction to Biotechnology	_____
BIO108	Plants and Society	_____
BIO109	Natural History of the Southwest	_____
BIO111	Microbes and Society	_____
BIO116	Introduction to Animal Behavior	_____
BIO145	Marine Biology	_____
BIO149AN	Field Biology: Ecological and Environmental Field Experience	_____
BIO156	Introductory Biology for Allied Health	_____
BIO156XT	Introductory Biology for Allied Health	_____
BIO160	Introduction to Human Anatomy and Physiology	_____
BIO181	General Biology (Majors) I	_____
BIO181XT	General Biology (Majors) I	_____
BIO182	General Biology (Majors) II	_____
BIO182XT	General Biology (Majors) II	_____
BIO201	Human Anatomy and Physiology I	_____
BIO201XT	Human Anatomy and Physiology I	_____
BIO202	Human Anatomy and Physiology II	_____
BIO205	Microbiology	_____
Chemistry		_____
CHM107 & 107LL	Chemistry and Society and Chemistry and Society Laboratory	_____
CHM130 & 130LL	Fundamental Chemistry and Fundamental Chemistry Laboratory	_____
CHM130AA	Fundamental Chemistry with Lab	_____
CHM140AA	General Chemistry for Engineers with Lab	_____
CHM150AA	General Chemistry I with Lab	_____
CHM150 & CHM151LL	General Chemistry I and General Chemistry I Laboratory	_____
CHM151AA	General Chemistry I with Lab	_____
CHM151 & 151LL	General Chemistry I and General Chemistry I Laboratory	_____
CHM152AA	General Chemistry II with Lab	_____
CHM152 & 152LL	General Chemistry II and General Chemistry II Laboratory	_____
CHM230 & 230LL	Fundamental Organic Chemistry and Fundamental Organic Chemistry Laboratory	_____
Construction		_____
CON106	Foundations of Concrete	_____
Environmental Sciences		_____
ENV101	Introduction to Environmental Science	_____
Food and Nutrition		_____
FON241 & 241LL	Principles of Human Nutrition and Principles of Human Nutrition Laboratory	_____
Forensic Science		_____
FOR105	Forensic Science: Physical Evidence	_____
FOR106	Forensic Science: Biological Evidence	_____
FOR275		_____
Geology		_____

Any combination of GLG course(s) meeting the minimums described above		_____
Physical Geography		_____
GPH111 & GPH112	Introduction to Physical Geography Lecture and Introduction to Physical Geography Lab	_____
GPH113	Introduction to Physical Geography	_____
GPH211	Landform Processes	_____
GPH212 & GPH214	Introduction to Meteorology I and Introduction to Meteorology Laboratory I	_____
GPH213 & GPH215	Climate and Weather and Climate and Weather Laboratory	_____
Physical Science		_____
PHS110	Fundamentals of Physical Science	_____
PHS115	The Science of Musical Instruments	_____
PHS120	Introduction to Physical Science: Astronomy, Meteorology, Geology and Oceanography	_____
Physics		_____
PHY101	Introduction to Physics	_____
PHY101AA	Introduction to Physics	_____
PHY111	General Physics I	_____
PHY111AA	General Physics I	_____
PHY112	General Physics II	_____
PHY115	University Physics I	_____
PHY116	University Physics II	_____
PHY121	University Physics I: Mechanics	_____
PHY131	University Physics II: Electricity and Magnetism	_____
Psychology		_____
PSY275	Biopsychology	_____
PSY290AB	Research Methods	_____
PSY290AC	Research Methods Laboratory	_____

Academic Certificate (AC)

Maricopa County Community College District (MCCCD) 2024-2025

Purpose of the Academic Certificate

The Maricopa County Community College District Academic Certificate (AC) is a defined and coherent program of study that is recommended for students who wish to gain additional expertise in a specific area of emphasis in an academic discipline. While this program of study can result in proficiency in the specified skills and competencies, as well as mastery of a body of knowledge, it is not designed to prepare someone for employment in a specific occupation. The coursework for an Academic Certificate may be from a variety of disciplines or it can be discipline specific. There is no required general studies component to an Academic Certificate; however, the program may include some courses that have specific general education (AGEC) designations such as Humanities, Arts and Design [HU], Social-Behavioral Sciences [SB], Literacy and Critical Inquiry [L], or Cultural Awareness [C]. (See AGEC matrix (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/1/wa/agecMatrixReport/?inst=001075) at aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport?inst=001075 (https://aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/3/wa/agecMatrixReport/?inst=001075) for current course values.)

Academic Policies that Govern the Academic Certificate

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

curriculum.maricopa.edu/) at curriculum.maricopa.edu/ (https://curriculum.maricopa.edu/)

EDUCATIONAL PROGRAMS

CGCC students have several choices of educational programs to pursue:

- Degrees offered by all Maricopa Community Colleges and found in the Degree Requirements section of this catalog:
  - Associate in Arts; Associate in Arts in Elementary Education; Associate in Arts, Fine Arts in Art, Dance, and Theatre; Associate in Business; and Associate in Science degrees offered by all Maricopa Community Colleges and designed for students who may or may not know their majors but plan to transfer to one of Arizona's public universities.
  - Associate in General Studies degree for students whose educational goals require flexibility and a broader choice of courses.
- Occupational programs offered at CGCC have several missions: preparing students for employment, upgrading students' existing job skills, and assisting students in career changes. Students can choose from several alternatives:
  - Associate in Applied Science degree programs – usually a two-year program of course work.
  - Certificate Programs – a series of courses designed for concentrated proficiency in specialized career fields.
  - Individual courses – designed to meet individual career or personal needs.

Because change is a constant factor in the employment picture, each occupational program has an advisory council. These councils are composed of local leaders in industry and provide valuable assistance to faculty as they continually adjust the courses and programs to meet community needs. With the support of the advisory councils, highly qualified faculty, and up-to-date facilities, students are assured quality instruction in their future career field.

Students who choose to transfer to four-year institutions will find that many credits are transferable and provide a beginning foundation for completing a baccalaureate degree. The AAS degrees transfer as a "block" to the Bachelor of Applied Science at Arizona State University (Polytechnic and West campuses), and Northern Arizona University.

- Academic Certificates for students who wish to gain additional expertise in an academic area.
- Special programs include:
  - Continuing Education and Workforce Development
  - Fitness, Wellness, and Recreation
  - Honors Program
  - Performing Arts

- Aviation & Applied Technology (p. 87)
  - Aircraft Maintenance Technology, Associate in Applied Science (p. 91)
  - Aircraft Maintenance Technology, Certificate of Completion (p. 93)
  - Aircraft Maintenance Technology - Airframe, Associate in Applied Science (p. 94)
  - Aircraft Maintenance Technology - Airframe, Certificate of Completion (p. 95)
  - Aircraft Maintenance Technology - Powerplant, Associate in Applied Science (p. 96)
  - Aircraft Maintenance Technology - Powerplant, Certificate of Completion (p. 97)
  - Airway Science Technology - Flight Emphasis, Associate in Applied Science (p. 98)
  - Certified Flight Instructor Instrument Airplane Rating, Certificate of Completion (p. 100)
  - Industrial Technology for Semiconductor (https://catalog.cgc.edu/educational-programs/aviation-applied-technology/industrial-technology-semiconductor/#requirementstext)
  - Unmanned Aircraft Systems, Associate in Applied Science (p. 101)
  - Unmanned Aircraft Systems, Certificate of Completion (p. 102)
- Biological Sciences (p. 102)
  - Sustainability, Academic Certificate (p. 104)
- Business & Computing Studies (p. 105)
  - Accounting, Associate in Applied Science (p. 118)
  - Accounting, Certificate of Completion (p. 119)
  - Adobe Foundations: Animation and Graphics Production, Certificate of Completion (p. 120)
  - Amazon Web Services Cloud Associate, Certificate of Completion (p. 120)
  - Amazon Web Services Cloud Practitioner, Certificate of Completion (p. 121)
  - Amazon Web Services Cloud Specialist, Certificate of Completion (https://catalog.cgc.edu/educational-programs/business-computing-studies/amazon-web-services-cloud-specialist-ccl/)
  - Cisco Certified Network Professional: Enterprise Core, Certificate of Completion (p. 122)
  - Cisco Certified Network Professional: Enterprise, Certificate of Completion (p. 121)
  - Cisco Network Administration and Security, Certificate of Completion (p. 123)
  - Cisco Network Administration: CCNA, Certificate of Completion (p. 124)
  - Cisco Network Administration: CCNP, Certificate of Completion (p. 125)
  - Computer System Configuration and Support, Certificate of Completion (p. 125)
  - Computer System Configuration and Support, Linux, Certificate of Completion (p. 126)
  - Computer System Configuration and Support, Network, Certificate of Completion (p. 127)
  - Computer System Configuration and Support, Security, Certificate of Completion (p. 127)
  - Cyber Engineering, Certificate of Completion (p. 128)
  - Cyber Operations, Certificate of Completion (p. 129)
  - Cybersecurity Fundamentals, Certificate of Completion (p. 132)
  - Cybersecurity, Associate in Applied Science (p. 130)
  - Data Analytics, Associate in Applied Science (https://catalog.cgc.edu/educational-programs/business-computing-studies/data-analytics-aas/)
  - Data Analytics, Certificate of Completion (https://catalog.cgc.edu/educational-programs/business-computing-studies/data-analytics-ccl/)
  - Desktop Support, Certificate of Completion (p. 133)

- Financial Services: Pre-licensure, Certificate of Completion (https://catalog.cgc.edu/educational-programs/business-computing-studies/security-industry-essentials-pre-licensure-ccl/)
- General Business, Associate in Applied Science (p. 135)
- General Business, Certificate of Completion (p. 136)
- Information Technology, Associate in Applied Science (p. 137)
- Linux Associate, Certificate of Completion (p. 147)
- Management, Associate in Applied Science (https://catalog.cgc.edu/educational-programs/business-computing-studies/management-aas/)
- Microsoft Office Professional, Certificate of Completion (p. 148)
- Microsoft Office Specialist, Certificate of Completion (p. 149)
- Network and Systems Administration, Associate in Applied Science (p. 150)
- Organizational Leadership, Certificate of Completion (p. 154)
- Organizational Management, Associate in Applied Science (p. 154)
- Programming and Systems Analysis Level I, Certificate of Completion (p. 157)
- Programming and Systems Analysis Level II, Certificate of Completion (p. 158)
- Programming and Systems Analysis, Associate in Applied Science (p. 155)
- Python Applications, Certificate of Completion (https://catalog.cgc.edu/educational-programs/business-computing-studies/python-applications-ccl/)
- Small Business Management Level I, Certificate of Completion (https://catalog.cgc.edu/educational-programs/business-computing-studies/small-business-management-level-one-ccl/)
- Social Media Marketing, Certificate of Completion (p. 161)
- Web App Development, Certificate of Completion (p. 161)
- Web Design, Certificate of Completion (p. 162)
- Web Design/Development, Associate in Applied Science (p. 163)
- Web Development, Certificate of Completion (p. 165)
- Web Foundations, Certificate of Completion (p. 166)

- Communication & Fine Arts (p. 166)
  - Illustration, Certificate of Completion (p. 189)
  - Illustration and Sequential Art, Associate in Applied Science (p. 189)
  - Photography, Associate in Applied Science (p. 191)
  - Sequential Art, Certificate of Completion (p. 193)
- Composition, Creative Writing & Literature (p. 194)
  - Creative Writing, Academic Certificate (p. 199)
- Health Science and Public Service (p. 200)
  - Administration of Justice Studies, Associate in Applied Science (p. 208)
  - Administration of Justice, Certificate of Completion (p. 210)
  - Corrections, Certificate of Completion (p. 211)
  - Crime Scene Investigation, Certificate of Completion (p. 211)
  - Emergency Medical Technology, Certificate of Completion (p. 212)
  - Emergency Medical Technology Comprehensive, Certificate of Completion (p. 212)
  - Exercise Science: Health, Fitness and Sports Performance, Associate in Applied Science (p. 213)
  - Fingerprint Identification and Photography, Certificate of Completion (p. 215)
  - Forensic Science, Associate in Applied Science (p. 216)
  - Forensic Science, Certificate of Completion (p. 218)
  - Homeland Security, Certificate of Completion (p. 218)
  - Law Enforcement, Certificate of Completion (p. 219)
  - Law Enforcement Training, Associate in Applied Science (p. 219)
  - Law Enforcement Training Academy, Certificate of Completion (p. 220)
  - Legal Studies, Certificate of Completion (p. 222)
  - Mortuary Science, Associate in Applied Science (p. 222)
  - Personal Training, Certificate of Completion (p. 224)
  - Personal Training: Advanced, Certificate of Completion (p. 225)
  - Victimology, Certificate of Completion (p. 226)
- Langauges, Humanities, Learning Center & Information Studies (p. 227)
  - Chicana and Chicano Studies, Academic Certificate (https://catalog.cgc.edu/educational-programs/langauges-humanities-learning-center-information-studies/chicana-chicano-studies-ac/)
  - Language Studies, Academic Certificate (https://catalog.cgc.edu/educational-programs/langauges-humanities-learning-center-information-studies/language-studies-ac/)
  - Spanish Language and Culture, Academic Certificate (https://catalog.cgc.edu/educational-programs/langauges-humanities-learning-center-information-studies/spanish-language-culture-ac/)
  - Women and Gender Studies, Academic Certificate (p. 232)
- Mathematics (https://catalog.cgc.edu/educational-programs/mathematics/)
- Nursing (p. 233)
  - Registered Nurse Pathway, Associate in Applied Science (p. 236)
- Physical Sciences & Engineering (p. 238)
  - Artificial Intelligence and Machine Learning, Associate in Applied Science (p. 245)
  - Artificial Intelligence and Machine Learning, Certificate of Completion (p. 246)
- Social & Behavioral Sciences (p. 247)
  - Early Childhood Education, Associate in Applied Science (p. 255)
  - Early Childhood Education, Certificate of Completion (p. 257)
  - Foundations of Early Childhood Education, Certificate of Completion (p. 259)
- Special Programs (p. 259)
  - Enhancement Programs (https://catalog.cgc.edu/educational-programs/special-programs/enhancement-programs/)
  - Enrichment Programs (https://catalog.cgc.edu/educational-programs/special-programs/enrichment-programs/)

Aviation & Applied Technology

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Courses

Prefix	Course
AET	Aeronautics
AIT	Automated Industrial Technology
AMT	Aircraft Maintenance Technology
PPT	Power Plant Technology
UAS	Unmanned Aircraft Systems

Career Programs

Aircraft Maintenance Technology
Aircraft Maintenance Technology-Airframe
Aircraft Maintenance Technology-Powerplant
Airway Science Technology, Flight Emphasis
Certified Flight Instructor Instrument Airplane Rating
Industrial Technology for Semiconductor
Unmanned Aircraft Systems

Associate in Applied Science (AAS)

- Aircraft Maintenance Technology - Airframe, Associate in Applied Science (p. 94)
- Aircraft Maintenance Technology - Powerplant, Associate in Applied Science (p. 96)
- Aircraft Maintenance Technology, Associate in Applied Science (p. 91)
- Airway Science Technology - Flight Emphasis, Associate in Applied Science (p. 98)
- Unmanned Aircraft Systems, Associate in Applied Science (p. 101)

Certificate Of Completion (CCL)

- Aircraft Maintenance Technology - Airframe, Certificate of Completion (p. 95)
- Aircraft Maintenance Technology - Powerplant, Certificate of Completion (p. 97)
- Aircraft Maintenance Technology, Certificate of Completion (p. 93)
- Certified Flight Instructor Instrument Airplane Rating, Certificate of Completion (p. 100)
- Industrial Technology for Semiconductor (https://catalog.cgc.edu/educational-programs/aviation-applied-technology/industrial-technology-semiconductor/)
- Unmanned Aircraft Systems, Certificate of Completion (p. 102)

Aircraft Maintenance Technology

Hutto, Clarence (Mike)

- A.A., Mesa Community College
- B.A., St. Leo College

Julian, William

- Kansas College of Technology
- A.A.S., Eastern New Mexico University

Khalil, Bashir M.
Occupational Program Director

- A.A., A.S., Cochise College
- B.S., M.S., Indiana State University

Snyder, Eric

- B.S., Southern Illinois University

Summerford, Roark David

- B.S. Arizona State University

Varela, Rachel Leigh

- B.S., Arizona State University

Zilch, John

- B.S., Midwestern State University
- M.S., Embry Riddle Aeronautical University

Unmanned Aircraft Systems

Vacant

Aeronautics (AET)

AET107 / Private Pilot Ground School
5 Credits / 5.0 Periods for Lecture
Ground school in preparation for the Federal Aviation Administration (FAA) Private Pilot Certificate written examination. Includes aerodynamics, airplane systems, airports, airspace, communications, Federal Air Regulations, navigation, airplane performance, flight planning, and flight physiology. Requires passing a written exam similar to the FAA Private Pilot written exam. Prerequisites: None. Corequisites: AET110 or AET112.
Division: Aviation and Applied Technology

AET110 / Private Pilot Flight
1 Credit / 5.0 Periods for Laboratory
Flight course in preparation for the Federal Aviation Administration (FAA) Private Pilot Certificate practical examination. Includes preflight preparation and planning, ground operations, airport operations, departures, navigation, basic instrument flight, night flight, slow flight, ground reference maneuvers, emergency operations, and arrivals. Approximately 50 hours airplane flight experience at student's expense required. Requires passing check ride similar to the FAA Private Pilot check ride. Prerequisites: None. Corequisites: AET107.
Division: Aviation and Applied Technology

AET115 / Aviation Meteorology
3 Credits / 3.0 Periods for Lecture
Meteorology for professional pilots. Includes atmosphere, air mass circulation, cloud type identification, weather hazards, and high altitude, Arctic, and tropical weather systems. Basic forecasting, use of Direct User Access Terminal (DUAT) systems and reading and interpreting weather charts. Prerequisites: None.
Division: Aviation and Applied Technology

AET203 / Basic Airplane Systems
3 Credits / 3.0 Periods for Lecture
Beginning commercial pilot ground course in preparation for the Federal Aviation Administration (FAA) Commercial Pilot Certificate and Commercial written examination. Discussions will include, but not be limited to reciprocating engines, engine systems, airplane systems, altitude systems, and commercial regulations. Prerequisites: A grade of C or better in (AET207, AET217, and AET210) or permission of Instructor. Corequisites: AET222.
Division: Aviation and Applied Technology

AET207 / Attitude Instruments and Navigation
3 Credits / 3.0 Periods for Lecture
Beginning instrument pilot ground course in preparation for the Federal Aviation Administration (FAA) Instrument Pilot Rating and Instrument Rating written examinations. Includes preflight preparation, flight instruments, basic attitude instrument flying, radio navigation systems, and technically advanced aircraft systems. Prerequisites: A grade of C or better in AET110 or permission of Instructor. Corequisites: AET210, AET217, and AET220.
Division: Aviation and Applied Technology

AET208 / Aviation Safety
3 Credits / 3.0 Periods for Lecture
Introduction to aviation safety, including aviation safety programs, risk management, pilot psychology, physiology, human factors, and accident review and investigation. Prerequisites: A grade of C or better in AET107, or permission of Instructor.
Division: Aviation and Applied Technology

AET210 / Commercial Flight Lab I
1 Credit / 5.0 Periods for Laboratory
Initial flight course in preparation for the Federal Aviation Administration (FAA) Commercial Pilot practical examination. Emphasis on instrument and technically advanced aircraft operations. Student must fly approximately 10 hours at own expense. Requires passing operational stage checks similar to the FAA check rides. Prerequisites: A grade of C or better in AET110 or permission of Instructor. Corequisites: AET207, AET217, and AET220.
Division: Aviation and Applied Technology

AET213 / Aerodynamics and Performance
3 Credits / 3.0 Periods for Lecture
Advanced commercial pilot ground course in preparation for the Federal Aviation Administration (FAA) Commercial Pilot Certificate and Commercial written examinations. Includes discussion of aerodynamic factors including lift, weight, drag, and thrust. Discussions will include, but are not limited to aerodynamics, performance, safe and efficient airplane operations, airplane stability and control, stalls, and spins. Prerequisites: A grade of C or better in AET207, AET217, and AET210. Corequisites: AET221.
Division: Aviation and Applied Technology

AET217 / Instrument Procedures
3 Credits / 3.0 Periods for Lecture
Advanced instrument pilot ground school course in preparation for the Federal Aviation Administration (FAA) Instrument pilot rating and Instrument rating written examinations. Includes Federal Aviation Regulations, instrument approach procedures, and instrument en route considerations. Requires passing written exam similar to the Instrument pilot rating and Instrument rating written exams. Prerequisites: A grade of C or better in AET110 or permission of Instructor. Corequisites: AET207, AET210, and AET220.
Division: Aviation and Applied Technology

AET220 / Instrument Flight Lab
1 Credit / 5.0 Periods for Laboratory
Flight course in preparation for the Federal Aviation Administration (FAA) Instrument rating practical examination. Emphasis on instrument operations. Student must fly approximately 40 hours at own expense. Requires passing of stage checks similar to the FAA check ride. Prerequisites: A grade of C or better in AET110 or permission of Instructor. Corequisites: AET207, AET210, and AET217.
Division: Aviation and Applied Technology

AET221 / Commercial Flight Lab II
1 Credit / 5.0 Periods for Laboratory
Intermediate flight course in preparation for the Federal Aviation Administration (FAA) Commercial Pilot practical examination. Emphasis on commercial and solo cross-country flight operations. Student must fly approximately 45 hours at their own expense. Maneuvers and procedures during dual instruction are designed to be performed with flight instructor guidance. Requires passing commercial pilot stage checks similar to the FAA check ride. Prerequisites: A grade of C or better in AET207 and AET210 or permission of Instructor. Corequisites: AET213.
Division: Aviation and Applied Technology

AET222 / Commercial Flight Lab III
1 Credit / 5.0 Periods for Laboratory
Advanced flight course in preparation for the Federal Aviation Administration (FAA) Commercial Pilot practical examination. Emphasis on commercial operations. Student must fly approximately 45 hours at their own expense. Maneuvers and procedures are designed to be performed with little flight instructor guidance. Requires commercial pilot stage checks similar to the FAA check ride. Prerequisites: A grade of C or better in AET221 and AET213. Corequisites: AET203.
Division: Aviation and Applied Technology

AET225 / Advanced Aircraft Systems
4 Credits / 4.0 Periods for Lecture
Survey of advanced aircraft systems to include electrical, automatic flight control, pressurization, cabin atmosphere, ice control, rain control, fire detection and extinguishing. Includes theory and analysis of turbine aircraft engines. Introduction to turbine engine systems to include lubrication, ignition, fuel control, cooling, exhaust, and propellers. Includes overview of maintenance publications, forms and records. Prerequisites: Private Pilot Certificate or permission of Instructor.
Division: Aviation and Applied Technology

AET227 / Certified Flight Instructor: Airplane, Single Engine Land Ground School
5 Credits / 5.0 Periods for Lecture
Ground school in preparation for the Federal Aviation Administration (FAA) Certified Flight Instructor and Fundamentals of Instruction written examinations. Includes fundamentals of instruction, aerodynamics, airplane performance, systems, operations, weight and balance, weather, federal regulations, navigation, maneuvers, pilot physiology, ethics, and aeronautical decision making. Requires passing written exams similar to the FAA Certified Flight Instructor: Airplane, and Fundamentals of Instruction written exams. Prerequisites: A grade of C or better in AET240 or FAA Commercial Pilot Certificate with instrument rating. Corequisites: AET230.
Division: Aviation and Applied Technology

AET229 / Crew Resource Management
3 Credits / 3.0 Periods for Lecture
Crew communications, teamwork, leadership, "followership," decision-making, and situational awareness; also the benefits of diversity, and the role diversity plays in the modern aerospace industry. Emphasis on utilization of all available resources in order to conduct a safe and efficient flight. Prerequisites: A grade of C or better in AET217, or permission of instructor.
Division: Aviation and Applied Technology

AET230 / Certified Flight Instructor: Airplane, Single Engine Land Flight Lab
1 Credit / 3.0 Periods for Laboratory
Flight course in preparation for the Federal Aviation Administration (FAA) Certified Flight Instructor: Airplane practical examination. Emphasis on demonstration and analysis of flight maneuvers. Includes preflight, ground operations, airport operations, takeoffs, climbs, flight fundamentals, stalls, spins, slow flight, basic instrument operations, performance maneuvers, ground reference maneuvers, emergency operations, approaches, landings, and postflight procedures. Requires approximately 25 hours of flight that includes high performance operations at student's expense. Also requires passing check ride similar to the FAA Certified Flight Instructor check ride. Prerequisites: A grade of C or better in AET240 or FAA Commercial Pilot Certificate with instrument rating. Corequisites: AET227.
Division: Aviation and Applied Technology

AET237 / Multiengine Airplane Pilot Ground School
2 Credits / 2.0 Periods for Lecture
Aeronautical knowledge necessary to meet requirements for a multi-engine airplane rating including orientation, aerodynamics, airplane systems, airplane performance, flight planning, and emergency procedures. Prerequisites: A grade of C or better in AET220 or FAA Commercial Pilot Certificate with instrument rating Corequisites: AET240.
Division: Aviation and Applied Technology

AET239 / Commercial Flight Lab IV
1 Credit / 5.0 Periods for Laboratory
Final flight course in preparation for the Federal Aviation Administration (FAA) Commercial Pilot practical examination. Emphasis on commercial operations. Student must fly approximately 20 hours at their own expense. Maneuvers and procedures are designed to be performed without flight instructor guidance. Requires passing commercial pilot stage check similar to the FAA check ride. Prerequisites: A grade of C or better in (AET203 and AET222), or permission of Instructor.
Division: Aviation and Applied Technology

AET240 / Multiengine Airplane Pilot Flight Lab
1 Credit / 1.5 Periods for Laboratory
Flight course in preparation for the Federal Aviation Administration (FAA) Multi-engine Airplane practical examination. Approximately 18 hours of flight experience at the student`s expense and passing check ride similar to the FAA Multi-engine check ride are required. Prerequisites: A grade of C or better in AET239 or FAA Commercial Pilot Certificate with Single Engine Land and Instrument rating. Corequisites: AET237.
Division: Aviation and Applied Technology

Automated Industrial Technology (AIT)

AIT124 / Composites
3 Credits / 4.0 Periods for Lecture & Lab
Basic composite materials, construction, and repair. Manufacturing methods and equipment. Assessment and repair of composite structures using vacuum bagging and other approved procedures. Corrosion control, electrical bonding, materials substitutions, machining of composite components, mold fabrication. Hot bond repair of composite components including complex shapes and varied materials. Prerequisites: None.
Division: Aviation and Applied Technology

AIT132 / Industrial Technology for the Semiconductor Industry
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to semiconductor manufacturing concepts, processes, and hands-on application. Includes electrical theory, circuits, schematics, hand tools, safety, clean room protocols, model based problem solving, lean manufacturing, vacuum technology, and troubleshooting. Prerequisites: None.
Division: Aviation and Applied Technology

Aircraft Maintenance Technology (AMT)

AMT124 / Aircraft Forms and Regulations, Weight and Balance, Drawings, and Ground Operations
5 Credits / 9.0 Periods for Lecture & Lab
Federal Aviation maintenance publications, forms and records. Overview of technician's privileges and limitations. Perform aircraft weight and balance, aircraft ground operations and fuel servicing techniques. Drawings, symbols and schematic diagrams. Prerequisites: Admission to the Aircraft Maintenance Technology program.
Division: Aviation and Applied Technology

AMT126 / Fundamentals of Mathematics and Electricity
9 Credits / 12.0 Periods for Lecture & Lab
Mathematical computation of fundamental electrical circuit parameters. Basic definitions, laws, and concepts. Schematic, wiring, and parts placement diagrams. Test and troubleshoot electrical and electronic components and circuits. Prerequisites: Admission to the Aircraft Maintenance Technology program.
Division: Aviation and Applied Technology

AMT128 / Fundamentals of Aviation Physics, Corrosion Control, Materials and Processes, Fluid Lines and Fittin
5 Credits / 9.0 Periods for Lecture & Lab
Basic concepts of motion, fluid dynamics, heat and sound, aerodynamics, aircraft structure and theory of flight. Fluid lines and fittings, component identification, function, inspection, and installation. Cleaning and corrosion control, materials and processes, non-destructive testing, and precision measurement techniques. Prerequisites: Admission to the Aircraft Maintenance Technology program.
Division: Aviation and Applied Technology

AMT220 / Fundamentals Of Aircraft Wood Structures, Covering And Finishing, And Bonded Structures
3 Credits / 6.0 Periods for Lecture & Lab
Theories and techniques of aircraft wood structures. Inspection, test and repair of aircraft fabric and wood structures. Aircraft structural design and methods of working with selected materials. Characteristics of composites, inspections and repairs. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT222 / Atmosphere Control, Fire Detection, Ice and Rain Protection Systems
4 Credits / 6.0 Periods for Lecture & Lab
Operation and maintenance of aircraft auxiliary systems. Inspection, servicing, troubleshooting and repair of environmental control, ice and rain control, fire protection and warning systems. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT224 / Aircraft Sheet Metal
5 Credits / 11.0 Periods for Lecture & Lab
Inspection, fabrication, and repair techniques of aircraft structural and nonstructural components. Sheet metal heat-treating techniques. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT226 / Aircraft Landing Gear, Hydraulic, Pneumatic, Fuel, Position And Warning Systems
7 Credits / 12.0 Periods for Lecture & Lab
Identification, inspection, repair, and troubleshooting techniques of aircraft landing gear, hydraulic, fuel, pneumatic, and position and warning system components. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT228 / Aircraft Electrical Systems, Instruments, Fuel Indicating, Communication And Navigation Systems
7 Credits / 12.0 Periods for Lecture & Lab
Proper operation, inspection, servicing and troubleshooting of DC(Direct Current) and AC(Alternating Current) sources, systems, and components. Mechanical and electrical sensing and information display systems. Fuel indicator system inspections, repairs, and troubleshooting. Transmitter and receiver fundamentals. Avionics installation, inspection and testing. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT230 / Airframe Assembly, Inspection And Welding
6 Credits / 11.0 Periods for Lecture & Lab
Aircraft assembly and rigging. Flight control balancing and rigging. Airframe inspection techniques, reporting procedures, and aircraft jacking. Welding techniques, theory, and materials identification. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT263 / Aircraft Turbine Engines
5 Credits / 9.0 Periods for Lecture & Lab
Historical development and application of turbine engines. Theory of thrust and the design and environmental factors which influence thrust. Turbine engine troubleshooting, inspection, service, repair and overhaul. Operational characteristics and engine test techniques on the aircraft and in test cells. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT264 / Aircraft Reciprocating Engines
7 Credits / 11.0 Periods for Lecture & Lab
Historical development and application of reciprocating engines, theory, design, and operations. Techniques used in troubleshooting, overhaul, inspection, and repair of opposed and radial engines. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT266 / Engine Fuel Systems, Fuel Metering and Induction System
6 Credits / 9.0 Periods for Lecture & Lab
Inspection, servicing, troubleshooting, overhaul, and repair of aircraft fuel systems and components, fuel metering devices, injection systems, turbochargers, and superchargers. Induction system principles of operation and design. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT268 / Engine Electrical, Ignition and Starter Systems
6 Credits / 12.0 Periods for Lecture & Lab
Inspect, service, troubleshoot, overhaul, and repair of engine electrical, ignition, starter systems, and components. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT270 / Engine Instruments, Fire Protection And Lubrication, Cooling And Exhaust Systems
5 Credits / 8.0 Periods for Lecture & Lab
Operation, maintenance, servicing, inspection, repair, and troubleshooting of engine instruments, fire detection and extinguishing, engine lubrication, cooling, and exhaust systems. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT272 / Propeller Systems and Engine Inspections
4 Credits / 8.0 Periods for Lecture & Lab
Historical development, operation, disassembly, inspection, repair, and maintenance of propellers. Reciprocating and turbine engine inspection and documentation. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

Unmanned Aircraft Systems (UAS)

UAS107 / Unmanned Aircraft Systems Operator Certification
3 Credits / 3.0 Periods for Lecture
Develop knowledge and skills needed to manage and operate small Unmanned Aircraft Systems (sUAS). Includes Federal Aviation Regulations, radio communications, weather, airspace and airport authorization criteria, loading and performance, aeronautical decision making, sUAS flight operations, and maintenance. Operational skills acquired through both classroom and hands-on flight activities. Prerequisites: None. Course Notes: Students must complete the appropriate flight lessons to satisfactorily complete the course.
Division: Aviation and Applied Technology

Aircraft Maintenance Technology, Associate in Applied Science

APPLIED TECHNOLOGY

Associate in Applied Science: AAS 3670
88-115 Credits
Program Contact
Bashir Khalil | 480-988-8112 | bashir.khalil@cgc.edu

Program Description

The Associate in Applied Science (AAS) in Aircraft Maintenance Technology degree is designed to provide students with strong General Education skills in support of their aviation maintenance knowledge. This degree prepares students to enter careers in aircraft (fixed-wing and rotorcraft) and structural manufacturing and maintenance. Graduates can potentially work in general, corporate, commercial, or military sectors. Students who complete this program are eligible to apply for relevant Federal Aviation Administration written, oral, and practical exams. A Certificate of Completion (CCL) in Aircraft Maintenance Technology is fully embedded in this AAS.

Program Notes

Students must earn a grade of "C" or better in all courses within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Admission Criteria

Students wishing to enroll in this Aircraft Maintenance Technology program must complete an application process before being officially accepted into the program.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		0-19	_____
AMT124 & AMT126 & AMT128	Aircraft Forms and Regulations, Weight and Balance, Drawings, and Ground Operations and Fundamentals of Mathematics and Electricity and Fundamentals of Aviation Physics, Corrosion Control, Materials and Processes, Fluid Lines and Fittin		_____
Hold a valid FAA Airframe or Powerplant Certificate			_____
AMT220	Fundamentals Of Aircraft Wood Structures, Covering And Finishing, And Bonded Structures	3	_____
AMT222	Atmosphere Control, Fire Detection, Ice and Rain Protection Systems	4	_____
AMT224	Aircraft Sheet Metal	5	_____
AMT226	Aircraft Landing Gear, Hydraulic, Pneumatic, Fuel, Position And Warning Systems	7	_____
AMT228	Aircraft Electrical Systems, Instruments, Fuel Indicating, Communication And Navigation Systems	7	_____
AMT230	Airframe Assembly, Inspection And Welding	6	_____
AMT263	Aircraft Turbine Engines	5	_____
AMT264	Aircraft Reciprocating Engines	7	_____
AMT266	Engine Fuel Systems, Fuel Metering and Induction System	6	_____
AMT268	Engine Electrical, Ignition and Starter Systems	6	_____
AMT270	Engine Instruments, Fire Protection And Lubrication, Cooling And Exhaust Systems	5	_____
AMT272	Propeller Systems and Engine Inspections	4	_____
FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____
General Education			_____
Core			_____
First-Year Composition			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition	3	_____
or ENG108	First-Year Composition for ESL		_____
Oral Communication			_____
Select one of the following:		3	_____
COM100	Introduction to Human Communication		_____
COM110	Interpersonal Communication		_____
COM225	Public Speaking		_____
COM230	Small Group Communication		_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____

Or equivalent as indicated by assessment			_____
Mathematics			_____
Select one of the following:		3-6	_____
MAT120	Intermediate Algebra		_____
MAT121	Intermediate Algebra		_____
MAT122	Intermediate Algebra		_____
MAT126	Intermediate Algebra with Review		_____
Distribution			_____
Humanities, Arts and Design			_____
Any approved general education course(s) from the Humanities, Arts and Design area		3	_____
Social and Behavioral Sciences			_____
Any approved general education course(s) in the Social and Behavioral Sciences area		3	_____
Natural Sciences			_____
PHY101	Introduction to Physics	4	_____
Total Credits		**88-115**	_____

Aircraft Maintenance Technology, Certificate of Completion

Certificate of Completion: CCL 5670
65-84 Credits
Program Contact
Bashir Khalil | 480-988-8112 | bashir.khalil@cgc.edu

Program Description

The Certificate of Completion (CCL) in Aircraft Maintenance Technology prepares students to enter careers in aircraft, fixed-wing and rotorcraft, and structural manufacturing and maintenance. Graduates can potentially work in general, corporate, commercial, manufacturing, and military sectors. Students who complete the certificate are eligible to apply for relevant Federal Aviation Administration (FAA) written, oral, and practical exams. This certificate is fully embedded in the Associate in Applied Science (AAS) in Aircraft Maintenance Technology.

Program Notes

Students must earn a grade of "C" or better in all courses within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Admission Criteria

Students wishing to enroll in this certificate program must complete an application process before being officially accepted into the program.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		0-19	_____
AMT124 & AMT126 & AMT128	Aircraft Forms and Regulations, Weight and Balance, Drawings, and Ground Operations and Fundamentals of Mathematics and Electricity and Fundamentals of Aviation Physics, Corrosion Control, Materials and Processes, Fluid Lines and Fittin		_____
Hold a valid FAA Airframe or Powerplant Certificate			_____
AMT220	Fundamentals Of Aircraft Wood Structures, Covering And Finishing, And Bonded Structures	3	_____
AMT222	Atmosphere Control, Fire Detection, Ice and Rain Protection Systems	4	_____
AMT224	Aircraft Sheet Metal	5	_____
AMT226	Aircraft Landing Gear, Hydraulic, Pneumatic, Fuel, Position And Warning Systems	7	_____
AMT228	Aircraft Electrical Systems, Instruments, Fuel Indicating, Communication And Navigation Systems	7	_____

AMT230	Airframe Assembly, Inspection And Welding	6	_____
AMT263	Aircraft Turbine Engines	5	_____
AMT264	Aircraft Reciprocating Engines	7	_____
AMT266	Engine Fuel Systems, Fuel Metering and Induction System	6	_____
AMT268	Engine Electrical, Ignition and Starter Systems	6	_____
AMT270	Engine Instruments, Fire Protection And Lubrication, Cooling And Exhaust Systems	5	_____
AMT272	Propeller Systems and Engine Inspections	4	_____
Total Credits		**65-84**	_____

Aircraft Maintenance Technology - Airframe, Associate in Applied Science

Associate in Applied Science: AAS 3668
74-82 Credits
Program Contact
Bashir Khalil | 480-988-8112 | bashir.khalil@cgc.edu

Program Description

The Associate in Applied Science (AAS) in Aircraft Maintenance Technology-Airframe degree is designed to provide students with strong General Education skills in support of their aviation maintenance knowledge. This degree prepares students to enter careers in aircraft and helicopter structural manufacturing and maintenance, where graduates can potentially work in general, corporate, commercial, or military sectors. Graduates are eligible to apply for relevant Federal Aviation Administration (FAA) written, oral, and practical exams. A Certificate of Completion (CCL) in Aircraft Maintenance Technology-Airframe is also available.

Program Notes

Students must earn a grade of "C" or better in all courses within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Admission Criteria

Students wishing to enroll in this Aircraft Maintenance Technology - Airframe program must complete an application process before being officially accepted into the program.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
AMT124	Aircraft Forms and Regulations, Weight and Balance, Drawings, and Ground Operations	5	_____
AMT126	Fundamentals of Mathematics and Electricity	9	_____
AMT128	Fundamentals of Aviation Physics, Corrosion Control, Materials and Processes, Fluid Lines and Fittin	5	_____
AMT220	Fundamentals Of Aircraft Wood Structures, Covering And Finishing, And Bonded Structures	3	_____
AMT222	Atmosphere Control, Fire Detection, Ice and Rain Protection Systems	4	_____
AMT224	Aircraft Sheet Metal	5	_____
AMT226	Aircraft Landing Gear, Hydraulic, Pneumatic, Fuel, Position And Warning Systems	7	_____

AMT228	Aircraft Electrical Systems, Instruments, Fuel Indicating, Communication And Navigation Systems	7	_____
AMT230	Airframe Assembly, Inspection And Welding	6	_____
FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____
General Education			_____
Core			_____
First-Year Composition			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition	3	_____
or ENG108	First-Year Composition for ESL		_____
Oral Communication			_____
Select one of the following:		3	_____
COM100	Introduction to Human Communication		_____
COM110	Interpersonal Communication		_____
COM225	Public Speaking		_____
COM230	Small Group Communication		_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
Or equivalent as indicated by assessment			_____
Mathematics			_____
Select one of the following:		3-6	_____
MAT120	Intermediate Algebra		_____
MAT121	Intermediate Algebra		_____
MAT122	Intermediate Algebra		_____
MAT126	Intermediate Algebra with Review		_____
Distribution			_____
Humanities, Arts and Design			_____
Any approved general education course(s) from the Humanities, Arts and Design area		3	_____
Social and Behavioral Sciences			_____
Any approved general education course(s) in the Social and Behavioral Sciences area		3	_____
Natural Sciences			_____
PHY101	Introduction to Physics	4	_____
Total Credits		**74-82**	_____

Aircraft Maintenance Technology - Airframe, Certificate of Completion

Certificate of Completion: CCL 5668
32-51 Credits
Program Contact
Bashir Khalil | 480-988-8112 | bashir.khalil@cgc.edu

Program Description

The Certificate of Completion (CCL) in Aircraft Maintenance Technology - Airframe program is designed to prepare students to enter careers in aircraft (fixed-wing and rotorcraft) structural manufacturing and maintenance. Graduates can potentially work in general, corporate, commercial, manufacturing, and military sectors. Graduates are eligible to apply for the Federal Aviation Administration (FAA), Aviation Maintenance Technician—Airframe exam. An Associates in Applied Science (AAS) in Aircraft Maintenance Technology - Airframe is also available.

Program Notes

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Admission Criteria

Students wishing to enroll in this certificate program must complete an application process before being officially accepted into the program.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		0-19	_____

AMT124 & AMT126 & AMT128	Aircraft Forms and Regulations, Weight and Balance, Drawings, and Ground Operations and Fundamentals of Mathematics and Electricity and Fundamentals of Aviation Physics, Corrosion Control, Materials and Processes, Fluid Lines and Fittin		_____
Hold a valid FAA Airframe or Powerplant Certificate			_____
AMT220	Fundamentals Of Aircraft Wood Structures, Covering And Finishing, And Bonded Structures	3	_____
AMT222	Atmosphere Control, Fire Detection, Ice and Rain Protection Systems	4	_____
AMT224	Aircraft Sheet Metal	5	_____
AMT226	Aircraft Landing Gear, Hydraulic, Pneumatic, Fuel, Position And Warning Systems	7	_____
AMT228	Aircraft Electrical Systems, Instruments, Fuel Indicating, Communication And Navigation Systems	7	_____
AMT230	Airframe Assembly, Inspection And Welding	6	_____
Total Credits		**32-51**	_____

Aircraft Maintenance Technology - Powerplant, Associate in Applied Science

Associate in Applied Science: AAS 3665
75-83 Credits
Program Contact
Bashir Khalil | 480-988-8112 | bashir.khalil@cgc.edu

Program Description

The Associate in Applied Science (AAS) in Aircraft Maintenance Technology - Powerplant degree is designed to provide students with strong General Education skills in support of their aviation maintenance knowledge. This degree prepares students to enter careers in aircraft (fixed-wing and rotorcraft), powerplant manufacturing and maintenance. Students who complete this degree can potentially work in general, corporate, commercial, manufacturing, and military sectors. Graduates are eligible to apply for relevant Federal Aviation Administration (FAA) written, oral, and practical exams. A Certificate of Completion (CCL) in Aircraft Maintenance Technology - Powerplant is also available.

Program Notes

Students must earn a grade of "C" or better in all courses within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Admission Criteria

Students wishing to enroll in this Aircraft Maintenance Technology - Powerplant program must complete an application process before being officially accepted into the program.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
AMT124	Aircraft Forms and Regulations, Weight and Balance, Drawings, and Ground Operations	5	_____
AMT126	Fundamentals of Mathematics and Electricity	9	_____

AMT128	Fundamentals of Aviation Physics, Corrosion Control, Materials and Processes, Fluid Lines and Fittin	5	_____
AMT263	Aircraft Turbine Engines	5	_____
AMT264	Aircraft Reciprocating Engines	7	_____
AMT266	Engine Fuel Systems, Fuel Metering and Induction System	6	_____
AMT268	Engine Electrical, Ignition and Starter Systems	6	_____
AMT270	Engine Instruments, Fire Protection And Lubrication, Cooling And Exhaust Systems	5	_____
AMT272	Propeller Systems and Engine Inspections	4	_____
FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____
General Education			_____
Core			_____
First-Year Composition			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition	3	_____
or ENG108	First-Year Composition for ESL		_____
Oral Communication			_____
Select one of the following:		3	_____
COM100	Introduction to Human Communication		_____
COM110	Interpersonal Communication		_____
COM225	Public Speaking		_____
COM230	Small Group Communication		_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
Or equivalent as indicated by assessment			_____
Mathematics			_____
Select one of the following:		3-6	_____
MAT120	Intermediate Algebra		_____
MAT121	Intermediate Algebra		_____
MAT122	Intermediate Algebra		_____
MAT126	Intermediate Algebra with Review		_____
Distribution			_____
Humanities, Arts and Design			_____
Any approved general education course(s) from the Humanities, Arts and Design area		3	_____
Social and Behavioral Sciences			_____
Any approved general education course(s) in the Social and Behavioral Sciences area		3	_____
Natural Sciences			_____
PHY101	Introduction to Physics	4	_____
Total Credits		**75-83**	_____

Aircraft Maintenance Technology - Powerplant, Certificate of Completion

APPLIED TECHNOLOGY

Certificate of Completion: CCL 5669
33-52 Credits
Program Contact
Bashir Khalil | 480-988-8112 | bashir.khalil@cgc.edu

Program Description

The Certificate of Completion (CCL) in Aircraft Maintenance Technology - Powerplant is designed to prepare students to enter careers in aircraft (fixed-wing and rotorcraft) powerplant manufacturing and maintenance. Graduates can potentially work in general, corporate, commercial, manufacturing, and military sectors. Students who complete the certificate are eligible to apply for relevant Federal Aviation Administration written, oral, and practical exams. An Associates in Applied Science (AAS) in Aircraft Maintenance Technology - Powerplant is also available.

Program Notes

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Admission Criteria

Students wishing to enroll in this certificate program must complete an application process before being officially accepted into the program.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		0-19	_____
AMT124 & AMT126 & AMT128	Aircraft Forms and Regulations, Weight and Balance, Drawings, and Ground Operations and Fundamentals of Mathematics and Electricity and Fundamentals of Aviation Physics, Corrosion Control, Materials and Processes, Fluid Lines and Fittin		_____
Hold a valid FAA Airframe or Powerplant Certificate			_____
AMT263	Aircraft Turbine Engines	5	_____
AMT264	Aircraft Reciprocating Engines	7	_____
AMT266	Engine Fuel Systems, Fuel Metering and Induction System	6	_____
AMT268	Engine Electrical, Ignition and Starter Systems	6	_____
AMT270	Engine Instruments, Fire Protection And Lubrication, Cooling And Exhaust Systems	5	_____
AMT272	Propeller Systems and Engine Inspections	4	_____
Total Credits		**33-52**	_____

Airway Science Technology - Flight Emphasis, Associate in Applied Science

Associate in Applied Science: AAS 3707
65-85 Credits
Program Contact
Bashir Khalil | 480-988-8112 | bashir.khalil@cgc.edu

Program Description

The Associate in Applied Science (AAS) in Airway Science Technology, Flight Emphasis program is designed to prepare students to apply technical knowledge and skills to the flying of commercial, corporate, or private aircraft. Program content includes private, instrument, commercial single-engine, commercial multi-engine, and flight instructor certifications. The program develops students` willingness to learn, critical thinking, organizational skills, initiative, reliability, accountability, communication, and resource management skills. During the program, students will be provided the resources and training required for Federal Aviation Administration (FAA) written and practical examinations.

Program Notes

Flight Policies

Flight and simulator training costs are the responsibility of the student. These include hourly costs for aircraft and flight instruction, tuition, fees, and other expenses. Once students have commenced flight training within the CGCC Airway Science, Flight Emphasis program, they will not receive college credit for flight instruction received at flight schools other than the school or schools with which Maricopa County Community College District has currently contracted for such instruction.

Students must meet FAA Aviation English Language Standards and complete Transportation Security Administration (TSA) Citizenship Verification (United States citizens) or Alien Flight School Program Application (non-United States citizens). By enrolling in this program, students agree to submit to random drug testing. Students must complete a security threat assessment for airport apron access.

Medical Certificates

A current medical certificate is required for all students planning to begin flight training. The physical examination must be performed by a medical doctor who is a designated Aviation Medical Examiner. Students are advised to obtain their medical certificates well in advance of beginning the flight program. This will ensure that medical problems or physical limitations that may alter career plans can be addressed before entering flight courses.

There are three types of medical certificates - Class III, Class II, and Class I, but students are advised to obtain a Class I certificate if they are planning a career in professional flight.

Students using Veteran Affairs education benefits must have at least a Class II medical certificate, but Class I is recommended, before beginning 200-level flight courses.

Flight labs must be taken concurrently with the appropriate ground courses. Attendance is mandatory in the aviation ground school courses in accordance with Federal Aviation Regulation (FAA) Part 141. Failure to meet these attendance requirements will disqualify the student for FAA pilot certification.

Aviation and related courses from other colleges and universities may transfer to CGCC. All aviation courses, flight or non-flight, are reviewed by the Aviation Program Coordinator for applicability.

Transfer of Pilot Ratings

Students who have pilot certificates or ratings from a college level program may apply for prior learning assessment. Students should complete this process before enrolling in any 200-level ground or flight courses.

In all cases, it is the responsibility of the student to initiate the process.

After three failed attempts in any flight or ground course, excluding withdrawals, students must seek division approval for re-enrollment.

Students must earn a grade of C or better for all courses required within the program. Overall program minimum GPA = 2.50.

Admission Criteria

All students must currently possess a Valid FAA Medical Certificate

Program Prerequisites

Students must consult with a Program Director, as the program prerequisites may be waived as requirements to the program for those students who have FAA Private Pilot Certificates and/or have course equivalents as indicated by assessment.

Code	Title	Credits	Semester
A division/program approved FAA Pilot Certificate OR		0	_____
AET107 & AET110	Private Pilot Ground School and Private Pilot Flight	5-6	_____
or AET112	Private Pilot Flight-Test Course		_____

Program Requirements

Code	Title	Credits	Semester
Required Courses			_____
AET115	Aviation Meteorology	3	_____
AET207 & AET210 & AET217 & AET220	Attitude Instruments and Navigation and Commercial Flight Lab I and Instrument Procedures and Instrument Flight Lab	8	_____
AET208	Aviation Safety	3	_____
AET213 & AET221	Aerodynamics and Performance and Commercial Flight Lab II	4	_____
AET203 & AET222	Basic Airplane Systems and Commercial Flight Lab III	4	_____
AET229	Crew Resource Management	3	_____
AET237 & AET240	Multiengine Airplane Pilot Ground School and Multiengine Airplane Pilot Flight Lab	3	_____
AET227 & AET230	Certified Flight Instructor: Airplane, Single Engine Land Ground School and Certified Flight Instructor: Airplane, Single Engine Land Flight Lab	6	_____
AET225	Advanced Aircraft Systems	4	_____
AET239	Commercial Flight Lab IV	1	_____
UAS107	Unmanned Aircraft Systems Operator Certification	3	_____
FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____
Recommended for Transfer: University of North Dakota		0-12	_____

PSY101 & SOC101 & POS140 & COM263	Introduction to Psychology and Introduction to Sociology and Comparative Government and Elements of Intercultural Communication		_____
General Education			_____
Core			_____
First-Year Composition		6	_____
Select two of the following:			_____
ENG101	First-Year Composition (Select two of the following:)		_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition		_____
or ENG108	First-Year Composition for ESL		_____
Oral Communication			_____
Select one of the following:		3	_____
COM100	Introduction to Human Communication		_____
COM110	Interpersonal Communication		_____
COM225	Public Speaking		_____
COM230	Small Group Communication		_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
Or equivalent as indicated by assessment			_____
Mathematics			_____
Select one of the following:		3-6	_____
MAT120	Intermediate Algebra		_____
MAT121	Intermediate Algebra		_____
MAT122	Intermediate Algebra		_____
MAT126	Intermediate Algebra with Review		_____
Distribution			_____
Humanities, Arts and Design			_____
Any approved general education course(s) from the Humanities, Arts and Design area		3	_____
Social and Behavioral Sciences			_____
Any approved general education course(s) in the Social and Behavioral Sciences area		3	_____
Natural Sciences			_____
PHY101	Introduction to Physics	4	_____
Total Credits		**65-85**	_____

Certified Flight Instructor Instrument Airplane Rating, Certificate of Completion

Certificate of Completion: CCL 5825N
4 Credits
Program Contact
Bashir Khalil | 480-988-8112 | bashir.khalil@cgc.edu

Program Description

The Certificate of Completion (CCL) in Certified Flight Instructor Instrument Airplane Rating program in Airway Science Technology, Flight Emphasis is designed to prepare students to apply technical knowledge and skills to the flying of airplanes as a Certified Flight Instructor-Instrument Rated, and to prepare students to sit for the Federal Aviation Administration (FAA) written and practical examinations.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
AET258	Certified Flight Instructor: Instrument Airplane Ground School	3	_____
AET270	Certified Flight Instructor: Instrument Airplane Flight Lab	1	_____
Total Credits		**4**	_____

Unmanned Aircraft Systems, Associate in Applied Science

Associate in Applied Science: AAS 3184
61-68 Credits
Program Contact
Bashir Khalil | 480-988-8112 | bashir.khalil@cgc.edu

Program Description

The Associate in Applied Science (AAS) in Unmanned Aircraft Systems (UAS) program prepares students for entry level positions in the UAS industry by providing foundational knowledge and skills in UAS mission planning, applications, maintenance, laws and regulations, data analytics, and project management using UAS platforms. Program content includes an introduction to UAS flight, history, avionics, sensors, communications systems and selectable paths including data analysis and applications such as emergency responders, geographic information systems, precision agriculture, and in commercial and government sectors. Students will prepare for and conduct unmanned flights similar to those commonly performed in the industry observing Federal Aviation Administration`s (FAA) regulations that govern sUAS operations. This program helps prepare students for the FAA Part 107 Certification.

Program Notes

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Admission Criteria

Students wishing to enroll in the Unmanned Aircraft Systems program must complete an application process before being officially accepted into the program.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			
AET208	Aviation Safety	3	
FYE101	Introduction to College, Career and Personal Success	1-3	
or FYE103	Exploration of College, Career and Personal Success		
PHY111	General Physics I	4	
UAS100	sUAS Batteries and Electronics	5	
UAS101	Introduction to Unmanned Aircraft Systems Operation	3	
UAS107	Unmanned Aircraft Systems Operator Certification	3	
UAS205	sUAS Instruments and Autopilot Programming and Uses	3	
UAS206	sUAS Instrument and Autopilot Flight Lab	2	
UAS207	sUAS Dynamics and Design	5	
UAS208	sUAS Dynamics and Design Lab	2	
UAS211	sUAS Ground Control Stations, Telemetry, and Communications	3	
UAS212	sUAS Maintenance Lab	2	
UAS215	sUAS Commercial Flight Training	3	
General Education			
Core			
First-Year Composition			
ENG101	First-Year Composition	3	
or ENG107	First-Year Composition for ESL		
ENG102	First-Year Composition	3	
or ENG108	First-Year Composition for ESL		
Oral Communication			
Select one of the following:		3	
COM100	Introduction to Human Communication		
COM110	Interpersonal Communication		
COM225	Public Speaking		
COM230	Small Group Communication		
Critical Reading			
Select one of the following:		0-3	
CRE101	College Critical Reading and Critical Thinking		
Or equivalent as indicated by assessment			
Mathematics			
Select one of the following:		3-5	

MAT187	Precalculus		_____
Any approved General Education course in the Mathematical Applications (MA) area [1]			_____
Distribution			_____
Humanities, Arts and Design			_____
Any approved general education course(s) from the Humanities, Arts and Design area		3	_____
Social and Behavioral Sciences			_____
Any approved general education course(s) in the Social and Behavioral Sciences area		3	_____
Natural Sciences			_____
Any approved general education course(s) in the Natural Sciences area		4	_____
Total Credits		**61-68**	_____

[1] for which MAT187 Precalculus is a prerequisite

Unmanned Aircraft Systems, Certificate of Completion

Certificate of Completion: CCL 5982
34 Credits
Program Contact
Bashir Khalil | 480-988-8112 | bashir.khalil@cgc.edu

Program Description

The Certificate of Completion (CCL) in Unmanned Aircraft Systems (UAS) program prepares students for entry level positions in the UAS industry by providing foundational knowledge and skills in UAS mission planning, applications, maintenance, laws and regulations, data analytics, and project management using UAS platforms. Program content includes an introduction to UAS flight, history, avionics, sensors, communications systems and selectable paths including data analysis and applications such as emergency responders, geographic information systems, precision agriculture, and in commercial and government sectors. Students will prepare for and conduct unmanned flights similar to those commonly performed in the industry observing Federal Aviation Administration`s (FAA) regulations that govern UAS operations. This program helps prepare students for the FAA Part 107 Certification.

Program Notes

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Admission Criteria

Students wishing to enroll in the Unmanned Aircraft Systems program must complete an application process before being officially accepted into the program.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
AET208	Aviation Safety	3	_____
UAS100	sUAS Batteries and Electronics	5	_____
UAS101	Introduction to Unmanned Aircraft Systems Operation	3	_____
UAS107	Unmanned Aircraft Systems Operator Certification	3	_____
UAS205	sUAS Instruments and Autopilot Programming and Uses	3	_____
UAS206	sUAS Instrument and Autopilot Flight Lab	2	_____
UAS207	sUAS Dynamics and Design	5	_____
UAS208	sUAS Dynamics and Design Lab	2	_____
UAS211	sUAS Ground Control Stations, Telemetry, and Communications	3	_____
UAS212	sUAS Maintenance Lab	2	_____
UAS215	sUAS Commercial Flight Training	3	_____
Total Credits		**34**	_____

Biological Sciences

Jacqueline Cala, Division Chair
(480) 732-7083 | jacqueline.cala@cgc.edu

Courses

Prefix	Course
BIO	Biology
ENV	Environmental Sciences
SSH	Sustainability Social Sciences
SUS	Sustainability/Natural Sciences

Career Programs

Sustainability

Academic Certificate

- Sustainability, Academic Certificate (p. 104)

General Biology

Cala, Jacqueline
Division Chair

- B.S., University of Arizona
- M.S., Arizona State University

Konatske, Jamie

- B.S., M.Ed., Arizona State University

Patterson, Kimberley

- B.S., Arizona State University
- D.V.M., Oklahoma State University

Ramakrishna, Pushpa

- B.S., M.S., Bangalore University
- M.N.S., Ed.D., Arizona State University

Human Anatomy & Physiology

Discala, Camille

- B.A., Herbert H. Lehman College of the City
- University of New York
- M.D., Albert Einstein College of Medicine

Foureman, Polly

- A.B., Brown University
- M.S, Ph.D., University of Wisconsin-Madison
- D.V.M., Cornell University

Greer, Kimberly

- B.S., University of Tennessee
- M.S., Brigham Young University

Howard, Justin

- B.S., D.C., Logan College

Rauhalammi, Samuli

- M.S. Anatomy & M.S. Medical Visualisation and Anatomy, University of Glasgow

Microbiology

Orozco, Myrna (Estela)

- B.S., M.S., University of Texas at El Paso
- B.S., D.V.M., Texas A&M University

Wellner, Karen

- B.S., State University of New York at Oneonta
- M.S., Ph. D., Arizona State University
- M.A., Ph.D., University of Iowa

Biology (BIO)

BIO100 / Biology Concepts
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
This course will introduce students to the basic principles and concepts of biology, from the smallest molecules to the largest ecosystems. Students will learn about the methods of scientific inquiry that biologists use to study life. Prerequisites: None.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Biological Sciences

BIO105 / Environmental Biology
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Fundamentals of ecology and their relevance to human impact on natural ecosystems. Prerequisites: None.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Biological Sciences

BIO108 / Plants and Society
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
A global study of plants in relation to humans; as a source of food, fiber, drugs, and other products; for aesthetic value, survival, and energy. Prerequisites: None.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Biological Sciences

BIO156 / Introductory Biology for Allied Health
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
An introductory biology course for allied health majors with an emphasis on humans. Topics include fundamental concepts of cell biology, histology, microbiology, and genetics. Prerequisites: A grade of C or better in RDG100, or RDG100LL, or higher, or eligibility for CRE101. One year of high school or one-semester of college level chemistry is strongly recommended.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Biological Sciences

BIO160 / Introduction to Human Anatomy and Physiology
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
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.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Biological Sciences

BIO181 / General Biology (Majors) I
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
The study and principles of structure and function of organisms at the molecular and cellular levels. A detailed exploration of the chemistry of life, the cell, and genetics. Prerequisites: A grade of C or better in RDG100, or RDG100LL, or higher, or eligibility for CRE101. One year of high school or one semester of college-level biology and chemistry is strongly recommended.
SUN SUN# BIO 1181
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Biological Sciences

BIO182 / General Biology (Majors) II
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
The study and principles of structure and function of living things at cellular, organismic, and higher levels of organization. A detailed exploration of the mechanisms of evolution, biological diversity, biology of organisms, and ecology. Prerequisites: A grade of C or better in BIO181, or BIO181XT, or permission of Department or Division.
SUN SUN# BIO 1182
Fulfills: Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Biological Sciences

BIO201 / Human Anatomy and Physiology I
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Study of structure and function of the human body. Topics include cells, tissues, integumentary system, skeletal system, muscular system, and nervous system. Prerequisites: A grade of C or better in (BIO156, or BIO156XT, or BIO181, or BIO181XT, or one year of high school biology) and (RDG100, or RDG100LL, or higher, or eligibility for CRE101). CHM130 or higher or one year of high school chemistry suggested but not required.
SUN SUN# BIO 2201
Fulfills: Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Biological Sciences

BIO202 / Human Anatomy and Physiology II
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Continuation of structure and function of the human body. Topics include endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems, pregnancy and development, and fluid and electrolyte balance. Prerequisites: A grade of C or better in BIO201 or BIO201XT.
SUN SUN# BIO 2202
Fulfills: Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Biological Sciences

BIO205 / Microbiology
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Study of microorganisms and their relationship to health, ecology, and related fields. Prerequisites: A grade of C or better in (BIO156, or BIO156XT, or BIO181, or BIO181XT, or one year of high school biology) and (RDG100, or RDG100LL, or higher, or eligibility for CRE101). CHM130 or higher or one year of high school chemistry suggested but not required.
SUN SUN# BIO 2205
Fulfills: Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Biological Sciences

BIO220 / Biology of Microorganisms
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Detailed study of microbial cells, their structure, genetics, physiology and taxonomy. Prerequisites: A grade of C or better in BIO181. Corequisites: (CHM152 and CHM152LL) or (CHM154 and CHM154LL).
Division: Biological Sciences

Environmental Sciences (ENV)

ENV101 / Introduction to Environmental Science
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Introduces the interconnected nature of environmental science and solutions to environmental issues. Prerequisites: None.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Biological Sciences

Sustainability/Social Science and Humanities (SSH)

SSH111 / Sustainable Cities
3 Credits / 3.0 Periods for Lecture
Introduction to the field of sustainability and exploration of the practices leading to the development of sustainable cities. Explores the concept of sustainable development of cities within local, regional, and global contexts. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo; Global Awareness [G]; Global Awareness [G]-in combo
Division: Biological Sciences

Sustainability/Natural Science (SUS)

SUS110 / Sustainable World
3 Credits / 3.0 Periods for Lecture
Introduction to the field of sustainability and exploration of the interaction between human and natural global systems. Framework for analyzing and investigating the global challenges such as land use change, competition for water and other natural resources, and renewable energy concerns and crises. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Biological Sciences

Sustainability, Academic Certificate

STEM

Academic Certificate: AC 6240N
15-18 Credits
Program Contact
Karen Wellner | 480-726-4111 | karen.wellner@cgc.edu

Program Description

The Academic Certificate (AC) in Sustainability is interdisciplinary and builds a strong academic expertise within a student's desired focus area of Sustainability. The focus areas are established within and among the foundational pillars of Sustainability (social / environmental / economic).

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Code	Title	Credits	Semester
Required Courses			_____
SSH111	Sustainable Cities	3	_____
SUS110	Sustainable World	3	_____
Restricted Electives			_____
Select three focus area classes:		9-12	_____
ASM104	Bones, Stones, and Human Evolution		_____
BIO105	Environmental Biology		_____
CHM107 & 107LL	Chemistry and Society and Chemistry and Society Laboratory		_____
COM263	Elements of Intercultural Communication		_____
FON135	Sustainable Cooking		_____
ECN212	Microeconomic Principles		_____
EPS150	Introduction to Entrepreneurship		_____
ENV101	Introduction to Environmental Science		_____
GLG110 & GLG111	Geological Disasters and the Environment and Geological Disasters and the Environment Lab		_____
GPH113	Introduction to Physical Geography		_____
PHI216	Environmental Ethics		_____
PSY132	Psychology and Culture		_____
SBU200	Society and Business		_____
SUS100	Introduction to Sustainability		_____
SCT100	Introduction to Sustainable Built Environments		_____
Total Credits		**15-18**	_____

Business & Computing Studies

Barbara Gonzalez, Division Chair
602-243-8044| barbara.gonzalez@cgc.edu

Courses

Prefix	Course
ACC	Accounting
BPC	Business-Personal Computers
CIS	Computer Information Systems
CLD	Cloud Computing
CNT	Cisco Network Technology
CSC	Computer Science
GBS	General Business
IBS	International Business
ITS	Information Technology Security
MGT	Management
MKT	Marketing
MST	Microsoft Technology
SBS	Small Business Management
SBU	Society and Business

Career Programs

Accounting
Adobe Foundations: Animation and Graphics Production
Amazon Web Services Cloud Associate
Amazon Web Services Cloud Practitioner
Amazon Web Services Cloud Specialist
Cisco Certified Network Professional Enterprise
Cisco Certified Network Professional: Enterprise Core
Cisco Network Administration and Security
Cisco Network Administration: CCNA
Cisco Network Administration: CCNP
Computer System Configuration and Support
Computer System Configuration and Support, Linux
Computer System Configuration and Support, Network
Computer System Configuration and Support, Security
Cyber Engineering
Cyber Operations
Cybersecurity
Cybersecurity Fundamentals
Data Analytics
Desktop Support
Financial Services: Pre-licensure
General Business
Information Technology
Linux Associate
Management
Microsoft Office Professional
Microsoft Office Specialist
Network and Systems Administration
Organizational Leadership
Organizational Management

Programming and Systems Analysis
Programming and Systems Analysis Level I
Programming and Systems Analysis Level II
Python Applications
Small Business Management
Social Media Marketing
Web App Development
Web Design
Web Design/Development
Web Development
Web Foundations

Associate in Applied Science (AAS)

- Accounting, Certificate of Completion (p. 119)
- Adobe Foundations: Animation and Graphics Production, Certificate of Completion (p. 120)
- Amazon Web Services Cloud Associate, Certificate of Completion (p. 120)
- Amazon Web Services Cloud Practitioner, Certificate of Completion (p. 121)
- Amazon Web Services Cloud Specialist, Certificate of Completion (https://catalog.cgc.edu/educational-programs/business-computing-studies/amazon-web-services-cloud-specialist-ccl/)
- Cisco Certified Network Professional: Enterprise Core, Certificate of Completion (p. 122)
- Cisco Certified Network Professional: Enterprise, Certificate of Completion (p. 121)
- Cisco Network Administration and Security, Certificate of Completion (p. 123)
- Cisco Network Administration: CCNA, Certificate of Completion (p. 124)
- Cisco Network Administration: CCNP, Certificate of Completion (p. 125)
- Computer System Configuration and Support, Certificate of Completion (p. 125)
- Computer System Configuration and Support, Linux, Certificate of Completion (p. 126)
- Computer System Configuration and Support, Network, Certificate of Completion (p. 127)
- Computer System Configuration and Support, Security, Certificate of Completion (p. 127)
- Cyber Engineering, Certificate of Completion (p. 128)
- Cyber Operations, Certificate of Completion (p. 129)
- Cybersecurity Fundamentals, Certificate of Completion (p. 132)
- Data Analytics, Certificate of Completion (https://catalog.cgc.edu/educational-programs/business-computing-studies/data-analytics-ccl/)
- Desktop Support, Certificate of Completion (p. 133)
- Enrolled Agent, Certificate of Completion (p. 134)
- Esports, Certificate of Completion (https://catalog.cgc.edu/educational-programs/business-computing-studies/esports-ccl/)
- Financial Services: Pre-licensure, Certificate of Completion (https://catalog.cgc.edu/educational-programs/business-computing-studies/security-industry-essentials-pre-licensure-ccl/)
- General Business, Certificate of Completion (p. 136)
- Kubernetes Administration, Certificate of Completion (https://catalog.cgc.edu/educational-programs/business-computing-studies/kubernetes-administration-ccl/)
- Kubernetes Application Development, Certificate of Completion (https://catalog.cgc.edu/educational-programs/business-computing-studies/kubernetes-application-development-ccl/)
- Kubernetes Security, Certificate of Completion (https://catalog.cgc.edu/educational-programs/business-computing-studies/kubernetes-security-ccl/)
- Linux Associate, Certificate of Completion (p. 147)
- Linux System Administration, Certificate of Completion (p. 147)
- Microsoft Office Professional, Certificate of Completion (p. 148)
- Microsoft Office Specialist, Certificate of Completion (p. 149)
- Oracle Database Operations, Certificate of Completion (p. 153)
- Organizational Leadership, Certificate of Completion (p. 154)
- Programming and Systems Analysis Level I, Certificate of Completion (p. 157)
- Programming and Systems Analysis Level II, Certificate of Completion (p. 158)
- Python Applications, Certificate of Completion (https://catalog.cgc.edu/educational-programs/business-computing-studies/python-applications-ccl/)
- Red Hat Linux Administrator, Certificate of Completion (p. 160)
- Red Hat Linux Engineer, Certificate of Completion (p. 160)
- Small Business Management Level I, Certificate of Completion (https://catalog.cgc.edu/educational-programs/business-computing-studies/small-business-management-level-one-ccl/)
- Small Business Management Level II, Certificate of Completion (https://catalog.cgc.edu/educational-programs/business-computing-studies/small-business-management-level-two-ccl/)
- Social Media Marketing, Certificate of Completion (p. 161)
- Web App Development, Certificate of Completion (p. 161)
- Web Design, Certificate of Completion (p. 162)
- Web Development, Certificate of Completion (p. 165)
- Web Foundations, Certificate of Completion (p. 166)

Certificate of Completion (CCL)

- Accounting, Certificate of Completion (p. 119)
- Adobe Foundations: Animation and Graphics Production, Certificate of Completion (p. 120)
- Amazon Web Services Cloud Associate, Certificate of Completion (p. 120)
- Amazon Web Services Cloud Practitioner, Certificate of Completion (p. 121)
- Amazon Web Services Cloud Specialist, Certificate of Completion (https://catalog.cgc.edu/educational-programs/business-computing-studies/amazon-web-services-cloud-specialist-ccl/)
- Cisco Certified Network Professional: Enterprise Core, Certificate of Completion (p. 122)
- Cisco Certified Network Professional: Enterprise, Certificate of Completion (p. 121)
- Cisco Network Administration and Security, Certificate of Completion (p. 123)
- Cisco Network Administration: CCNA, Certificate of Completion (p. 124)

- Cisco Network Administration: CCNP, Certificate of Completion (p. 125)
- Computer System Configuration and Support, Certificate of Completion (p. 125)
- Computer System Configuration and Support, Linux, Certificate of Completion (p. 126)
- Computer System Configuration and Support, Network, Certificate of Completion (p. 127)
- Computer System Configuration and Support, Security, Certificate of Completion (p. 127)
- Cyber Engineering, Certificate of Completion (p. 128)
- Cyber Operations, Certificate of Completion (p. 129)
- Cybersecurity Fundamentals, Certificate of Completion (p. 132)
- Data Analytics, Certificate of Completion (https://catalog.cgc.edu/educational-programs/business-computing-studies/data-analytics-ccl/)
- Desktop Support, Certificate of Completion (p. 133)
- Financial Services: Pre-licensure, Certificate of Completion (https://catalog.cgc.edu/educational-programs/business-computing-studies/security-industry-essentials-pre-licensure-ccl/)
- General Business, Certificate of Completion (p. 136)
- Linux Associate, Certificate of Completion (p. 147)
- Microsoft Office Professional, Certificate of Completion (p. 148)
- Microsoft Office Specialist, Certificate of Completion (p. 149)
- Organizational Leadership, Certificate of Completion (p. 154)
- Programming and Systems Analysis Level I, Certificate of Completion (p. 157)
- Programming and Systems Analysis Level II, Certificate of Completion (p. 158)
- Python Applications, Certificate of Completion (https://catalog.cgc.edu/educational-programs/business-computing-studies/python-applications-ccl/)
- Small Business Management Level I, Certificate of Completion (https://catalog.cgc.edu/educational-programs/business-computing-studies/small-business-management-level-one-ccl/)
- Social Media Marketing, Certificate of Completion (p. 161)
- Web App Development, Certificate of Completion (p. 161)
- Web Design, Certificate of Completion (p. 162)
- Web Development, Certificate of Completion (p. 165)
- Web Foundations, Certificate of Completion (p. 166)

Microcert

- Amazon Web Services Cloud Practitioner, Certificate of Completion (p. 121)
- Cisco Certified Network Professional: Enterprise Core, Certificate of Completion (p. 122)
- Cisco Network Administration: CCNA, Certificate of Completion (p. 124)
- Computer System Configuration and Support, Certificate of Completion (p. 125)
- Computer System Configuration and Support, Linux, Certificate of Completion (p. 126)
- Computer System Configuration and Support, Network, Certificate of Completion (p. 127)
- Linux Associate, Certificate of Completion (p. 147)
- Red Hat Linux Administrator, Certificate of Completion (p. 160)
- Red Hat Linux Engineer, Certificate of Completion (p. 160)
- Web App Development, Certificate of Completion (p. 161)

Accounting

Cojanu, Gabriela

- M.B.A., Xavier University

Gonzalez, Barbara
Division Chair

- B.B.A., University of New Mexico
- M.B.A., Regis University
- CPA

Fisher, Matthew A.

- B.S., Brigham Young University
- M.Acc., University of Arizona; CPA

Business Personal Computers

Short, Lana
Business and Personal Computers & Computer Information Systems (BPC/CIS)

- AAS, Phoenix College
- M.Ed, St. Petersburg State Pedagogical University
- Ed.D., Northern Arizona University

Cisco Network Technology

Miller, Scott

- B.A., American Intercontinental University

Computer Information Systems

Cherner, Elliot

- B.S., M.B.A., University of Phoenix
- Ed.D., North Central University

Grafel, Deidre

- B.A., University of Florida
- M.A., Jacksonville University
- MCSE, MCT, MCSD

Computer Science

Rayappa, Prema
Computer Science & Computer Information Systems

- OCA Oracle Developer Certified Associate
- B.S., Bangalore University (India)
- M.S., Arizona State University

Huber, Wade

- M.S., University of Texas at Dallas

General Business

Goff, Jamie

- M.Ed., Northern Arizona University

Lopez, Ann

- B.A., B.S., University of Arizona

Lynn, Nicki

- B.S., Townson University
- M.B.A., University of Baltimore

Nuneviller, Beth

- B.S., Arkansas State University
- M.B.A., University of Arkansas

Swan, Gregory C.

- A.A.S., Mesa Community College
- B.S., M.Acc., Arizona State University
- Ed.D., Northern Arizona University
- CPA, MCP, CDP

Information Technology Security

Rahman, Mizan

- B.S., Bangladesh University
- M.S., North Dakota State University
- M.B.A., Arizona State University

Accounting (ACC)

ACC105 / Payroll, Sales and Property Taxes
3 Credits / 3.0 Periods for Lecture
Tax reporting for payroll, sales, and personal property. Prerequisites: None.
Division: Business and Computing Studies

ACC111 / Accounting Principles I
3 Credits / 3.0 Periods for Lecture
Fundamental theory of accounting principles and procedures. Prerequisites: None.
Division: Business and Computing Studies

ACC112 / Accounting Principles II
3 Credits / 3.0 Periods for Lecture
Continuation of the fundamental theory of accounting principles and procedures, including interpretation of general purpose financial statements. Prerequisites: ACC111 with a grade of "C" or better, or permission of Department or Division.
Division: Business and Computing Studies

ACC115 / Computerized Accounting
3 Credits / 3.0 Periods for Lecture & Lab
Understanding of fundamental accounting principles and mastery of an accounting information systems including the general ledger, accounts receivable, accounts payable and payroll. Prerequisites: None.
Division: Business and Computing Studies

ACC121 / Individual Tax Preparation
3 Credits / 3.0 Periods for Lecture & Lab
Theory and practice of accounting for individual taxation. Prerequisites: None.
Division: Business and Computing Studies

ACC211 / Financial Accounting
3 Credits / 3.0 Periods for Lecture
Introduction to theory and practice in the preparation and interpretation of general purpose financial statements. Prerequisites: None.
SUN SUN# ACC 2201
Division: Business and Computing Studies

ACC212 / Managerial Accounting
3 Credits / 3.0 Periods for Lecture
Development and analysis of accounting information for managerial planning and control. Prerequisites: A grade of "C" or better in (ACC111 and ACC112), or ACC211, and (CIS105 or permission of Department or Division).
SUN SUN# ACC 2202
Division: Business and Computing Studies

ACC219 / Intermediate Accounting I
3 Credits / 3.0 Periods for Lecture
Continuation of the theory and practice of financial accounting, applicable to assets, liabilities, equity related problems of income determination and financial reporting. Prerequisites: A grade of C or better in ACC212 or ACC240 or permission of Department or Division.
Division: Business and Computing Studies

ACC221 / Tax Accounting
3 Credits / 3.0 Periods for Lecture
Theory and practice of accounting for personal, corporate, and non-corporate taxation. Prerequisites: A grade of C or better in ACC111 or ACC211 or permission of Department or Division.
Division: Business and Computing Studies

ACC224 / Tax Practice Administration and Business Entity Analysis
3 Credits / 3.0 Periods for Lecture
Federal income tax representation, practices, and procedures, including trust and estate income tax, exempt organizations, and retirement plans. Prerequisites: A grade of C or better in ACC121 or ACC221.
Division: Business and Computing Studies

Business-Personal Computers (BPC)

BPC110 / Computer Usage and Applications
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to business and personal computer operations and usage. Software applications for analyzing and solving business problems including word processing, spreadsheet, database, and presentation graphics. Prerequisites: None.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

BPC111AA / Computer Keyboarding I
1 Credit / 1.7 Periods for Lecture & Lab
Mastery of essential microcomputer keyboarding skills. Emphasis on touch typing of alphabetic and numeric keys and symbols. Prerequisites: None.
Crosslisted: OAS111AA
Division: Business and Computing Studies

BPC171 / Recycling Used Computer Technology
1 Credit / 2.0 Periods for Lecture & Lab
Use of hardware maintenance knowledge and skills to refurbish used computers. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: BPC170 or permission of instructor. Course Notes: BPC171 may be repeated for a total of three (3) credit hours.
Division: Business and Computing Studies

BPC270 / A+ Exam Prep: Operating System Configuration and Support
3 Credits / 4.0 Periods for Lecture & Lab
Explore advanced technical aspects of maintaining and servicing computers. Emphasis placed on OS installation, maintenance, mobile devices, security, software troubleshooting, and on proper usage of tools, safety procedures, and professionalism. Helps prepare students for the CompTIA A+ examinations. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.
Division: Business and Computing Studies

Computer Information Systems (CIS)

CIS102DA / Customer User Support
3 Credits / 4.0 Periods for Lecture & Lab
Examines skills, tools and strategies necessary for becoming a computer help-desk or end-user support professional. Prerequisites: None.
Division: Business and Computing Studies

CIS103 / Introduction to Social Media
3 Credits / 4.0 Periods for Lecture & Lab
Identify and explain social media and Web 2.0 technologies for personal, academic, professional, and business applications. Create and maintain accounts on various sites to socialize, write, and share multimedia, while understanding the related ethics, privacy and security issues. Prerequisites: None. Course Notes: Students must be 13 years or older to enroll in CIS103 as students are required to create social media accounts for course participation.
Division: Business and Computing Studies

CIS105 / Survey of Computer Information Systems
3 Credits / 4.0 Periods for Lecture & Lab
Overview of computer technology, concepts, terminology, and the role of computers in business and society. Discussion of social and ethical issues related to computers. Use of word processing, spreadsheet, database, and presentation software. Includes uses of application software and the Internet for efficient and effective problem solving. Exploration of relevant emerging technologies. Prerequisites: None.
SUN SUN# CIS 1120
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CIS111 / Ethics in Information Technology
3 Credits / 3.0 Periods for Lecture
Ethical issues that arise as a result of increasing use of computers, and the responsibilities of those who work with computers, either as computer science professionals or end users. Critical inquiry and review of ethical challenges in information technology business, including professional and corporate responsibility, government regulation, fiduciary responsibilities of information, infringement of intellectual property, security risk assessment, Internet crime, identity theft, employee surveillance, privacy, compliance, social networking, and the ethics of IT corporations. Prerequisites: None.
Division: Business and Computing Studies

CIS113DE / Microsoft Word: Word Processing
3 Credits / 4.0 Periods for Lecture & Lab
Using word processing software to create, name and manage files, edit text, format, apply themes and styles, create and modify tables, apply desktop publishing features, and print a variety of types of documents. Prerequisites: None.
Division: Business and Computing Studies

CIS114DE / Excel Spreadsheet
3 Credits / 4.0 Periods for Lecture & Lab
Computer spreadsheet skills for solving business problems using Excel, including calculations, forecasting, projections, macro programming, database searching, extraction, linking, statistics, and matrix manipulation. Production of graphs and reports. Project design using multiple, integrated spreadsheets. Prerequisites: None.
Division: Business and Computing Studies

CIS117DM / Microsoft Access: Database Management
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to Microsoft Access. Emphasis on features, design, and database management. Prerequisites: None. Course Notes: CIS117DM combines the contents of CIS117AM, CIS117BM and CIS117CM. CIS117DM may be repeated for a total of nine (9) credit hours.
Division: Business and Computing Studies

CIS118DB / Desktop Presentation: PowerPoint
3 Credits / 4.0 Periods for Lecture & Lab
Use of PowerPoint to produce professional-quality presentation visuals with animation and sound. Prerequisites: None.
Division: Business and Computing Studies

CIS119DO / Introduction to Oracle: SQL
3 Credits / 4.0 Periods for Lecture & Lab
Use of Oracle tools and methodologies to fulfill real-world business information requirements. Hands-on exercises for designing, creating, and maintaining database structures to store, retrieve, update, and display data in a relational database using the SQL programming language. Creating and maintaining database objects. Advanced retrieval techniques. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: CIS105 or permission of Instructor.
Division: Business and Computing Studies

CIS119DP / Oracle: Database Administration
3 Credits / 4.0 Periods for Lecture & Lab
Basic administrative tasks performed by a database administrator (DBA). Conceptual understanding and hands-on applications of the Oracle database architecture and interaction of its components. Prerequisites: A grade of C or better in CIS119DO, or permission of Instructor. (CIS126++ or CIS121++ or MST152++) is recommended.
Division: Business and Computing Studies

CIS120DB / Introduction to Adobe Illustrator
3 Credits / 4.0 Periods for Lecture & Lab
Provides students with the knowledge and skills to use Adobe Illustrator graphics software on a computer. Basic foundation course in the use of electronic techniques to create, manipulate, and edit images, text, abstract art, graphics design, color graphics and business charts; determine file formats appropriate for web and print; utilize tools to optimize graphics and create a PDF file. Prerequisites: None.
Division: Business and Computing Studies

CIS120DC / Introduction to Adobe Animate
3 Credits / 4.0 Periods for Lecture & Lab
Focuses on entry-level skill expectations for digital animation using Adobe Animate. Covers basic animation techniques used in the creation, manipulation, and editing of animation graphics. Prepares students for the Adobe certifications related to Adobe Animate. Prerequisites: None.
Division: Business and Computing Studies

CIS120DF / Introduction to Adobe Photoshop
3 Credits / 4.0 Periods for Lecture & Lab
Focuses on entry-level skills and knowledge for digital imaging using Adobe Photoshop. Prepares students for the Adobe Certifications related to Photoshop. Prerequisites: None.
Division: Business and Computing Studies

CIS121AB / Microsoft Command Line Operations
1 Credit / 2.0 Periods for Lecture & Lab
Use of the Microsoft command line interface: basic concepts, internal and external commands, subdirectories, and editor. Prerequisites: None.
Division: Business and Computing Studies

CIS121AE / Windows Operating System: Level I
1 Credit / 2.0 Periods for Lecture & Lab
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.
Division: Business and Computing Studies

CIS121AH / Microsoft PowerShell/Command Line Operations
3 Credits / 4.0 Periods for Lecture & Lab
Day-to-day command line administration tasks of Microsoft Windows. PowerShell used to create scripts to administer Microsoft windows environment. Prerequisites: None. MST150++ suggested but not required.
Division: Business and Computing Studies

CIS126DL / Linux Operating System
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to the Linux Operating system. Develop knowledge and skills required to install, configure and troubleshoot a Linux-based workstation including basic network functions. Learn basic command line and Graphical User Interface (GUI) desktop environment utilities and applications. Fundamental abilities to achieve the entry-level industry certification covered. Prerequisites: None.
Division: Business and Computing Studies

CIS126RH / Red Hat System Administration I
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to core administration skills needed to manage a Red Hat Enterprise Linux system. This Red Hat Academy course helps prepare for the Red Hat certification exams using a hands-on, task-focused curriculum. Prerequisites: None.
Division: Business and Computing Studies

CIS133DA / Internet/Web Development Level I
3 Credits / 4.0 Periods for Lecture & Lab
Overview of the Internet/World Wide Web (WWW) and its resources. Hands-on experience with various Internet/WWW resource discovery, information retrieval, and social media tools. Design and Development of multi-page websites using current Hyper Text Markup Language (HTML) and Cascading Style Sheets (CSS) standards. Prerequisites: None.
Division: Business and Computing Studies

CIS150AB / Object-Oriented Programming Fundamentals
3 Credits / 4.0 Periods for Lecture & Lab
Structured and Object-Oriented design and logic tools. Use of computer problems to demonstrate and teach concepts using an appropriate programming language. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: CIS105 or permission of Instructor.
Division: Business and Computing Studies

CIS151 / Computer Game Development -Level I
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to object-oriented game development, game design, and game theory. Use of computer software to demonstrate and teach concepts using an appropriate game development platform to model real-time simulations and create computer games using object oriented tools. Introduction to developing PC games, educational software, and training software using windows based object oriented developments tools. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.
Division: Business and Computing Studies

CIS154 / Database Modeling and Design
3 Credits / 4.0 Periods for Lecture & Lab
Top-down, systematic approach to defining a database design based on analysis of business information and requirements. Identifying and evaluating standard data model and design patterns. Developing an entity-relationship (ER) diagram that accurately reflects the business. Mapping the ER diagram to an initial database design and revising for complex entities, attributes, and relationships. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.
Division: Business and Computing Studies

CIS156 / Python Programming: Level I
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to Python programming. Includes general concepts, program design, development, data types, operators, expressions, flow control, functions, classes, input and output operations, debugging, structured programming, and object-oriented programming. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.
Division: Business and Computing Studies

CIS159 / Visual Basic Programming I
3 Credits / 4.0 Periods for Lecture & Lab
Use of the Visual Basic programming language to solve problems using suitable examples from business or other disciplines. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.
Division: Business and Computing Studies

CIS162 / C Programming I
3 Credits / 4.0 Periods for Lecture & Lab
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: A grade of C or better in CIS105 or permission of Instructor.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CIS162AB / C++: Level I
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to C++ programming including general concepts, program design, development, data types, operators, expressions, flow control, functions, classes, input and output operations, debugging, structured programming, and object-oriented programming. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CIS162AD / C#: Level I
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to C# programming including general concepts, program design, development, data types, operators, expressions, flow control, functions, classes, input and output operations, debugging, structured programming, and object-oriented programming. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CIS163AA / Java Programming: Level I
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to Java programming. Includes features needed to construct Java Applets, Java Applications, control structures, methods, arrays, character and string manipulation, graphics, and object-oriented programming. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CIS164AB / Oracle: PL/SQL Programming
3 Credits / 4.0 Periods for Lecture & Lab
Writing PL/SQL procedures, functions, and packages. Creating and managing PL/SQL program units and database triggers in Oracle development environment. Managing dependencies and manipulating large objects. Prerequisites: A grade of C or better in CIS119DO, or permission of the Instructor.
Division: Business and Computing Studies

CIS165 / Introduction to IOS Application Development
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to iOS device programming utilizing the XCode application, and the programming languages Objective-C and/or Swift, utilizing various iOS frameworks. Understand iOS hardware and feature basics. Go through the entire design process from concept to final product delivery. Prerequisites: A grade of C or better in CIS150++, or CIS156, or CIS159, or CIS162++, or CIS163AA, or permission of Instructor.
Division: Business and Computing Studies

CIS165DA / Introduction to Android Application Development
3 Credits / 4.0 Periods for Lecture & Lab
Beginning with an overview of Android features, this class explores the required software tools and programming techniques for developing Android device applications from creating the user interface, working with activities, intents and views, to using databases, providing data persistence, accessing device services, to debugging and publishing applications. Prerequisites: A grade of C or better in CIS150++, or CIS156, or CIS159, or CIS162++, or CIS163AA, or permission of Instructor.
Division: Business and Computing Studies

CIS166AA / Introduction to Javascript
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to basic JavaScript programming concepts including syntax. Covers Hypertext Markup Language (HTML), programming logic and debugging, as well as forms manipulation and animation. Prerequisites: A grade of C or better in CIS133DA or permission of Instructor.
Division: Business and Computing Studies

CIS190 / Introduction to Networking
3 Credits / 4.0 Periods for Lecture & Lab
Overview of networks. Emphasis on the elements of a network, current issues and products, and use of a network. Includes terminology, hardware and software components, connectivity, resource monitoring and sharing, electronic mail and messaging, and security issues. Helps prepare students for the CompTIA Network+ examination. Prerequisites: None. Corequisites: CIS105 or permission of Instructor.
Division: Business and Computing Studies

CIS213DE / Advanced Microsoft Word: Word Processing
3 Credits / 4.0 Periods for Lecture & Lab
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: A grade of C or better in CIS113DE or (CIS113AE and CIS113BE and CIS113CE), or permission of Instructor.
Division: Business and Computing Studies

CIS214DE / Advanced Excel Spreadsheet: Level II
3 Credits / 4.0 Periods for Lecture & Lab
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: A grade of C or better in CIS114DE, or permission of Instructor.
Division: Business and Computing Studies

CIS217AM / Advanced Microsoft Access: Database Management
3 Credits / 4.0 Periods for Lecture & Lab
Advanced database concepts including database design, primary and secondary key selection and relationships between tables. Queries, sub forms, macros, events, Visual Basic modules and Access Internet features also covered. Prerequisites: A grade of C or better in CIS117DM or CIS117CM.
Division: Business and Computing Studies

CIS225AB / Object-Oriented Analysis and Design
3 Credits / 4.0 Periods for Lecture & Lab
Methodologies and notations for fundamental object-oriented analysis and design including use cases, objects, classes, stereotypes, and relationships. Object-oriented iterative process for system development. A continuous application development exercise for applying the analysis and design concepts. Prerequisites: Any programming language or permission of Instructor.
Division: Business and Computing Studies

CIS233DA / Internet/Web Development Level II
3 Credits / 4.0 Periods for Lecture & Lab
Plan, design and create web sites using HTML and Advanced Cascading Style Sheets (CSS). Expedite the development process using CSS frameworks and libraries. Enhance user experience and web site functionality using supporting technologies. Exploration of User Interface (UI) and User Experience (UX), best practices, accessibility, strategies, and careers in web design and development. Prerequisites: A grade of C or better in CIS133DA or permission of Instructor.
Division: Business and Computing Studies

CIS235 / E-Commerce
3 Credits / 4.0 Periods for Lecture & Lab
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: A grade of C or better in CIS133DA or permission of Instructor.
Division: Business and Computing Studies

CIS238DL / Linux System Administration
3 Credits / 4.0 Periods for Lecture & Lab
Managing Linux Operating Systems including sophisticated manipulation of file structures, backup systems, printing processes, troubleshooting, user account management, hard disk maintenance and configuration, process monitoring and prioritizing, kernel customization, and system resource control. Preparation for industry certifications such as the CompTIA Linux+, the Red Hat Certified System Administrator (RHCSA), the Red Hat Certified Engineer (RHCE) and the Linux Professional Institute (LPIC-1). Prerequisites: A grade of C or better in CIS126DL or CIS126RH or permission of Instructor.
Division: Business and Computing Studies

CIS238RH / Red Hat System Administration II
3 Credits / 4.0 Periods for Lecture & Lab
Continue to develop core administration skills needed to manage a Red Hat Enterprise Linux system. This Red Hat Academy course helps to prepare students for the Red Hat certification exams using a hands-on, task-focused curriculum. Prerequisites: A grade of C or better in CIS126RH, or permission of Instructor.
Division: Business and Computing Studies

CIS239DL / Linux Shell Scripting
3 Credits / 4.0 Periods for Lecture & Lab
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: A grade of C or better in CIS238DL or CIS238RH or permission of Instructor.
Division: Business and Computing Studies

CIS240DL / Linux Network Administration
3 Credits / 4.0 Periods for Lecture & Lab
In depth networking based on Linux servers and the Transmission Control Protocol/Internet Protocol (TCP/IP) protocol suite. Integrating Linux servers and workstations into a network environment with multi-platform network operating systems including a variety of open-standard and proprietary protocols. Preparation for industry certifications such as the CompTIA Linux+, the Red Hat Certified System Administrator (RHCSA), the Red Hat Certified Engineer (RHCE) and the Linux Professional Institute (LPIC-1). Prerequisites: A grade of C or better in CIS238DL or permission of Instructor.
Division: Business and Computing Studies

CIS240RH / Red Hat System Administration III
3 Credits / 4.0 Periods for Lecture & Lab
Provides solid understanding of how to automate services on a Linux system. Covers use of Ansible to automate provisioning, configuration, application deployment, and orchestration on Red Hat Enterprise Linux 8. Content aligns with the Red Hat Certified Engineer (RHCE - EX294) exam, a professional certification. Prerequisites: A grade of C or better in CIS238RH or permission of Instructor.
Division: Business and Computing Studies

CIS250 / Management of Information Systems
3 Credits / 4.0 Periods for Lecture & Lab
The study of business information systems and its management, communication, e-business strategies, emerging technologies, database concepts, and project management. Overview of systems analysis and design. Learn about the competitive and strategic uses of information systems and how they are transforming organizations and their management. Prerequisites: A grade of C or better in CIS105.
Division: Business and Computing Studies

CIS259 / Visual Basic Programming II
3 Credits / 4.0 Periods for Lecture
Use of the Visual Basic programming language to identify and solve advanced problems using suitable examples from business or other disciplines. Prerequisites: A grade of C or better in CIS159, or permission of Instructor.
Division: Business and Computing Studies

CIS263AA / Java Programming: Level II
3 Credits / 4.0 Periods for Lecture & Lab
Intermediate Java programming. Includes features needed to construct object-oriented programming, multithreading, multimedia, files, streams and data structure. Prerequisites: A grade of C or better in CIS163AA or permission of Instructor.
Division: Business and Computing Studies

CIS271DL / Linux Security
3 Credits / 4.0 Periods for Lecture & Lab
Implementing in-depth security methods and techniques in a Linux-based network environment. Utilize programs, utilities and configuration techniques to provide user-level, file system, and network security. Gain knowledge in a variety of security cracking techniques and how to guard against them. In all aspects of security, the standard of practicing professional ethics seriously emphasized. Preparation for industry certifications such as the SAIR/GNU LCP and LCA certificates, CompTIA's Linux+, RHCT, RHCE, and LPIC. Prerequisites: A grade of C or better in CIS240DL or permission of Instructor.
Division: Business and Computing Studies

CIS290AA / Computer Information Systems Internship
1 Credit / 6.0 Periods for Laboratory
Work experience in business or industry. Prerequisites: Permission of Instructor.
Division: Business and Computing Studies

CIS290AB / Computer Information Systems Internship
2 Credits / 12.0 Periods for Laboratory
Work experience in business or industry. Prerequisites: Permission of Instructor.
Division: Business and Computing Studies

CIS290AC / Computer Information Systems Internship
3 Credits / 18.0 Periods for Laboratory
Work experience in business or industry. Prerequisites: Permission of Instructor.
Division: Business and Computing Studies

CIS296WB / Cooperative Education
2 Credits / 10.0 Periods for Laboratory
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 concurrent in at least one class which is related to student's major or career interest or with permission of the Instructor.
Division: Business and Computing Studies

CIS296WC / Cooperative Education
3 Credits / 15.0 Periods for Laboratory
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 concurrent in at least one class which is related to student's major or career interest or with permission of the Instructor.
Division: Business and Computing Studies

Cloud Computing (CLD)

CLD110 / Amazon Web Services Cloud Foundations
3 Credits / 4.0 Periods for Lecture & Lab
Provides a detailed overview of cloud concepts, Amazon Web Services (AWS) core services, security, architecture, pricing, and support. Intended for students who seek an overall understanding of cloud computing concepts, independent of specific technical roles. Helps to prepare students for the AWS Certified Cloud Practitioner exam. Prerequisites: None. CIS105 suggested but not required.
Division: Business and Computing Studies

CLD120 / Amazon Web Services Cloud Architect Associate
3 Credits / 4.0 Periods for Lecture & Lab
Fundamentals of building IT infrastructure on Amazon Web Services (AWS). Focus on how to optimize use of the AWS Cloud by understanding AWS services and best practices for the AWS Cloud and how they fit into cloud-based solutions. Covers design patterns for architecting optimal IT solutions on AWS, as well as strategies and services implemented on AWS. Prerequisites: A grade of C or better in CLD110 or permission of Instructor.
Division: Business and Computing Studies

Cisco Network Technology (CNT)

CNT140AB / Introduction to Networks
4 Credits / 6.0 Periods for Lecture & Lab
Focus on the architecture, structure, functions, components, and models of the Internet and other computer networks. Principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced. Students will build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes. Preparation for Cisco certification examination. Prerequisites: None.
Division: Business and Computing Studies

CNT150AB / Switching, Routing, and Wireless Essentials
4 Credits / 6.0 Periods for Lecture & Lab
Focus on configuring switches and routers for use in small and medium size networks. Including Virtual Local Area Networks (VLANs), VLAN trunking, Inter-VLAN routing, Spanning Tree Protocol (STP), EtherChannel, Dynamic Host Configuration Protocol (DHCP), First Hop Redundancy, Local area Network (LAN) and Switch security, and Static routing. Knowledge and skills needed to implement a Wireless Local Area Network (WLAN) is also covered. Preparation for Cisco certification examination. Prerequisites: A grade of C or better in CNT140AB or permission of Instructor.
Division: Business and Computing Studies

CNT160AB / Enterprise Networking, Security, and Automation
4 Credits / 6.0 Periods for Lecture & Lab
Focus on the configuration of routers and switches within small and medium size networks for advanced functionality including Open Shortest Path First (OSPF), Network security, Access Control Lists (ACLs), Network Address Translation (NAT), Wide Area Network (WAN) concepts, Virtual Private Networks (VPNs), Quality of Service (QOS), network management, design, troubleshooting, virtualization, and automation. Preparation for Cisco certification examination. Prerequisites: A grade of C or better in CNT150AB or permission of Instructor.
Division: Business and Computing Studies

CNT202 / Cisco Secure Firewall Appliance Configuration
4 Credits / 5.0 Periods for Lecture & Lab
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: A grade of C or better in CNT160AB or permission of Instructor.
Division: Business and Computing Studies

CNT205 / Cisco Certified Network Associate Security
4 Credits / 6.0 Periods for Lecture & Lab
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: A grade of C or better in CNT160AB, or Cisco Certified Network Associate (CCNA) certification, or permission of Instructor.
Division: Business and Computing Studies

CNT206 / Cisco Certified Network Associate Wireless
4 Credits / 6.0 Periods for Lecture & Lab
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: A grade of C or better in CNT160AB 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.
Division: Business and Computing Studies

Computer Science (CSC)

CSC100AA / Introduction to Computer Science (C++)
3 Credits / 4.0 Periods for Lecture & Lab
Concepts of problem solving, structured programming in C++, fundamental algorithms and techniques, and computer system concepts. Social and ethical responsibilities. Intended for majors other than Computer Science. Prerequisites: A grade of C or better in MAT095, or MAT096, or MAT114, or MAT115, or MAT12+, or an appropriate District placement for MAT15+ or higher, or permission of Instructor or Department/Division Chair.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CSC110AA / Introduction to Computer Science (Java)
3 Credits / 4.0 Periods for Lecture & Lab
Concepts of problem-solving, structured and object-oriented programming in Java, fundamental algorithms and techniques and computer system concepts. Social and ethical responsibilities. Intended for Computer Science and Computer Systems Engineering majors. Prerequisites: A grade of C or better in MAT095, or MAT096, or MAT114, or MAT115, or MAT12+, or an appropriate District placement for MAT15+ or higher, or permission of Instructor or Department/Division Chair. Course Notes: Students may receive credit for only one of the following: CSC110 OR CSC110AA OR CSC110AB.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CSC110AB / Introduction to Computer Science (Java)
4 Credits / 4.0 Periods for Lecture & Lab
Concepts of problem-solving, structured and object-oriented programming in Java, fundamental algorithms and techniques and computer system concepts. Social and ethical responsibilities. Intended for Computer Science and Computer Systems Engineering majors. Prerequisites: A grade of C or better in MAT095, or MAT096, or MAT114, or MAT115, or MAT12+, or an appropriate District placement for MAT15+ or higher, or permission of Instructor or Department/Division Chair. Course Notes: Students may receive credit for only one of the following: CSC110 OR CSC110AA OR CSC110AB.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CSC120 / Digital Design Fundamentals
4 Credits / 6.0 Periods for Lecture & Lab
Number systems, conversion methods, binary and complement arithmetic, Boolean switching algebra and circuit minimization techniques. Analysis and design of combinational logic, flip-flops, simple counters, registers, Read Only Memory (ROMs), Programmable Logic Device (PLDs), synchronous and asynchronous sequential circuits, and state reduction techniques. Building physical circuits. Prerequisites: None. Corequisites: CSC100 or (CSC110 or CSC110AB) or permission of Instructor or Division or Department Chair.
Crosslisted: EEE120
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CSC180AA / Computer Literacy
3 Credits / 4.0 Periods for Lecture & Lab
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: None.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CSC180AB / Computer Literacy
4 Credits / 4.0 Periods for Lecture
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: None.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CSC181AA / Applied Problem Solving With Visual Basic
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to systematic definition of problems, solution formulation, and testing. Visual BASIC programming language applied to problems in mathematics, science, and business. Prerequisites: None.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CSC181AB / Applied Problem Solving With Visual Basic
4 Credits / 4.0 Periods for Lecture
Introduction to systematic definition of problems, solution formulation, and testing. Visual BASIC programming language applied to problems in mathematics, science, and business. Prerequisites: None.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CSC182AA / Principles Of Programming With C#.NET
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to object-oriented program analysis, design, and development using Visual C#.NET. Includes general concepts, data types, expressions, flow control, methods, classes, arrays, event-driven models, Windows applications, and Web applications. Prerequisites: None.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CSC205AA / Object Oriented Programming and Data Structures
3 Credits / 4.0 Periods for Lecture & Lab
Covers Object-Oriented design and programming; elementary data structures; arrays; lists; stacks; queues; binary trees; recursion; searching and sorting algorithms. Prerequisites: A grade of C or better in CSC110, or CSC110AB, or permission of Instructor. Course Notes: Students may receive credit for only one of the following: CSC205 OR CSC205AA OR CSC205AB OR CSC205AC OR CSC205AD

SUN SUN# CSC 2205
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CSC220 / Programming for Computer Engineering
3 Credits / 5.0 Periods for Lecture & Lab
Introduction to procedural programming (C/C++) and hardware description language (VHDL). Prerequisites: A grade of C or better in (CSC/EEE120 and CSC205), or permission of Instructor or Division or Department Chair.
Crosslisted: EEE220
Division: Business and Computing Studies

CSC230 / Computer Organization and Assembly Language
4 Credits / 5.0 Periods for Lecture & Lab
Assembly language programming including input/output (I/O) programming and exception/interrupt handling. Register-level computer organization, I/O interfaces, assemblers, and linkers. Processor organization and design, data path, control, pipelining, and input/output. Memory organization with cache and virtual memory. Prerequisites: A grade of C or better in [(CSC100 or CSC110 or CSC110AB) and CSC/EEE120], or permission of Instructor or Division or Department Chair.
Crosslisted: EEE230
Division: Business and Computing Studies

CSC240 / Introduction to Different Programming Languages
3 Credits / 5.0 Periods for Lecture & Lab
Introduction to procedural (C/C++), applicative (LISP), and declarative (Prolog) languages.
Division: Business and Computing Studies

General Business (GBS)

GBS109 / Introduction to Esports Management
3 Credits / 3.0 Periods for Lecture
Introduction to Esports will introduce the business, economics, operations and marketing of the Esports industry. Historical and cultural implications will be examined from the early days of competitive video gaming, to today's billion dollar industry. Global awareness and diverse cultural viewpoints and trends will be studied as they relate to the Esports industry. This course will introduce students to the numerous business opportunities to work and grow in the dynamic Esports industry. Prerequisites: None.
Division: Business and Computing Studies

GBS120 / Workplace Communication Skills
3 Credits / 3.0 Periods for Lecture & Lab
Reviews planning, organization, development, and evaluation of written and oral communication in business settings, including informative and persuasive messages. Prerequisites: None.
Division: Business and Computing Studies

GBS131 / Business Calculations
3 Credits / 3.0 Periods for Lecture
Review of basic arithmetic and application of mathematics to business problems, includes percentage, interest, discount, and markups. Prerequisites: None.
Division: Business and Computing Studies

GBS132 / Personal and Family Financial Security
3 Credits / 3.0 Periods for Lecture
Principles and practices of personal and family financial planning, includes savings, budgeting, credit, buying versus renting, and general principles of consumerism. Prerequisites: None.
Division: Business and Computing Studies

GBS151 / Introduction to Business
3 Credits / 3.0 Periods for Lecture
Characteristics and activities of current local, national, and international business. An overview of economics, marketing, management and finance. Prerequisites: None.
Division: Business and Computing Studies

GBS205 / Legal, Ethical, and Regulatory Issues in Business
3 Credits / 3.0 Periods for Lecture
Legal theories, ethical issues and regulatory climate affecting business policies and decisions. Prerequisites: None.
Division: Business and Computing Studies

GBS220 / Quantitative Methods in Business
3 Credits / 3.0 Periods for Lecture
Business applications of quantitative optimization methods in operations management decisions. Prerequisites: (A grade of C or better in MAT150 or MAT151 or MAT152) or satisfactory District math placement.
Division: Business and Computing Studies

GBS221 / Business Statistics
3 Credits / 3.0 Periods for Lecture
Business applications of descriptive and inferential statistics, measurement of relationships, and statistical process management. Includes the use of spreadsheet software for business statistical analysis. Prerequisites: A grade of C or better in GBS220 or MAT217 or MAT218.
SUN SUN# BUS 2201
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

GBS233 / Business Communication
3 Credits / 3.0 Periods for Lecture
Internal and external business communications, including verbal and nonverbal techniques. Prerequisites: ENG101 or ENG107 with grade of "C" or better, or permission of Department or Division.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Business and Computing Studies

GBS261 / Investments I
3 Credits / 3.0 Periods for Lecture
Evaluation of various investment forms including study of inflation, taxation, government securities, stocks and bonds, real estate and retirement plans. Securities industry knowledge and skills for individuals to prepare for careers in Financial Services. Includes capital markets, types of products and their risks, trading, customer accounts, prohibited activities, and regulatory agencies and their functions. Helps to prepare students for the Financial Industry Regulatory Authority (FINRA) Securities Industry Essentials (SIE) Examination required for entry-level positions in the security industry. Prerequisites: None. Corequisites: Concurrent enrollment in GBS261LL recommended but not required. Course Notes: Students interested in taking the Financial Industry Regulatory Authority (FINRA) Securities Industry Essentials (SIE) Examination should also enroll in the GBS261LL Securities Industry Essentials (SIE) Exam Prep course.
Division: Business and Computing Studies

GBS261LL / Securities Industry Essentials (SIE) Exam Prep
1 Credit / 1.0 Periods for Lecture & Lab
Helps to prepare students for the Financial Industry Regulatory Authority (FINRA) Securities Industry Essentials (SIE) Examination required for prospective securities industry professionals. Focuses on reviewing key concepts, practicing skills, and preparing to successfully demonstrate existing knowledge on the SIE certification exam. The course is designed to provide an overview of exam topics and study and test-taking strategies. It also will include structured study time, group discussions, and the use of practice exams to assess test readiness. Prerequisites: None. Corequisites: Concurrent enrollment in GBS261 recommended but not required. Course Notes: GBS261 is recommended for students who are not already employed in the financial services industry and need more in-depth content related to the SIE exam.
Division: Business and Computing Studies

International Business (IBS)

IBS101 / Introduction to International Business
3 Credits / 3.0 Periods for Lecture
A basic overview of international business to introduce students to international trade concepts. Focus of the course is on international business environment issues that influence global business practices, decisions and applications. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo
Division: Business and Computing Studies

Information Technology Security (ITS)

ITS110 / Information Security Fundamentals
3 Credits / 4.0 Periods for Lecture & Lab
Fundamental concepts of information technology security. Topics include authentication methods, access control, cryptography, Public Key Infrastructure (PKI), network attack and defense methods, hardening of operating systems and network devices, securing remote access and wireless technologies and securing infrastructures and topologies. Emphasis on hands-on labs in both the Windows and Linux environments. Builds on thorough understanding of Transmission Control Protocol/Internet Protocol (TCP/IP) and security concepts and Microsoft (MS) Windows and Linux Administration. Prerequisites: A grade of C or better in CIS126DL, or CIS126RH, or permission of Program Director. Corequisites: BPC270 or MST150++.
Division: Business and Computing Studies

ITS240 / Ethical Hacking and Network Defense
3 Credits / 4.0 Periods for Lecture & Lab
Preparation for the EC-Council Certified Ethical Hacking examination. In-depth exploration of how to effectively protect computer networks from risks ranging from malicious infiltration to cyber-warfare. Includes examination of ethical hacking, relevant tools and methodologies, and its importance to network security. Resources to identify new computer network vulnerabilities and counter security strategies will be discussed as well as an overview of relevant computer crime laws and penalties. Prerequisites: A grade of C or better in ITS110, or CNT205, or CIS270, or permission of Instructor.
Division: Business and Computing Studies

ITS291 / Computer Forensics Foundations
4 Credits / 5.0 Periods for Lecture & Lab
Development of foundational computer forensic skills. Introduction to preserving, identifying, extracting, interpreting, and documenting computer data as part of a forensically sound analysis. Examination of the physical and logical structure of hard drives. Study of the logical structure of Windows-based file systems and common applications. Introduction to the logical structure of Unix/Linux-based file systems and common applications of commercial forensic tools. Prerequisites: A grade of C or better in BPC170 and ITS110 or permission of Instructor.
Division: Business and Computing Studies

ITS292 / Advanced Computer Forensics
4 Credits / 5.0 Periods for Lecture & Lab
Advanced computer forensics analysis techniques with commercial tools. Introduction to open-source forensic tools. Emphasis on data recovery from complex applications and media types. Study of the logical structure of Unix/Linux-based file systems. Advanced search techniques. Analysis of unallocated space, compound files, and NTFS artifacts. Prerequisites: A grade of C or better in ITS291 or permission of Instructor.
Division: Business and Computing Studies

Management (MGT)

MGT101 / Techniques of Supervision
3 Credits / 3.0 Periods for Lecture
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.
Division: Business and Computing Studies

MGT126 / Customer Service Skills and Strategies
3 Credits / 3.0 Periods for Lecture & Lab
Explores strategies to help improve job performance and develop a service-oriented philosophy. Uses practical training concepts and techniques to demonstrate how superior customer service can lead to competitive advantage and profitability in business. Focuses on both internal and external customers, interactions among people, processes, and systems within the organization and how to integrate these areas into a total quality delivery program. Prerequisites: None.
Division: Business and Computing Studies

MGT175 / Business Organization and Management
3 Credits / 3.0 Periods for Lecture
Covers basic principles of managing quality and performance in organizations. Covers management functions: planning, organizing, leading, and controlling. Emphasizes continual improvement, ethics, and social responsibility. Prerequisites: None.
Division: Business and Computing Studies

MGT229 / Management and Leadership I
3 Credits / 3.0 Periods for Lecture
Covers management concepts and applications for business, industry, and government organizations. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Business and Computing Studies

MGT251 / Human Relations in Business
3 Credits / 3.0 Periods for Lecture
Analysis of motivation, leadership, communications, and other human factors. Cultural differences that may create conflict and affect morale individually and within organizations. Prerequisites: None. MGT101 or MGT175 or MGT229 suggested, but not required.
Division: Business and Computing Studies

MGT253 / Owning and Operating a Small Business
3 Credits / 3.0 Periods for Lecture
Starting, organizing, and operating a small business, including location, finance management processes, advertisement and promotion, credit, inventory control and ethics. Prerequisites: None.
Division: Business and Computing Studies

Marketing (MKT)

MKT101 / Introduction to Public Relations
3 Credits / 3.0 Periods for Lecture
Emphasizes public relations techniques used both within and outside the business organization, including operation of a PR counseling firm. Prerequisites: None.
Division: Business and Computing Studies

MKT110 / Marketing and Social Networking
3 Credits / 3.0 Periods for Lecture
Theory and practice in the use of social media in marketing. Topics may include a history of social media, preparation for social marketing, the power of collective influence, and how to engage with social media. Reviews social mediums, social networks, platforms and other marketing tools used to create a social media campaigns. Prerequisites: None.
Division: Business and Computing Studies

MKT111 / Applied Marketing and Social Networking
3 Credits / 4.0 Periods for Lecture & Lab
Examination of the strategic use of digital and social media marketing platforms and tools for global communication and networking, including analysis of various digital and social media platforms and tools for developing brands, creating professional networks and creating engaging content. Hands-on use of social media platforms and tools to conduct research, develop strategies for creating, integrating, and evaluating social media marketing campaigns, and development of metrics to measure effectiveness. Prerequisites: A grade of C or better in MKT110.
Division: Business and Computing Studies

MKT112 / Retail Customer Service
1 Credit / 1.0 Periods for Lecture
Introduction to the field of retail sales. Emphasis on customer service and sales techniques. Prerequisites: None.
Division: Business and Computing Studies

MKT114 / Retail Inventory Control
1 Credit / 1.0 Periods for Lecture
Retail inventory control procedures. Emphasis on the role of the professional sales associate within a retail company and in the handling of merchandise. Prerequisites: A grade of C or better in MKT112.
Division: Business and Computing Studies

MKT267 / Principles of Sales
3 Credits / 3.0 Periods for Lecture
Analyzes and applies the steps and techniques used in personal selling. Highlights the role of the professional sales representative and his/her functions as they relate to the company's mission and customer expectations. Prerequisites: None.
Division: Business and Computing Studies

MKT271 / Principles of Marketing
3 Credits / 3.0 Periods for Lecture
An analysis of the marketing process and environment with regard to the product, pricing, distribution, and communication in order to satisfy buyer needs. Prerequisites: None.
Division: Business and Computing Studies

MKT280AB / Marketing Internship
2 Credits / 2.0 Periods for Lecture & Lab
Marketing work experience in a business or industry. 80 hours of designated work per credit. Prerequisites: Permission of Department or Division.
Division: Business and Computing Studies

Microsoft Technology (MST)

MST150WT / Installing and Configuring Microsoft Windows 10
3 Credits / 4.0 Periods for Lecture & Lab
In-depth exploration of how to effectively install and configure Windows 10. Includes features of Windows 10, virtualization improvements, network connectivity, access to resources, monitor and maintain Windows clients and backup and recovery. Designed to prepare students for the Microsoft Windows 10 certification examination. Prerequisites: None. CIS190 or CNT140AB suggested but not required.
Division: Business and Computing Studies

Small Business Management (SBS)

SBS200 / Small Business Operations
2 Credits / 2.0 Periods for Lecture
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.
Division: Business and Computing Studies

SBS213 / Hiring and Managing Employees
1 Credit / 1.0 Periods for Lecture
Methods and techniques for managing employees in a small business. Includes supervisor's role, leadership styles, interpersonal communications, staff planning, employee work styles, techniques for handling problem employees, and employee motivation. Focuses on real life situations to enable the business owner to gain high performance from their employee team. Includes segment on hiring, new employee orientation, training, benefits, and developing future staffing needs assessment. Prerequisites: None.
Division: Business and Computing Studies

SBS214 / Small Business Customer Relations
1 Credit / 1.0 Periods for Lecture
Developing and improving customer relations for the small business. Planning and delivering quality customer service. Includes topics on attitude of employees, customer perceptions and motivations, handling customer dissatisfaction, and developing customer, supplier, vendor, and distributor loyalty. Prerequisites: None.
Division: Business and Computing Studies

SBS220 / Internet Marketing For Small Business
2 Credits / 2.0 Periods for Lecture
Focuses on "e-Commerce"-doing business on the Internet and planning a web site. Topics include: how the Internet can help growth and success of business; examples of successful marketing on the Internet; availability of Internet services; necessary hardware and software for marketing on the Internet; determining products/services appropriate for Internet marketing; budget constraints and ongoing operations of the Internet site. Prerequisites: None.
Division: Business and Computing Studies

SBS230 / Financial and Tax Management for Small Business
2 Credits / 2.0 Periods for Lecture
An overview of accounting and recordkeeping 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.
Division: Business and Computing Studies

Society and Business (SBU)

SBU200 / Society and Business
3 Credits / 3.0 Periods for Lecture
The study and scientific inquiry of issues and demands placed on business enterprise by owners, customers, government, employees and society. Included are social, ethical and public issues and analysis of the social impact of business responses. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Business and Computing Studies

Accounting, Associate in Applied Science

BUSINESS, ENTREPRENEURIALISM, AND MANAGEMENT

Associate in Applied Science: AAS 3149
62-73 Credits
Program Contacts
Barbara Gonzalez | 602-243-8044 |barbara.gonzalez@cgc.edu

Program Description

The Associate in Applied Science (AAS) in Accounting program is designed to provide fundamental skills for individuals planning to enter the field of accounting. Possible entry-level jobs for this program include accounting clerk, accounts payable/receivable clerk, claims clerk, payroll clerk, credit clerk, bookkeeper, accounting intern, tax preparation or comparable positions. This program may prepare students for certification in Certified Bookkeeper (CB), Enrolled Agent (EA), and Certified Payroll Professional (CPP). Certificates of Completion (CCL) in Accounting and Enrolled Agent are available.

Program Notes

Students must earn a grade of "C" or better in all courses in the program. Overall program minimum GPA = 2.00.

Consultation with an academic advisor is recommended for course selection.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		6-9	_____
ACC111 & ACC230 & ACC240	Accounting Principles I and Uses of Accounting Information I and Uses of Accounting Information II		_____
ACC111 & ACC112 & ACC212	Accounting Principles I and Accounting Principles II and Managerial Accounting		_____
ACC211 & ACC212	Financial Accounting and Managerial Accounting		_____
ACC105	Payroll, Sales and Property Taxes	3	_____
or ACC222	Payroll Accounting		_____
ACC115	Computerized Accounting	3	_____
ACC121	Individual Tax Preparation	3	_____
or ACC221	Tax Accounting		_____
ACC219	Intermediate Accounting I	3	_____
CIS114DE	Excel Spreadsheet	3	_____
CIS105	Survey of Computer Information Systems	3	_____
FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____
GBS151	Introduction to Business	3	_____
GBS205	Legal, Ethical, and Regulatory Issues in Business	3	_____

GBS120	Workplace Communication Skills	3	_____
or GBS233	Business Communication		_____
Restricted Electives			_____
Select six (6) credits from the following:		6	_____
ACC+++	Any ACC Accounting course(s) [1]		_____
GBS131	Business Calculations		_____
GBS220	Quantitative Methods in Business		_____
GBS221	Business Statistics		_____
GBS261	Investments I		_____
MGT101	Techniques of Supervision		_____
or MGT175	Business Organization and Management		_____
or MGT229	Management and Leadership I		_____
General Education			_____
First-Year Composition			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition	3	_____
or ENG108	First-Year Composition for ESL		_____
Oral Communication			_____
Select one of the following:		3	_____
COM100	Introduction to Human Communication		_____
COM110	Interpersonal Communication		_____
COM225	Public Speaking		_____
COM230	Small Group Communication		_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
Equivalent by assessment			_____
Mathematics			_____
Any approved general education course from the Mathematics area		3-6	_____
Distribution			_____
Humanities, Arts and Design			_____
Any approved general education course(s) from the Humanities, Arts and Design area		3	_____
Social and Behavioral Sciences			_____
Select one of the following:		3	_____
ECN211	Macroeconomic Principles		_____
ECN212	Microeconomic Principles		_____
SBU200	Society and Business		_____
Natural Sciences			_____
Any approved general education course(s) in the Natural Sciences area		4	_____
Total Credits		**62-73**	_____

[1] Except ACC111 Accounting Principles I, ACC112 Accounting Principles II, ACC211 Financial Accounting, ACC212 Managerial Accounting, ACC230 Uses of Accounting Information I, ACC240 Uses of Accounting Information II

Accounting, Certificate of Completion

BUSINESS, ENTREPRENEURIALISM, AND MANAGEMENT

Certificate of Completion: CCL 5665
24-27 Credits
Program Contact
Barbara Gonzalez | 602-243-8044 |barbara.gonzalez@cgc.edu

Program Description

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

Program Notes

Students must earn a grade of "C" or better in all courses in the program. Overall program minimum GPA = 2.00.

Consultation with an Academic Advisor is recommended for course selection.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		6-9	_____

ACC111 & ACC230 & ACC240	Accounting Principles I and Uses of Accounting Information I and Uses of Accounting Information II		_____
ACC111 & ACC112 & ACC212	Accounting Principles I and Accounting Principles II and Managerial Accounting		_____
ACC211 & ACC212	Financial Accounting and Managerial Accounting		_____
ACC105	Payroll, Sales and Property Taxes	3	_____
or ACC222	Payroll Accounting		_____
ACC121	Individual Tax Preparation	3	_____
or ACC221	Tax Accounting		_____
ACC115	Computerized Accounting	3	_____
CIS114DE	Excel Spreadsheet	3	_____
CIS105	Survey of Computer Information Systems	3	_____
GBS151	Introduction to Business	3	_____
Total Credits		**24-27**	_____

Adobe Foundations: Animation and Graphics Production, Certificate of Completion

COMPUTER AND INFORMATION TECHNOLOGY

Certificate of Completion: CCL 5167N
9 Credits
Program Contact
Prema Rayappa | 480-732-7230 | prema.rayappa@cgc.edu

Program Description

The Certificate of Completion (CCL) in Adobe Foundations: Animation and Graphics Production program helps prepare students to create, edit, and enhance digital images, graphics, and animation for use in web, print, and video. A Certificate of Completion in Adobe Foundations: Video and Audio Production and an Associate in Applied Science (AAS) in Web Design and Development are also available.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better in all courses required within the program. Overall program minimum GPA = 2.00.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
CIS120DB	Introduction to Adobe Illustrator	3	_____
CIS120DC	Introduction to Adobe Animate	3	_____
CIS120DF	Introduction to Adobe Photoshop	3	_____
Total Credits		**9**	_____

Amazon Web Services Cloud Associate, Certificate of Completion

COMPUTER AND INFORMATION TECHNOLOGY

Certificate of Completion: CCL 5330N
3-6 Credits
Program Contact
Scott Miller | 480-857-5536 | scott.miller@cgc.edu

Program Description

The Certificate of Completion (CCL) in Amazon Web Services (AWS) Cloud Associate builds the knowledge and skills to design, plan, and implement a cloud solution architecture. Students will be introduced to concepts and hands-on opportunities to manage cloud systems/architectures for real world-applications. Students with the requisite experience in the field who complete this CCL can pursue employment in a variety of information technology jobs. This CCL also helps to prepare students for the AWS Certified Solutions Architect – Associate examination, which is the second level of the AWS certifications.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

This Certificate of Completion (CCL) is intended for industry professionals with the requisite experience such as database, Linux, information security, networking, programming, and DevOps who are interested in

expanding their knowledge in the area of cloud computing to enhance their employment opportunities. Speak to a program director for additional information.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: BPC, CIS, CLD, CNT, ITS, and MST.

Students must earn a grade of C"" or better for all courses required within the program. Overall program minimum GPA = 2.00.

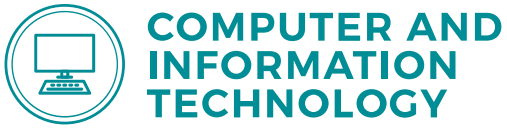
++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		0-3	_____
CLD110	Amazon Web Services Cloud Foundations		_____
Certificate of Completion in Amazon Web Services Cloud Practitioner (5141N)			_____
AWS Certified Cloud Practitioner certification badge			_____
Permission of Program Director			_____
CLD120	Amazon Web Services Cloud Architect Associate	3	_____
Total Credits		**3-6**	_____

Amazon Web Services Cloud Practitioner, Certificate of Completion



Certificate of Completion: CCL 5141N
3 Credits
Program Contact
Scott Miller | 480-857-5536 | scott.miller@cgc.edu (scott.miller@cgc.edu)

Program Description

The Certificate of Completion (CCL) in Amazon Web Services Cloud Practitioner builds the practical knowledge and skills of cloud computing. Cloud computing provides reliable, scalable, secure, and flexible technology solutions for personal and business use. This CCL will introduce students new to or interested in cloud computing to the fundamental concepts of cloud services as well as hands-on opportunities to apply these concepts to real-world applications. Students with the requisite experience in the field who complete this CCL can pursue employment in a variety of information technology jobs. This CCL also helps to prepare students for the Amazon Web Services (AWS) Certified Cloud Practitioner exam, which is the first level of the AWS certification.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of C"" or better for all courses required within the program. Overall program minimum GPA = 2.00.

This Certificate of Completion (CCL) is intended for industry professionals with the requisite experience such as database, Linux, information security, networking, programming, and DevOps who are interested in expanding their knowledge in the area of cloud computing to enhance their employment opportunities. Speak to a program director for additional information.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

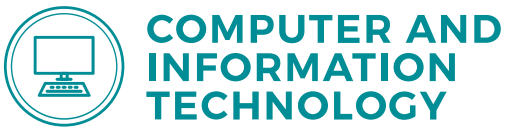
++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
CLD110	Amazon Web Services Cloud Foundations	3	_____
Total Credits		**3**	_____

Cisco Certified Network Professional: Enterprise, Certificate of Completion



Certificate of Completion: CCL 5190
16 Credits
Program Contact
Scott Miller | 480-857-5536| scott.miller@cgc.edu

Program Description

The Certificate of Completion (CCL) in Cisco Certified Network Professional: Enterprise builds the advanced knowledge and skills needed for professional-level networking technologies and architecture. This CCL includes fundamental concepts of virtualization, network assurance, security, automation, and the implementation and troubleshooting of advanced routing technologies, as well as hands-on opportunities to apply these concepts to real-world applications. Students with the requisite experience in the field who complete this CCL can pursue employment in a variety of information technology jobs. This CCL also helps to prepare students for the Cisco Enterprise Network Core Technologies (ENCOR) certification and Implementing Cisco Enterprise Network Advanced Routing and Services (ENARSI) exams aligned with

the CCNP Enterprise, CCIE Enterprise Infrastructure, CCIE Enterprise Wireless, and Cisco Certified Specialist - Enterprise core, CCNP Enterprise, Cisco Certified Specialist - Advanced Infrastructure Implementation certifications.

Additional Certificates of Completion (CCLs) in Cisco Certified Network Security (CCNA Security), Cisco Certified Network Professional: Enterprise Core, Cisco Certified Network Professional: Enterprise Advanced Routing and Services, Cisco Network Administration: CCNP, as well as an Associate in Applied Science (AAS) in Network and Systems Administration, are also available.

Program Notes

The Certificate of Completion in Cisco Certified Network Professional: Enterprise is currently not Title IV Federal Financial Aid eligible.

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

This Certificate of Completion (CCL) is intended for industry professionals with the requisite skills aligned with the Cisco Certified Network Associate (CCNA) industry certification who are interested in expanding their knowledge in the area in professional-level networking or to enhance their employment opportunities. Speak to a program director for additional information.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Admission Criteria

This Certificate of Completion (CCL) is intended for industry professionals with the requisite experience. To pursue this CCL, students must complete the following prerequisites to the courses within the Required Course area as follows with a C or better OR have a Cisco Certified Network Associate (CCNA) industry certification OR receive permission of the Program Director.

Code	Title	Credits	Semester
CNT140AB	Introduction to Networks	4	_____
CNT150AB	Switching, Routing, and Wireless Essentials	4	_____
CNT160AB	Enterprise Networking, Security, and Automation	4	_____
Total Credits		**12**	_____

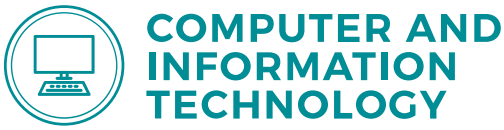
Students also have the option to complete the full CCL in this program, Cisco Network Administration: CCNP (major code 5037), that includes the prerequisites and required courses.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		8	_____
CNT240	Cisco Certified Network Professional: Enterprise Core		_____
CNT240AA & CNT240AB	Cisco Certified Network Professional: Enterprise Core I and Cisco Certified Network Professional: Enterprise Core II		_____
Select one of the following:		8	_____
CNT250	Cisco Certified Network Professional: Enterprise Advanced Routing and Services		_____
CNT250AA & CNT250AB	Cisco Certified Network Professional: Enterprise Advanced Routing and Services I and Cisco Certified Network Professional: Enterprise Advanced Routing and Services II		_____
Total Credits		**16**	_____

Cisco Certified Network Professional: Enterprise Core, Certificate of Completion



Certificate of Completion: CCL 5189N
8 Credits
Program Contact
Scott Miller | 480-857-5536| scott.miller@cgc.edu

Program Description

The Certificate of Completion (CCL) in Cisco Certified Network Professional: Enterprise Core builds the knowledge and skills needed for professional-level networking technologies and architecture. This CCL

includes the fundamental concepts of virtualization, network assurance, security, and automation, as well as hands-on opportunities to apply these concepts to real-world applications. Students with the requisite experience in the field who complete this CCL can pursue employment in a variety of information technology jobs. This CCL also helps to prepare students for the Cisco Enterprise Network Core Technologies (ENCOR) certification exam aligned with the CCNP Enterprise, CCIE Enterprise Infrastructure, CCIE Enterprise Wireless, and Cisco Certified Specialist - Enterprise core certifications.

Additional Certificates of Completion (CCLs) in Cisco Certified Network Security (CCNA Security), Cisco Certified Network Professional: Enterprise, Cisco Certified Network Professional: Enterprise Core and Advanced Routing and Services, Cisco Network Administration: CCNP, as well as an Associate in Applied Science (AAS) in Network and Systems Administration, are also available at select colleges. Please check with your local college for program availability.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

This Certificate of Completion (CCL) is intended for industry professionals with the requisite skills aligned with the Cisco Certified Network Associate (CCNA) industry certification who are interested in expanding their knowledge in the area in professional-level networking or to enhance their employment opportunities. Speak to a program director for additional information.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Admission Criteria

This Certificate of Completion (CCL) is intended for industry professionals with the requisite experience. To pursue this CCL, students must complete the following prerequisites to the courses within the Required Course area as follows with a C or better OR have a Cisco Certified Network Associate (CCNA) industry certification OR receive permission of the Program Director.

Code	Title	Credits	Semester
CNT140AB	Introduction to Networks	4	_____
CNT150AB	Switching, Routing, and Wireless Essentials	4	_____
CNT160AB	Enterprise Networking, Security, and Automation	4	_____
Total Credits		**12**	_____

Students also have the option to complete the full CCL in this program, Cisco Network Administration: CCNP (major code 5037), that includes the prerequisites and required courses.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		8	_____
CNT240	Cisco Certified Network Professional: Enterprise Core		_____
CNT240AA & CNT240AB	Cisco Certified Network Professional: Enterprise Core I and Cisco Certified Network Professional: Enterprise Core II		_____
Total Credits		**8**	_____

Cisco Network Administration and Security, Certificate of Completion

COMPUTER AND INFORMATION TECHNOLOGY

Certificate of Completion: CCL 5036
16-19 Credits
Program Contact
Scott Millerr 480-857-5536| scott.miller@cgc.edu

Program Description

The Certificate of Completion (CCL) in Cisco Network Administration and Security provides training for those interested in working with Cisco network and Internet hardware with a particular emphasis on securing networks from threats and vulnerabilities. Knowledge and skills are developed to install, configure, and maintain Cisco routers and switches; configure routing protocols, and Local Area Networks (LANs); troubleshoot problems with various hardware and software configurations; perform administrative tasks in a network. Specific skills in maintaining integrity, accountability, and confidentiality of data are also developed. Taught by Cisco Certified professionals using the Cisco Network Academy program curriculum, courses are designed to help prepare students for the Cisco Certified Network Associate (CCNA) and Security examinations. Students who complete this program may seek employment in a variety of environments. An additional Certificate of Completion (CCL) in Cisco Certified Network Professional (CCNP), as well as an Associate in Applied Science (AAS) in Network and Systems Administration, are also available.

Program Notes

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and

computer systems or take CIS105 as indicated in the required courses. Students with the requisite skills may have the CIS105 requirement waived by permission of the Program Director.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Complete one of the following:		0-3	_____
CIS105	Survey of Computer Information Systems		_____
Permission of the Program Director			_____
CNT140AB	Introduction to Networks	4	_____
CNT150AB	Switching, Routing, and Wireless Essentials	4	_____
CNT160AB	Enterprise Networking, Security, and Automation	4	_____
CNT202	Cisco Secure Firewall Appliance Configuration	4	_____
or CNT205	Cisco Certified Network Associate Security		_____
Total Credits		**16-19**	_____

Cisco Network Administration: CCNA, Certificate of Completion

COMPUTER AND INFORMATION TECHNOLOGY

Certificate of Completion: CCL 5969N
12-15 Credits
Program Contact
Scott Miller | 480-857-5536 | scott.miller@cgc.edu

Program Description

The Certificate of Completion (CCL) in Cisco Network Administration: CCNA provides training for those interested in working with network and Internet hardware. Knowledge and skills are developed to install, configure, and maintain Cisco routers and switches; configure advanced routing protocols, and Local Area Networks (LANs); troubleshoot hardware and software configurations; perform administrative tasks in a network. Taught by Cisco Certified professionals using the Cisco Networking Academy program curriculum, courses are designed to help prepare students for the Cisco Certified Network Associate (CCNA) examination. Students who complete this program may seek employment in a variety of environments. Additional Certificates of Completion (CCLs) in Cisco Network Administration and Security and Cisco Network Administration: CCNP, as well as an Associate in Applied Science (AAS) in Network and Systems Administration, are available.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 as indicated in the required courses. Students with the requisite skills may have the CIS105 requirement waived by permission of the Program Director.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

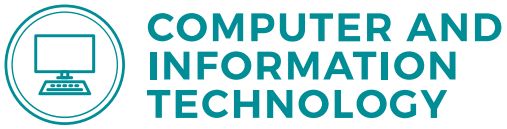
++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Complete one of the following:		0-3	_____
CIS105	Survey of Computer Information Systems		_____
Permission of Program Director			_____
CNT140AB	Introduction to Networks	4	_____
CNT150AB	Switching, Routing, and Wireless Essentials	4	_____
CNT160AB	Enterprise Networking, Security, and Automation	4	_____
Total Credits		**12-15**	_____

Cisco Network Administration: CCNP, Certificate of Completion



Certificate of Completion: CCL 5037
28-31 Credits
Program Contact
Scott Miller | 480-857-5536 | scott.miller@cgc.edu

Program Description

The Certificate of Completion (CCL) in Network Administration: Cisco Network Professional (CCNP) provides students with advanced knowledge and skills to install, configure, and maintain Cisco routers and switches; configure advanced routing protocols, Local Area Networks (LANs), and Wide Area Networks (WANs); troubleshoot complex hardware and software configurations; and perform administrative tasks in a network at the professional level. Taught by Cisco Certified professionals using the Cisco Network Academy program curriculum, courses are designed to help prepare students for the Cisco Certified Network Associate (CCNA) and Cisco Certified Network Professional Certifications (CCNP) examinations. Students who complete this program may seek employment in a variety of environments. An additional Certificate of Completion (CCL) in Cisco Network Administration and Security, as well as an Associate in Applied Science (AAS) in Network and Systems Administration, are also available.

Program Notes

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 as indicated in the required courses. Students with the requisite skills may have the CIS105 requirement waived by permission of the Program Director.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

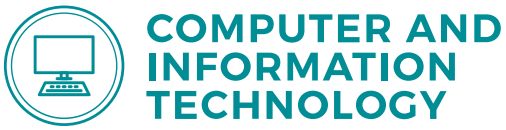
++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Complete one of the following:		0-3	_____
CIS105	Survey of Computer Information Systems		_____
Permission of program director			_____
CNT140AB	Introduction to Networks	4	_____
CNT150AB	Switching, Routing, and Wireless Essentials	4	_____
CNT160AB	Enterprise Networking, Security, and Automation	4	_____
Select one of the following:		8	_____
CNT240	Cisco Certified Network Professional: Enterprise Core		_____
CNT240AA & CNT240AB	Cisco Certified Network Professional: Enterprise Core I and Cisco Certified Network Professional: Enterprise Core II		_____
Select one of the following:		8	_____
CNT250	Cisco Certified Network Professional: Enterprise Advanced Routing and Services		_____
CNT250AA & CNT250AB	Cisco Certified Network Professional: Enterprise Advanced Routing and Services I and Cisco Certified Network Professional: Enterprise Advanced Routing and Services II		_____
Total Credits		**28-31**	_____

Computer System Configuration and Support, Certificate of Completion



Certificate of Completion: CCL 5038N
6-9 Credits
Program Contact
Scott Miller| 480-857-5536 | scott.miller@cgc.edu

Program Description

The Certificate of Completion (CCL) in Computer System Configuration and Support program is designed to prepare students for entry-level computer maintenance, help desk, and network technician jobs. The classes focus on the development of knowledge and skills in computer technologies including system components, installation, system configuration, peripheral devices, and notebooks. Emphasis is placed on hardware installation, maintenance, mobile devices, hardware troubleshooting, proper use of tools, safety procedures, and professionalism. This program helps prepare students for the CompTIA A+ certification exams. Students who complete this program may seek employment in a variety of environments. Students can also pursue additional Certificates of Completion (CCL) in a variety of specializations within the information technology field to deepen their knowledge and skills and help prepare them for multiple industry certification examinations. An Associate in Applied Science (AAS) in Network and Systems Administration is also available.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 Survey of Computer Information Systems as indicated in the required courses. Students with the requisite skills may have the CIS105 Survey of Computer Information Systems requirement waived by permission of the Program Director.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Complete one of the following:		0-3	_____
CIS105	Survey of Computer Information Systems		_____
Permission of program director			_____
BPC170	A+ Exam Prep: Computer Hardware Configuration and Support	3	_____
BPC270	A+ Exam Prep: Operating System Configuration and Support	3	_____
Total Credits		**6-9**	_____

Computer System Configuration and Support, Linux, Certificate of Completion

COMPUTER AND INFORMATION TECHNOLOGY

Certificate of Completion: CCL 5039N
9-12 Credits
Program Contact
Scott Miller | 480-857-5536 | scott.miller@cgc.edu

Program Description

The Certificate of Completion (CCL) in Computer System Configuration and Support, Linux program is designed to prepare students for entry-level computer maintenance, help desk, and network technician jobs with an emphasis on Linux. The classes focus on the development of knowledge and skills in computer and network technologies including system components, installation, system configuration, peripheral devices, and notebooks. Emphasis is placed on the Linux Operating system including knowledge and skills required to install, configure and troubleshoot a Linux-based workstation. This program helps prepare students for the CompTIA A+ and Linux+ certification exams. Students who complete this program may seek employment in a variety of environments. Students can also pursue additional Certificates of Completion (CCLs) in a variety of specializations within the information technology field to deepen their knowledge and skills and help prepare them for multiple industry certification examinations. An Associate in Applied Science (AAS) in Network and Systems Administration is also available.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better in all courses within the program. Overall program minimum GPA = 2.00.

Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 Survey of Computer Information Systems as indicated in the required courses. Students with the requisite skills may have the CIS105 Survey of Computer Information Systems requirement waived by permission of the Program Director.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		0-3	_____

CIS105	Survey of Computer Information Systems		_____
Permission of program director			_____
BPC170	A+ Exam Prep: Computer Hardware Configuration and Support	3	_____
BPC270	A+ Exam Prep: Operating System Configuration and Support	3	_____
CIS126DL	Linux Operating System	3	_____
or CIS126RH	Red Hat System Administration I		_____
Total Credits		**9-12**	_____

Computer System Configuration and Support, Network, Certificate of Completion

Certificate of Completion: CCL 5044N
9-13 Credits
Program Contact
Scott Miller | 480-857-5536 | scott.miller@cgc.edu

Program Description

The Certificate of Completion (CCL) in Computer System Configuration and Support, Network program is designed to prepare students for entry-level computer maintenance, help desk, and network technician jobs with an emphasis on networking. The courses focus on the development of knowledge and skills in computer and network technologies including system components, installation, system configuration, peripheral devices, and notebooks. Emphasis is placed on elements of a data network, network components, and use of a network. This program helps prepare students for the CompTIA A+ and Network+ certification exams. Students who complete this program may seek employment in a variety of environments. Students can also pursue additional Certificates of Completion (CCLs) in a variety of specializations within the information technology field to deepen their knowledge and skills and help prepare them for multiple industry certification examinations. An Associate in Applied Science (AAS) in Network and Systems Administration is also available.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better in all courses within the program. Overall program minimum GPA = 2.00.

Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 Survey of Computer Information Systems as indicated in the required courses. Students with the requisite skills may have the CIS105 Survey of Computer Information Systems requirement waived by permission of the Program Director.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		0-3	_____
CIS105	Survey of Computer Information Systems		_____
Permission of program director			_____
BPC170	A+ Exam Prep: Computer Hardware Configuration and Support	3	_____
BPC270	A+ Exam Prep: Operating System Configuration and Support	3	_____
CIS190	Introduction to Networking	3-4	_____
or CNT140AB	Introduction to Networks		_____
Total Credits		**9-13**	_____

Computer System Configuration and Support, Security, Certificate of Completion

Certificate of Completion: CCL 5040N
9-16 Credits
Program Contact
Scott Miller | 480-857-5536 | scott.miller@cgc.edu

Program Description

The Certificate of Completion (CCL) in Computer System Configuration and Support, Security program is designed to prepare students for entry-level computer maintenance, help desk, and network technician jobs with an emphasis on security. The courses focus on the development of

knowledge and skills in computer and security technologies including system components, installation, system configuration, peripheral devices, and notebooks. Emphasis is placed on preventing, identifying, and mitigating threats to the security of information systems and utilizing the basic tools for information security. This program helps prepare participants for the CompTIA A+, Security+, and certification exams. Students who complete this program may seek employment in a variety of environments. Students can also pursue additional Certificates of Completion (CCLs) in a variety of specializations within the information technology field to deepen their knowledge and skills and help prepare them for multiple industry certification examinations. An Associate in Applied Science (AAS) in Network and Systems Administration is also available.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better for all courses within the program. Overall program minimum GPA = 2.00.

Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 Survey of Computer Information Systems as indicated in the required courses. Students with the requisite skills may have the CIS105 Survey of Computer Information Systems requirement waived by permission of the Program Director.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

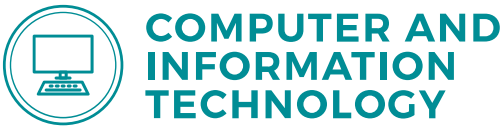
++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		0-3	_____
CIS105	Survey of Computer Information Systems		_____
Permission of Program Director			_____
BPC170	A+ Exam Prep: Computer Hardware Configuration and Support	3	_____
BPC270	A+ Exam Prep: Operating System Configuration and Support	3	_____
Specializations			_____
Select from one of the following areas of specialization:		3-7	_____
Specialization I (3-6 Credits)			_____
Select one of the following:			_____
CIS270	Essentials of Network and Information Security		_____
or ITS110 & CIS126DL	Information Security Fundamentals and Linux Operating System		_____
or CIS126RH	Red Hat System Administration I		_____
Specialization 2 (6-7 Credits)			_____
CNT140AB	Introduction to Networks		_____
or CIS190	Introduction to Networking		_____
CIS270	Essentials of Network and Information Security		_____
Total Credits		**9-16**	_____

Cyber Engineering, Certificate of Completion



Certificate of Completion: CCL 5149
42-43 Credits
Program Contact
Mizan Rahman | 480-732-7109 | mizan.rahman@cgc.edu

Program Description

The Certificate of Completion (CCL) in Cyber Engineering program is designed to focus on the necessary skills required to secure, protect and identify vulnerabilities in a network, including various operating systems and network devices. Emphasis is placed on developing the theoretical, legal, ethical and practical skills needed to maintain security on mission-critical networking and server systems. The program is designed to meet the training needs of government and industry employees. The program covers a variety of information security technologies and structured languages. The Cyber Engineering program also focuses on the skills needed for internationally recognized IT certifications and high demands in business, industry, and government. An Associate in Applied Science (AAS) in Cybersecurity is also available.

Program Notes

Students must earn a grade of "C" or better in all courses required within the program. Overall program minimum GPA = 2.00.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			
The following courses are required and included in the CCL in Cybersecurity Fundamentals			
BPC270	A+ Exam Prep: Operating System Configuration and Support	3	
or MST150EI	Configuring Windows 8		
or MST150SV	Microsoft Windows 7 Configuration		
or MST150WT	Installing and Configuring Microsoft Windows 10		
CIS105	Survey of Computer Information Systems	3	
CIS111	Ethics in Information Technology	3	
or ITS120	Legal, Ethical and Regulatory Issues		
CIS126DL	Linux Operating System	3	
or CIS126RH	Red Hat System Administration I		
CIS156	Python Programming: Level I	3	
CIS190	Introduction to Networking	3-4	
or CNT140AB	Introduction to Networks		
CIS270	Essentials of Network and Information Security	3	
or ITS110	Information Security Fundamentals		
ITS240	Ethical Hacking and Network Defense	3	
The following courses are required in the CCL in Cyber Engineering.			
CIS119DO	Introduction to Oracle: SQL	3	
or CIS276DA	MySQL Database		
or CIS276DB	SQL Server Database		
or CIS276DC	NoSQL		
CIS162	C Programming I	3	
or CIS162AB	C++: Level I		
or CIS162AC	Visual C++: Level I		
or CIS162AD	C#: Level I		
or CIS162RS	Rust Programming		
CIS227	Assembly Language	3	
CIS238DL	Linux System Administration	3	
or CIS238RH	Red Hat System Administration II		
CIS250	Management of Information Systems	3	
CIS262AB	C++: Level II	3	
or CIS262AD	C# Level II		
Total Credits		**42-43**	

Cyber Operations, Certificate of Completion

COMPUTER AND INFORMATION TECHNOLOGY

Certificate of Completion: CCL 5165
41-42 Credits
Program Contact
Mizan Rahman | 480-732-7109 | mizan.rahman@cgc.edu

Program Description

The Certificate of Completion (CCL) in Cyber Operations program is designed to focus on the necessary skills required to secure, protect and identify vulnerabilities in a network, including various operating systems and network devices. Emphasis is placed on developing the theoretical, legal, ethical and practical skills needed to maintain security on mission-critical networking and server systems. The program is designed to meet the training needs of government and industry employees. The program covers a variety of information security technologies and structured languages. The Cyber Operations program also focuses on the skills needed for internationally recognized IT certifications and high demands in business, industry, and government. An Associate in Applied Science (AAS) in Cybersecurity is also available.

Program Notes

Students must earn a grade of "C" or better in all courses required within the program. Overall program minimum GPA = 2.00.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			
The following courses are required and included in the CCL in Cybersecurity Fundamentals:			
Select one of the following:		3	
BPC270	A+ Exam Prep: Operating System Configuration and Support		

MST150++	Any Microsoft Windows course		_____
CIS105	Survey of Computer Information Systems	3	_____
CIS111	Ethics in Information Technology	3	_____
or ITS120	Legal, Ethical and Regulatory Issues		_____
CIS126DL	Linux Operating System	3	_____
or CIS126RH	Red Hat System Administration I		_____
CIS156	Python Programming: Level I	3	_____
CIS190	Introduction to Networking	3-4	_____
or CNT140AB	Introduction to Networks		_____
ITS110	Information Security Fundamentals	3	_____
ITS240	Ethical Hacking and Network Defense	3	_____
The following courses are required in the CCL in Cyber Operations:			_____
BPC170	A+ Exam Prep: Computer Hardware Configuration and Support	3	_____
CIS238DL	Linux System Administration	3	_____
or CIS238RH	Red Hat System Administration II		_____
CIS290AC	Computer Information Systems Internship	3	_____
or CIS298AC	Special Projects		_____
ITS291	Computer Forensics Foundations	4	_____
ITS292	Advanced Computer Forensics	4	_____
Total Credits		**41-42**	_____

Cybersecurity, Associate in Applied Science

Associate in Applied Science : AAS 3197

62-77 Credits

Program Contact

Mizan Rahman | 480-732-7109 | mizan.rahman@cgc.edu

Program Description

The Associate in Applied Science (AAS) in Cybersecurity is designed to focus on the necessary skills required to secure, protect and identify vulnerabilities in a network, including various operating systems and network devices. Emphasis is placed on developing the theoretical, legal, ethical and practical skills needed to maintain security on mission-critical networking and server systems. The program is designed to meet the training needs of government and industry employees. The program covers a variety of information security technologies and structured languages. The Cybersecurity program also focuses on the skills needed for internationally recognized IT certifications and high demands in business, industry, and government. Certificates of Completion (CCLs) are also available in the following areas: Cybersecurity Fundamentals, Cyber Operations, Linux System Administration, Microsoft, Cisco Networking CCNA Security, Cyber Engineering, and Critical Infrastructure.

Program Notes

Students must earn a grade of "C" or better in all courses required within the program. Overall program minimum GPA = 2.00.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
BPC270	A+ Exam Prep: Operating System Configuration and Support	3	_____
or MST150EI	Configuring Windows 8		_____
or MST150SV	Microsoft Windows 7 Configuration		_____
or MST150WT	Installing and Configuring Microsoft Windows 10		_____
MST150++ required for Cloud System Administration specialization and Critical Infrastructure specialization			_____
CIS105	Survey of Computer Information Systems	3	_____
CIS111	Ethics in Information Technology	3	_____
or ITS120	Legal, Ethical and Regulatory Issues		_____
CIS126DL	Linux Operating System	3	_____
or CIS126RH	Red Hat System Administration I		_____

CIS156	Python Programming: Level I	3	_____
CIS190	Introduction to Networking	3-4	_____
or CNT140AB	Introduction to Networks		_____
CNT140AB required for Cisco Network Administration and Security specialization and Critical Infrastructure specialization			_____
CIS270	Essentials of Network and Information Security	3	_____
or ITS110	Information Security Fundamentals		_____
ITS110 required for Cyber Operations specialization; CIS270 required for Critical Infrastructure specialization			_____
FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____
ITS240	Ethical Hacking and Network Defense	3	_____
Restricted Electives			**_____**
Students must complete 12-18 credits from the following list of courses.		12-18	_____
Courses that are required for a specialization in Cyber Operations, Linux System Administration, Cloud System Administration, Cisco Network Administration and Security, Cyber Engineering, and/or Critical Infrastructure are noted. Courses cannot be repeated for credit.			_____
Specialization I: Cyber Operations (17 Credits)			_____
BPC170	A+ Exam Prep: Computer Hardware Configuration and Support		_____
CIS238DL	Linux System Administration		_____
or CIS238RH	Red Hat System Administration II		_____
CIS290AC	Computer Information Systems Internship		_____
or CIS298AC	Special Projects		_____
ITS291	Computer Forensics Foundations		_____
ITS292	Advanced Computer Forensics		_____
Specialization II: Linux System Administration (15 Credits)			_____
CIS238DL	Linux System Administration		_____
or CIS238RH	Red Hat System Administration II		_____
CIS239DL	Linux Shell Scripting		_____
CIS240DL	Linux Network Administration		_____
or CIS240RH	Red Hat System Administration III		_____
CIS271DL	Linux Security		_____
or CIS271RH	Red Hat System Administration IV		_____
CIS275DL	Linux Capstone		_____
Specialization III: Cloud System Administration (15-16 Credits)			_____
BPC274	Advanced Server Computer Maintenance: Server+ Prep		_____
CIS121AH	Microsoft PowerShell/ Command Line Operations		_____
CIS239DL	Linux Shell Scripting		_____
MST160	Azure Administrator		_____
or CLD110	Amazon Web Services Cloud Foundations		_____
MST260	Microsoft Azure Cloud Development and Operations		_____
or CLD120	Amazon Web Services Cloud Architect Associate		_____
Specialization IV: Cisco Network Administration and Security (12 Credits)			_____
CNT150AB	Switching, Routing, and Wireless Essentials		_____
CNT160AB	Enterprise Networking, Security, and Automation		_____
CNT202	Cisco Secure Firewall Appliance Configuration		_____

or CNT205	Cisco Certified Network Associate Security		_____
Specialization V: Cyber Engineering (18 Credits)			_____
CIS162	C Programming I		_____
or CIS162AB	C++: Level I		_____
or CIS162AC	Visual C++: Level I		_____
or CIS162AD	C#: Level I		_____
or CIS162RS	Rust Programming		_____
Students intending to transfer to U of A South should take CIS162 C Programming			_____
CIS227	Assembly Language		_____
CIS238DL	Linux System Administration		_____
or CIS238RH	Red Hat System Administration II		_____
CIS250	Management of Information Systems		_____
CIS262AB	C++: Level II		_____
or CIS262AD	C# Level II		_____
Specialization VI: Critical Infrastructure (16 Credits)			_____
CIS143	Introduction to Critical Infrastructure Protection		_____
CIS201	Introduction to Operational Technology		_____
CIS202	Introduction to Smart Grid Security		_____
CIS203	Principles of the Risk Management Framework		_____
CNT150AB	Switching, Routing, and Wireless Essentials		_____
General Electives			_____
Select additional courses 100-level or higher to complete the minimum total program credits required for this degree. It is recommended to select from the Restricted Elective options. Consult with a faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.		0-3	_____
General Education			_____
Core			_____
First-Year Composition			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition	3	_____
or ENG108	First-Year Composition for ESL		_____
Oral Communication			_____
Select one of the following:		3	_____
COM100	Introduction to Human Communication [7]		_____
COM110	Interpersonal Communication		_____
COM225	Public Speaking		_____
COM230	Small Group Communication		_____
COM100 required for students intending to transfer to ASU West to earn a Bachelor of Science in Applied Computing Cybersecurity.			_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
Or equivalent as indicated by assessment			_____
Mathematics			_____
Any approved general education course(s) in the Mathematics area		3-6	_____
Distribution			_____
Humanities, Arts and Design			_____
Any approved general education course(s) from the Humanities, Arts and Design area		3	_____
Social and Behavioral Sciences			_____
Any approved general education course(s) in the Social and Behavioral Sciences area		3	_____
Natural Sciences			_____
Any approved general education course(s) in the Natural Sciences area		4	_____
Total Credits		62-77	_____

Cybersecurity Fundamentals, Certificate of Completion

COMPUTER AND INFORMATION TECHNOLOGY

Certificate of Completion: CCL 5154
24-25 Credits
Program Contact

Mizan Rahman | 480-732-7109 | mizan.rahman@cgc.edu

Program Description

The Certificate of Completion (CCL) in Cybersecurity Fundamentals is designed to focus on the necessary skills required to secure, protect and identify vulnerabilities in a network, including various operating systems and network devices. Emphasis is placed on developing the theoretical, legal, ethical and practical skills needed to maintain security on mission-critical networking and server systems. The program is designed to provide applied skills necessary for government and industry employees. The program covers a variety of information security technologies and structured languages. The Cybersecurity program also focuses on the skills needed for internationally recognized IT certifications and high demands in business, industry, and government. An Associate in Applied Science (AAS) in Cybersecurity is also available.

Program Notes

Students must earn a grade of "C" or better in all courses required within the program. Overall program minimum GPA = 2.00.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		3	_____
BPC270	A+ Exam Prep: Operating System Configuration and Support		_____
MST150++	Any Microsoft Windows courses		_____
CIS105	Survey of Computer Information Systems	3	_____
CIS111	Ethics in Information Technology	3	_____
or ITS120	Legal, Ethical and Regulatory Issues		_____
CIS126DL	Linux Operating System	3	_____
or CIS126RH	Red Hat System Administration I		_____
CIS156	Python Programming: Level I	3	_____
CIS190	Introduction to Networking	3-4	_____
or CNT140AB	Introduction to Networks		_____
CIS270	Essentials of Network and Information Security	3	_____
or ITS110	Information Security Fundamentals		_____
ITS240	Ethical Hacking and Network Defense	3	_____
Total Credits		**24-25**	_____

Desktop Support, Certificate of Completion

COMPUTER AND INFORMATION TECHNOLOGY

Certificate of Completion: CCL 5043
19-22 Credits
Program Contact
Scott Miller | 480-857-5536 | scott.miller@cgc.edu

Program Description

The Certificate of Completion (CCL) in Desktop Support program is designed to prepare students for entry-level computer maintenance, help desk, and network technician jobs. The classes focus on the development of knowledge and skills in computer, network, and security technologies, as well as the interpersonal skills in customer service/technical support needed to be successful within the industry. Depending on course selection, this program helps prepare students for the CompTIA A+, CompTIA Network+, and/or CompTIA Linux+ certification exams. Students who complete this program may seek employment in a variety of environments. Students can also pursue additional Certificates of Completion (CCLs) in a variety of specializations within the information technology field to deepen their knowledge and skills and help prepare them for multiple industry certification examinations. An Associate in Applied Science (AAS) in Network and Systems Administration is also available.

Program Notes

Students must earn a grade of "C" or better in all courses in the program. Overall program minimum GPA = 2.00.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			
BPC170	A+ Exam Prep: Computer Hardware Configuration and Support	3	
BPC270	A+ Exam Prep: Operating System Configuration and Support	3	
CIS102DA	Customer User Support	3	
CIS105	Survey of Computer Information Systems	3	
CIS126DL	Linux Operating System	3	
or CIS126RH	Red Hat System Administration I		
Select one of the following:		3-4	
CIS190	Introduction to Networking		
CNT140AB	Introduction to Networks [1]		
Restricted Electives			
Select one to three credits from the following:		1-3	
BPC171	Recycling Used Computer Technology		
CIS290AA	Computer Information Systems Internship		
CIS290AB	Computer Information Systems Internship		
CIS290AC	Computer Information Systems Internship		
CIS296WB	Cooperative Education		
CIS296WC	Cooperative Education		
CIS298AA	Special Projects		
CIS298AB	Special Projects		
CIS298AC	Special Projects		
Total Credits		**19-22**	

[1] CNT140AB Introduction to Networks is recommended for students interested in pursuing their Cisco Network Administration Certification

Enrolled Agent, Certificate of Completion

BUSINESS, ENTREPRENEURIALISM, AND MANAGEMENT

Certificate of Completion: CCL 5958
17-18 Credits
Program Contact
Barbara Gonzalez | 602-243-8044 | barbara.gonzalez@cgc.edu

Program Description

The Certificate of Completion (CCL) in Enrolled Agent program helps to prepare students for the Enrolled Agent Examination. The Internal Revenue Service (IRS) Enrolled Agent credential allows tax practitioners to represent taxpayers before the IRS when it comes to collections, audits, and appeals. Enrolled Agents` expertise in the continually changing field of taxation enables them to effectively represent taxpayers at all administrative levels within the IRS. Students who successfully complete this CCL may also seek employment as tax preparers.

Program Notes

Students must earn a grade of "C" or better in all courses in the program. Overall program minimum GPA = 2.00.

Consultation with an Academic Advisor is recommended for course selection. The Volunteer Income Tax Assistance (VITA) program internship is only available in the spring semester- Contact a program adviser for more information.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			
ACC111	Accounting Principles I	3	
or ACC211	Financial Accounting		
ACC121	Individual Tax Preparation	3	
ACC221	Tax Accounting	3	
ACC224	Tax Practice Administration and Business Entity Analysis	3	
CIS105	Survey of Computer Information Systems	3	
Restricted Electives			
Select two to three credits from the list below:		2-3	
ACC105	Payroll, Sales and Property Taxes		

ACC112	Accounting Principles II		_____
ACC115	Computerized Accounting		_____
ACC222	Payroll Accounting		_____
ACC230	Uses of Accounting Information I		_____
ACC270AB	Accounting Internship		_____
ACC270AC	Accounting Internship		_____
Total Credits		**17-18**	_____

General Business, Associate in Applied Science

BUSINESS, ENTREPRENEURIALISM, AND MANAGEMENT

Associate in Applied Science: AAS 3148
62-69 Credits
Program Contact
Ann Lopez| 480-726-4179| ann.lopez@cgc.edu

Program Description

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

Program Notes

Students must earn a grade of "C" or better in all courses in the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
ACC111	Accounting Principles I	3	_____
CIS105	Survey of Computer Information Systems	3	_____
FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____
GBS120	Workplace Communication Skills	3	_____
or GBS233	Business Communication		_____
GBS151	Introduction to Business	3	_____
GBS205	Legal, Ethical, and Regulatory Issues in Business	3	_____
MGT175	Business Organization and Management	3	_____
or MGT251	Human Relations in Business		_____
MKT271	Principles of Marketing	3	_____
Restricted Electives			_____
Students should select eighteen credits from the following courses.		18	_____
Any 100/200 level prefixed courses may be selected, except courses used to satisfy the Required Courses area.			_____
ACC+++	Any ACC Accounting course(s)		_____
CIS114DE	Excel Spreadsheet		_____
CIS117DM	Microsoft Access: Database Management		_____
CIS133DA	Internet/Web Development Level I		_____
EPS+++	Any EPS Entrepreneurial Studies course(s)		_____
GBS+++	Any GBS General Business course(s)		_____
IBS+++	Any IBS International Business course(s)		_____
MGT+++	Any MGT Management course(s)		_____
MKT+++	Any MKT Marketing course(s)		_____

REA+++	Any REA Real Estate course(s)		_____
SBS+++	Any SBS Small Business Management course(s)		_____
TQM+++	Any TQM Total Quality Management course(s)		_____
General Education			_____
Core			_____
First-Year Composition			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition	3	_____
or ENG108	First-Year Composition for ESL		_____
Oral Communication			_____
Select one of the following:		3	_____
COM100	Introduction to Human Communication		_____
COM110	Interpersonal Communication		_____
COM225	Public Speaking		_____
COM230	Small Group Communication		_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
Or equivalent as indicated by assessment			_____
Mathematics			_____
Any approved general education course from the Mathematics area.		3-5	_____
Distribution			_____
Humanities, Arts and Design			_____
Any approved general education course in the Humanities, Arts and Design area		3	_____
Social and Behavioral Sciences			_____
Select one of the following:		3	_____
ECN211	Macroeconomic Principles		_____
ECN212	Microeconomic Principles		_____
SBU200	Society and Business		_____
Natural Sciences			_____
Any approved general education course in the Natural Sciences area		4	_____
Total Credits		**62-69**	_____

General Business, Certificate of Completion

BUSINESS, ENTREPRENEURIALISM, AND MANAGEMENT

Certificate of Completion: CCL 5683
21 Credits
Program Contact
Ann Lopez| 480-726-4179| a (ann.lopez@cgc.edu)nn.lopez@cgc.edu (ann.lopez@cgc.edu)

Program Description

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

Program Notes

Students must earn a grade of "C" or better in all courses in the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
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			_____
Select nine credits from the following:		9	_____
Any 100/200 level prefixed courses may be selected, except courses used to satisfy the Required Courses area			_____

ACC+++	Any ACC Accounting courses(s)		_____
CIS114DE	Excel Spreadsheet		_____
CIS117DM	Microsoft Access: Database Management		_____
CIS133DA	Internet/Web Development Level I		_____
EPS+++	Any EPS Entrepreneurial Studies course(s)		_____
GBS+++	Any GBS General Business course(s)		_____
MGT+++	Any MGT Management course(s)		_____
MKT+++	Any MKT Marketing course(s)		_____
IBS+++	Any IBS International Business course(s)		_____
REA+++	Any REA Real Estate course(s)		_____
SBS+++	Any SBS Small Business Management course(s)		_____
TQM+++	Any TQM Total Quality Management course(s)		_____
Total Credits		**21**	_____

Information Technology, Associate in Applied Science

COMPUTER AND INFORMATION TECHNOLOGY

Associate in Applied Science: AAS 3196
60-69 Credits
Program Contacts
Scott Miller | 480-857-5536 | scott.miller@cgc.edu

Program Description

The Associate in Applied Science (AAS) in Information Technology (IT) program is designed to provide students with skills to meet information technology needs across industries. This program includes instruction in the principles of computer hardware components and business software, programming, databases, networking, customer service, web development, and information systems and project management. Coursework helps prepare students for a variety of industry-recognized examinations and certifications. Students will earn one or more of the following Certificates of Completion (CCLs):

- CCL/5154 Cybersecurity Fundamentals
- CCL/5083 Database Development
- CCL/5043 Desktop Support
- CCL/5793 Foundations of Mobile App Development
- CCL/5132 Microsoft Office Professional
- CCL/5031 Microsoft System Administration
- CCL/5048 Programming and Systems Analysis Level I
- CCL/5183N Oracle Database Operations
- CCL/5050N Red Hat Linux Engineer
- CCL/5984 Web Foundations

Program Notes

CCL 5183N, and 5050N are not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better in all courses required within the program. Overall program minimum GPA = 2.00.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None
Required Courses: 33-41 Credits

Complete all courses in the specialization below that best aligns with your academic and professional goals. Consult with an academic, faculty, or program advisor.

Code	Title	Credits	Semester
FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____

Specialization 1: Cybersecurity Fundamentals

Credits: 33-34

Code	Title	Credits	Semester
Information Technology Core			_____
Select one of the following:		3	_____
BPC270	A+ Exam Prep: Operating System Configuration and Support		_____
MST150++	Any Microsoft Windows course		_____

CIS105	Survey of Computer Information Systems	3	_____
Select one of the following:		3	_____
CIS117DM	Microsoft Access: Database Management		_____
CIS119DO	Introduction to Oracle: SQL		_____
CIS276DA	MySQL Database		_____
CIS276DB	SQL Server Database		_____
CIS126DL	Linux Operating System	3	_____
or CIS126RH	Red Hat System Administration I		_____
CIS133DA	Internet/Web Development Level I	3	_____
CIS156	Python Programming: Level I	3	_____
CIS190	Introduction to Networking	3-4	_____
or CNT140AB	Introduction to Networks		_____
Select one of the following:		3	_____
CIS224	Project Management Microsoft Project for Windows		_____
CIS250	Management of Information Systems [1]		_____
Cybersecurity Fundamentals			_____
CIS111	Ethics in Information Technology	3	_____
or ITS120	Legal, Ethical and Regulatory Issues		_____
CIS270	Essentials of Network and Information Security	3	_____
or ITS110	Information Security Fundamentals		_____
ITS240	Ethical Hacking and Network Defense	3	_____
Related Area Credits			_____
Select courses with one of the following prefixes to complete the minimum total program credits required for this degree:		0-5	_____
BPC+++++	Any BPC Business-Personal Computers courses		_____
CIS+++++	Any CIS Computer Information Systems courses		_____
CLD+++++	Any CLD Cloud Computing courses		_____
CNT+++++	Any CNT Cisco Network Technology courses		_____
ITS+++++	Any ITS Information Technology Security courses		_____
MST+++++	Any MST Microsoft Technology courses		_____

Specialization 2: Database Development

Credits: 36-38

Code	Title	Credits	Semester
Information Technology Core			_____
Select one of the following:		3	_____
BPC270	A+ Exam Prep: Operating System Configuration and Support		_____
CIS126DL	Linux Operating System		_____
CIS126RH	Red Hat System Administration I		_____
MST150++	Microsoft Windows		_____
CIS105	Survey of Computer Information Systems	3	_____
CIS119DO	Introduction to Oracle: SQL	3	_____
CIS133DA	Internet/Web Development Level I	3	_____
Select one of the following:		3	_____
CIS156	Python Programming: Level I		_____
CIS162++	Any C Programming: Level I course		_____
CIS163AA	Java Programming: Level I		_____
CIS190	Introduction to Networking	3-4	_____

or CNT140AB	Introduction to Networks		_____
CIS224	Project Management Microsoft Project for Windows	3	_____
or CIS250	Management of Information Systems		_____
Database Development			_____
CIS117DM	Microsoft Access: Database Management	3	_____
or CIS154	Database Modeling and Design		_____
CIS150++	Programming Fundamentals	3	_____
Select one of the following:		3	_____
CIS164AB	Oracle: PL/SQL Programming		_____
CIS276DA	MySQL Database		_____
CIS276DB	SQL Server Database		_____
CIS217AM	Advanced Microsoft Access: Database Management	3	_____
or CIS276DB	SQL Server Database		_____
CIS225AB	Object-Oriented Analysis and Design	3	_____
Related Area Credits			_____
Select courses with one of the following prefixes to complete a minimum of 60 credits for the Associate in Applied Science (AAS) in Information Technology:		0-2	_____
BPC+++++	Any BPC Business-Personal Computers courses		_____
CIS+++++	Any CIS Computer Information Systems courses		_____
CLD+++++	Any CLD Cloud Computing courses		_____
CNT+++++	Any CNT Cisco Network Technology courses		_____
ITS+++++	Any ITS Information Technology Security courses		_____
MST+++++	Any MST Microsoft Technology courses		_____

Specialization 3: Desktop Support

Credits: 32-38

Code	Title	Credits	Semester
Information Technology Core			_____
BPC270	A+ Exam Prep: Operating System Configuration and Support	3	_____
CIS105	Survey of Computer Information Systems	3	_____
Select one of the following:		3	_____
CIS117DM	Microsoft Access: Database Management		_____
CIS119DO	Introduction to Oracle: SQL		_____
CIS276DA	MySQL Database		_____
CIS276DB	SQL Server Database		_____
CIS126DL	Linux Operating System	3	_____
or CIS126RH	Red Hat System Administration I		_____
CIS133DA	Internet/Web Development Level I	3	_____
Select one of the following:		3	_____
CIS150AB	Object-Oriented Programming Fundamentals		_____
CIS156	Python Programming: Level I		_____
CIS162++	Any C Programming: Level I course		_____
CIS163AA	Java Programming: Level I		_____
CIS190	Introduction to Networking	3-4	_____
or CNT140AB	Introduction to Networks		_____
CIS224	Project Management Microsoft Project for Windows	3	_____
or CIS250	Management of Information Systems		_____
Desktop Support			_____

BPC170	A+ Exam Prep: Computer Hardware Configuration and Support	3	_____
CIS102DA	Customer User Support	3	_____
Related Area Credits			_____
Select courses with one of the following prefixes to complete a minimum of 60 credits for the Associate in Applied Science (AAS) in Information Technology:		2-8	_____
BPC+++++	Any BPC Business-Personal Computers courses		_____
CIS+++++	Any CIS Computer Information Systems courses		_____
CLD+++++	Any CLD Cloud Computing courses		_____
CNT+++++	Any CNT Cisco Network Technology courses		_____
ITS+++++	Any ITS Information Technology Security courses		_____
MST+++++	Any MST Microsoft Technology courses		_____

Specialization 4: Foundations of Mobile App Development

Credits: 33-38

Code	Title	Credits	Semester
Information Technology Core			_____
CIS105	Survey of Computer Information Systems	3	_____
Select one of the following:		3	_____
BPC270	A+ Exam Prep: Operating System Configuration and Support		_____
CIS126DL	Linux Operating System		_____
CIS126RH	Red Hat System Administration I		_____
MST150++	Microsoft Windows		_____
Select one of the following:		3	_____
CIS117DM	Microsoft Access: Database Management		_____
CIS119DO	Introduction to Oracle: SQL		_____
CIS276DA	MySQL Database		_____
CIS276DB	SQL Server Database		_____
CIS133DA	Internet/Web Development Level I	3	_____
CIS162++	Any C Programming: Level I course	3	_____
CIS190	Introduction to Networking	3-4	_____
or CNT140AB	Introduction to Networks		_____
CIS224	Project Management Microsoft Project for Windows	3	_____
or CIS250	Management of Information Systems		_____
Foundations of Mobile App Development			_____
CIS120DF	Introduction to Adobe Photoshop	3	_____
CIS165	Introduction to IOS Application Development	3	_____
CIS165DA	Introduction to Android Application Development	3	_____
CIS165DB	C#/VB.NET: Windows 8 App Development	3	_____
or CIS165DC	Xamarin/C# Cross-Platform Development		_____
Related Area Credits			_____
Select courses with one of the following prefixes to complete a minimum of 60 credits for the Associate in Applied Science (AAS) in Information Technology:		0-5	_____
BPC+++++	Any BPC Business-Personal Computers courses		_____

CIS+++++	Any CIS Computer Information Systems courses	_____
CLD+++++	Any CLD Cloud Computing courses	_____
CNT+++++	Any CNT Cisco Network Technology courses	_____
ITS+++++	Any ITS Information Technology Security courses	_____
MST+++++	Any MST Microsoft Technology courses	_____

Specialization 5: Microsoft Office Professional

Credits: 31-38

Code	Title	Credits	Semester
Information Technology Core			_____
CIS105	Survey of Computer Information Systems	3	_____
CIS117DM	Microsoft Access: Database Management	3	_____
CIS133DA	Internet/Web Development Level I	3	_____
Select one of the following:		3	_____
CIS150AB	Object-Oriented Programming Fundamentals		_____
CIS156	Python Programming: Level I		_____
CIS162++	Any C Programming: Level I course		_____
CIS163AA	Java Programming: Level I		_____
CIS190	Introduction to Networking	3-4	_____
or CNT140AB	Introduction to Networks		_____
Select one of the following:		3	_____
MST150++	Microsoft Windows		_____
BPC270	A+ Exam Prep: Operating System Configuration and Support		_____
Microsoft Office Professional			_____
Select one of the following:		0-1	_____
BPC/ OASOR111AA	Computer Keyboarding I		_____
or Permission from Program Director			_____
CIS113DE	Microsoft Word: Word Processing	3	_____
CIS114DE	Excel Spreadsheet	3	_____
CIS118DB	Desktop Presentation: PowerPoint	3	_____
CIS124AA & CIS124BA	Project Management Software: Level I and Project Management Software: Level II	2-3	_____
or CIS224	Project Management Microsoft Project for Windows		_____
Related Area Credits			_____
Select courses with one of the following prefixes to complete a minimum of 60 credits for the Associate in Applied Science (AAS) in Information Technology:		0-8	_____
BPC+++++	Any BPC Business-Personal Computers courses		_____
CIS+++++	Any CIS Computer Information Systems courses		_____
CLD+++++	Any CLD Cloud Computing courses		_____
CNT+++++	Any CNT Cisco Network Technology courses		_____
ITS+++++	Any ITS Information Technology Security courses		_____
MST+++++	Any MST Microsoft Technology courses		_____

Specialization 6: Microsoft Server

Credits: 36-38

Code	Title	Credits	Semester
Information Technology Core			_____
CIS105	Survey of Computer Information Systems	3	_____
Select one of the following:		3	_____
CIS117DM	Microsoft Access: Database Management		_____
CIS119DO	Introduction to Oracle: SQL		_____
CIS276DA	MySQL Database		_____
CIS276DB	SQL Server Database		_____
CIS133DA	Internet/Web Development Level I	3	_____
Select one of the following:		3	_____
CIS150AB	Object-Oriented Programming Fundamentals		_____
CIS156	Python Programming: Level I		_____
CIS162++	Any C Programming: Level I course		_____
CIS163AA	Java Programming: Level I		_____
CIS190	Introduction to Networking	3-4	_____
or CNT140AB	Introduction to Networks		_____
CIS224	Project Management Microsoft Project for Windows	3	_____
or CIS250	Management of Information Systems		_____
MST150++	Microsoft Windows	3	_____
Microsoft Server			_____
CIS121AH	Microsoft PowerShell/ Command Line Operations	3	_____
MST155DC	Installation, Storage, and Compute with Windows Server	4	_____
MST157DC	Networking with Windows Server	4	_____
MST158DC	Identity Management with Windows Server 2016	4	_____
Related Area Credits			_____
Select courses with one of the following prefixes to complete a minimum of 60 credits for the Associate in Applied Science (AAS) in Information Technology:		0-2	_____
BPC+++++	Any BPC Business-Personal Computers courses		_____
CIS+++++	Any CIS Computer Information Systems courses		_____
CLD+++++	Any CLD Cloud Computing courses		_____
CNT+++++	Any CNT Cisco Network Technology courses		_____
ITS+++++	Any ITS Information Technology Security courses		_____
MST+++++	Any MST Microsoft Technology courses		_____

Specialization 7: Oracle Database Operations

Credits: 32-38

Code	Title	Credits	Semester
Information Technology Core			_____
Select one of the following:		3	_____
BPC270	A+ Exam Prep: Operating System Configuration and Support		_____
CIS126DL	Linux Operating System		_____
CIS126RH	Red Hat System Administration I		_____
MST150++	Microsoft Windows		_____
CIS105	Survey of Computer Information Systems	3	_____
CIS119DO	Introduction to Oracle: SQL	3	_____

CIS133DA	Internet/Web Development Level I	3	_____
Select one of the following:		3	_____
CIS150AB	Object-Oriented Programming Fundamentals		_____
CIS156	Python Programming: Level I		_____
CIS162++	Any C Programming: Level I course		_____
CIS163AA	Java Programming: Level I		_____
CIS190	Introduction to Networking	3-4	_____
or CNT140AB	Introduction to Networks		_____
CIS224	Project Management Microsoft Project for Windows	3	_____
or CIS250	Management of Information Systems		_____
Oracle Database Operations			_____
CIS119DP	Oracle: Database Administration	3	_____
CIS154	Database Modeling and Design	3	_____
CIS164AB	Oracle: PL/SQL Programming	3	_____
Related Area Credits			_____
Select courses with one of the following prefixes to complete a minimum of 60 credits for the Associate in Applied Science (AAS) in Information Technology:		2-8	_____
BPC+++++	Any BPC Business-Personal Computers courses		_____
CIS+++++	Any CIS Computer Information Systems courses		_____
CLD+++++	Any CLD Cloud Computing courses		_____
CNT+++++	Any CNT Cisco Network Technology courses		_____
ITS+++++	Any ITS Information Technology Security courses		_____
MST+++++	Any MST Microsoft Technology courses		_____

Specialization 8: Programming and Systems Analysis Level 1

Credits: 32-38

Code	Title	Credits	Semester
Information Technology Core			_____
CIS105	Survey of Computer Information Systems	3	_____
Select one of the following:		3	_____
CIS119DO	Introduction to Oracle: SQL		_____
CIS276DA	MySQL Database		_____
CIS276DB	SQL Server Database		_____
Select one of the following:		3	_____
CIS126DL	Linux Operating System		_____
CIS126RH	Red Hat System Administration I		_____
MST150++	Microsoft Windows		_____
CIS133DA	Internet/Web Development Level I	3	_____
CIS150AB	Object-Oriented Programming Fundamentals	3	_____
CIS190	Introduction to Networking	3-4	_____
or CNT140AB	Introduction to Networks		_____
CIS224	Project Management Microsoft Project for Windows	3	_____
or CIS250	Management of Information Systems		_____
Programming and Systems Analysis			_____
Select one of the following:		3	_____
CIS159	Visual Basic Programming I		_____
CIS162++	Any C Programming: Level I course		_____
CIS163AA	Java Programming: Level I		_____

CIS165++	Any Mobile Application Development course		_____
CIS166++	Any Web Scripting course	3	_____
GBS151	Introduction to Business	3	_____
Related Area Credits			_____
Select courses with one of the following prefixes to complete a minimum of 60 credits for the Associate in Applied Science (AAS) in Information Technology:		1-8	_____
BPC+++++	Any BPC Business-Personal Computers courses		_____
CIS+++++	Any CIS Computer Information Systems courses		_____
CLD+++++	Any CLD Cloud Computing courses		_____
CNT+++++	Any CNT Cisco Network Technology courses		_____
ITS+++++	Any ITS Information Technology Security courses		_____
MST+++++	Any MST Microsoft Technology courses		_____

Specialization 9: Redhat Linux Engineer

Credits: 32-38

Code	Title	Credits	Semester
Information Technology Core			_____
CIS105	Survey of Computer Information Systems	3	_____
Select one of the following:		3	_____
CIS117DM	Microsoft Access: Database Management		_____
CIS119DO	Introduction to Oracle: SQL		_____
CIS276DA	MySQL Database		_____
CIS276DB	SQL Server Database		_____
CIS126RH	Red Hat System Administration I	3	_____
CIS133DA	Internet/Web Development Level I	3	_____
Select one of the following:		3	_____
CIS150AB	Object-Oriented Programming Fundamentals		_____
CIS156	Python Programming: Level I		_____
CIS162++	Any C Programming: Level I course		_____
CIS163AA	Java Programming: Level I		_____
CIS190	Introduction to Networking	3-4	_____
or CNT140AB	Introduction to Networks		_____
CIS224	Project Management Microsoft Project for Windows	3	_____
or CIS250	Management of Information Systems		_____
Redhat Linux Engineer			_____
CIS238RH	Red Hat System Administration II	3	_____
CIS240RH	Red Hat System Administration III	3	_____
Related Area Credits			_____
Select courses with one of the following prefixes to complete a minimum of 60 credits for the Associate in Applied Science (AAS) in Information Technology:		5-11	_____
BPC+++++	Any BPC Business-Personal Computers courses		_____
CIS+++++	Any CIS Computer Information Systems courses		_____
CLD+++++	Any CLD Cloud Computing courses		_____
CNT+++++	Any CNT Cisco Network Technology courses		_____
ITS+++++	Any ITS Information Technology Security courses		_____

MST+++++	Any MST Microsoft Technology courses		_____

Specialization 10: Web Foundations

Credits: 36-38

Code	Title	Credits	Semester
Information Technology Core			_____
Select one of the following:		3	_____
BPC270	A+ Exam Prep: Operating System Configuration and Support		_____
CIS126DL	Linux Operating System		_____
CIS126RH	Red Hat System Administration I		_____
MST150++	Microsoft Windows		_____
CIS105	Survey of Computer Information Systems	3	_____
Select one of the following:		3	_____
CIS117DM	Microsoft Access: Database Management		_____
CIS119DO	Introduction to Oracle: SQL		_____
CIS276DA	MySQL Database		_____
CIS276DB	SQL Server Database		_____
CIS133DA	Internet/Web Development Level I	3	_____
Select one of the following:		3	_____
CIS150AB	Object-Oriented Programming Fundamentals		_____
CIS156	Python Programming: Level I		_____
CIS162++	Any C Programming: Level I course		_____
CIS163AA	Java Programming: Level I		_____
CIS190	Introduction to Networking	3-4	_____
or CNT140AB	Introduction to Networks		_____
CIS224	Project Management Microsoft Project for Windows	3	_____
or CIS250	Management of Information Systems		_____
Web Foundation			_____
CIS120DF	Introduction to Adobe Photoshop	3	_____
CIS136	Content Management Systems: WordPress	3	_____
CIS166AA	Introduction to Javascript	3	_____
CIS233DA	Internet/Web Development Level II	3	_____
CIS235	E-Commerce	3	_____
Related Area Credits			_____
Select courses with one of the following prefixes to complete a minimum of 60 credits for the Associate in Applied Science (AAS) in Information Technology:		0-2	_____
BPC+++++	Any BPC Business-Personal Computers courses		_____
CIS+++++	Any CIS Computer Information Systems courses		_____
CLD+++++	Any CLD Cloud Computing courses		_____
CNT+++++	Any CNT Cisco Network Technology courses		_____
ITS+++++	Any ITS Information Technology Security courses		_____
MST+++++	Any MST Microsoft Technology courses		_____

Specialization 11: A Related Certificate of Completion (CCL) At the Discretion of the Program Director

Credits: 21-22

A related Certificate of Completion (CCL) at the discretion of the Program Director (minimum of 11 credits) AND the following core courses with permission of the Program Director.

Code	Title	Credits	Semester
Information Technology Core			_____
CIS105	Survey of Computer Information Systems	3	_____
Select one of the following:		3	_____
CIS117DM	Microsoft Access: Database Management		_____
CIS119DO	Introduction to Oracle: SQL		_____
CIS276DA	MySQL Database		_____
CIS276DB	SQL Server Database		_____
Select one of the following:		3	_____
BPC270	A+ Exam Prep: Operating System Configuration and Support		_____
CIS126DL	Linux Operating System		_____
CIS126RH	Red Hat System Administration I		_____
MST150++	Microsoft Windows		_____
Select one of the following:		3	_____
CIS150AB	Object-Oriented Programming Fundamentals		_____
CIS156	Python Programming: Level I		_____
CIS162++	Any C Programming: Level I course		_____
CIS163AA	Java Programming: Level I		_____
CIS190	Introduction to Networking	3-4	_____
or CNT140AB	Introduction to Networks		_____
CIS133DA	Internet/Web Development Level I	3	_____
CIS224	Project Management Microsoft Project for Windows	3	_____
or CIS250	Management of Information Systems		_____

General Education

Code	Title	Credits	Semester
General Education			_____
Core			_____
First-Year Composition			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition	3	_____
or ENG108	First-Year Composition for ESL		_____
Oral Communication			_____
Select one of the following:		3	_____
COM100	Introduction to Human Communication		_____
COM110	Interpersonal Communication		_____
COM225	Public Speaking		_____
COM230	Small Group Communication		_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
Or equivalent as indicated by assessment			_____
Mathematics			_____
Select one of the following:		3-6	_____
MAT140	College Mathematics		_____
MAT141	College Mathematics		_____
MAT142	College Mathematics		_____
MAT145	College Mathematics with Review		_____
MAT146	College Mathematics with Review		_____
Equivalent or higher level mathematics course in the Mathematical Applications (MA) area			_____
Distribution			_____
Humanities, Arts and Design			_____
Any approved general education course(s) from the Humanities, Arts and Design (HU) area		3	_____
Social and Behavioral Sciences			_____
Any approved general education course from the Social and Behavioral Sciences (SB) area		3	_____
Natural Sciences			_____

Any approved general education course from the Natural Science (SG) or (SQ) area	4	_____
Total Credits	**22-28**	_____

Linux Associate, Certificate of Completion

COMPUTER AND INFORMATION TECHNOLOGY

Certificate of Completion: CCL 5046N
6-9 Credits
Program Contact
Mizan Rahman | 480-732-7109| mizan.rahman@cgc.edu

Program Description

The Certificate of Completion (CCL) in Linux Associate program is designed to help prepare students for employment or to improve current professional skills. The program includes Linux operating system basics and management including sophisticated manipulation of file structures, backup systems, printing processes, troubleshooting, user account management, hard disk maintenance and configuration, process monitoring and prioritizing, kernel customization, and system resource control. This program helps prepare students for the Linux Professional Institute Certification (LPIC-1) and CompTIA Linux + certification exams. Students who complete this program may seek employment in a variety of environments. Students can also pursue additional Certificates of Completion (CCLs) in a variety of specializations within the information technology field to deepen their knowledge and skills and to help prepare them for multiple industry certification examinations. An Associate in Applied Science (AAS) in Network and Systems Administration is also available.

Program Notes

Please note that this program is currently on moratorium. Please contact the program lead for more information.

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 Survey of Computer Information Systems as indicated in the required courses. Students with the requisite skills may have the CIS105 Survey of Computer Information Systems requirement waived by permission of the Program Director.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Complete one of the following:		0-3	_____
CIS105	Survey of Computer Information Systems		_____
Permission of program director			_____
CIS126DL	Linux Operating System	3	_____
CIS238DL	Linux System Administration	3	_____
Total Credits		**6-9**	_____

Linux System Administration, Certificate of Completion

COMPUTER AND INFORMATION TECHNOLOGY

Certificate of Completion: CCL 5052N
15-18 Credits
Program Contact
Mizan Rahman | 480-732-7109 | mizan.rahman@cgc.edu

Program Description

The Certificate of Completion (CCL) in Linux System Administration program is designed to help prepare students for a variety of industry-recognized Linux certification exams as well as provide practical hands-on skills for the workplace. The program includes a core of Linux classes including Linux operating system basics, system administration, network administration and network security. The courses in the program will help develop a student`s knowledge and skill level in preparation for employment or to improve current professional skills. Students who complete this program may seek employment in a variety of environments. The program helps prepare students for the Red Hat Certified System Administrator (RHCSA), Red Hat Certified Engineer (RHCE), and CompTIA Linux+ certification exams. An Associate in Applied Science (AAS) in Network and Systems Administration is also available.

Program Notes

Please note that this program is currently on moratorium. Please contact the program lead for more information.

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 Survey of Computer Information Systems as indicated in the required courses. Students with the requisite

skills may have the CIS105 Survey of Computer Information Systems requirement waived by permission of the Program Director.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		0-3	_____
CIS105	Survey of Computer Information Systems		_____
Permission of program director			_____
Tracks			_____
Select from one of the following two tracks:		15	_____
Linux Track			_____
CIS126DL	Linux Operating System		_____
CIS238DL	Linux System Administration		_____
CIS239DL	Linux Shell Scripting		_____
CIS240DL	Linux Network Administration		_____
CIS275DL	Linux Capstone		_____
Red Hat Enterprise Linux Track			_____
CIS126RH	Red Hat System Administration I		_____
CIS238RH	Red Hat System Administration II		_____
CIS239DL	Linux Shell Scripting		_____
CIS240RH	Red Hat System Administration III		_____
CIS275DL	Linux Capstone		_____
Total Credits		**15-18**	_____

Microsoft Office Professional, Certificate of Completion

COMPUTER AND INFORMATION TECHNOLOGY

Certificate of Completion: CCL 5132
16-22 Credits
Program Contact

Lana Short | 480-732-7191 | lana.short@cgc.edu

Program Description

The Certificate of Completion (CCL) in Microsoft Office Professional emphasizes training on word processing, spreadsheet, database, and presentation software for business purposes. This certificate provides students with the knowledge and skills requisite of various business settings. This certificate helps with initial preparation for the Microsoft examinations for certification as a Microsoft Office Specialist (MOS). This certificate embeds into the Associate in Applied Science (AAS) degree in Information Technology and Certificate of Complete (CCL) in Microsoft Office Specialist.

Program Notes

Students must earn a grade of "C" or better in all courses required within the program. Overall program minimum GPA = 2.00.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

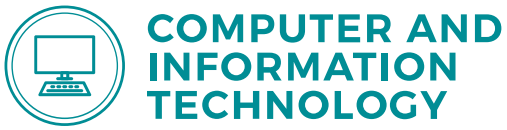
Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		0-1	_____
BPC/ OASOR111AA	Computer Keyboarding I		_____
Permission of Program Director			_____
Select one of the following:		0-3	_____
CIS105	Survey of Computer Information Systems		_____
Permission of Program Director			_____
CIS113DE	Microsoft Word: Word Processing	3	_____
CIS114DE	Excel Spreadsheet	3	_____
CIS117DM	Microsoft Access: Database Management	3	_____
CIS118DB	Desktop Presentation: PowerPoint	3	_____
Select one of the following:		2-3	_____
BPC270	A+ Exam Prep: Operating System Configuration and Support		_____

CIS121AE & CIS122AE	Windows Operating System: Level I and Windows Operating System: Level II		_____
MST150++	Microsoft Windows		_____
Select one of the following:		2-3	_____
CIS124AA & CIS124BA	Project Management Software: Level I and Project Management Software: Level II		_____
CIS224	Project Management Microsoft Project for Windows		_____
Total Credits		**16-22**	_____

Microsoft Office Specialist, Certificate of Completion



Certificate of Completion: CCL 5137
25-31 Credits
Program Contact
Lana Short | 480-732-7191 | lana.short@cgc.edu

Program Description

The Certificate of Completion (CCL) in Microsoft Office Specialist emphasizes advanced training on word processing, spreadsheet, and database software for business purposes. This certificate builds upon the knowledge and skills gained by the CCL in Microsoft Office Professional for use in various business settings. This certificate helps prepare students for the Microsoft Office Specialist (MOS) certification examinations. This certificate embeds into the Associate in Applied Science (AAS) degree in Information Technology.

Program Notes

Students must earn a grade of "C" or better in all courses required within the program. Overall program minimum GPA = 2.00.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

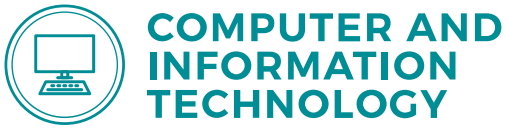
Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
The following courses are required and included in Microsoft Office Professional CCL			_____
Select one of the following:		0-1	_____
BPC/ OASOR111AA	Computer Keyboarding I		_____
Permission of Program Director			_____
Select one of the following:		0-3	_____
CIS105	Survey of Computer Information Systems		_____
Permission of Program Director			_____
CIS113DE	Microsoft Word: Word Processing	3	_____
CIS114DE	Excel Spreadsheet	3	_____
CIS117DM	Microsoft Access: Database Management	3	_____
CIS118DB	Desktop Presentation: PowerPoint	3	_____
Select one of the following:		2-3	_____
BPC270	A+ Exam Prep: Operating System Configuration and Support		_____
CIS121AE & CIS122AE	Windows Operating System: Level I and Windows Operating System: Level II		_____
MST150++	Microsoft Windows		_____
Select one of the following:		2-3	_____
CIS124AA & CIS124BA	Project Management Software: Level I and Project Management Software: Level II		_____
CIS224	Project Management Microsoft Project for Windows		_____
The following courses are required in Microsoft Office Specialist CCL.			_____
CIS213DE	Advanced Microsoft Word: Word Processing	3	_____

CIS214DE	Advanced Excel Spreadsheet: Level II	3	_____
CIS217AM	Advanced Microsoft Access: Database Management	3	_____
Total Credits		**25-31**	_____

Network and Systems Administration, Associate in Applied Science



Associate in Applied Science: AAS 3189
61-74 Credits
Program Contact
Scott Miller | 480-726-4131 | scott.miller@cgc.edu (scott.miller@cgc.edu)

Program Description

The Associate in Applied Science (AAS) in Network and Systems Administration program provides students with a solid, hands-on skill set of computer, networking, and internetworking systems technology principles and desktop support. Students gain an understanding of the interaction between microcomputer software and hardware, network and internetworking operating systems software and hardware, local area network administration and management, the use of troubleshooting techniques, troubleshooting hardware and software tools, as well as interpersonal/customer service skills. Students have the opportunity to specialize in specific information technology areas based on their interests and professional goals and leading to industry recognized certifications through an embedded Certificate of Completion (CCL) including, but not limited to, Desktop (Desktop Support, Computer System Configuration and Support, Computer System Configuration and Support, Network, Computer System Configuration and Support, Security, Computer System Configuration and Support, Linux), Cisco (Cisco Network CCNA, Cisco Network CCNP, Cisco Network CCNA Security), Linux (Red Hat Linux Engineer, Linux Associate, Red Hat Linux Administrator, Linux System Administration), Microsoft (Microsoft System Administration, Microsoft Desktop Associate), and VMware (VMware Network Administrator, VMware Foundations, VMware System Administrator). Graduates may pursue employment in a variety of information technology environments and/or transfer to a university.

Program Notes

Students must earn a grade of "C" or better in all courses within the program. Overall program minimum GPA = 2.00.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

Students may receive credit for courses within the program based on current industry certifications.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Required Courses

Code	Title	Credits	Semester
Required Courses			_____
BPC170	A+ Exam Prep: Computer Hardware Configuration and Support	3	_____
BPC270	A+ Exam Prep: Operating System Configuration and Support	3	_____
CIS102DA	Customer User Support	3	_____
CIS105	Survey of Computer Information Systems	3	_____
CIS126DL	Linux Operating System	3	_____
or CIS126RH	Red Hat System Administration I		_____
Select one of the following:		3-4	_____
CIS190	Introduction to Networking		_____
CNT140AB	Introduction to Networks [1]		_____
FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____
Total Credits		**19-22**	_____

[1] CNT140AB Introduction to Networks is required for students on the Cisco emphasis

Specializations

12-24 Credits

Students must also select from one of the following areas of emphasis based on their career goals.

Specialization 1: Cisco System Administration (CCNA) and Security

Code	Title	Credits	Semester
CNT150AB	Switching, Routing, and Wireless Essentials	4	_____
CNT160AB	Enterprise Networking, Security, and Automation	4	_____
CNT202	Cisco Secure Firewall Appliance Configuration	4	_____
or CNT205	Cisco Certified Network Associate Security		_____
Total Credits		**12**	_____

Specialization 2: Cisco System Administration (CCNP)

Code	Title	Credits	Semester
CNT150AB	Switching, Routing, and Wireless Essentials	4	_____
CNT160AB	Enterprise Networking, Security, and Automation	4	_____
CNT240	Cisco Certified Network Professional: Enterprise Core	8	_____
or CNT240AA & CNT240AB	Cisco Certified Network Professional: Enterprise Core I and Cisco Certified Network Professional: Enterprise Core II		_____
CNT250	Cisco Certified Network Professional: Enterprise Advanced Routing and Services	8	_____
or CNT250AA & CNT250AB	Cisco Certified Network Professional: Enterprise Advanced Routing and Services I and Cisco Certified Network Professional: Enterprise Advanced Routing and Services II		_____
Total Credits		**24**	_____

Specialization 3: Linux System Administration

Code	Title	Credits	Semester
CIS238DL	Linux System Administration	3	_____
CIS239DL	Linux Shell Scripting	3	_____
CIS240DL	Linux Network Administration	3	_____
CIS275DL	Linux Capstone	3	_____
Total Credits		**12**	_____

Specialization 4: Red Hat Enterprise Linux Administration

Code	Title	Credits	Semester
CIS238RH	Red Hat System Administration II	3	_____
CIS239DL	Linux Shell Scripting	3	_____
CIS240RH	Red Hat System Administration III	3	_____
CIS271RH	Red Hat System Administration IV	3	_____
CIS275DL	Linux Capstone	3	_____
Total Credits		**15**	_____

Specialization 5: Microsoft System Administration

Code	Title	Credits	Semester
CIS121AH	Microsoft PowerShell/ Command Line Operations	3	_____
MST150	Any Microsoft Windows Operating System course	3	_____
MST155DC	Installation, Storage, and Compute with Windows Server	4	_____
MST157DC	Networking with Windows Server	4	_____
MST158DC	Identity Management with Windows Server 2016	4	_____
Total Credits		**18**	_____

Specialization 6: VMware Network Administrator

Code	Title	Credits	Semester
CIS293	VMware ESXI Server Enterprise	4	_____
CIS294	VMware vSphere Operate, Scale and Secure	4	_____
CIS295	VMware NSX: Install, Configure, Manage	4	_____
Total Credits		**12**	_____

Restricted Electives

0-8 Credits

Students are to select enough Restricted Elective credits to meet a minimum of 60 credits not used to satisfy Required Courses or selected area of emphasis within the Required Courses. Consult with an Academic, Program, or Faculty Advisor to pick courses that align with your career goals.

Cisco Electives

Code	Title	Credits	Semester
CNT140AB	Introduction to Networks [1]	4	_____
CNT150AB	Switching, Routing, and Wireless Essentials	4	_____
CNT160AB	Enterprise Networking, Security, and Automation	4	_____
CNT171	CCNA Exam Prep	1	_____
CNT202	Cisco Secure Firewall Appliance Configuration	4	_____
or CNT205	Cisco Certified Network Associate Security		_____
CNT206	Cisco Certified Network Associate Wireless	4	_____

[1] CNT140AB Introduction to Networks is required for students on the Cisco emphasis

Linux Electives

Code	Title	Credits	Semester
CIS238DL	Linux System Administration	3	_____
CIS238RH	Red Hat System Administration II	3	_____
CIS239DL	Linux Shell Scripting	3	_____
CIS240DL	Linux Network Administration	3	_____
CIS240RH	Red Hat System Administration III	3	_____
CIS275DL	Linux Capstone	3	_____

Microsoft Electives

Code	Title	Credits	Semester
MST	Any MST Microsoft Technology Course		_____
CIS121AB	Microsoft Command Line Operations	1	_____
CIS121AH	Microsoft PowerShell/ Command Line Operations	3	_____

Security Electives

Code	Title	Credits	Semester
CIS270	Essentials of Network and Information Security	3	_____
ITS110	Information Security Fundamentals	3	_____

VMware Electives

Code	Title	Credits	Semester
CIS293	VMware ESXI Server Enterprise	4	_____
CIS294	VMware vSphere Operate, Scale and Secure	4	_____
CIS295	VMware NSX: Install, Configure, Manage	4	_____

Other Information Technology Electives

Code	Title	Credits	Semester
BPC171	Recycling Used Computer Technology	1	_____
CIS111	Ethics in Information Technology	3	_____
CIS124AA	Project Management Software: Level I	1	_____
CIS124BA	Project Management Software: Level II	1	_____
CIS156	Python Programming: Level I	3	_____
CIS190	Introduction to Networking	3	_____
CIS224	Project Management Microsoft Project for Windows	3	_____
CIS240	Local Area Network Planning and Design	3	_____
CIS250	Management of Information Systems	3	_____
CIS266	Network Integration Capstone	4	_____

CIS290	Computer Information Systems Internship	1-3	_____
CIS296	Cooperative Education	1-4	_____
CIS298	Special Projects	1-3	_____
ITS120	Legal, Ethical and Regulatory Issues	3	_____

General Education

Core and Distribution

Code	Title	Credits	Semester
Core			_____
First-Year Composition			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
Select one of the following:		3	_____
ENG102	First-Year Composition		_____
or ENG108	First-Year Composition for ESL		_____
ENG111	Technical and Professional Writing (does not count as an ENG Transfer option)		_____
Oral Communication			_____
Select one of the following:		3	_____
COM100	Introduction to Human Communication		_____
COM110	Interpersonal Communication		_____
COM225	Public Speaking (recommended for students transferring to Northern Arizona University)		_____
COM230	Small Group Communication		_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
Or equivalent as indicated by assessment			_____
Mathematics			_____
Select one of the following:		3-6	_____
MAT140	College Mathematics		_____
MAT141	College Mathematics		_____
MAT142	College Mathematics		_____
MAT145	College Mathematics with Review		_____
MAT146	College Mathematics with Review		_____
Equivalent or higher level mathematics course in the Mathematical Applications (MA) area			_____
Distribution			_____
Humanities, Arts and Design			_____
Any approved general education course(s) from the Humanities, Arts and Design (HU) area		3	_____
Social and Behavioral Sciences			_____
Any approved general education course from the Social and Behavioral Sciences (SB) area		3	_____
Natural Sciences			_____
Any approved general education course from the Natural Sciences (SG) or (SQ) area		4	_____
Total Credits		**22-28**	_____

Oracle Database Operations, Certificate of Completion

COMPUTER AND INFORMATION TECHNOLOGY

Certificate of Completion: CCL 5183N
12 Credits
Program Contact
Prema Rayappa | 480-732-7230 | prema.rayappa@cgc.edu

Program Description

The Certificate of Completion (CCL) in Oracle Database Operations program provides training for students seeking professional positions in designing, creating, and maintaining databases. This program allows students to create PL/SQL application code that can be shared by multiple forms, reports, and data management tools. As an Oracle Academic Initiative institution, this program is designed to prepare students for industry-recognized certifications. Courses in the program also help prepare students wanting to pursue Oracle Application Developer Certified Associate and Oracle Database Administrator Certified Associate industry-certified examinations (Oracle Corporation OCA certifications). This certificate can embed into the Associate of Applied Science (AAS) degree in Information Technology.

Program Notes

Please note that this program is currently on moratorium. Please contact the program lead for more information.

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better in all courses within the program. Overall program minimum GPA = 2.00.

This Certificate of Completion (CCL) is intended for industry professionals with the requisite experience of foundational knowledge in word processing, spreadsheets, databases, presentation software, operating systems, and networking.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
CIS119DO	Introduction to Oracle: SQL	3	_____
CIS119DP	Oracle: Database Administration	3	_____
CIS154	Database Modeling and Design	3	_____
CIS164AB	Oracle: PL/SQL Programming	3	_____
Total Credits		**12**	_____

Organizational Leadership, Certificate of Completion

BUSINESS, ENTREPRENEURIALISM, AND MANAGEMENT

Certificate of Completion: CCL 5731
18 Credits
Program Contact
Jamie Goff | 480-726-4377 | jamie.goff@cgc.edu

Program Description

The Certificate of Completion (CCL) in Organizational Leadership is designed to prepare students with knowledge and skills needed in today`s changing workplace. The program provides leadership and communication skills and techniques for planning, organizing, leading and controlling business situations. This program also emphasizes procedures for effective resource allocation. The CCL in Organizational Leadership is fully embedded in an Associate in Applied Science (AAS) in Organizational Management.

Program Notes

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
BPC110	Computer Usage and Applications	3	_____
or CIS105	Survey of Computer Information Systems		_____
GBS110	Human Relations in Business and Industry	3	_____
or MGT251	Human Relations in Business		_____
GBS120	Workplace Communication Skills	3	_____
GBS151	Introduction to Business	3	_____
MGT175	Business Organization and Management	3	_____
or TQM240	Project Management In Quality Organizations		_____
MGT101	Techniques of Supervision	3	_____
or MGT229	Management and Leadership I		_____
Total Credits		**18**	_____

Organizational Management, Associate in Applied Science

BUSINESS, ENTREPRENEURIALISM, AND MANAGEMENT

Associate in Applied Science: AAS 3727
61-68 Credits
Program Contact
Jamie Goff | 480-726-4377 | jamie.goff@cgc.edu

Program Description

The Associate in Applied Science (AAS) in Organizational Management program is designed with a customized curriculum specific to the student's individual needs in addition to the knowledge and skills needed in today's changing workplace. The program provides leadership and communication skills and techniques for planning, organizing, leading and controlling business situations. This program also emphasizes procedures for effective resource allocation. A Certificate of Completion (CCL) in Organizational Leadership is fully embedded in this AAS.

Program Notes

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			
FYE101	Introduction to College, Career and Personal Success	1-3	
or FYE103	Exploration of College, Career and Personal Success		
Certificate of Completion in Organizational Leadership (5731) Requirements listed below.			
BPC110	Computer Usage and Applications	3	
or CIS105	Survey of Computer Information Systems		
GBS110	Human Relations in Business and Industry	3	
or MGT251	Human Relations in Business		
GBS120	Workplace Communication Skills	3	
GBS151	Introduction to Business	3	
MGT175	Business Organization and Management	3	
or TQM240	Project Management In Quality Organizations		
MGT101	Techniques of Supervision	3	
or MGT229	Management and Leadership I		
Restricted Electives			
Students must choose 20 industry/job related course credits from any MCCCD occupational program and/or Academic Certificate.		20	
Industry/job related course credits must include a minimum of 9 credits with a common subject or theme. Program of study must be approved by the business department chair or designee.			
General Education			
Core			
First-Year Composition			
ENG101	First-Year Composition	3	
or ENG107	First-Year Composition for ESL		
ENG102	First-Year Composition	3	
or ENG108	First-Year Composition for ESL		
Oral Communication			
Any approved General Education course from the Oral Communication area		3	
Critical Reading			
Select one of the following:		0-3	
CRE101	College Critical Reading and Critical Thinking		
Or equivalent by assessment			
Mathematics			
Any approved general education course(s) in the Mathematics area		3-5	
Distribution			
Humanities, Arts and Design			
Any approved general education course(s) from the Humanities, Arts and Design area		3	
Social and Behavioral Sciences			
Any approved general education course from the Social and Behavioral Sciences (SB) area		3	
Natural Sciences			
Any approved general education course(s) in the Natural Sciences (Quantitative) (SQ) area or the Natural Sciences (General) (SG) area.		4	
Total Credits		**61-68**	

Programming and Systems Analysis, Associate in Applied Science

COMPUTER AND INFORMATION TECHNOLOGY

Associate in Applied Science: AAS 3844
62-71 Credits
Program Contact
Prema Rayappa | 480-732-7230 | prema.rayappa@cgc.edu

Program Description

The Associate in Applied Science (AAS) in Programming and Systems Analysis program provides an in-depth exploration of different computer language and technical skills. The AAS includes, but is not limited to the following: operating systems, local area networks, business communication, team roles, and dynamics. Certificate of Completions (CCLs) in Programming and Systems Analysis Level I and Level II and iOS App Development are also available.

Program Notes

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

Consultation with an Academic Advisor is recommended for course selection.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
CIS105	Survey of Computer Information Systems	3	_____
GBS151	Introduction to Business	3	_____
Select one of the following:		3	_____
CIS126DL	Linux Operating System		_____
CIS126RH	Red Hat System Administration I		_____
MST150++	Any Microsoft Windows course		_____
CIS133DA	Internet/Web Development Level I	3	_____
Select one of the following:		3	_____
CIS150	Programming Fundamentals		_____
CIS150AB	Object-Oriented Programming Fundamentals [1]		_____
CIS166++	Any Web Scripting course(s)	3	_____
Select one of the following:		3-4	_____
CIS190	Introduction to Networking		_____
CNT140AB	Introduction to Networks		_____
MST140	Microsoft Networking Essentials		_____
Select one of the following:		3	_____
CIS225	Business Systems Analysis and Design		_____
CIS225AB	Object-Oriented Analysis and Design		_____
CIS250	Management of Information Systems		_____
Select one of the following:		3	_____
CIS119DO	Introduction to Oracle: SQL		_____
CIS276DA	MySQL Database		_____
CIS276DB	SQL Server Database		_____
FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____
Select a programming language from below that best aligns with academic and professional goals (2 courses for a total of 6 credits) in one of the following areas:		6	_____
CIS156 & CIS256	Python Programming: Level I and Python Programming Level II		_____
CIS159 & CIS259	Visual Basic Programming I and Visual Basic Programming II		_____
CIS162++	Any C Programming: Level I course		_____
& CIS262++	Any C Programming: Level II course		_____
CIS163AA & CIS263AA	Java Programming: Level I and Java Programming: Level II		_____
CIS265	Advanced iOS Application Development		_____
& CIS165++	Any Mobile Application Development course		_____
Restricted Electives			_____
Students may not use courses from the Required Courses Area.			_____
Select two of the following:		6	_____
CIS224	Project Management Microsoft Project for Windows		_____
CIS151	Computer Game Development - Level I		_____

CIS156	Python Programming: Level I		_____
CIS159	Visual Basic Programming I		_____
CIS162++	Any C Programming: Level I course		_____
CIS163AA	Java Programming: Level I		_____
CIS165++	Any Mobile Application Development course		_____
CIS251	Computer Game Development - Level II		_____
CIS256	Python Programming Level II		_____
CIS259	Visual Basic Programming II		_____
CIS262++	Any C Programming: Level II course		_____
CIS263AA	Java Programming: Level II		_____
CIS265	Advanced iOS Application Development		_____
GBS211	Legal, Ethical and Regulatory Issues of the Internet Studies		_____
General Electives			_____
Core			_____
First-Year Composition			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition	3	_____
or ENG108	First-Year Composition for ESL		_____
Oral Communication			_____
Any approved General Education course from the Oral Communication area		3	_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
Or equivalent as indicated by assessment			_____
Mathematics			_____
Select one of the following:		3-6	_____
MAT150	College Algebra/ Functions		_____
MAT151	College Algebra/ Functions		_____
MAT152	College Algebra/ Functions		_____
MAT155	College Algebra/ Functions with Review		_____
MAT156	College Algebra/ Functions with Review		_____
Distribution			_____
Humanities, Arts and Design			_____
Any approved general education course(s) from the Humanities, Arts and Design (HU) area		3	_____
Social and Behavioral Sciences			_____
Select one of the following:		3	_____
ECN211	Macroeconomic Principles		_____
ECN212	Microeconomic Principles		_____
SBU200	Society and Business		_____
Natural Sciences			_____
Any approved general education course(s) in the Natural Sciences (Quantitative) (SQ) area or the Natural Sciences (General) (SG) area.		4	_____
Total Credits		**62-71**	_____

[1] Students interested in pursuing an iOS Certificate of Completion (CCL) are recommended to take CIS150AB Object-Oriented Programming Fundamentals

Programming and Systems Analysis Level I, Certificate of Completion

COMPUTER AND INFORMATION TECHNOLOGY

Certificate of Completion: CCL 5048
24 Credits
Program Contact
Prema Rayappa | 480-732-7230 | prema.rayappa@cgc.edu

Program Description

The Certificate of Completion (CCL) in Programming and Systems Analysis Level I provides an exploration of different computer language and technical skills. The CCL includes, but is not limited to the following: operating systems, local area networks, business communication, team

roles, and dynamics. A Certificate of Completion (CCL) in Programming and Systems Analysis Level II, Certificate of Completion (CCL) in iOS App Development and an Associate in Applied Science (AAS) in Programming and Systems Analysis are also available.

Program Notes

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

Consultation with an Academic Advisor is recommended for course selection.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
CIS105	Survey of Computer Information Systems	3	_____
Select one of the following:		3	_____
CIS119DO	Introduction to Oracle: SQL		_____
CIS276DA	MySQL Database		_____
CIS276DB	SQL Server Database		_____
Select one of the following:		3	_____
CIS126DL	Linux Operating System		_____
CIS126RH	Red Hat System Administration I		_____
MST150++	Any Microsoft Windows course		_____
CIS133DA	Internet/Web Development Level I	3	_____
CIS150	Programming Fundamentals	3	_____
or CIS150AB	Object-Oriented Programming Fundamentals		_____
CIS166++	Any Web Scripting course(s)	3	_____
GBS151	Introduction to Business	3	_____
Select a programming language from below that best aligns with academic and professional goals in one of the following areas:		3	_____
CIS156	Python Programming: Level I		_____
CIS159	Visual Basic Programming I		_____
CIS162++	Any C Programming: Level I course		_____
CIS163AA	Java Programming: Level I		_____
CIS165++	Any Mobile Application Development course		_____
Total Credits		**24**	_____

Programming and Systems Analysis Level II, Certificate of Completion

COMPUTER AND INFORMATION TECHNOLOGY

Certificate of Completion: CCL 5962
36-37 Credits
Program Contact
Prema Rayappa | 480-732-7230 | prema.rayappa@cgc.edu

Program Description

The Certificate of Completion (CCL) in Programming and Systems Analysis Level II provides an in-depth exploration of different computer language and technical skills. This CCL includes, but is not limited to the following: local area networks, team roles, and dynamics. A Certificate of Completion (CCL) in iOS App Development and an Associate in Applied Science (AAS) in Programming and Systems Analysis are available.

Program Notes

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

Consultation with an Academic Advisor is recommended for course selection.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
The following courses are required and included in CCL Programming and Systems Analysis Level I			_____

CIS105	Survey of Computer Information Systems	3	_____
Select one of the following:		3	_____
CIS119DO	Introduction to Oracle: SQL		_____
CIS276DA	MySQL Database		_____
CIS276DB	SQL Server Database		_____
Select one of the following:		3	_____
CIS126DL	Linux Operating System		_____
CIS126RH	Red Hat System Administration I		_____
MST150++	Any Microsoft Windows course		_____
CIS133DA	Internet/Web Development Level I	3	_____
CIS150	Programming Fundamentals	3	_____
or CIS150AB	Object-Oriented Programming Fundamentals		_____
Select one of the following:		3	_____
CIS156	Python Programming: Level I		_____
CIS159	Visual Basic Programming I		_____
CIS162++	Any C Programming: Level I course		_____
CIS163AA	Java Programming: Level I		_____
CIS165++	Any Mobile Application Development course		_____
CIS166++	Any Web Scripting course(s)	3	_____
GBS151	Introduction to Business	3	_____
The following courses are required for CCL Programming and Systems Level II			_____
Select one of the following:		3-4	_____
CIS190	Introduction to Networking		_____
CNT140AB	Introduction to Networks		_____
MST140	Microsoft Networking Essentials		_____
Select one of the following:		3	_____
CIS225	Business Systems Analysis and Design		_____
CIS225AB	Object-Oriented Analysis and Design		_____
CIS250	Management of Information Systems		_____
Select a programming language from below that best aligns with academic and professional goals in one of the following areas:		3	_____
CIS256	Python Programming Level II		_____
CIS259	Visual Basic Programming II		_____
CIS262++	Any C Programming: Level II course		_____
CIS263AA	Java Programming: Level II		_____
CIS265	Advanced iOS Application Development		_____
Restricted Electives			_____
Select one of the courses below that best aligns with academic and professional goals :		3-4	_____
Students may not choose courses they have taken from the Required Courses area			_____
CIS151	Computer Game Development - Level I		_____
CIS156	Python Programming: Level I		_____
CIS159	Visual Basic Programming I		_____
CIS162++	Any C Programming: Level I course		_____
CIS163AA	Java Programming: Level I		_____
CIS165++	Any Mobile Application Development course		_____
CIS224	Project Management Microsoft Project for Windows		_____

CIS251	Computer Game Development - Level II		_____
CIS256	Python Programming Level II		_____
CIS259	Visual Basic Programming II		_____
CIS262++	Any C Programming: Level II course		_____
CIS263AA	Java Programming: Level II		_____
CIS265	Advanced iOS Application Development		_____
CIS267	Pega System Architect Essentials		_____
GBS211	Legal, Ethical and Regulatory Issues of the Internet Studies		_____
Total Credits		**36-38**	_____

Red Hat Linux Administrator, Certificate of Completion

Certificate of Completion: CCL 5049N
6-9 Credits
Program Contact
Mizan Rahman | 480-732-7109 | mizan.rahman@cgc.edu

Program Description

The Certificate of Completion (CCL) in Red Hat Linux Administrator program is designed to help prepare students for employment or to improve current professional skills. The program includes Red Hat Enterprise Linux system basics and management including sophisticated manipulation of file structures, backup systems, troubleshooting, user account management, hard disk maintenance and configuration, process monitoring and prioritizing, and system resource control. This program helps prepare students for the Red Hat Certified System Administrator (RHCSA) certification exam. Students who complete this program may seek employment in a variety of environments. Students can also pursue additional Certificates of Completion (CCLs) in a variety of specializations within the information technology field to deepen their knowledge and skills and help prepare them for multiple industry certification examinations. An Associate in Applied Science (AAS) in Network and Systems Administration is also available.

Program Notes

Please note that this program is currently on moratorium. Please contact the program lead for more information.

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 Survey of Computer Information Systems as indicated in the required courses. Students with the requisite skills may have the CIS105 Survey of Computer Information Systems requirement waived by permission of the Program Director.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		0-3	_____
CIS105	Survey of Computer Information Systems		_____
Permission of Program Director			_____
CIS126RH	Red Hat System Administration I	3	_____
CIS238RH	Red Hat System Administration II	3	_____
Total Credits		**6-9**	_____

Red Hat Linux Engineer, Certificate of Completion

Certificate of Completion: CCL 5050N
9-12 Credits
Program Contact
Mizan Rahman | 480-732-7109 | mizan.rahman@cgc.edu

Program Description

The Certificate of Completion (CCL) in Red Hat Linux Engineer program is designed to help prepare students for employment or to improve current professional skills. The program includes in depth Red Hat Enterprise Linux system networking including integrating Linux servers and workstations into a network environment with multi-platform network operating systems with a variety of open-standard and proprietary

protocols. This program helps prepare students for the Red Hat Certified System Administrator (RHCSA) and Red Hat Certified Engineer (RHCE) certification exams. Students who complete this program may seek employment in a variety of environments. Students can also pursue additional Certificates of Completion (CCL) in a variety of specializations within the information technology field to deepen their knowledge and skills and help prepare them for multiple industry certification examinations. An Associate in Applied Science (AAS) in Network and Systems Administration is also available.

Program Notes

Please note that this program is currently on moratorium. Please contact the program lead for more information.

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

Students who pursue this Certificate of Completion (CCL) should have a basic level of computer literacy including navigating the internet and computer systems or take CIS105 Survey of Computer Information Systems as indicated in the required courses. Students with the requisite skills may have the CIS105 Survey of Computer Information Systems requirement waived by permission of the Program Director.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		0-3	_____
CIS105	Survey of Computer Information Systems		_____
Permission of Program Director			_____
CIS126RH	Red Hat System Administration I	3	_____
CIS238RH	Red Hat System Administration II	3	_____
CIS240RH	Red Hat System Administration III	3	_____
Total Credits		**9-12**	_____

Social Media Marketing, Certificate of Completion

BUSINESS, ENTREPRENEURIALISM, AND MANAGEMENT

Certificate of Completion: CCL 5830
17-18 Credits
Program Contacts
Nicki Lynn | 480-732-7394 | nicki.lynn@cgc.edu

Program Description

The Certificate of Completion (CCL) in Social Media Marketing is designed to provide useful skills important in a variety of strategic marketing areas, e.g., social media, digital communications, integrated marketing, media relations, and brand management. An Associate in Applied Science (AAS) in Marketing and Sales is also available.

Program Notes

Students must earn a grade of "C" or better for all courses in the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
CIS103	Introduction to Social Media	3	_____
GBS120	Workplace Communication Skills	3	_____
MKT110	Marketing and Social Networking	3	_____
MKT111	Applied Marketing and Social Networking	3	_____
MKT271	Principles of Marketing	3	_____
Restricted Electives			_____
Select one of the following:		2-3	_____
MKT101	Introduction to Public Relations		_____
MKT280AB	Marketing Internship		_____
MKT298AB	Special Projects		_____
Total Credits		**17-18**	_____

Web App Development, Certificate of Completion

COMPUTER AND INFORMATION TECHNOLOGY

Certificate of Completion: CCL 5835N
9-12 Credits
Program Contact

Prema Rayappa | 480-732-7230 | prema.rayappa@cgc.edu

Program Description

The Certificate of Completion (CCL) in Web App Development prepares students for employment in entry-level coding, programming, and software development positions with an emphasis on web apps. Courses in this certificate can apply toward the Associate in Applied Science (AAS) in Mobile App Development and Certificates of Completion (CCL) in Mobile App Development and Cross-Platform App Development.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better for all courses within the program. Overall program minimum GPA = 2.00.

Students should consult with a Department Advisor in arranging their schedule.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		0-3	_____
CIS105	Survey of Computer Information Systems		_____
Permission of Program Director, Department or Division Chair			_____
CIS133DA	Internet/Web Development Level I	3	_____
CIS166AA	Introduction to Javascript	3	_____
CIS233DA	Internet/Web Development Level II	3	_____
Total Credits		**9-12**	_____

Web Design, Certificate of Completion

Certificate of Completion: CCL 5986
38-43 Credits
Program Contact

Prema Rayappa | 480-732-7230 | prema.rayappa@cgc.edu

Program Description

The Certificate of Completion (CCL) in Web Design provides students with comprehensive and focused studies in web design, including advanced image manipulation, vector graphics, page layout, video editing and design principles. An Associate in Applied Science (AAS) in Web Design/ Development and CCL's in Web Foundations and Web Development are also available.

Program Notes

Students must earn a grade of "C" or better in each course in the program. Overall program minimum GPA = 2.00.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
The following courses are required for the CCL in Web Foundations:			_____
CIS105	Survey of Computer Information Systems	3	_____
CIS120DF	Introduction to Adobe Photoshop	3	_____
CIS133DA	Internet/Web Development Level I	3	_____
CIS136	Content Management Systems: WordPress	3	_____
CIS166AA	Introduction to Javascript	3	_____
CIS233DA	Internet/Web Development Level II	3	_____
CIS235	E-Commerce	3	_____
The following courses are required for the CCL in Web Design :			_____
Select one of the following:		3-4	_____
AVC183	Digital Graphic Arts I		_____
AVC100 & AVC181	Introduction to Digital Arts and Graphic Design I		_____
ART112	Two-Dimensional Design		_____

CIS120DA	Introduction to Adobe Premiere	3	_____
or CIS120DK	Introduction to Digital Video Editing		_____
CIS120DB	Introduction to Adobe Illustrator	3	_____
CIS120DC	Introduction to Adobe Animate	3	_____
or CIS220DF	Adobe Photoshop Level II: Advanced Digital Imaging		_____
CIS138DA	Desktop Design and Publishing Using Adobe InDesign	3	_____
Restricted Electives			_____
Select two to six (2-6) credits in consultation with your program advisor to further develop skills in the areas of Adobe, Art, Social Media, Marketing, Business, and/or Multimedia.		2-6	_____
Total Credits		**38-43**	_____

Web Design/Development, Associate in Applied Science

COMPUTER AND INFORMATION TECHNOLOGY

Associate in Applied Science : AAS 3185
61-74 Credits
Program Contact
Prema Rayappa | 480-732-7230 | prema.rayappa@cgc.edu

Program Description

The Associate in Applied Science (AAS) in Web Design/Development prepares students to design, create, and administer interactive and professional web sites. Courses focus on "hands-on" experience with web publishing, web graphics preparation, scripting, content management systems and e-commerce solutions. The program provides students a pathway to either develop advanced skills in Web Design or Web Development. Certificates of Completion (CCLs) in Foundational Web Technologies, Web Design and Web Development are also available.

Program Notes

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
In addition to the required course work students must consult with a program advisor to select one of the specializations within the Restricted Electives area.			_____
CIS105	Survey of Computer Information Systems	3	_____
CIS120DF	Introduction to Adobe Photoshop	3	_____
CIS133DA	Internet/Web Development Level I	3	_____
CIS136	Content Management Systems: WordPress	3	_____
CIS166AA	Introduction to Javascript	3	_____
CIS233DA	Internet/Web Development Level II	3	_____
CIS235	E-Commerce	3	_____
FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____
Restricted Electives			_____
Complete all courses in the specialization below that best aligns with your academic and professional goals. Consult with an academic, faculty, or program advisor.		17-22	_____
Specialization I: Web Design (17-22 Credits) (p. 164)			_____
Specialization II: Web Development (18 Credits) (p. 164)			_____
General Education			_____
Core			_____
First-Year Composition			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition	3	_____
or ENG108	First-Year Composition for ESL		_____
Oral Communication			_____
Any approved General Education course from the Oral Communication area		3	_____

Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
Or equivalent as indicated by assessment			_____
Mathematics			_____
Any approved general education course(s) in the Mathematics area [1]		3-6	_____
College Mathematics:			_____
MAT140	College Mathematics		_____
MAT141	College Mathematics		_____
MAT142	College Mathematics		_____
MAT145	College Mathematics with Review		_____
MAT146	College Mathematics with Review		_____
College Algebra/Functions:			_____
MAT150	College Algebra/ Functions		_____
MAT151	College Algebra/ Functions		_____
MAT152	College Algebra/ Functions		_____
MAT155	College Algebra/ Functions with Review		_____
MAT156	College Algebra/ Functions with Review		_____
Higher Math Course:			_____
Higher math course with the Mathematical Applications (MA) general education designation recommended for students intending to transfer to a four-year institution.			_____
Distribution			_____
Humanities, Arts and Design			_____
Any approved general education course(s) from the Humanities, Arts and Design area		3	_____
Social and Behavioral Sciences			_____
Any approved general education course(s) in the Social and Behavioral Sciences area [2]		3	_____
Natural Sciences			_____
Any approved general education course(s) in the Natural Sciences area		4	_____
Total Credits		**61-74**	_____

[1] MAT187 Precalculus is recommended for students intending to transfer to ASU (Tempe campus) to earn a BS in Graphic Information Technology.

[2] PSY101 Introduction to Psychology is recommended for students intending to transfer to ASU (Polytechnic campus) to earn a BS in Technical Communication (User Experience) or to ASU (Tempe campus) to earn a BS in Graphic Information Technology

Specializations

Specialization I: Web Design

Code	Title	Credits	Semester
Select one of the following:		3-4	_____
AVC183	Digital Graphic Arts I		_____
AVC181 & AVC100	Graphic Design I and Introduction to Digital Arts		_____
ART112	Two-Dimensional Design		_____
CIS120DA	Introduction to Adobe Premiere	3	_____
or CIS120DK	Introduction to Digital Video Editing		_____
CIS120DB	Introduction to Adobe Illustrator	3	_____
CIS120DC	Introduction to Adobe Animate	3	_____
or CIS220DF	Adobe Photoshop Level II: Advanced Digital Imaging		_____
CIS138DA	Desktop Design and Publishing Using Adobe InDesign	3	_____
Students must select 2 to 6 credits in consultation with your program advisor to further develop skills in the areas of Adobe, Art, Social Media, Marketing, Business and/or Multimedia.		2-6	_____
Total Credits		**17-22**	_____

Specialization II: Web Development

Code	Title	Credits	Semester
CIS119DO	Introduction to Oracle: SQL (or CIS276++ Any Database Management Systems course)	3	_____
CIS126DL	Linux Operating System	3	_____
or CIS126RH	Red Hat System Administration I		_____

CIS166AE	Web Scripting with PHP: Hypertext Preprocessor (PHP)	3	_____
Programming Language: Select two of the following:		6	_____
CIS150AB	Object-Oriented Programming Fundamentals		_____
CIS156	Python Programming: Level I		_____
CIS159	Visual Basic Programming I		_____
CIS162++	Any C Programming course		_____
CIS163AA	Java Programming: Level I		_____
CIS165++	Any Mobile Application Development course		_____
CIS256	Python Programming Level II		_____
CIS262AD	C# Level II		_____
CIS263AA	Java Programming: Level II		_____
CIS265++	Advanced iOS Application Development		_____
Students must select 3 credits of any course with a CIS prefix in consultation with their program advisor to further develop skills in the areas of Databases, Information Systems, Programming, and/or Operating Systems.		3	_____
Total Credits		**18**	_____

Web Development, Certificate of Completion

COMPUTER AND INFORMATION TECHNOLOGY

Certificate of Completion: CCL 5988
39 Credits
Program Contact
Prema Rayappa | 480-732-7230 | prema.rayappa@cgc.edu

Program Description

The Certificate of Completion (CCL) in Web Development prepares students to create and administer interactive and professional websites. The program provides students with knowledge and skills in developing dynamic websites, client and server side programs, database structures, and object-oriented design. A Certificate of Completion (CCL) in Web Design and an Associate in Applied Science (AAS) in Web Design/Development are also available.

Program Notes

Students must earn a grade of "C" or better in each course in the program. Overall program minimum GPA = 2.00.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
The following courses are required and included in the CCL in Web Foundations:			_____
CIS105	Survey of Computer Information Systems	3	_____
CIS120DF	Introduction to Adobe Photoshop	3	_____
CIS133DA	Internet/Web Development Level I	3	_____
CIS136	Content Management Systems: WordPress	3	_____
CIS166AA	Introduction to Javascript	3	_____
CIS233DA	Internet/Web Development Level II	3	_____
CIS235	E-Commerce	3	_____
The following courses are required for the CCL in Web Development:			_____
CIS166AE	Web Scripting with PHP: Hypertext Preprocessor (PHP)	3	_____
Select one of the following:		3	_____
CIS119DO	Introduction to Oracle: SQL		_____

CIS276++	Any Database Management Systems course		_____
CIS126DL	Linux Operating System	3	_____
or CIS126RH	Red Hat System Administration I		_____
Programming Language			_____
Select two of the following:		6	_____
CIS150AB	Object-Oriented Programming Fundamentals		_____
CIS156	Python Programming: Level I		_____
CIS159	Visual Basic Programming I		_____
CIS162++	Any C Programming course		_____
CIS163AA	Java Programming: Level I		_____
CIS165++	Any Mobile Application Development course		_____
CIS256	Python Programming Level II		_____
CIS262AD	C# Level II		_____
CIS263AA	Java Programming: Level II		_____
CIS265++	Any Advanced Application Development course		_____
Restricted Electives			_____
Students should select any course with a CIS prefix in consultation with their program advisor to further develop skills in the areas of Databases, Information Systems, Programming, and/or Operating Systems.		3	_____
Total Credits		**39**	_____

Web Foundations, Certificate of Completion

COMPUTER AND INFORMATION TECHNOLOGY

Certificate of Completion: CCL 5984
21 Credits

Program Contact
Prema Rayappa | 480-732-7230 | prema.rayappa@cgc.edu

Program Description

The Certificate of Completion (CCL) in Web Foundations introduces students to designing and developing web pages. This CCL prepares students for entry level web positions. Certificates of Completion (CCL) in Web Design and Web Development are available. An Associate in Applied Science (AAS) degree in Web Design/Development is also available.

Program Notes

Students must earn a grade of "C" or better in each course in the program. Overall program minimum GPA = 2.00.

Courses within any of the following prefixes must be taken within five (5) years prior to completion of the program to be applied toward this award: AIM, BPC, CIS, CLD, CNT, CSC, ITS, and MST.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
CIS105	Survey of Computer Information Systems	3	_____
CIS120DF	Introduction to Adobe Photoshop	3	_____
CIS133DA	Internet/Web Development Level I	3	_____
CIS136	Content Management Systems: WordPress	3	_____
CIS166AA	Introduction to Javascript	3	_____
CIS233DA	Internet/Web Development Level II	3	_____
CIS235	E-Commerce	3	_____
Total Credits		**21**	_____

Communication & Fine Arts

Micaela Church, Division Chair
480-732-7136 | micaela.church@cgc.edu

Courses

Prefix	Course
ARH	Art Humanities
ART	Art
AVC	Art and Visual Communication
COM	Communication

DAH	Dance Humanities
DAN	Dance
MCO	Mass Communications
MHL	Music: History/Literature
MTC	Music: Theory/Composition
MUC	Music: Commercial/Business
MUE	Music: Education
MUP	Music: Performance
STO	Storytelling
THE	Theatre
THF	Theatre and Film
THP	Theater Performance/Production

Career Programs

Illustration
Illustration and Sequential Art
Photography
Sequential Art

Associate in Applied Science (AAS)

- Illustration and Sequential Art, Associate in Applied Science (p. 189)
- Photography, Associate in Applied Science (p. 191)

Certificate Of Completion (CCL)

- Illustration, Certificate of Completion (p. 189)
- Sequential Art, Certificate of Completion (p. 193)

Art

Ceschiat, Michael
Ceramics

- B.F.A., Columbus College of Art and Design
- M.F.A., University of New Mexico

Mendoza, Louis
Studio Art

- B.F.A, M.F.A., Arizona State University

Sullivan, Ryan (Buzzy)
Photography

- B.F.A., Oregon College
- M.F.A., Arizona State University

Art History

Najafi, Roja

- B.Tech, Tehran University of Art
- M.A., Brooklyn College
- Ph.D., University of Texas at Austin

Communication

Braaten, Anthony

- B.S., M.Ed., Northern Arizona University

Bryant, Michael

- M.S E.D Northern Arizona University

Sanchez, Aaron

- Ph.D., Arizona State University

Sandoval, Vanessa

- B.A., University of Arizona
- M.Ed., M.A., Northern Arizona University

Williams, Jade

- Ph.D., Arizona State University

Zamila, Mariam

- B.A., M.A., Texas State University

Dance

Church, Micaela
Division Chair

- B.A., B.M., Alma College
- M.F.A., Arizona State University

Music Performance

Johnston, Joseph

- B.A., M.A., Northern Arizona University

Kalo, Michele

- M.A., Arizona State University

Roberts, Adam

- B.M., Northern Arizona University
- M.M., New England Conservatory of Music

Theatre Performance/Production

Reynolds, Shalyn

- M.A., Arizona State University

Art Humanities (ARH)

ARH100 / Introduction to Art
3 Credits / 3.0 Periods for Lecture
Understanding and enjoyment of art and visual culture through study of two-dimensional and three-dimensional works of art, design elements, media and processes, and cultural contexts. Emphasis on contemporary topics and cultural diversity in the arts. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

ARH101 / Art from Prehistory Through Middle Ages
3 Credits / 3.0 Periods for Lecture
History of art from the Paleolithic period through the Middle Ages.
SUN SUN# ART 1101
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

ARH102 / Art from Renaissance to Modernism
3 Credits / 3.0 Periods for Lecture
History of art from the Renaissance through Modernism.
SUN SUN# ART 1102
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

ARH112 / Introduction to Modern and Contemporary Art
3 Credits / 3.0 Periods for Lecture
Study of art and theory from the mid-nineteenth century to the present. Focus on European and American modern and contemporary art while considering other regions of the world. Examination of the historical, social, and cultural contexts of artistic developments. Application of various interpretive models to examine modern and contemporary art. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

ARH115 / History of Photography
3 Credits / 3.0 Periods for Lecture
Survey of history of photography from beginning to present. Emphasizes the reciprocal relationship between the medium's development and reception, society, and other visual arts. Technical developments, photographic practices, and sociocultural themes are studied. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

ARH203 / Art of Ancient Egypt
3 Credits / 3.0 Periods for Lecture
The art and culture of ancient Egypt from prehistoric through the Greco-Roman period. Prerequisites: None.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

ARH217 / Mexican Art History
3 Credits / 3.0 Periods for Lecture
Art of Mexico and related cultures, from the prehistoric to the contemporary period. Prerequisites: None.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

Art (ART)

ART111 / Drawing I
3 Credits / 6.0 Periods for Lecture & Lab
Fundamental principles of drawing. Emphasis on composition and facility in objective and expressive representation, using variety of drawing media. Prerequisites: None.
SUN SUN# ART 1111
Division: Communication & Fine Arts

ART112 / Two-Dimensional Design
3 Credits / 6.0 Periods for Lecture & Lab
Study of fundamental elements and principles of two-dimensional design. Prerequisites: None.
SUN SUN# ART 1112
Division: Communication & Fine Arts

ART113 / Color
3 Credits / 6.0 Periods for Lecture & Lab
Investigation seeking visual solutions to a variety of problems concerning color in two and three dimensions and modes of color appearances, including light and effects in design and theory of design. Prerequisites: None.
Division: Communication & Fine Arts

ART115 / Three-Dimensional Design
3 Credits / 6.0 Periods for Lecture & Lab
Fundamental principles of three-dimensional design. Prerequisites: None.
SUN SUN# ART 1115
Division: Communication & Fine Arts

ART116 / Life Drawing I
3 Credits / 6.0 Periods for Lecture & Lab
Use of form, structure and anatomy of draped and undraped human figure to develop basic principles of sound draftsmanship. Prerequisites: None.
Division: Communication & Fine Arts

ART117 / Life Drawing II
3 Credits / 6.0 Periods for Lecture & Lab
Further study of form, structure, and anatomy of the draped and undraped human figure with emphasis on composition. Prerequisites: ART116.
Division: Communication & Fine Arts

ART122 / Drawing and Composition II
3 Credits / 6.0 Periods for Lecture & Lab
Emphasis on composition and exploration of drawing media. Prerequisites: A grade of C or better in ART111.
Division: Communication & Fine Arts

ART131 / Photography I
3 Credits / 6.0 Periods for Lecture & Lab
Basic photographic principles and techniques. Basic camera functions and controls. Experience in the image-making process by creating and editing photographs for various display environments. Introduction to the photographic aesthetic and photography's role in society. Prerequisites: None. Course Notes: Camera required.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

ART132 / Photography II
3 Credits / 6.0 Periods for Lecture & Lab
Advanced camera and darkroom techniques. Aesthetic awareness with personal expression. Prerequisites: A grade of C or better in ART131 or permission of Instructor.
Division: Communication & Fine Arts

ART133 / Photography III
3 Credits / 6.0 Periods for Lecture & Lab
Refinement of aesthetic and technical aspects producing convincing images of highest quality. Prerequisites: A grade of C or better in ART132 or permission of Instructor.
Division: Communication & Fine Arts

ART137 / Alternative Photographic Processes
3 Credits / 6.0 Periods for Lecture & Lab
This course focuses on the 19th-century photographic processes including new picture-making technologies. Discussing the history of photography in relation with techniques taught in class. Students encouraged to explore historical processes in combination with contemporary technologies. Through technical demonstrations, hands-on workshops, and technical assignments, students develop a working knowledge of a range of processes while developing their own visual language. Prerequisites: None.
Division: Communication & Fine Arts

ART151 / Sculpture I
3 Credits / 6.0 Periods for Lecture & Lab
Exploration of sculptural form and expression in clay, plaster, stone, wood and metal. Prerequisites: None.
Division: Communication & Fine Arts

ART161 / Ceramics I
3 Credits / 6.0 Periods for Lecture & Lab
Introduction to ceramic materials and techniques of hand construction, decorating, glazing and throwing on potters' wheel. Prerequisites: None.
Division: Communication & Fine Arts

ART162 / Ceramics II
3 Credits / 6.0 Periods for Lecture & Lab
Major emphasis on wheel throwing, glaze making and decorating techniques. Prerequisites: A grade of C or better in ART161.
Division: Communication & Fine Arts

ART165 / Watercolor Painting I
3 Credits / 6.0 Periods for Lecture & Lab
Transparent and Gouache watercolor painting. Prerequisites: A grade of C or better in (ART111 and ART112), or permission of Instructor.
Division: Communication & Fine Arts

ART166 / Watercolor Painting II
3 Credits / 6.0 Periods for Lecture & Lab
Painting in water soluble media. Emphasis on individual techniques and design. Prerequisites: A grade of C or better in ART165.
Division: Communication & Fine Arts

ART167 / Painting I
3 Credits / 6.0 Periods for Lecture & Lab
Exploration of technical and expressive possibilities of various media in painting. Prerequisites: A grade of C or better in (ART111 and ART112), or permission of Instructor.
Division: Communication & Fine Arts

ART168 / Painting II
3 Credits / 6.0 Periods for Lecture & Lab
Continued refinement of painting skills and investigation of new possibilities in painting. Prerequisites: A grade of C or better in ART167 or permission of Instructor.
Division: Communication & Fine Arts

ART234 / Color Photography
3 Credits / 6.0 Periods for Lecture & Lab
Basic principles of color theory, camera and input and output techniques using analog or digital photography. Prerequisites: A grade of C or better in ART131, or AVC142, or permission of Instructor. Course Notes: Film or digital camera is required.
Division: Communication & Fine Arts

ART255 / Art Marketing
3 Credits / 3.0 Periods for Lecture
Career goals, presentation of artist and art work (portfolio, resume, business cards, catalog), pricing and selling works, networking, establishing a studio, promotion and publicity, writing press releases, proposal writing, business ethics, artist rights, copyright law, contracts and agreements, royalties, record keeping, and communication skills. Prerequisites: None.
Division: Communication & Fine Arts

ART290AC / Studio Art
3 Credits / 6.0 Periods for Lecture & Lab
Studio course for art majors allowing continuation in a subject field. Prerequisites: Permission of Instructor. Course Notes: ART290AC students must have completed advanced courses in the subject field. ART290AC may be repeated for credit.
Division: Communication & Fine Arts

ART290BC / Studio Art: Drawing
3 Credits / 6.0 Periods for Lecture & Lab
Studio course for art majors allowing continuation in a subject field. Prerequisites: A grade of C or better in ART111 or permission of Instructor. Course Notes: ART290BC may be repeated for credit.
Division: Communication & Fine Arts

ART290DC / Studio Art: Life Drawing
3 Credits / 6.0 Periods for Lecture & Lab
Studio course for art majors allowing continuation in a subject field. Prerequisites: A grade of C or better in ART117 or permission of Instructor. Course Notes: ART290DC may be repeated for credit.
Division: Communication & Fine Arts

ART290EC / Studio Art: Photography
3 Credits / 6.0 Periods for Lecture & Lab
Studio course for art majors allowing continuation in a subject field. Prerequisites: A grade of C or better in ART132 or permission of Instructor. Course Notes: ART290EC may be repeated for credit.
Division: Communication & Fine Arts

ART290GC / Studio Art: Ceramics
3 Credits / 6.0 Periods for Lecture & Lab
Studio course for art majors allowing continuation in a subject field. Prerequisites: A grade of C or better in ART162 or permission of Instructor. Course Notes: ART290GC may be repeated for credit.
Division: Communication & Fine Arts

ART290JC / Studio Art: Color
3 Credits / 6.0 Periods for Lecture & Lab
Studio course for art majors allowing continuation in a subject field. Prerequisites: A grade of C or better in ART113 or permission of Instructor. Course Notes: ART290JC may be repeated for credit.
Division: Communication & Fine Arts

ART290MC / Studio Art: Digital Photography
3 Credits / 6.0 Periods for Lecture & Lab
Studio course for art majors allowing continuation in a subject field. Prerequisites: A grade of C or better in AVC143 or permission of Instructor. Course Notes: ART290MC may be repeated for credit.
Division: Communication & Fine Arts

ART290PC / Studio Art: Painting
3 Credits / 6.0 Periods for Lecture & Lab
Studio course for art majors allowing continuation in a subject field. Prerequisites: A grade of C or better in ART168 or permission of Instructor. Course Notes: ART290PC may be repeated for credit.
Division: Communication & Fine Arts

Art and Visual Communication (AVC)

AVC100 / Introduction to Digital Arts
1 Credit / 2.0 Periods for Lecture & Lab
Foundation course in digital arts and design, with emphasis in the production of art using the computer. Prerequisites: None.
Division: Communication & Fine Arts

AVC120 / Inking for Sequential Art
3 Credits / 6.0 Periods for Lecture & Lab
Development of inking materials and techniques used in sequential art. Emphasis on the types of tools used in the industry and the various means of employing them. Understanding the duties of the inker and the process of computer finishing. Prerequisites: None.
Division: Communication & Fine Arts

AVC142 / Introduction to Digital Photography
3 Credits / 6.0 Periods for Lecture & Lab
Fundamentals of digital photography. Includes camera operations, exposure techniques, introduction to digital output, and theory of digital photography. Prerequisites: None. Course Notes: Digital camera required.
Division: Communication & Fine Arts

AVC143 / Intermediate Digital Photography
3 Credits / 6.0 Periods for Lecture & Lab
Intermediate theory and techniques of digital photography. Aesthetic awareness and personal expression from image capture through intermediate techniques in the digital darkroom. Introduction to high-resolution digital output. Prerequisites: A grade of C or better in AVC142 or permission of Instructor. Course Notes: Semi-adjustable, high-resolution digital camera is required.
Division: Communication & Fine Arts

AVC169 / 2D Media Design
3 Credits / 6.0 Periods for Lecture & Lab
Generation of two-dimensional (2D) images, designs, and media using digital and traditional methods of visual problem solving. Understanding digital and design-based techniques and workflows. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: AVC100 or permission of Instructor.
Division: Communication & Fine Arts

AVC177 / Digital Photographic Imaging I
3 Credits / 6.0 Periods for Lecture & Lab
Introduction to multiple elements of digital imaging. Basic foundation in photographic manipulation of images, with special attention to aesthetic foundations underlying photographic composition. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: AVC100 or permission of Instructor.
Division: Communication & Fine Arts

AVC178 / Digital Arts Studies
3 Credits / 6.0 Periods for Lecture & Lab
Designed for broad overview of the digital arts. Experience in digital based media, creative problem solving, design and aesthetics. Prerequisites: A grade of C or better in AVC100 or permission of Instructor.
Division: Communication & Fine Arts

AVC181 / Graphic Design I
3 Credits / 6.0 Periods for Lecture & Lab
Basic understanding of design principles and the stages of graphic design, with an emphasis on final product and presentation. Prerequisites: A grade of C or better in AVC100 or permission of Instructor.
Division: Communication & Fine Arts

AVC183 / Digital Graphic Arts I
3 Credits / 6.0 Periods for Lecture & Lab
Graphic design use in microcomputer; black and white graphics, standard and color brushes, lines, shapes, area fills and fonts. Application to illustration, advertising graphics, typography, and video interaction. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: AVC100 or permission of Instructor.
Division: Communication & Fine Arts

AVC219 / Coloring, Toning and Lettering for Sequential Art
3 Credits / 6.0 Periods for Lecture & Lab
Understanding of the digital rules and programs used in coloring, toning and lettering comics, and the problems presented therein within the sequential narrative. Emphasis on rules and guidelines within the industry, and digital coloring and lettering. Prerequisites: A grade of C or better in (AVC100 and AVC119) or permission of Instructor. AVC120 recommended.
Division: Communication & Fine Arts

AVC270 / Digital Photographic Imaging II
3 Credits / 6.0 Periods for Lecture & Lab
Intermediate digital photographic imaging techniques. Refinement of aesthetic awareness and personal expression. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: AVC177.
Division: Communication & Fine Arts

AVC274 / Digital Photographic Imaging III
3 Credits / 6.0 Periods for Lecture & Lab
Advanced digital photographic imaging techniques. Advanced manipulation techniques of photographic images and time-based media. Continued development of aesthetic awareness and personal expression. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: AVC270.
Division: Communication & Fine Arts

AVC280AA / Digital Media Arts and Design Capstone
1 Credit / 2.0 Periods for Lecture & Lab
Focus on design, art, and development skills for a problem taken from business or industry. Includes practice-based capstone project focusing on a specific issue or need in digital media arts and design. Prerequisites: Permission of Program Director or Instructor. Course Notes: AVC280AA requires 80 clock hours of designated work per credit hour.
Division: Communication & Fine Arts

Communication (COM)

COM095 / Basic Oral Communication Skills
3 Credits / 3.0 Periods for Lecture
Listening, speaking, and related academic performance skills, including note taking. Emphasis on activities designed to improve and synthesize these skills. Prerequisites: None.
Division: Communication & Fine Arts

COM100 / Introduction to Human Communication
3 Credits / 3.0 Periods for Lecture
Introduces the theory and practice of human communication. Surveys communication topics related to interpersonal, small group, and public communication. Prerequisites: None.
SUN SUN# COM 1100
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Communication & Fine Arts

COM110 / Interpersonal Communication
3 Credits / 3.0 Periods for Lecture
Theory and practice of communication skills which affect day-to-day interactions with other persons. Topics may include using verbal and nonverbal symbols, interactive listening, resolving interpersonal conflict, developing and maintaining personal and professional relationships. Prerequisites: None.
SUN SUN# COM 1110
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Communication & Fine Arts

COM207 / Introduction to Communication Inquiry
3 Credits / 3.0 Periods for Lecture
Overview of theory and methodological practice in communication with particular attention to scholarly writing skills. Emphasis on development of critical thinking skills through active participation in the research process. Prerequisites: A grade of C or better in ENG101 or ENG107 or equivalent, and COM100 or equivalent, or permission of Instructor. Course Notes: Recommended for the communication major.
Division: Communication & Fine Arts

COM225 / Public Speaking
3 Credits / 3.0 Periods for Lecture
Designed to enhance the student's ability to present public speeches confidently and competently. Also designed to improve information literacy and critical thinking skills. Prerequisites: A grade of C or better in ENG101, or ENG107, or equivalent.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Communication & Fine Arts

COM230 / Small Group Communication
3 Credits / 3.0 Periods for Lecture
Principles and processes of small groups and development of skills for participation and leadership in small group settings. Practice in problem solving, decision making, and information sharing. Prerequisites: None.
SUN SUN# COM 2271
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Communication & Fine Arts

COM250 / Introduction to Organizational Communication
3 Credits / 3.0 Periods for Lecture
Introduction to the study of communication in organizations including identification of variables, roles and patterns influencing communication in organizations. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Communication & Fine Arts

COM259 / Communication in Business and Professions
3 Credits / 3.0 Periods for Lecture
Interpersonal, organizational, intercultural, group, and public communication in business and professional organizations. Emphasis on oral communication and the effective use of technology and new media. Prerequisites: A grade of C or better in ENG101, or ENG107, or equivalent.
Division: Communication & Fine Arts

COM263 / Elements of Intercultural Communication
3 Credits / 3.0 Periods for Lecture
Diverse cultural contexts are explored through basic concepts, principles, and theories of intercultural communication. Discovering effective interaction and appropriate communication in a global community is emphasized. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Global Awareness [G]; Global Awareness [G]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Communication & Fine Arts

Dance Humanities (DAH)

DAH100 / Introduction to Dance in the United States
3 Credits / 3.0 Periods for Lecture
Overview of the field of dance focusing on origins, historical development, cultural characteristics of the various styles of dance and their contemporary practice in the United States, and dance as a vital part of the human experience. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

DAH201 / Dance, Culture, and Global Contexts
3 Credits / 3.0 Periods for Lecture
Introduction to the study of dance as culture in diverse global contexts.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

DAH250 / Dance in Popular Culture
3 Credits / 3.0 Periods for Lecture
Interdisciplinary approach investigating diverse cultural dance practices that have shaped American popular culture from the late 19th century to the present. Highlights issues of power, class, race, ethnicity, gender, age and sexuality. Emphasis is on revealing diverse cultural influences in U.S. popular culture.Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]
Division: Communication & Fine Arts

DAH255 / Hip Hop: Arts, Aesthetic and Culture
3 Credits / 3.0 Periods for Lecture
Selective survey and historico-cultural analysis of hip hop arts, aesthetics and culture organized around the founding elements of DJing, MCing, B-boy and B-girling, graffiti arts and knowledge. Prerequisites: A grade of C or better in ENG101 or ENG107.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

Dance (DAN)

DAN129 / Musical Theatre Dance I
1 Credit / 3.0 Periods for Lecture & Lab
Introduction to the theory and practice of musical theatre dance at the beginning level. Development of movement quality and performance skills. Prerequisites: None. Course Notes: DAN129 may be repeated for credit.
Division: Communication & Fine Arts

DAN130 / Musical Theatre Dance II
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of musical theatre dance at the advanced beginning level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN129 or permission of Instructor. Course Notes: DAN130 may be repeated for credit.
Division: Communication & Fine Arts

DAN131 / Ballet I
1 Credit / 3.0 Periods for Lecture & Lab
Introduction to the theory and practice of ballet at the beginning level. Development of movement quality and performance skills. Prerequisites: None. Course Notes: DAN131 may be repeated for credit.
Division: Communication & Fine Arts

DAN131PA / Ballet Basic Level
0.5 Credits / 1.5 Periods for Lecture & Lab
Dance training for personal skill development and interest. Introduction to the theory and practice of ballet at the basic level. Prerequisites: None. Prior dance experience suggested but not required. Course Notes: DAN131PA may be repeated for credit. Course is not intended for dance majors.
Division: Communication & Fine Arts

DAN132 / Modern Dance I
1 Credit / 3.0 Periods for Lecture & Lab
Introduction to the theory and practice of modern dance at the beginning level. Development of movement quality and performance skills. Prerequisites: None. Course Notes: DAN132 may be repeated for credit.
Division: Communication & Fine Arts

DAN133 / Jazz Dance I
1 Credit / 3.0 Periods for Lecture & Lab
Introduction to the theory and practice of jazz dance at the beginning level. Development of movement quality and performance skills. Prerequisites: None. Course Notes: DAN133 may be repeated for credit.
Division: Communication & Fine Arts

DAN134 / Ballet II
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of ballet at the advanced beginning level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN131 or permission of Instructor. Course Notes: DAN134 may be repeated for credit.
Division: Communication & Fine Arts

DAN134PA / Ballet Beginning Level
0.5 Credits / 1.5 Periods for Lecture & Lab
Dance training for personal skill development and interest. Theory and practice of ballet at the beginning level. Prerequisites: A grade of C or better in DAN131PA or permission of Department or Division. Course Notes: DAN134PA may be repeated for credit. Course is not intended for dance majors.
Division: Communication & Fine Arts

DAN135 / Modern Dance II
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of modern dance at the advanced beginning level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN132 or permission of Instructor. Course Notes: DAN135 may be repeated for credit.
Division: Communication & Fine Arts

DAN136 / Jazz Dance II
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of jazz dance at the advanced beginning level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN133 or permission of Instructor. Course Notes: DAN136 may be repeated for credit.
Division: Communication & Fine Arts

DAN140 / Tap Dance I
1 Credit / 3.0 Periods for Lecture & Lab
An introduction to the theory and practice of tap dance. Prerequisites: None. Course Notes: DAN140 may be repeated for credit.
Division: Communication & Fine Arts

DAN141 / Dance Workshop
1 Credit / 3.0 Periods for Lecture & Lab
An intensive experience in the process of choreography, performance, and production elements. Prerequisites: None. Course Notes: DAN141 may be repeated for credit.
Division: Communication & Fine Arts

DAN145 / Tap Dance II
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of tap dance at an advanced beginning level. Prerequisites: A grade of C or better in DAN140 or permission of Instructor. Course Notes: DAN145 may be repeated for credit.
Division: Communication & Fine Arts

DAN150 / Dance Performance I
1 Credit / 3.0 Periods for Lecture & Lab
An introduction to the process and practice of dance performance. Prerequisites: None. Corequisites: Any level of any of the following dance technique courses with a DAN prefix: ballet, modern, jazz, hip hop, tap, social, or world dance. Course Notes: DAN150 may be repeated for credit.
Division: Communication & Fine Arts

DAN155 / Dance Performance II
1 Credit / 3.0 Periods for Lecture & Lab
Continued study of the process and practice of dance performance at advanced beginning level. Prerequisites: A grade of C or better in DAN150 or permission of Instructor. Corequisites: Any level of any of the following dance technique courses with a DAN prefix: ballet, modern, jazz, hip hop, tap, social, or world dance. Course Notes: DAN155 may be repeated for credit.
Division: Communication & Fine Arts

DAN210 / Dance Production I
3 Credits / 3.0 Periods for Lecture & Lab
Introduction to the elements of pre-production and production, including but not limited to production organization, production management, lighting design, and sound design as they relate to the art of dance. Prerequisites: None.
Division: Communication & Fine Arts

DAN221 / Rhythmic Awareness I
3 Credits / 3.0 Periods for Lecture
Exploration of rhythm in dance performance, choreography and pedagogy. Emphasis on the basic understanding of rhythm and cultivating awareness of rhythm in everyday life. Prerequisites: None.
Division: Communication & Fine Arts

DAN229 / Musical Theatre Dance III
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of musical theatre dance at the beginning intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN130 or permission of Instructor. Course Notes: DAN229 may be repeated for credit.
Division: Communication & Fine Arts

DAN230 / Musical Theatre Dance IV
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of musical theatre dance at the intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN229 or permission of Instructor. Course Notes: DAN230 may be repeated for credit.
Division: Communication & Fine Arts

DAN231 / Ballet III
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of ballet at the beginning intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN134 or permission of Instructor. Course Notes: DAN231 may be repeated for credit.
Division: Communication & Fine Arts

DAN232 / Modern Dance III
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of modern dance at the beginning intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN135 or permission of Instructor. Course Notes: DAN232 may be repeated for credit.
Division: Communication & Fine Arts

DAN233 / Jazz Dance III
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of jazz dance at the beginning intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN136 or permission of Instructor. Course Notes: DAN233 may be repeated for credit.
Division: Communication & Fine Arts

DAN234 / Ballet IV
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of ballet at the intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN231 or permission of Instructor. Course Notes: DAN234 may be repeated for credit.
Division: Communication & Fine Arts

DAN235 / Modern Dance IV
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of modern dance at the intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN232 or permission of Instructor. Course Notes: DAN235 may be repeated for credit.
Division: Communication & Fine Arts

DAN236 / Jazz Dance IV
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of jazz dance at the intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN233 or permission of Instructor. Course Notes: DAN236 may be repeated for credit.
Division: Communication & Fine Arts

DAN237 / Ballet Pointe I
1 Credit / 1.0 Periods for Lecture & Lab
An introduction to the theory and practice of pointe work at the beginning level. Development of strength and movement quality. Prerequisites: A grade of C or better in DAN134 or permission of Instructor. Corequisites: DAN231 or DAN234. Course Notes: DAN237 may be repeated for credit.
Division: Communication & Fine Arts

DAN240 / Tap Dance III
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of tap dance at a beginning intermediate level. Prerequisites: A grade of C or better in DAN145 or permission of Instructor. Course Notes: DAN240 may be repeated for credit.
Division: Communication & Fine Arts

DAN245 / Tap Dance IV
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of tap dance at an intermediate level. Prerequisites: A grade of C or better in DAN240 or permission of Instructor. Course Notes: DAN245 may be repeated for credit.
Division: Communication & Fine Arts

DAN250 / Dance Performance III
1 Credit / 3.0 Periods for Lecture & Lab
Continued study of the process and practice of dance performance at beginning intermediate level. Prerequisites: A grade of C or better in DAN155 or permission of Instructor. Corequisites: Any level of any of the following dance technique courses with a DAN prefix: ballet, modern, jazz, hip hop, tap, social, or world dance. Course Notes: DAN250 may be repeated for credit.
Division: Communication & Fine Arts

DAN255 / Dance Performance IV
1 Credit / 3.0 Periods for Lecture & Lab
Continued study of the process and practice of dance performance at the intermediate level. Prerequisites: A grade of C or better in DAN250 or permission of Instructor. Corequisites: Any level of any of the following dance technique courses with a DAN prefix: ballet, modern, jazz, hip hop, tap, social, or world dance. Course Notes: DAN255 may be repeated for credit.
Division: Communication & Fine Arts

DAN264 / Choreography I
3 Credits / 3.0 Periods for Lecture & Lab
Study of basic dance choreography to include construction of a phrase, structure and form in a composition, and the basic elements of time, space and energy. Prerequisites: None.
Division: Communication & Fine Arts

DAN265 / Choreography II
3 Credits / 3.0 Periods for Lecture & Lab
Exploration of choreography at the intermediate level. Experimentation with the various approaches to creative practice as established by 20th and 21st century artists. Prerequisites: A grade of C or better in DAN264 or permission of Instructor.
Division: Communication & Fine Arts

DAN280 / Dance Practicum
2 Credits / 3.0 Periods for Lecture & Lab
A culmination of coursework for the dance major requiring completion of an extended choreographic work from conception to performance. Also requires a final evaluative paper on the successes and challenges encountered throughout the project. Prerequisites: Permission of Instructor. Course Notes: DAN280 may be repeated for credit.
Division: Communication & Fine Arts

Mass Communications (MCO)

MCO120 / Media and Society
3 Credits / 3.0 Periods for Lecture
Study of historical and contemporary roles of media and its pervasiveness in society as it relates to culture, politics and education. Prerequisites: Eligibility for ENG101 or ENG107 or permission of Instructor.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Communication & Fine Arts

Music History/Literature (MHL)

MHL140 / Survey of Music History
3 Credits / 3.0 Periods for Lecture
Study of composers, compositions, styles, and periods in music history. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

MHL143 / Music in World Cultures
3 Credits / 3.0 Periods for Lecture
Non-European musical traditions including the study of music in rituals, musical instruments and the impact of cultures on musical styles. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

MHL145 / American Jazz and Popular Music
3 Credits / 3.0 Periods for Lecture
The study of cultural and social contributions to the evolution of American jazz and popular music from the mid-1800's to present. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]
Division: Communication & Fine Arts

MHL153 / Rock Music and Culture
3 Credits / 3.0 Periods for Lecture
History of Rock music and how cultural, social, political, and economic conditions have shaped its evolution. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Historical Awareness [H]; Historical Awareness [H]-in combo
Division: Communication & Fine Arts

MHL155 / Survey of American Music
3 Credits / 3.0 Periods for Lecture
History of the music of North America from the earliest American Indian music to the present. Introduction to the musical trends, composers, socioeconomic developments and trends, musical forms and styles that influence our modern American musical sense. Prerequisites: None.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]
Division: Communication & Fine Arts

MHL204 / Hip-Hop Music and Culture
3 Credits / 3.0 Periods for Lecture
A history of Hip-Hop's musical and artistic elements and how cultural, social, political, and economic conditions have shaped its evolution. Prerequisites: A grade of C or better in ENG101 or ENG107, or permission of Instructor.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo; Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

MHL242 / Music History and Literature 1750 to Present
3 Credits / 3.0 Periods for Lecture
In-depth study of music history from the Classical period through the Contemporary period. Prerequisites: A grade of C or better in MHL241 or permission of instructor.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

Music Theory/Composition (MTC)

MTC101 / Introduction to Music Theory
3 Credits / 3.0 Periods for Lecture
Designed to develop written and aural skills necessary for advanced study of music theory and skills. Recommended for music majors. Prerequisites: None.
Division: Communication & Fine Arts

MTC105 / Music Theory I
3 Credits / 3.0 Periods for Lecture
The chronological study of music theory including: harmony, melody, texture, structure and timbre through analysis, original compositions and basic exercises to demonstrate musical concepts. Prerequisites: A grade of C or better in MTC101 or permission of instructor. Corequisites: MTC106.
Division: Communication & Fine Arts

MTC106 / Aural Perception I
1 Credit / 2.0 Periods for Lecture & Lab
The development of listening and performing skills through dictation, sight-singing and keyboard harmony. Prerequisites: None. Corequisites: MTC105.
Division: Communication & Fine Arts

MTC130 / Jazz Theory
2 Credits / 2.0 Periods for Lecture
Develop written and aural theory skills necessary in the jazz idiom. Prerequisites: A grade of C or better in (MTC101 and MTC103), or permission of Instructor. Course Notes: MTC130 is recommended for students taking jazz improvisation, jazz composition and jazz combo.
Division: Communication & Fine Arts

MTC155 / Music Theory II
3 Credits / 3.0 Periods for Lecture
A continuation of Music Theory I with emphasis on harmony and part-writing procedures. Prerequisites: A grade of C or better in MTC105. Corequisites: MTC156.
Division: Communication & Fine Arts

MTC156 / Aural Perception II
1 Credit / 2.0 Periods for Lecture & Lab
A continuation of Aural Perception I, including harmonic practices. Prerequisites: A grade of C or better in MTC106. Corequisites: MTC155.
Division: Communication & Fine Arts

MTC205 / Music Theory III
3 Credits / 3.0 Periods for Lecture
The study of chromatic harmony and melody, modulation techniques and expanded chords. The analysis of formal structure. Prerequisites: A grade of C or better in MTC155. Corequisites: MTC206.
SUN SUN# MUS 2222
Division: Communication & Fine Arts

MTC206 / Aural Perception III
1 Credit / 2.0 Periods for Lecture & Lab
A development of listening and performing skills, including an introduction of chromatic harmonic techniques and concepts of style. Prerequisites: A grade of C or better in MTC156. Corequisites: MTC205.
SUN SUN# MUS 2222
Division: Communication & Fine Arts

MTC240 / Composition
3 Credits / 0.6 Periods for Lecture & Lab
Introduction to the basics of music composition, stressing techniques and procedures for developing original ideas. Prerequisites: A grade of C or better in (MTC105 and MTC106, or equivalent), and permission of Instructor. Course Notes: MTC240 may be repeated for a total of twelve (12) credit hours.
Division: Communication & Fine Arts

MTC255 / Music Theory IV
3 Credits / 3.0 Periods for Lecture
A continuation of Music Theory III, including 20th century theories and techniques. Prerequisites: A grade of C or better in MTC205. Corequisites: MTC256.
SUN SUN# MUS 2223
Division: Communication & Fine Arts

MTC256 / Aural Perception IV
1 Credit / 2.0 Periods for Lecture & Lab
A continuation of Aural Perception III, including extended chords. Prerequisites: A grade of C or better in MTC206. Corequisites: MTC255.
SUN SUN# MUS 2223
Division: Communication & Fine Arts

Music Commercial/Business (MUC)

MUC109 / Music Business: Content Creation and Copyright
3 Credits / 3.0 Periods for Lecture
Designed to provide an overview of content creation and copyright considerations within the Music Industry. Topics include songwriting and music creation, copyright, publishing and licensing, studio production, media applications of music, business ownership and operations, and emerging technologies. Prerequisites: None.
Division: Communication & Fine Arts

MUC110 / Music Business: Marketing and Monetization
3 Credits / 3.0 Periods for Lecture
Designed to provide an overview of the marketing and monetization of music. Topics include music label operations; contracts; marketing, promotion, and merchandising; agents, managers, and attorneys; concert promotion and touring; and unions and guilds. Prerequisites: None.
Division: Communication & Fine Arts

MUC111 / Digital Audio Workstation I (DAW I)
3 Credits / 5.0 Periods for Lecture & Lab
Use of digital mixing and automation software in conjunction with editing and recording. Includes computer operation, troubleshooting, and file management. Prerequisites: A grade of C or better in MUC195, or MUC195AA, or FMP105, or permission of Instructor.
Division: Communication & Fine Arts

MUC112 / Digital Audio Workstation II (DAW II)
3 Credits / 5.0 Periods for Lecture & Lab
Use of digital mixing and automation software in conjunction with editing and recording. Includes computer operation, troubleshooting, and file management. Prerequisites: A grade of C or better in MUC111, and (MUC195 or MUC195AA).
Division: Communication & Fine Arts

MUC140 / Songwriting
3 Credits / 3.0 Periods for Lecture
An introduction to the art and craft of songwriting through the study and analysis of diverse songwriters and musical styles, and creation of original songs. Prerequisites: A grade of C or better in MTC101, or MTC105, or permission of Instructor. Course Notes: MUC140 may be repeated for a total of six (6) credits.
Division: Communication & Fine Arts

MUC180 / Computer Literacy for the Music Business
3 Credits / 3.0 Periods for Lecture & Lab
Basic computer literacy, including business applications used in the Music Industry, with hands-on experience. Prerequisites: A grade of C or better in MUC109, or permission of Instructor or Department or Division Chair.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Communication & Fine Arts

MUC195 / Studio Music Recording I
3 Credits / 5.0 Periods for Lecture & Lab
Basic principles of studio sound recording. Emphasis on musical acoustics, operation of recording equipment, studio setups, and multitrack recording. Includes studio session process and musical production decisions. Prerequisites: None.
Division: Communication & Fine Arts

Music Performance (MUP)

MUP101AA / Private Instruction: Voice
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101AA may be repeated for credit.
Division: Communication & Fine Arts

MUP101AD / Private Instruction: Piano
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101AD may be repeated for credit.
Division: Communication & Fine Arts

MUP101AM / Private Instruction: Guitar
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101AM may be repeated for credit.
Division: Communication & Fine Arts

MUP101AP / Private Instruction: Trumpet
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101AP may be repeated for credit.
Division: Communication & Fine Arts

MUP101AS / Private Instruction: French Horn
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101AS may be repeated for credit.
Division: Communication & Fine Arts

MUP101AV / Private Instruction: Trombone
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101AV may be repeated for credit.
Division: Communication & Fine Arts

MUP101AY / Private Instruction: Euphonium
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, euphonium, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101AY may be repeated for credit.
Division: Communication & Fine Arts

MUP101BB / Private Instruction: Tuba
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101BB may be repeated for credit.
Division: Communication & Fine Arts

MUP101BE / Private Instruction: Flute
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101BE may be repeated for credit.
Division: Communication & Fine Arts

MUP101BH / Private Instruction: Oboe
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101BH may be repeated for credit.
Division: Communication & Fine Arts

MUP101BK / Private Instruction: Clarinet
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101BK may be repeated for credit.
Division: Communication & Fine Arts

MUP101BN / Private Instruction: Bassoon
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101BN may be repeated for credit.
Division: Communication & Fine Arts

MUP101BQ / Private Instruction: Saxophone
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101BQ may be repeated for credit.
Division: Communication & Fine Arts

MUP101BT / Private Instruction: Violin
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101BT may be repeated for credit.
Division: Communication & Fine Arts

MUP101BW / Private Instruction: Viola
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101BW may be repeated for credit.
Division: Communication & Fine Arts

MUP101BZ / Private Instruction: Violoncello
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101BZ may be repeated for credit.
Division: Communication & Fine Arts

MUP101CC / Private Instruction: Contrabass
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101CC may be repeated for credit.
Division: Communication & Fine Arts

MUP101CF / Private Instruction: Popular Music Bass Guitar
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, harp, turntablism and electronic music. Prerequisites: None. Course Notes: MUP101CF may be repeated for credit.
Division: Communication & Fine Arts

MUP101CI / Private Instruction: Percussion
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. May be repeated for credit. Prerequisites: None. Course Notes: MUP101CI may be repeated for credit.
Division: Communication & Fine Arts

MUP101CJ / Private Instruction: Harp
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101CJ may be repeated for credit.
Division: Communication & Fine Arts

MUP101CM / Private Instruction: Popular Music Guitar
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, harp, turntablism and electronic music. Prerequisites: None. Course Notes: MUP101CM may be repeated for credit.
Division: Communication & Fine Arts

MUP102AA / Private Instruction: Voice
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102AA may be repeated for credit.
Division: Communication & Fine Arts

MUP102AD / Private Instruction: Piano
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102AD may be repeated for credit.
Division: Communication & Fine Arts

MUP102AM / Private Instruction: Guitar
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102AM may be repeated for credit.
Division: Communication & Fine Arts

MUP102AP / Private Instruction: Trumpet
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102AP may be repeated for credit.
Division: Communication & Fine Arts

MUP102AS / Private Instruction: French Horn
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102AS may be repeated for credit.
Division: Communication & Fine Arts

MUP102AV / Private Instruction: Trombone
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102AV may be repeated for credit.
Division: Communication & Fine Arts

MUP102AY / Private Instruction: Euphonium
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, euphonium, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102AY may be repeated for credit.
Division: Communication & Fine Arts

MUP102BB / Private Instruction: Tuba
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102BB may be repeated for credit.
Division: Communication & Fine Arts

MUP102BE / Private Instruction: Flute
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102BE may be repeated for credit.
Division: Communication & Fine Arts

MUP102BH / Private Instruction: Oboe
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102BH may be repeated for credit.
Division: Communication & Fine Arts

MUP102BK / Private Instruction: Clarinet
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102BK may be repeated for credit.
Division: Communication & Fine Arts

MUP102BN / Private Instruction: Bassoon
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102BN may be repeated for credit.
Division: Communication & Fine Arts

MUP102BQ / Private Instruction: Saxophone
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102BQ may be repeated for credit.
Division: Communication & Fine Arts

MUP102BT / Private Instruction: Violin
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102BT may be repeated for credit.
Division: Communication & Fine Arts

MUP102BW / Private Instruction: Viola
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102BW may be repeated for credit.
Division: Communication & Fine Arts

MUP102BZ / Private Instruction: Violoncello
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102BZ may be repeated for credit.
Division: Communication & Fine Arts

MUP102CC / Private Instruction: Contrabass
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102CC may be repeated for credit.
Division: Communication & Fine Arts

MUP102CF / Private Instruction: Popular Music Bass Guitar
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, harp, turntablism and electronic music. Prerequisites: None. Course Notes: MUP102CF may be repeated for credit.
Division: Communication & Fine Arts

MUP102CI / Private Instruction: Percussion
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102CI may be repeated for credit.
Division: Communication & Fine Arts

MUP102CJ / Private Instruction: Harp
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102CJ may be repeated for credit.
Division: Communication & Fine Arts

MUP102CM / Private Instruction: Popular Music Guitar
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, harp, turntablism and electronic music. Prerequisites: None. Course Notes: MUP102CM may be repeated for credit.
Division: Communication & Fine Arts

MUP102CN / Private Instruction: Popular Music Drum
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, harp, turntablism and electronic music. Prerequisites: None. Course Notes: MUP102CN may be repeated for credit.
Division: Communication & Fine Arts

MUP127 / Class Guitar I
1 Credit / 3.0 Periods for Lecture & Lab
Emphasis on note-reading and folk-style harmonic accompaniment. Includes finger-style playing. Stresses development of efficient practice techniques and proper sitting and hand positions. Prerequisites: None.
Division: Communication & Fine Arts

MUP128 / Class Guitar II
1 Credit / 3.0 Periods for Lecture & Lab
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: A grade of C or better in MUP127 or permission of Instructor.
Division: Communication & Fine Arts

MUP131 / Class Piano I
1 Credit / 3.0 Periods for Lecture & Lab
Development of beginning piano techniques and the fundamentals of music including basic hand position, music-reading skills of melodic and harmonic material, major scales, transposition, and harmonizations including the I, IV, V7 chords. Prerequisites: None.
Division: Communication & Fine Arts

MUP132 / Class Piano II
1 Credit / 3.0 Periods for Lecture & Lab
Continuation of Piano I with emphasis on elementary piano techniques including major and minor scales, transposition, improvisation, and sight reading. Prerequisites: A grade of C or better in MUP131 or permission of Instructor.
Division: Communication & Fine Arts

MUP133 / Class Voice I
1 Credit / 3.0 Periods for Lecture & Lab
Introduction to the fundamentals of vocal production. Emphasis on breathing techniques, tone production and performances in class of solo vocal literature. Prerequisites: None.
Division: Communication & Fine Arts

MUP134 / Class Voice II
1 Credit / 3.0 Periods for Lecture & Lab
Continuation of Class Voice I including the elements of stage presence and diction. Prerequisites: A grade of C or better in MUP133 or permission of Instructor.
Division: Communication & Fine Arts

MUP150 / Community Chorus
1 Credit / 3.0 Periods for Lecture & Lab
A mixed chorus with emphasis on college/community participation and preparation of a variety of choral literature for public performance. Auditions may be required. Prerequisites: None. Course Notes: MUP150 may be repeated for credit.
Division: Communication & Fine Arts

MUP151AA / Private Instruction: Voice
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP101AA. Course Notes: MUP151AA may be repeated for credit.
Division: Communication & Fine Arts

MUP151AD / Private Instruction: Piano
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP101AD. Course Notes: MUP151AD may be repeated for credit.
Division: Communication & Fine Arts

MUP151AM / Private Instruction: Guitar
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP101AM. Course Notes: MUP151AM may be repeated for credit.
Division: Communication & Fine Arts

MUP151BT / Private Instruction: Violin
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP101BT. Course Notes: MUP151BT may be repeated for credit.
Division: Communication & Fine Arts

MUP151CF / Private Instruction: Popular Music Bass Guitar
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, harp, turntablism and electronic music. Prerequisites: A grade of C or better in MUP101CF. Course Notes: MUP151CF may be repeated for credit.
Division: Communication & Fine Arts

MUP152AA / Private Instruction: Voice
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102AA. Course Notes: MUP152AA may be repeated for credit.
Division: Communication & Fine Arts

MUP152AD / Private Instruction: Piano
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102AD. Course Notes: MUP152AD may be repeated for credit.
Division: Communication & Fine Arts

MUP152AM / Private Instruction: Guitar
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102AM. Course Notes: MUP152AM may be repeated for credit.
Division: Communication & Fine Arts

MUP152AP / Private Instruction: Trumpet
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102AP. Course Notes: MUP152AP may be repeated for credit.
Division: Communication & Fine Arts

MUP152AS / Private Instruction: French Horn
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102AS. Course Notes: MUP152AS may be repeated for credit.
Division: Communication & Fine Arts

MUP152BB / Private Instruction: Tuba
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102BB. Course Notes: MUP152BB may be repeated for credit.
Division: Communication & Fine Arts

MUP152BE / Private Instruction: Flute
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102BE. Course Notes: MUP152BE may be repeated for credit.
Division: Communication & Fine Arts

MUP152BH / Private Instruction: Oboe
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102BH. Course Notes: MUP152BH may be repeated for credit.
Division: Communication & Fine Arts

MUP152BK / Private Instruction: Clarinet
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102BK. Course Notes: MUP152BK may be repeated for credit.
Division: Communication & Fine Arts

MUP152BN / Private Instruction: Bassoon
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102BN. Course Notes: MUP152BN may be repeated for credit.
Division: Communication & Fine Arts

MUP152BQ / Private Instruction: Saxophone
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102BQ. Course Notes: MUP152BQ may be repeated for credit.
Division: Communication & Fine Arts

MUP152BT / Private Instruction: Violin
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102BT. Course Notes: MUP152BT may be repeated for credit.
Division: Communication & Fine Arts

MUP152BW / Private Instruction: Viola
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102BW. Course Notes: MUP152BW may be repeated for credit.
Division: Communication & Fine Arts

MUP152BZ / Private Instruction: Violoncello
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102BZ. Course Notes: MUP152BZ may be repeated for credit.
Division: Communication & Fine Arts

MUP152CC / Private Instruction: Contrabass
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102CC. Course Notes: MUP152CC may be repeated for credit.
Division: Communication & Fine Arts

MUP152CF / Private Instruction: Popular Music Bass Guitar
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, harp, turntablism and electronic music. Prerequisites: A grade of C or better in MUP102CF. Course Notes: MUP152CF may be repeated for credit.
Division: Communication & Fine Arts

MUP152CI / Private Instruction: Percussion
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102CI. Course Notes: MUP152CI may be repeated for credit.
Division: Communication & Fine Arts

MUP152CJ / Private Instruction: Harp
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102CJ. Course Notes: MUP152CJ may be repeated for credit.
Division: Communication & Fine Arts

MUP153 / Concert Choir
1 Credit / 5.0 Periods for Lecture & Lab
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.
Division: Communication & Fine Arts

MUP154AA / Jazz Vocal Ensemble
1 Credit / 3.0 Periods for Lecture & Lab
Practical and performing experience in vocal jazz. Includes music from the 1920's through the present. Prerequisites: Auditions required or permission of Instructor. Course Notes: MUP154AA may be repeated for credit.
Division: Communication & Fine Arts

MUP159 / Community Orchestra
1 Credit / 3.0 Periods for Lecture & Lab
Emphasis on college/community participation and the preparation of orchestral literature for public performance. Prerequisites: None. Course Notes: MUP159 may be repeated for credit. Auditions may be required.
Division: Communication & Fine Arts

MUP161 / Community Band
1 Credit / 3.0 Periods for Lecture & Lab
Emphasis on college/community participation and the preparation of band literature for public performance. Prerequisites: None. Course Notes: MUP161 may be repeated for credit. Auditions may be required.
Division: Communication & Fine Arts

MUP163 / Jazz Ensemble
1 Credit / 3.0 Periods for Lecture & Lab
Practical and performance experience in various jazz styles. Prerequisites: None. Course Notes: MUP163 may be repeated for credit. Open to all students on the basis of auditions. Auditions may be required.
Division: Communication & Fine Arts

MUP164 / Jazz Improvisation I
2 Credits / 3.0 Periods for Lecture & Lab
Theoretical and performance skills in many styles of jazz improvisation. Prerequisites: None. Course Notes: MUP164 may be repeated for a total of six (6) credit hours.
Division: Communication & Fine Arts

MUP171 / Opera Workshop
2 Credits / 5.0 Periods for Lecture & Lab
A workshop in the study and performance of operatic literature. Prerequisites: None. Course Notes: MUP171 may be repeated for credit. Open to all students on the basis of auditions. Auditions may be required.
Division: Communication & Fine Arts

MUP181 / Chamber Music Ensembles
1 Credit / 2.0 Periods for Lecture & Lab
Practical and performance experience in instrumental, vocal, and mixed ensembles. Prerequisites: None. Course Notes: MUP181 may be repeated for credit.
Division: Communication & Fine Arts

MUP182 / Chamber Singers
1 Credit / 3.0 Periods for Lecture & Lab
Practical and performance experience in various styles of vocal music. Prerequisites: None. Course Notes: MUP182 may be repeated for credit. Open to all students on the basis of auditions. Auditions may be required.
Division: Communication & Fine Arts

MUP183 / Jazz Combo
1 Credit / 2.0 Periods for Lecture & Lab
Jazz Combo participation provides an opportunity for students to develop improvisational skills in a variety of styles from historical and contemporary jazz practice, while offering a creative outlet for composers and arrangers. Prerequisites: None. Course Notes: MUP183 may be repeated for credit.
Division: Communication & Fine Arts

MUP190 / Percussion Ensemble
1 Credit / 3.0 Periods for Lecture & Lab
Practical and performance experience in various percussion styles. Percussion literature from a diverse number of world musical traditions. Western European art music, various African traditions, Indian music, Japanese music, Indonesian music, Mexican, Central, and South American music, and percussion compositions from the American Experimental Tradition rehearsed and performed. Concerts presented throughout the semester. Percussion techniques are studied and refined as they relate to the literature performed. Emphasis placed on reading and listening skills, increased aesthetic discrimination. Informed performance practice and skills on all percussion instruments and traditions. Prerequisites: None. Course Notes: MUP190 may be repeated for credit.
Division: Communication & Fine Arts

MUP201AA / Private Instruction: Voice
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, harp and percussion. Prerequisites: A grade of C or better in MUP151AA. Course Notes: MUP201AA may be repeated for credit.
Division: Communication & Fine Arts

MUP201AD / Private Instruction: Piano
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP151AD. Course Notes: MUP201AD may be repeated for credit.
Division: Communication & Fine Arts

MUP201AM / Private Instruction: Guitar
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP151AM. Course Notes: MUP201AM may be repeated for credit.
Division: Communication & Fine Arts

MUP202AA / Private Instruction: Voice
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152AA. Course Notes: MUP202AA may be repeated for credit.
Division: Communication & Fine Arts

MUP202AD / Private Instruction: Piano
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152AD. Course Notes: MUP202AD may be repeated for credit.
Division: Communication & Fine Arts

MUP202AM / Private Instruction: Guitar
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152AM. Course Notes: MUP202AM may be repeated for credit.
Division: Communication & Fine Arts

MUP202AP / Private Instruction: Trumpet
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152AP. Course Notes: MUP202AP may be repeated for credit.
Division: Communication & Fine Arts

MUP202AS / Private Instruction: French Horn
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152AS. Course Notes: MUP202AS may be repeated for credit.
Division: Communication & Fine Arts

MUP202AV / Private Instruction: Trombone
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152AV. Course Notes: MUP202AV may be repeated for credit.
Division: Communication & Fine Arts

MUP202AY / Private Instruction: Euphonium
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, euphonium, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152AY. Course Notes: MUP202AY may be repeated for credit.
Division: Communication & Fine Arts

MUP202BB / Private Instruction: Tuba
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152BB. Course Notes: MUP202BB may be repeated for credit.
Division: Communication & Fine Arts

MUP202BE / Private Instruction: Flute
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152BE. Course Notes: MUP202BE may be repeated for credit.
Division: Communication & Fine Arts

MUP202BH / Private Instruction: Oboe
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152BH. Course Notes: MUP202BH may be repeated for credit.
Division: Communication & Fine Arts

MUP202BK / Private Instruction: Clarinet
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152BK. Course Notes: MUP202BK may be repeated for credit.
Division: Communication & Fine Arts

MUP202BN / Private Instruction: Bassoon
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152BN. Course Notes: MUP202BN may be repeated for credit.
Division: Communication & Fine Arts

MUP202BQ / Private Instruction: Saxophone
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152BQ. Course Notes: MUP202BQ may be repeated for credit.
Division: Communication & Fine Arts

MUP202BT / Private Instruction: Violin
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152BT. Course Notes: MUP202BT may be repeated for credit.
Division: Communication & Fine Arts

MUP202BW / Private Instruction: Viola
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152BW. Course Notes: MUP202BW may be repeated for credit.
Division: Communication & Fine Arts

MUP202BZ / Private Instruction: Violoncello
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152BZ. Course Notes: MUP202BZ may be repeated for credit.
Division: Communication & Fine Arts

MUP202CC / Private Instruction: Contrabass
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152CC. Course Notes: MUP202CC may be repeated for credit.
Division: Communication & Fine Arts

MUP202CI / Private Instruction: Percussion
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152CI. Course Notes: MUP202CI may be repeated for credit.
Division: Communication & Fine Arts

MUP202CJ / Private Instruction: Harp
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152CJ. Course Notes: MUP202CJ may be repeated for credit.
Division: Communication & Fine Arts

MUP202CM / Private Instruction: Popular Music Guitar
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, harp, turntablism and electronic music. Prerequisites: A grade of C or better in MUP152CM. Course Notes: MUP202CM may be repeated for credit.
Division: Communication & Fine Arts

MUP209 / Elements of Conducting
2 Credits / 2.0 Periods for Lecture
Essentials of conducting techniques used in choral and instrumental ensembles including terminology, interpretation, and styles. Prerequisites: None.
Division: Communication & Fine Arts

MUP217 / Music Theatre: Broadway Solos
1 Credit / 3.0 Periods for Lecture & Lab
Study and in-class performance of scenes and solos from Broadway musical literature. Prerequisites: None.
Division: Communication & Fine Arts

MUP227 / Class Guitar III
1 Credit / 3.0 Periods for Lecture & Lab
Additional fingerboard positions. Ensemble techniques and performance. Prerequisites: A grade of C or better in MUP128 or permission of Instructor.
Division: Communication & Fine Arts

MUP228 / Class Guitar IV
1 Credit / 3.0 Periods for Lecture & Lab
Advanced fingerboard positions. Duet and trio performances. Advanced ensemble techniques. Prerequisites: A grade of C or better in MUP227 or permission of Instructor. Course Notes: MUP228 may be repeated for credit.
Division: Communication & Fine Arts

MUP231 / Class Piano III
1 Credit / 3.0 Periods for Lecture & Lab
Development of intermediate piano techniques including selected solo literature, transposition of harmonic patterns, and secondary dominants. Prerequisites: A grade of C or better in MUP132 or permission of Instructor.
Division: Communication & Fine Arts

MUP232 / Class Piano IV
1 Credit / 3.0 Periods for Lecture & Lab
Continuation of Piano III including modulation techniques, improvisation of piano accompaniments, advanced chromatic harmony, and sight reading of advanced literature. Prerequisites: A grade of C or better in MUP231 or permission of Instructor.
Division: Communication & Fine Arts

MUP233 / Class Voice III
1 Credit / 3.0 Periods for Lecture & Lab
Interpretive singing through a closer examination of coloring, tone production, dynamics, and tempo indications. Prerequisites: A grade of C or better in MUP134.
Division: Communication & Fine Arts

MUP234 / Class Voice IV
1 Credit / 3.0 Periods for Lecture & Lab
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: A grade of C or better in MUP233 or permission of Instructor. Course Notes: MUP234 may be repeated for credit.
Division: Communication & Fine Arts

MUP250AA / Survey Of Diction For Singers (English)
1 Credit / 2.0 Periods for Lecture & Lab
Introduction to the use of phonetics in the study of English song literature. Prerequisites: None.
Division: Communication & Fine Arts

MUP250AB / Survey Of Diction For Singers (Italian/Latin)
1 Credit / 2.0 Periods for Lecture & Lab
Introduction to the use of phonetics in the study of Italian/Latin song literature. Prerequisites: None.
Division: Communication & Fine Arts

MUP251AA / Private Instruction: Voice
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP201AA. Course Notes: MUP251AA may be repeated for credit.
Division: Communication & Fine Arts

MUP251AD / Private Instruction: Piano
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP201AD. Course Notes: MUP251AD may be repeated for credit.
Division: Communication & Fine Arts

MUP251AM / Private Instruction: Guitar
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP201AM. Course Notes: MUP251AM may be repeated for credit.
Division: Communication & Fine Arts

MUP252AA / Private Instruction: Voice
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202AA. Course Notes: MUP252AA may be repeated for credit.
Division: Communication & Fine Arts

MUP252AD / Private Instruction: Piano
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202AD. Course Notes: MUP252AD may be repeated for credit.
Division: Communication & Fine Arts

MUP252AM / Private Instruction: Guitar
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202AM. Course Notes: MUP252AM may be repeated for credit.
Division: Communication & Fine Arts

MUP252AP / Private Instruction: Trumpet
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202AP. Course Notes: MUP252AP may be repeated for credit.
Division: Communication & Fine Arts

MUP252AS / Private Instruction: French Horn
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202AS. Course Notes: MUP252AS may be repeated for credit.
Division: Communication & Fine Arts

MUP252AY / Private Instruction: Euphonium
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, euphonium, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202AY. Course Notes: MUP252AY may be repeated for credit.
Division: Communication & Fine Arts

MUP252BH / Private Instruction: Oboe
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202BH. Course Notes: MUP252BH may be repeated for credit.
Division: Communication & Fine Arts

MUP252BK / Private Instruction: Clarinet
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202BK. Course Notes: MUP252BK may be repeated for credit.
Division: Communication & Fine Arts

MUP252BQ / Private Instruction: Saxophone
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202BQ. Course Notes: MUP252BQ may be repeated for credit.
Division: Communication & Fine Arts

MUP252BT / Private Instruction: Violin
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202BT. Course Notes: MUP252BT may be repeated for credit.
Division: Communication & Fine Arts

MUP252BW / Private Instruction: Viola
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202BW. Course Notes: MUP252BW may be repeated for credit.
Division: Communication & Fine Arts

MUP252BZ / Private Instruction: Violoncello
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202BZ. Course Notes: MUP252BZ may be repeated for credit.
Division: Communication & Fine Arts

MUP252CC / Private Instruction: Contrabass
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202CC. Course Notes: MUP252CC may be repeated for credit.
Division: Communication & Fine Arts

MUP252CI / Private Instruction: Percussion
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202CI. Course Notes: MUP252CI may be repeated for credit.
Division: Communication & Fine Arts

MUP252CL / Private Instruction: Popular Music Piano
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, harp, turntablism and electronic music. Prerequisites: A grade of C or better in MUP202CL. Course Notes: MUP252CL may be repeated for credit.
Division: Communication & Fine Arts

MUP270 / Musical Theatre Workshop
2 Credits / 5.0 Periods for Lecture & Lab
Workshop in the study and performance of Musical Theatre repertoire. Includes audition techniques, stage directions, character role development, rehearsal techniques, vocal acting styles and vocal technique, stage movement, crew roles, and performance. Prerequisites: None. Course Notes: MUP/THO270 may be repeated for credit.
Crosslisted: THO270
Division: Communication & Fine Arts

MUP270AA / Musical Theatre Workshop
1 Credit / 3.0 Periods for Laboratory
Workshop in the study and performance of musical theatre repertoire. Includes audition techniques, stage directions, character role development, rehearsal techniques, vocal acting styles and vocal technique, stage movement, crew roles, and performance. Prerequisites: None. Course Notes: MUP/THO270AA may be repeated for a total of two (2) credits.
Crosslisted: THO270AA
Division: Communication & Fine Arts

MUP273 / Musical Theatre Production
1 Credit / 5.0 Periods for Laboratory
Principles and techniques for musical theatre production performance. Includes audition techniques, stage directions, character role development, rehearsal techniques, vocal acting styles and vocal technique, stage movement, crew roles, and performance. Prerequisites: By audition.
Crosslisted: THP273
Division: Communication & Fine Arts

Storytelling (STO)

STO292 / The Art of Storytelling
3 Credits / 3.0 Periods for Lecture
Explore the art and origin of storytelling. Provide a variety of storytelling techniques, styles and exercises to enhance the delivery of telling stories. Assist in the integration and application of storytelling to the learning environment in the classroom. Prerequisites: None.
Crosslisted: EDU292, HUM292
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

Theatre (THE)

THE111 / Introduction to Theatre
3 Credits / 3.0 Periods for Lecture
A survey of theatre, including basic elements and principles of production, styles, and/or historical perspectives of theatre, dramatic literature, and criticism. Prerequisites: None.
SUN SUN# THE 1100
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

THE220 / Modern Drama
3 Credits / 3.0 Periods for Lecture
Analysis of dramatic literature studied within political, historical, and cultural contexts and examined from the perspective of the playwright's structure and style. Prerequisites: A grade of C or better in ENG101, or ENG107, or equivalent.
SUN SUN# THE 2220
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Communication & Fine Arts

Theater Performance/Production (THP)

THP112 / Acting I
3 Credits / 4.0 Periods for Lecture & Lab
Fundamental techniques and terminology of acting through physical and vocal expression, improvisation, and monologue and scene work. Emphasis on characterization. Prerequisites: None.
Division: Communication & Fine Arts

THP201AA / Theatre Production I
1 Credit / 2.0 Periods for Laboratory
Designed to give college credit to the cast and technical production crews of college theatre productions. Prerequisites: None. Course Notes: THP201AA may be repeated for a total of four (4) credit hours.
Division: Communication & Fine Arts

THP201AB / Theatre Production II
2 Credits / 4.0 Periods for Laboratory
Designed to give college credit to the cast and technical production crews of college theatre productions. Prerequisites: None. Course Notes: THP201AB may be repeated for a total of four (4) credit hours.
Division: Communication & Fine Arts

THP212 / Acting II
3 Credits / 4.0 Periods for Lecture & Lab
Fundamental techniques of acting through script analysis, rehearsal, and performance. Prerequisites: A grade of C or better in THP112 or permission of Department or Division.
Division: Communication & Fine Arts

THP213 / Introduction to Technical Theatre
4 Credits / 2.0 Periods for Laboratory, 4.0 Periods for Lecture
Procedures of technical theatre production and demonstration. Topics include design and construction of scenery, lighting, and properties. Prerequisites: None.
Division: Communication & Fine Arts

THP273 / Musical Theatre Production
1 Credit / 5.0 Periods for Laboratory
Principles and techniques for musical theatre production performance. Includes audition techniques, stage directions, character role development, rehearsal techniques, vocal acting styles and vocal technique, stage movement, crew roles, and performance. Prerequisites: By audition.
Crosslisted: MUP273
Division: Communication & Fine Arts

Theatre and Film (THF)

THF205 / Introduction to Cinema
3 Credits / 3.0 Periods for Lecture
Survey of the history and development of the art of motion pictures, including criticism of aesthetic and technical elements. Prerequisites: None.
Crosslisted: HUM205
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

THF206 / Introduction to Television Arts
3 Credits / 3.0 Periods for Lecture
History and development of electronic media and its impact on popular arts. Prerequisites: None.
Crosslisted: HUM206
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

THF209 / Acting for the Camera
3 Credits / 4.0 Periods for Lecture & Lab
Special technical aspects of acting before a camera. Prerequisites: A grade of C or better in THP112 or permission of Instructor.
Division: Communication & Fine Arts

THF210 / Contemporary Cinema
3 Credits / 3.0 Periods for Lecture
A study of contemporary films, directors and critics with emphasis on evaluating film as an art form. Prerequisites: None.
Crosslisted: HUM210
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

THF219 / Advanced Acting for the Camera
3 Credits / 4.0 Periods for Lecture & Lab
Focuses on special technical aspects of advanced acting before a camera. Prerequisites: A grade of C or better in THF209 or permission of Instructor.
Division: Communication & Fine Arts

Illustration, Certificate of Completion

VISUAL AND PERFORMING ARTS

Certificate of Completion: CCL 5174
31 Credits
Program Contact
Louis Mendoza | 480-732-7089 | louis.mendoza@cgc.edu

Program Description

The Certificate of Completion (CCL) in Illustration develops knowledge and skills in creating visual narratives through traditional and digital media. The program emphasizes art principles, knowledge, and skills needed to solve design and compositional problems. Areas of emphasis include graphic arts, publications, and storyboarding for animation, video, and media. This certificate prepares students for employment and upgrades the skills of persons employed in occupations such as freelance artist-designer, concept artist, visual development artist for gaming/film, and storyboarder. Students may also pursue an Associate in Applied Science (AAS) in Illustration and Sequential Art.

Program Notes

Students must earn a grade of "C" or better in all courses within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Code	Title	Credits	Semester
Required Courses			
AVC169	2D Media Design	3	
AVC177	Digital Photographic Imaging I	3	
AVC248	Design Self Promotion	3	
AVC289	Computer Illustration	3	
AVC100	Introduction to Digital Arts	1	
ART111	Drawing I	3	
ART113	Color	3	
or AVC114	Digital Color		
ART116	Life Drawing I	3	
AVC178	Digital Arts Studies	3	
Restricted Electives			
Students must select six credits from the following list of courses.		6	
Students may select from one emphasis or may select from different emphases to fulfill the six credit requirement			
Animation Emphasis			
AVC/ MMTOR184	Digital Animation I		
AVC/ MMTOR185	3D Modeling and Animation I		
Drawing Emphasis			
ART117	Life Drawing II		
ART118	Art Anatomy		
ART122	Drawing and Composition II		
Painting Emphasis			
ART165	Watercolor Painting I		
ART166	Watercolor Painting II		
ART167	Painting I		
ART168	Painting II		
ART263	Figure Painting		
Total Credits		**31**	

Illustration and Sequential Art, Associate in Applied Science

VISUAL AND PERFORMING ARTS

Associate in Applied Science : AAS 3203
61-74 Credits
Program Contact
Louis Mendoza | 480-732-7089 | louis.mendoza@cgc.edu

Program Description

The Associate in Applied Science (AAS) in Illustration and Sequential Art is designed for the student who wishes to develop an area of specialization in illustration and comics and sequential art. Students will develop narratives through traditional and digital media. The program emphasizes art principles, knowledge, and skills needed to solve design and compositional problems. Areas of emphasis include comic book and sequential art, illustration for publications, and storyboarding. It allows for the development of an individual`s personal interest in this area, prepares students for employment, and upgrades skills of those already employed in this field. Employment opportunities are available in a variety of fields including, but not limited to, freelance artist-designer, concept artist, comics/sequential art, visual development artist for gaming/film, and storyboarder. A Certificate of Completion (CCL) in Illustration and in Sequential Art is also available.

Program Notes

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			
ART111	Drawing I	3	
AVC100	Introduction to Digital Arts	1	
AVC169	2D Media Design	3	
AVC177	Digital Photographic Imaging I	3	
AVC289	Computer Illustration	3	
ART113	Color	3	
or AVC114	Digital Color		
ART116	Life Drawing I	3	
AVC178	Digital Arts Studies	3	
Capstone/Internship Course:			
Select one of the following:		1-3	
AVC280AA	Digital Media Arts and Design Capstone		
or AVC280AB	Digital Media Arts and Design Capstone		
or AVC280AC	Digital Media Arts and Design Capstone		
AVC297AA	Commercial Art Internship		
or AVC297AB	Commercial Art Internship		
or AVC297AC	Commercial Art Internship		
FYE101	Introduction to College, Career and Personal Success	1-3	
or FYE103	Exploration of College, Career and Personal Success		
Restricted Electives			
Select from one of the following areas of specialization:		9-18	
Specialization 1: Sequential Art (18 credits)			
AVC119	Penciling for Sequential Art		
AVC120	Inking for Sequential Art		
AVC219	Coloring, Toning and Lettering for Sequential Art		
AVC220	Publishing for the Comic Industry		
AVC221	Comics Creation		
CRW172	Introduction to Comic Book Writing		
or CRW176	Writing Narrative for Video Games		
or CRW190	Introduction to Screenwriting		
Specialization 2: Illustration (9 credits)			
AVC248	Design Self Promotion		
or ART255	Art Marketing		
Students must select six credits from the following list of courses.			
Students may select from one emphasis or may select from different emphases to fulfill the six credit requirement.			
Animation Emphasis			
AVC/MMTOR184	Digital Animation I		
AVC/MMTOR185	3D Modeling and Animation I		
Drawing Emphasis			
ART117	Life Drawing II		
ART118	Art Anatomy		
ART122	Drawing and Composition II		
Painting Emphasis			
ART165	Watercolor Painting I		
ART166	Watercolor Painting II		
ART167	Painting I		
ART168	Painting II		
ART263	Figure Painting		
General Electives			
Select additional courses 100-level or higher to complete the minimum credits required for this degree. Consult with the Program Director or an Academic Advisor.		0-6	
General Education			
Core			
First-Year Composition			
ENG101	First-Year Composition	3	
or ENG107	First-Year Composition for ESL		
ENG102	First-Year Composition	3	
or ENG108	First-Year Composition for ESL		
Oral Communication			
Select one of the following:		3	

COM100	Introduction to Human Communication		_____
COM110	Interpersonal Communication		_____
COM225	Public Speaking		_____
COM230	Small Group Communication		_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
Or equivalent as indicated by assessment			_____
Mathematics			_____
Select three to six credits from the following:		3-6	_____
Any approved general education course(s) in the Mathematics area			_____
MAT140	College Mathematics [1]		_____
MAT141	College Mathematics [1]		_____
MAT142	College Mathematics [1]		_____
MAT145	College Mathematics with Review [1]		_____
MAT146	College Mathematics with Review [1]		_____
Distribution			_____
Humanities, Arts and Design			_____
ARH101	Art from Prehistory Through Middle Ages	3	_____
or ARH102	Art from Renaissance to Modernism		_____
Social and Behavioral Sciences			_____
Any approved general education course(s) in the Social and Behavioral Sciences area		3	_____
Natural Sciences			_____
Any approved general education course(s) in the Natural Sciences area		4	_____
Total Credits		61-74	_____

[1] Recommended for students planning to transfer to a four-year university.

Photography, Associate in Applied Science

VISUAL AND PERFORMING ARTS

Associate in Applied Science : AAS 3195
61-67 Credits
Program Contact
Buzzy Sullivan | 480-732-7291 | buzzy.sullivan@cgc.edu

Program Description

The Associate in Applied Science (AAS) in Photography program is designed for the student who wishes to pursue a career in photography, either commercial or fine arts. Students will study digital and traditional film-based (darkroom) media, content and image selection, and the theory and practice of visual communication.

Program Notes

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

There will be costs for supplies and equipment in this program.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
ARH101	Art from Prehistory Through Middle Ages	3	_____
or ARH102	Art from Renaissance to Modernism		_____
ARH115	History of Photography	3	_____
AVC100	Introduction to Digital Arts	1	_____
ART112	Two-Dimensional Design	3	_____
ART113	Color	3	_____
ART131	Photography I	3	_____
ART132	Photography II	3	_____
AVC142	Introduction to Digital Photography	3	_____
AVC143	Intermediate Digital Photography	3	_____
ART255	Art Marketing	1-3	_____
or ART255AB	The Portfolio		_____

FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____
Restricted Electives			_____
Complete all courses in the specialization below that best aligns with your academic and professional goals.		8-20	_____
Specialization I: Commercial Photography *(p. 192)*			_____
Specialization II: Fine Art Photography *(p. 193)*			_____
General Electives			_____
Select courses 100-level or higher to complete the minimum total program credits required for this degree. Consult with the Program Director or an Academic Advisor. [1]		0-7	_____
General Education			_____
Core			_____
First-Year Composition			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition	3	_____
or ENG108	First-Year Composition for ESL		_____
Oral Communication			_____
Select one of the following:		3	_____
COM100	Introduction to Human Communication		_____
COM110	Interpersonal Communication		_____
COM225	Public Speaking		_____
COM230	Small Group Communication		_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
OR Equivalent as indicated by assessment			_____
Mathematics			_____
Select one of the following:		3-6	_____
MAT140	College Mathematics		_____
MAT141	College Mathematics		_____
MAT142	College Mathematics		_____
MAT145	College Mathematics with Review		_____
MAT146	College Mathematics with Review		_____
Any approved General Education course in the Mathematical Applications (MA) area			_____
Distribution			_____
Humanities, Arts and Design			_____
Met by Required Courses [2]		0	_____
Social and Behavioral Sciences			_____
Any approved general education course from the Social and Behavioral Sciences (SB) area		3	_____
Natural Sciences			_____
Any approved general education course(s) in the Natural Sciences (Quantitative) (SQ) area or the Natural Sciences (General) (SG) area.		4	_____
Total Credits		61-67	_____

[1] Recommend that students interested in transferring to a four-year institution to earn a bachelor`s degree take courses that fulfill any unmet Arizona General Education Curriculum (AGEC) requirements

[2] Met by ARH101 Art from Prehistory Through Middle Ages or ARH102 Art from Renaissance to Modernism or ARH115 History of Photography or ART131 Photography I in Required Courses

Specializations

Specialization I: Commercial Photography

Code	Title	Credits	Semester
AVC138	Commercial Photography I	3	_____
AVC139	Commercial Photography II	3	_____
AVC140	Portrait Photography	3	_____
or AVC237	Fashion Photography		_____
SBS200	Small Business Operations	2	_____
Select one of the following:		2-3	_____
MKT110	Marketing and Social Networking		_____
MKT263	Advertising Principles		_____
MKT271	Principles of Marketing		_____
SBS204	Small Business Marketing And Advertising		_____

In consultation with advisor or program coordinator, choose up to six (6) credits of coursework from the following list to best fulfill goals and complete the minimum total program credits required for this degree.		0-6	_____
AVC169	2D Media Design		_____
AVC177	Digital Photographic Imaging I		_____
ART111	Drawing I		_____
ART116	Life Drawing I		_____
ART137	Alternative Photographic Processes		_____
ART234	Color Photography		_____
ART290AC	Studio Art		_____
ART290EC	Studio Art: Photography		_____
AVC290DP	Art Studio: Digital Photography		_____
or AVC297AA	Commercial Art Internship		_____
ART295DA	Art Workshop/ Seminar: Photography		_____
ART295DB	Art Workshop/ Seminar: Photography		_____
ART295DC	Art Workshop/ Seminar: Photography		_____
AVC178	Digital Arts Studies		_____
AVC181	Graphic Design I		_____
AVC270	Digital Photographic Imaging II		_____
AVC297AA	Commercial Art Internship		_____
AVC297AB	Commercial Art Internship		_____
FMP108	Video Production		_____
Total Credits		**13-20**	_____

Specialization II: Fine Art Photography

Code	Title	Credits	Semester
ART133	Photography III	3	_____
ART137	Alternative Photographic Processes	3	_____
Select two to nine credits from the following:		2-9	_____
AVC169	2D Media Design		_____
AVC177	Digital Photographic Imaging I		_____
ART111	Drawing I		_____
ART116	Life Drawing I		_____
ART234	Color Photography		_____
ART250	Introduction to Printmaking		_____
ART134	Photography IV		_____
ART290AC	Studio Art		_____
ART290EC	Studio Art: Photography		_____
ART290MC	Studio Art: Digital Photography		_____
ART295DA	Art Workshop/ Seminar: Photography		_____
ART295DB	Art Workshop/ Seminar: Photography		_____
ART295DC	Art Workshop/ Seminar: Photography		_____
AVC178	Digital Arts Studies		_____
AVC270	Digital Photographic Imaging II		_____
AVC274	Digital Photographic Imaging III		_____
AVC297AA	Commercial Art Internship		_____
SBS200	Small Business Operations		_____
SBS204	Small Business Marketing And Advertising		_____
Total Credits		**8-15**	_____

Sequential Art, Certificate of Completion

VISUAL AND PERFORMING ARTS

Certificate of Completion: CCL 5177
40 Credits
Program Contact
Louis Mendoza | 480-732-7089 | louis.mendoza@cgc.edu

Program Description

The Certificate of Completion (CCL) in Sequential Art develops knowledge and skills in the area of sequential art, including but not limited to comics, graphic novels, anime, children`s books, self-publishing, digital illustration, and storyboarding for digital media. Students will develop diverse narratives that reflect cultural, historical, and social diversity. The program provides the student with an understanding of writing for sequential art, illustration techniques, and digital media tools for illustration, layout and publication. This certificate prepares students for employment and upgrades the skills of persons employed in occupations such as illustrator, comic book artist, storyboarder, cartoonist, penciler, inker, colorist, letterer, production artist, game designer, and comic book writer. An Associate in Applied Science (AAS) in Illustration and Sequential Art is also available.

Program Notes

Students must earn a grade of "C" or better in all courses within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
ART111	Drawing I	3	_____
AVC169	2D Media Design	3	_____
AVC177	Digital Photographic Imaging I	3	_____
AVC289	Computer Illustration	3	_____
AVC100	Introduction to Digital Arts	1	_____
ART113	Color	3	_____
or AVC114	Digital Color		_____
ART116	Life Drawing I	3	_____
AVC119	Penciling for Sequential Art	3	_____
AVC120	Inking for Sequential Art	3	_____
AVC178	Digital Arts Studies	3	_____
AVC219	Coloring, Toning and Lettering for Sequential Art	3	_____
AVC220	Publishing for the Comic Industry	3	_____
AVC221	Comics Creation	3	_____
Select one of the following:		3	_____
CRW172	Introduction to Comic Book Writing		_____
CRW176	Writing Narrative for Video Games		_____
CRW190	Introduction to Screenwriting		_____
Total Credits		**40**	_____

Composition, Creative Writing & Literature

David Finley, Division Chair
(480) 726-4125 |david.finley@cgc.edu

Courses

Prefix	Course
CRE	Critical Reading
CRW	Creative Writing
ENG	English
ENH	English Humanities
GST	Game Studies
HUM	Humanities
JRN	Journalism
RDG	Reading
WAC	Writing Across Curriculum

Career Programs

Creative Writing

- Creative Writing, Academic Certificate (p. 199)

Creative Writing

Finn, Patrick

- A.A., Riverside Community College
- B.A., University of California, Riverside
- M.F.A., University of Arizona

English

Chardon, Diane

- B.A., Louisiana State University
- M.A., Ph.D., Arizona State University

Dean, John

- B.A., Arizona State University
- M.F.A., Texas State University

Fernandez, Miguel

- B.A., M.A., New York University

Fields, Gregg

- B.A, M.A., California State University - San Marcos

Finley, David
Division Chair

- B.A., Appalachian State University
- M.A., Arizona State University

Hope, Kate

- M.A., Northern Arizona University

Horn, Heather

- B.A., Rice University
- M.A., Ph.D., University of Wisconsin-Madison

Marsee, Michele

- B.A., Chapman University
- M.A., Ph.D., University of New Mexico

Moser, Teri

- B.A., M.A., Utah State University
- Ph.D., Arizona State University

Rodriguez, Maria

- M.A., Northern Arizona University

Rude, Renee

- B.S., M.E., Ph.D., Northern Arizona University

Soza, Robert

- Ph.D., University of California

Tinkle-Williams, Keziah

- A.A., Spokane Community College
- B.A., M.A., Eastern Washington University
- Ph.D., Grand Canyon University

Toms, Malik

- B.A., M.A., Iowa State University

Wilkowski, Colleen

- M.A., Arizona State University

Williams, Patrick

- B.A., M.A., Eastern Washington University
- Ed.D., Northern Arizona University

Reading

Ohrnberger, Maryellen

- B.A., CUNY Queens College
- M.Ed., Arizona State University

Sindel-Arrington, Tricia

- B.S., University of Arizona
- M.Ed., Northern Arizona University
- Ph.D., Arizona State University

Critical Reading (CRE)

CRE101 / College Critical Reading and Critical Thinking
3 Credits / 3.0 Periods for Lecture
Develop and apply critical thinking skills through critically reading varied and challenging materials. Includes analysis, evaluation, interpretation, and synthesis through at least two substantial writing and/or speaking tasks. Prerequisites: A grade of C or better in [(ENG101 or ENG107) and (RDG095 or RDG100 or RDG100LL or RDG111 or RDG112 or RDG113)] or a grade of B or better in ALT100 or an appropriate district placement or permission of Instructor.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Composition, Creative Writing, and Literature

Creative Writing (CRW)

CRW150 / Introduction to Creative Writing
3 Credits / 3.0 Periods for Lecture
Introduction to the basic aesthetics and techniques in contemporary creative writing within a variety of genres. Introduction to the analytical concepts and terminology necessary to understand, interpret, and enact contemporary creative writing. Facilitation of writing practices and evaluation. Introduction to literature's role in society. Prerequisites: None.
Division: Composition, Creative Writing, and Literature

CRW160 / Introduction to Writing Poetry
3 Credits / 3.0 Periods for Lecture
Prewriting (invention and discovery); writing; analyzing and evaluating (in workshop); and revising to practice manipulating various elements of poetry, critique one's own and the poetry of others, and produce a portfolio of finished, marketable poems. Prerequisites: None. CRW150 recommended but not required.
Division: Composition, Creative Writing, and Literature

CRW170 / Introduction to Writing Fiction
3 Credits / 3.0 Periods for Lecture
Practice in writing fiction through a process of prewriting (invention and discovery), writing, analysis and evaluation (in workshop), and revision; practice in manipulating various elements and forms of fiction. Prerequisites: None. CRW150 recommended but not required.
Division: Composition, Creative Writing, and Literature

CRW172 / Introduction to Comic Book Writing
3 Credits / 3.0 Periods for Lecture
Introduction to elements and techniques of comic book writing in its specific form; teaches terminology and concepts needed for the successful participation in writing workshops; focuses on proposal outline, planning, structure facilitates writing practice (including character study) and evaluation; offers individual suggestions in the student's development in this genre. Prerequisites:None.
Division: Composition, Creative Writing, and Literature

CRW176 / Writing Narrative for Video Games
3 Credits / 3.0 Periods for Lecture
Provides an introduction to narrative theory as it relates to video game production. Delivers a variety of video game storylines, narrative theories, and processes for narrative development in video games. Terminology and video game industry standards are covered. Offers discussion of team building and the role of video games in society. Prerequisites: None.
Division: Composition, Creative Writing, and Literature

CRW180 / Introduction to Writing Nonfiction
3 Credits / 3.0 Periods for Lecture
Practice in writing creative nonfiction, including autobiography and biography, the essay, reviews, and humor using a process of invention and discovery, writing, analysis, evaluation, and revision. Combines lecture, discussion, and workshop, leading to the production of marketable quality creative nonfiction. Prerequisites: None. CRW150 recommended but not required.
Division: Composition, Creative Writing, and Literature

CRW190 / Introduction to Screenwriting
3 Credits / 3.0 Periods for Lecture
Overview of screenwriting elements; introduction to screenwriting techniques. Prerequisites: None. CRW150 recommended but not required.
Division: Composition, Creative Writing, and Literature

CRW200 / Readings for Writers
1 Credit / 1.0 Periods for Laboratory
Close analysis and interpretation of selected literary texts designed to strengthen the students' own writing by extending their familiarity with the genre in which they write and their knowledge of selected literary elements. One-on-one meetings between student and instructor. Prerequisites: A grade of C or better in CRW150 or permission of Instructor.
Division: Composition, Creative Writing, and Literature

CRW201 / Portfolio
1 Credit / 1.0 Periods for Laboratory
Close analysis of the creative writing portfolio culminating in selection, revision, editing, and compiling of the student's own literary work in a portfolio. Students meet individually with instructor to choose, prepare, and compile their work. Prerequisites: Acceptance to Creative Writing(CRW) program, completion of nine (9) credit hours of CRW course work, or permission of Program Coordinator. Course Notes: CRW201 may be repeated for a total of two (2) credit hours.
Division: Composition, Creative Writing, and Literature

CRW260 / Intermediate Poetry Writing
3 Credits / 3.0 Periods for Lecture
Emphasis on writing a series of original poems; analysis and evaluation of the functions and effects of established works of poetry; concentration on evaluation and revising students' poetry through intensive workshops. Prerequisites: A grade of C or better in CRW160 or permission of Instructor.
Division: Composition, Creative Writing, and Literature

CRW272 / Planning and Structuring the Novel
3 Credits / 3.0 Periods for Lecture
Focus on planning, structuring, and beginning a novel; prewriting, writing, analysis, evaluation, and revision of novel plans and excerpts. Prerequisites: A grade of C or better in CRW150 or permission of Instructor.
Division: Composition, Creative Writing, and Literature

English (ENG)

ENG101 / First-Year Composition
3 Credits / 3.0 Periods for Lecture
Emphasis on rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total. Prerequisites: Appropriate writing placement test score, or (a grade of C or better in ENG091, or ESL097, or WAC101), or (a grade of B or better in ALT100), or (a grade of C in ALT100 and Corequisites: ENG101LL, or ENG107LL, or WAC101, or ENG100A+), or (a grade of C or better in ESL202 and Corequisites: ENG101LL, or ENG107LL, or WAC101, or ENG100A+).
SUN SUN# ENG 1101
Fulfills: First-Year Composition (FYC)
Division: Composition, Creative Writing, and Literature

ENG102 / First-Year Composition
3 Credits / 3.0 Periods for Lecture
Emphasis on rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Developing advanced college-level writing strategies through three or more writing projects comprising at least 4,000 words in total. Prerequisites: Grade of C or better in ENG101.
SUN SUN# ENG 1102
Fulfills: First-Year Composition (FYC)
Division: Composition, Creative Writing, and Literature

ENG111 / Technical and Professional Writing
3 Credits / 3.0 Periods for Lecture
Introduces students to the genres, style, and design of technical documents that are used in various professional fields. Includes examining the role of workplace writing, preparing documents appropriate to diverse audiences, and integrating data and graphics into work-related documents. Prerequisites: A grade of C or better in ENG101 or ENG107 or permission of Instructor.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Composition, Creative Writing, and Literature

ENG200 / Reading and Writing About Literature
3 Credits / 3.0 Periods for Lecture
Emphasis on critical analysis of various genres of literature; includes study of necessary terminology, introduction to methods of literary criticism, and practice in interpretation and evaluation. Prerequisites: A grade of C or better in ENG102.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Composition, Creative Writing, and Literature

ENG217 / Personal and Exploratory Writing
3 Credits / 3.0 Periods for Lecture
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: A grade of C or better in ENG101, or ENG107, or equivalent.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Composition, Creative Writing, and Literature

English Humanities (ENH)

ENH110 / Introduction to Literature
3 Credits / 3.0 Periods for Lecture
Introduction to international literature through various forms of literary expression; e.g., poetry, drama, essay, biography, autobiography, short story, and novel. Provides a global overview of literature with special emphasis on diverse cultural contributions of women, African Americans, Asian Americans, Hispanic Americans, and Native Americans. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

ENH111 / Literature and the American Experience
3 Credits / 3.0 Periods for Lecture
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.
Division: Composition, Creative Writing, and Literature

ENH112 / Chicano Literature
3 Credits / 3.0 Periods for Lecture
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.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

ENH113 / Writers/Directors and Current Issues
3 Credits / 3.0 Periods for Lecture
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.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

ENH190 / Introduction to US Ethnic Literature
3 Credits / 3.0 Periods for Lecture
Introduction to the US ethnic literatures of African Americans, Arab Americans, Asian Americans, Latinas/os, Native Americans, Mixed Race, and other emerging ethnic groups through various expressions. Examines the interconnections of the various experiences of racialized groups living in the US. Provides ethnic US literature a global context through study of the interconnections with the literatures of Africa, Asia, Latin America, and Oceania. Focus on literary production of at least four specific US ethnic groups and relevant international literatures. Prerequisites or Corequisites: ENG101 or ENG107.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Historical Awareness [H]; Historical Awareness [H]-in combo
Division: Composition, Creative Writing, and Literature

ENH222 / Survey of English Literature After 1800
3 Credits / 3.0 Periods for Lecture
Emphasizes the social and political backgrounds as well as the form and content of English literature in the nineteenth and twentieth centuries. Prerequisites: A grade of C or better in ENG101, or ENG107, or equivalent.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

ENH241 / American Literature Before 1860
3 Credits / 3.0 Periods for Lecture
Includes literature written prior to 1860 in the United States. Prerequisites: A grade of C or better in ENG101.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Composition, Creative Writing, and Literature

ENH242 / American Literature After 1860
3 Credits / 3.0 Periods for Lecture
Includes literature written after 1860 in the United States. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

ENH251 / Mythology
3 Credits / 3.0 Periods for Lecture
Deals with the myths and legends of civilizations with the greatest influence upon the development of the literature and culture of the English speaking people, and compares those myths with myths from other cultures. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

ENH253 / Contemporary Global Literature and Film
3 Credits / 3.0 Periods for Lecture
Characteristics of literary and cinematic mediums. Challenges of adapting literature to film. Global examination of historical, religious, socioeconomic, political, and colonial/post colonial themes depicted in Western and non-Western literature and film (e. g., Africa, Asia, and Latin America) outside the United States. Use of narrative in each medium and how it translates various global/international perspectives and cultural assumptions. Specific genres present in literature and film. Cultural metaphors and symbols used in literature and film. Prerequisites: A grade of C or better in ENG101.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Global Awareness [G]; Global Awareness [G]-in combo
Division: Composition, Creative Writing, and Literature

ENH254 / Literature and Film
3 Credits / 3.0 Periods for Lecture
Presents works of literature and their film versions and analyzes distinguishing techniques of each medium. Prerequisites: A grade of C or better in ENG101, or ENG107, or equivalent.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Composition, Creative Writing, and Literature

ENH255 / Contemporary U.S. Literature and Film
3 Credits / 3.0 Periods for Lecture
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: A grade of C or better in ENG101.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Composition, Creative Writing, and Literature

ENH260 / Literature of the Southwest
3 Credits / 3.0 Periods for Lecture
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.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

ENH284 / 19th Century Women Writers
3 Credits / 3.0 Periods for Lecture
Investigates major themes in literature by women writing in the 19th century including the nature of women's lives in the family, in work situations, and in society. Poetry, prose, essays and drama are examined with an emphasis on common themes. Prerequisites: None.
Crosslisted: WST284
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

ENH285 / Contemporary Women Writers
3 Credits / 3.0 Periods for Lecture
Explores twentieth century literature (short stories, essays, plays, and poetry) written by women and about women. Focus on themes relevant to women's lives regardless of age, creed, or ethnic background. Prerequisites: None.
Crosslisted: WST285
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

Game Studies (GST)

GST202 / Games, Culture and Aesthetics
3 Credits / 3.0 Periods for Lecture
Considers games as artifacts and expressions of our basic consciousness, humanity, and potential. Explores through the lens of world cultures such concepts as values, power relations, gender roles, arts, aesthetics, and desire. Compares games across cultural, temporal, geographic, and linguistic divides, for the purpose of examining and appreciating the experiences, contributions, and values of diverse populations, as conveyed through the global phenomenon of games. Prerequisites: A grade of C or better in RDG100, or RDG100LL, or (RDG100AA and RDG100AB and RDG100AC), or RDG111, or RDG112, or RDG113, or eligibility for ENG101 as indicated by appropriate writing assessment test score.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

Humanities (HUM)

HUM108 / Contemporary Humanities
3 Credits / 3.0 Periods for Lecture
An exploration of human expression in contemporary arts and sciences. Prerequisites: None.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

HUM201 / Humanities: Universal Themes
3 Credits / 3.0 Periods for Lecture
Study of worldviews in a variety of historical and contemporary world cultures, including analysis of origin and creation myths, artistic expression, spirituality, and the natural environment. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

HUM205 / Introduction to Cinema
3 Credits / 3.0 Periods for Lecture
Survey of the history and development of the art of motion pictures, including criticism of aesthetic and technical elements. Prerequisites: None.
Crosslisted: THF205
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

HUM209 / Women and Films
3 Credits / 3.0 Periods for Lecture
Analysis of images of women in films from both historical and contemporary perspectives. Prerequisites: None.
Crosslisted: WST209
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

HUM213 / Hispanic Film
3 Credits / 3.0 Periods for Lecture
Analysis of Hispanic film as art form and as social commentary. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

HUM245 / Introduction to Holocaust Studies
3 Credits / 3.0 Periods for Lecture
Introduction to essential information about the Holocaust. Provides theological, social and political background to establish contexts of anti-Semitism, especially in 19th and 20th centuries, with particular attention to National Socialist ideologies. Ghetto and camp life, including resistance, are explored. Emphasis is on texts of the Holocaust, including historical documents, participant testimonies, fiction, creative non-fiction, and poetry, much of which involves theological and moral debate. Includes analysis of supplementary visual material and some performing arts. Prerequisites: None. CRE101 or equivalent as indicated by appropriate reading placement recommended but not required.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

HUM250 / Ideas and Values in the Humanities: Early Civilizations to the Renaissance
3 Credits / 3.0 Periods for Lecture
An historical analysis of the interrelationships of art, architecture, literature, music, and philosophy from the early civilizations to the Renaissance, including Western and non-Western cultures. Prerequisites: A grade of C or better in ENG101.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Composition, Creative Writing, and Literature

HUM251 / Ideas and Values in the Humanities: Renaissance to the Contemporary World
3 Credits / 3.0 Periods for Lecture
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: A grade of C or better in ENG101.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Composition, Creative Writing, and Literature

Journalism (JRN)

JRN201 / News Writing
3 Credits / 3.0 Periods for Lecture
Writing and producing news for the media. Associated Press (AP) editing style, writing skills, and organizational structure for news. Prerequisites: A grade of C or better in ENG101 or ENG107.
SUN SUN# JRN 2201
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Composition, Creative Writing, and Literature

Reading (RDG)

RDG100 / Successful College Reading
3 Credits / 3.0 Periods for Lecture
Emphasis on reading study strategies for any introductory class in any subject area. Introduction to Learning Management System (LMS), how to successfully read course textbooks and assessments, how to navigate information technology and development of academic vocabulary. Prerequisites: A grade of C or better in ALT100, or RDG081, or ESL202, or appropriate reading placement, or permission of Instructor. Corequisites: Any 100-level course in another content area, or permission of Instructor. Course Notes: RDG100 satisfies RDG091 requirement. RDG100 may be repeated for a total of twelve (12) credit hours.
Division: Composition, Creative Writing, and Literature

RDG100LL / Disciplinary Literacy Lab
1 Credit / 3.0 Periods for Laboratory
Supplemental instruction for college-level discipline courses. Focus on developing effective reading processes to address a range of literacy needs including reading, writing, digital, numerical, financial and informational literacies. Prerequisites: None. Corequisites: Any 100-level course in another content area or permission of Instructor.
Division: Composition, Creative Writing, and Literature

Writing Across Curriculum (WAC)

WAC101 / Writing Across the Curriculum
3 Credits / 3.0 Periods for Lecture
Expressive, expository, and academic writing experiences to develop students' rhetoric and composition foundation. Experience planning and drafting multi-paragraph essays through a writing process with emphasis on essay and paragraph structure and the elements of sentence structure. Participation in writing workshop, group work, reading to support writing tasks, and writing from sources. A minimum of three multi-paragraph essays and a final reflection paper. Prerequisites: None.
Division: Composition, Creative Writing, and Literature

Creative Writing, Academic Certificate

CULTURE AND SOCIETY

Academic Certificate: AC 6224N
24 Credits
Program Contact
Patrick Finn | 480-857-5543 | patrick.finn@cgc.edu

Program Description

The Academic Certificate (AC) in Creative Writing program is designed to provide students and professional writers with access to a community of writers and creative writing activities, instruction and guidance from established authors, and ongoing support in improving their writing skills and marketing their work. As students take courses in the program, they will build a portfolio of original work that may be submitted for publication. The program offers classes, workshops, and other activities such as readings and contests, which are accessible to writers of all levels regardless of academic or professional standing. The program aims to serve a diverse community who may be underrepresented in traditional creative writing programs. Completion of the certificate does

not lead to a particular degree program, but may aid students in their pursuit of a career in the writing professions and in their continued enjoyment of writing for personal growth

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Admission Criteria

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

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
CRW150	Introduction to Creative Writing [1]	3	_____
CRW200	Readings for Writers [2]	1	_____
CRW200	Readings for Writers [2]	1	_____
CRW201	Portfolio	1	_____
Series I			_____
Students must complete six credits from Series I in consultation with a Program Director.			_____
Select two of the following:		6	_____
CRW120	Introduction to Writing Children's Literature		_____
CRW160	Introduction to Writing Poetry		_____
CRW170	Introduction to Writing Fiction		_____
CRW172	Introduction to Comic Book Writing		_____
CRW180	Introduction to Writing Nonfiction		_____
CRW190	Introduction to Screenwriting		_____
THO118	Playwriting		_____
Series II			_____
Students must complete nine credits from Series II in consultation with a Program Director.			_____
Select three of the following:		9	_____
CRW202	The Writer as Witness		_____
CRW203	Dialogue		_____
CRW204	Journaling		_____
CRW220	Intermediate Writing Children's Literature		_____
CRW251	Topics in Creative Writing		_____
CRW260	Intermediate Poetry Writing		_____
CRW261	Topics in Writing: Poetry		_____
CRW270	Intermediate Fiction Writing		_____
CRW271	Topics in Writing: Fiction		_____
CRW272	Planning and Structuring the Novel		_____
CRW273	Writing the Novel		_____
CRW274	Revising the Novel		_____
CRW281	Topics in Writing: Non-Fiction		_____
CRW290	Intermediate Screenwriting		_____
CRW291	Topics in Writing: Plays		_____
Restricted Electives			_____
Select one of the following:		3	_____
CRW+++++	Any CRW Creative Writing prefixed course (not listed under Required Courses area)		_____
ENG235	Magazine Article Writing		_____
ENH+++++	Any ENH English Humanities prefixed course		_____
THE260	Film Analysis		_____
HUM/ THFOR210	Contemporary Cinema		_____
Total Credits		**24**	_____

[1] ENG210 Creative Writing may be substituted for CRW150 Introduction to Creative Writing with permission of the Program Director.

[2] CRW200 Readings for Writers must be repeated for a total two credits

Health Science and Public Service

Andrea Villarreal, Division Chair
480-726-4246 | andrea.villarreal@cgc.edu

Courses

Prefix	Course
AJS	Administration of Justice Studies
CAP	Counseling and Applied Psychology

CPD	Counseling and Personal Development
EMT	Emergency Medical Technology
EXS	Exercise Science
FON	Food and Nutrition
FYE	First Year Experience
HES	Health Science
MSP	Mortuary Science
PED	Physical Education
REC	Recreation
WED	Wellness Education

Career Programs

Administration of Justice
Administration of Justice Studies
Corrections
Crime Scene Investigation
Emergency Medical Technology
Emergency Medical Technology Comprehensive
Exercise Science: Health, Fitness and Sports Performance
Fingerprint Identification and Photography
Forensic Science
Homeland Security
Law Enforcement
Law Enforcement Training
Law Enforcement Training Academy
Leadership in Public Safety Organizations
Legal Studies
Mortuary Science
Personal Training
Personal Training: Advanced
Victimology

Associate in Applied Science (AAS)

- Administration of Justice Studies, Associate in Applied Science (p. 208)
- Exercise Science: Health, Fitness and Sports Performance, Associate in Applied Science (p. 213)
- Forensic Science, Associate in Applied Science (p. 216)
- Law Enforcement Training, Associate in Applied Science (p. 219)
- Mortuary Science, Associate in Applied Science (p. 222)

Certificate of Completion (CCL)

- Administration of Justice, Certificate of Completion (p. 210)
- Corrections, Certificate of Completion (p. 211)
- Crime Scene Investigation, Certificate of Completion (p. 211)
- Emergency Medical Technology Comprehensive, Certificate of Completion (p. 212)
- Emergency Medical Technology, Certificate of Completion (p. 212)
- Fingerprint Identification and Photography, Certificate of Completion (p. 215)
- Forensic Science, Certificate of Completion (p. 218)
- Homeland Security, Certificate of Completion (p. 218)
- Law Enforcement Training Academy, Certificate of Completion (p. 220)
- Law Enforcement, Certificate of Completion (p. 219)
- Legal Studies, Certificate of Completion (p. 222)
- Personal Training, Certificate of Completion (p. 224)
- Personal Training: Advanced, Certificate of Completion (p. 225)
- Victimology, Certificate of Completion (p. 226)

Administration of Justice

Jacquin, Gregg

- B.A., M.A., University of Arizona

Ruschak, Lisa

- B.A., Ottawa University
- M.Ed., Northern Arizona University

Counseling

Adams, Ryan

Program Co-Director, Counseling (Services)

- B.S., University of Illinois at Urbana-Champaign
- M.Ed., Ph.D., Arizona State University

Nieset, Nikki
Counseling Services

- B.A., The Ohio State University
- M.Ed., Ph.D., Arizona State University

Parsi,Yasaman
Counseling Services

- Master of Counseling & M.Ed., Arizona State University

Wolfe, Audra
Program Co-Director, Counseling (Academics)

- A.A., Mesa Community College
- B.S., M.C., Arizona State University

Emergency Medical Technology

Bader, Sherrick

- G.S., Mesa Community College
- Certified Emergency Paramedic, Mesa Community College

Exercise Science

McGee, Kimberly

- B.S., M.S., Ph.D., Arizona State University

Food and Nutrition

Villarreal, Andrea
Division Chair

- B.S., M.S., Oregon State University

Health Education

Trone, Gregory

- B.A., University of North Carolina at Wilmington
- M.S., Appalachian State University
- Ph.D., Arizona State University

Mortuary Science

Backhaus, Donna

- A.A.S., Mesa Community College
- B.S., University of Phoenix
- M.A., University of Phoenix

Administration of Justice (AJS)

AJS101 / Introduction to Criminal Justice
3 Credits / 3.0 Periods for Lecture
An introduction to crime and society's responses to it. Examines the nature and causes of crime, the criminal law, constitutional safeguards, and the organization and operation of the criminal justice system including the police, courts, jails, prisons, probation and parole departments, and community corrections agencies. Covers the history of the criminal justice system, terminology and career opportunities. Prerequisites: None.
SUN SUN# AJS 1101
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Health Science and Public Service

AJS109 / Substantive Criminal Law
3 Credits / 3.0 Periods for Lecture
Covers philosophy of legal sanctions and historical development from the common law to modern American criminal law, classifications of crimes, elements of and parties to crimes, general definition of crimes, common defenses utilized. Includes specific offenses and the essential elements of each offense. Prerequisites: None.
Division: Health Science and Public Service

AJS113 / Criminal Justice Crime Control Policies and Practices
3 Credits / 3.0 Periods for Lecture
Focus on changing the distribution of crime opportunities rather than offender motivation. Topics include application of situational crime prevention strategies, problem-oriented crime control approaches, hot spots policing, and crime prevention through environmental design. Prerequisites: None.
Division: Health Science and Public Service

AJS119 / Computer Applications in Justice Studies
3 Credits / 4.0 Periods for Lecture & Lab
Provides literacy in microcomputer applications in major areas of the criminal justice system. Examines availability and uses of current software packages in criminal justice work. Provides hands-on experience with appropriate integrated software packages pertaining to justice studies. Prerequisites: None.
Division: Health Science and Public Service

AJS123 / Ethics and the Administration of Justice
3 Credits / 3.0 Periods for Lecture
Introduces and explores ethical issues and the justice system. Focuses on ethics and the law, the police, courts and corrections. Reviews ethical theory, concepts and practices as they relate to administration of justice. Explores issues of how media/social media shape ethics. Encourages critical thinking and value decision making in criminal justice system situations. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Health Science and Public Service

AJS139 / Emergency Response to Terrorism
3 Credits / 3.0 Periods for Lecture
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.
Crosslisted: FSC139
Division: Health Science and Public Service

AJS195 / International and Domestic Terrorism
3 Credits / 3.0 Periods for Lecture
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.
Division: Health Science and Public Service

AJS200 / Current Issues In Criminal Justice
3 Credits / 3.0 Periods for Lecture
Examines current issues, techniques and trends in the Criminal Justice System. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Health Science and Public Service

AJS212 / Juvenile Justice Procedures
3 Credits / 3.0 Periods for Lecture
Examines the nature and extent of juvenile delinquency to the present. Including but not limited to the history, jurisdictions, terminology, procedures, and institutions of the juvenile justice system. Prerequisites: None.
Division: Health Science and Public Service

AJS213 / Evidence Technology: Fingerprints
3 Credits / 3.0 Periods for Lecture
Covers the fundamental principles of fingerprints, including the history of fingerprint classification, the biology of friction ridge skin, pattern analysis, comparison, and identification as well as their application in significant court cases. Also includes techniques for obtaining inked prints and developing and preserving latent prints. Prerequisites: None.
Division: Health Science and Public Service

AJS215 / Criminalistics: Physical Evidence
3 Credits / 3.0 Periods for Lecture
The scientific analysis and examination of physical evidence with emphasis on scientific investigation, recognition, collection, and preservation of evidence. Topics include fingerprints, shoe prints, tool marks, firearms identification, paint chips and arson. Prerequisites: None.
Division: Health Science and Public Service

AJS216 / Criminalistics: Biological Evidence
3 Credits / 3.0 Periods for Lecture
The scientific analysis and examination of biological evidence with emphasis on collection and preservation of evidence. Topics discussed include blood, drugs, blood alcohol, hairs and fibers, and topics of special interest in criminalistics. Prerequisites: None.
Division: Health Science and Public Service

AJS225 / Criminology
3 Credits / 3.0 Periods for Lecture
Study of deviance, society's role in defining behavior; theories of criminality and the economic, social, and psychological impact of crime; relationships between statistics and crime trends. Examines crime victimization and the various types of crime and categories of offenders. Required in the AJS curriculum. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Health Science and Public Service

AJS230 / The Police Function
3 Credits / 3.0 Periods for Lecture
Theories of procedures and methods of operations of public police with emphasis on discretionary powers available to the working police officer. Career opportunities and current trends in law enforcement presented. Prerequisites: None.
Division: Health Science and Public Service

AJS240 / The Correction Function
3 Credits / 3.0 Periods for Lecture
Examines the history and development of correctional theories and institutions. Prerequisites: None.
Division: Health Science and Public Service

AJS241 / Police Photography
3 Credits / 3.0 Periods for Lecture
Emphasis on proper procedure for photographing crime scenes, accident scenes, and laboratory specimens. Discussion of photographic techniques, equipment, lighting techniques, aerial photography, video and motion pictures, macro and micro photography, filters, and preparation for court presentation using selected simulations. Prerequisites: None.
Division: Health Science and Public Service

AJS258 / Victimology and Crisis Management in Public Safety
3 Credits / 3.0 Periods for Lecture
Victimology, the criminal justice system, techniques of crisis intervention and management, and the importance of a multicultural and global perspective. Includes violent crimes, sexual assault, family violence, post-traumatic stress disorder, the role of substance abuse, developing effective coping skills of victims and responders, appropriate community resources, and the cultural responsiveness of the justice system.
Crosslisted: EMT258, FSC258
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Health Science and Public Service

AJS260 / Procedural Criminal Law
3 Credits / 3.0 Periods for Lecture
Concerned with the understanding of procedural criminal law. Examines the processes and procedures followed by law enforcement, attorneys, and the courts in the apprehension and prosecution of criminal offenders. Examines the rationale underlying major court holdings impacting the criminal justice process, the procedural requirements that stem from these holdings and their effect on the daily operations of the criminal justice system. Prerequisites: None.
Division: Health Science and Public Service

AJS270 / Community Relations
3 Credits / 3.0 Periods for Lecture
Examination, recognition and understanding of community problems; community action programs; methods of coping with human behavior, victimology, conflict and communication; ethnic and minority cultures and environments; the community and relationships with the criminal justice system. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Health Science and Public Service

AJS275 / Criminal Investigation I
3 Credits / 3.0 Periods for Lecture
Introduction to the theory of criminal investigation. Examines crime scene procedures, case preparation, interviewing, and basic investigative techniques. Prerequisites: None.
Division: Health Science and Public Service

Counseling and Applied Psychology (CAP)

CAP120 / Introduction to Counseling
3 Credits / 3.0 Periods for Lecture
Introduction to the field of counseling with a focus on skills and competencies needed as a mental health practitioner. Foundations of counseling including counseling theories, ethical considerations, prevention and intervention topics, and multicultural counseling practices. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Health Science and Public Service

CAP220 / The Counselor in a Multicultural Society
3 Credits / 3.0 Periods for Lecture
Current theories and research on culture, race and ethnicity, gender and other aspects of cultural diversity in a multicultural society through the lens of counseling. Focus on personal perspectives, will explore themes, theories, topics and research related to power, privilege and oppression in the United States as applied to counseling discipline. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]
Division: Health Science and Public Service

CAP240 / Introduction to Counseling Skills
3 Credits / 3.0 Periods for Lecture
Introduction to basic skills and techniques used in the counseling field. Focuses on active listening, self-awareness, and other related skills. Prerequisites: A grade of C or better in CAP120.
Division: Health Science and Public Service

CAP260 / Career and Professional Preparation for the Helping Professions
3 Credits / 3.0 Periods for Lecture
Overview of the process of career and life planning through self-awareness for students interested in helping fields. Focus on current occupational trends and outlook, the learning models of the individual, the world of work, and decision-making. Emphasis on individual application and workplace diversity. Design materials for use in the professional world such as resumes, online presence, career portfolio. Prerequisites: A grade of C or better in ENG101.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Health Science and Public Service

Counseling and Personal Development (CPD)

CPD160 / Introduction to Multiculturalism
3 Credits / 3.0 Periods for Lecture
Examination of the multiple cultures and subcultures within the contemporary United States. Personal exploration of awareness and appreciation of multiculturalism. Activities for experiencing diverse cultural perspectives. Critical thinking skills for recognizing, analyzing, and mediating cultural and psychological factors impacting conflict and accord between diverse cultures through written and oral discourse. Prerequisites: A grade of C or better in ENG101 or ENG107, or permission of Instructor.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Health Science and Public Service

Emergency Medical Technology (EMT)

EMT101 / Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Health Care Providers
0.5 Credits / 0.5 Periods for Lecture & Lab
Designed to provide the allied healthcare provider with the knowledge and skills to perform Basic Life Support (BLS) according to current guidelines for emergency cardiovascular care (ECC). Prerequisites: None. Course Notes: EMT101 may be repeated for credit.
Division: Health Science and Public Service

EMT104 / Emergency Medical Technology
10 Credits / 10.0 Periods for Lecture
Designed as the Emergency Medical Technician (EMT) lecture to prepare students for scope of practice and standard of care with comprehensive assessment, diagnostic technology, patient advocacy, ethical and professional behaviors, critical thinking, decision-making, and patient management of medical and trauma emergencies and non-emergencies. Prerequisites: (A grade of C or better in EMT101, or current validation in Basic Life Support Health Care Provider/Professional Rescuer) and (Accuplacer: 74 or higher, or Next Gen Accuplacer 249 or higher, or Asset 42 or higher, or Compass 83 or higher, or EDReady Critical Reading & Thinking 90 or higher, OR High School GPA 3.0 or higher, or Associate's Degree or higher). Corequisites: EMT104AB. Course Notes: Students must meet National Registry of EMT requirements for certification. Additional information available at nremt.org. EMT104 may be repeated for credit.
Division: Health Science and Public Service

EMT104AB / Applied Practical Studies for Emergency Medical Technology
0.5 Credits / 0.5 Periods for Laboratory
Simulation of actual emergency responses, with practical application of techniques and skills covered in EMT curricula. Scenario based learning applied to the techniques of emergency medical care in accordance with national and state curriculum. Practical application of anatomy, physiology, patient assessment, and treatment of medically or traumatically compromised patients, special hazards and medical operations. Also includes patient-assisted medication administration, semi-automatic external defibrillator and blood glucose monitoring. Students operate in outside, scenario based environments. Prerequisites: None. Corequisites: EMT104. Course Notes: EMT/FSC104AB may be repeated for credit.
Division: Health Science and Public Service

EMT104LL / Emergency Medical Technology Practicum
2 Credits / 3.5 Periods for Laboratory
Designed as the simulated Emergency Medical Technician (EMT) practicum in which the student synthesizes standard of care and scope of practice with comprehensive assessment and diagnostic technology, patient advocacy, ethical and professional behaviors, critical thinking, decision-making, and patient management of medical and trauma emergencies. Provides scenario based learning applied to the techniques of emergency medical care in accordance with national and state curriculum. Prerequisites: A grade of C or better in EMT104 or permission of Instructor or Corequisites: EMT104. Course Notes: EMT104LL may be repeated for credit. Students must meet National Registry of EMT requirements for certification. Additional information available at nremt.org
Division: Health Science and Public Service

Exercise Science (EXS)

EXS101 / Introduction to Exercise Science
3 Credits / 3.0 Periods for Lecture
Introductory course that will provide the student with a general overview of the key theories and concepts, professions, and research areas associated with the field of Exercise Science. Educational pathways and career options will also be examined. Prerequisites: None.
Division: Health Science and Public Service

EXS125 / Introduction to Exercise Physiology
3 Credits / 3.0 Periods for Lecture
Principles of exercise science applied to fitness instruction. Major factors related to the function of the human body will be examined/introduced with an emphasis on exercise physiology and functional anatomy. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: EXS101 or permission of Instructor.
Division: Health Science and Public Service

EXS146 / Introduction to Exercise Testing
1 Credit / 2.0 Periods for Lecture & Lab
Introductory course in exercise testing, to include health appraisal, risk stratification, and the selection and administration of common evidence-based assessments for apparently healthy populations. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: EXS101 or permission of Instructor. Prior completion of or concurrent enrollment in EXS125 is recommended.
Division: Health Science and Public Service

EXS215 / Resistance Training and Recovery Techniques
3 Credits / 4.0 Periods for Lecture & Lab
Fundamental methods for safe and effective instruction of resistance, functional, and athletic conditioning exercises. Application of foundational principles of physiology and kinesiology. Overview of warm-up, cooldown, and recovery techniques. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: EXS101 or permission of Instructor.
Division: Health Science and Public Service

EXS217 / Cardiorespiratory and Flexibility Training
3 Credits / 4.0 Periods for Lecture & Lab
Fundamental methods for safe and effective instruction of cardiorespiratory and flexibility training exercises. Application of foundational principles of physiology and kinesiology. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: EXS101 or permission of Instructor.
Division: Health Science and Public Service

EXS246 / Advanced Exercise Testing
2 Credits / 3.0 Periods for Lecture & Lab
Advanced course in exercise testing, to include health appraisal, risk stratification, and the selection and administration of evidence-based assessments for apparently healthy and athletic populations. Pharmacology, special populations, and environmental conditions are also examined. Prerequisites: A grade of C or better in EXS146 or permission of Instructor.
Division: Health Science and Public Service

EXS255 / Program Design: Muscular Fitness and Performance
3 Credits / 4.0 Periods for Lecture & Lab
Advanced principles of muscular fitness, sports performance, and recovery techniques including needs analysis, interpretation of assessment outcomes, and evidence-based program design for healthy and athletic populations. Considerations for special populations and environments also examined. Prerequisites: A grade of C or better in (EXS125 and EXS146) or permission of Instructor.
Division: Health Science and Public Service

EXS257 / Program Design: Cardiorespiratory Fitness
3 Credits / 4.0 Periods for Lecture & Lab
Advanced principles of cardiorespiratory fitness and weight management including needs analysis, interpretation of assessment outcomes, and evidence-based program design for healthy and athletic populations. Considerations for special populations and environments are also examined. Prerequisites: A grade of C or better in (EXS125 and EXS146) or permission of Instructor.
Division: Health Science and Public Service

EXS270 / Exercise Science Internship
3 Credits / 3.0 Periods for Laboratory
A capstone experience in a fitness or health related facility. Eighty (80) hours of designated work per credit. Prerequisites: Completion of nine (9) credits of EXS courses with a grade of C or better, current CPR and AED card, and permission of Department/Division Chair and/or the Program Director. Course Notes: CPR and AED certifications must be current through the duration of the internship. EXS270 may be repeated for a maximum of six (6) credits.
Division: Health Science and Public Service

EXS270AA / Exercise Science Internship
1 Credit / 1.0 Periods for Laboratory
A capstone experience in a fitness or health related facility. Eighty (80) hours of designated work per credit. Prerequisites: Completion of nine (9) credits of EXS courses with a grade of C or better, current CPR and AED card, and permission of Department/Division Chair and/or the Program Director. Course Notes: CPR certification must be current through the duration of the internship. EXS270AA may be repeated for a maximum of six (6) credits.
Division: Health Science and Public Service

EXS270AB / Exercise Science Internship
2 Credits / 2.0 Periods for Laboratory
A capstone experience in a fitness or health related facility. 160 hours of designated work per credit. Prerequisites: Completion of nine (9) credits of EXS courses with a grade of C or better, current CPR and AED card, and permission of Department/Division Chair and/or the Program Director. Course Notes: CPR and AED certifications must be current through the duration of the internship. EXS270AB may be repeated for a maximum of six (6) credits.
Division: Health Science and Public Service

EXS275 / Sport Science Internship
3 Credits / 3.0 Periods for Lecture & Lab
A capstone experience in a fitness or health related facility supervised by a National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialists (CSCS) professional. Eighty (80) hours of designated work per credit. Prerequisites: Completion of a grade of C or better in nine (9) credits of EXS courses, approved by the Department Chair and/or Director, current CPR and AED card, and permission of Department or Division. Course Notes: EXS275 may be repeated for a maximum of six (6) credits.
Division: Health Science and Public Service

EXS275AA / Sport Science Internship
1 Credit / 1.0 Periods for Lecture & Lab
A capstone experience in a fitness or health related facility supervised by a National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialists (CSCS) professional. Eighty (80) hours of designated work per credit. Prerequisites: Completion of a grade of C or better in nine (9) credits of EXS courses, approved by the Department Chair and/or Director, current CPR and AED card, and permission of Department or Division. Course Notes: EXS275AA may be repeated for a maximum of six (6) credits.
Division: Health Science and Public Service

EXS275AB / Sport Science Internship
2 Credits / 2.0 Periods for Lecture & Lab
A capstone experience in a fitness or health related facility supervised by a National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialists (CSCS) professional. Eighty (80) hours of designated work per credit. Prerequisites: Completion of a grade of C or better in nine (9) credits of EXS courses, approved by the Department Chair and/or Director, current CPR and AED card, and permission of Department or Division. Course Notes: EXS275AB may be repeated for a maximum of six (6) credits.
Division: Health Science and Public Service

EXS280AB / Special Topics in Exercise Science
1 Credit / 1.0 Periods for Lecture
Conceptual and research basis of current topics in exercise science. Prerequisites: None. Course Notes: EXS280AB may be repeated for credit.
Division: Health Science and Public Service

EXS290 / Introduction to Evidence-Based Practice
3 Credits / 3.0 Periods for Lecture
Introduction to best practices in the acquisition, analysis, synthesis, and potential application of research in the discipline of exercise science. Specific emphasis on the application of research-based evidence for applied problem solving in exercise science. Prerequisites: A grade of C or better in ENG101 or ENG107 or permission of Instructor. EXS101 recommended.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Health Science and Public Service

First Year Experience (FYE)

FYE101 / Introduction to College, Career and Personal Success
1 Credit / 1.0 Periods for Lecture
Focus on student success through exploration of academic, career and life skills. Includes study of goal-setting/success strategies, academic mindset and financial literacy. Develop an education/career plan utilizing career assessments and other college resources. Prerequisites: None.
Division: Health Science and Public Service

FYE103 / Exploration of College, Career and Personal Success
3 Credits / 3.0 Periods for Lecture
Focus on student success through exploration of academic, career, and life skills. Includes study of goal-setting/success strategies, academic mindset, interpersonal skills, financial literacy, self-care strategies, diverse perspectives, and campus tools and resources. Develop an education/career plan utilizing career assessments and other college resources. Prerequisites: None.
Division: Health Science and Public Service

Food and Nutrition (FON)

FON100 / Introductory Nutrition
3 Credits / 3.0 Periods for Lecture
Introduction to the science of food and human nutrition. Current sustainable dietary recommendations and applications for maximizing well-being and minimizing risk of chronic disease throughout the life cycle. An overview of the nutrients, emphasizing the importance of energy and fluid balance, and optimal functioning of the digestive system. Understanding factors that influence food intake in different cultures. Methods for evaluating credibility of nutrition claims, a focus on modern food safety and technology practices, and a worldview of nutrition are included. Emphasis is on personal dietary behavior change for a holistic life of wellness. Prerequisites: None.
Division: Health Science and Public Service

FON125 / Introduction to Professions in Food, Nutrition, and Dietetics
1 Credit / 1.0 Periods for Lecture
Overview and discussion of career opportunities in the fields of food, nutrition, and dietetics. Includes information about history, ethics, standards of practice, communication and counseling skills. Emphasis on how to become a Registered Dietitian Nutritionist or a Dietetic Technician Registered. Prerequisites: None.
Division: Health Science and Public Service

FON142AB / Science of Food
3 Credits / 5.0 Periods for Lecture & Lab
Exploration and Application of Scientific Principles of Food; experiences with ingredient functionality and application in cooking techniques. Prerequisites: None.
Division: Health Science and Public Service

FON241 / Principles of Human Nutrition
3 Credits / 3.0 Periods for Lecture
Scientific principles of human nutrition. Emphasis on scientific literacy and the study of nutrients for disease prevention. Includes macronutrients and micronutrients, human nutrient metabolism and nutrition's role in the health of the human body throughout the life cycle. Addresses nutrition principles for prevention of nutrition-related health conditions. Course Notes: General Education Designation: Natural Sciences (General) - [SG] in combination with: FON241LL
Fulfills: Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Health Science and Public Service

FON241LL / Principles of Human Nutrition Laboratory
1 Credit / 3.0 Periods for Laboratory
Self-evaluative laboratory experience to complement FON241, Principles of Human Nutrition using anthropometric, biochemical, clinical, and dietary analysis. Includes the use of qualitative and quantitative methodology to determine nutritional status and evaluate methodological applications. Prerequisites: A grade of C or better in FON241 or Corequisites: FON241. Course Notes: General Education Designation: Natural Sciences (General) - [SG] in combination with: FON241
Fulfills: Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Health Science and Public Service

Health Science (HES)

HES100 / Healthful Living
3 Credits / 3.0 Periods for Lecture
Health and wellness and their application to an optimal life style. Explores current topics of interest such as stress management, nutrition, fitness, and environmental health. Evaluates common risk factors associated with modern lifestyles. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Health Science and Public Service

HES210 / Cultural Aspects of Health and Illness
3 Credits / 3.0 Periods for Lecture
Examines how culture influences health and illness, health care practices, barriers to health care, interactions with health care professionals, and health disparities in the U.S. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]
Division: Health Science and Public Service

Mortuary Science (MSP)

MSP101 / Mortuary Science: Orientation and History
3 Credits / 3.0 Periods for Lecture
Designed to orient prospective students to the roles, functions, and responsibilities of funeral service professionals. Overview of the requirements, governing agencies, and employment outlook in the field. Includes a historical overview of funeral service with emphasis on individuals, events, and forces that have influenced contemporary funeral principles and practices. Prerequisites: None.
Division: Health Science and Public Service

MSP105 / Cremation for Mortuary Science
1 Credit / 1.0 Periods for Lecture
Overview of cremation topics, including proper procedures, legal considerations, services, merchandise, trends, and the history of cremation. Prerequisites: Permission of Instructor. Course Notes: Course is aligned with American Board of Funeral Service Education (ABFSE) standards. Does not meet the requirements for Arizona Department of Health Services crematory operator training.
Division: Health Science and Public Service

MSP201 / Mortuary Science, Sociology, and Religion
3 Credits / 3.0 Periods for Lecture
Survey of basic principles of sociology as they relate to funeral service. Emphasis on family structures, social structures, and social factors. Exploration of cultural and religious funeral customs. Prerequisites: Admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP202 / Embalming
3 Credits / 3.0 Periods for Lecture
Study of the disinfection, temporary preservation and restoration of the deceased human body by physical and chemical means for the specific purpose to delay organic decomposition and apply practices for reverent care of the deceased. Prerequisites: Admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP202LL / Embalming Lab
1 Credit / 2.0 Periods for Laboratory
Field experience involving observation and practice of embalming processes in a laboratory setting. Includes writing case study reports. Study of anatomical considerations for mortuary science students. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: MSP202 and admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP203 / Microbiology for Mortuary Science
3 Credits / 3.0 Periods for Lecture
Survey of basic principles of microbiology. Emphasis on sanitation, disinfection, public health, and embalming practice. Prerequisites: Admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP204 / Chemistry for Mortuary Science
3 Credits / 3.0 Periods for Lecture
Survey of the basic principles of chemistry as they relate to funeral service. Emphasis on the chemical principles and precautions involved in the preservation and disinfection of the deceased human body. Prerequisites: Admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP205 / Funeral Directing I
3 Credits / 3.0 Periods for Lecture
Funeral directing, documentation procedures, and regulatory compliance from time of death to disposition. Includes establishing professional relationships with family members and funeral profession and allied colleague. Prerequisites: Admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP206 / Funeral Directing II
3 Credits / 3.0 Periods for Lecture
Operation of the established funeral home, including principles and product knowledge in the area of funeral service management and merchandising. Prerequisites: A grade of C or better in MSP205.
Division: Health Science and Public Service

MSP207 / Mortuary Science Restorative Art
3 Credits / 3.0 Periods for Lecture
Care and restoration of the deceased human body to create natural form and appearance. Includes anatomical aspects and color theory. Prerequisites: Admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP207LL / Mortuary Science Restorative Art Lab
1 Credit / 2.0 Periods for Laboratory
Care and restoration of the deceased human body to create natural form and appearance. Includes anatomical aspects and color theory. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: MSP207 and admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP208 / Funeral Service Law: Legal, Ethical, and Regulatory Considerations
3 Credits / 3.0 Periods for Lecture
Exploration of funeral service regulation by state and federal government agencies. Includes cemetery code, dispositions, Federal Trade Commission (FTC), licensing, and crematory law. Examination of torts, wills, estates, contract law, liability, and probate considerations for the funeral service practitioner. Includes ethical considerations, rights, duties, and responsibilities for the funeral service practitioner. Prerequisites: Admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP209 / Pathology for Mortuary Science
3 Credits / 3.0 Periods for Lecture
Study of disease processes and their impact on the human body, with emphasis on those conditions which relate to or affect the handling of human remains. Prerequisites: Admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP210 / Psychology and Counseling for Mortuary Science
2 Credits / 2.0 Periods for Lecture
Survey of the basic principles of psychology and counseling, as they relate to funeral service. Includes psychological concepts in the areas of grief, bereavement, mourning, aftercare and crisis intervention with emphasis in the role of the funeral service practitioner. Prerequisites: Admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP211 / Compendium for Mortuary Science
3 Credits / 3.0 Periods for Lecture
Comprehensive review of exam skills and coursework prior to taking the National Board Exam for Mortuary Science. Analysis of skills and tasks an entry-level funeral practitioner would possess. This course develops skills for recall, application, and analysis of content in the domains of funeral service arts and funeral service sciences. Prerequisites: Admission to the Mortuary Science program.
Division: Health Science and Public Service

Physical Education (PED)

PED101BS / Body Sculpting
1 Credit / 2.0 Periods for Lecture & Lab
Stretch and strengthen. Emphasizes increasing fitness, muscle tone, and body flexibility. Great for reducing stress. Prerequisites: None. Course Notes: PED101BS may be repeated for credit.
Division: Health Science and Public Service

PED101FL / Fitness For Life
1 Credit / 2.0 Periods for Lecture & Lab
Learn the basics of designing and implementing a personalized fitness program to meet your needs in the areas of Cardiovascular Fitness, Weight Control, Muscular Strength and Flexibility. Prerequisites: None. Course Notes: PED101FL may be repeated for credit.
Division: Health Science and Public Service

PED101GF / Group Fitness/Aerobics
1 Credit / 2.0 Periods for Lecture & Lab
Group exercise incorporating a variety of equipment to increase respiration, heart rates, strength, and flexibility. Prerequisites: None. Course Notes: PED101GF may be repeated for credit.
Division: Health Science and Public Service

PED101SR / Stretch and Relaxation
1 Credit / 2.0 Periods for Lecture & Lab
A mat-based stretching class with guided meditation. Stretching increases flexibility and relieves stress, promoting an overall sense of well being. Prerequisites: None. Course Notes: PED101SR may be repeated for credit.
Division: Health Science and Public Service

PED101ST / Strength Training
1 Credit / 2.0 Periods for Lecture & Lab
Introduction to techniques of basic weight training, concentrating on incorporating an exercise regimen for increased strength. Prerequisites: None. Course Notes: PED101ST may be repeated for credit.
Division: Health Science and Public Service

PED101YO / Yoga
1 Credit / 2.0 Periods for Lecture & Lab
Promotion of overall health by strengthening muscles and stimulating glands and organs. Basic postures, breathing and relaxation techniques. Prerequisites: None. Course Notes: PED101YO may be repeated for credit.
Division: Health Science and Public Service

PED115 / Lifetime Fitness
2 Credits / 4.0 Periods for Lecture & Lab
Increase personal fitness, strength, and vitality. Current principles of cardiovascular exercise, weight training, flexibility, and balance exercises applicable to lifetime fitness goals. Personalized fitness plans developed and implemented with support of highly trained fitness professionals. Techniques to make sessions more effective and enjoyable. Prerequisites: None. Course Notes: PED115 may be repeated for a total of eight (8) credit hours.
Division: Health Science and Public Service

Recreation (REC)

REC120 / Leisure and the Quality of Life
3 Credits / 3.0 Periods for Lecture
Overview of the historical, psychological, social, and cultural aspects of play, leisure, and recreation and their role in contemporary society. Nature of play and leisure behavior in human development within different cultures and the contribution play, recreation, and leisure make to the quality of life for individuals in today's society. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Health Science and Public Service

Administration of Justice Studies, Associate in Applied Science

BEHAVIORAL SCIENCE AND HUMAN SERVICES

Associate in Applied Science: AAS 3181
61-65 Credits
Program Contact
Lisa Ruschak | 480-726-4078 | lisa.ruschak@cgc.edu

Program Description

The Associate in Applied Science (AAS) in Administration of Justice Studies provides in-depth preparation for students desiring to be practitioners or pursue continued education and advancement in several fields including local and federal law enforcement, the courts, corrections, security, and investigations. The program also provides criminal justice practitioners with the opportunity to complete the Certificate of Completion (CCL) in Administration of Justice as well as one of five Certificates of Completion (CCLs) in Corrections, Homeland Security, Law Enforcement, Legal Studies, and Victimology. A transfer pathway in Criminal Justice is also available (Associate Arts (AA), Emphasis in Criminal Justice) as well as an Associate in Applied Science (AAS) in Forensics and related Certificates of Completion.

Program Notes

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates that any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
AJS101	Introduction to Criminal Justice	3	_____
AJS109	Substantive Criminal Law	3	_____
AJS123	Ethics and the Administration of Justice	3	_____
AJS/EMT/ FSCOR258	Victimology and Crisis Management in Public Safety	3	_____
or AJS200	Current Issues In Criminal Justice		_____
AJS212	Juvenile Justice Procedures	3	_____
AJS225	Criminology	3	_____
AJS230	The Police Function	3	_____
AJS240	The Correction Function	3	_____
AJS260	Procedural Criminal Law	3	_____
FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____
Restricted Electives			_____

Complete twelve to thirteen (12-13) credits from the course options below. Some of these options fulfill requirements for one or more related certificates of completion (CCLs). Consult with an AJS faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.		12-13	_____
AJS113	Criminal Justice Crime Control Policies and Practices		_____
AJS119	Computer Applications in Justice Studies		_____
AJS270	Community Relations		_____
The following courses fulfill the requirements for the Corrections certificate (5776N):			_____
AJS205	Effective Communication and Report Writing in Criminal Justice		_____
AJS255	Mental Health Conditions and the Criminal Justice System		_____
AJS275	Criminal Investigation I		_____
The following course fulfills the requirements for the Crime Scene Investigation (5964) and Fingerprint Identification and Photography (5010N):			_____
AJS290BN	Courtroom Testimony Seminar		_____
The following courses fulfill the requirements for the Homeland Security (5322N):			_____
AJS/ FSCOR139	Emergency Response to Terrorism		_____
AJS/ FSCOR147	Emergency Preparedness		_____
AJS/ FSCOR148	Fundamentals of Emergency Management		_____
AJS/ FSCOR149	Hazard Mitigation		_____
AJS195	International and Domestic Terrorism		_____
The following courses fulfill the requirements for the Law Enforcement certificate (5987N):			_____
AJS205	Effective Communication and Report Writing in Criminal Justice		_____
AJS275	Criminal Investigation I		_____
The following courses fulfill the requirements for the Legal Studies certificate (5966N):			_____
AJS201	Rules of Evidence		_____
AJS205	Effective Communication and Report Writing in Criminal Justice		_____
AJS210	Constitutional Law		_____
The following courses fulfill the requirements for the Victimology certificate (5392N):			_____
AJS162	Domestic Violence		_____
AJS255	Mental Health Conditions and the Criminal Justice System		_____
AJS+++++	Any AJS Administration of Justice Studies course not listed under the Required Courses area		_____
General Electives			_____
Select additional courses 100-level or higher to complete the minimum total program credits required for this degree.		0-5	_____
Select courses not already listed in Required Courses, Restrictive Electives, or General Education requirements. Consult with an AJS faculty advisor, program director, and/or academic advisor to identify coursework that best aligns with academic and professional goals.			_____
General Education			_____
Core			_____
First-Year Composition			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition	3	_____

or ENG108	First-Year Composition for ESL		_____
Oral Communication			_____
Select one of the following:		3	_____
COM100	Introduction to Human Communication		_____
COM110	Interpersonal Communication		_____
COM225	Public Speaking (Recommend for students intending to transfer)		_____
COM230	Small Group Communication		_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
Or equivalent as indicated by assessment			_____
Mathematics			_____
Select one of the following:		3-6	_____
MAT140	College Mathematics		_____
MAT141	College Mathematics		_____
MAT142	College Mathematics		_____
MAT145	College Mathematics with Review		_____
MAT146	College Mathematics with Review		_____
Any approved general education course(s) in the Mathematics area			_____
Distribution			_____
Humanities, Arts and Design			_____
Met by Required Courses [1]		0	_____
Social and Behavioral Sciences			_____
Met by Required Courses [2]		0	_____
Natural Sciences			_____
Any approved general education course(s) in the Natural Sciences area [3]		4	_____
Total Credits		61-65	_____

[1] Met by AJS123 Ethics and the Administration of Justice in the Required Courses area

[2] Met by AJS101 Introduction to Criminal Justice AJS200 Current Issues In Criminal Justice AJS225 Criminology or AJS258 Victimology and Crisis Management in Public Safety/EMT258 Victimology and Crisis Management in Public Safety/FSC258 Victimology and Crisis Management in Public Safety in the Required Courses area

[3] Recommended: FOR105 Forensic Science: Physical Evidence or FOR106 Forensic Science: Biological Evidence or a course with the [SQ] or [SG] general education designation

Administration of Justice, Certificate of Completion

BEHAVIORAL SCIENCE AND HUMAN SERVICES

Certificate of Completion: CCL 5007N
15 Credits
Program Contact
Lisa Ruschak | 480-726-4078 | lisa.ruschak@cgc.edu

Program Description

The Certificate of Completion (CCL) in the Administration of Justice program is designed to be interdisciplinary by nature and provides students with foundational knowledge of the criminal justice system and operational processes for addressing crime within society. This program also examines diverse populations and communities, and their effects on relationships with the criminal justice system. In addition, this program allows students to familiarize themselves with and evaluate various career opportunities in the criminal justice field and is one pathway to the Associate in Applied Science (AAS) in Administration of Justice.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
AJS101	Introduction to Criminal Justice	3	_____
AJS109	Substantive Criminal Law	3	_____
or AJS260	Procedural Criminal Law		_____
AJS123	Ethics and the Administration of Justice	3	_____
AJS230	The Police Function	3	_____
AJS240	The Correction Function	3	_____
Total Credits		**15**	_____

Corrections, Certificate of Completion

BEHAVIORAL SCIENCE AND HUMAN SERVICES

Certificate of Completion: CCL 5776N
15 Credits
Program Contact
Lisa Ruschak | 480-726-4078 | lisa.ruschak@cgc.edu

Program Description

The Certificate of Completion (CCL) in the Corrections program is designed for students intending to pursue careers in various correctional components of the justice system, including parole, probation, jail, and prisons. Focus is broader learning about the correction function in the context of overall administration of justice system.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
AJS101	Introduction to Criminal Justice	3	_____
AJS123	Ethics and the Administration of Justice	3	_____
or AJS255	Mental Health Conditions and the Criminal Justice System		_____
AJS212	Juvenile Justice Procedures	3	_____
AJS240	The Correction Function	3	_____
AJS205	Effective Communication and Report Writing in Criminal Justice	3	_____
or AJS275	Criminal Investigation I		_____
Total Credits		**15**	_____

Crime Scene Investigation, Certificate of Completion

BEHAVIORAL SCIENCE AND HUMAN SERVICES

Certificate of Completion: CCL 5964
16-18 Credits
Program Contact
Lisa Ruschak | 480-726-4078 | lisa.ruschak@cgc.edu

Program Description

The Certificate of Completion (CCL) in Crime Scene Investigation is designed to develop knowledge and skills required to investigate and reconstruct crime scenes using scientific evidence and logical analysis. The program provides instruction in criminal investigation procedures, collection and preservation of physical and biological evidence, death investigation techniques, crime scene reconstruction methodology and presentation of testimony in court.

Program Notes

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Code	Title	Credits	Semester
Required Courses			_____
AJS213	Evidence Technology: Fingerprints	3	_____
or AJS243	Crime Scene Reconstruction		_____
Select one of the following:		3-4	_____
AJS215	Criminalistics: Physical Evidence		_____
AJS219	Crime Scene Technology: Physical Evidence		_____
FOR105	Forensic Science: Physical Evidence		_____
AJS216	Criminalistics: Biological Evidence	3-4	_____
or FOR106	Forensic Science: Biological Evidence		_____
AJS214	Evidence Technology/ Photography	3	_____
AJS275	Criminal Investigation I	3	_____

AJS290BN	Courtroom Testimony Seminar	1	_____
Total Credits		**16-18**	_____

Emergency Medical Technology, Certificate of Completion

HEALTH SCIENCES

Certificate of Completion: CCL 5643N
13 Credits
Program Contact
Sherrick Bader | 480-988-8101 | sherrick.bader@cgc.edu

Program Description

The Certificate of Completion (CCL) in Emergency Medical Technology curriculum provides the student with the necessary knowledge and skills in accordance with the National EMS Scope of Practice published by National Highway Traffic Safety Administration (NHTSA) and the Arizona Department of Health Services. Successful completion of the curriculum and upon licensure, the candidate can seek employment with ambulance service companies, first responder agencies, fire departments, and hospitals as an Emergency Medical Technician (EMT). Emphasis is on the fundamental principles and skills required to provide emergency medical care for the ill or injured. The primary focus of an EMT is to respond to, assess and triage emergent, urgent, and non-urgent requests for medical care, apply basic knowledge and skills necessary to provide patient care and medical transportation to/from an emergency or health care facility.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better in all courses within the program. Overall program minimum GPA = 2.00.

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

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Students who have current validation in Basic Life Support (BLS) are required to receive credit by evaluation.

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		0.5	_____
EMT101	Basic Life Support/ Cardiopulmonary Resuscitation (CPR) for Health Care Providers		_____
Current validation in Basic Life Support (BLS) Health Care Provider/Professional Rescuer and Credit By Evaluation			_____
EMT104AB	Applied Practical Studies for Emergency Medical Technology	0.5	_____
EMT104LL	Emergency Medical Technology Practicum	2	_____
EMT104	Emergency Medical Technology	10	_____
Total Credits		**13**	_____

Emergency Medical Technology Comprehensive, Certificate of Completion

HEALTH SCIENCES

Certificate of Completion: CCL 5058
16-17 Credits
Program Contact
Sherrick Bader | 480-988-8101 | sherrick.bader@cgc.edu

Program Description

The Certificate of Completion (CCL) in Emergency Medical Technology Comprehensive curriculum provides the student with the necessary knowledge and skills in accordance with the National EMS Scope of Practice published by National Highway Traffic Safety Administration (NHTSA) and the Arizona Department of Health Services. This certificate provides students with the expanded knowledge and skills for pre-hospital settings. Successful completion of the curriculum and upon licensure, the candidate can seek employment with ambulance service companies, first responder agencies, fire departments, and hospitals as an Emergency Medical Technician (EMT). Emphasis is on the fundamental principles and skills required to provide emergency medical care for the ill or injured. The primary focus of an EMT is to respond to, assess and triage emergent, urgent, and non-urgent requests for medical care, apply basic knowledge and skills necessary to provide patient care and medical transportation to/from an emergency or health care facility.

Program Notes

Students must earn a grade of "C" or better in all courses within the program. Overall program minimum GPA = 2.00.

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

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Students who have current validation in Basic Life Support (BLS) are required to receive credit by evaluation.

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		0.5	_____
EMT101	Basic Life Support/ Cardiopulmonary Resuscitation (CPR) for Health Care Providers		_____
Current validation in Basic Life Support (BLS) Health Care Provider/Professional Rescuer and Credit By Evaluation			_____
EMT104AB	Applied Practical Studies for Emergency Medical Technology	0.5	_____
EMT104	Emergency Medical Technology	10	_____
EMT104LL	Emergency Medical Technology Practicum	2	_____
Restricted Electives			_____
Select one of the following:		3-4	_____
AJS/EMT/ FSCOR258	Victimology and Crisis Management in Public Safety		_____
BIO156	Introductory Biology for Allied Health		_____
HCC145	Medical Terminology for Health Care Professionals		_____
PME190	Introduction to ECG Rhythm Analysis and Interpretation for EMS Professionals		_____
PME191	Introduction to Pharmacology for EMS Professionals		_____
SWU258	Victimology and Crisis, a Social Services Perspective		_____
Total Credits		**16-17**	_____

Exercise Science: Health, Fitness and Sports Performance, Associate in Applied Science

HEALTH SCIENCES

Associate in Applied Science: AAS 3059
62-74.5 Credits
Program Contact
Kim McGee, ACSM (EP-C) | 480-726-4246 | kimberly.mcgee@cgc.edu

Program Description

The Associate in Applied Science (AAS) in Exercise Science: Health, Fitness and Sports Performance program prepares students for the American College of Sports Medicine (ACSM), National Strength and Conditioning Association (NSCA), National Academy of Sports Medicine (NASM) and the American Council on Exercise (ACE) personal trainer certifications. The curriculum is designed to prepare students for employment in entry-level positions such as personal training within health and fitness clubs, wellness centers, and public and private recreation facilities. This curriculum also provides good preparation for transfer to a four-year bachelor program.

Program Notes

Students must earn a grade of "C" or better required for all courses within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		0-4	_____
BIO181	General Biology (Majors) I		_____
One year of high school biology			_____

BIO160	Introduction to Human Anatomy and Physiology	4	_____
or BIO201	Human Anatomy and Physiology I		_____
Select one of the following:		0-0.5	_____
EMT101	Basic Life Support/ Cardiopulmonary Resuscitation (CPR) for Health Care Providers		_____
WED106	Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED)		_____
Current CPR/AED certification			_____
EXS101	Introduction to Exercise Science	3	_____
EXS125	Introduction to Exercise Physiology	3	_____
EXS146	Introduction to Exercise Testing	1	_____
EXS215	Resistance Training and Recovery Techniques	3	_____
EXS217	Cardiorespiratory and Flexibility Training	3	_____
EXS246	Advanced Exercise Testing	2	_____
EXS255	Program Design: Muscular Fitness and Performance	3	_____
EXS257	Program Design: Cardiorespiratory Fitness	3	_____
Student must complete three (3) credits from the following EXS internship course options:		3	_____
Option 1			_____
Select one of the following:			_____
EXS270	Exercise Science Internship		_____
or EXS270AA	Exercise Science Internship		_____
EXS270AB	Exercise Science Internship		_____
Option 2			_____
Select one of the following:			_____
EXS275	Sport Science Internship		_____
or EXS275AA	Sport Science Internship		_____
EXS275AB	Sport Science Internship		_____
Option 3			_____
EXS270AA	Exercise Science Internship		_____
EXS275AB	Sport Science Internship		_____
Option 4			_____
EXS270AB	Exercise Science Internship		_____
EXS275AA	Sport Science Internship		_____
EXS290	Introduction to Evidence-Based Practice	3	_____
FON100	Introductory Nutrition	3	_____
or FON241	Principles of Human Nutrition		_____
FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____
HES100	Healthful Living	3	_____
HES210	Cultural Aspects of Health and Illness	3	_____
PED101ST	Strength Training	1	_____
or PED101RT	Resistance Training for Improved Sports Performance		_____
Select one of the following:		1	_____
PED101BC	Boot Camp		_____
PED101BS	Body Sculpting		_____
PED101CY	Cycling - Indoor		_____
PED101GF	Group Fitness/ Aerobics		_____
PED101KB	Kickboxing		_____
PED101LD	Latin Dancing		_____
PED101PC	Physical Conditioning		_____
PED101PS	Pilates		_____
PED101SR	Stretch and Relaxation		_____
PED101TC	Tai Chi		_____
PED101TX	Suspension Training		_____
PED101YG	Gentle Yoga		_____
PED101YH	Hatha Yoga		_____
PED101YO	Yoga		_____
PED101YP	Power Yoga		_____
PED101YR	Restorative Yoga		_____
PED101ZU	Zumba Fitness		_____
PSY101	Introduction to Psychology	3	_____
Restricted Electives			_____

Complete one (1) credit from one of the following course options not already selected in the Required Courses area. Choose a course that best aligns with your academic and professional goals. Consult with an academic, faculty, or program advisor as needed.		1	_____
EXS+++++ Any EXS Exercise Science course			_____
FON+++++ Any FON Food and Nutrition course			_____
HES+++++ Any HES Health Science course			_____
PED+++++ Any PED Physical Education course			_____
IFS110 Critical Research for College Success			_____
General Education			_____
Core			_____
First-Year Composition			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition	3	_____
or ENG108	First-Year Composition for ESL		_____
Oral Communication			_____
Select one of the following:		3	_____
COM100	Introduction to Human Communication		_____
COM110	Interpersonal Communication		_____
COM225	Public Speaking		_____
COM230	Small Group Communication		_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking (or equivalent by assessment)		_____
OR Equivalent as indicated by assessment			_____
Mathematics			_____
Select one of the following options:		3-6	_____
Option 1			_____
Select one of the following:			_____
MAT140	College Mathematics		_____
MAT141	College Mathematics		_____
MAT142	College Mathematics		_____
MAT145	College Mathematics with Review		_____
MAT146	College Mathematics with Review		_____
Option 2			_____
Select one of the following:			_____
MAT150	College Algebra/ Functions		_____
MAT151	College Algebra/ Functions		_____
MAT152	College Algebra/ Functions		_____
MAT155	College Algebra/ Functions with Review		_____
MAT156	College Algebra/ Functions with Review		_____
Higher level course in the Mathematical Applications [MA] area			_____
Distribution			_____
Humanities, Arts and Design			_____
Any approved general education course(s) from the Humanities, Arts and Design area		3	_____
Social and Behavioral Sciences			_____
Met by Required Courses [1]		0	_____
Natural Sciences			_____
Met by Required Courses [2]		0	_____
Total Credits		**62-74.5**	_____

[1] Met by HES100 Healthful Living in Required Courses.
[2] Met by BIO201 Human Anatomy and Physiology I in Required Courses.

Fingerprint Identification and Photography, Certificate of Completion

BEHAVIORAL SCIENCE AND HUMAN SERVICES

Certificate of Completion: CCL 5010N
10 Credits
Program Contact
Lisa Ruschak | 480-726-4078 | lisa.ruschak@cgc.edu

Program Description

The Certificate of Completion (CCL) in Fingerprint Identification and Photography is designed to prepare students for entry level positions in

the field of fingerprint classification and identification. It is one pathway to the Associate in Applied Science (AAS) in Forensic Science.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			
AJS101	Introduction to Criminal Justice	3	
AJS213	Evidence Technology: Fingerprints	3	
AJS214	Evidence Technology/ Photography	3	
AJS290BN	Courtroom Testimony Seminar	1	
Total Credits		**10**	

Forensic Science, Associate in Applied Science

BEHAVIORAL SCIENCE AND HUMAN SERVICES

Associate in Applied Science AAS 3183
61-68 Credits
Program Contact
Lisa Ruschak | 480-726-4078 | lisa.ruschak@cgc.edu

Program Description

The Associate in Applied Science (AAS) in Forensic Science provides the student with a specialization in forensic investigation as it relates to crime. The curriculum presents a specialized scope of knowledge about photography, collection and preservation of evidence, and investigative strategies. The program provides students with an important knowledge base for investigative specialization in a wide range of disciplines and careers. This degree pathway also provides students with the opportunity to complete two Certificates of Completion (CCL) in Crime Scene Investigation, and Fingerprint Identification and Photography.

Program Notes

Students must earn a grade of "C" or better in all courses within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			
AJS101	Introduction to Criminal Justice	3	
AJS123	Ethics and the Administration of Justice	3	
AJS275	Criminal Investigation I	3	
AJS290BN	Courtroom Testimony Seminar	1	
AJS215	Criminalistics: Physical Evidence	3-4	
or AJS219	Crime Scene Technology: Physical Evidence		
or FOR105	Forensic Science: Physical Evidence		
AJS216	Criminalistics: Biological Evidence	3-4	
or FOR106	Forensic Science: Biological Evidence		
FYE101	Introduction to College, Career and Personal Success	1-3	
or FYE103	Exploration of College, Career and Personal Success		
Students should select courses from one of the following specializations based on career goals.		15-23	
Specialization 1: Crime Scene			
AJS109	Substantive Criminal Law		
AJS210	Constitutional Law		
AJS213	Evidence Technology: Fingerprints		
AJS214	Evidence Technology/ Photography		
AJS260	Procedural Criminal Law		
Specialization 2: Lab Science			
BIO181	General Biology (Majors) I		
BIO182	General Biology (Majors) II		
CHM151	General Chemistry I		

CHM151LL	General Chemistry I Laboratory		_____
CHM152	General Chemistry II		_____
CHM152LL	General Chemistry II Laboratory		_____
FOR286	Principles of Forensic Science		_____
Any course or combination of courses that include HU, C, and either G or H General Education designations.		3	_____
Restricted Electives			_____
Students must complete three (3) credits of restricted electives.		3	_____
Students interested in specialization 1: Crime Scene select from one of the following			_____
CIS105	Survey of Computer Information Systems		_____
BPC110	Computer Usage and Applications		_____
AJS+++++	Any AJS Administration of Justice Studies course (not listed in the required courses area)		_____
Students interested in Specialization 2: Lab Science select from one of the following:			_____
CIS105	Survey of Computer Information Systems		_____
BPC110	Computer Usage and Applications		_____
General Electives			_____
Students must choose zero 0-13 additional credits of General Elective courses. Total number of General Electives required will largely depend upon specialization selected.		0-13	_____
General Education			_____
Core			_____
First-Year Composition			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition	3	_____
or ENG108	First-Year Composition for ESL		_____
Oral Communication			_____
COM225	Public Speaking	3	_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
or equivalent by assessment			_____
Mathematics			_____
Crime Scene Emphasis:			_____
Select one of the following:		3-5	_____
MAT140	College Mathematics		_____
MAT141	College Mathematics		_____
MAT142	College Mathematics		_____
Higher course with an (MA) general education designation			_____
Lab Science Emphasis:			_____
Select one of the following:		3-8	_____
MAT150	College Algebra/ Functions		_____
MAT151	College Algebra/ Functions		_____
MAT152 & MAT182	College Algebra/ Functions and Plane Trigonometry		_____
MAT187	Precalculus		_____
Higher course with an (MA) general education designation			_____
Distribution			_____
Humanities, Arts and Design			_____
Met by Required Courses [1]		0	_____
Social and Behavioral Sciences			_____
Met by Required Courses [2]		0	_____
Natural Sciences			_____
Recommended for Specialization 1 Crime Scene:		0-4	_____
Select one of the following:			_____
CHM130 & 130LL	Fundamental Chemistry and Fundamental Chemistry Laboratory		_____
CHM151 & 151LL	General Chemistry I and General Chemistry I Laboratory		_____
FOR105	Forensic Science: Physical Evidence		_____

FOR106	Forensic Science: Biological Evidence		_____
For Specialization met by [3]	2 Lab Science:	0	_____
CHM151 & 151LL	General Chemistry I and General Chemistry I Laboratory		_____
Total Credits		61-68	_____

[1] Met by AJS123 Ethics and the Administration of Justice in Required Courses area
[2] Met by AJS101 Introduction to Criminal Justice in Required Courses area
[3] Met by CHM151 General Chemistry I and CHM151LL General Chemistry I Laboratory

Forensic Science, Certificate of Completion

BEHAVIORAL SCIENCE AND HUMAN SERVICES

Certificate of Completion: CCL 5326
18 Credits
Program Contact
Lisa Ruschak | 480-726-4078 | lisa.ruschak@cgc.edu

Program Description

The Certificate of Completion (CCL) in Forensic Science is designed to provide students with the technical skills and knowledge necessary to evaluate and process a crime scene for items of evidentiary value, document crime scene evidence, and collect and retain items consistent with forensic procedures.

Program Notes

Students must earn a grade of "C" or better in all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
AJS201	Rules of Evidence	3	_____
AJS213	Evidence Technology: Fingerprints	3	_____
AJS215	Criminalistics: Physical Evidence	3	_____
AJS216	Criminalistics: Biological Evidence	3	_____
AJS241	Police Photography	3	_____
AJS275	Criminal Investigation I	3	_____
Total Credits		**18**	_____

Homeland Security, Certificate of Completion

BEHAVIORAL SCIENCE AND HUMAN SERVICES

Certificate of Completion: CCL 5322N
15 Credits
Program Contact
Lisa Ruschak | 480-726-4078 | lisa.ruschak@cgc.edu

Program Description

The Certificate of Completion (CCL) in Homeland Security program is designed to provide students with the knowledge and skills needed to conduct a homeland security evaluation and to assess, investigate and respond to terrorism incidents. It also provides criminal justice practitioners with an opportunity for academic growth and the development of specialized skills in homeland security.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better in all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
AJS/FSCOR139	Emergency Response to Terrorism	3	_____
AJS/FSCOR147	Emergency Preparedness	3	_____
AJS/FSCOR148	Fundamentals of Emergency Management	3	_____
AJS/FSCOR149	Hazard Mitigation	3	_____
AJS195	International and Domestic Terrorism	3	_____
Total Credits		**15**	_____

Law Enforcement, Certificate of Completion

BEHAVIORAL SCIENCE AND HUMAN SERVICES

Certificate of Completion: CCL 5987N
15 Credits
Program Contact
Lisa Ruschak | 480-726-4078 | lisa.ruschak@cgc.edu

Program Description

The Certificate of Completion (CCL) in Law Enforcement is designed for students who are interested in pursuing a course of study specifically focused on law enforcement. The certificate program specializes in training and education related to the duties of law enforcement. The program is designed for the student with no Arizona police academy experience and is one pathway to the Associate in Applied Science (AAS) in Administration of Justice.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better in all courses within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
AJS101	Introduction to Criminal Justice	3	_____
AJS123	Ethics and the Administration of Justice	3	_____
AJS205	Effective Communication and Report Writing in Criminal Justice	3	_____
AJS230	The Police Function	3	_____
AJS275	Criminal Investigation I	3	_____
Total Credits		**15**	_____

Law Enforcement Training, Associate in Applied Science

BEHAVIORAL SCIENCE AND HUMAN SERVICES

Associate in Applied Science: AAS 3188
63-71 Credits
Program Contact
John Terpay | 480-988-8756 | jonathan.terpay@cgc.edu

Program Description

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

Program Notes

Students must earn a grade of "C" or better for all courses within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Admission Criteria

Must meet AzPOST minimum requirements for a law enforcement officer and meet any physical requirements by the Academy Director.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
AJS101	Introduction to Criminal Justice	3	_____
AJS109	Substantive Criminal Law	3	_____
AJS113	Criminal Justice Crime Control Policies and Practices	3	_____
AJS151	Firearms I	1	_____
AJS153	Firearms II/ Handguns	1	_____
AJS154	Firearms III/Long Weapons	1	_____
AJS162	Domestic Violence	3	_____
AJS201	Rules of Evidence	3	_____
AJS205	Effective Communication and Report Writing in Criminal Justice	3	_____

AJS210	Constitutional Law	3	_____
AJS215	Criminalistics: Physical Evidence	3	_____
AJS230	The Police Function	3	_____
AJS260	Procedural Criminal Law	3	_____
AJS270	Community Relations	3	_____
AJS275	Criminal Investigation I	3	_____
AJS290BN	Courtroom Testimony Seminar	1	_____
FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____
General Education			_____
Core			_____
First-Year Composition			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
Select one of the following:		3	_____
ENG102	First-Year Composition		_____
ENG108	First-Year Composition for ESL		_____
ENG111	Technical and Professional Writing		_____
Recommend for transfer to a university or MCCCD bachelor's program:			_____
ENG101	First-Year Composition		_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition		_____
or ENG108	First-Year Composition for ESL		_____
Oral Communication			_____
Select one of the following:		3	_____
COM100	Introduction to Human Communication		_____
COM110	Interpersonal Communication [1]		_____
COM225	Public Speaking		_____
COM230	Small Group Communication [1]		_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
Or equivalent as indicated by assessment			_____
Mathematics			_____
Any approved general education course(s) in the Mathematics area		3-6	_____
The following courses are recommended for students transfering:			_____
MAT140	College Mathematics		_____
MAT141	College Mathematics		_____
MAT142	College Mathematics		_____
Any higher approved general education course in the Mathematical Applications (MA) area			_____
Distribution			_____
Humanities, Arts and Design			_____
Any approved general education course(s) from the Humanities, Arts and Design area [2]		3	_____
Social and Behavioral Sciences			_____
Any approved general education course(s) in the Social and Behavioral Sciences area		3	_____
Natural Sciences			_____
Any approved general education course(s) in the Natural Sciences area		4	_____
Total Credits		**63-71**	_____

[1] Recommended: COM110 Interpersonal Communication or COM230 Small Group Communication

[2] Recommended: AJS123 Ethics and the Administration of Justice

Law Enforcement Training Academy, Certificate of Completion

BEHAVIORAL SCIENCE AND HUMAN SERVICES

Certificate of Completion: CCL 5991N
40 Credits
Program Contact
Jonathan Terpay | 480-988-8756 | jonathan.terpay@cgc.edu

Program Description

The Certificate of Completion (CCL) in Law Enforcement Training Academy is designed for students wishing to pursue a career as a law enforcement officer. The student will develop skills in eight functional areas: Introduction to Law Enforcement, Law and Legal Matters, Patrol Procedures, Traffic Control, Crime Scene Management, Community and Police Relations, Report Writing, and Police Proficiency Skills.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

AJS coursework for this program is taught by instructors who are certified police officers in the State of Arizona as required by the Arizona Peace Officer Standards and Training (AzPOST) Board standards. Any AJS coursework that has already been completed but was not taught by a certified police officer with a recognized academy, will not satisfy the requirements of the certificate. Additionally, this Certificate of Completion (CCL) can be awarded to peace officers who complete the AzPOST waiver (lateral transfers) or to out-of-state academies engaged in an Educational Partnership (ESP) or an Educational Service Agreement (ESA) through one of the offering colleges.

This Certificate of Completion (CCL) is offered as an educational partnership at Rio Salado College. Students are advised to meet with the program director, chair and/or faculty advisor. This Certificate of Completion is offered as a closed academy program at Chandler Gilbert Community College and Glendale Community College. Students at these colleges are advised to meet with the program director, chair and/or faculty advisor.

++ indicates any suffixed course may be selected.

Admission Criteria

Must meet AzPOST minimum requirements for a law enforcement officer and meet any physical requirements by the Academy Director.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			
AJS101	Introduction to Criminal Justice	3	
AJS109	Substantive Criminal Law	3	
AJS113	Criminal Justice Crime Control Policies and Practices	3	
AJS151	Firearms I	1	
AJS153	Firearms II/ Handguns	1	
AJS154	Firearms III/Long Weapons	1	
AJS162	Domestic Violence	3	
AJS201	Rules of Evidence	3	
AJS205	Effective Communication and Report Writing in Criminal Justice	3	
AJS210	Constitutional Law	3	
AJS215	Criminalistics: Physical Evidence	3	
AJS230	The Police Function	3	
AJS260	Procedural Criminal Law	3	
AJS270	Community Relations	3	
AJS275	Criminal Investigation I	3	
AJS290BN	Courtroom Testimony Seminar	1	
Total Credits		**40**	

Leadership in Public Safety Organizations, Certificate of Completion

BEHAVIORAL SCIENCE AND HUMAN SERVICES

Certificate of Completion: CCL 5211N
6 Credits
Program Contact
Jonathan Terpay | 480-988-8756 | jonathan.terpay@cgc.edu

Program Description

The Certificate of Completion (CCL) in Leadership in Public Safety Organizations program builds the industry knowledge and skills for individuals to transition to leadership positions in the field of public safety. This CCL will introduce students to the fundamental concepts and skills of professionalism, organizational culture and management, characteristics of effective teams, conflict resolution, motivation, systems-thinking, problem-solving, and leadership as applicable to public safety organizations. Students with the requisite experience in the field who complete this CCL can pursue employment in a variety of front-line leadership positions within the fields of public safety including law enforcement, fire service, and public safety support operations such as communication operators and property and records management.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

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

++ indicates any suffixed course may be selected.

Admission Criteria

This is a closed program for Public Safety professionals. Please see the Program Advisor for admission requirements.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			
LET173	Introduction to Leadership in Public Safety	2	
LET174	Organizational Culture and Leadership	3	
LET175	Public Safety Leadership Capstone	1	
Total Credits		**6**	

Legal Studies, Certificate of Completion

BEHAVIORAL SCIENCE AND HUMAN SERVICES

Certificate of Completion: CCL 5966N
15 Credits
Program Contacts
Lisa Ruschak 480-726-4078 | lisa.ruschak@cgc.edu

Program Description

The Certificate of Completion (CCL) in Legal Studies is designed for students who are interested in pursuing a course of study specifically focused on legal studies. It is one pathway to the Associate of Applied Science (AAS) in Administration of Justice.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better for all courses within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			
AJS109	Substantive Criminal Law	3	
AJS201	Rules of Evidence	3	
AJS123	Ethics and the Administration of Justice	3	
or AJS205	Effective Communication and Report Writing in Criminal Justice		
AJS210	Constitutional Law	3	
AJS260	Procedural Criminal Law	3	
Total Credits		**15**	

Mortuary Science, Associate in Applied Science

STEM

Associate in Applied Science: AAS 3765
70-83 Credits
Program Contact
Donna G. Backhaus | 480-988-8503 | donna.backhaus@cgc.edu

Program Description

The Associate in Applied Science (AAS) in Mortuary Science program includes studies in public health; business management; natural sciences; legal, ethical and regulatory concerns; and clinical requirements associated with the mortuary field. The curriculum combines coursework in mortuary science with a general education component. The Mortuary Science associate degree is accredited by the American Board of Funeral Service Education (ABFSE) 992 Mantua Pike, Suite 108, Woodbury Heights, NJ 08097, 816-233-3747, www.abfse.org. Completion of the courses in the program prepares the student to sit for the National Board examination and begin state internship requirements.

Program Notes

Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Students must earn a grade of C or better in each course in the program.

Admission Criteria

Formal application and admission to the program is required. Prior to applying to the program, students must have proof of high school graduation or GED and must complete the following required coursework with a minimum GPA of 2.75 prior to entry into the Mortuary Science (MSP) cohort coursework: [(ACC107 or ACC111), BIO160 or (BIO201 and BIO202), (BPC+++++ or CIS+++++) (BPC110 or CIS105 recommended), (COM100 or COM110 or COM225 or COM230), (CRE101 or equivalent), (ENG101 or ENG107), (ENG102 or ENG108), GBS205 or GBS206 or GBS207 or PHI214, GBS151 or MGT175 or MGT251 or MGT253, (PSY101

or PHY132 or PSY156), Mathematics (any approved), and Humanities (REL100 recommended)] or have permission of Program Director

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		3-4	_____
ACC107	Bookkeeping Theory And Practice		_____
ACC111	Accounting Principles I		_____
ACC211	Financial Accounting		_____
ACC212	Managerial Accounting		_____
Select one of the following:		4-8	_____
BIO160	Introduction to Human Anatomy and Physiology		_____
BIO201 & BIO202	Human Anatomy and Physiology I and Human Anatomy and Physiology II		_____
Select one of the following:		1-3	_____
BPC	Any BPC Business-Personal Computers course [1]		_____
CIS	Any CIS Computer Information Systems course [1]		_____
Select one of the following:		3	_____
GBS205	Legal, Ethical, and Regulatory Issues in Business		_____
GBS206	Business Law (UCC)		_____
GBS207	Business Law (General Corporate)		_____
PHI214	Business Ethics		_____
Select one of the following:		3	_____
GBS151	Introduction to Business		_____
MGT175	Business Organization and Management		_____
MGT251	Human Relations in Business		_____
MGT253	Owning and Operating a Small Business		_____
MSP101	Mortuary Science: Orientation and History	1	_____
MSP105	Cremation for Mortuary Science	1	_____
MSP201	Mortuary Science, Sociology, and Religion	3	_____
MSP202	Embalming	3	_____
MSP202LL	Embalming Lab	1	_____
MSP203	Microbiology for Mortuary Science	3	_____
MSP204	Chemistry for Mortuary Science	3	_____
MSP205	Funeral Directing I	3	_____
MSP206	Funeral Directing II	3	_____
MSP207	Mortuary Science Restorative Art	3	_____
MSP207LL	Mortuary Science Restorative Art Lab	1	_____
MSP208	Funeral Service Law: Legal, Ethical, and Regulatory Considerations	3	_____
MSP209	Pathology for Mortuary Science	3	_____
MSP210	Psychology and Counseling for Mortuary Science	2	_____
MSP211	Compendium for Mortuary Science	3	_____
Select one of the following:		3	_____
PSY101	Introduction to Psychology [2]		_____
PSY132	Psychology and Culture		_____
PSY156	Understanding Death and Dying		_____
Note that students who desire to transfer should choose PSY101.			_____
General Education			_____
Core			_____
First-Year Composition			_____
Select two of the following:		6	_____
ENG101	First-Year Composition		_____
or ENG107	First-Year Composition for ESL		_____

ENG102	First-Year Composition		_____
or ENG108	First-Year Composition for ESL		_____
ENG111	Technical and Professional Writing		_____
Oral Communication			_____
Select one of the following:		3	_____
COM100	Introduction to Human Communication		_____
COM110	Interpersonal Communication		_____
COM225	Public Speaking		_____
COM230	Small Group Communication		_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
OR Equivalent as indicated by assessment			_____
Mathematics			_____
Any approved general education course from the Mathematics area with a C or better [3]		3-6	_____
Distribution			_____
Humanities, Arts and Design			_____
Any approved general education course(s) from the Humanities, Arts and Design area [4]		3	_____
Social and Behavioral Sciences			_____
Met by Required Courses [5]		0	_____
Natural Sciences			_____
Met by Required Courses [6]		0	_____
Total Credits		**68-81**	_____

1 BPC110 Computer Usage and Applications or CIS105 Survey of Computer Information Systems recommended
2 Students who desire to transfer should choose PSY101 Introduction to Psychology
3 Students who desire to transfer should choose from the MAT14+ or MAT15+ options
4 REL100 World Religions is recommended
5 Met by PSY101 Introduction to Psychology OR PSY156 Understanding Death and Dying in Required Courses.
6 Met by BIO160 Introduction to Human Anatomy and Physiology in Required Courses.

Personal Training, Certificate of Completion

HEALTH SCIENCES

Certificate of Completion: CCL 5421
18-18.5 Credits
Program Contact
Kim McGee, ACSM (EP-C) | 480-726-4246 | kimberly.mcgee@cgc.edu

Program Description

The Certificate of Completion (CCL) in Personal Training is designed to prepare students for the American College of Sports Medicine (ACSM), National Strength and Conditioning Association (NSCA), National Academy of Sports Medicine (NASM), and the American Council on Exercise (ACE) personal trainer certifications. These certifications are generally required for employment in personal training positions and/or professional advancement within the fitness industry. The curriculum provides students with the foundational skills needed to design and implement fitness programs appropriate to clients' goals and aligned with current industry best practices. A CCL in Personal Training: Advanced, an Associate in Applied Science (AAS) in Exercise Science: Health, Fitness, and Sports Performance, and an Associate in Arts (AA), Emphasis in Exercise Science are also available for students interested in continuing their studies in this field.

Program Notes

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Select one of the following:		0-0.5	_____
EMT101	Basic Life Support/ Cardiopulmonary Resuscitation (CPR) for Health Care Providers		_____
WED106	Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED)		_____
Current CPR/AED certification			_____
Required Courses			_____
EXS101	Introduction to Exercise Science	3	_____
EXS125	Introduction to Exercise Physiology	3	_____

EXS146	Introduction to Exercise Testing	1	_____
EXS215	Resistance Training and Recovery Techniques	3	_____
EXS217	Cardiorespiratory and Flexibility Training	3	_____
FON100	Introductory Nutrition	3	_____
or FON241	Principles of Human Nutrition		_____
PED101ST	Strength Training	1	_____
or PED101RT	Resistance Training for Improved Sports Performance		_____
Restricted Electives			_____
Complete one (1) credit from one of the following course options not already selected in the Required Courses area. Choose a course that best aligns with your academic and professional goals. Consult with an academic, faculty, or program advisor as needed.		1	_____
EXS+++++ Any EXS Exercise Science course			_____
FON+++++ Any FON Food and Nutrition course			_____
HES+++++ Any HES Health Science course			_____
PED+++++ Any PED Physical Education course			_____
IFS110 Critical Research for College Success			_____
Total Credits		**18-18.5**	_____

Personal Training: Advanced, Certificate of Completion

HEALTH SCIENCES

Certificate of Completion: CCL 5445
30-30.5 Credits
Program Contact
Kim McGee, ACSM (EP-C) | 480-726-4246 | kimberly.mcgee@cgc.edu

Program Description

The Certificate of Completion (CCL) in Personal Training: Advanced is designed to prepare students for the American College of Sports Medicine (ACSM), National Strength and Conditioning Association (NSCA), National Academy of Sports Medicine (NASM), and the American Council on Exercise (ACE) personal trainer certifications. These certifications are generally required for employment in personal training positions and/or professional advancement within the fitness industry. The curriculum is designed to prepare students for employment in positions such as personal training within health and fitness clubs, wellness centers, and public and private recreation facilities. The curriculum includes the foundational courses required for the CCL in Personal Training coupled with advanced hands-on courses that foster the development of critical thinking and leadership skills important for developing, implementing and leading exercise programs. An Associate in Applied Science (AAS) in Exercise Science: Health, Fitness, and Sports Performance and an Associate in Arts (AA), Emphasis in Exercise Science are also available for students interested in continuing their studies in this field..

Program Notes

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		0-0.5	_____
EMT101	Basic Life Support/ Cardiopulmonary Resuscitation (CPR) for Health Care Providers		_____
WED106	Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED)		_____
Current CPR/AED certification			_____
EXS101	Introduction to Exercise Science	3	_____
EXS125	Introduction to Exercise Physiology	3	_____
EXS146	Introduction to Exercise Testing	1	_____
EXS215	Resistance Training and Recovery Techniques	3	_____
EXS217	Cardiorespiratory and Flexibility Training	3	_____
EXS246	Advanced Exercise Testing	2	_____
EXS255	Program Design: Muscular Fitness and Performance	3	_____
EXS257	Program Design: Cardiorespiratory Fitness	3	_____

Student must complete three (3) credits from the following EXS internship course options:		3	_____
Option 1			_____
Select one of the following:			_____
EXS270	Exercise Science Internship		_____
EXS270AA & EXS270AB	Exercise Science Internship and Exercise Science Internship		_____
Option 2			_____
Select one of the following:			_____
EXS275	Sport Science Internship		_____
EXS275AA & EXS275AB	Sport Science Internship and Sport Science Internship		_____
Option 3			_____
EXS270AA & EXS275AB	Exercise Science Internship and Sport Science Internship		_____
Option 4			_____
EXS270AB & EXS275AA	Exercise Science Internship and Sport Science Internship		_____
FON100	Introductory Nutrition	3	_____
or FON241	Principles of Human Nutrition		_____
PED101ST	Strength Training	1	_____
or PED101RT	Resistance Training for Improved Sports Performance		_____
Select one of the following:		1	_____
PED101BC	Boot Camp		_____
PED101BS	Body Sculpting		_____
PED101CY	Cycling - Indoor		_____
PED101GF	Group Fitness/ Aerobics		_____
PED101KB	Kickboxing		_____
PED101LD	Latin Dancing		_____
PED101PC	Physical Conditioning		_____
PED101PS	Pilates		_____
PED101SR	Stretch and Relaxation		_____
PED101TC	Tai Chi		_____
PED101TX	Suspension Training		_____
PED101YG	Gentle Yoga		_____
PED101YH	Hatha Yoga		_____
PED101YO	Yoga		_____
PED101YP	Power Yoga		_____
PED101YR	Restorative Yoga		_____
PED101ZU	Zumba Fitness		_____
Restricted Electives			_____
Complete one (1) credit from one of the following course options not already selected in the Required Courses area. Choose a course that best aligns with your academic and professional goals. Consult with an academic, faculty, or program advisor as needed.		1	_____
EXS+++++ Any EXS Exercise Science course			_____
FON+++++ Any FON Food and Nutrition course			_____
HES+++++ Any HES Health Science course			_____
PED+++++ Any PED Physical Education course			_____
IFS110 Critical Research for College Success			_____
Total Credits		**30-30.5**	_____

Victimology, Certificate of Completion

BEHAVIORAL SCIENCE AND HUMAN SERVICES

Certificate of Completion: CCL 5392N
15 Credits
Program Contacts
Lisa Ruschak | 480-726-4078 | lisa.ruschak@cgc.edu

Program Description

The Certificate of Completion (CCL) in Victimology is designed for students who are interested in pursuing a course of study specifically focused on crisis intervention, community services, and victim rights. It is one pathway to the Associate in Applied Science (AAS) in Administration of Justice.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
AJS101	Introduction to Criminal Justice	3	_____
AJS162	Domestic Violence	3	_____
AJS225	Criminology	3	_____
AJS255	Mental Health Conditions and the Criminal Justice System	3	_____
AJS/EMT/FSCOR258	Victimology and Crisis Management in Public Safety	3	_____
Total Credits		**15**	_____

Langauges, Humanities, Learning Center & Information Studies

Paul Petrequin, Division Chair
480-857-5256 | paul.petrequin@cgc.edu

Prefix	Course
AFR	African American Studies
AIS	American Indian Studies
ASL	American Sign Language
CCS	Chicana and Chicano Studies
HIS	History
IFS	Information Studies
PHI	Philosophy
REL	Religious Studies
SPA	Spanish
SPH	Spanish Humanities
WST	Women's Studies

Careers Programs

Chicana & Chicano Studies
Language Studies
Spanish Language & Culture
Women & Gender Studies

- Chicana and Chicano Studies, Academic Certificate (https://catalog.cgc.edu/educational-programs/langauges-humanities-learning-center-information-studies/chicana-chicano-studies-ac/)
- Language Studies, Academic Certificate (https://catalog.cgc.edu/educational-programs/langauges-humanities-learning-center-information-studies/language-studies-ac/)
- Spanish Language and Culture, Academic Certificate (https://catalog.cgc.edu/educational-programs/langauges-humanities-learning-center-information-studies/spanish-language-culture-ac/)
- Women and Gender Studies, Academic Certificate (p. 232)

American Sign Language

Yalim, Paulus

- B.S., Gallaudet University
- M.A., University of Phoenix

History

Bilka, Monika

- B.S., University of Oregon
- M.S., University of Montana
- Ph.D., Arizona State University

Petrequin, Paul
Division Chair

- B.A., University of Oregon
- M.A., Ph.D., University of California, Santa Cruz

Learning Center

Falletta, Eva
Director

- B.Acc., New Mexico State University
- M.C., Arizona State University
- M.Ed., Northern Arizona University

Library Services

Burgoyne, Mary Beth
Librarian

- B.A., Arizona State University
- M.L.S., University of Arizona

Chuppa-Cornell, Kim
Librarian

- B.A., M.A., Arizona State University
- M.L.S., University of Arizona
- Ed.D., Northern Arizona University

Howe, Barbara
Librarian

- B.A., Arizona State University
- J.D., Santa Clara University
- M.L.S., University of Arizona

Johnson, Monica
Librarian

- B.A., California Lutheran University
- M.A., University of Arizona

Kilbridge, Christine
Librarian

- B.A., Alma College
- M.A., Kansas State University
- M.L.I.S., Wayne State University

Martinez, Kelsy
Librarian

- B.A., Arizona State University
- M.L.S., Simmons University

Philosophy

Mowad, Nicholas

- B.A., University of Texas at Austin
- M.A., Ph.D., Loyola University Chicago

Spanish

Correa, Fabio

- M.A., Ph.D., Arizona State University

Women's Studies

Thompson, Donna

- B.A., Yale University
- M.A., Duke University

African American Studies (AFR)

AFR110 / Introduction to African-American Studies
3 Credits / 3.0 Periods for Lecture
Introduction to the study of the African-American experience. Interdisciplinary approach includes historical underpinnings; population and cultural characteristics; social, economic, and political issues; and implications for the future. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]
Division: Language, Humanits, Learng Centr&Informtn Studies

AFR202 / Ethnic Relations in the United States
3 Credits / 3.0 Periods for Lecture
Basic concepts and processes, including historic overview, of inter-ethnic relations in the United States: culture, race, ethnicity, ethnocentrism, prejudice, discrimination, racism, assimilation, acculturation, and individual and group responses to inter-ethnic contact. Cultural knowledge and intercultural communication skills and perspectives as fundamental tools for successful management of social relations in a multicultural world. Prerequisites: None.
Crosslisted: ASB202, CCS202
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Historical Awareness [H]; Historical Awareness [H]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

American Indian Studies (AIS)

AIS140 / American Indian History
3 Credits / 3.0 Periods for Lecture
Survey of American Indian history with emphasis on the last 200 years. Focuses on cultural, economic, political and social continuity and changes. Topics include how federal policies impacted and were shaped by Indigenous peoples and how Indigenous individuals, communities, and nations have maintained cultural identity and sovereignty. Prerequisites: None.
Crosslisted: HIS140
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Historical Awareness [H]; Historical Awareness [H]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

American Sign Language (ASL)

ASL101 / American Sign Language I
4 Credits / 4.0 Periods for Lecture
Introduction of principles, methods, and techniques for communicating with deaf people who sign. Development of expressive and receptive sign skills, manual alphabet, numbers, and sign vocabulary. Overview of syntax, grammar, and culture related to American Sign Language (A.S.L.). Prerequisites: None. ASL103 suggested as a corequisite but not required.
Division: Language, Humanits, Learng Centr&Informtn Studies

ASL102 / American Sign Language II
4 Credits / 4.0 Periods for Lecture
Continued development of knowledge and language skills for communicating with deaf people who sign. Includes numbers, fingerspelling, and culture. Emphasis on enhancement of receptive sign skills and continued development of expressive sign skills. Application of rudimentary, syntactical, and grammatical structure stressed with continued development of sign vocabulary. Prerequisites: A grade of C or better in ASL101 or permission of Department or Division. Completion of prerequisites within the last three years is required.
Division: Language, Humanits, Learng Centr&Informtn Studies

ASL103 / Introduction to the Deaf Community
1 Credit / 1.0 Periods for Lecture
History and development of American Sign Language (ASL) and English codes. Overview of education for Deaf and Hard of Hearing children. Legal rights and common adaptive devices used by Deaf and Hard of Hearing individuals. Prerequisites: None.
Division: Language, Humanits, Learng Centr&Informtn Studies

ASL110 / Fingerspelling
3 Credits / 3.0 Periods for Lecture
Introduction to fingerspelling techniques. Focus on methods, theory, and applications on receptive and expressive skills including manual alphabet production and numbers. In addition, skill development in speed, dexterity, clarity, and lexicalized fingerspelling, numeric incorporation, prefixes, suffixes, and polysyllabic words. Prerequisites: A grade of C or better in ASL101 or permission of Department or Division. Completion of prerequisites within the last three years is required.
Division: Language, Humanits, Learng Centr&Informtn Studies

ASL201 / American Sign Language III
4 Credits / 4.0 Periods for Lecture
Linguistics of American Sign Language (A.S.L.) including non-manual behaviors and signing English idioms with conceptual accuracy. Emphasis on practical application of A.S.L. skills, expanded vocabulary, and cross-cultural communication.
Division: Language, Humanits, Learng Centr&Informtn Studies

ASL202 / American Sign Language IV
4 Credits / 4.0 Periods for Lecture
Advanced American Sign Language skills including continued vocabulary. Emphasis on conversational techniques in a cross-cultural framework. Continued work on conceptual accurate signing of English idioms and words with multiple meanings. Prerequisites: A grade of C or better in ASL201 or permission of Department or Division. (ENG101 or ENG107), ASL200, and (CRE101 or equivalent as indicated by assessment) suggested but not required. Completion of prerequisites within the last three years is required.
Division: Language, Humanits, Learng Centr&Informtn Studies

Chicana and Chicano Studies (CCS)

CCS101 / Chicana and Chicano Studies
3 Credits / 3.0 Periods for Lecture
Introduction to the wealth and diversity of Chicana and Chicano Studies research from a variety of disciplinary perspectives through the use of a series of historical and social scientific studies, novels, testimonies, and films. Prerequisites: A grade of C or better in ENG101, or ENG107, or equivalent.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

History (HIS)

HIS101 / History of Western Civilization Middle Ages to 1789
3 Credits / 3.0 Periods for Lecture
Survey of the history of the Western world from the emergence of Western civilization in the Middle Ages to the start of the French Revolution. Prerequisites: None.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS102 / History of Western Civilization 1789 to Present
3 Credits / 3.0 Periods for Lecture
Survey of the history of the Western world from the French Revolution to the present. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS103 / United States History to 1865
3 Credits / 3.0 Periods for Lecture
The political, economic, and social development of the United States from the Pre-Columbian period through the end of the Civil War (1865). Prerequisites: None.
SUN SUN# HIS 1131
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS104 / United States History 1865 to Present
3 Credits / 3.0 Periods for Lecture
The political, economic, and social development of United States from 1865 to the present time. Prerequisites: None.
SUN SUN# HIS 1132
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS109 / Mexican American History and Culture
3 Credits / 3.0 Periods for Lecture
Examination of the origins and development of Mexican American peoples. Including culture, history and contributions within the United States. Emphasis on educational, social, and economic conditions of Mexican Americans of the southwest. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Historical Awareness [H]; Historical Awareness [H]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS110 / World History to 1500
3 Credits / 3.0 Periods for Lecture
A global survey of the economic, social, cultural, environmental, and political elements of world history to 1500. Prerequisites: None.
SUN SUN#: HIS 1100
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS111 / World History 1500 to the Present
3 Credits / 3.0 Periods for Lecture
A survey of the economic, social, cultural, and political elements of world history from 1500 to the present. Prerequisites: None.
SUN SUN#: HIS 1111
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS140 / American Indian History
3 Credits / 3.0 Periods for Lecture
Survey of American Indian history with emphasis on the last 200 years. Focuses on cultural, economic, political and social continuity and changes. Topics include how federal policies impacted and were shaped by Indigenous peoples and how Indigenous individuals, communities, and nations have maintained cultural identity and sovereignty. Prerequisites: None.
Crosslisted: AIS140
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Historical Awareness [H]; Historical Awareness [H]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS145 / History of Mexico
3 Credits / 3.0 Periods for Lecture
Survey of the major forces that shaped the history of Mexico and its culturally diverse communities from pre-Columbian times to the present. Also examines how these historical forces continue to shape contemporary Mexican society and its place within the world. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Historical Awareness [H]; Historical Awareness [H]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS201 / History of Women in America
3 Credits / 3.0 Periods for Lecture
Introduction to women's history from the colonial period to the present. Explores changes and developments which have influenced the lives of women. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Historical Awareness [H]; Historical Awareness [H]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS204 / African-American History 1865 to Present
3 Credits / 3.0 Periods for Lecture
The multifaceted history and cultural heritage of African-American communities since the Civil War, presented within the broader context of U.S. history. This course explores the social, economic, political, and cultural history of African-American communities, including the historical and cultural impacts of slavery and discrimination, and the collective struggle for freedom, equality, and self-determination throughout U.S. history. Prerequisites: None.
Crosslisted: AFR204
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Historical Awareness [H]; Historical Awareness [H]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS273 / US Experience in Vietnam 1945 - 1975
3 Credits / 3.0 Periods for Lecture
Survey of the US experience in Vietnam, 1945-1975, in view of political, economic, and social forces of the Cold War. Prerequisites: None.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

Information Studies (IFS)

IFS110 / Critical Research for College Success
1 Credit / 1.0 Periods for Lecture
Access, evaluate, and incorporate sources appropriately into academic projects. Prerequisites: None. Course Notes: IFS110 may be repeated for a total of four (4) credit hours.
Division: Language, Humanits, Learng Centr&Informtn Studies

IFS201 / Information in a Post-Truth World
3 Credits / 3.0 Periods for Lecture
Develop a critical approach to using information as both a consumer and creator. Explore the impact of culture and worldview on how information is created, shared, understood, and used. Utilize analysis, evaluation, interpretation, and synthesis through substantial writing and/or speaking tasks. Prerequisites: A grade of C or better in ENG101 or ENG107.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

IFS210 / Information Without Borders: Research in a Global Society
3 Credits / 3.0 Periods for Lecture
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.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

IFS213 / Hacking and Open Source Culture
3 Credits / 3.0 Periods for Lecture
Focus on the multi-dimensions of hacking and open source culture, including rule-breaking, innovation, and creative use of programming/technology. Social, economic, cultural, and political implications of hacking and technology, in historical and contemporary contexts will be addressed. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo; Historical Awareness [H]; Historical Awareness [H]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

Philosophy (PHI)

PHI101 / Introduction to Philosophy
3 Credits / 3.0 Periods for Lecture
General consideration of human nature and the nature of the universe. Knowledge, perception, freedom and determinism, and the existence of God. Prerequisites: None.
SUN SUN# PHI 1101
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

PHI103 / Introduction to Logic
3 Credits / 3.0 Periods for Lecture
Informal logic, logical fallacies, elementary symbolic logic, analysis of argument forms, and construction of proofs for validity. Prerequisites: A grade of C or better in ENG101, or ENG107, or equivalent.
SUN SUN# PHI 1103
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

PHI104 / World Philosophy
3 Credits / 3.0 Periods for Lecture
Examination of questions such as the meaning of life and death, social justice, appearance and reality, human nature, the identity of the self freedom and destiny, the ethical life, and the relationship of science and religion. Comparative analysis of diverse Eastern and Western viewpoints. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

PHI105 / Introduction to Ethics
3 Credits / 3.0 Periods for Lecture
A survey of ethical theory in Western Philosophy, including the major normative theories and selected metaethical theories. Prerequisites: None.
SUN SUN# PHI 1105
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

PHI216 / Environmental Ethics
3 Credits / 3.0 Periods for Lecture
Philosophical consideration of diverse theories and perspectives on the environment, and application of these theories to global moral issues such as animal rights, preservation of wilderness and species, population, world hunger and poverty, and air and water pollution. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

PHI218 / Philosophy of Sexuality
3 Credits / 3.0 Periods for Lecture
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: A grade of C or better in ENG101 or ENG107 or permission of Instructor. Course Notes: Course may contain adult content. All students under 18 years old are required to have a signed parental consent form on file, which is on the back of the "Students Under The Age of 18" Enrollment Form.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

Religious Studies (REL)

REL100 / World Religions
3 Credits / 3.0 Periods for Lecture
The development of various religions from the prehistoric to modern times. Political, economic, social and geographic relationships among world religions. Consideration of both Eastern and Western religions. Prerequisites: None.
SUN SUN# REL 1101
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

REL270 / Introduction to Christianity
3 Credits / 3.0 Periods for Lecture
The nature and content of the Christian tradition developed over time, with overview of the New Testament, major historical trends and figures, major Christian ideas and practices, and survey of denominations. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

Spanish (SPA)

SPA101 / Elementary Spanish I
4 Credits / 4.0 Periods for Lecture
Basic grammar, pronunciation and vocabulary of the Spanish language. Includes the study of the Spanish-speaking cultures. Practice of listening, speaking, reading, and writing skills. Prerequisites: None.
SUN SUN# SPA 1101
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

SPA102 / Elementary Spanish II
4 Credits / 4.0 Periods for Lecture
Continued study of grammar and vocabulary of the Spanish language and study of the Spanish-speaking cultures. Emphasis on speaking, reading, and writing skills. Prerequisites: (A grade of "C" or better in SPA101 or SPA101AA), or permission of Department or Division. Completion of prerequisites within the last three years is required.
SUN SUN# SPA 1102
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

SPA111 / Fundamentals of Spanish
4 Credits / 4.0 Periods for Lecture
Accelerated study of elementary Spanish for students with previous Spanish coursework. Includes basic Spanish grammar, pronunciation, vocabulary and the study of the Spanish- speaking cultures. Emphasis on speaking, listening, reading, and writing skills. Prerequisites: A grade of C or better in SPA101, or SPA101AA, or SPA115, or SPA115AA, or two years of high school Spanish, or permission of Department or Division. Completion of prerequisites within the last three years is required.
Division: Language, Humanits, Learng Centr&Informtn Studies

SPA115 / Beginning Spanish Conversation I
3 Credits / 3.0 Periods for Lecture
Basic pronunciation, vocabulary, sentence structures, and cultural awareness, necessary to develop speaking and listening skills in Spanish. Prerequisites: None.
Division: Language, Humanits, Learng Centr&Informtn Studies

SPA117 / Health Care Spanish I
3 Credits / 3.0 Periods for Lecture
Basic conversational Spanish for health care workers or students. Emphasis on basic sentence structure, pronunciation and vocabulary used in health care settings. Prerequisites: None.
Division: Language, Humanits, Learng Centr&Informtn Studies

SPA201 / Intermediate Spanish I
4 Credits / 4.0 Periods for Lecture
Continued study of essential Spanish grammar and Spanish-speaking cultures. Continued practice and development of reading, writing, and speaking skills in Spanish. Emphasis on fluency and accuracy in spoken Spanish. Prerequisites: A grade of "C" or better in SPA102, or SPA102AA, or SPA111, or permission of Department or Division. Completion of prerequisites within the last three years is required.
SUN SUN# SPA 2201
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

SPA202 / Intermediate Spanish II
4 Credits / 4.0 Periods for Lecture
Review of grammar, continued development of Spanish language skills with continued study of the Spanish-speaking cultures. Prerequisites: A grade of "C" or better in SPA201, or permission of Department or Division. Completion of prerequisites within the last three years is required.
SUN SUN# SPA 2202
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

Spanish Humanities (SPH)

SPH245 / Hispanic Heritage in the Southwest
3 Credits / 3.0 Periods for Lecture
A survey of Hispanic heritage in the Southwest. Cultural and social institutions and their contribution to the development of the region and its heritage. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

Women's Studies (WST)

WST100 / Introduction to Women's and Gender Studies
3 Credits / 3.0 Periods for Lecture
Introduction to critical issues in women's studies. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

WST120 / Gender, Class, and Race
3 Credits / 3.0 Periods for Lecture
A feminist discussion of gender, class and race as basic and central social categories that determine how we see ourselves and others and how they circumscribe our opportunities and privileges in American society. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]
Division: Language, Humanits, Learng Centr&Informtn Studies

WST200 / Essential Feminist Writing
3 Credits / 3.0 Periods for Lecture
Literary tracing of feminism from 18th century to present. Explores major issues related to women in the 20th century. Prerequisites: A grade of C or better in ENG101 or permission of Instructor.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Historical Awareness [H]; Historical Awareness [H]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

WST209 / Women and Films
3 Credits / 3.0 Periods for Lecture
Analysis of images of women in films from both historical and contemporary perspectives. Prerequisites: None.
Crosslisted: HUM209
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

WST284 / 19th Century Women Writers
3 Credits / 3.0 Periods for Lecture
Investigates major themes in literature by women writing in the 19th century including the nature of women's lives in the family, in work situations, and in society. Poetry, prose, essays and drama are examined with an emphasis on common themes. Prerequisites: None.
Crosslisted: ENH284
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

WST285 / Contemporary Women Writers
3 Credits / 3.0 Periods for Lecture
Explores twentieth century literature (short stories, essays, plays, and poetry) written by women and about women. Focus on themes relevant to women's lives regardless of age, creed, or ethnic background. Prerequisites: None.
Crosslisted: ENH285
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

Women and Gender Studies, Academic Certificate

CULTURE AND SOCIETY

Academic Certificate: AC 6225N
15 Credits
Program Contact
Donna Thompson | 480-857-5534| donna.thompson@cgc.edu

Program Description

The Academic Certificate (AC) in Women and Gender Studies is an intensive interdisciplinary liberal arts certificate program, which provides students with tools and opportunities to discuss and critique historical and contemporary theories and practices of feminism(s) and gender

identities. The curriculum enables students to think critically, analyze problems, and communicate effectively. Using women`s experiences and perspectives, students explore cultural and global issues by completing a variety of courses focusing on gender, history, culture, class, race, ethnicity, and sexuality to foster equality and understanding.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

Students must earn a grade of "C" or better for all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			
WST100	Introduction to Women's and Gender Studies	3	
Restricted Electives			
Students must complete 12 credits from the list below:		12	
ASB211	Women Across Cultures		
ENH/ WSTOR284	19th Century Women Writers		
ENH/ WSTOR285	Contemporary Women Writers		
HIS201	History of Women in America		
WST286	Women and Health: Body/ Mind/Spirit/ Connection		
HUM/ WSTOR209	Women and Films		
PSY235	Psychology of Gender		
REL/ WSTOR290	Women and World Religions		
SOC212	Gender and Society		
WST120	Gender, Class, and Race		
WST128	Law and Violence Against Women		
WST160	Women and the Early American Experience		
WST161	American Women Since 1920		
WST200	Essential Feminist Writing		
Total Credits		**15**	

Nursing

Jill Anderson, Division Chair
480-988-8865 | jill.anderson@cgc.edu

Courses

Prefix	Course
HCC	Health Core Curriculum
HCR	Health Care Related
NUR	Nursing Science: Basic

Career Programs

Nursing

Associate in Applied Science (AAS)

- Registered Nurse Pathway, Associate in Applied Science (p. 236)

Anderson, Jill
Division Chair

- A.S., A.A., Portland Community College
- B.S.N., Oregon Health Sciences University
- M.S.N., M.B.A., University of Phoenix
- Ph.D., University of Arizona

Baugham, Catherine

- M.S.N., Grand Canyon University

Flanigan, Karen

- B.S.N., M.S.N., Arizona State University; RN

Geraghty, Diana

- B.S., University of Virginia
- M.A., Grand Canyon University

Gerle, Kerry Lee

- M.A. Grand Canyon University

Millstone, Katie

- B.S.N, M.S.N., University of Phoenix; RNC

Staggar, William

- B.S.N., American University of Beirut
- M.S.N., University of Texas
- Ph.D., New Mexico State University

Voss, Jennifer M.

- M.S., Grand Canyon University

Health Care Curriculum (HCC)

HCC130 / Fundamentals in Health Care Delivery
3 Credits / 3.0 Periods for Lecture
Overview of current and recent development of health care professions, including career and labor market information, health care delivery systems, third party payers, and facility ownership. Health organization structure, patient rights and quality care. Health care and life values. Definition and importance of values, ethics, and essential behaviors in the workplace. Worker rights and responsibilities. Healthful living practices to include nutrition, stress management and exercise. Occupational Safety and Health Administration (OSHA) standard precautions and facility safety. Use of principles of body mechanics in daily living activities. Basic communication skills which facilitate inter-professional teamwork in the health care setting. Focus on development of personal communication skills and an understanding of how effective communication skills promote teamwork. Focus on intercultural communication strategies. Prerequisites: None.
Division: Nursing and Health Sciences

HCC145AA / Medical Terminology for Health Care Professionals I
1 Credit / 1.0 Periods for Lecture
Introduction to medical terms used in health care. Body systems approach to selected terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing selected terms using basic word parts. Selected medical abbreviations and symbols and term spelling. Prerequisites: None.
Division: Nursing and Health Sciences

HCC145AB / Medical Terminology for Health Care Professionals II
1 Credit / 1.0 Periods for Lecture
Selected medical terms used in health care. Body systems approach to more detailed terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing selected terms using standard word parts. Selected abbreviations and symbols and term spelling. Prerequisites: A grade of C or better in HCC145AA.
Division: Nursing and Health Sciences

Health Care Related (HCR)

HCR210 / Clinical Health Care Ethics
3 Credits / 3.0 Periods for Lecture
An introduction to health care ethics with emphasis on analysis and ethical decision making at both the clinical and health policy levels for health care professionals. Theoretical foundation of bioethics reviewed within historical and contemporary contexts. Prerequisites: A grade of C or better in ENG102 or ENG108 or permission of Instructor.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Nursing and Health Sciences

HCR220 / Introduction to Nursing and Health Care Systems
3 Credits / 3.0 Periods for Lecture
Introduction to the social, political, and economic contexts of the nursing profession and health care systems in the United States. Prerequisites: A grade of C or better in ENG102 or ENG108 or permission of Instructor.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo
Division: Nursing and Health Sciences

HCR230 / Culture And Health
3 Credits / 3.0 Periods for Lecture
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.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Global Awareness [G]; Global Awareness [G]-in combo
Division: Nursing and Health Sciences

HCR240 / Human Pathophysiology
4 Credits / 4.0 Periods for Lecture
Chemical, biological, biochemical, and psychological processes as a foundation for the understanding of alterations in health. The structural and functional pathophysiology of alterations in health; selected therapeutics considered. Prerequisites: A grade of C or better in BIO202 or BIO205, or permission of Instructor.
Division: Nursing and Health Sciences

Nursing Science: Basic (NUR)

NUR104AB / Structured Nursing Review
1 Credit / 1.0 Periods for Lecture
Structured nursing tutorial assistance and nursing study skills to help students achieve success in their respective block of nursing courses. Nursing process and critical thinking application skills emphasized. Prerequisites: None. Corequisites: Concurrent enrollment in the Nursing program or permission of Department Chair. Corequisites: Concurrent enrollment in the Nursing program or permission of Department Chair. Course Notes: Course offered as Credit (P) No credit (Z) basis. NUR104AB may be repeated for a total of eight (8) credits.
Division: Nursing and Health Sciences

NUR152 / Nursing Theory and Science I
9 Credits / 16.88 Periods for Laboratory, 4.0 Periods for Lecture
Introduction of Nurse of the Future competencies as a foundational framework for development of the professional nurse. Basic care concepts, the nursing process, and clinical reasoning are utilized to meet the needs of adult and older adult patients. Prerequisites: Admission into the Nursing Program.
Division: Nursing and Health Sciences

NUR172 / Nursing Theory and Science II
9 Credits / 11.81 Periods for Laboratory, 5.5 Periods for Lecture
Utilization of Nurse of the Future competencies and clinical judgment measures to develop knowledge, skills, and attitudes to provide safe, quality patient care across the wellness-illness continuum in selected medical-surgical and mental health patients. Prerequisites: A grade of C or better in (BIO202 and NUR152) or permission of Nursing Department Chair.
Division: Nursing and Health Sciences

NUR252 / Nursing Theory and Science III
9 Credits / 11.81 Periods for Laboratory, 5.5 Periods for Lecture
Application of critical thinking strategies and clinical judgment measures related to holistic care of the newborn and childbearing patients. Integration of concepts related to holistic care of adults and older adult patients with selected acute and chronic alterations in health. Integration of professional nursing standards in role development. Utilization of previous knowledge of physical, biologic, psycho-social sciences, and the cultural, spiritual aspects of nursing care. Integration of concepts of nutrition, pharmacology, communication, health promotion, and pathophysiology into nursing care. Prerequisites: A grade of C or better in [(CRE101 or appropriate district placement) and NUR172 and PSY101] or permission of Nursing Department Chair.
Division: Nursing and Health Sciences

NUR283 / Nursing Theory and Science IV
9 Credits / 11.81 Periods for Laboratory, 5.5 Periods for Lecture
Applies Nurse of the Future competencies and clinical judgment measures to practice and manage care for the child/family unit and adults requiring complex care throughout the wellness/illness continuum, and prepare for transition from student to professional nurse. Prerequisites: A grade of C or better in (BIO205 and NUR252) or permission of Nursing Department Chair.
Division: Nursing and Health Sciences

Maricopa Community Colleges (MCCCD) Allied Health or Nursing Program (S-13)

Most of the allied health or nursing program pathways include a program of study in a clinical training environment that may contain exposures to risks inherent in patient-oriented educational experiences (such as but not limited to bodily injury or communicable and infectious diseases). Students enrolling in clinical educational courses will be asked to sign a statement assuming all risks inherent in their coursework.

Use of Confidential Information

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

MCCCD Required Background Checks

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

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

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

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

1. National Federal Health Care and Abuse Databases
2. Social Security Verification
3. Residency History
4. Arizona Statewide Criminal Records
5. Nationwide Criminal Databases
6. Nationwide Sexual Offender Registry
7. Homeland Security Search

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

1. Social Security number does not belong to the applicant
2. Any inclusion on any registered sex offender database
3. Any inclusion on any of the Federal exclusion lists or Homeland Security watch lists
4. Any conviction of a felony no matter what age of the convictions
5. Any warrant any state
6. Any misdemeanor conviction for the following no matter how long ago:
   a. Violent crimes
   b. Sex crime of any kind including non consensual sexual crimes and sexual assault
   c. Murder, attempted murder
   d. Abduction
   e. Assault
   f. Robbery
   g. Arson
   h. Extortion
   i. Burglary
   j. Pandering
   k. Any crime against minors, children, vulnerable adults including abuse, neglect, exploitation
   l. Any abuse or neglect
   m. Any fraud
   n. Illegal drugs
   o. Aggravated DUI
7. Any misdemeanor controlled substance conviction in last 7 years
8. Any other misdemeanor conviction within last 3 years

[**Exceptions**: Any misdemeanor traffic (DUI is NOT considered traffic).

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

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

Duty to Report Changes; Removal

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

Additional Clinical Agency Background Check

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

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

Inability to Place

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

Changes to Admission or Background Check Requirements

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

No Guarantee of Receipt of Licensure/Certificate

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

Amended by Direct Chancellor Approval, June 1, 2017

Registered Nurse Pathway, Associate in Applied Science

HEALTH SCIENCES

Nursing

Associate in Applied Science: AAS 3812
62-75 Credits
Program Contacts

Director of Nursing
Jill Anderson| 480-988-8865 | jill.anderson@cgc.edu

Nursing Advisor
Maria Dela Torre | 480-988-8880 | chuy.delatorre@cgc.edu

Nursing Office
Teresa Hull | 480-988-8881 | teresa.hull@cgc.edu

Program Description

The Associate in Applied Science (AAS) in Nursing Program is available at eight of the Maricopa Community Colleges. Clinical experiences are provided in a variety of healthcare settings. Nursing Program graduates are eligible to apply for the national exam for the registered nurse license. Licensing requirements are the exclusive responsibility of the State Board of Nursing.

The Associate in Applied Science (AAS) Nursing Program is approved by the Arizona State Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; (404-975-5000); email: info@acennursing.org

Program Offerings

This program is offered at the following sites:

- Chandler-Gilbert Community College
- Estrella Mountain Community College
- Gateway Community College
- Glendale Community College
- Mesa Community College
- Paradise Valley Community College
- Phoenix College
- Scottsdale Community College

Waiver of Licensure/Certification Guarantee

Admission or graduation from the Nursing Program does not guarantee obtaining a license to practice nursing. Licensure requirements and the subsequent procedures are the exclusive right and responsibility of the Arizona State Board of Nursing. Students must satisfy the requirements of the Nurse Practice Act: Statutes, Rules and Regulations, independently of any college or school requirements for graduation.

Pursuant to A.R.S. 32-1606(B)(17), an applicant for professional or practical nurse license by examination is not eligible for licensure if the applicant has any felony convictions and has not received an absolute discharge from the sentences for all felony convictions. The absolute

discharge must be received five or more years before submitting this application. If you cannot prove that the absolute discharge date is five or more years, the Board cannot process your application.

Level One Fingerprint Clearance is required for admission into the program. Applicants must present a Level One Fingerprint Clearance Card to be copied by the advisor or designee. For a Department of Public Safety Fingerprint Clearance Card application, contact MCCCD Healthcare/Nursing Advisor. If there is any question about eligibility for licensure or certification, contact the nursing education consultant at the Arizona State Board of Nursing (602.771.7800).

Health Declaration

It is essential that nursing students be able to perform a number of physical activities in the clinical portion of the program. At a minimum, students will be required to lift patients, stand for several hours at a time and perform bending activities. Students who have a chronic illness or condition must be maintained on current treatment and be able to implement direct patient care. The clinical nursing experience also places students under considerable mental and emotional stress as they undertake responsibilities and duties impacting patients` lives. Students must be able to demonstrate rational and appropriate behavior under stressful conditions. Individuals should give careful consideration to the mental and physical demands of the program prior to making application. All must provide documentation of compliance with all health and safety requirements required to protect patient safety. Only students in compliance are permitted to enroll in nursing courses. Students will meet these requirements by providing the required documentation for the Health/Safety Requirements Documentation Checklist and the signed Health Declaration Form.

Health & Safety Requirements for the Maricopa Nursing Program

1. Students must submit a Health and Safety Documentation Checklist verifying completion of all requirements and maintain current status throughout the program.
2. Students must submit the Health Declaration Form signed by a licensed health care provider.
3. Students must test negative on a timed urine drug screen.
4. Admission to an Allied Health program requires that students be in compliance with the Maricopa County Community College District Supplemental Background Check policy. Program applications will not be accepted without a copy of an Arizona Department of Public Safety Level One Fingerprint Clearance Card. Upon conditional program admission, the student must comply with all requirements of the current MCCCD background check policy.

University Transfer Students

Students who are planning to earn the Bachelor of Science in Nursing may obtain their prerequisite courses at the Maricopa Community Colleges. For information on courses that meet requirements for admission into a baccalaureate program, please contact a program advisor.

Registered Nurse Pathway

Associate in Applied Science Degree in Nursing Program

The Associate in Applied Science (AAS) degree in Nursing graduate is eligible to apply for licensure as a Registered Nurse (RN). The RN is educated as a generalist who delivers health care to clients and family groups and has competencies related to the art and science of nursing. The RN may be employed in a variety of acute, long term, and community-based healthcare settings. The AAS degree in Nursing provides the graduate with an educational foundation for articulation into the university setting.

Program Notes

Students must earn a grade of “C” or better in all courses required within the program. Overall program minimum GPA = 2.00.

++ indicates any suffixed course may be selected.

Course Fee Information

Please see class schedule for information regarding course fees.

Maricopa Nursing is aligned with Nurse of the Future Competencies: Person-Centered Care, Professionalism, Leadership, Systems-Based Practice, Informatics and Technology, Communication, Teamwork and Collaboration, Safety, Quality Improvement, and Evidence-Based Practice. These competencies focus on key stakeholders of healthcare clients, colleagues and communities. Demonstration of the competencies will signify preparation for successful transition into nursing practice and further professional development.

Admission Criteria

High school diploma or GED is required for the Associate in Applied Science degree in Nursing. Applicants must signify that they meet this requirement by providing high school diploma/transcripts or GED completion OR by signing the nursing application page containing the ‘Declaration of High School Graduation or GED Completion.’ In some instances, high school diploma/transcripts or proof of GED completion may be required.

Formal application and admission to the program is required. There are limited spaces available in the Nursing program. Only students who have completed all of the general education and introductory courses noted above may have their name added to the queue of those waiting for an available space in a cohort. A passing score on a nursing program admission test is required to complete an application.

Successful completion of a nurse assistant course (course must include an in-person clinical component) or certification or licensure as a Nurse Assistant is required to complete an application. The Nurse Assistant course does not have to be completed at a Maricopa college and certification or licensure is not required to apply. There is currently no time limit on when the Nurse Assistant course was taken.

Applicants for Advanced Placement must receive a passing score on a practical nursing content exam for placement into Block 3. The final placement decision rests with the Nursing Program Chair at the college to which the student is accepted. Advanced placement applications are maintained for two years from the date of application. After two years, the applicant is required to review, update, and resubmit the application.

The Nursing Program Chair reserves the right to deny acceptance of an admission application if the applicant was previously dismissed for issues relating to academic integrity, unsafe patient care, and/or two (2) or more failures from any nursing program.

All applicants holding or receiving a certificate or license as a Nursing Assistant and/or license as a Practical Nurse must remain in good standing with the Regulatory Board. Once enrolled, students receiving any disciplinary actions against their certificate or license must notify the Nursing Program Chair within five (5) school days. The Nursing Program

Chair reserves the right to restrict the student`s participation in clinical experiences and involvement in patient care until the certificate and/or license is valid and unrestricted.

Program Requirements

Code	Title	Credits	Semester
Required Courses			_____
Select one of the following:		0-4	_____
BIO156	Introductory Biology for Allied Health		_____
BIO181	General Biology (Majors) I		_____
One year of high school biology			_____
BIO201	Human Anatomy and Physiology I	4	_____
Select one of the following:		0-4	_____
CHM130 & 130LL	Fundamental Chemistry and Fundamental Chemistry Laboratory		_____
CHM130AA	Fundamental Chemistry with Lab		_____
One year of high school chemistry			_____
NUR152	Nursing Theory and Science I	9	_____
NUR172	Nursing Theory and Science II	9	_____
NUR252	Nursing Theory and Science III	9	_____
NUR283	Nursing Theory and Science IV	9	_____
General Education			_____
Core			_____
First-Year Composition [1]			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition	3	_____
or ENG108	First-Year Composition for ESL		_____
Oral Communication			_____
Waived		0	_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
OR Equivalent as indicated by assessment			_____
Mathematics			_____
Select one of the following:		3-5	_____
MAT140	College Mathematics		_____
MAT141	College Mathematics		_____
MAT142	College Mathematics		_____
Satisfactory completion of higher level math course			_____
Distribution			_____
Humanities, Arts and Design			_____
Any approved general education course(s) from the Humanities, Arts and Design area		2	_____
Social and Behavioral Sciences			_____
PSY101	Introduction to Psychology	3	_____
Natural Sciences			_____
BIO202 & BIO205	Human Anatomy and Physiology II and Microbiology	8	_____
Total Credits		**62-75**	_____

[1] Three credits of First Year Composition are met by ENG101 First-Year Composition or ENG107 First-Year Composition for ESL in Program Prerequisites area

Physical Sciences & Engineering

Arlisa Richardson, Division Chair
623-988-8017 | arlisa.richardson@cgc.edu

Courses

Prefix	Course
AIM	Artificial Intelligence and Machine Learning
AST	Astronomy
CHM	Chemistry
ECE	Engineering Science
EEE	Electrical Engineering
ELE	Electronics
ELT	Electronics Technology
GLG	Geology
GPH	Physical Geography
PHY	Physics

Career Programs

Artificial Intelligence
Artificial Intelligence and Machine Learning

Associate in Applied Science (AAS)

- Artificial Intelligence and Machine Learning, Associate in Applied Science (p. 245)

Certificate Of Completion (CCL)

- Artificial Intelligence and Machine Learning, Certificate of Completion (p. 246)

Artificial Intelligence and Machine Learning

Matar, Habib

- M.A. Arizona State University

Astronomy

Viola, Donna

- Ph.D., University of Arizona

Chemistry

Bowles, Joachim

- B.S., Oregon State
- M.S., University of Oregon

Krishnaswamy, Sujatha

- B.S., University of Madras
- M.S., Indian Institute of Technology
- M.S., Ph.D., Vanderbilt University

McFavilen, Michael

- B.S., M.S., University of California at San Diego
- M.S., Arizona State University

Schnoebelen, Carly

- B.S., University of Arizona
- Ph.D., Purdue University

Woodrum, Brian

- B.S., Elmhurst College
- Ph.D., Arizona State University

Engineering

Matar, Bassam

- B.S., Oklahoma State University
- M.S., Northern Arizona University

Neal, Nichole

- M.S., Kettering University

Silvestri, Fanny

- B.A., Ecole Supérieure des Techniques Aéronautiques et de Construction Automobile
- M.A., University of Montreal

Geology

Michel, Carolina

- Ph.D

Geography

Santoro, Michael

- B.S., M.A., Ph.D., Arizona State University

Physics

Flaherty, Sean

- B.S., California Lutheran University
- M.N.S., Arizona State University

Pauls, Jennifer

- B.A., B.S., Bethel College
- Ph.D., University of Kansas

Richardson, Arlisa
Division Chair

- B.S., M.A., Grambling State University
- M.S., University of Texas at Dallas
- M.S., Ph.D., Arizona State University

Roman, Kathryn

- M.S.N., Arizona State University

Artificial Intelligence and Machine Learning (AIM)

AIM100 / Introduction to Artificial Intelligence
3 Credits / 3.0 Periods for Lecture
Basic concepts and applications of artificial intelligence (AI), including AI project cycles. Focus on issues surrounding AI including ethics, bias, culture, regulations, and professional expectations. Prerequisites: None.
Division: Physical Sciences and Engineering

AIM110 / Introduction to Machine Learning
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to machine learning concepts and Python applications, including data acquisition, supervised and unsupervised learning, and data modeling. Prerequisites: A grade of C or better in AIM100, CIS156, and MAT206.
Division: Physical Sciences and Engineering

AIM210 / Natural Language Processing
3 Credits / 4.0 Periods for Lecture & Lab
Fundamental concepts in Natural Language Processing (NLP) and text processing. Focus on knowledge and skills necessary to create a language recognition application. Prerequisites: A grade of C or better in AIM110.
Division: Physical Sciences and Engineering

AIM220 / Artificial Intelligence for Computer Vision
3 Credits / 4.0 Periods for Lecture & Lab
Understand and apply the basic techniques to process images using OpenCV and Python libraries. Prerequisites: A grade of C or better in AIM110.
Division: Physical Sciences and Engineering

AIM230 / Artificial Intelligence for Business Solutions
3 Credits / 4.0 Periods for Lecture & Lab
Fundamentals of artificial intelligence (AI) and machine learning to support business solutions. Prerequisites: A grade of C or better in AIM210 and AIM220.
Division: Physical Sciences and Engineering

AIM240 / Artificial Intelligence Capstone Project
3 Credits / 4.0 Periods for Lecture & Lab
Focus on how a social issue is explored, brought through the Artificial Intelligence (AI) Project cycle, and delivered as a solution using the different domains of AI, including computer vision and natural language processing. Prerequisites: A grade of C or better in AIM210 and AIM220.
Division: Physical Sciences and Engineering

Astronomy (AST)

AST101 / Survey of Astronomy
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Survey of astronomy for the nontechnical student. The history, content, and evolution of the solar system and the universe in general. Astronomical principles and instrumentation. The planets, moons, sun, comets, stars and star formation, galaxies, and cosmology. Prerequisites: None.
Fulfills: Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Physical Sciences and Engineering

AST106 / Life in the Universe
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Introduction to the search for life in the universe for the non-science major. Earth's location in space and time, nature of life, light and the spectrum, origin and history of the universe, origin of life on Earth and the possibility of life on other planets. Prerequisites: A grade of C or better in MAT090 or MAT091 or MAT092 or completion of higher level mathematics course, or satisfactory placement.
Crosslisted: GLG106
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

AST111 / Introduction to Solar System Astronomy
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Introduction to astronomy for the non-science major. The scientific method, properties of light, astronomical instruments, our Solar System and solar systems around other stars. Includes hands-on astronomical observations and laboratory exercises. Prerequisites: A grade of C or better in MAT092 or higher, or satisfactory district placement.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

AST112 / Introduction to Stars, Galaxies, and Cosmology
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Introduction to astronomy for the non-science major. Structure and evolution of stars; supernovae, black holes, and quasars; nebulae; star clusters; galaxies; cosmology, including the birth and death of the universe. Prerequisites: A grade of C or better in MAT092 or higher, or satisfactory district placement. Course Notes: Note that AST111 is not a prerequisite for this course.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

AST294AB / Special Topics in Astronomy
1 Credit / 1.0 Periods for Lecture
Conceptual, experimental, and computational aspects of a special topic in astronomy. Prerequisites: Permission of Department or Division. Course Notes: AST294AB may be repeated for credit.
Division: Physical Sciences and Engineering

Chemistry (CHM)

CHM107 / Chemistry and Society
3 Credits / 3.0 Periods for Lecture
A survey of chemistry and its impact on society and the environment. Prerequisites: None. Course Notes: Completion of CHM107LL required to meet the Natural Science requirement.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM107LL / Chemistry and Society Laboratory
1 Credit / 3.0 Periods for Laboratory
Laboratory experience in support of CHM107. Prerequisites or Corequisites: CHM107. Course Notes: General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with: CHM107
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM130 / Fundamental Chemistry
3 Credits / 3.0 Periods for Lecture
A survey of the fundamentals of general chemistry. Emphasis on essential concepts and problem solving techniques. Basic principles of measurement, chemical bonding, structure and reactions, nomenclature, and the chemistry of acids and bases. Preparation for students taking more advanced courses in chemistry. Prerequisites: A grade of C or better in [(CHM100, or high school algebra, or MAT140 or higher, or an EdReady-Quantitative Reasoning, Algebra and Statistics score of 70 or higher, or an EdReady-College Algebra score of 80 or higher) and (RDG100, or RDG100LL, or higher, or eligibility for CRE101 as indicated by appropriate reading placement)], or permission of the Instructor, or Department or Division Chair. Course Notes: General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with: CHM130LL. Arizona Shared Unique Number SUN# CHM 1130 in combination with: CHM130LL. Students may receive credit for only one of the following: CHM130 and CHM130LL, or CHM130AA.
SUN SUN# CHM 1130
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM130AA / Fundamental Chemistry with Lab
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
A survey of the fundamentals of general chemistry. Emphasis on essential concepts and problem solving techniques. Basic principles of measurement, chemical bonding, structure and reactions, nomenclature, and the chemistry of acids and bases. Preparation for students taking more advanced courses in chemistry. Prerequisites: A grade of C or better in [(CHM100, or high school algebra, or MAT140 or higher, or an EdReady-Quantitative Reasoning, Algebra and Statistics score of 70 or higher, or an EdReady-College Algebra score of 80 or higher) and (RDG100, or RDG100LL, or higher, or eligibility for CRE101 as indicated by appropriate reading placement)], or permission of the Instructor, or Department or Division Chair. Course Notes: Student may receive credit for only one of the following: CHM130 and CHM130LL, or CHM130AA.
SUN SUN# CHM 1130
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM130LL / Fundamental Chemistry Laboratory
1 Credit / 3.0 Periods for Laboratory
Laboratory experience in support of CHM130. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: CHM130. Course Notes: General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with: CHM130. Arizona Shared Unique Number SUN# CHM 1130 in combination with: CHM130. Students may receive credit for only one of the following: CHM130 and CHM130LL, or CHM130AA.

SUN SUN# CHM 1130
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM138 / Chemistry for Allied Health
3 Credits / 3.0 Periods for Lecture
Elements of fundamental and organic chemistry. Includes the general chemical behavior of inorganic matter and the structure of organic and biochemical systems. Course designed for specific allied health programs at MCCD. May not be applicable to other allied health programs or transferable. Prerequisites: A grade of C or better in (CHM100 or MAT090 or MAT091 or MAT092 or higher or satisfactory math placement), or one year of high school chemistry taken within the last five years with a grade of C or better, or permission of the Instructor, or Department or Division Chair.
Division: Physical Sciences and Engineering

CHM138LL / Chemistry for Allied Health Laboratory
1 Credit / 3.0 Periods for Laboratory
Laboratory experience in support of CHM138, Chemistry for Allied Health. Prerequisites: None. Corequisites: CHM138.
Division: Physical Sciences and Engineering

CHM151 / General Chemistry I
3 Credits / 3.0 Periods for Lecture
Detailed study of principles of chemistry for science majors and students in pre-professional curricula. Prerequisites: A grade of C or better in [(CHM130 and CHM130LL), or CHM130AA, or one year of high school chemistry taken within the last five years] and (a grade of C or better in MAT151 or higher level mathematics course, or satisfactory placement), or permission of the Instructor, or Department or Division Chair. Course Notes: General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with: CHM151LL. Arizona Shared Unique Number SUN# CHM 1151 in combination with: CHM151LL. Completion of all prerequisites within the last two years is recommended. Students may receive credit for only one of the following: CHM150 and CHM151LL, or CHM151 and CHM151LL, or CHM150AA, or CHM151AA.

SUN SUN# CHM 1151
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM151AA / General Chemistry I with Lab
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Detailed study of principles of chemistry for science majors and students in pre-professional curricula. Prerequisites: A grade of C or better in [(CHM130 and CHM130LL), or CHM130AA, or one year of high school chemistry taken within the last five years] and (a grade of C or better in MAT151 or higher level mathematics course, or satisfactory placement), or permission of the Instructor, or Department or Division Chair. Course Notes: Completion of all prerequisites within the last two years is recommended. Student may receive credit for only one of the following: CHM150 and CHM151LL, or CHM151 and CHM151LL, or CHM150AA, or CHM151AA.

SUN SUN# CHM 1151
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM151LL / General Chemistry I Laboratory
1 Credit / 3.0 Periods for Laboratory
Laboratory experience in support of CHM150 or CHM151. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: CHM150 or CHM151. Course Notes: General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with: CHM150 or CHM151. Arizona Shared Unique Number SUN# CHM 1151 in combination with: CHM150 or CHM151. Student may receive credit for only one of the following: CHM150 and CHM151LL, or CHM151 and CHM151LL, or CHM150AA, or CHM151AA.

SUN SUN# CHM 1151
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM152 / General Chemistry II
3 Credits / 3.0 Periods for Lecture
A study of the chemical properties of the major groups of elements, equilibrium theory, thermodynamics, electrochemistry, and other selected topics. Prerequisites: A grade of C or better in [(CHM150 or CHM151) and CHM151LL], or CHM150AA, or CHM151AA, or permission of the Instructor, or Department or Division Chair. Course Notes: Completion of CHM152LL required to meet the Natural Science requirement. Student may receive credit for only one of the following: CHM152 and CHM152LL, or CHM152AA. General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with CHM152LL.

SUN SUN# CHM 1152
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM152AA / General Chemistry II with Lab
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
A study of the chemical properties of the major groups of elements, equilibrium theory, thermodynamics, electrochemistry, and other selected topics. Prerequisites: A grade of C or better in [(CHM150 or CHM151) and CHM151LL], or CHM150AA, or CHM151AA, or permission of the Instructor, or Department or Division Chair. Course Notes: Completion of prerequisites within the last two years recommended. Student may receive credit for only one of the following: CHM152 and CHM152LL, or CHM152AA.

SUN SUN# CHM 1152
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM152LL / General Chemistry II Laboratory
1 Credit / 3.0 Periods for Laboratory
Laboratory experience in support of CHM152. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: CHM152. Course Notes: Student may receive credit for only one of the following: CHM152 and CHM152LL, or CHM152AA. General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with: CHM152.

SUN SUN# CHM 1152
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM230 / Fundamental Organic Chemistry
3 Credits / 3.0 Periods for Lecture
Chemistry of representative groups of organic compounds, emphasizing biological applications. Prerequisites: A grade of C or better in (CHM130 and CHM130LL) or (CHM150 or CHM151 and CHM151LL), or permission of the Instructor, or Department or Division Chair. Course Notes: General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with: CHM230LL. Arizona Shared Unique Number SUN#: CHM 2230. Completion of prerequisites within the last two years recommended. 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. Students may receive credit for only one of the following: CHM230 and CHM230LL, or CHM230AA.

SUN SUN# CHM 2230
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM230LL / Fundamental Organic Chemistry Laboratory
1 Credit / 3.0 Periods for Laboratory
Laboratory experience in support of CHM230. Prerequisites: A grade of C or better in CHM130LL or CHM151LL, or equivalent. Prerequisites or Corequisites: CHM230. Course Notes: General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with: CHM230. CHM230LL students may receive credit for only one of the following: (CHM230 and CHM230LL), or CHM230AA. Completion of prerequisites within the last two years recommended. Designed for students in agriculture, dental hygiene, home economics, nursing, and physical therapy.

SUN SUN# CHM 2230
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM235 / General Organic Chemistry I
3 Credits / 3.0 Periods for Lecture
Rigorous introduction to chemistry of carbon-containing compounds. Reaction mechanisms and recent methods of synthesis emphasized. Prerequisites: A grade of C or better in (CHM152 and CHM152LL), or CHM152AA, or (CHM154 and CHM154LL), or permission of the Instructor, or Department or Division Chair. Course Notes: Completion of prerequisites within the last two years recommended.

SUN SUN# CHM 2235
Division: Physical Sciences and Engineering

CHM235LL / General Organic Chemistry I Laboratory
1 Credit / 4.0 Periods for Laboratory
Laboratory experience in support of CHM235. Prerequisites: A grade of C or better in CHM235 or Corequisites: CHM235. Completion of prerequisites within the last two years recommended.

SUN SUN# CHM 2235
Division: Physical Sciences and Engineering

CHM236 / General Organic Chemistry IIA
3 Credits / 3.0 Periods for Lecture
Study of chemistry of carbon-containing compounds continued. Structural determination and additional reaction mechanisms and modern methods of synthesis emphasized. Prerequisites: A grade of C or better in (CHM235 and CHM235LL) or CHM235AA, or permission of the Instructor, or Department or Division Chair. Course Notes: Students may receive credit for only one of the following: CHM236 and CHM236LL, or CHM236AA. Completion of prerequisites within the last two years recommended.

SUN SUN# CHM 2236
Division: Physical Sciences and Engineering

CHM236LL / General Organic Chemistry IIA Laboratory
1 Credit / 4.0 Periods for Laboratory
Laboratory experience in support of CHM236. Prerequisites: A grade of C or better in CHM236 or Corequisites: CHM236. Completion of prerequisites within the last two years recommended.

SUN SUN# CHM 2236
Division: Physical Sciences and Engineering

CHM260 / Fundamental Biochemistry
3 Credits / 3.0 Periods for Lecture
Structures, properties, and functions of proteins, enzymes, nucleic acids, carbohydrates and lipids; the utilization and synthesis of these materials by living systems and the relationship of the processes to energy production and utilization. Prerequisites: A grade of C or better in [(CHM230 and CHM230LL) or CHM230AA], or [(CHM235 and CHM235LL) or CHM235AA], or permission of the Instructor, or Department or Division Chair. Course Notes: Completion of prerequisites within the last two years recommended. Designed for students in agriculture, dental hygiene, home economics, nursing, and physical therapy.
Division: Physical Sciences and Engineering

Engineering Science (ECE)

ECE102 / Engineering Analysis Tools and Techniques
2 Credits / 4.0 Periods for Lecture & Lab
Learning culture of engineering, engineering use of computer tools, and computer modeling as applied to engineering analysis and design. Prerequisites: A grade of C or better in MAT15+ or higher-level mathematics course, or an appropriate District placement above MAT15+, or permission of Instructor or Division or Department Chair. Course Notes: Arizona Shared Unique Number SUN# EGR 1102 - In combination with: ECE103

SUN SUN# EGR 1102
Division: Physical Sciences and Engineering

ECE103 / Engineering Problem Solving and Design
2 Credits / 4.0 Periods for Lecture & Lab
Fundamentals of the design process: engineering modeling, communication and problem-solving skills in a team environment. Emphasis on process-based improvements to the design process. Introduction to engineering as a profession. Prerequisites: A grade of C or better in ECE102 or permission of Instructor or Division or Department Chair. Course Notes: Student may receive credit for only one of the following: ECE103 or ECE103EP.

SUN SUN# EGR 1102
Division: Physical Sciences and Engineering

ECE105 / MATLAB Programming
1 Credit / 2.0 Periods for Lecture & Lab
Use MATLAB to solve engineering problems. An overview of programming, including matrices, structures, strings, functions, control flow, file management, data analysis, graphing capabilities, and mathematical calculations. Prerequisites: A grade of C or better in [(MAT150 or MAT151 or MAT152 or MAT155 or MAT156) and MAT182] or MAT187 or higher level mathematics course or permission of Instructor or Division or Department Chair.
Division: Physical Sciences and Engineering

ECE150 / Exploring Engineering and its Impact on Society
3 Credits / 3.0 Periods for Lecture
Introduction to the profession of engineering and its impact on culture and society. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Physical Sciences and Engineering

ECE211 / Engineering Mechanics-Statics
3 Credits / 2.0 Periods for Laboratory, 3.0 Periods for Lecture
Modeling of static equilibrium in particles and rigid bodies through analysis of forces and mechanical properties. Prerequisites: A grade of C or better in PHY115 or PHY121 or permission of Instructor or Division or Department Chair. Corequisites: MAT230 or MAT231 or permission of Instructor or Division or Department Chair.
Division: Physical Sciences and Engineering

ECE212 / Engineering Mechanics-Dynamics
3 Credits / 2.0 Periods for Laboratory, 3.0 Periods for Lecture
Modeling of dynamic motion in particles and rigid bodies through kinetics and kinematics. Work and energy principles; impulse and momentum principles; planar kinematics; equations of motion; conservation of energy and momentum. A grade of C or better required in all Prerequisites. Prerequisites: [ECE211 and (PHY115 or PHY121)] or permission of Instructor or Division or Department Chair. Prerequisites or Corequisites: MAT240 or MAT241 or permission of Instructor or Division or Department Chair.
Division: Physical Sciences and Engineering

ECE215 / Mechanics of Materials
3 Credits / 5.0 Periods for Lecture & Lab
Designed to provide students with a strong fundamental foundation in the mechanics of solids. Includes the concepts of stress and strain applied to the analysis and design of members subjected to axial and torsional loads and members subjected to shear and bending, applications and transformation of plane stress and plane strain, deformation of beams, and elastic buckling of columns. Prerequisites: A grade of C or better in ECE211 or ECE214 or permission of Instructor or Division or Department Chair.
Division: Physical Sciences and Engineering

ECE216 / Computer-Aided Engineering
2 Credits / 2.0 Periods for Lecture
Introduction to engineering graphics, including tolerancing and fasteners, as well as creation and use of engineering drawings. Prerequisites: A grade of C or better in ECE103, or ECE103EP, or permission of Instructor or Division or Department Chair. Corequisites: ECE216LL.
Division: Physical Sciences and Engineering

ECE216LL / Computer-Aided Engineering Laboratory
1 Credit / 2.0 Periods for Laboratory
Laboratory experience in support of ECE216. Prerequisites: A grade of C or better in ECE103, or ECE103EP, or permission of Instructor. Corequisites: ECE216.
Division: Physical Sciences and Engineering

ECE280 / Foundational Statistics for Engineers
3 Credits / 5.0 Periods for Lecture & Lab
Fundamentals of probability, descriptive statistics, sampling distributions, parameter estimation, tests of hypotheses, regression analysis, analysis of variance, and design of experiments. Prerequisites: A grade of C or better in MAT220, or MAT221, or equivalent.
Crosslisted: MAT280
Division: Physical Sciences and Engineering

Electrical Engineering (EEE)

EEE120 / Digital Design Fundamentals
4 Credits / 6.0 Periods for Lecture & Lab
Number systems, conversion methods, binary and complement arithmetic, Boolean switching algebra and circuit minimization techniques. Analysis and design of combinational logic, flip-flops, simple counters, registers, Read Only Memory (ROMs), Programmable Logic Device (PLDs), synchronous and asynchronous sequential circuits, and state reduction techniques. Building physical circuits. Prerequisites: None. Corequisites: CSC100 or (CSC110 or CSC110AB) or permission of Instructor or Division or Department Chair.
Crosslisted: CSC120
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Physical Sciences and Engineering

EEE202 / Circuits and Devices
5 Credits / 3.0 Periods for Laboratory, 4.0 Periods for Lecture
Introduction to circuits and devices. Component models, transient analysis, steady state analysis, Laplace transform, and active and passive filter networks. Prerequisites: None. Corequisites: (PHY116, or PHY131, or permission of Instructor or Division or Department Chair) and (MAT276 or permission of Instructor or Division or Department Chair).
Division: Physical Sciences and Engineering

EEE230 / Computer Organization and Assembly Language
4 Credits / 5.0 Periods for Lecture & Lab
Assembly language programming including input/output (I/O) programming and exception/interrupt handling. Register-level computer organization, I/O interfaces, assemblers, and linkers. Processor organization and design, data path, control, pipelining, and input/output. Memory organization with cache and virtual memory. Prerequisites: A grade of C or better in [(CSC100 or CSC110 or CSC110AB) and CSC/EEE120], or permission of Instructor or Division or Department Chair.
Crosslisted: CSC230
Division: Physical Sciences and Engineering

Geology (GLG)

GLG101IN / Introduction to Geology I - Physical
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Introduction to Earth's materials, surface and internal geologic processes, plate tectonics and geologic time. Includes practical experience in rock and mineral identification, topographic maps, and applied problems in geology. Prerequisites: None. Course Notes: Enrollment in both a GLG101IN lecture section and a GLG101IN laboratory section is required. Students may receive credit for only one of the following: GLG101 and GLG103 or GLG101IN.

SUN SUN# GLG 1101
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

GLG102IN / Introduction to Geology II - Historical
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
The origin and history of the Earth, its dynamic geographic and climatic changes. Evolution and sequence of life recorded in the fossil record; tectonic evolution of major continents through time. Prerequisites: None. Course Notes: Enrollment in both a GLG102IN lecture section and a GLG102IN laboratory section is required. Students may receive credit for only one of the following: GLG102 and GLG104 or GLG102IN.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Physical Sciences and Engineering

GLG110IN / Geological Disasters and the Environment
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Acquaints students with the use and importance of geological studies as they apply to the interactions between people and the Earth. Includes geological processes and hazards such as earthquakes, volcanoes, floods and landslides. Examines environmental impact and use of mineral and energy resources. Prerequisites: None. Course Notes: Enrollment in both a GLG110IN lecture section and a GLG110IN laboratory section is required. Students may receive credit for only one of the following: GLG110 and GLG111 or GLG110IN.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

GLG230AA / Field Geology of the Southwest
1 Credit / 5.0 Periods for Laboratory
Field trips to selected areas in the Southwest, such as Arizona, Utah, California, and Sonora to observe and interpret various geological features and phenomena. Prerequisites: None. GLG103 suggested but not required. Course Notes: GLG230AA may be repeated for a total of four (4) credit hours.
Division: Physical Sciences and Engineering

Geography (GPH)

GPH113 / Introduction to Physical Geography
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Earth's physical processes and impacts on human environments via the atmosphere, biosphere, lithosphere and hydrosphere. Topics and practical experiences include severe weather, climate change, biomes and ecosystems, landform processes; mountain building and erosion by rivers, glaciers, waves and wind, topographic maps. Prerequisites: None.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

GPH212 / Introduction to Meteorology I
3 Credits / 3.0 Periods for Lecture
Atmospheric processes and elements. General and local circulation, heat exchange and atmospheric moisture. Prerequisites: None. Course Notes: General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with: GPH214
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

GPH214 / Introduction to Meteorology Laboratory I
1 Credit / 3.0 Periods for Laboratory
Basic meteorological and climatological measurements. Prerequisites: None. Corequisites: GPH212. Course Notes: General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with: GPH212
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

Physics (PHY)

PHY101 / Introduction to Physics
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
A survey of physics emphasizing applications of physics to modern life. Prerequisites: A grade of C or better in MAT090, or higher level mathematics course, or eligibility for MAT120 or higher as indicated by appropriate placement. Course Notes: Students may receive credit for only one of the following: PHY101 or PHY101AA.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

PHY111 / General Physics I
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Includes motion, energy, and properties of matter. Prerequisites: A grade of C or better in MAT182 or MAT187 or MAT220 or MAT221 or eligibility for MAT220 as indicated by appropriate placement or one year high school Trigonometry with a grade of C or better or permission of Department or Division. Course Notes: PHY111 is recommended for preprofessional and suggested for certain other majors. Students may receive credit for only one of the following: PHY111 or PHY111AA.

SUN SUN# PHY 1111
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

PHY112 / General Physics II
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Includes electricity, electromagnetism, and modern physics. Prerequisites: A grade of C or better in PHY111.

SUN SUN# PHY 1112
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

PHY121 / University Physics I: Mechanics
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Kinematics, Newton's laws, work, energy, momentum, conservation laws, dynamics of particles, solids, fluids, mechanical waves, and sound. Prerequisites: A grade of C or better in MAT220 or MAT221 or permission of Department or Division. One year of High School physics or PHY111 and PHY112 suggested but not required.

SUN SUN# PHY 1121
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

PHY131 / University Physics II: Electricity and Magnetism
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Electric charge and current, electric and magnetic fields in vacuum and in materials, and induction. AC circuits, displacement current, and electromagnetic waves. Prerequisites: A grade of C or better in MAT230 or MAT231 or permission of Department or Division and PHY121. Corequisites: MAT241 or permission of Department or Division.

SUN SUN# PHY 1131
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

PHY241 / University Physics III: Thermodynamics, Optics, and Wave Phenomena
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Heat, entropy, and laws of thermodynamics; wave propagation; geometrical and physical optics; introduction to special relativity. Prerequisites: A grade of C or better in PHY116 or PHY131 or permission of Instructor.
Division: Physical Sciences and Engineering

Artificial Intelligence and Machine Learning, Associate in Applied Science

STEM

Associate in Applied Science : AAS 3891
61-76 Credits
Program Contact
Habib Matar | habib.matar@cgc.edu

Program Description

The Associate in Applied Science (AAS) in Artificial Intelligence and Machine Learning focuses on building machine learning models that can be used for predicting, making decisions and enhancing human capabilities. The program prepares students for entry level positions in a variety of fields using artificial intelligence, including the information technology, automotive, healthcare, aerospace, industrial, and manufacturing industries. Program content includes an introduction to artificial intelligence and machine learning, natural language processing, computer vision, and artificial intelligence for business solutions and other applications. The curriculum also includes coursework in computer programming, math, engineering, and statistics.

Program Notes

Students must earn a grade of C or better for all courses required within the program. Overall program minimum GPA = 3.00.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			
AIM100	Introduction to Artificial Intelligence	3	
AIM110	Introduction to Machine Learning	3	
AIM210	Natural Language Processing	3	
AIM220	Artificial Intelligence for Computer Vision	3	
AIM230	Artificial Intelligence for Business Solutions	3	
AIM240	Artificial Intelligence Capstone Project	3	
Select one of the following:		0-3	
CIS105	Survey of Computer Information Systems		
May be waived by permission of the Program Director			
Select one of the following:		3	
CIS119DO	Introduction to Oracle: SQL		
CIS276DA	MySQL Database		
CIS276DB	SQL Server Database		
CIS156	Python Programming: Level I	3	
ECE102	Engineering Analysis Tools and Techniques	2	
ECE103	Engineering Problem Solving and Design	2	
FYE101	Introduction to College, Career and Personal Success	1-3	
or FYE103	Exploration of College, Career and Personal Success		

MAT206	Elements of Statistics	3	_____
MAT225	Elementary Linear Algebra	3	_____
Restricted Electives			_____
Select a programming language from below that best aligns with academic and professional goals (to complete the minimum total program credits required for this degree) in one of the following areas:		0-3	_____
CIS150	Programming Fundamentals		_____
CIS150AB	Object-Oriented Programming Fundamentals		_____
CIS159	Visual Basic Programming I		_____
CIS162++	Any C Programming: Level I course		_____
CIS163AA	Java Programming: Level I		_____
CIS165++	Any Mobile Application Development course		_____
CSC100++	Introduction to Computer Science (C++)		_____
CSC110++	Introduction to Computer Science (Java)		_____
General Education			_____
Core			_____
First-Year Composition			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition	3	_____
or ENG108	First-Year Composition for ESL		_____
Oral Communication			_____
Select one of the following:		3	_____
COM100	Introduction to Human Communication		_____
COM110	Interpersonal Communication		_____
COM225	Public Speaking		_____
COM230	Small Group Communication		_____
Any approved General Education course from the Oral Communication area			_____
Critical Reading			_____
Complete one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
Or equivalent as indicated by assessment			_____
Mathematics			_____
Any approved general education course in the Mathematical Applications (MA) area (that serves as a prerequisite for) MAT22+ 0-9		4-14	_____
MAT220	Calculus with Analytic Geometry I		_____
or MAT221	Calculus with Analytic Geometry I		_____
Distribution			_____
Humanities, Arts and Design			_____
Any approved general education course(s) from the Humanities, Arts and Design area		3	_____
Social and Behavioral Sciences			_____
Any approved general education course(s) in the Social and Behavioral Sciences area [1]		3	_____
Natural Sciences			_____
Any approved general education course(s) in the Natural Sciences area		4	_____
Total Credits		61-76	_____

[1] Recommend PSY101 Introduction to Psychology or SOC101 Introduction to Sociology

Artificial Intelligence and Machine Learning, Certificate of Completion

STEM

Certificate of Completion: 5897N
21-36 Credits
Program Contact
Habib Matar | habib.matar@cgc.edu

Program Description

The Certificate of Completion (CCL) in Artificial Intelligence and Machine Learning focuses on building machine learning models that can be used for predicting, making decisions and enhancing human capabilities. The program provides the industry professional with the knowledge and skills used in a variety of fields using artificial intelligence, including the information technology, automotive, healthcare, aerospace, industrial, and manufacturing industries. Program content includes an introduction to artificial intelligence and machine learning, natural language processing, computer vision, and artificial intelligence for business solutions and

other applications. The curriculum also includes coursework in computer programming, math, and statistics.

Program Notes

This program is not eligible for Title IV Federal Financial Aid.

This Certificate of Completion (CCL) is a closed program that is available to industry professionals with the requisite industry experience or those with an associate or bachelor`s degree in a related field. Speak to a Program Director for additional information.

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

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			
AIM100	Introduction to Artificial Intelligence	3	
AIM110	Introduction to Machine Learning	3	
AIM210	Natural Language Processing	3	
AIM220	Artificial Intelligence for Computer Vision	3	
AIM230	Artificial Intelligence for Business Solutions	3	
AIM240	Artificial Intelligence Capstone Project	3	
Select one of the following:		0-3	
CIS105	Survey of Computer Information Systems		
May be waived by permission of the Program Director			
Select one of the following:		0-3	
CIS119DO	Introduction to Oracle: SQL		
CIS276DA	MySQL Database		
CIS276DB	SQL Server Database (May be waived by permission of the Program Director)		
Select one of the following:		0-3	
CIS156	Python Programming: Level I		
May be waived by permission of the Program Director			
Select one of the following:		0-6	
MAT14+	Any College Mathematics course		
MAT15+	Any College Algebra/ Functions course		
MAT187	Precalculus		
MAT188	Precalculus		
Appropriate District placement			
Permission of Department/ Division Chair			
Recommend students intending to transfer take MAT187 or MAT188 Precalculus.			
MAT206	Elements of Statistics	3	
Total Credits		**21-36**	

Social & Behavioral Sciences

Linda Zehr, Division Chair
480-857-5530 | linda.zehr@cgc.edu

Courses

Prefix	Course
ASB	Anthropology
ASM	Anthropology
CFS	Child/Family Studies
ECH	Early Childhood Education
ECN	Economics
EDU	Education
EED	Early Education
ETL	Excellence/Teaching/Learning
HON	Honors
POS	Political Science
PSY	Psychology
SOC	Sociology

Career Programs

Early Childhood Education
Foundations of Early Childhood Education

Associate in Applied Science (AAS)

- Early Childhood Education, Associate in Applied Science (p. 255)

Certificate Of Completion (CCL)

- Early Childhood Education, Certificate of Completion (p. 257)
- Foundations of Early Childhood Education, Certificate of Completion (p. 259)

Anthropology

Edmonds, Hailie

- B.A, University of Arizona
- M.A, University of Arizona
- P.H.D., University of Arizona

Economics

Villalobos, Karen

- B.A., Universidad Autonoma De Ciudad Juarez, Mexico
- M.S., University of Texas

Zehr, Linda
Division Chair

- B.A., M.A., St. Mary's University

Education

Burris, Joni

- B.S., M.Ed., Ph.D., University of North Dakota

Peterson, Jennifer

- B.S., Minnesota State University Moorhead
- M.Ed., Northern Arizona University

Reider, Christopher

- B.A., Arizona State University
- M.A.Ed., Ottawa University

Psychology

Beyer, Alisa

- B.A., University of Arizona
- M.A., Ph.D., University of Kansas

Dinehart, Jared

- Ph.D., Arizona State University

McDonald, Kristy

- B.S., M.A., Ph.D., Arizona State University

Ramos, Belinda T.

- B.A., M.A., Ph.D., Northwestern University

Romero, Fernando

- Ph.D., Arizona State University

Silberman, Scott W.

- B.A., University of Arizona
- M.A., University of Georgia
- Ph.D., Arizona State University

Tovar-Blank, Zoila

- B.A., Stanford University
- M.Ed., Ph.D., Arizona State University

Sociology

Huntsinger, Marie

- M.A., Arizona State University

Anthropology (ASB)

ASB102 / Introduction to Cultural Anthropology
3 Credits / 3.0 Periods for Lecture
Introduces concepts and methods of cultural anthropology, with illustrative materials from a variety of communities in a globalizing world. Explores the concept of culture and examines a variety of cultural and social practices such as subsistence, economics, politics, marriage, kinship, gender and religion. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

ASB211 / Women Across Cultures
3 Credits / 3.0 Periods for Lecture
Cross-cultural analysis of the economic, social, political, and religious factors that affect women's status in traditional and modern societies. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

ASB214 / Magic, Witchcraft and Healing: An Introduction to Comparative Religion
3 Credits / 3.0 Periods for Lecture
Origins, elements, and forms of religion; a comparative survey of religious beliefs, myths, rituals and symbolism including magic, witchcraft and healing as practiced in selected regions of the world; the place of religion in the total culture. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Global Awareness [G]; Global Awareness [G]-in combo
Division: Social & Behavioral Sciences

ASB222 / Buried Cities and Lost Tribes: Old World
3 Credits / 3.0 Periods for Lecture
Introduction to archaeology through discoveries and the researchers who made them. Emphasis on methods of archaeological fieldwork and what these discoveries reveal about humanity, including the nature of archaeological inquiry, the development of human social groups, the changing role of religion in evolving societies, the origins of agriculture, the origins of settled life ways, the rise of cities and complex societies, political strife across different cultures and the forces which tend to fragment societies. Examples drawn from Africa, Asia, Europe, the Pacific Islands, and Australia. Prerequisites: None.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo; Global Awareness [G]; Global Awareness [G]-in combo
Division: Social & Behavioral Sciences

ASB223 / Buried Cities and Lost Tribes: New World
3 Credits / 3.0 Periods for Lecture
Introduction to archaeology through discoveries and the researchers who made them. Emphasis on methods of archaeological fieldwork and what these discoveries reveal about humanity, including the nature of archaeological inquiry, the development of human social groups, the changing role of religion in evolving societies, the origins of agriculture, the origins of settled life ways, the rise of cities and complex societies, political strife across different cultures and the forces which fragment societies. Examples drawn from North America, Central America, and South America. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

ASB253 / Death and Dying Across Cultures
3 Credits / 3.0 Periods for Lecture
Responses to death and dying in cultures around the world. Explanations for particular cultural responses to death and dying. Examples drawn from ancient and contemporary cultures. Prerequisites: None. ASB102 suggested but not required.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Social & Behavioral Sciences

Anthropology (ASM)

ASM104 / Bones, Stones, and Human Evolution
4 Credits / 5.0 Periods for Lecture & Lab
Study of human evolution and variation; including fossil hominids and their tools, primate anatomy and behavior, human genetics, and the environment and human biology. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo; Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Social & Behavioral Sciences

ASM275 / Forensic Anthropology
4 Credits / 5.0 Periods for Lecture & Lab
Survey of the role of forensic anthropologists, from the crime scene to the courtroom. Course focuses on how skeletal analysis can aid in medicolegal investigations, especially by identifying aspects of the life history of unknown individuals and by reconstructing events that took place at crime scenes. Covers both the legal aspects of forensic practice and the underlying biological basis for evidence obtained from skeletal remains. Examines applications of forensic anthropology in mass disasters, human rights investigations, and the deciphering of historic cases. Lab activities designed to illustrate techniques and principles central to the discipline. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo; Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Social & Behavioral Sciences

Child/Family Studies (CFS)

CFS123 / Health and Nutrition in Early Childhood Settings
1 Credit / 1.0 Periods for Lecture
Creating and maintaining healthy environments and practices in programs serving young children. Emphasis on assessing the child's health status, nutrition and food service, communicable disease recognition, transmission, and prevention, infection control, regulations and regulatory agencies, current topics, resources, and innovative practices. Prerequisites: None.
Division: Social & Behavioral Sciences

CFS125 / Safety In Early Childhood Settings
1 Credit / 1.0 Periods for Lecture
Fundamental concepts of promoting a safe, but challenging learning environments. Establishing and maintaining safety procedures in the early childhood setting. Emphasis on indoor and outdoor equipment and activities, risk analysis, accident, evacuation, and emergency plans, regulations, regulatory agencies and resources, current topics, and innovative practices. Prerequisites: None.
Division: Social & Behavioral Sciences

CFS282 / Inclusion of Young Children with Special Needs
1 Credit / 1.0 Periods for Lecture
An exploration of the educational, social, and behavioral concerns involved in the successful inclusion of children with special needs into typical preschool classrooms. Includes discussion of strategies for adaptations and modifications of the environment and accessing existing resources in the community. Prerequisites: None.
Division: Social & Behavioral Sciences

Early Childhood Education (ECH)

ECH128 / Early Learning: Play and the Arts
3 Credits / 3.0 Periods for Lecture
Examines theory, research and practices relating to play and the creative arts in early childhood. Considers practical constraints and alternative perspectives. Prerequisites: None.
Division: Social & Behavioral Sciences

ECH176 / Child Development
3 Credits / 3.0 Periods for Lecture
Study of the science of human development from conception through adolescence. Includes observation skills, parent and adult roles in the lives of children, and contemporary issues. Prerequisites: None.
Crosslisted: CFS176
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

ECH271 / Arranging the Environment
1 Credit / 1.0 Periods for Lecture
Exploration of the influence of the environment on the behavior and development of young children. Considers indoor and outdoor spaces from the perspective of safety, age-related needs, spatial requirements, and usage. Prerequisites: None.
Crosslisted: CFS271
Division: Social & Behavioral Sciences

ECH280 / Food Experiences with Young Children
1 Credit / 1.0 Periods for Lecture
A discussion of the nutritional needs of young children and the cultural and social meanings of foods, feeding and eating. Includes planning and managing food experiences in home and group settings. Prerequisites: None.
Division: Social & Behavioral Sciences

Economics (ECN)

ECN211 / Macroeconomic Principles
3 Credits / 3.0 Periods for Lecture
A descriptive analysis of the structure and functioning of the American economy. Emphasis on basic economic institutions and factors that determine national income and employment levels. Consideration given to the macroeconomic topics of national income, unemployment, inflation and monetary and fiscal policies. Prerequisites: None.
SUN SUN# ECN 2201
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

ECN212 / Microeconomic Principles
3 Credits / 3.0 Periods for Lecture
Microeconomic analysis including the theory of consumer choice, price determination, resource allocation and income distribution. Includes non-competitive market structures such as monopoly and oligopoly; and the effects of government regulation. Prerequisites: None.
SUN SUN# ECN 2202
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

Education (EDU)

EDU115 / Digital Literacy for Teaching and Learning in Education
3 Credits / 3.0 Periods for Lecture
Overview of digital literacy for identifying the skills needed to become informed users of technology to communicate, instruct, create and think critically with digital tools. Explores how emerging technologies are used to teach and learn across varied educational environments (face-to-face, hybrid, online, etc). Includes skills focused on basic computer operations, productivity software, digital citizenship, instructional practices, information literacy and family and professional partnerships. Discusses current trends and related issues about the use of technology and its impacts in P20 education. Prerequisites: None.
Crosslisted: EED115
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Social & Behavioral Sciences

EDU220 / Introduction to Serving English Language Learners (ELL)
3 Credits / 3.0 Periods for Lecture
Historical overview of current educational and legal issues for serving English Learners (EL). Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), Sheltered English Instruction, and bilingual/Dual Language Immersion (DLI). Includes SEI, Sheltered English Instruction, and bilingual/DLI strategies. Prerequisites: None.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Social & Behavioral Sciences

EDU221 / Introduction to Education
3 Credits / 3.0 Periods for Lecture
Overview of the historical, political, economic, social, and philosophical factors that influence education and make it so complex. Opportunity for students to assess their interest and suitability for teaching. Prerequisites: None. Course Notes: EDU221 requires a minimum of 30 hours of field experience in elementary or secondary classroom environment.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

EDU222 / Introduction to the Exceptional Learner
3 Credits / 3.0 Periods for Lecture
Overview of the exceptional learner with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. Issues related to mild disabilities, severe disabilities, emotional and behavioral disorders, intellectual disabilities, and students who are gifted. Prerequisites: None. Course Notes: EDU222 requires an approved field experience.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

EDU230 / Cultural Diversity In Education
3 Credits / 3.0 Periods for Lecture
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.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Social & Behavioral Sciences

EDU236 / Classroom Relationships
3 Credits / 3.0 Periods for Lecture
Analysis of K-12 classroom interactions, classroom environment, and classroom management skills from a teacher's point of view. Focus on classroom as a multidimensional environment in which principles of classroom design, communication, management, and resources determine effectiveness. Prerequisites: None. EDU221 suggested but not required. Course Notes: Requires a 20-hour field experience in a K-12 classroom.
Division: Social & Behavioral Sciences

EDU250 / Teaching and Learning in the Community College
3 Credits / 3.0 Periods for Lecture
The history, functions, organization and current issues in the community/junior college with emphasis on the Arizona community colleges. Includes focus on the design and practice of effective community college teaching and learning with special emphasis on the Maricopa County Community College District. Prerequisites: None.
Division: Social & Behavioral Sciences

EDU291 / Children's Literature
3 Credits / 3.0 Periods for Lecture
Review of folk and modern literature from a variety of world cultures, including application of literary criteria to folk and modern literature for children. Prerequisites: None.
Crosslisted: ENH291
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Social & Behavioral Sciences

EDU292 / The Art of Storytelling
3 Credits / 3.0 Periods for Lecture
Explore the art and origin of storytelling. Provide a variety of storytelling techniques, styles and exercises to enhance the delivery of telling stories. Assist in the integration and application of storytelling to the learning environment in the classroom. Prerequisites: None.
Crosslisted: HUM292, STO292
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Social & Behavioral Sciences

Early Education (EED)

EED115 / Digital Literacy for Teaching and Learning in Education
3 Credits / 3.0 Periods for Lecture
Overview of digital literacy for identifying the skills needed to become informed users of technology to communicate, instruct, create and think critically with digital tools. Explores how emerging technologies are used to teach and learn across varied educational environments (face-to-face, hybrid, online, etc). Includes skills focused on basic computer operations, productivity software, digital citizenship, instructional practices, information literacy and family and professional partnerships. Discusses current trends and related issues about the use of technology and its impacts in P20 education. Prerequisites: None.
Crosslisted: EDU115
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Social & Behavioral Sciences

EED205 / The Developing Child: Prenatal to Age Eight
3 Credits / 3.0 Periods for Lecture
Examination of process of physical, social, emotional, cognitive, language, and literacy development of typical and atypical young children; prenatal through age eight. Includes practical application and fieldwork experience. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

EED212 / Guidance, Effective Interactions and the Environment
3 Credits / 3.0 Periods for Lecture
Principles for guiding young children in early care and education environments. Exploration of guidance, effective interactions, and how the environment impacts the lives of young children. Includes observation of children, birth to age eight. Prerequisites: None.
Division: Social & Behavioral Sciences

EED215 / Early Learning: Health, Safety, Nutrition and Physical Fitness
3 Credits / 3.0 Periods for Lecture
Consideration of public health issues and safety procedures within early childhood settings that serve young children birth to age eight. Overview of nutritional needs and issues of physical fitness and well-being in young children. Includes practicum designed to explore the field of early childhood education. Prerequisites: None.
Division: Social & Behavioral Sciences

EED261 / Early Childhood Preschool Internship
1 Credit / 1.0 Periods for Laboratory
Work experience with preschoolers in early care and education settings. Eighty (80) hours of designated work per credit. Prerequisites: Permission of Department or Division. Course Notes: May be repeated for a total of six (6) credit hours.
Division: Social & Behavioral Sciences

Excellence/Teaching/learning (ETL)

ETL220 / Online Teaching and Learning I
3 Credits / 3.0 Periods for Lecture
Application of and experience using an online teaching and learning environment from a student`s perspective to inform the design and support of an online course environment. Application and evaluation of online learning principles and tools for teaching and learning. Identification and development of online facilitation knowledge and skills. Introduction to the best practices in content building, course design and delivery. Prerequisites: Permission of Instructor.
Division: Social & Behavioral Sciences

ETL221 / Online Teaching and Learning II
3 Credits / 3.0 Periods for Lecture
Experience with creating an online or hybrid duplicative course module structure in an online teaching and learning environment using evidence-based practices in course design. Develop learning objectives and module map based on curricular principles. Using instructional design techniques develop and align materials, activities, assignments and assessments to learning objectives. Discuss and develop active learning strategies for presenting content, facilitating discussions, creating assignments and administering assessments in the online environment. Prerequisites: A grade of C or better in ETL220 or permission or Instructor.
Division: Social & Behavioral Sciences

Honors (HON)

HON201 / Leadership Development: Historical and Contemporary Perspectives
3 Credits / 3.0 Periods for Lecture
Interdisciplinary study of leadership focusing on development of leadership skills. Prerequisites: Admission to the college honors program or permission of Instructor.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

Political Science (POS)

POS100 / Introduction to Political Science
3 Credits / 3.0 Periods for Lecture
Introduction to the discipline of political science and its relation to other disciplines with emphasis on the major philosophies and institutions of government. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

POS101 / Current Issues
1 Credit / 1.0 Periods for Lecture
Introduction to current issues in politics, economics, social relations, foreign affairs. Presentations by local, state and national civic and cultural leaders. Prerequisites: None. Course Notes: POS101 may be repeated for a total of two (2) credit hours.
Division: Social & Behavioral Sciences

POS110 / American National Government
3 Credits / 3.0 Periods for Lecture
Study of the historical backgrounds, governing principles, and institutions of the national government of the United States. Prerequisites: None.
SUN SUN# POS 1110
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

POS120 / International Relations
3 Credits / 3.0 Periods for Lecture
Introduction to the principles and issues relating to the study of international relations. Evaluation of the political, economic, national, and transnational rationale for international interactions. Prerequisites: None.
SUN SUN# POS 1120
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

POS140 / Comparative Government
3 Credits / 3.0 Periods for Lecture
Overview and evaluation of the sub-field of comparative politics. Covers various national governments from around the world: their structure, system, method of governance. Examines methods of assessing these governments. Prerequisites: None.
SUN SUN# POS 2204
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

POS180 / United Nations Studies
3 Credits / 3.0 Periods for Lecture & Lab
Historical origins, structural makeup, political and operational characteristics, and legal activities of the United Nations. Analysis of the overall institution's ongoing utility, productivity and creativity. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo
Division: Social & Behavioral Sciences

POS210 / Political Ideologies
3 Credits / 3.0 Periods for Lecture
Leading political ideas and belief systems, e.g., Marxism, liberalism, conservatism, theories of democracy, and alternative futures. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

POS220 / U.S. and Arizona Constitution
3 Credits / 3.0 Periods for Lecture
Examination of the United States Constitution and the constitution and government of the State of Arizona. Prerequisites: None.
Division: Social & Behavioral Sciences

POS221 / Arizona Constitution
1 Credit / 1.0 Periods for Lecture
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.
Division: Social & Behavioral Sciences

POS222 / U.S. Constitution
2 Credits / 2.0 Periods for Lecture
Examination of the United States Constitution. Equivalent to the first part of POS220. May not enroll in POS220 and POS222 concurrently. Prerequisites: None. Course Notes: Students may not enroll in POS220 and POS222 concurrently.
Division: Social & Behavioral Sciences

POS223 / Civil Rights and Liberties
3 Credits / 3.0 Periods for Lecture
The historic background and current status of major civil rights and civil liberties issues in the United States. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo; Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]
Division: Social & Behavioral Sciences

POS285 / Political Issues and Public Policy
3 Credits / 3.0 Periods for Lecture & Lab
Introduction to public policy, how policy is made, and how public policy decisions are affected. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

Psychology (PSY)

PSY101 / Introduction to Psychology
3 Credits / 3.0 Periods for Lecture
Overview of the study and methods of psychological science. Includes an introduction to subfields such as biopsychology, learning, memory, development, social, and psychological disorders. Prerequisites: None.
SUN SUN# PSY 1101
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY123 / Psychology of Parenting
3 Credits / 3.0 Periods for Lecture
The study of major psychological theories that pertain to parenting. Includes current research findings to foster effective relationships within modern families. Explores evidence-based practices for parenting individuals from birth through emerging adulthood. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY132 / Psychology and Culture
3 Credits / 3.0 Periods for Lecture
Presents current knowledge about human diversity in behavior and culture using examples from a variety of contexts within western and global societies. Highlights topics in cross-cultural psychology, such as intergroup relations, diverse cognitive styles, ethnocentrism, gender, personality, emotion, language, communication, work and health. The role of enculturation throughout the lifespan will be explored to increase awareness of how behavioral and cognitive principles affect interactions in a multicultural world. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Global Awareness [G]; Global Awareness [G]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY156 / Understanding Death and Dying
3 Credits / 3.0 Periods for Lecture
Designed to give the student an understanding of the research and theories of death, dying, bereavement process, and aspects of end-of-life care and decision-making. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY215 / Sports Psychology
3 Credits / 3.0 Periods for Lecture
Application of the physiological, behavioral, social, cognitive, and humanistic perspectives in psychology to sport. Includes topics such as optimal performance, correlation, motivation, co-action effect, self-actualization, psycho-behavioral techniques, self-efficacy, and the general health benefits of sport participation. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY230 / Introduction to Statistics
3 Credits / 3.0 Periods for Lecture
An introduction to basic concepts in descriptive and inferential statistics, with emphasis upon application to psychology. Consideration given to the methods of data collection, sampling techniques, graphing of data, and the statistical evaluation of data collected through experimentation. Required of psychology majors. Prerequisites: A grade of C or better in (PSY101 and eligibility for MAT14+ or higher as indicated by appropriate district mathematics placement) or permission of Instructor. Course Notes: Students may receive credit for only one (1) of the following courses: PSY230 or PSY230WL.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Social & Behavioral Sciences

PSY231 / Laboratory for Statistics
1 Credit / 2.0 Periods for Laboratory
Applications of inferential and descriptive statistics to statistical software in the field of psychology. Prerequisites: None. Corequisites: PSY230.
Division: Social & Behavioral Sciences

PSY235 / Psychology of Gender
3 Credits / 3.0 Periods for Lecture
To assess historical and psychological perspectives on women and men and to evaluate contemporary viewpoints regarding the psychology of women and men. Prerequisites: A grade of C or better in PSY101, or permission of Instructor.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY240 / Developmental Psychology
3 Credits / 3.0 Periods for Lecture
Human development from conception through death. Includes biological, physical, cognitive, emotional, and sociocultural development across various ages. Prerequisites: A grade of C or better in PSY101, or permission of Instructor. Course Notes: Recommended for students majoring in nursing, education, behavioral, pre-med, and psychology.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY250 / Social Psychology
3 Credits / 3.0 Periods for Lecture
The scientific study of how people's thoughts, feelings, and behaviors are influenced by other people and situations. Includes how we think about ourselves and others, persuasion and influence, sexual and romantic attraction, friendship and helping others, aggression and prejudice. Prerequisites: A grade of C or better in PSY101, or permission of Instructor.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY241 / Understanding and Changing Behavior
3 Credits / 3.0 Periods for Lecture
Theory and methods for observing, analyzing, and modifying behavior. Prerequisites: A grade of C or better in PSY101 or permission of Instructor.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY262 / Positive Psychology: The Science of Well-Being
3 Credits / 3.0 Periods for Lecture
Overview and application of psychological principles based on strengths and resilience of human beings as opposed to dysfunction and symptoms of mental disorders. Topics include happiness, relationships, resilience, optimism, well-being, and brain research explaining positive emotions. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY266 / Psychological Disorders
3 Credits / 3.0 Periods for Lecture
Distinguishes between healthy psychological functioning and psychological disorders. Includes topics in psychopathology such as problems with anxiety and depression, eating disorders, substance-use, schizophrenia, sexuality, and personality. Also covers causes and treatments of psychological disorders. Prerequisites: A grade of C or better in PSY101, or permission of Instructor.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY267 / Introduction to Forensic Psychology
3 Credits / 3.0 Periods for Lecture
Overview of the practice of psychology in the law, by the law, and of the law. Focuses on the complementary functions and distinctions between psychology and the legal justice system. Topics include, but are not limited to, criminal investigations, risk and level of danger, competency, interrogations, confessions, assessment, eyewitness testimony, child custody, and domestic violence. Prerequisites: A grade of C or better in PSY101 or permission of Instructor.
Division: Social & Behavioral Sciences

PSY290AB / Research Methods
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
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. A grade of C or better required in all Prerequisites. Prerequisites: ENG101 or ENG107. Prerequisites or Corequisites: PSY230 or PSY230WL or permission of Instructor.
SUN SUN# PSY 2290
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo; Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Social & Behavioral Sciences

PSY290AC / Research Methods Laboratory
1 Credit / 2.0 Periods for Laboratory
Laboratory experience in support of PSY290AC lecture course. A grade of C or better required in all Prerequisites. Prerequisites: ENG101 or ENG107. Prerequisites or Corequisites: PSY230 or PSY230WL or permission of Instructor. Corequisites: PSY290AC lecture course.
SUN SUN# PSY 2290
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo; Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Social & Behavioral Sciences

Sociology (SOC)

SOC101 / Introduction to Sociology
3 Credits / 3.0 Periods for Lecture
The systematic study of social behavior and human groups, particularly the influence of culture, socialization, social structure, stratification, social institutions, differentiation by region, race, ethnicity, sex/gender, age, class, and socio/cultural change upon people's attitudes and behaviors. Prerequisites: None.
SUN SUN# SOC 1101
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

SOC130 / Human Sexuality
3 Credits / 3.0 Periods for Lecture
Sociological study of human sexuality. Course examines the social forces that shape a culture's sexual practices, attitudes, and inequalities. Topics include the social construction of sexuality, social change, sexual identities, sexual inequalities, institutional influence and regulation of sexuality, as well as current trends and issues surrounding human sexuality. Prerequisites: None. Course Notes: SOC130 contains mature adult content and some of the topics discussed may be considered "controversial" or "taboo" in some societies and cultures. Students are expected to be able to engage with the content in a respectful and open-minded way.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

SOC157 / Sociology of Families and Relationships
3 Credits / 3.0 Periods for Lecture
Systemic analysis of socio-cultural and historical origins of modern families in the U.S. and their importance, major challenges and changing trends. Explores being single, dating and attraction, love, cohabitation and marriage, family planning and parenthood, conflict and crisis within the family, and divorce. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

SOC180 / Social Implications of Technology
3 Credits / 3.0 Periods for Lecture
Effects of development and implementation of technology on society. Historical and multi-cultural comparisons of this process, current concerns addressed, and prospects for the future analyzed. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

SOC212 / Gender and Society
3 Credits / 3.0 Periods for Lecture
A sociological exploration of the way culture shapes and defines gender in contemporary U.S. society. Major emphasis on gender roles, gender stereotypes, power and the relationship between gender and other intersecting social identities such as race, ethnicity, class, and sexual identity. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

SOC220 / Sport and Society
3 Credits / 3.0 Periods for Lecture
Applies the sociological perspective to the study of sport. Emphasizes how hierarchies of race, class, and gender in the United States impact the sport experience of fans, athletes, and athletic administrators, as well as how professional, collegiate, and amateur sports have at times played a transformative role in society. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

SOC241 / Race and Ethnic Relations
3 Credits / 3.0 Periods for Lecture
Examines how the social construction of race shapes social interaction and social institutions. Explores the consequences of power, privilege and oppression among major ethnic and racial groups in the United States. Prerequisites: None.

SUN SUN# SOC 2215
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

SOC251 / Social Problems
3 Credits / 3.0 Periods for Lecture
An overview of the sociological study of social problems and inequalities confronting the United States. Emphasis is placed on what is known about social problems, recent trends, causes and consequences, individual and societal responses, and how social policies might solve social problems. Issues to be examined may include: health care, education, family, economy, environment, drug and alcohol abuse, crime and violence, among others. Prerequisites: None.

SUN SUN# SOC 2250
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

SOC266 / Sociology Through Film
3 Credits / 3.0 Periods for Lecture
Examines movie-going and the experience of spectatorship. Studies how motion pictures reflect, influence, and are influenced by American culture and societal institutions. Explores the role of the movie industry as a vehicle for social commentary, analysis, and criticism. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

Early Childhood Education, Associate in Applied Science

EDUCATION

Associate in Applied Science: AAS 3186
60-74 Credits
Program Contact
Joni Burris | 480-857-5526 | j (jennifer.peterson@cgc.edu)oni.burris@cgc.edu (joni.burris@cgc.edu)

Program Description

The Associate in Applied Science (AAS) in Early Childhood Education (ECE) program is designed to prepare individuals for employment as early childhood professionals in a variety of educational settings. The AAS program includes courses based on current ECE theory and practice as well as general education classes to broaden a student`s base of knowledge. Certificates of Completion are also available.

Program Notes

Students must earn a grade of "C" or better in all courses in the program. Overall program minimum GPA = 2.00.

For some employment and field experiences (including internship courses), students will be required to have a current Identity Verified Print (IVP) Fingerprint Clearance Card and a current TB test.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
CFS101AH & ECH281	Art Activities for the Young Child and Movement/ Music for the Young Child	2-3	_____
or ECH128	Early Learning: Play and the Arts		_____
or EED210	Creative and Cognitive Play		_____
CFS123 & CFS125 & ECH280	Health and Nutrition in Early Childhood Settings and Safety In Early Childhood Settings and Food Experiences with Young Children	3	_____
or EED215	Early Learning: Health, Safety, Nutrition and Physical Fitness		_____
CFS/ECHOR176	Child Development	3	_____
or CFS235	Developing Child: Theory into Practice, Prenatal to Age Eight		_____
or EED205	The Developing Child: Prenatal to Age Eight		_____
Select one of the following options:		2-3	_____
Option 1			_____
CFS/ ECHOR269	Child Care Seminar		_____
CFS/ ECHOR287	Professional Development in Early Childhood Education		_____
Option 2			_____
EED255	Portfolio Development and Writing for the Profession		_____
Select one of the following options:		3	_____
Option 1			_____
CFS/ ECHOR271	Arranging the Environment		_____

CFS282	Inclusion of Young Children with Special Needs		_____
ECH282	Discipline/ Guidance of Child Groups		_____
Option 2			_____
EED212	Guidance, Effective Interactions and the Environment		_____
Select one of the following options:		2-3	_____
Option 1			_____
CFS/ ECHOR284AB	Early Childhood Teaching Internship		_____
Option 2			_____
EED260 & EED261	Early Childhood Infant/Toddler Internship and Early Childhood Preschool Internship		_____
or CFS284A/	Early Childhood Teaching Internship		_____
ECH140 & ECH270	Learning Made Visible Through Documentation and Observing Young Children	2-3	_____
or EED280	Standards, Observation and Assessment of Typical/Atypical Behaviors of Young Children Birth to Age 8		_____
Select one of the following options:		3-4	_____
Option 1			_____
CFS/ ECHOR273	Math for the Young Child		_____
CFS/ ECHOR275	Literacy Development and the Young Child		_____
ECH272	Science for the Young Child		_____
ECH279	Early Childhood Curriculum Development		_____
Option 2			_____
EED278	Early Learning Curriculum and Instruction - Birth to Age Eight		_____
EED200	Foundations of Early Childhood Education	3	_____
EED222	Introduction to the Exceptional Young Child: Birth to Age Eight	3	_____
EED225	Language and Literacy in the Context of Culture and Relationships	3	_____
FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____
Restricted Electives			_____
Students must select nine (9) to twelve (12) credits from the following to complete the minimum total program credits required for this degree. Students are encouraged to consult with a faculty advisor or student services analyst to identify the requirements for their desired academic and professional goals:		9-12	_____
CFS+++	Any CFS Child/ Family Studies course(s)		_____
ECH+++	Any ECH Early Childhood Education course(s)		_____
EDU+++	Any EDU Education course(s)		_____
EED+++	Any EED Early Education course(s)		_____
FCS+++	Any FCS Family and Consumer Science course(s)		_____
ITD+++	Any ITD Infant/Toddler Development course(s)		_____
General Education			_____
Core			_____
First-Year Composition			_____
ENG101	First-Year Composition	3	_____
or ENG107	First-Year Composition for ESL		_____
ENG102	First-Year Composition	3	_____
or ENG108	First-Year Composition for ESL		_____
Oral Communication			_____

Any approved General Education course from the Oral Communication area [1]		3	_____
Critical Reading			_____
Select one of the following:		0-3	_____
CRE101	College Critical Reading and Critical Thinking		_____
or equivalent by assessment			_____
Mathematics [2]			_____
Select one of the following:		3-6	_____
MAT112	Mathematical Concepts and Applications		_____
OR satisfactory completion of a higher-level mathematics course			_____
Distribution			_____
Humanities, Arts and Design			_____
Any approved general education course(s) from the Humanities, Arts and Design area [3]		3	_____
Social and Behavioral Sciences			_____
Fulfilled by Required Courses [4]		0	_____
Natural Sciences			_____
Any approved general education course(s) in the Natural Sciences area		4	_____
Total Credits		60-74	_____

1 Note: COM225 Public Speaking is recommended for students who wish to transfer to the BAE at ASU.

2 Note: MAT14+ College Mathematics or any approved general education course in the Mathematical Application [MA] area may be required for students intending to transfer to a bachelor's degree program.

3 Recommend: EDU291 Children's Literature/ENH291 Children's Literature or EDU292 The Art of Storytelling/HUM292 The Art of Storytelling/STO292 The Art of Storytelling.

4 Fulfilled by EDU222 Introduction to the Exceptional Learner or EED222 Introduction to the Exceptional Young Child: Birth to Age Eight in Required Courses area.

Early Childhood Education, Certificate of Completion

Certificate of Completion: CCL 5056
36 Credits
Program Contact
Joni Burris | 480-857-5526 | joni.burris@cgc.edu (joni.burris@cgc.edu)

Program Description

The Certificate of Completion (CCL) in Early Childhood Education program is designed to prepare students for employment as early childhood teachers in a variety of educational programs. Students learn effective teaching skills as they apply developmentally appropriate early childhood educational theory in the classroom setting. Courses have been selected with a focus on developing an educational career ladder. An Associate in Applied Science (AAS) in Early Childhood Education is also available and includes additional early childhood electives and general education classes to broaden the student`s base of knowledge.

Program Notes

Students must earn a grade of "C" or better in all courses in the program. Overall program minimum GPA = 2.00.

For some employment and field experiences (including internship courses), students will be required to have a current Identity Verified Print (IVP) Fingerprint Clearance Card and a current TB test.

++ indicates any suffixed course may be selected.

Program Requirements

Program Prerequisites: None

Code	Title	Credits	Semester
Required Courses			_____
CFS101AH & ECH281	Art Activities for the Young Child and Movement/ Music for the Young Child	2-3	_____
or ECH128	Early Learning: Play and the Arts		_____
or EED210	Creative and Cognitive Play		_____
CFS123 & CFS125 & ECH280	Health and Nutrition in Early Childhood Settings and Safety In Early Childhood Settings and Food Experiences with Young Children	3	_____
or EED215	Early Learning: Health, Safety, Nutrition and Physical Fitness		_____
CFS/ECHOR176	Child Development	3	_____
or CFS235	Developing Child: Theory into Practice, Prenatal to Age Eight		_____
or EED205	The Developing Child: Prenatal to Age Eight		_____
Select one of the following options:		2-3	_____
Option 1			_____
CFS/ ECHOR269	Child Care Seminar		_____

CFS/ ECHOR287	Professional Development in Early Childhood Education		_____
Option 2			_____
EED255	Portfolio Development and Writing for the Profession		_____
Select one of the following options:		3	_____
Option 1			_____
CFS/ ECHOR271	Arranging the Environment		_____
CFS282	Inclusion of Young Children with Special Needs		_____
ECH282	Discipline/ Guidance of Child Groups		_____
Option 2			_____
EED212	Guidance, Effective Interactions and the Environment		_____
Select one of the following options:		2-3	_____
Option 1			_____
CFS/ ECHOR284AB	Early Childhood Teaching Internship		_____
Option 2			_____
EED260 & EED261	Early Childhood Infant/Toddler Internship and Early Childhood Preschool Internship		_____
or CFS284A/	Early Childhood Teaching Internship		_____
ECH140 & ECH270	Learning Made Visible Through Documentation and Observing Young Children	2-3	_____
or EED280	Standards, Observation and Assessment of Typical/Atypical Behaviors of Young Children Birth to Age 8		_____
Select one of the following options:		3-4	_____
Option 1			_____
CFS/ ECHOR273	Math for the Young Child		_____
CFS/ ECHOR275	Literacy Development and the Young Child		_____
ECH272	Science for the Young Child		_____
ECH279	Early Childhood Curriculum Development		_____
Option 2			_____
EED278	Early Learning Curriculum and Instruction - Birth to Age Eight		_____
EED200	Foundations of Early Childhood Education	3	_____
EED222	Introduction to the Exceptional Young Child: Birth to Age Eight	3	_____
EED225	Language and Literacy in the Context of Culture and Relationships	3	_____
FYE101	Introduction to College, Career and Personal Success	1-3	_____
or FYE103	Exploration of College, Career and Personal Success		_____
Restricted Electives			_____
Students must select nine (9) to twelve (12) credits from the following to complete the minimum total program credits required for this degree. Students are encouraged to consult with a faculty advisor or student services analyst to identify the requirements for their desired academic and professional goals:		9-12	_____
CFS+++	Any CFS Child/ Family Studies course(s)		_____
ECH+++	Any ECH Early Childhood Education course(s)		_____
EDU+++	Any EDU Education course(s)		_____
EED+++	Any EED Early Education course(s)		_____
FCS+++	Any FCS Family and Consumer Science course(s)		_____

ITD+++	Any ITD Infant/Toddler Development course(s)		_____
Total Credits		36	_____

Foundations of Early Childhood Education, Certificate of Completion

EDUCATION

Certificate of Completion: CCL 5054
18-19 Credits
Program Contact
Joni Burris | 480-857-5526 | joni.burris@cgc.edu (jobi.burris@cgc.edu)

Program Description

The Certificate of Completion (CCL) in Foundations of Early Childhood Education is designed to prepare students with foundational knowledge regarding the growth and development of the young child. Topics include cognitive and physical development of the young child, language acquisition, curriculum development, health and safety guidelines, business procedures, and family/community relationship building. This CCL is embedded (can be used to fulfill part of the requirements) in a second available CCL, Early Childhood Education. Both CCLs are embedded (can be used to fulfill requirements) in the Associate in Applied Science (AAS) in Early Childhood Education.

Program Notes

Students must earn a grade of "C" or better in all courses in the program. Overall program minimum GPA = 2.00.

For some employment and field experiences (including internship courses), students will be required to have a current Identity Verified Print (IVP) Fingerprint Clearance Card and a current TB test.

++ indicates any suffixed course may be selected.

Program Requirements

Code	Title	Credits	Semester
Required Courses			_____
CFS101AH & ECH281	Art Activities for the Young Child and Movement/ Music for the Young Child	2-3	_____
or ECH128	Early Learning: Play and the Arts		_____
or EED210	Creative and Cognitive Play		_____
CFS123 & CFS125 & ECH280	Health and Nutrition in Early Childhood Settings and Safety In Early Childhood Settings and Food Experiences with Young Children	3	_____
or EED215	Early Learning: Health, Safety, Nutrition and Physical Fitness		_____
CFS/ECHOR176	Child Development	3	_____
or CFS235	Developing Child: Theory into Practice, Prenatal to Age Eight		_____
or EED205	The Developing Child: Prenatal to Age Eight		_____
CFS271 & CFS282 & ECH282	Arranging the Environment and Inclusion of Young Children with Special Needs and Discipline/ Guidance of Child Groups	3	_____
or EED212	Guidance, Effective Interactions and the Environment		_____
CFS/ ECHOR284AA	Early Childhood Teaching Internship	1	_____
or EED260	Early Childhood Infant/Toddler Internship		_____
or EED261	Early Childhood Preschool Internship		_____
EED200	Foundations of Early Childhood Education	3	_____
EED222	Introduction to the Exceptional Young Child: Birth to Age Eight	3	_____
Total Credits		**18-19**	_____

Special Programs

- Workforce Development
- Continuing Education
- Fitness, Wellness, and Recreation
- Honors Program
- Performing Arts

COURSE DESCRIPTIONS

All courses offered by the Maricopa Community Colleges appear in a standardized format using six common course elements. Students are encouraged to become familiar with the course elements included in a course description. Please see “How to Read Course Descriptions”.

The courses that follow are offered at Chandler-Gilbert Community College (CGCC). Not all courses in this section will necessarily be offered during any given school year. Not all courses listed in the required courses and/or restricted elective areas of shared occupational programs are offered at CGCC. Please check the current class schedule for course availability. The intent of the Course Description section is to enable students to review courses that are available at CGCC.

How to Read Course Descriptions

All courses offered at the Maricopa Community Colleges are identified by a three-letter abbreviation of the academic subject plus a three-digit number (e.g., ENG101 First-Year Composition identifies an English course). Course descriptions are listed alphabetically and in ascending numerical order. Each course listing has six common elements:

1. Course Prefix: Three-letter subject code abbreviation indicating discipline or area of study (e.g., ENG for English).
2. Course Number: Three-digit number assigned to indicate sequence and academic level. Numbers range from 001-299. Courses numbered below 100 are offered for the purpose of strengthening skills and knowledge and cannot be applied toward degrees awarded by Maricopa Community Colleges. These courses cannot be transferred to four-year institutions. First-year courses are generally identified with 100-level numbers. Second-year courses are generally identified with 200-level numbers.
3. Course Title: Identifying name of the course. May also indicate course level (e.g., College Mathematics or Beginning Spanish Conversation I).
4. Course Description: Brief statement describing the content of the course. Each instructor’s course syllabus gives additional information, including objectives and grading criteria.
5. Course Credit Hours: College credit hours awarded for satisfactory completion of the course.
6. Course Prerequisites and/or Corequisites: Requirements that must be met before or, in the case of corequisites, at the same time as enrollment in a course. Not all courses have prerequisites or corequisites.
7. Shared Unique Number (SUN) System: 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.

Example:

(1) = Course Prefix
(2) = Course Number
(3) = Course Title
(4) = Course Description
(5) = Course Credits
(6) = Course Prerequisites and/or Corequisites
(7) = Shared Unique Number (SUN) System

* = Periods: Weekly time in class during a typical 16-week semester; 50 minutes = 1 period.

(1)ENG (2)101 / (5) 3 credits / * 3 periods
(7) ENG 1101

(3)First-Year Composition

(4)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.

(6)Prerequisites: Appropriate writing placement test score, or a grade of C or better in ENG091 Preparatory Academic Writing III or ESL097 Preparatory Academic Writing III for ESL.

Information Regarding Special Courses Not Listed in the College Catalog

Cooperative Education (Courses Numbered 296)

Work-college experiences that involve the combined efforts of educators and employers to accomplish an outcome related to the career objectives of the students. Prerequisites: Permission of Program Director or instructor. Corequisites: 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.

Special Projects (Courses Numbered 298)

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.

Shared Unique Number (SUN) System

The Shared Unique Number (SUN) System helps students identify courses that will directly transfer among Arizona’s community colleges and three public universities. Using the SUN System, students can easily search for and enroll in courses that offer direct equivalency at other Arizona colleges and universities. SUN courses have their own unique course number and prefix listed alongside each college’s course number. Additional information about SUN System can be found at https://www.manula.com/manuals/aztransfer/handbook-policy-manual/1/en/topic/shared-unique-number-sun-system (https://www.manula.com/manuals/aztransfer/handbook-policy-manual/1/en/topic/shared-unique-number-sun-system/)

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Accounting (ACC)

ACC105 / Payroll, Sales and Property Taxes
3 Credits / 3.0 Periods for Lecture
Tax reporting for payroll, sales, and personal property. Prerequisites: None.
Division: Business and Computing Studies

ACC111 / Accounting Principles I
3 Credits / 3.0 Periods for Lecture
Fundamental theory of accounting principles and procedures. Prerequisites: None.
Division: Business and Computing Studies

ACC112 / Accounting Principles II
3 Credits / 3.0 Periods for Lecture
Continuation of the fundamental theory of accounting principles and procedures, including interpretation of general purpose financial statements. Prerequisites: ACC111 with a grade of "C" or better, or permission of Department or Division.
Division: Business and Computing Studies

ACC115 / Computerized Accounting
3 Credits / 3.0 Periods for Lecture & Lab
Understanding of fundamental accounting principles and mastery of an accounting information systems including the general ledger, accounts receivable, accounts payable and payroll. Prerequisites: None.
Division: Business and Computing Studies

ACC121 / Individual Tax Preparation
3 Credits / 3.0 Periods for Lecture & Lab
Theory and practice of accounting for individual taxation. Prerequisites: None.
Division: Business and Computing Studies

ACC211 / Financial Accounting
3 Credits / 3.0 Periods for Lecture
Introduction to theory and practice in the preparation and interpretation of general purpose financial statements. Prerequisites: None.
SUN SUN# ACC 2201
Division: Business and Computing Studies

ACC212 / Managerial Accounting
3 Credits / 3.0 Periods for Lecture
Development and analysis of accounting information for managerial planning and control. Prerequisites: A grade of "C" or better in (ACC111 and ACC112), or ACC211, and (CIS105 or permission of Department or Division).
SUN SUN# ACC 2202
Division: Business and Computing Studies

ACC219 / Intermediate Accounting I
3 Credits / 3.0 Periods for Lecture
Continuation of the theory and practice of financial accounting, applicable to assets, liabilities, equity related problems of income determination and financial reporting. Prerequisites: A grade of C or better in ACC212 or ACC240 or permission of Department or Division.
Division: Business and Computing Studies

ACC221 / Tax Accounting
3 Credits / 3.0 Periods for Lecture
Theory and practice of accounting for personal, corporate, and non-corporate taxation. Prerequisites: A grade of C or better in ACC111 or ACC211 or permission of Department or Division.
Division: Business and Computing Studies

Administration of Justice Studies (AJS)

AJS101 / Introduction to Criminal Justice
3 Credits / 3.0 Periods for Lecture
An introduction to crime and society's responses to it. Examines the nature and causes of crime, the criminal law, constitutional safeguards, and the organization and operation of the criminal justice system including the police, courts, jails, prisons, probation and parole departments, and community corrections agencies. Covers the history of the criminal justice system, terminology and career opportunities. Prerequisites: None.
SUN SUN# AJS 1101
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Health Science and Public Service

AJS109 / Substantive Criminal Law
3 Credits / 3.0 Periods for Lecture
Covers philosophy of legal sanctions and historical development from the common law to modern American criminal law, classifications of crimes, elements of and parties to crimes, general definition of crimes, common defenses utilized. Includes specific offenses and the essential elements of each offense. Prerequisites: None.
Division: Health Science and Public Service

AJS113 / Criminal Justice Crime Control Policies and Practices
3 Credits / 3.0 Periods for Lecture
Focus on changing the distribution of crime opportunities rather than offender motivation. Topics include application of situational crime prevention strategies, problem-oriented crime control approaches, hot spots policing, and crime prevention through environmental design. Prerequisites: None.
Division: Health Science and Public Service

AJS123 / Ethics and the Administration of Justice
3 Credits / 3.0 Periods for Lecture
Introduces and explores ethical issues and the justice system. Focuses on ethics and the law, the police, courts and corrections. Reviews ethical theory, concepts and practices as they relate to administration of justice. Explores issues of how media/social media shape ethics. Encourages critical thinking and value decision making in criminal justice system situations. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Health Science and Public Service

AJS151 / Firearms I
1 Credit / 1.0 Periods for Lecture & Lab
Moral aspects, legal provisions, safety precautions and restrictions covering the use of firearms, and the firing of sidearms. Prerequisites: None.
Division: Health Science and Public Service

AJS153 / Firearms II/Handguns
1 Credit / 1.0 Periods for Lecture & Lab
Advanced familiarization with handguns. Variations of basic shooting stance. Legal and moral repercussions of self-defense. Includes range practice. Prerequisites: A grade of C or better in AJS151 or equivalent certified firearms training as reviewed by the Department.
Division: Health Science and Public Service

AJS154 / Firearms III/Long Weapons
1 Credit / 1.0 Periods for Lecture & Lab
Familiarization with different types of long weapons and associated ammunition. Emphasis on safety techniques for use and storage of weapons. Limited use of range for practice. Prerequisites: None.
Division: Health Science and Public Service

AJS162 / Domestic Violence
3 Credits / 3.0 Periods for Lecture
Explores domestic violence as a social problem within the United States from historical, cultural, political, legal, and law enforcement perspectives. Provides an overview of theories, definitions and causes of, and interventions for domestic violence involving spousal, elder and child abuse along with teen dating violence. Examines the dynamics and effects of domestic violence. Addresses research issues and contemporary domestic violence policy. Prerequisites: None.
Division: Health Science and Public Service

AJS200 / Current Issues In Criminal Justice
3 Credits / 3.0 Periods for Lecture
Examines current issues, techniques and trends in the Criminal Justice System. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Health Science and Public Service

AJS201 / Rules of Evidence
3 Credits / 3.0 Periods for Lecture
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, recordings and electronic surveillance; corpus delicti; opinion evidence, circumstantial evidence, evidential privileges. Prerequisites: None.
Division: Health Science and Public Service

AJS205 / Effective Communication and Report Writing in Criminal Justice
3 Credits / 3.0 Periods for Lecture
Overview of effective communication for criminal justice agencies. Covers the communication process and flow. Written communication emphasized with report writing, including characteristics of reports and field notes, and the importance and uses of each. Form, style, and procedures for writing various reports, including elements of composition, required substance, proper and improper conclusions, and descriptions of persons and property. Prerequisites: None.
Division: Health Science and Public Service

AJS210 / Constitutional Law
3 Credits / 3.0 Periods for Lecture
An examination of the U.S. Constitution as it relates to the law enforcement function. Includes statutory law and judicial decisions governing the areas of arrest, search and seizure, interrogations and confessions, self-incrimination and other constitutional guarantees. Required in AJS curriculum. Prerequisites: None.
Division: Health Science and Public Service

AJS212 / Juvenile Justice Procedures
3 Credits / 3.0 Periods for Lecture
Examines the nature and extent of juvenile delinquency to the present. Including but not limited to the history, jurisdictions, terminology, procedures, and institutions of the juvenile justice system. Prerequisites: None.
Division: Health Science and Public Service

AJS213 / Evidence Technology: Fingerprints
3 Credits / 3.0 Periods for Lecture
Covers the fundamental principles of fingerprints, including the history of fingerprint classification, the biology of friction ridge skin, pattern analysis, comparison, and identification as well as their application in significant court cases. Also includes techniques for obtaining inked prints and developing and preserving latent prints. Prerequisites: None.
Division: Health Science and Public Service

AJS215 / Criminalistics: Physical Evidence
3 Credits / 3.0 Periods for Lecture
The scientific analysis and examination of physical evidence with emphasis on scientific investigation, recognition, collection, and preservation of evidence. Topics include fingerprints, shoe prints, tool marks, firearms identification, paint chips and arson. Prerequisites: None.
Division: Health Science and Public Service

AJS216 / Criminalistics: Biological Evidence
3 Credits / 3.0 Periods for Lecture
The scientific analysis and examination of biological evidence with emphasis on collection and preservation of evidence. Topics discussed include blood, drugs, blood alcohol, hairs and fibers, and topics of special interest in criminalistics. Prerequisites: None.
Division: Health Science and Public Service

AJS225 / Criminology
3 Credits / 3.0 Periods for Lecture
Study of deviance, society's role in defining behavior; theories of criminality and the economic, social, and psychological impact of crime; relationships between statistics and crime trends. Examines crime victimization and the various types of crime and categories of offenders. Required in the AJS curriculum. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Health Science and Public Service

AJS230 / The Police Function
3 Credits / 3.0 Periods for Lecture
Theories of procedures and methods of operations of public police with emphasis on discretionary powers available to the working police officer. Career opportunities and current trends in law enforcement presented. Prerequisites: None.
Division: Health Science and Public Service

AJS240 / The Correction Function
3 Credits / 3.0 Periods for Lecture
Examines the history and development of correctional theories and institutions. Prerequisites: None.
Division: Health Science and Public Service

AJS258 / Victimology and Crisis Management in Public Safety
3 Credits / 3.0 Periods for Lecture
Victimology, the criminal justice system, techniques of crisis intervention and management, and the importance of a multicultural and global perspective. Includes violent crimes, sexual assault, family violence, post-traumatic stress disorder, the role of substance abuse, developing effective coping skills of victims and responders, appropriate community resources, and the cultural responsiveness of the justice system.
Crosslisted: EMT258, FSC258
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Health Science and Public Service

AJS260 / Procedural Criminal Law
3 Credits / 3.0 Periods for Lecture
Concerned with the understanding of procedural criminal law. Examines the processes and procedures followed by law enforcement, attorneys, and the courts in the apprehension and prosecution of criminal offenders. Examines the rationale underlying major court holdings impacting the criminal justice process, the procedural requirements that stem from these holdings and their effect on the daily operations of the criminal justice system. Prerequisites: None.
Division: Health Science and Public Service

AJS270 / Community Relations
3 Credits / 3.0 Periods for Lecture
Examination, recognition and understanding of community problems; community action programs; methods of coping with human behavior, victimology, conflict and communication; ethnic and minority cultures and environments; the community and relationships with the criminal justice system. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Health Science and Public Service

AJS275 / Criminal Investigation I
3 Credits / 3.0 Periods for Lecture
Introduction to the theory of criminal investigation. Examines crime scene procedures, case preparation, interviewing, and basic investigative techniques. Prerequisites: None.
Division: Health Science and Public Service

AJS290BN / Courtroom Testimony Seminar
1 Credit / 1.0 Periods for Lecture
Courtroom demeanor and protocol. Role and primary functions of witness and legal counsels. Prerequisites: None.
Division: Health Science and Public Service

Aeronautics (AET)

AET107 / Private Pilot Ground School
5 Credits / 5.0 Periods for Lecture
Ground school in preparation for the Federal Aviation Administration (FAA) Private Pilot Certificate written examination. Includes aerodynamics, airplane systems, airports, airspace, communications, Federal Air Regulations, navigation, airplane performance, flight planning, and flight physiology. Requires passing a written exam similar to the FAA Private Pilot written exam. Prerequisites: None. Corequisites: AET110 or AET112.
Division: Aviation and Applied Technology

AET110 / Private Pilot Flight
1 Credit / 5.0 Periods for Laboratory
Flight course in preparation for the Federal Aviation Administration (FAA) Private Pilot Certificate practical examination. Includes preflight preparation and planning, ground operations, airport operations, departures, navigation, basic instrument flight, night flight, slow flight, ground reference maneuvers, emergency operations, and arrivals. Approximately 50 hours airplane flight experience at student's expense required. Requires passing check ride similar to the FAA Private Pilot check ride. Prerequisites: None. Corequisites: AET107.
Division: Aviation and Applied Technology

AET115 / Aviation Meteorology
3 Credits / 3.0 Periods for Lecture
Meteorology for professional pilots. Includes atmosphere, air mass circulation, cloud type identification, weather hazards, and high altitude, Arctic, and tropical weather systems. Basic forecasting, use of Direct User Access Terminal (DUAT) systems and reading and interpreting weather charts. Prerequisites: None.
Division: Aviation and Applied Technology

AET203 / Basic Airplane Systems
3 Credits / 3.0 Periods for Lecture
Beginning commercial pilot ground course in preparation for the Federal Aviation Administration (FAA) Commercial Pilot Certificate and Commercial written examination. Discussions will include, but not be limited to reciprocating engines, engine systems, airplane systems, altitude systems, and commercial regulations. Prerequisites: A grade of C or better in (AET207, AET217, and AET210) or permission of Instructor. Corequisites: AET222.
Division: Aviation and Applied Technology

AET207 / Attitude Instruments and Navigation
3 Credits / 3.0 Periods for Lecture
Beginning instrument pilot ground course in preparation for the Federal Aviation Administration (FAA) Instrument Pilot Rating and Instrument Rating written examinations. Includes preflight preparation, flight instruments, basic attitude instrument flying, radio navigation systems, and technically advanced aircraft systems. Prerequisites: A grade of C or better in AET110 or permission of Instructor. Corequisites: AET210, AET217, and AET220.
Division: Aviation and Applied Technology

AET208 / Aviation Safety
3 Credits / 3.0 Periods for Lecture
Introduction to aviation safety, including aviation safety programs, risk management, pilot psychology, physiology, human factors, and accident review and investigation. Prerequisites: A grade of C or better in AET107, or permission of Instructor.
Division: Aviation and Applied Technology

AET210 / Commercial Flight Lab I
1 Credit / 5.0 Periods for Laboratory
Initial flight course in preparation for the Federal Aviation Administration (FAA) Commercial Pilot practical examination. Emphasis on instrument and technically advanced aircraft operations. Student must fly approximately 10 hours at own expense. Requires passing operational stage checks similar to the FAA check rides. Prerequisites: A grade of C or better in AET110 or permission of Instructor. Corequisites: AET207, AET217, and AET220.
Division: Aviation and Applied Technology

AET213 / Aerodynamics and Performance
3 Credits / 3.0 Periods for Lecture
Advanced commercial pilot ground course in preparation for the Federal Aviation Administration (FAA) Commercial Pilot Certificate and Commercial written examinations. Includes discussion of aerodynamic factors including lift, weight, drag, and thrust. Discussions will include, but are not limited to aerodynamics, performance, safe and efficient airplane operations, airplane stability and control, stalls, and spins. Prerequisites: A grade of C or better in AET207, AET217, and AET210. Corequisites: AET221.
Division: Aviation and Applied Technology

AET217 / Instrument Procedures
3 Credits / 3.0 Periods for Lecture
Advanced instrument pilot ground school course in preparation for the Federal Aviation Administration (FAA) Instrument pilot rating and Instrument rating written examinations. Includes Federal Aviation Regulations, instrument approach procedures, and instrument en route considerations. Requires passing written exam similar to the Instrument pilot rating and Instrument rating written exams. Prerequisites: A grade of C or better in AET110 or permission of Instructor. Corequisites: AET207, AET210, and AET220.
Division: Aviation and Applied Technology

AET220 / Instrument Flight Lab
1 Credit / 5.0 Periods for Laboratory
Flight course in preparation for the Federal Aviation Administration (FAA) Instrument rating practical examination. Emphasis on instrument operations. Student must fly approximately 40 hours at own expense. Requires passing of stage checks similar to the FAA check ride. Prerequisites: A grade of C or better in AET110 or permission of Instructor. Corequisites: AET207, AET210, and AET217.
Division: Aviation and Applied Technology

AET221 / Commercial Flight Lab II
1 Credit / 5.0 Periods for Laboratory
Intermediate flight course in preparation for the Federal Aviation Administration (FAA) Commercial Pilot practical examination. Emphasis on commercial and solo cross-country flight operations. Student must fly approximately 45 hours at their own expense. Maneuvers and procedures during dual instruction are designed to be performed with flight instructor guidance. Requires passing commercial pilot stage checks similar to the FAA check ride. Prerequisites: A grade of C or better in AET207 and AET210 or permission of Instructor. Corequisites: AET213.
Division: Aviation and Applied Technology

AET222 / Commercial Flight Lab III
1 Credit / 5.0 Periods for Laboratory
Advanced flight course in preparation for the Federal Aviation Administration (FAA) Commercial Pilot practical examination. Emphasis on commercial operations. Student must fly approximately 45 hours at their own expense. Maneuvers and procedures are designed to be performed with little flight instructor guidance. Requires commercial pilot stage checks similar to the FAA check ride. Prerequisites: A grade of C or better in AET221 and AET213. Corequisites: AET203.
Division: Aviation and Applied Technology

AET225 / Advanced Aircraft Systems
4 Credits / 4.0 Periods for Lecture
Survey of advanced aircraft systems to include electrical, automatic flight control, pressurization, cabin atmosphere, ice control, rain control, fire detection and extinguishing. Includes theory and analysis of turbine aircraft engines. Introduction to turbine engine systems to include lubrication, ignition, fuel control, cooling, exhaust, and propellers. Includes overview of maintenance publications, forms and records. Prerequisites: Private Pilot Certificate or permission of Instructor.
Division: Aviation and Applied Technology

AET227 / Certified Flight Instructor: Airplane, Single Engine Land Ground School
5 Credits / 5.0 Periods for Lecture
Ground school in preparation for the Federal Aviation Administration (FAA) Certified Flight Instructor and Fundamentals of Instruction written examinations. Includes fundamentals of instruction, aerodynamics, airplane performance, systems, operations, weight and balance, weather, federal regulations, navigation, maneuvers, pilot physiology, ethics, and aeronautical decision making. Requires passing written exams similar to the FAA Certified Flight Instructor: Airplane, and Fundamentals of Instruction written exams. Prerequisites: A grade of C or better in AET240 or FAA Commercial Pilot Certificate with instrument rating. Corequisites: AET230.
Division: Aviation and Applied Technology

AET229 / Crew Resource Management
3 Credits / 3.0 Periods for Lecture
Crew communications, teamwork, leadership, "followership," decision-making, and situational awareness; also the benefits of diversity, and the role diversity plays in the modern aerospace industry. Emphasis on utilization of all available resources in order to conduct a safe and efficient flight. Prerequisites: A grade of C or better in AET217, or permission of instructor.
Division: Aviation and Applied Technology

AET230 / Certified Flight Instructor: Airplane, Single Engine Land Flight Lab
1 Credit / 3.0 Periods for Laboratory
Flight course in preparation for the Federal Aviation Administration (FAA) Certified Flight Instructor: Airplane practical examination. Emphasis on demonstration and analysis of flight maneuvers. Includes preflight, ground operations, airport operations, takeoffs, climbs, flight fundamentals, stalls, spins, slow flight, basic instrument operations, performance maneuvers, ground reference maneuvers, emergency operations, approaches, landings, and postflight procedures. Requires approximately 25 hours of flight that includes high performance operations at student's expense. Also requires passing check ride similar to the FAA Certified Flight Instructor check ride. Prerequisites: A grade of C or better in AET240 or FAA Commercial Pilot Certificate with instrument rating. Corequisites: AET227.
Division: Aviation and Applied Technology

AET237 / Multiengine Airplane Pilot Ground School
2 Credits / 2.0 Periods for Lecture
Aeronautical knowledge necessary to meet requirements for a multi-engine airplane rating including orientation, aerodynamics, airplane systems, airplane performance, flight planning, and emergency procedures. Prerequisites: A grade of C or better in AET220 or FAA Commercial Pilot Certificate with instrument rating Corequisites: AET240.
Division: Aviation and Applied Technology

AET239 / Commercial Flight Lab IV
1 Credit / 5.0 Periods for Laboratory
Final flight course in preparation for the Federal Aviation Administration (FAA) Commercial Pilot practical examination. Emphasis on commercial operations. Student must fly approximately 20 hours at their own expense. Maneuvers and procedures are designed to be performed without flight instructor guidance. Requires passing commercial pilot stage check similar to the FAA check ride. Prerequisites: A grade of C or better in (AET203 and AET222), or permission of Instructor.
Division: Aviation and Applied Technology

AET240 / Multiengine Airplane Pilot Flight Lab
1 Credit / 1.5 Periods for Laboratory
Flight course in preparation for the Federal Aviation Administration (FAA) Multi-engine Airplane practical examination. Approximately 18 hours of flight experience at the student`s expense and passing check ride similar to the FAA Multi-engine check ride are required. Prerequisites: A grade of C or better in AET239 or FAA Commercial Pilot Certificate with Single Engine Land and Instrument rating. Corequisites: AET237.
Division: Aviation and Applied Technology

African American Studies (AFR)

AFR110 / Introduction to African-American Studies
3 Credits / 3.0 Periods for Lecture
Introduction to the study of the African-American experience. Interdisciplinary approach includes historical underpinnings; population and cultural characteristics; social, economic, and political issues; and implications for the future. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]
Division: Language, Humanits, Learng Centr&Informtn Studies

AFR202 / Ethnic Relations in the United States
3 Credits / 3.0 Periods for Lecture
Basic concepts and processes, including historic overview, of inter-ethnic relations in the United States: culture, race, ethnicity, ethnocentrism, prejudice, discrimination, racism, assimilation, acculturation, and individual and group responses to inter-ethnic contact. Cultural knowledge and intercultural communication skills and perspectives as fundamental tools for successful management of social relations in a multicultural world. Prerequisites: None.
Crosslisted: ASB202, CCS202
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Historical Awareness [H]; Historical Awareness [H]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

AFR204 / African-American History 1865 to Present
3 Credits / 3.0 Periods for Lecture
The multifaceted history and cultural heritage of African-American communities since the Civil War, presented within the broader context of U.S. history. This course explores the social, economic, political, and cultural history of African-American communities, including the historical and cultural impacts of slavery and discrimination, and the collective struggle for freedom, equality, and self-determination throughout U.S. history. Prerequisites: None.
Crosslisted: HIS204
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Historical Awareness [H]; Historical Awareness [H]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

Aircraft/Maintenance Technology (AMT)

AMT124 / Aircraft Forms and Regulations, Weight and Balance, Drawings, and Ground Operations
5 Credits / 9.0 Periods for Lecture & Lab
Federal Aviation maintenance publications, forms and records. Overview of technician's privileges and limitations. Perform aircraft weight and balance, aircraft ground operations and fuel servicing techniques. Drawings, symbols and schematic diagrams. Prerequisites: Admission to the Aircraft Maintenance Technology program.
Division: Aviation and Applied Technology

AMT126 / Fundamentals of Mathematics and Electricity
9 Credits / 12.0 Periods for Lecture & Lab
Mathematical computation of fundamental electrical circuit parameters. Basic definitions, laws, and concepts. Schematic, wiring, and parts placement diagrams. Test and troubleshoot electrical and electronic components and circuits. Prerequisites: Admission to the Aircraft Maintenance Technology program.
Division: Aviation and Applied Technology

AMT128 / Fundamentals of Aviation Physics, Corrosion Control, Materials and Processes, Fluid Lines and Fittin
5 Credits / 9.0 Periods for Lecture & Lab
Basic concepts of motion, fluid dynamics, heat and sound, aerodynamics, aircraft structure and theory of flight. Fluid lines and fittings, component identification, function, inspection, and installation. Cleaning and corrosion control, materials and processes, non-destructive testing, and precision measurement techniques. Prerequisites: Admission to the Aircraft Maintenance Technology program.
Division: Aviation and Applied Technology

AMT220 / Fundamentals Of Aircraft Wood Structures, Covering And Finishing, And Bonded Structures
3 Credits / 6.0 Periods for Lecture & Lab
Theories and techniques of aircraft wood structures. Inspection, test and repair of aircraft fabric and wood structures. Aircraft structural design and methods of working with selected materials. Characteristics of composites, inspections and repairs. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT222 / Atmosphere Control, Fire Detection, Ice and Rain Protection Systems
4 Credits / 6.0 Periods for Lecture & Lab
Operation and maintenance of aircraft auxiliary systems. Inspection, servicing, troubleshooting and repair of environmental control, ice and rain control, fire protection and warning systems. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT224 / Aircraft Sheet Metal
5 Credits / 11.0 Periods for Lecture & Lab
Inspection, fabrication, and repair techniques of aircraft structural and nonstructural components. Sheet metal heat-treating techniques. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT226 / Aircraft Landing Gear, Hydraulic, Pneumatic, Fuel, Position And Warning Systems
7 Credits / 12.0 Periods for Lecture & Lab
Identification, inspection, repair, and troubleshooting techniques of aircraft landing gear, hydraulic, fuel, pneumatic, and position and warning system components. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT228 / Aircraft Electrical Systems, Instruments, Fuel Indicating, Communication And Navigation Systems
7 Credits / 12.0 Periods for Lecture & Lab
Proper operation, inspection, servicing and troubleshooting of DC(Direct Current) and AC(Alternating Current) sources, systems, and components. Mechanical and electrical sensing and information display systems. Fuel indicator system inspections, repairs, and troubleshooting. Transmitter and receiver fundamentals. Avionics installation, inspection and testing. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT230 / Airframe Assembly, Inspection And Welding
6 Credits / 11.0 Periods for Lecture & Lab
Aircraft assembly and rigging. Flight control balancing and rigging. Airframe inspection techniques, reporting procedures, and aircraft jacking. Welding techniques, theory, and materials identification. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT263 / Aircraft Turbine Engines
5 Credits / 9.0 Periods for Lecture & Lab
Historical development and application of turbine engines. Theory of thrust and the design and environmental factors which influence thrust. Turbine engine troubleshooting, inspection, service, repair and overhaul. Operational characteristics and engine test techniques on the aircraft and in test cells. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT264 / Aircraft Reciprocating Engines
7 Credits / 11.0 Periods for Lecture & Lab
Historical development and application of reciprocating engines, theory, design, and operations. Techniques used in troubleshooting, overhaul, inspection, and repair of opposed and radial engines. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT266 / Engine Fuel Systems, Fuel Metering and Induction System
6 Credits / 9.0 Periods for Lecture & Lab
Inspection, servicing, troubleshooting, overhaul, and repair of aircraft fuel systems and components, fuel metering devices, injection systems, turbochargers, and superchargers. Induction system principles of operation and design. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT268 / Engine Electrical, Ignition and Starter Systems
6 Credits / 12.0 Periods for Lecture & Lab
Inspect, service, troubleshoot, overhaul, and repair of engine electrical, ignition, starter systems, and components. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT270 / Engine Instruments, Fire Protection And Lubrication, Cooling And Exhaust Systems
5 Credits / 8.0 Periods for Lecture & Lab
Operation, maintenance, servicing, inspection, repair, and troubleshooting of engine instruments, fire detection and extinguishing, engine lubrication, cooling, and exhaust systems. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

AMT272 / Propeller Systems and Engine Inspections
4 Credits / 8.0 Periods for Lecture & Lab
Historical development, operation, disassembly, inspection, repair, and maintenance of propellers. Reciprocating and turbine engine inspection and documentation. Prerequisites: Admission to the program.
Division: Aviation and Applied Technology

American Indian Studies (AIS)

AIS140 / American Indian History
3 Credits / 3.0 Periods for Lecture
Survey of American Indian history with emphasis on the last 200 years. Focuses on cultural, economic, political and social continuity and changes. Topics include how federal policies impacted and were shaped by Indigenous peoples and how Indigenous individuals, communities, and nations have maintained cultural identity and sovereignty. Prerequisites: None.
Crosslisted: HIS140
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Historical Awareness [H]; Historical Awareness [H]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

American Sign Language (ASL)

ASL101 / American Sign Language I
4 Credits / 4.0 Periods for Lecture
Introduction of principles, methods, and techniques for communicating with deaf people who sign. Development of expressive and receptive sign skills, manual alphabet, numbers, and sign vocabulary. Overview of syntax, grammar, and culture related to American Sign Language (A.S.L.). Prerequisites: None. ASL103 suggested as a corequisite but not required.
Division: Language, Humanits, Learng Centr&Informtn Studies

ASL102 / American Sign Language II
4 Credits / 4.0 Periods for Lecture
Continued development of knowledge and language skills for communicating with deaf people who sign. Includes numbers, fingerspelling, and culture. Emphasis on enhancement of receptive sign skills and continued development of expressive sign skills. Application of rudimentary, syntactical, and grammatical structure stressed with continued development of sign vocabulary. Prerequisites: A grade of C or better in ASL101 or permission of Department or Division. Completion of prerequisites within the last three years is required.
Division: Language, Humanits, Learng Centr&Informtn Studies

ASL103 / Introduction to the Deaf Community
1 Credit / 1.0 Periods for Lecture
History and development of American Sign Language (ASL) and English codes. Overview of education for Deaf and Hard of Hearing children. Legal rights and common adaptive devices used by Deaf and Hard of Hearing individuals. Prerequisites: None.
Division: Language, Humanits, Learng Centr&Informtn Studies

ASL110 / Fingerspelling
3 Credits / 3.0 Periods for Lecture
Introduction to fingerspelling techniques. Focus on methods, theory, and applications on receptive and expressive skills including manual alphabet production and numbers. In addition, skill development in speed, dexterity, clarity, and lexicalized fingerspelling, numeric incorporation, prefixes, suffixes, and polysyllabic words. Prerequisites: A grade of C or better in ASL101 or permission of Department or Division. Completion of prerequisites within the last three years is required.
Division: Language, Humanits, Learng Centr&Informtn Studies

ASL201 / American Sign Language III
4 Credits / 4.0 Periods for Lecture
Linguistics of American Sign Language (A.S.L.) including non-manual behaviors and signing English idioms with conceptual accuracy. Emphasis on practical application of A.S.L. skills, expanded vocabulary, and cross-cultural communication.
Division: Language, Humanits, Learng Centr&Informtn Studies

ASL202 / American Sign Language IV
4 Credits / 4.0 Periods for Lecture
Advanced American Sign Language skills including continued vocabulary. Emphasis on conversational techniques in a cross-cultural framework. Continued work on conceptual accurate signing of English idioms and words with multiple meanings. Prerequisites: A grade of C or better in ASL201 or permission of Department or Division. (ENG101 or ENG107), ASL200, and (CRE101 or equivalent as indicated by assessment) suggested but not required. Completion of prerequisites within the last three years is required.
Division: Language, Humanits, Learng Centr&Informtn Studies

Anthropology (Science/Math) (ASM)

ASM104 / Bones, Stones, and Human Evolution
4 Credits / 5.0 Periods for Lecture & Lab
Study of human evolution and variation; including fossil hominids and their tools, primate anatomy and behavior, human genetics, and the environment and human biology. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo; Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Social & Behavioral Sciences

ASM275 / Forensic Anthropology
4 Credits / 5.0 Periods for Lecture & Lab
Survey of the role of forensic anthropologists, from the crime scene to the courtroom. Course focuses on how skeletal analysis can aid in medicolegal investigations, especially by identifying aspects of the life history of unknown individuals and by reconstructing events that took place at crime scenes. Covers both the legal aspects of forensic practice and the underlying biological basis for evidence obtained from skeletal remains. Examines applications of forensic anthropology in mass disasters, human rights investigations, and the deciphering of historic cases. Lab activities designed to illustrate techniques and principles central to the discipline. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo; Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Social & Behavioral Sciences

Anthropology (Soc/Behv. Science) (ASB)

ASB102 / Introduction to Cultural Anthropology
3 Credits / 3.0 Periods for Lecture
Introduces concepts and methods of cultural anthropology, with illustrative materials from a variety of communities in a globalizing world. Explores the concept of culture and examines a variety of cultural and social practices such as subsistence, economics, politics, marriage, kinship, gender and religion. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

ASB211 / Women Across Cultures
3 Credits / 3.0 Periods for Lecture
Cross-cultural analysis of the economic, social, political, and religious factors that affect women's status in traditional and modern societies. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

ASB214 / Magic, Witchcraft and Healing: An Introduction to Comparative Religion
3 Credits / 3.0 Periods for Lecture
Origins, elements, and forms of religion; a comparative survey of religious beliefs, myths, rituals and symbolism including magic, witchcraft and healing as practiced in selected regions of the world; the place of religion in the total culture. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Global Awareness [G]; Global Awareness [G]-in combo
Division: Social & Behavioral Sciences

ASB222 / Buried Cities and Lost Tribes: Old World
3 Credits / 3.0 Periods for Lecture
Introduction to archaeology through discoveries and the researchers who made them. Emphasis on methods of archaeological fieldwork and what these discoveries reveal about humanity, including the nature of archaeological inquiry, the development of human social groups, the changing role of religion in evolving societies, the origins of agriculture, the origins of settled life ways, the rise of cities and complex societies, political strife across different cultures and the forces which tend to fragment societies. Examples drawn from Africa, Asia, Europe, the Pacific Islands, and Australia. Prerequisites: None.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo; Global Awareness [G]; Global Awareness [G]-in combo
Division: Social & Behavioral Sciences

ASB223 / Buried Cities and Lost Tribes: New World
3 Credits / 3.0 Periods for Lecture
Introduction to archaeology through discoveries and the researchers who made them. Emphasis on methods of archaeological fieldwork and what these discoveries reveal about humanity, including the nature of archaeological inquiry, the development of human social groups, the changing role of religion in evolving societies, the origins of agriculture, the origins of settled life ways, the rise of cities and complex societies, political strife across different cultures and the forces which fragment societies. Examples drawn from North America, Central America, and South America. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

ASB253 / Death and Dying Across Cultures
3 Credits / 3.0 Periods for Lecture
Responses to death and dying in cultures around the world. Explanations for particular cultural responses to death and dying. Examples drawn from ancient and contemporary cultures. Prerequisites: None. ASB102 suggested but not required.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Social & Behavioral Sciences

Art (ART)

ART111 / Drawing I
3 Credits / 6.0 Periods for Lecture & Lab
Fundamental principles of drawing. Emphasis on composition and facility in objective and expressive representation, using variety of drawing media. Prerequisites: None.
SUN SUN# ART 1111
Division: Communication & Fine Arts

ART112 / Two-Dimensional Design
3 Credits / 6.0 Periods for Lecture & Lab
Study of fundamental elements and principles of two-dimensional design. Prerequisites: None.
SUN SUN# ART 1112
Division: Communication & Fine Arts

ART113 / Color
3 Credits / 6.0 Periods for Lecture & Lab
Investigation seeking visual solutions to a variety of problems concerning color in two and three dimensions and modes of color appearances, including light and effects in design and theory of design. Prerequisites: None.
Division: Communication & Fine Arts

ART115 / Three-Dimensional Design
3 Credits / 6.0 Periods for Lecture & Lab
Fundamental principles of three-dimensional design. Prerequisites: None.
SUN SUN# ART 1115
Division: Communication & Fine Arts

ART116 / Life Drawing I
3 Credits / 6.0 Periods for Lecture & Lab
Use of form, structure and anatomy of draped and undraped human figure to develop basic principles of sound draftsmanship. Prerequisites: None.
Division: Communication & Fine Arts

ART117 / Life Drawing II
3 Credits / 6.0 Periods for Lecture & Lab
Further study of form, structure, and anatomy of the draped and undraped human figure with emphasis on composition. Prerequisites: ART116.
Division: Communication & Fine Arts

ART122 / Drawing and Composition II
3 Credits / 6.0 Periods for Lecture & Lab
Emphasis on composition and exploration of drawing media. Prerequisites: A grade of C or better in ART111.
Division: Communication & Fine Arts

ART131 / Photography I
3 Credits / 6.0 Periods for Lecture & Lab
Basic photographic principles and techniques. Basic camera functions and controls. Experience in the image-making process by creating and editing photographs for various display environments. Introduction to the photographic aesthetic and photography's role in society. Prerequisites: None. Course Notes: Camera required.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

ART132 / Photography II
3 Credits / 6.0 Periods for Lecture & Lab
Advanced camera and darkroom techniques. Aesthetic awareness with personal expression. Prerequisites: A grade of C or better in ART131 or permission of Instructor.
Division: Communication & Fine Arts

ART133 / Photography III
3 Credits / 6.0 Periods for Lecture & Lab
Refinement of aesthetic and technical aspects producing convincing images of highest quality. Prerequisites: A grade of C or better in ART132 or permission of Instructor.
Division: Communication & Fine Arts

ART137 / Alternative Photographic Processes
3 Credits / 6.0 Periods for Lecture & Lab
This course focuses on the 19th-century photographic processes including new picture-making technologies. Discussing the history of photography in relation with techniques taught in class. Students encouraged to explore historical processes in combination with contemporary technologies. Through technical demonstrations, hands-on workshops, and technical assignments, students develop a working knowledge of a range of processes while developing their own visual language. Prerequisites: None.
Division: Communication & Fine Arts

ART151 / Sculpture I
3 Credits / 6.0 Periods for Lecture & Lab
Exploration of sculptural form and expression in clay, plaster, stone, wood and metal. Prerequisites: None.
Division: Communication & Fine Arts

ART161 / Ceramics I
3 Credits / 6.0 Periods for Lecture & Lab
Introduction to ceramic materials and techniques of hand construction, decorating, glazing and throwing on potters' wheel. Prerequisites: None.
Division: Communication & Fine Arts

ART162 / Ceramics II
3 Credits / 6.0 Periods for Lecture & Lab
Major emphasis on wheel throwing, glaze making and decorating techniques. Prerequisites: A grade of C or better in ART161.
Division: Communication & Fine Arts

ART165 / Watercolor Painting I
3 Credits / 6.0 Periods for Lecture & Lab
Transparent and Gouache watercolor painting. Prerequisites: A grade of C or better in (ART111 and ART112), or permission of Instructor.
Division: Communication & Fine Arts

ART166 / Watercolor Painting II
3 Credits / 6.0 Periods for Lecture & Lab
Painting in water soluble media. Emphasis on individual techniques and design. Prerequisites: A grade of C or better in ART165.
Division: Communication & Fine Arts

ART167 / Painting I
3 Credits / 6.0 Periods for Lecture & Lab
Exploration of technical and expressive possibilities of various media in painting. Prerequisites: A grade of C or better in (ART111 and ART112), or permission of Instructor.
Division: Communication & Fine Arts

ART168 / Painting II
3 Credits / 6.0 Periods for Lecture & Lab
Continued refinement of painting skills and investigation of new possibilities in painting. Prerequisites: A grade of C or better in ART167 or permission of Instructor.
Division: Communication & Fine Arts

ART234 / Color Photography
3 Credits / 6.0 Periods for Lecture & Lab
Basic principles of color theory, camera and input and output techniques using analog or digital photography. Prerequisites: A grade of C or better in ART131, or AVC142, or permission of Instructor. Course Notes: Film or digital camera is required.
Division: Communication & Fine Arts

ART255 / Art Marketing
3 Credits / 3.0 Periods for Lecture
Career goals, presentation of artist and art work (portfolio, resume, business cards, catalog), pricing and selling works, networking, establishing a studio, promotion and publicity, writing press releases, proposal writing, business ethics, artist rights, copyright law, contracts and agreements, royalties, record keeping, and communication skills. Prerequisites: None.
Division: Communication & Fine Arts

ART290AC / Studio Art
3 Credits / 6.0 Periods for Lecture & Lab
Studio course for art majors allowing continuation in a subject field. Prerequisites: Permission of Instructor. Course Notes: ART290AC students must have completed advanced courses in the subject field. ART290AC may be repeated for credit.
Division: Communication & Fine Arts

ART290BC / Studio Art: Drawing
3 Credits / 6.0 Periods for Lecture & Lab
Studio course for art majors allowing continuation in a subject field. Prerequisites: A grade of C or better in ART111 or permission of Instructor. Course Notes: ART290BC may be repeated for credit.
Division: Communication & Fine Arts

ART290DC / Studio Art: Life Drawing
3 Credits / 6.0 Periods for Lecture & Lab
Studio course for art majors allowing continuation in a subject field. Prerequisites: A grade of C or better in ART117 or permission of Instructor. Course Notes: ART290DC may be repeated for credit.
Division: Communication & Fine Arts

ART290EC / Studio Art: Photography
3 Credits / 6.0 Periods for Lecture & Lab
Studio course for art majors allowing continuation in a subject field. Prerequisites: A grade of C or better in ART132 or permission of Instructor. Course Notes: ART290EC may be repeated for credit.
Division: Communication & Fine Arts

ART290GC / Studio Art: Ceramics
3 Credits / 6.0 Periods for Lecture & Lab
Studio course for art majors allowing continuation in a subject field. Prerequisites: A grade of C or better in ART162 or permission of Instructor. Course Notes: ART290GC may be repeated for credit.
Division: Communication & Fine Arts

ART290JC / Studio Art: Color
3 Credits / 6.0 Periods for Lecture & Lab
Studio course for art majors allowing continuation in a subject field. Prerequisites: A grade of C or better in ART113 or permission of Instructor. Course Notes: ART290JC may be repeated for credit.
Division: Communication & Fine Arts

ART290MC / Studio Art: Digital Photography
3 Credits / 6.0 Periods for Lecture & Lab
Studio course for art majors allowing continuation in a subject field. Prerequisites: A grade of C or better in AVC143 or permission of Instructor. Course Notes: ART290MC may be repeated for credit.
Division: Communication & Fine Arts

ART290PC / Studio Art: Painting
3 Credits / 6.0 Periods for Lecture & Lab
Studio course for art majors allowing continuation in a subject field. Prerequisites: A grade of C or better in ART168 or permission of Instructor. Course Notes: ART290PC may be repeated for credit.
Division: Communication & Fine Arts

Art Humanities (ARH)

ARH100 / Introduction to Art
3 Credits / 3.0 Periods for Lecture
Understanding and enjoyment of art and visual culture through study of two-dimensional and three-dimensional works of art, design elements, media and processes, and cultural contexts. Emphasis on contemporary topics and cultural diversity in the arts. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

ARH101 / Art from Prehistory Through Middle Ages
3 Credits / 3.0 Periods for Lecture
History of art from the Paleolithic period through the Middle Ages.
SUN SUN# ART 1101
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

ARH102 / Art from Renaissance to Modernism
3 Credits / 3.0 Periods for Lecture
History of art from the Renaissance through Modernism.
SUN SUN# ART 1102
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

ARH112 / Introduction to Modern and Contemporary Art
3 Credits / 3.0 Periods for Lecture
Study of art and theory from the mid-nineteenth century to the present. Focus on European and American modern and contemporary art while considering other regions of the world. Examination of the historical, social, and cultural contexts of artistic developments. Application of various interpretive models to examine modern and contemporary art. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

ARH115 / History of Photography
3 Credits / 3.0 Periods for Lecture
Survey of history of photography from beginning to present. Emphasizes the reciprocal relationship between the medium's development and reception, society, and other visual arts. Technical developments, photographic practices, and sociocultural themes are studied. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

ARH203 / Art of Ancient Egypt
3 Credits / 3.0 Periods for Lecture
The art and culture of ancient Egypt from prehistoric through the Greco-Roman period. Prerequisites: None.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

ARH217 / Mexican Art History
3 Credits / 3.0 Periods for Lecture
Art of Mexico and related cultures, from the prehistoric to the contemporary period. Prerequisites: None.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

Artificial Intelligence and Machine Learning (AIM)

AIM100 / Introduction to Artificial Intelligence
3 Credits / 3.0 Periods for Lecture
Basic concepts and applications of artificial intelligence (AI), including AI project cycles. Focus on issues surrounding AI including ethics, bias, culture, regulations, and professional expectations. Prerequisites: None.
Division: Physical Sciences and Engineering

AIM110 / Introduction to Machine Learning
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to machine learning concepts and Python applications, including data acquisition, supervised and unsupervised learning, and data modeling. Prerequisites: A grade of C or better in AIM100, CIS156, and MAT206.
Division: Physical Sciences and Engineering

AIM210 / Natural Language Processing
3 Credits / 4.0 Periods for Lecture & Lab
Fundamental concepts in Natural Language Processing (NLP) and text processing. Focus on knowledge and skills necessary to create a language recognition application. Prerequisites: A grade of C or better in AIM110.
Division: Physical Sciences and Engineering

AIM220 / Artificial Intelligence for Computer Vision
3 Credits / 4.0 Periods for Lecture & Lab
Understand and apply the basic techniques to process images using OpenCV and Python libraries. Prerequisites: A grade of C or better in AIM110.
Division: Physical Sciences and Engineering

AIM230 / Artificial Intelligence for Business Solutions
3 Credits / 4.0 Periods for Lecture & Lab
Fundamentals of artificial intelligence (AI) and machine learning to support business solutions. Prerequisites: A grade of C or better in AIM210 and AIM220.
Division: Physical Sciences and Engineering

AIM240 / Artificial Intelligence Capstone Project
3 Credits / 4.0 Periods for Lecture & Lab
Focus on how a social issue is explored, brought through the Artificial Intelligence (AI) Project cycle, and delivered as a solution using the different domains of AI, including computer vision and natural language processing. Prerequisites: A grade of C or better in AIM210 and AIM220.
Division: Physical Sciences and Engineering

Astronomy (AST)

AST101 / Survey of Astronomy
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Survey of astronomy for the nontechnical student. The history, content, and evolution of the solar system and the universe in general. Astronomical principles and instrumentation. The planets, moons, sun, comets, stars and star formation, galaxies, and cosmology. Prerequisites: None.
Fulfills: Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Physical Sciences and Engineering

AST106 / Life in the Universe
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Introduction to the search for life in the universe for the non-science major. Earth's location in space and time, nature of life, light and the spectrum, origin and history of the universe, origin of life on Earth and the possibility of life on other planets. Prerequisites: A grade of C or better in MAT090 or MAT091 or MAT092 or completion of higher level mathematics course, or satisfactory placement.
Crosslisted: GLG106
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

AST111 / Introduction to Solar System Astronomy
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Introduction to astronomy for the non-science major. The scientific method, properties of light, astronomical instruments, our Solar System and solar systems around other stars. Includes hands-on astronomical observations and laboratory exercises. Prerequisites: A grade of C or better in MAT092 or higher, or satisfactory district placement.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

AST112 / Introduction to Stars, Galaxies, and Cosmology
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Introduction to astronomy for the non-science major. Structure and evolution of stars; supernovae, black holes, and quasars; nebulae; star clusters; galaxies; cosmology, including the birth and death of the universe. Prerequisites: A grade of C or better in MAT092 or higher, or satisfactory district placement. Course Notes: Note that AST111 is not a prerequisite for this course.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

Automated Industrial Technology (AIT)

AIT124 / Composites
3 Credits / 4.0 Periods for Lecture & Lab
Basic composite materials, construction, and repair. Manufacturing methods and equipment. Assessment and repair of composite structures using vacuum bagging and other approved procedures. Corrosion control, electrical bonding, materials substitutions, machining of composite components, mold fabrication. Hot bond repair of composite components including complex shapes and varied materials. Prerequisites: None.
Division: Aviation and Applied Technology

AIT132 / Industrial Technology for the Semiconductor Industry
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to semiconductor manufacturing concepts, processes, and hands-on application. Includes electrical theory, circuits, schematics, hand tools, safety, clean room protocols, model based problem solving, lean manufacturing, vacuum technology, and troubleshooting. Prerequisites: None.
Division: Aviation and Applied Technology

Biology (BIO)

BIO100 / Biology Concepts
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
This course will introduce students to the basic principles and concepts of biology, from the smallest molecules to the largest ecosystems. Students will learn about the methods of scientific inquiry that biologists use to study life. Prerequisites: None.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Biological Sciences

BIO105 / Environmental Biology
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Fundamentals of ecology and their relevance to human impact on natural ecosystems. Prerequisites: None.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Biological Sciences

BIO156 / Introductory Biology for Allied Health
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
An introductory biology course for allied health majors with an emphasis on humans. Topics include fundamental concepts of cell biology, histology, microbiology, and genetics. Prerequisites: A grade of C or better in RDG100, or RDG100LL, or higher, or eligibility for CRE101. One year of high school or one-semester of college level chemistry is strongly recommended.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Biological Sciences

BIO160 / Introduction to Human Anatomy and Physiology
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
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.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Biological Sciences

BIO181 / General Biology (Majors) I
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
The study and principles of structure and function of organisms at the molecular and cellular levels. A detailed exploration of the chemistry of life, the cell, and genetics. Prerequisites: A grade of C or better in RDG100, or RDG100LL, or higher, or eligibility for CRE101. One year of high school or one semester of college-level biology and chemistry is strongly recommended.
SUN SUN# BIO 1181
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Biological Sciences

BIO182 / General Biology (Majors) II
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
The study and principles of structure and function of living things at cellular, organismic, and higher levels of organization. A detailed exploration of the mechanisms of evolution, biological diversity, biology of organisms, and ecology. Prerequisites: A grade of C or better in BIO181, or BIO181XT, or permission of Department or Division.
SUN SUN# BIO 1182
Fulfills: Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Biological Sciences

BIO201 / Human Anatomy and Physiology I
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Study of structure and function of the human body. Topics include cells, tissues, integumentary system, skeletal system, muscular system, and nervous system. Prerequisites: A grade of C or better in (BIO156, or BIO156XT, or BIO181, or BIO181XT, or one year of high school biology) and (RDG100, or RDG100LL, or higher, or eligibility for CRE101). CHM130 or higher or one year of high school chemistry suggested but not required.
SUN SUN# BIO 2201
Fulfills: Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Biological Sciences

BIO202 / Human Anatomy and Physiology II
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Continuation of structure and function of the human body. Topics include endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems, pregnancy and development, and fluid and electrolyte balance. Prerequisites: A grade of C or better in BIO201 or BIO201XT.
SUN SUN# BIO 2202
Fulfills: Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Biological Sciences

BIO205 / Microbiology
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Study of microorganisms and their relationship to health, ecology, and related fields. Prerequisites: A grade of C or better in (BIO156, or BIO156XT, or BIO181, or BIO181XT, or one year of high school biology) and (RDG100, or RDG100LL, or higher, or eligibility for CRE101). CHM130 or higher or one year of high school chemistry suggested but not required.
SUN SUN# BIO 2205
Fulfills: Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Biological Sciences

Business-Personal Computers (BPC)

BPC110 / Computer Usage and Applications
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to business and personal computer operations and usage. Software applications for analyzing and solving business problems including word processing, spreadsheet, database, and presentation graphics. Prerequisites: None.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

BPC111AA / Computer Keyboarding I
1 Credit / 1.7 Periods for Lecture & Lab
Mastery of essential microcomputer keyboarding skills. Emphasis on touch typing of alphabetic and numeric keys and symbols. Prerequisites: None.
Crosslisted: OAS111AA
Division: Business and Computing Studies

BPC171 / Recycling Used Computer Technology
1 Credit / 2.0 Periods for Lecture & Lab
Use of hardware maintenance knowledge and skills to refurbish used computers. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: BPC170 or permission of instructor. Course Notes: BPC171 may be repeated for a total of three (3) credit hours.
Division: Business and Computing Studies

BPC170 / A+ Exam Prep: Computer Hardware Configuration and Support
3 Credits / 4.0 Periods for Lecture & Lab
Explore technical aspects of personal computers, including system components, installation, system configuration, peripheral devices, and notebooks. Emphasis placed on hardware installation, maintenance, mobile devices, and hardware troubleshooting. Helps prepare students for the CompTIA A+ examinations. Prerequisites: None.
Division: Business and Computing Studies

BPC270 / A+ Exam Prep: Operating System Configuration and Support
3 Credits / 4.0 Periods for Lecture & Lab
Explore advanced technical aspects of maintaining and servicing computers. Emphasis placed on OS installation, maintenance, mobile devices, security, software troubleshooting, and on proper usage of tools, safety procedures, and professionalism. Helps prepare students for the CompTIA A+ examinations. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.
Division: Business and Computing Studies

Chemistry (CHM)

CHM107 / Chemistry and Society
3 Credits / 3.0 Periods for Lecture
A survey of chemistry and its impact on society and the environment. Prerequisites: None. Course Notes: Completion of CHM107LL required to meet the Natural Science requirement.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM107LL / Chemistry and Society Laboratory
1 Credit / 3.0 Periods for Laboratory
Laboratory experience in support of CHM107. Prerequisites or Corequisites: CHM107. Course Notes: General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with: CHM107
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM130 / Fundamental Chemistry
3 Credits / 3.0 Periods for Lecture
A survey of the fundamentals of general chemistry. Emphasis on essential concepts and problem solving techniques. Basic principles of measurement, chemical bonding, structure and reactions, nomenclature, and the chemistry of acids and bases. Preparation for students taking more advanced courses in chemistry. Prerequisites: A grade of C or better in [(CHM100, or high school algebra, or MAT140 or higher, or an EdReady-Quantitative Reasoning, Algebra and Statistics score of 70 or higher, or an EdReady-College Algebra score of 80 or higher) and (RDG100, or RDG100LL, or higher, or eligibility for CRE101 as indicated by appropriate reading placement)], or permission of the Instructor, or Department or Division Chair. Course Notes: General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with: CHM130LL. Arizona Shared Unique Number SUN# CHM 1130 in combination with: CHM130LL. Students may receive credit for only one of the following: CHM130 and CHM130LL, or CHM130AA.
SUN SUN# CHM 1130
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM130AA / Fundamental Chemistry with Lab
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
A survey of the fundamentals of general chemistry. Emphasis on essential concepts and problem solving techniques. Basic principles of measurement, chemical bonding, structure and reactions, nomenclature, and the chemistry of acids and bases. Preparation for students taking more advanced courses in chemistry. Prerequisites: A grade of C or better in [(CHM100, or high school algebra, or MAT140 or higher, or an EdReady-Quantitative Reasoning, Algebra and Statistics score of 70 or higher, or an EdReady-College Algebra score of 80 or higher) and (RDG100, or RDG100LL, or higher, or eligibility for CRE101 as indicated by appropriate reading placement)], or permission of the Instructor, or Department or Division Chair. Course Notes: Student may receive credit for only one of the following: CHM130 and CHM130LL, or CHM130AA.
SUN SUN# CHM 1130
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM130LL / Fundamental Chemistry Laboratory
1 Credit / 3.0 Periods for Laboratory
Laboratory experience in support of CHM130. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: CHM130. Course Notes: General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with: CHM130. Arizona Shared Unique Number SUN# CHM 1130 in combination with: CHM130. Students may receive credit for only one of the following: CHM130 and CHM130LL, or CHM130AA.
SUN SUN# CHM 1130
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM151 / General Chemistry I
3 Credits / 3.0 Periods for Lecture
Detailed study of principles of chemistry for science majors and students in pre-professional curricula. Prerequisites: A grade of C or better in [(CHM130 and CHM130LL), or CHM130AA, or one year of high school chemistry taken within the last five years] and (a grade of C or better in MAT151 or higher level mathematics course, or satisfactory placement), or permission of the Instructor, or Department or Division Chair. Course Notes: General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with: CHM151LL. Arizona Shared Unique Number SUN# CHM 1151 in combination with: CHM151LL. Completion of all prerequisites within the last two years is recommended. Students may receive credit for only one of the following: CHM150 and CHM151LL, or CHM151 and CHM151LL, or CHM150AA, or CHM151AA.
SUN SUN# CHM 1151
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM151AA / General Chemistry I with Lab
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Detailed study of principles of chemistry for science majors and students in pre-professional curricula. Prerequisites: A grade of C or better in [(CHM130 and CHM130LL), or CHM130AA, or one year of high school chemistry taken within the last five years] and (a grade of C or better in MAT151 or higher level mathematics course, or satisfactory placement), or permission of the Instructor, or Department or Division Chair. Course Notes: Completion of all prerequisites within the last two years is recommended. Student may receive credit for only one of the following: CHM150 and CHM151LL, or CHM151 and CHM151LL, or CHM150AA, or CHM151AA.
SUN SUN# CHM 1151
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM151LL / General Chemistry I Laboratory
1 Credit / 3.0 Periods for Laboratory
Laboratory experience in support of CHM150 or CHM151. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: CHM150 or CHM151. Course Notes: General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with: CHM150 or CHM151. Arizona Shared Unique Number SUN# CHM 1151 in combination with: CHM150 or CHM151. Student may receive credit for only one of the following: CHM150 and CHM151LL, or CHM151 and CHM151LL, or CHM150AA, or CHM151AA.

SUN SUN# CHM 1151
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM152 / General Chemistry II
3 Credits / 3.0 Periods for Lecture
A study of the chemical properties of the major groups of elements, equilibrium theory, thermodynamics, electrochemistry, and other selected topics. Prerequisites: A grade of C or better in [(CHM150 or CHM151) and CHM151LL], or CHM150AA, or CHM151AA, or permission of the Instructor, or Department or Division Chair. Course Notes: Completion of CHM152LL required to meet the Natural Science requirement. Student may receive credit for only one of the following: CHM152 and CHM152LL, or CHM152AA. General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with CHM152LL.

SUN SUN# CHM 1152
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM152AA / General Chemistry II with Lab
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
A study of the chemical properties of the major groups of elements, equilibrium theory, thermodynamics, electrochemistry, and other selected topics. Prerequisites: A grade of C or better in [(CHM150 or CHM151) and CHM151LL], or CHM150AA, or CHM151AA, or permission of the Instructor, or Department or Division Chair. Course Notes: Completion of prerequisites within the last two years recommended. Student may receive credit for only one of the following: CHM152 and CHM152LL, or CHM152AA.

SUN SUN# CHM 1152
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM152LL / General Chemistry II Laboratory
1 Credit / 3.0 Periods for Laboratory
Laboratory experience in support of CHM152. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: CHM152. Course Notes: Student may receive credit for only one of the following: CHM152 and CHM152LL, or CHM152AA. General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with: CHM152.

SUN SUN# CHM 1152
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM230 / Fundamental Organic Chemistry
3 Credits / 3.0 Periods for Lecture
Chemistry of representative groups of organic compounds, emphasizing biological applications. Prerequisites: A grade of C or better in (CHM130 and CHM130LL) or (CHM150 or CHM151 and CHM151LL), or permission of the Instructor, or Department or Division Chair. Course Notes: General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with: CHM230LL. Arizona Shared Unique Number SUN#: CHM 2230. Completion of prerequisites within the last two years recommended. 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. Students may receive credit for only one of the following: CHM230 and CHM230LL, or CHM230AA.

SUN SUN# CHM 2230
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM230LL / Fundamental Organic Chemistry Laboratory
1 Credit / 3.0 Periods for Laboratory
Laboratory experience in support of CHM230. Prerequisites: A grade of C or better in CHM130LL or CHM151LL, or equivalent. Prerequisites or Corequisites: CHM230. Course Notes: General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with: CHM230. CHM230LL students may receive credit for only one of the following: (CHM230 and CHM230LL), or CHM230AA. Completion of prerequisites within the last two years recommended. Designed for students in agriculture, dental hygiene, home economics, nursing, and physical therapy.

SUN SUN# CHM 2230
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

CHM235 / General Organic Chemistry I
3 Credits / 3.0 Periods for Lecture
Rigorous introduction to chemistry of carbon-containing compounds. Reaction mechanisms and recent methods of synthesis emphasized. Prerequisites: A grade of C or better in (CHM152 and CHM152LL), or CHM152AA, or (CHM154 and CHM154LL), or permission of the Instructor, or Department or Division Chair. Course Notes: Completion of prerequisites within the last two years recommended.

SUN SUN# CHM 2235
Division: Physical Sciences and Engineering

CHM235LL / General Organic Chemistry I Laboratory
1 Credit / 4.0 Periods for Laboratory
Laboratory experience in support of CHM235. Prerequisites: A grade of C or better in CHM235 or Corequisites: CHM235. Completion of prerequisites within the last two years recommended.

SUN SUN# CHM 2235
Division: Physical Sciences and Engineering

CHM236 / General Organic Chemistry IIA
3 Credits / 3.0 Periods for Lecture
Study of chemistry of carbon-containing compounds continued. Structural determination and additional reaction mechanisms and modern methods of synthesis emphasized. Prerequisites: A grade of C or better in (CHM235 and CHM235LL) or CHM235AA, or permission of the Instructor, or Department or Division Chair. Course Notes: Students may receive credit for only one of the following: CHM236 and CHM236LL, or CHM236AA. Completion of prerequisites within the last two years recommended.
SUN SUN# CHM 2236
Division: Physical Sciences and Engineering

CHM236LL / General Organic Chemistry IIA Laboratory
1 Credit / 4.0 Periods for Laboratory
Laboratory experience in support of CHM236. Prerequisites: A grade of C or better in CHM236 or Corequisites: CHM236. Completion of prerequisites within the last two years recommended.
SUN SUN# CHM 2236
Division: Physical Sciences and Engineering

Chicana and Chicano Studies (CCS)

CCS101 / Chicana and Chicano Studies
3 Credits / 3.0 Periods for Lecture
Introduction to the wealth and diversity of Chicana and Chicano Studies research from a variety of disciplinary perspectives through the use of a series of historical and social scientific studies, novels, testimonies, and films. Prerequisites: A grade of C or better in ENG101, or ENG107, or equivalent.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

Child/Family Studies (CFS)

CFS176 / Child Development
3 Credits / 3.0 Periods for Lecture
Study of the science of human development from conception through adolescence. Includes observation skills, parent and adult roles in the lives of children, and contemporary issues. Prerequisites: None.
Crosslisted: ECH176
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

Cisco Network Technology (CNT)

CNT140AB / Introduction to Networks
4 Credits / 6.0 Periods for Lecture & Lab
Focus on the architecture, structure, functions, components, and models of the Internet and other computer networks. Principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced. Students will build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes. Preparation for Cisco certification examination. Prerequisites: None.
Division: Business and Computing Studies

CNT150AB / Switching, Routing, and Wireless Essentials
4 Credits / 6.0 Periods for Lecture & Lab
Focus on configuring switches and routers for use in small and medium size networks. Including Virtual Local Area Networks (VLANs), VLAN trunking, Inter-VLAN routing, Spanning Tree Protocol (STP), EtherChannel, Dynamic Host Configuration Protocol (DHCP), First Hop Redundancy, Local area Network (LAN) and Switch security, and Static routing. Knowledge and skills needed to implement a Wireless Local Area Network (WLAN) is also covered. Preparation for Cisco certification examination. Prerequisites: A grade of C or better in CNT140AB or permission of Instructor.
Division: Business and Computing Studies

CNT160AB / Enterprise Networking, Security, and Automation
4 Credits / 6.0 Periods for Lecture & Lab
Focus on the configuration of routers and switches within small and medium size networks for advanced functionality including Open Shortest Path First (OSPF), Network security, Access Control Lists (ACLs), Network Address Translation (NAT), Wide Area Network (WAN) concepts, Virtual Private Networks (VPNs), Quality of Service (QOS), network management, design, troubleshooting, virtualization, and automation. Preparation for Cisco certification examination. Prerequisites: A grade of C or better in CNT150AB or permission of Instructor.
Division: Business and Computing Studies

CNT205 / Cisco Certified Network Associate Security
4 Credits / 6.0 Periods for Lecture & Lab
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: A grade of C or better in CNT160AB, or Cisco Certified Network Associate (CCNA) certification, or permission of Instructor.
Division: Business and Computing Studies

Cloud Computing (CLD)

CLD110 / Amazon Web Services Cloud Foundations
3 Credits / 4.0 Periods for Lecture & Lab
Provides a detailed overview of cloud concepts, Amazon Web Services (AWS) core services, security, architecture, pricing, and support. Intended for students who seek an overall understanding of cloud computing concepts, independent of specific technical roles. Helps to prepare students for the AWS Certified Cloud Practitioner exam. Prerequisites: None. CIS105 suggested but not required.
Division: Business and Computing Studies

Communication (COM)

COM100 / Introduction to Human Communication
3 Credits / 3.0 Periods for Lecture
Introduces the theory and practice of human communication. Surveys communication topics related to interpersonal, small group, and public communication. Prerequisites: None.
SUN SUN# COM 1100
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Communication & Fine Arts

COM110 / Interpersonal Communication
3 Credits / 3.0 Periods for Lecture
Theory and practice of communication skills which affect day-to-day interactions with other persons. Topics may include using verbal and nonverbal symbols, interactive listening, resolving interpersonal conflict, developing and maintaining personal and professional relationships. Prerequisites: None.
SUN SUN# COM 1110
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Communication & Fine Arts

COM207 / Introduction to Communication Inquiry
3 Credits / 3.0 Periods for Lecture
Overview of theory and methodological practice in communication with particular attention to scholarly writing skills. Emphasis on development of critical thinking skills through active participation in the research process. Prerequisites: A grade of C or better in ENG101 or ENG107 or equivalent, and COM100 or equivalent, or permission of Instructor. Course Notes: Recommended for the communication major.
Division: Communication & Fine Arts

COM225 / Public Speaking
3 Credits / 3.0 Periods for Lecture
Designed to enhance the student's ability to present public speeches confidently and competently. Also designed to improve information literacy and critical thinking skills. Prerequisites: A grade of C or better in ENG101, or ENG107, or equivalent.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Communication & Fine Arts

COM230 / Small Group Communication
3 Credits / 3.0 Periods for Lecture
Principles and processes of small groups and development of skills for participation and leadership in small group settings. Practice in problem solving, decision making, and information sharing. Prerequisites: None.
SUN SUN# COM 2271
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Communication & Fine Arts

COM263 / Elements of Intercultural Communication
3 Credits / 3.0 Periods for Lecture
Diverse cultural contexts are explored through basic concepts, principles, and theories of intercultural communication. Discovering effective interaction and appropriate communication in a global community is emphasized. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Global Awareness [G]; Global Awareness [G]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Communication & Fine Arts

Computer Information Systems (CIS)

CIS102DA / Customer User Support
3 Credits / 4.0 Periods for Lecture & Lab
Examines skills, tools and strategies necessary for becoming a computer help-desk or end-user support professional. Prerequisites: None.
Division: Business and Computing Studies

CIS103 / Introduction to Social Media
3 Credits / 4.0 Periods for Lecture & Lab
Identify and explain social media and Web 2.0 technologies for personal, academic, professional, and business applications. Create and maintain accounts on various sites to socialize, write, and share multimedia, while understanding the related ethics, privacy and security issues. Prerequisites: None. Course Notes: Students must be 13 years or older to enroll in CIS103 as students are required to create social media accounts for course participation.
Division: Business and Computing Studies

CIS105 / Survey of Computer Information Systems
3 Credits / 4.0 Periods for Lecture & Lab
Overview of computer technology, concepts, terminology, and the role of computers in business and society. Discussion of social and ethical issues related to computers. Use of word processing, spreadsheet, database, and presentation software. Includes uses of application software and the Internet for efficient and effective problem solving. Exploration of relevant emerging technologies. Prerequisites: None.
SUN SUN# CIS 1120
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CIS111 / Ethics in Information Technology
3 Credits / 3.0 Periods for Lecture
Ethical issues that arise as a result of increasing use of computers, and the responsibilities of those who work with computers, either as computer science professionals or end users. Critical inquiry and review of ethical challenges in information technology business, including professional and corporate responsibility, government regulation, fiduciary responsibilities of information, infringement of intellectual property, security risk assessment, Internet crime, identity theft, employee surveillance, privacy, compliance, social networking, and the ethics of IT corporations. Prerequisites: None.
Division: Business and Computing Studies

CIS113DE / Microsoft Word: Word Processing
3 Credits / 4.0 Periods for Lecture & Lab
Using word processing software to create, name and manage files, edit text, format, apply themes and styles, create and modify tables, apply desktop publishing features, and print a variety of types of documents. Prerequisites: None.
Division: Business and Computing Studies

CIS114DE / Excel Spreadsheet
3 Credits / 4.0 Periods for Lecture & Lab
Computer spreadsheet skills for solving business problems using Excel, including calculations, forecasting, projections, macro programming, database searching, extraction, linking, statistics, and matrix manipulation. Production of graphs and reports. Project design using multiple, integrated spreadsheets. Prerequisites: None.
Division: Business and Computing Studies

CIS117DM / Microsoft Access: Database Management
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to Microsoft Access. Emphasis on features, design, and database management. Prerequisites: None. Course Notes: CIS117DM combines the contents of CIS117AM, CIS117BM and CIS117CM. CIS117DM may be repeated for a total of nine (9) credit hours.
Division: Business and Computing Studies

CIS118DB / Desktop Presentation: PowerPoint
3 Credits / 4.0 Periods for Lecture & Lab
Use of PowerPoint to produce professional-quality presentation visuals with animation and sound. Prerequisites: None.
Division: Business and Computing Studies

CIS119DO / Introduction to Oracle: SQL
3 Credits / 4.0 Periods for Lecture & Lab
Use of Oracle tools and methodologies to fulfill real-world business information requirements. Hands-on exercises for designing, creating, and maintaining database structures to store, retrieve, update, and display data in a relational database using the SQL programming language. Creating and maintaining database objects. Advanced retrieval techniques. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: CIS105 or permission of Instructor.
Division: Business and Computing Studies

CIS119DP / Oracle: Database Administration
3 Credits / 4.0 Periods for Lecture & Lab
Basic administrative tasks performed by a database administrator (DBA). Conceptual understanding and hands-on applications of the Oracle database architecture and interaction of its components. Prerequisites: A grade of C or better in CIS119DO, or permission of Instructor. (CIS126++ or CIS121++ or MST152++) is recommended.
Division: Business and Computing Studies

CIS120DB / Introduction to Adobe Illustrator
3 Credits / 4.0 Periods for Lecture & Lab
Provides students with the knowledge and skills to use Adobe Illustrator graphics software on a computer. Basic foundation course in the use of electronic techniques to create, manipulate, and edit images, text, abstract art, graphics design, color graphics and business charts; determine file formats appropriate for web and print; utilize tools to optimize graphics and create a PDF file. Prerequisites: None.
Division: Business and Computing Studies

CIS120DC / Introduction to Adobe Animate
3 Credits / 4.0 Periods for Lecture & Lab
Focuses on entry-level skill expectations for digital animation using Adobe Animate. Covers basic animation techniques used in the creation, manipulation, and editing of animation graphics. Prepares students for the Adobe certifications related to Adobe Animate. Prerequisites: None.
Division: Business and Computing Studies

CIS120DF / Introduction to Adobe Photoshop
3 Credits / 4.0 Periods for Lecture & Lab
Focuses on entry-level skills and knowledge for digital imaging using Adobe Photoshop. Prepares students for the Adobe Certifications related to Photoshop. Prerequisites: None.
Division: Business and Computing Studies

CIS121AB / Microsoft Command Line Operations
1 Credit / 2.0 Periods for Lecture & Lab
Use of the Microsoft command line interface: basic concepts, internal and external commands, subdirectories, and editor. Prerequisites: None.
Division: Business and Computing Studies

CIS121AE / Windows Operating System: Level I
1 Credit / 2.0 Periods for Lecture & Lab
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.
Division: Business and Computing Studies

CIS121AH / Microsoft PowerShell/Command Line Operations
3 Credits / 4.0 Periods for Lecture & Lab
Day-to-day command line administration tasks of Microsoft Windows. PowerShell used to create scripts to administer Microsoft windows environment. Prerequisites: None. MST150++ suggested but not required.
Division: Business and Computing Studies

CIS126DL / Linux Operating System
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to the Linux Operating system. Develop knowledge and skills required to install, configure and troubleshoot a Linux-based workstation including basic network functions. Learn basic command line and Graphical User Interface (GUI) desktop environment utilities and applications. Fundamental abilities to achieve the entry-level industry certification covered. Prerequisites: None.
Division: Business and Computing Studies

CIS126RH / Red Hat System Administration I
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to core administration skills needed to manage a Red Hat Enterprise Linux system. This Red Hat Academy course helps prepare for the Red Hat certification exams using a hands-on, task-focused curriculum. Prerequisites: None.
Division: Business and Computing Studies

CIS133DA / Internet/Web Development Level I
3 Credits / 4.0 Periods for Lecture & Lab
Overview of the Internet/World Wide Web (WWW) and its resources. Hands-on experience with various Internet/WWW resource discovery, information retrieval, and social media tools. Design and Development of multi-page websites using current Hyper Text Markup Language (HTML) and Cascading Style Sheets (CSS) standards. Prerequisites: None.
Division: Business and Computing Studies

CIS150AB / Object-Oriented Programming Fundamentals
3 Credits / 4.0 Periods for Lecture & Lab
Structured and Object-Oriented design and logic tools. Use of computer problems to demonstrate and teach concepts using an appropriate programming language. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: CIS105 or permission of Instructor.
Division: Business and Computing Studies

CIS151 / Computer Game Development -Level I
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to object-oriented game development, game design, and game theory. Use of computer software to demonstrate and teach concepts using an appropriate game development platform to model real-time simulations and create computer games using object oriented tools. Introduction to developing PC games, educational software, and training software using windows based object oriented developments tools. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.
Division: Business and Computing Studies

CIS154 / Database Modeling and Design
3 Credits / 4.0 Periods for Lecture & Lab
Top-down, systematic approach to defining a database design based on analysis of business information and requirements. Identifying and evaluating standard data model and design patterns. Developing an entity-relationship (ER) diagram that accurately reflects the business. Mapping the ER diagram to an initial database design and revising for complex entities, attributes, and relationships. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.
Division: Business and Computing Studies

CIS156 / Python Programming: Level I
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to Python programming. Includes general concepts, program design, development, data types, operators, expressions, flow control, functions, classes, input and output operations, debugging, structured programming, and object-oriented programming. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.
Division: Business and Computing Studies

CIS159 / Visual Basic Programming I
3 Credits / 4.0 Periods for Lecture & Lab
Use of the Visual Basic programming language to solve problems using suitable examples from business or other disciplines. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.
Division: Business and Computing Studies

CIS162 / C Programming I
3 Credits / 4.0 Periods for Lecture & Lab
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: A grade of C or better in CIS105 or permission of Instructor.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CIS162AB / C++: Level I
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to C++ programming including general concepts, program design, development, data types, operators, expressions, flow control, functions, classes, input and output operations, debugging, structured programming, and object-oriented programming. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CIS162AD / C#: Level I
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to C# programming including general concepts, program design, development, data types, operators, expressions, flow control, functions, classes, input and output operations, debugging, structured programming, and object-oriented programming. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CIS163AA / Java Programming: Level I
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to Java programming. Includes features needed to construct Java Applets, Java Applications, control structures, methods, arrays, character and string manipulation, graphics, and object-oriented programming. Prerequisites: A grade of C or better in CIS105 or permission of Instructor.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CIS164AB / Oracle: PL/SQL Programming
3 Credits / 4.0 Periods for Lecture & Lab
Writing PL/SQL procedures, functions, and packages. Creating and managing PL/SQL program units and database triggers in Oracle development environment. Managing dependencies and manipulating large objects. Prerequisites: A grade of C or better in CIS119DO, or permission of the Instructor.
Division: Business and Computing Studies

CIS165 / Introduction to IOS Application Development
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to iOS device programming utilizing the XCode application, and the programming languages Objective-C and/or Swift, utilizing various iOS frameworks. Understand iOS hardware and feature basics. Go through the entire design process from concept to final product delivery. Prerequisites: A grade of C or better in CIS150++, or CIS156, or CIS159, or CIS162++, or CIS163AA, or permission of Instructor.
Division: Business and Computing Studies

CIS165DA / Introduction to Android Application Development
3 Credits / 4.0 Periods for Lecture & Lab
Beginning with an overview of Android features, this class explores the required software tools and programming techniques for developing Android device applications from creating the user interface, working with activities, intents and views, to using databases, providing data persistence, accessing device services, to debugging and publishing applications. Prerequisites: A grade of C or better in CIS150++, or CIS156, or CIS159, or CIS162++, or CIS163AA, or permission of Instructor.
Division: Business and Computing Studies

CIS166AA / Introduction to Javascript
3 Credits / 4.0 Periods for Lecture & Lab
Introduction to basic JavaScript programming concepts including syntax. Covers Hypertext Markup Language (HTML), programming logic and debugging, as well as forms manipulation and animation. Prerequisites: A grade of C or better in CIS133DA or permission of Instructor.
Division: Business and Computing Studies

CIS190 / Introduction to Networking
3 Credits / 4.0 Periods for Lecture & Lab
Overview of networks. Emphasis on the elements of a network, current issues and products, and use of a network. Includes terminology, hardware and software components, connectivity, resource monitoring and sharing, electronic mail and messaging, and security issues. Helps prepare students for the CompTIA Network+ examination. Prerequisites: None. Corequisites: CIS105 or permission of Instructor.
Division: Business and Computing Studies

CIS213DE / Advanced Microsoft Word: Word Processing
3 Credits / 4.0 Periods for Lecture & Lab
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: A grade of C or better in CIS113DE or (CIS113AE and CIS113BE and CIS113CE), or permission of Instructor.
Division: Business and Computing Studies

CIS214DE / Advanced Excel Spreadsheet: Level II
3 Credits / 4.0 Periods for Lecture & Lab
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: A grade of C or better in CIS114DE, or permission of Instructor.
Division: Business and Computing Studies

CIS217AM / Advanced Microsoft Access: Database Management
3 Credits / 4.0 Periods for Lecture & Lab
Advanced database concepts including database design, primary and secondary key selection and relationships between tables. Queries, sub forms, macros, events, Visual Basic modules and Access Internet features also covered. Prerequisites: A grade of C or better in CIS117DM or CIS117CM.
Division: Business and Computing Studies

CIS225AB / Object-Oriented Analysis and Design
3 Credits / 4.0 Periods for Lecture & Lab
Methodologies and notations for fundamental object-oriented analysis and design including use cases, objects, classes, stereotypes, and relationships. Object-oriented iterative process for system development. A continuous application development exercise for applying the analysis and design concepts. Prerequisites: Any programming language or permission of Instructor.
Division: Business and Computing Studies

CIS233DA / Internet/Web Development Level II
3 Credits / 4.0 Periods for Lecture & Lab
Plan, design and create web sites using HTML and Advanced Cascading Style Sheets (CSS). Expedite the development process using CSS frameworks and libraries. Enhance user experience and web site functionality using supporting technologies. Exploration of User Interface (UI) and User Experience (UX), best practices, accessibility, strategies, and careers in web design and development. Prerequisites: A grade of C or better in CIS133DA or permission of Instructor.
Division: Business and Computing Studies

CIS235 / E-Commerce
3 Credits / 4.0 Periods for Lecture & Lab
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: A grade of C or better in CIS133DA or permission of Instructor.
Division: Business and Computing Studies

CIS238DL / Linux System Administration
3 Credits / 4.0 Periods for Lecture & Lab
Managing Linux Operating Systems including sophisticated manipulation of file structures, backup systems, printing processes, troubleshooting, user account management, hard disk maintenance and configuration, process monitoring and prioritizing, kernel customization, and system resource control. Preparation for industry certifications such as the CompTIA Linux+, the Red Hat Certified System Administrator (RHCSA), the Red Hat Certified Engineer (RHCE) and the Linux Professional Institute (LPIC-1). Prerequisites: A grade of C or better in CIS126DL or CIS126RH or permission of Instructor.
Division: Business and Computing Studies

CIS238RH / Red Hat System Administration II
3 Credits / 4.0 Periods for Lecture & Lab
Continue to develop core administration skills needed to manage a Red Hat Enterprise Linux system. This Red Hat Academy course helps to prepare students for the Red Hat certification exams using a hands-on, task-focused curriculum. Prerequisites: A grade of C or better in CIS126RH, or permission of Instructor.
Division: Business and Computing Studies

CIS239DL / Linux Shell Scripting
3 Credits / 4.0 Periods for Lecture & Lab
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: A grade of C or better in CIS238DL or CIS238RH or permission of Instructor.
Division: Business and Computing Studies

CIS240DL / Linux Network Administration
3 Credits / 4.0 Periods for Lecture & Lab
In depth networking based on Linux servers and the Transmission Control Protocol/Internet Protocol (TCP/IP) protocol suite. Integrating Linux servers and workstations into a network environment with multi-platform network operating systems including a variety of open-standard and proprietary protocols. Preparation for industry certifications such as the CompTIA Linux+, the Red Hat Certified System Administrator (RHCSA), the Red Hat Certified Engineer (RHCE) and the Linux Professional Institute (LPIC-1). Prerequisites: A grade of C or better in CIS238DL or permission of Instructor.
Division: Business and Computing Studies

CIS240RH / Red Hat System Administration III
3 Credits / 4.0 Periods for Lecture & Lab
Provides solid understanding of how to automate services on a Linux system. Covers use of Ansible to automate provisioning, configuration, application deployment, and orchestration on Red Hat Enterprise Linux 8. Content aligns with the Red Hat Certified Engineer (RHCE - EX294) exam, a professional certification. Prerequisites: A grade of C or better in CIS238RH or permission of Instructor.
Division: Business and Computing Studies

CIS250 / Management of Information Systems
3 Credits / 4.0 Periods for Lecture & Lab
The study of business information systems and its management, communication, e-business strategies, emerging technologies, database concepts, and project management. Overview of systems analysis and design. Learn about the competitive and strategic uses of information systems and how they are transforming organizations and their management. Prerequisites: A grade of C or better in CIS105.
Division: Business and Computing Studies

CIS259 / Visual Basic Programming II
3 Credits / 4.0 Periods for Lecture
Use of the Visual Basic programming language to identify and solve advanced problems using suitable examples from business or other disciplines. Prerequisites: A grade of C or better in CIS159, or permission of Instructor.
Division: Business and Computing Studies

CIS263AA / Java Programming: Level II
3 Credits / 4.0 Periods for Lecture & Lab
Intermediate Java programming. Includes features needed to construct object-oriented programming, multithreading, multimedia, files, streams and data structure. Prerequisites: A grade of C or better in CIS163AA or permission of Instructor.
Division: Business and Computing Studies

CIS271DL / Linux Security
3 Credits / 4.0 Periods for Lecture & Lab
Implementing in-depth security methods and techniques in a Linux-based network environment. Utilize programs, utilities and configuration techniques to provide user-level, file system, and network security. Gain knowledge in a variety of security cracking techniques and how to guard against them. In all aspects of security, the standard of practicing professional ethics seriously emphasized. Preparation for industry certifications such as the SAIR/GNU LCP and LCA certificates, CompTIA's Linux+, RHCT, RHCE, and LPIC. Prerequisites: A grade of C or better in CIS240DL or permission of Instructor.
Division: Business and Computing Studies

CIS290AA / Computer Information Systems Internship
1 Credit / 6.0 Periods for Laboratory
Work experience in business or industry. Prerequisites: Permission of Instructor.
Division: Business and Computing Studies

CIS290AB / Computer Information Systems Internship
2 Credits / 12.0 Periods for Laboratory
Work experience in business or industry. Prerequisites: Permission of Instructor.
Division: Business and Computing Studies

CIS290AC / Computer Information Systems Internship
3 Credits / 18.0 Periods for Laboratory
Work experience in business or industry. Prerequisites: Permission of Instructor.
Division: Business and Computing Studies

CIS296WB / Cooperative Education
2 Credits / 10.0 Periods for Laboratory
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 concurrent in at least one class which is related to student's major or career interest or with permission of the Instructor.
Division: Business and Computing Studies

CIS296WC / Cooperative Education
3 Credits / 15.0 Periods for Laboratory
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 concurrent in at least one class which is related to student's major or career interest or with permission of the Instructor.
Division: Business and Computing Studies

Computer Science (CSC)

CSC100AA / Introduction to Computer Science (C++)
3 Credits / 4.0 Periods for Lecture & Lab
Concepts of problem solving, structured programming in C++, fundamental algorithms and techniques, and computer system concepts. Social and ethical responsibilities. Intended for majors other than Computer Science. Prerequisites: A grade of C or better in MAT095, or MAT096, or MAT114, or MAT115, or MAT12+, or an appropriate District placement for MAT15+ or higher, or permission of Instructor or Department/Division Chair.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CSC110AA / Introduction to Computer Science (Java)
3 Credits / 4.0 Periods for Lecture & Lab
Concepts of problem-solving, structured and object-oriented programming in Java, fundamental algorithms and techniques and computer system concepts. Social and ethical responsibilities. Intended for Computer Science and Computer Systems Engineering majors. Prerequisites: A grade of C or better in MAT095, or MAT096, or MAT114, or MAT115, or MAT12+, or an appropriate District placement for MAT15+ or higher, or permission of Instructor or Department/Division Chair. Course Notes: Students may receive credit for only one of the following: CSC110 OR CSC110AA OR CSC110AB.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CSC110AB / Introduction to Computer Science (Java)
4 Credits / 4.0 Periods for Lecture & Lab
Concepts of problem-solving, structured and object-oriented programming in Java, fundamental algorithms and techniques and computer system concepts. Social and ethical responsibilities. Intended for Computer Science and Computer Systems Engineering majors. Prerequisites: A grade of C or better in MAT095, or MAT096, or MAT114, or MAT115, or MAT12+, or an appropriate District placement for MAT15+ or higher, or permission of Instructor or Department/Division Chair. Course Notes: Students may receive credit for only one of the following: CSC110 OR CSC110AA OR CSC110AB.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CSC120 / Digital Design Fundamentals
4 Credits / 6.0 Periods for Lecture & Lab
Number systems, conversion methods, binary and complement arithmetic, Boolean switching algebra and circuit minimization techniques. Analysis and design of combinational logic, flip-flops, simple counters, registers, Read Only Memory (ROMs), Programmable Logic Device (PLDs), synchronous and asynchronous sequential circuits, and state reduction techniques. Building physical circuits. Prerequisites: None. Corequisites: CSC100 or (CSC110 or CSC110AB) or permission of Instructor or Division or Department Chair.
Crosslisted: EEE120
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CSC180AA / Computer Literacy
3 Credits / 4.0 Periods for Lecture & Lab
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: None.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CSC205AA / Object Oriented Programming and Data Structures
3 Credits / 4.0 Periods for Lecture & Lab
Covers Object-Oriented design and programming; elementary data structures; arrays; lists; stacks; queues; binary trees; recursion; searching and sorting algorithms. Prerequisites: A grade of C or better in CSC110, or CSC110AB, or permission of Instructor. Course Notes: Students may receive credit for only one of the following: CSC205 OR CSC205AA OR CSC205AB OR CSC205AC OR CSC205AD
SUN SUN# CSC 2205
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

CSC230 / Computer Organization and Assembly Language
4 Credits / 5.0 Periods for Lecture & Lab
Assembly language programming including input/output (I/O) programming and exception/interrupt handling. Register-level computer organization, I/O interfaces, assemblers, and linkers. Processor organization and design, data path, control, pipelining, and input/output. Memory organization with cache and virtual memory. Prerequisites: A grade of C or better in [(CSC100 or CSC110 or CSC110AB) and CSC/EEE120], or permission of Instructor or Division or Department Chair.
Crosslisted: EEE230
Division: Business and Computing Studies

CSC240 / Introduction to Different Programming Languages
3 Credits / 5.0 Periods for Lecture & Lab
Introduction to procedural (C/C++), applicative (LISP), and declarative (Prolog) languages.
Division: Business and Computing Studies

Creative Writing (CRW)

CRW150 / Introduction to Creative Writing
3 Credits / 3.0 Periods for Lecture
Introduction to the basic aesthetics and techniques in contemporary creative writing within a variety of genres. Introduction to the analytical concepts and terminology necessary to understand, interpret, and enact contemporary creative writing. Facilitation of writing practices and evaluation. Introduction to literature's role in society. Prerequisites: None.
Division: Composition, Creative Writing, and Literature

CRW160 / Introduction to Writing Poetry
3 Credits / 3.0 Periods for Lecture
Prewriting (invention and discovery); writing; analyzing and evaluating (in workshop); and revising to practice manipulating various elements of poetry, critique one's own and the poetry of others, and produce a portfolio of finished, marketable poems. Prerequisites: None. CRW150 recommended but not required.
Division: Composition, Creative Writing, and Literature

CRW170 / Introduction to Writing Fiction
3 Credits / 3.0 Periods for Lecture
Practice in writing fiction through a process of prewriting (invention and discovery), writing, analysis and evaluation (in workshop), and revision; practice in manipulating various elements and forms of fiction. Prerequisites: None. CRW150 recommended but not required.
Division: Composition, Creative Writing, and Literature

CRW180 / Introduction to Writing Nonfiction
3 Credits / 3.0 Periods for Lecture
Practice in writing creative nonfiction, including autobiography and biography, the essay, reviews, and humor using a process of invention and discovery, writing, analysis, evaluation, and revision. Combines lecture, discussion, and workshop, leading to the production of marketable quality creative nonfiction. Prerequisites: None. CRW150 recommended but not required.
Division: Composition, Creative Writing, and Literature

CRW200 / Readings for Writers
1 Credit / 1.0 Periods for Laboratory
Close analysis and interpretation of selected literary texts designed to strengthen the students' own writing by extending their familiarity with the genre in which they write and their knowledge of selected literary elements. One-on-one meetings between student and instructor. Prerequisites: A grade of C or better in CRW150 or permission of Instructor.
Division: Composition, Creative Writing, and Literature

CRW201 / Portfolio
1 Credit / 1.0 Periods for Laboratory
Close analysis of the creative writing portfolio culminating in selection, revision, editing, and compiling of the student's own literary work in a portfolio. Students meet individually with instructor to choose, prepare, and compile their work. Prerequisites: Acceptance to Creative Writing(CRW) program, completion of nine (9) credit hours of CRW course work, or permission of Program Coordinator. Course Notes: CRW201 may be repeated for a total of two (2) credit hours.
Division: Composition, Creative Writing, and Literature

CRW272 / Planning and Structuring the Novel
3 Credits / 3.0 Periods for Lecture
Focus on planning, structuring, and beginning a novel; prewriting, writing, analysis, evaluation, and revision of novel plans and excerpts. Prerequisites: A grade of C or better in CRW150 or permission of Instructor.
Division: Composition, Creative Writing, and Literature

Critical Reading (CRE)

CRE101 / College Critical Reading and Critical Thinking
3 Credits / 3.0 Periods for Lecture
Develop and apply critical thinking skills through critically reading varied and challenging materials. Includes analysis, evaluation, interpretation, and synthesis through at least two substantial writing and/or speaking tasks. Prerequisites: A grade of C or better in [(ENG101 or ENG107) and (RDG095 or RDG100 or RDG100LL or RDG111 or RDG112 or RDG113)] or a grade of B or better in ALT100 or an appropriate district placement or permission of Instructor.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Composition, Creative Writing, and Literature

Dance (DAN)

DAN102 / Hip Hop I
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of Hip Hop dance at the beginning level. Development of movement quality and performance skills. Prerequisites: None. Course Notes: DAN102 may be repeated for credit.
Division: Communication & Fine Arts

DAN103 / Hip Hop II
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of Hip Hop dance at the advanced beginning level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN102 or permission of Instructor. Course Notes: DAN103 may be repeated for credit.
Division: Communication & Fine Arts

DAN129 / Musical Theatre Dance I
1 Credit / 3.0 Periods for Lecture & Lab
Introduction to the theory and practice of musical theatre dance at the beginning level. Development of movement quality and performance skills. Prerequisites: None. Course Notes: DAN129 may be repeated for credit.
Division: Communication & Fine Arts

DAN130 / Musical Theatre Dance II
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of musical theatre dance at the advanced beginning level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN129 or permission of Instructor. Course Notes: DAN130 may be repeated for credit.
Division: Communication & Fine Arts

DAN131 / Ballet I
1 Credit / 3.0 Periods for Lecture & Lab
Introduction to the theory and practice of ballet at the beginning level. Development of movement quality and performance skills. Prerequisites: None. Course Notes: DAN131 may be repeated for credit.
Division: Communication & Fine Arts

DAN132 / Modern Dance I
1 Credit / 3.0 Periods for Lecture & Lab
Introduction to the theory and practice of modern dance at the beginning level. Development of movement quality and performance skills. Prerequisites: None. Course Notes: DAN132 may be repeated for credit.
Division: Communication & Fine Arts

DAN133 / Jazz Dance I
1 Credit / 3.0 Periods for Lecture & Lab
Introduction to the theory and practice of jazz dance at the beginning level. Development of movement quality and performance skills. Prerequisites: None. Course Notes: DAN133 may be repeated for credit.
Division: Communication & Fine Arts

DAN134 / Ballet II
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of ballet at the advanced beginning level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN131 or permission of Instructor. Course Notes: DAN134 may be repeated for credit.
Division: Communication & Fine Arts

DAN135 / Modern Dance II
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of modern dance at the advanced beginning level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN132 or permission of Instructor. Course Notes: DAN135 may be repeated for credit.
Division: Communication & Fine Arts

DAN136 / Jazz Dance II
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of jazz dance at the advanced beginning level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN133 or permission of Instructor. Course Notes: DAN136 may be repeated for credit.
Division: Communication & Fine Arts

DAN140 / Tap Dance I
1 Credit / 3.0 Periods for Lecture & Lab
An introduction to the theory and practice of tap dance. Prerequisites: None. Course Notes: DAN140 may be repeated for credit.
Division: Communication & Fine Arts

DAN141 / Dance Workshop
1 Credit / 3.0 Periods for Lecture & Lab
An intensive experience in the process of choreography, performance, and production elements. Prerequisites: None. Course Notes: DAN141 may be repeated for credit.
Division: Communication & Fine Arts

DAN145 / Tap Dance II
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of tap dance at an advanced beginning level. Prerequisites: A grade of C or better in DAN140 or permission of Instructor. Course Notes: DAN145 may be repeated for credit.
Division: Communication & Fine Arts

DAN150 / Dance Performance I
1 Credit / 3.0 Periods for Lecture & Lab
An introduction to the process and practice of dance performance. Prerequisites: None. Corequisites: Any level of any of the following dance technique courses with a DAN prefix: ballet, modern, jazz, hip hop, tap, social, or world dance. Course Notes: DAN150 may be repeated for credit.
Division: Communication & Fine Arts

DAN155 / Dance Performance II
1 Credit / 3.0 Periods for Lecture & Lab
Continued study of the process and practice of dance performance at advanced beginning level. Prerequisites: A grade of C or better in DAN150 or permission of Instructor. Corequisites: Any level of any of the following dance technique courses with a DAN prefix: ballet, modern, jazz, hip hop, tap, social, or world dance. Course Notes: DAN155 may be repeated for credit.
Division: Communication & Fine Arts

DAN202 / Hip Hop III
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of Hip Hop dance at the beginning intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN103 or permission of Instructor. Course Notes: DAN202 may be repeated for credit.
Division: Communication & Fine Arts

DAN203 / Hip Hop IV
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of Hip Hop dance at the intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN202 or permission of Instructor. Course Notes: DAN203 may be repeated for credit.
Division: Communication & Fine Arts

DAN210 / Dance Production I
3 Credits / 3.0 Periods for Lecture & Lab
Introduction to the elements of pre-production and production, including but not limited to production organization, production management, lighting design, and sound design as they relate to the art of dance. Prerequisites: None.
Division: Communication & Fine Arts

DAN221 / Rhythmic Awareness I
3 Credits / 3.0 Periods for Lecture
Exploration of rhythm in dance performance, choreography and pedagogy. Emphasis on the basic understanding of rhythm and cultivating awareness of rhythm in everyday life. Prerequisites: None.
Division: Communication & Fine Arts

DAN229 / Musical Theatre Dance III
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of musical theatre dance at the beginning intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN130 or permission of Instructor. Course Notes: DAN229 may be repeated for credit.
Division: Communication & Fine Arts

DAN230 / Musical Theatre Dance IV
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of musical theatre dance at the intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN229 or permission of Instructor. Course Notes: DAN230 may be repeated for credit.
Division: Communication & Fine Arts

DAN231 / Ballet III
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of ballet at the beginning intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN134 or permission of Instructor. Course Notes: DAN231 may be repeated for credit.
Division: Communication & Fine Arts

DAN232 / Modern Dance III
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of modern dance at the beginning intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN135 or permission of Instructor. Course Notes: DAN232 may be repeated for credit.
Division: Communication & Fine Arts

DAN233 / Jazz Dance III
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of jazz dance at the beginning intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN136 or permission of Instructor. Course Notes: DAN233 may be repeated for credit.
Division: Communication & Fine Arts

DAN234 / Ballet IV
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of ballet at the intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN231 or permission of Instructor. Course Notes: DAN234 may be repeated for credit.
Division: Communication & Fine Arts

DAN235 / Modern Dance IV
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of modern dance at the intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN232 or permission of Instructor. Course Notes: DAN235 may be repeated for credit.
Division: Communication & Fine Arts

DAN236 / Jazz Dance IV
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of jazz dance at the intermediate level. Development of movement quality and performance skills. Prerequisites: A grade of C or better in DAN233 or permission of Instructor. Course Notes: DAN236 may be repeated for credit.
Division: Communication & Fine Arts

DAN237 / Ballet Pointe I
1 Credit / 1.0 Periods for Lecture & Lab
An introduction to the theory and practice of pointe work at the beginning level. Development of strength and movement quality. Prerequisites: A grade of C or better in DAN134 or permission of Instructor. Corequisites: DAN231 or DAN234. Course Notes: DAN237 may be repeated for credit.
Division: Communication & Fine Arts

DAN240 / Tap Dance III
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of tap dance at a beginning intermediate level. Prerequisites: A grade of C or better in DAN145 or permission of Instructor. Course Notes: DAN240 may be repeated for credit.
Division: Communication & Fine Arts

DAN245 / Tap Dance IV
1 Credit / 3.0 Periods for Lecture & Lab
Theory and practice of tap dance at an intermediate level. Prerequisites: A grade of C or better in DAN240 or permission of Instructor. Course Notes: DAN245 may be repeated for credit.
Division: Communication & Fine Arts

DAN250 / Dance Performance III
1 Credit / 3.0 Periods for Lecture & Lab
Continued study of the process and practice of dance performance at beginning intermediate level. Prerequisites: A grade of C or better in DAN155 or permission of Instructor. Corequisites: Any level of any of the following dance technique courses with a DAN prefix: ballet, modern, jazz, hip hop, tap, social, or world dance. Course Notes: DAN250 may be repeated for credit.
Division: Communication & Fine Arts

DAN255 / Dance Performance IV
1 Credit / 3.0 Periods for Lecture & Lab
Continued study of the process and practice of dance performance at the intermediate level. Prerequisites: A grade of C or better in DAN250 or permission of Instructor. Corequisites: Any level of any of the following dance technique courses with a DAN prefix: ballet, modern, jazz, hip hop, tap, social, or world dance. Course Notes: DAN255 may be repeated for credit.
Division: Communication & Fine Arts

DAN264 / Choreography I
3 Credits / 3.0 Periods for Lecture & Lab
Study of basic dance choreography to include construction of a phrase, structure and form in a composition, and the basic elements of time, space and energy. Prerequisites: None.
Division: Communication & Fine Arts

DAN265 / Choreography II
3 Credits / 3.0 Periods for Lecture & Lab
Exploration of choreography at the intermediate level. Experimentation with the various approaches to creative practice as established by 20th and 21st century artists. Prerequisites: A grade of C or better in DAN264 or permission of Instructor.
Division: Communication & Fine Arts

DAN280 / Dance Practicum
2 Credits / 3.0 Periods for Lecture & Lab
A culmination of coursework for the dance major requiring completion of an extended choreographic work from conception to performance. Also requires a final evaluative paper on the successes and challenges encountered throughout the project. Prerequisites: Permission of Instructor. Course Notes: DAN280 may be repeated for credit.
Division: Communication & Fine Arts

DAN298AA / Special Projects
1 Credit / 1.0 Periods for Laboratory
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. Course Notes: DAN298AA may be repeated for credit.
Division: Communication & Fine Arts

Dance Humanities (DAH)

DAH100 / Introduction to Dance in the United States
3 Credits / 3.0 Periods for Lecture
Overview of the field of dance focusing on origins, historical development, cultural characteristics of the various styles of dance and their contemporary practice in the United States, and dance as a vital part of the human experience. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

DAH201 / Dance, Culture, and Global Contexts
3 Credits / 3.0 Periods for Lecture
Introduction to the study of dance as culture in diverse global contexts.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

DAH250 / Dance in Popular Culture
3 Credits / 3.0 Periods for Lecture
Interdisciplinary approach investigating diverse cultural dance practices that have shaped American popular culture from the late 19th century to the present. Highlights issues of power, class, race, ethnicity, gender, age and sexuality. Emphasis is on revealing diverse cultural influences in U.S. popular culture.Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]
Division: Communication & Fine Arts

DAH255 / Hip Hop: Arts, Aesthetic and Culture
3 Credits / 3.0 Periods for Lecture
Selective survey and historico-cultural analysis of hip hop arts, aesthetics and culture organized around the founding elements of DJing, MCing, B-boy and B-girling, graffiti arts and knowledge. Prerequisites: A grade of C or better in ENG101 or ENG107.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

Early Education (EED)

EED115 / Digital Literacy for Teaching and Learning in Education
3 Credits / 3.0 Periods for Lecture
Overview of digital literacy for identifying the skills needed to become informed users of technology to communicate, instruct, create and think critically with digital tools. Explores how emerging technologies are used to teach and learn across varied educational environments (face-to-face, hybrid, online, etc). Includes skills focused on basic computer operations, productivity software, digital citizenship, instructional practices, information literacy and family and professional partnerships. Discusses current trends and related issues about the use of technology and its impacts in P20 education. Prerequisites: None.
Crosslisted: EDU115
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Social & Behavioral Sciences

EED200 / Foundations of Early Childhood Education
3 Credits / 3.0 Periods for Lecture
Overview of early childhood education (birth to age eight) in American society, including current issues and responsibilities. Emphasis on issues of professionalism, ethics and program types. Opportunities for students to explore potential career paths. Prerequisites: None. Course Notes: EED200 includes practicum designed to explore the field of early childhood education.
Division: Social & Behavioral Sciences

EED215 / Early Learning: Health, Safety, Nutrition and Physical Fitness
3 Credits / 3.0 Periods for Lecture
Consideration of public health issues and safety procedures within early childhood settings that serve young children birth to age eight. Overview of nutritional needs and issues of physical fitness and well-being in young children. Includes practicum designed to explore the field of early childhood education. Prerequisites: None.
Division: Social & Behavioral Sciences

EED222 / Introduction to the Exceptional Young Child: Birth to Age Eight
3 Credits / 3.0 Periods for Lecture
Overview of the exceptional learner (birth - age eight), one who differs from the average or the norm, with emphasis on observation, techniques, characteristics, identification, types of programs, and work with families. Issues related to learning exceptionalities, sensory and communication disorders, social and emotional problems, physical and health related disorders, and giftedness. Includes practicum designed to explore the field of early childhood education. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

Economics (ECN)

ECN211 / Macroeconomic Principles
3 Credits / 3.0 Periods for Lecture
A descriptive analysis of the structure and functioning of the American economy. Emphasis on basic economic institutions and factors that determine national income and employment levels. Consideration given to the macroeconomic topics of national income, unemployment, inflation and monetary and fiscal policies. Prerequisites: None.
SUN SUN# ECN 2201
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

ECN212 / Microeconomic Principles
3 Credits / 3.0 Periods for Lecture
Microeconomic analysis including the theory of consumer choice, price determination, resource allocation and income distribution. Includes non-competitive market structures such as monopoly and oligopoly; and the effects of government regulation. Prerequisites: None.
SUN SUN# ECN 2202
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

Education (EDU)

EDU115 / Digital Literacy for Teaching and Learning in Education
3 Credits / 3.0 Periods for Lecture
Overview of digital literacy for identifying the skills needed to become informed users of technology to communicate, instruct, create and think critically with digital tools. Explores how emerging technologies are used to teach and learn across varied educational environments (face-to-face, hybrid, online, etc). Includes skills focused on basic computer operations, productivity software, digital citizenship, instructional practices, information literacy and family and professional partnerships. Discusses current trends and related issues about the use of technology and its impacts in P20 education. Prerequisites: None.
Crosslisted: EED115
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Social & Behavioral Sciences

EDU220 / Introduction to Serving English Language Learners (ELL)
3 Credits / 3.0 Periods for Lecture
Historical overview of current educational and legal issues for serving English Learners (EL). Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), Sheltered English Instruction, and bilingual/Dual Language Immersion (DLI). Includes SEI, Sheltered English Instruction, and bilingual/DLI strategies. Prerequisites: None.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Social & Behavioral Sciences

EDU221 / Introduction to Education
3 Credits / 3.0 Periods for Lecture
Overview of the historical, political, economic, social, and philosophical factors that influence education and make it so complex. Opportunity for students to assess their interest and suitability for teaching. Prerequisites: None. Course Notes: EDU221 requires a minimum of 30 hours of field experience in elementary or secondary classroom environment.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

EDU222 / Introduction to the Exceptional Learner
3 Credits / 3.0 Periods for Lecture
Overview of the exceptional learner with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. Issues related to mild disabilities, severe disabilities, emotional and behavioral disorders, intellectual disabilities, and students who are gifted. Prerequisites: None. Course Notes: EDU222 requires an approved field experience.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

EDU230 / Cultural Diversity In Education
3 Credits / 3.0 Periods for Lecture
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.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Social & Behavioral Sciences

EDU250 / Teaching and Learning in the Community College
3 Credits / 3.0 Periods for Lecture
The history, functions, organization and current issues in the community/junior college with emphasis on the Arizona community colleges. Includes focus on the design and practice of effective community college teaching and learning with special emphasis on the Maricopa County Community College District. Prerequisites: None.
Division: Social & Behavioral Sciences

EDU291 / Children's Literature
3 Credits / 3.0 Periods for Lecture
Review of folk and modern literature from a variety of world cultures, including application of literary criteria to folk and modern literature for children. Prerequisites: None.
Crosslisted: ENH291
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Social & Behavioral Sciences

EDU292 / The Art of Storytelling
3 Credits / 3.0 Periods for Lecture
Explore the art and origin of storytelling. Provide a variety of storytelling techniques, styles and exercises to enhance the delivery of telling stories. Assist in the integration and application of storytelling to the learning environment in the classroom. Prerequisites: None.
Crosslisted: HUM292, STO292
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Social & Behavioral Sciences

Electrical Engineering (EEE)

EEE120 / Digital Design Fundamentals
4 Credits / 6.0 Periods for Lecture & Lab
Number systems, conversion methods, binary and complement arithmetic, Boolean switching algebra and circuit minimization techniques. Analysis and design of combinational logic, flip-flops, simple counters, registers, Read Only Memory (ROMs), Programmable Logic Device (PLDs), synchronous and asynchronous sequential circuits, and state reduction techniques. Building physical circuits. Prerequisites: None. Corequisites: CSC100 or (CSC110 or CSC110AB) or permission of Instructor or Division or Department Chair.
Crosslisted: CSC120
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Physical Sciences and Engineering

EEE202 / Circuits and Devices
5 Credits / 3.0 Periods for Laboratory, 4.0 Periods for Lecture
Introduction to circuits and devices. Component models, transient analysis, steady state analysis, Laplace transform, and active and passive filter networks. Prerequisites: None. Corequisites: (PHY116, or PHY131, or permission of Instructor or Division or Department Chair) and (MAT276 or permission of Instructor or Division or Department Chair).
Division: Physical Sciences and Engineering

EEE230 / Computer Organization and Assembly Language
4 Credits / 5.0 Periods for Lecture & Lab
Assembly language programming including input/output (I/O) programming and exception/interrupt handling. Register-level computer organization, I/O interfaces, assemblers, and linkers. Processor organization and design, data path, control, pipelining, and input/output. Memory organization with cache and virtual memory. Prerequisites: A grade of C or better in [(CSC100 or CSC110 or CSC110AB) and CSC/EEE120], or permission of Instructor or Division or Department Chair.
Crosslisted: CSC230
Division: Physical Sciences and Engineering

Emergency Medical Technology (EMT)

EMT101 / Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Health Care Providers
0.5 Credits / 0.5 Periods for Lecture & Lab
Designed to provide the allied healthcare provider with the knowledge and skills to perform Basic Life Support (BLS) according to current guidelines for emergency cardiovascular care (ECC). Prerequisites: None. Course Notes: EMT101 may be repeated for credit.
Division: Health Science and Public Service

EMT104 / Emergency Medical Technology
10 Credits / 10.0 Periods for Lecture
Designed as the Emergency Medical Technician (EMT) lecture to prepare students for scope of practice and standard of care with comprehensive assessment, diagnostic technology, patient advocacy, ethical and professional behaviors, critical thinking, decision-making, and patient management of medical and trauma emergencies and non-emergencies. Prerequisites: (A grade of C or better in EMT101, or current validation in Basic Life Support Health Care Provider/Professional Rescuer) and (Accuplacer: 74 or higher, or Next Gen Accuplacer 249 or higher, or Asset 42 or higher, or Compass 83 or higher, or EDReady Critical Reading & Thinking 90 or higher, OR High School GPA 3.0 or higher, or Associate's Degree or higher). Corequisites: EMT104AB. Course Notes: Students must meet National Registry of EMT requirements for certification. Additional information available at nremt.org. EMT104 may be repeated for credit.
Division: Health Science and Public Service

EMT104AB / Applied Practical Studies for Emergency Medical Technology
0.5 Credits / 0.5 Periods for Laboratory
Simulation of actual emergency responses, with practical application of techniques and skills covered in EMT curricula. Scenario based learning applied to the techniques of emergency medical care in accordance with national and state curriculum. Practical application of anatomy, physiology, patient assessment, and treatment of medically or traumatically compromised patients, special hazards and medical operations. Also includes patient-assisted medication administration, semi-automatic external defibrillator and blood glucose monitoring. Students operate in outside, scenario based environments. Prerequisites: None. Corequisites: EMT104. Course Notes: EMT/FSC104AB may be repeated for credit.
Division: Health Science and Public Service

EMT104LL / Emergency Medical Technology Practicum
2 Credits / 3.5 Periods for Laboratory
Designed as the simulated Emergency Medical Technician (EMT) practicum in which the student synthesizes standard of care and scope of practice with comprehensive assessment and diagnostic technology, patient advocacy, ethical and professional behaviors, critical thinking, decision-making, and patient management of medical and trauma emergencies. Provides scenario based learning applied to the techniques of emergency medical care in accordance with national and state curriculum. Prerequisites: A grade of C or better in EMT104 or permission of Instructor or Corequisites: EMT104. Course Notes: EMT104LL may be repeated for credit. Students must meet National Registry of EMT requirements for certification. Additional information available at nremt.org
Division: Health Science and Public Service

Engineering Science (ECE)

ECE102 / Engineering Analysis Tools and Techniques
2 Credits / 4.0 Periods for Lecture & Lab
Learning culture of engineering, engineering use of computer tools, and computer modeling as applied to engineering analysis and design. Prerequisites: A grade of C or better in MAT15+ or higher-level mathematics course, or an appropriate District placement above MAT15+, or permission of Instructor or Division or Department Chair. Course Notes: Arizona Shared Unique Number SUN# EGR 1102 - In combination with: ECE103

SUN SUN# EGR 1102
Division: Physical Sciences and Engineering

ECE103 / Engineering Problem Solving and Design
2 Credits / 4.0 Periods for Lecture & Lab
Fundamentals of the design process: engineering modeling, communication and problem-solving skills in a team environment. Emphasis on process-based improvements to the design process. Introduction to engineering as a profession. Prerequisites: A grade of C or better in ECE102 or permission of Instructor or Division or Department Chair. Course Notes: Student may receive credit for only one of the following: ECE103 or ECE103EP.

SUN SUN# EGR 1102
Division: Physical Sciences and Engineering

ECE105 / MATLAB Programming
1 Credit / 2.0 Periods for Lecture & Lab
Use MATLAB to solve engineering problems. An overview of programming, including matrices, structures, strings, functions, control flow, file management, data analysis, graphing capabilities, and mathematical calculations. Prerequisites: A grade of C or better in [(MAT150 or MAT151 or MAT152 or MAT155 or MAT156) and MAT182] or MAT187 or higher level mathematics course or permission of Instructor or Division or Department Chair.
Division: Physical Sciences and Engineering

ECE150 / Exploring Engineering and its Impact on Society
3 Credits / 3.0 Periods for Lecture
Introduction to the profession of engineering and its impact on culture and society. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Physical Sciences and Engineering

ECE211 / Engineering Mechanics-Statics
3 Credits / 2.0 Periods for Laboratory, 3.0 Periods for Lecture
Modeling of static equilibrium in particles and rigid bodies through analysis of forces and mechanical properties. Prerequisites: A grade of C or better in PHY115 or PHY121 or permission of Instructor or Division or Department Chair. Corequisites: MAT230 or MAT231 or permission of Instructor or Division or Department Chair.
Division: Physical Sciences and Engineering

ECE212 / Engineering Mechanics-Dynamics
3 Credits / 2.0 Periods for Laboratory, 3.0 Periods for Lecture
Modeling of dynamic motion in particles and rigid bodies through kinetics and kinematics. Work and energy principles; impulse and momentum principles; planar kinematics; equations of motion; conservation of energy and momentum. A grade of C or better required in all Prerequisites. Prerequisites: [ECE211 and (PHY115 or PHY121)] or permission of Instructor or Division or Department Chair. Prerequisites or Corequisites: MAT240 or MAT241 or permission of Instructor or Division or Department Chair.
Division: Physical Sciences and Engineering

ECE215 / Mechanics of Materials
3 Credits / 5.0 Periods for Lecture & Lab
Designed to provide students with a strong fundamental foundation in the mechanics of solids. Includes the concepts of stress and strain applied to the analysis and design of members subjected to axial and torsional loads and members subjected to shear and bending, applications and transformation of plane stress and plane strain, deformation of beams, and elastic buckling of columns. Prerequisites: A grade of C or better in ECE211 or ECE214 or permission of Instructor or Division or Department Chair.
Division: Physical Sciences and Engineering

ECE216 / Computer-Aided Engineering
2 Credits / 2.0 Periods for Lecture
Introduction to engineering graphics, including tolerancing and fasteners, as well as creation and use of engineering drawings. Prerequisites: A grade of C or better in ECE103, or ECE103EP, or permission of Instructor or Division or Department Chair. Corequisites: ECE216LL.
Division: Physical Sciences and Engineering

ECE216LL / Computer-Aided Engineering Laboratory
1 Credit / 2.0 Periods for Laboratory
Laboratory experience in support of ECE216. Prerequisites: A grade of C or better in ECE103, or ECE103EP, or permission of Instructor. Corequisites: ECE216.
Division: Physical Sciences and Engineering

English (ENG)

ENG101 / First-Year Composition
3 Credits / 3.0 Periods for Lecture
Emphasis on rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total. Prerequisites: Appropriate writing placement test score, or (a grade of C or better in ENG091, or ESL097, or WAC101), or (a grade of B or better in ALT100), or (a grade of C in ALT100 and Corequisites: ENG101LL, or ENG107LL, or WAC101, or ENG100A+), or (a grade of C or better in ESL202 and Corequisites: ENG101LL, or ENG107LL, or WAC101, or ENG100A+).
SUN SUN# ENG 1101
Fulfills: First-Year Composition (FYC)
Division: Composition, Creative Writing, and Literature

ENG102 / First-Year Composition
3 Credits / 3.0 Periods for Lecture
Emphasis on rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Developing advanced college-level writing strategies through three or more writing projects comprising at least 4,000 words in total. Prerequisites: Grade of C or better in ENG101.
SUN SUN# ENG 1102
Fulfills: First-Year Composition (FYC)
Division: Composition, Creative Writing, and Literature

ENG111 / Technical and Professional Writing
3 Credits / 3.0 Periods for Lecture
Introduces students to the genres, style, and design of technical documents that are used in various professional fields. Includes examining the role of workplace writing, preparing documents appropriate to diverse audiences, and integrating data and graphics into work-related documents. Prerequisites: A grade of C or better in ENG101 or ENG107 or permission of Instructor.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Composition, Creative Writing, and Literature

ENG200 / Reading and Writing About Literature
3 Credits / 3.0 Periods for Lecture
Emphasis on critical analysis of various genres of literature; includes study of necessary terminology, introduction to methods of literary criticism, and practice in interpretation and evaluation. Prerequisites: A grade of C or better in ENG102.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Composition, Creative Writing, and Literature

ENG217 / Personal and Exploratory Writing
3 Credits / 3.0 Periods for Lecture
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: A grade of C or better in ENG101, or ENG107, or equivalent.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Composition, Creative Writing, and Literature

English Humanities (ENH)

ENH110 / Introduction to Literature
3 Credits / 3.0 Periods for Lecture
Introduction to international literature through various forms of literary expression; e.g., poetry, drama, essay, biography, autobiography, short story, and novel. Provides a global overview of literature with special emphasis on diverse cultural contributions of women, African Americans, Asian Americans, Hispanic Americans, and Native Americans. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

ENH111 / Literature and the American Experience
3 Credits / 3.0 Periods for Lecture
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.
Division: Composition, Creative Writing, and Literature

ENH112 / Chicano Literature
3 Credits / 3.0 Periods for Lecture
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.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

ENH113 / Writers/Directors and Current Issues
3 Credits / 3.0 Periods for Lecture
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.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

ENH190 / Introduction to US Ethnic Literature
3 Credits / 3.0 Periods for Lecture
Introduction to the US ethnic literatures of African Americans, Arab Americans, Asian Americans, Latinas/os, Native Americans, Mixed Race, and other emerging ethnic groups through various expressions. Examines the interconnections of the various experiences of racialized groups living in the US. Provides ethnic US literature a global context through study of the interconnections with the literatures of Africa, Asia, Latin America, and Oceania. Focus on literary production of at least four specific US ethnic groups and relevant international literatures. Prerequisites or Corequisites: ENG101 or ENG107.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Historical Awareness [H]; Historical Awareness [H]-in combo
Division: Composition, Creative Writing, and Literature

ENH222 / Survey of English Literature After 1800
3 Credits / 3.0 Periods for Lecture
Emphasizes the social and political backgrounds as well as the form and content of English literature in the nineteenth and twentieth centuries. Prerequisites: A grade of C or better in ENG101, or ENG107, or equivalent.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

ENH241 / American Literature Before 1860
3 Credits / 3.0 Periods for Lecture
Includes literature written prior to 1860 in the United States. Prerequisites: A grade of C or better in ENG101.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Composition, Creative Writing, and Literature

ENH242 / American Literature After 1860
3 Credits / 3.0 Periods for Lecture
Includes literature written after 1860 in the United States. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

ENH251 / Mythology
3 Credits / 3.0 Periods for Lecture
Deals with the myths and legends of civilizations with the greatest influence upon the development of the literature and culture of the English speaking people, and compares those myths with myths from other cultures. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

ENH253 / Contemporary Global Literature and Film
3 Credits / 3.0 Periods for Lecture
Characteristics of literary and cinematic mediums. Challenges of adapting literature to film. Global examination of historical, religious, socioeconomic, political, and colonial/post colonial themes depicted in Western and non-Western literature and film (e. g., Africa, Asia, and Latin America) outside the United States. Use of narrative in each medium and how it translates various global/international perspectives and cultural assumptions. Specific genres present in literature and film. Cultural metaphors and symbols used in literature and film. Prerequisites: A grade of C or better in ENG101.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Global Awareness [G]; Global Awareness [G]-in combo
Division: Composition, Creative Writing, and Literature

ENH254 / Literature and Film
3 Credits / 3.0 Periods for Lecture
Presents works of literature and their film versions and analyzes distinguishing techniques of each medium. Prerequisites: A grade of C or better in ENG101, or ENG107, or equivalent.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Composition, Creative Writing, and Literature

ENH255 / Contemporary U.S. Literature and Film
3 Credits / 3.0 Periods for Lecture
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: A grade of C or better in ENG101.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Composition, Creative Writing, and Literature

ENH260 / Literature of the Southwest
3 Credits / 3.0 Periods for Lecture
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.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

ENH284 / 19th Century Women Writers
3 Credits / 3.0 Periods for Lecture
Investigates major themes in literature by women writing in the 19th century including the nature of women's lives in the family, in work situations, and in society. Poetry, prose, essays and drama are examined with an emphasis on common themes. Prerequisites: None.
Crosslisted: WST284
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

ENH285 / Contemporary Women Writers
3 Credits / 3.0 Periods for Lecture
Explores twentieth century literature (short stories, essays, plays, and poetry) written by women and about women. Focus on themes relevant to women's lives regardless of age, creed, or ethnic background. Prerequisites: None.
Crosslisted: WST285
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

Environmental Sciences (ENV)

ENV101 / Introduction to Environmental Science
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Introduces the interconnected nature of environmental science and solutions to environmental issues. Prerequisites: None.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Biological Sciences

Excellence/Teaching/Learning (ETL)

ETL220 / Online Teaching and Learning I
3 Credits / 3.0 Periods for Lecture
Application of and experience using an online teaching and learning environment from a student`s perspective to inform the design and support of an online course environment. Application and evaluation of online learning principles and tools for teaching and learning. Identification and development of online facilitation knowledge and skills. Introduction to the best practices in content building, course design and delivery. Prerequisites: Permission of Instructor.
Division: Social & Behavioral Sciences

ETL221 / Online Teaching and Learning II
3 Credits / 3.0 Periods for Lecture
Experience with creating an online or hybrid duplicative course module structure in an online teaching and learning environment using evidence-based practices in course design. Develop learning objectives and module map based on curricular principles. Using instructional design techniques develop and align materials, activities, assignments and assessments to learning objectives. Discuss and develop active learning strategies for presenting content, facilitating discussions, creating assignments and administering assessments in the online environment. Prerequisites: A grade of C or better in ETL220 or permission or Instructor.
Division: Social & Behavioral Sciences

Exercise Science (EXS)

EXS101 / Introduction to Exercise Science
3 Credits / 3.0 Periods for Lecture
Introductory course that will provide the student with a general overview of the key theories and concepts, professions, and research areas associated with the field of Exercise Science. Educational pathways and career options will also be examined. Prerequisites: None.
Division: Health Science and Public Service

EXS125 / Introduction to Exercise Physiology
3 Credits / 3.0 Periods for Lecture
Principles of exercise science applied to fitness instruction. Major factors related to the function of the human body will be examined/ introduced with an emphasis on exercise physiology and functional anatomy. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: EXS101 or permission of Instructor.
Division: Health Science and Public Service

EXS146 / Introduction to Exercise Testing
1 Credit / 2.0 Periods for Lecture & Lab
Introductory course in exercise testing, to include health appraisal, risk stratification, and the selection and administration of common evidence-based assessments for apparently healthy populations. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: EXS101 or permission of Instructor. Prior completion of or concurrent enrollment in EXS125 is recommended.
Division: Health Science and Public Service

EXS215 / Resistance Training and Recovery Techniques
3 Credits / 4.0 Periods for Lecture & Lab
Fundamental methods for safe and effective instruction of resistance, functional, and athletic conditioning exercises. Application of foundational principles of physiology and kinesiology. Overview of warm-up, cooldown, and recovery techniques. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: EXS101 or permission of Instructor.
Division: Health Science and Public Service

EXS217 / Cardiorespiratory and Flexibility Training
3 Credits / 4.0 Periods for Lecture & Lab
Fundamental methods for safe and effective instruction of cardiorespiratory and flexibility training exercises. Application of foundational principles of physiology and kinesiology. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: EXS101 or permission of Instructor.
Division: Health Science and Public Service

EXS246 / Advanced Exercise Testing
2 Credits / 3.0 Periods for Lecture & Lab
Advanced course in exercise testing, to include health appraisal, risk stratification, and the selection and administration of evidence-based assessments for apparently healthy and athletic populations. Pharmacology, special populations, and environmental conditions are also examined. Prerequisites: A grade of C or better in EXS146 or permission of Instructor.
Division: Health Science and Public Service

EXS255 / Program Design: Muscular Fitness and Performance
3 Credits / 4.0 Periods for Lecture & Lab
Advanced principles of muscular fitness, sports performance, and recovery techniques including needs analysis, interpretation of assessment outcomes, and evidence-based program design for healthy and athletic populations. Considerations for special populations and environments also examined. Prerequisites: A grade of C or better in (EXS125 and EXS146) or permission of Instructor.
Division: Health Science and Public Service

EXS257 / Program Design: Cardiorespiratory Fitness
3 Credits / 4.0 Periods for Lecture & Lab
Advanced principles of cardiorespiratory fitness and weight management including needs analysis, interpretation of assessment outcomes, and evidence-based program design for healthy and athletic populations. Considerations for special populations and environments are also examined. Prerequisites: A grade of C or better in (EXS125 and EXS146) or permission of Instructor.
Division: Health Science and Public Service

EXS270 / Exercise Science Internship
3 Credits / 3.0 Periods for Laboratory
A capstone experience in a fitness or health related facility. Eighty (80) hours of designated work per credit. Prerequisites: Completion of nine (9) credits of EXS courses with a grade of C or better, current CPR and AED card, and permission of Department/Division Chair and/or the Program Director. Course Notes: CPR and AED certifications must be current through the duration of the internship. EXS270 may be repeated for a maximum of six (6) credits.
Division: Health Science and Public Service

EXS270AA / Exercise Science Internship
1 Credit / 1.0 Periods for Laboratory
A capstone experience in a fitness or health related facility. Eighty (80) hours of designated work per credit. Prerequisites: Completion of nine (9) credits of EXS courses with a grade of C or better, current CPR and AED card, and permission of Department/Division Chair and/or the Program Director. Course Notes: CPR certification must be current through the duration of the internship. EXS270AA may be repeated for a maximum of six (6) credits.
Division: Health Science and Public Service

EXS270AB / Exercise Science Internship
2 Credits / 2.0 Periods for Laboratory
A capstone experience in a fitness or health related facility. 160 hours of designated work per credit. Prerequisites: Completion of nine (9) credits of EXS courses with a grade of C or better, current CPR and AED card, and permission of Department/Division Chair and/or the Program Director. Course Notes: CPR and AED certifications must be current through the duration of the internship. EXS270AB may be repeated for a maximum of six (6) credits.
Division: Health Science and Public Service

EXS275 / Sport Science Internship
3 Credits / 3.0 Periods for Lecture & Lab
A capstone experience in a fitness or health related facility supervised by a National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialists (CSCS) professional. Eighty (80) hours of designated work per credit. Prerequisites: Completion of a grade of C or better in nine (9) credits of EXS courses, approved by the Department Chair and/or Director, current CPR and AED card, and permission of Department or Division. Course Notes: EXS275 may be repeated for a maximum of six (6) credits.
Division: Health Science and Public Service

EXS275AA / Sport Science Internship
1 Credit / 1.0 Periods for Lecture & Lab
A capstone experience in a fitness or health related facility supervised by a National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialists (CSCS) professional. Eighty (80) hours of designated work per credit. Prerequisites: Completion of a grade of C or better in nine (9) credits of EXS courses, approved by the Department Chair and/or Director, current CPR and AED card, and permission of Department or Division. Course Notes: EXS275AA may be repeated for a maximum of six (6) credits.
Division: Health Science and Public Service

EXS275AB / Sport Science Internship
2 Credits / 2.0 Periods for Lecture & Lab
A capstone experience in a fitness or health related facility supervised by a National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialists (CSCS) professional. Eighty (80) hours of designated work per credit. Prerequisites: Completion of a grade of C or better in nine (9) credits of EXS courses, approved by the Department Chair and/or Director, current CPR and AED card, and permission of Department or Division. Course Notes: EXS275AB may be repeated for a maximum of six (6) credits.
Division: Health Science and Public Service

EXS280AB / Special Topics in Exercise Science
1 Credit / 1.0 Periods for Lecture
Conceptual and research basis of current topics in exercise science. Prerequisites: None. Course Notes: EXS280AB may be repeated for credit.
Division: Health Science and Public Service

EXS290 / Introduction to Evidence-Based Practice
3 Credits / 3.0 Periods for Lecture
Introduction to best practices in the acquisition, analysis, synthesis, and potential application of research in the discipline of exercise science. Specific emphasis on the application of research-based evidence for applied problem solving in exercise science. Prerequisites: A grade of C or better in ENG101 or ENG107 or permission of Instructor. EXS101 recommended.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Health Science and Public Service

Food and Nutrition (FON)

FON100 / Introductory Nutrition
3 Credits / 3.0 Periods for Lecture
Introduction to the science of food and human nutrition. Current sustainable dietary recommendations and applications for maximizing well-being and minimizing risk of chronic disease throughout the life cycle. An overview of the nutrients, emphasizing the importance of energy and fluid balance, and optimal functioning of the digestive system. Understanding factors that influence food intake in different cultures. Methods for evaluating credibility of nutrition claims, a focus on modern food safety and technology practices, and a worldview of nutrition are included. Emphasis is on personal dietary behavior change for a holistic life of wellness. Prerequisites: None.
Division: Health Science and Public Service

FON125 / Introduction to Professions in Food, Nutrition, and Dietetics
1 Credit / 1.0 Periods for Lecture
Overview and discussion of career opportunities in the fields of food, nutrition, and dietetics. Includes information about history, ethics, standards of practice, communication and counseling skills. Emphasis on how to become a Registered Dietitian Nutritionist or a Dietetic Technician Registered. Prerequisites: None.
Division: Health Science and Public Service

FON142AB / Science of Food
3 Credits / 5.0 Periods for Lecture & Lab
Exploration and Application of Scientific Principles of Food; experiences with ingredient functionality and application in cooking techniques. Prerequisites: None.
Division: Health Science and Public Service

FON241 / Principles of Human Nutrition
3 Credits / 3.0 Periods for Lecture
Scientific principles of human nutrition. Emphasis on scientific literacy and the study of nutrients for disease prevention. Includes macronutrients and micronutrients, human nutrient metabolism and nutrition's role in the health of the human body throughout the life cycle. Addresses nutrition principles for prevention of nutrition-related health conditions. Course Notes: General Education Designation: Natural Sciences (General) - [SG] in combination with: FON241LL
Fulfills: Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Health Science and Public Service

FON241LL / Principles of Human Nutrition Laboratory
1 Credit / 3.0 Periods for Laboratory
Self-evaluative laboratory experience to complement FON241, Principles of Human Nutrition using anthropometric, biochemical, clinical, and dietary analysis. Includes the use of qualitative and quantitative methodology to determine nutritional status and evaluate methodological applications. Prerequisites: A grade of C or better in FON241 or Corequisites: FON241. Course Notes: General Education Designation: Natural Sciences (General) - [SG] in combination with: FON241
Fulfills: Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Health Science and Public Service

General Business (GBS)

GBS109 / Introduction to Esports Management
3 Credits / 3.0 Periods for Lecture
Introduction to Esports will introduce the business, economics, operations and marketing of the Esports industry. Historical and cultural implications will be examined from the early days of competitive video gaming, to today's billion dollar industry. Global awareness and diverse cultural viewpoints and trends will be studied as they relate to the Esports industry. This course will introduce students to the numerous business opportunities to work and grow in the dynamic Esports industry. Prerequisites: None.
Division: Business and Computing Studies

GBS120 / Workplace Communication Skills
3 Credits / 3.0 Periods for Lecture & Lab
Reviews planning, organization, development, and evaluation of written and oral communication in business settings, including informative and persuasive messages. Prerequisites: None.
Division: Business and Computing Studies

GBS131 / Business Calculations
3 Credits / 3.0 Periods for Lecture
Review of basic arithmetic and application of mathematics to business problems, includes percentage, interest, discount, and markups. Prerequisites: None.
Division: Business and Computing Studies

GBS132 / Personal and Family Financial Security
3 Credits / 3.0 Periods for Lecture
Principles and practices of personal and family financial planning, includes savings, budgeting, credit, buying versus renting, and general principles of consumerism. Prerequisites: None.
Division: Business and Computing Studies

GBS151 / Introduction to Business
3 Credits / 3.0 Periods for Lecture
Characteristics and activities of current local, national, and international business. An overview of economics, marketing, management and finance. Prerequisites: None.
Division: Business and Computing Studies

GBS205 / Legal, Ethical, and Regulatory Issues in Business
3 Credits / 3.0 Periods for Lecture
Legal theories, ethical issues and regulatory climate affecting business policies and decisions. Prerequisites: None.
Division: Business and Computing Studies

GBS220 / Quantitative Methods in Business
3 Credits / 3.0 Periods for Lecture
Business applications of quantitative optimization methods in operations management decisions. Prerequisites: (A grade of C or better in MAT150 or MAT151 or MAT152) or satisfactory District math placement.
Division: Business and Computing Studies

GBS221 / Business Statistics
3 Credits / 3.0 Periods for Lecture
Business applications of descriptive and inferential statistics, measurement of relationships, and statistical process management. Includes the use of spreadsheet software for business statistical analysis. Prerequisites: A grade of C or better in GBS220 or MAT217 or MAT218.
SUN SUN# BUS 2201
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Business and Computing Studies

GBS233 / Business Communication
3 Credits / 3.0 Periods for Lecture
Internal and external business communications, including verbal and nonverbal techniques. Prerequisites: ENG101 or ENG107 with grade of "C" or better, or permission of Department or Division.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Business and Computing Studies

GBS261 / Investments I
3 Credits / 3.0 Periods for Lecture
Evaluation of various investment forms including study of inflation, taxation, government securities, stocks and bonds, real estate and retirement plans. Securities industry knowledge and skills for individuals to prepare for careers in Financial Services. Includes capital markets, types of products and their risks, trading, customer accounts, prohibited activities, and regulatory agencies and their functions. Helps to prepare students for the Financial Industry Regulatory Authority (FINRA) Securities Industry Essentials (SIE) Examination required for entry-level positions in the security industry. Prerequisites: None. Corequisites: Concurrent enrollment in GBS261LL recommended but not required. Course Notes: Students interested in taking the Financial Industry Regulatory Authority (FINRA) Securities Industry Essentials (SIE) Examination should also enroll in the GBS261LL Securities Industry Essentials (SIE) Exam Prep course.
Division: Business and Computing Studies

GBS261LL / Securities Industry Essentials (SIE) Exam Prep
1 Credit / 1.0 Periods for Lecture & Lab
Helps to prepare students for the Financial Industry Regulatory Authority (FINRA) Securities Industry Essentials (SIE) Examination required for prospective securities industry professionals. Focuses on reviewing key concepts, practicing skills, and preparing to successfully demonstrate existing knowledge on the SIE certification exam. The course is designed to provide an overview of exam topics and study and test-taking strategies. It also will include structured study time, group discussions, and the use of practice exams to assess test readiness. Prerequisites: None. Corequisites: Concurrent enrollment in GBS261 recommended but not required. Course Notes: GBS261 is recommended for students who are not already employed in the financial services industry and need more in-depth content related to the SIE exam.
Division: Business and Computing Studies

Geology (GLG)

GLG101IN / Introduction to Geology I - Physical
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Introduction to Earth's materials, surface and internal geologic processes, plate tectonics and geologic time. Includes practical experience in rock and mineral identification, topographic maps, and applied problems in geology. Prerequisites: None. Course Notes: Enrollment in both a GLG101IN lecture section and a GLG101IN laboratory section is required. Students may receive credit for only one of the following: GLG101 and GLG103 or GLG101IN.
SUN SUN# GLG 1101
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

GLG102IN / Introduction to Geology II - Historical
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
The origin and history of the Earth, its dynamic geographic and climatic changes. Evolution and sequence of life recorded in the fossil record; tectonic evolution of major continents through time. Prerequisites: None. Course Notes: Enrollment in both a GLG102IN lecture section and a GLG102IN laboratory section is required. Students may receive credit for only one of the following: GLG102 and GLG104 or GLG102IN.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Physical Sciences and Engineering

GLG110IN / Geological Disasters and the Environment
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Acquaints students with the use and importance of geological studies as they apply to the interactions between people and the Earth. Includes geological processes and hazards such as earthquakes, volcanoes, floods and landslides. Examines environmental impact and use of mineral and energy resources. Prerequisites: None. Course Notes: Enrollment in both a GLG110IN lecture section and a GLG110IN laboratory section is required. Students may receive credit for only one of the following: GLG110 and GLG111 or GLG110IN.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

GLG230AA / Field Geology of the Southwest
1 Credit / 5.0 Periods for Laboratory
Field trips to selected areas in the Southwest, such as Arizona, Utah, California, and Sonora to observe and interpret various geological features and phenomena. Prerequisites: None. GLG103 suggested but not required. Course Notes: GLG230AA may be repeated for a total of four (4) credit hours.
Division: Physical Sciences and Engineering

Health Care Related (HCR)

HCR210 / Clinical Health Care Ethics
3 Credits / 3.0 Periods for Lecture
An introduction to health care ethics with emphasis on analysis and ethical decision making at both the clinical and health policy levels for health care professionals. Theoretical foundation of bioethics reviewed within historical and contemporary contexts. Prerequisites: A grade of C or better in ENG102 or ENG108 or permission of Instructor.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Nursing and Health Sciences

HCR220 / Introduction to Nursing and Health Care Systems
3 Credits / 3.0 Periods for Lecture
Introduction to the social, political, and economic contexts of the nursing profession and health care systems in the United States. Prerequisites: A grade of C or better in ENG102 or ENG108 or permission of Instructor.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo
Division: Nursing and Health Sciences

HCR230 / Culture And Health
3 Credits / 3.0 Periods for Lecture
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.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Global Awareness [G]; Global Awareness [G]-in combo
Division: Nursing and Health Sciences

HCR240 / Human Pathophysiology
4 Credits / 4.0 Periods for Lecture
Chemical, biological, biochemical, and psychological processes as a foundation for the understanding of alterations in health. The structural and functional pathophysiology of alterations in health; selected therapeutics considered. Prerequisites: A grade of C or better in BIO202 or BIO205, or permission of Instructor.
Division: Nursing and Health Sciences

Health Core Curriculum (HCC)

HCC130 / Fundamentals in Health Care Delivery
3 Credits / 3.0 Periods for Lecture
Overview of current and recent development of health care professions, including career and labor market information, health care delivery systems, third party payers, and facility ownership. Health organization structure, patient rights and quality care. Health care and life values. Definition and importance of values, ethics, and essential behaviors in the workplace. Worker rights and responsibilities. Healthful living practices to include nutrition, stress management and exercise. Occupational Safety and Health Administration (OSHA) standard precautions and facility safety. Use of principles of body mechanics in daily living activities. Basic communication skills which facilitate inter-professional teamwork in the health care setting. Focus on development of personal communication skills and an understanding of how effective communication skills promote teamwork. Focus on intercultural communication strategies. Prerequisites: None.
Division: Nursing and Health Sciences

HCC145AA / Medical Terminology for Health Care Professionals I
1 Credit / 1.0 Periods for Lecture
Introduction to medical terms used in health care. Body systems approach to selected terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing selected terms using basic word parts. Selected medical abbreviations and symbols and term spelling. Prerequisites: None.
Division: Nursing and Health Sciences

HCC145AB / Medical Terminology for Health Care Professionals II
1 Credit / 1.0 Periods for Lecture
Selected medical terms used in health care. Body systems approach to more detailed terms related to structures, functions, diseases, procedures, and diagnostic tests. Building and analyzing selected terms using standard word parts. Selected abbreviations and symbols and term spelling. Prerequisites: A grade of C or better in HCC145AA.
Division: Nursing and Health Sciences

Health Science (HES)

HES100 / Healthful Living
3 Credits / 3.0 Periods for Lecture
Health and wellness and their application to an optimal life style. Explores current topics of interest such as stress management, nutrition, fitness, and environmental health. Evaluates common risk factors associated with modern lifestyles. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Health Science and Public Service

HES210 / Cultural Aspects of Health and Illness
3 Credits / 3.0 Periods for Lecture
Examines how culture influences health and illness, health care practices, barriers to health care, interactions with health care professionals, and health disparities in the U.S. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]
Division: Health Science and Public Service

History (HIS)

HIS101 / History of Western Civilization Middle Ages to 1789
3 Credits / 3.0 Periods for Lecture
Survey of the history of the Western world from the emergence of Western civilization in the Middle Ages to the start of the French Revolution. Prerequisites: None.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS102 / History of Western Civilization 1789 to Present
3 Credits / 3.0 Periods for Lecture
Survey of the history of the Western world from the French Revolution to the present. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS103 / United States History to 1865
3 Credits / 3.0 Periods for Lecture
The political, economic, and social development of the United States from the Pre-Columbian period through the end of the Civil War (1865). Prerequisites: None.
SUN SUN# HIS 1131
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS104 / United States History 1865 to Present
3 Credits / 3.0 Periods for Lecture
The political, economic, and social development of United States from 1865 to the present time. Prerequisites: None.
SUN SUN# HIS 1132
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS109 / Mexican American History and Culture
3 Credits / 3.0 Periods for Lecture
Examination of the origins and development of Mexican American peoples. Including culture, history and contributions within the United States. Emphasis on educational, social, and economic conditions of Mexican Americans of the southwest. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Historical Awareness [H]; Historical Awareness [H]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS110 / World History to 1500
3 Credits / 3.0 Periods for Lecture
A global survey of the economic, social, cultural, environmental, and political elements of world history to 1500. Prerequisites: None.
SUN SUN#: HIS 1100
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS111 / World History 1500 to the Present
3 Credits / 3.0 Periods for Lecture
A survey of the economic, social, cultural, and political elements of world history from 1500 to the present. Prerequisites: None.
SUN SUN#: HIS 1111
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS140 / American Indian History
3 Credits / 3.0 Periods for Lecture
Survey of American Indian history with emphasis on the last 200 years. Focuses on cultural, economic, political and social continuity and changes. Topics include how federal policies impacted and were shaped by Indigenous peoples and how Indigenous individuals, communities, and nations have maintained cultural identity and sovereignty. Prerequisites: None.
Crosslisted: AIS140
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Historical Awareness [H]; Historical Awareness [H]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS145 / History of Mexico
3 Credits / 3.0 Periods for Lecture
Survey of the major forces that shaped the history of Mexico and its culturally diverse communities from pre-Columbian times to the present. Also examines how these historical forces continue to shape contemporary Mexican society and its place within the world. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Historical Awareness [H]; Historical Awareness [H]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS201 / History of Women in America
3 Credits / 3.0 Periods for Lecture
Introduction to women's history from the colonial period to the present. Explores changes and developments which have influenced the lives of women. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Historical Awareness [H]; Historical Awareness [H]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS204 / African-American History 1865 to Present
3 Credits / 3.0 Periods for Lecture
The multifaceted history and cultural heritage of African-American communities since the Civil War, presented within the broader context of U.S. history. This course explores the social, economic, political, and cultural history of African-American communities, including the historical and cultural impacts of slavery and discrimination, and the collective struggle for freedom, equality, and self-determination throughout U.S. history. Prerequisites: None.
Crosslisted: AFR204
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Historical Awareness [H]; Historical Awareness [H]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

HIS273 / US Experience in Vietnam 1945 - 1975
3 Credits / 3.0 Periods for Lecture
Survey of the US experience in Vietnam, 1945-1975, in view of political, economic, and social forces of the Cold War. Prerequisites: None.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

Honors (HON)

HON201 / Leadership Development: Historical and Contemporary Perspectives
3 Credits / 3.0 Periods for Lecture
Interdisciplinary study of leadership focusing on development of leadership skills. Prerequisites: Admission to the college honors program or permission of Instructor.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

Humanities (HUM)

HUM108 / Contemporary Humanities
3 Credits / 3.0 Periods for Lecture
An exploration of human expression in contemporary arts and sciences. Prerequisites: None.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

HUM201 / Humanities: Universal Themes
3 Credits / 3.0 Periods for Lecture
Study of worldviews in a variety of historical and contemporary world cultures, including analysis of origin and creation myths, artistic expression, spirituality, and the natural environment. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

HUM205 / Introduction to Cinema
3 Credits / 3.0 Periods for Lecture
Survey of the history and development of the art of motion pictures, including criticism of aesthetic and technical elements. Prerequisites: None.
Crosslisted: THF205
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

HUM209 / Women and Films
3 Credits / 3.0 Periods for Lecture
Analysis of images of women in films from both historical and contemporary perspectives. Prerequisites: None.
Crosslisted: WST209
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

HUM213 / Hispanic Film
3 Credits / 3.0 Periods for Lecture
Analysis of Hispanic film as art form and as social commentary. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

HUM245 / Introduction to Holocaust Studies
3 Credits / 3.0 Periods for Lecture
Introduction to essential information about the Holocaust. Provides theological, social and political background to establish contexts of anti-Semitism, especially in 19th and 20th centuries, with particular attention to National Socialist ideologies. Ghetto and camp life, including resistance, are explored. Emphasis is on texts of the Holocaust, including historical documents, participant testimonies, fiction, creative non-fiction, and poetry, much of which involves theological and moral debate. Includes analysis of supplementary visual material and some performing arts. Prerequisites: None. CRE101 or equivalent as indicated by appropriate reading placement recommended but not required.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Composition, Creative Writing, and Literature

HUM250 / Ideas and Values in the Humanities: Early Civilizations to the Renaissance
3 Credits / 3.0 Periods for Lecture
An historical analysis of the interrelationships of art, architecture, literature, music, and philosophy from the early civilizations to the Renaissance, including Western and non-Western cultures. Prerequisites: A grade of C or better in ENG101.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Composition, Creative Writing, and Literature

HUM251 / Ideas and Values in the Humanities: Renaissance to the Contemporary World
3 Credits / 3.0 Periods for Lecture
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: A grade of C or better in ENG101.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Composition, Creative Writing, and Literature

Information Studies (IFS)

IFS110 / Critical Research for College Success
1 Credit / 1.0 Periods for Lecture
Access, evaluate, and incorporate sources appropriately into academic projects. Prerequisites: None. Course Notes: IFS110 may be repeated for a total of four (4) credit hours.
Division: Language, Humanits, Learng Centr&Informtn Studies

IFS201 / Information in a Post-Truth World
3 Credits / 3.0 Periods for Lecture
Develop a critical approach to using information as both a consumer and creator. Explore the impact of culture and worldview on how information is created, shared, understood, and used. Utilize analysis, evaluation, interpretation, and synthesis through substantial writing and/or speaking tasks. Prerequisites: A grade of C or better in ENG101 or ENG107.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

IFS210 / Information Without Borders: Research in a Global Society
3 Credits / 3.0 Periods for Lecture
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.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

IFS213 / Hacking and Open Source Culture
3 Credits / 3.0 Periods for Lecture
Focus on the multi-dimensions of hacking and open source culture, including rule-breaking, innovation, and creative use of programming/technology. Social, economic, cultural, and political implications of hacking and technology, in historical and contemporary contexts will be addressed. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo; Historical Awareness [H]; Historical Awareness [H]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

Information Technology Security (ITS)

ITS110 / Information Security Fundamentals
3 Credits / 4.0 Periods for Lecture & Lab
Fundamental concepts of information technology security. Topics include authentication methods, access control, cryptography, Public Key Infrastructure (PKI), network attack and defense methods, hardening of operating systems and network devices, securing remote access and wireless technologies and securing infrastructures and topologies. Emphasis on hands-on labs in both the Windows and Linux environments. Builds on thorough understanding of Transmission Control Protocol/Internet Protocol (TCP/IP) and security concepts and Microsoft (MS) Windows and Linux Administration. Prerequisites: A grade of C or better in CIS126DL, or CIS126RH, or permission of Program Director. Corequisites: BPC270 or MST150++.
Division: Business and Computing Studies

ITS240 / Ethical Hacking and Network Defense
3 Credits / 4.0 Periods for Lecture & Lab
Preparation for the EC-Council Certified Ethical Hacking examination. In-depth exploration of how to effectively protect computer networks from risks ranging from malicious infiltration to cyber-warfare. Includes examination of ethical hacking, relevant tools and methodologies, and its importance to network security. Resources to identify new computer network vulnerabilities and counter security strategies will be discussed as well as an overview of relevant computer crime laws and penalties. Prerequisites: A grade of C or better in ITS110, or CNT205, or CIS270, or permission of Instructor.
Division: Business and Computing Studies

ITS291 / Computer Forensics Foundations
4 Credits / 5.0 Periods for Lecture & Lab
Development of foundational computer forensic skills. Introduction to preserving, identifying, extracting, interpreting, and documenting computer data as part of a forensically sound analysis. Examination of the physical and logical structure of hard drives. Study of the logical structure of Windows-based file systems and common applications. Introduction to the logical structure of Unix/Linux-based file systems and common applications of commercial forensic tools. Prerequisites: A grade of C or better in BPC170 and ITS110 or permission of Instructor.
Division: Business and Computing Studies

ITS292 / Advanced Computer Forensics
4 Credits / 5.0 Periods for Lecture & Lab
Advanced computer forensics analysis techniques with commercial tools. Introduction to open-source forensic tools. Emphasis on data recovery from complex applications and media types. Study of the logical structure of Unix/Linux-based file systems. Advanced search techniques. Analysis of unallocated space, compound files, and NTFS artifacts. Prerequisites: A grade of C or better in ITS291 or permission of Instructor.
Division: Business and Computing Studies

International Business (IBS)

IBS101 / Introduction to International Business
3 Credits / 3.0 Periods for Lecture
A basic overview of international business to introduce students to international trade concepts. Focus of the course is on international business environment issues that influence global business practices, decisions and applications. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo
Division: Business and Computing Studies

Journalism (JRN)

JRN201 / News Writing
3 Credits / 3.0 Periods for Lecture
Writing and producing news for the media. Associated Press (AP) editing style, writing skills, and organizational structure for news. Prerequisites: A grade of C or better in ENG101 or ENG107.
SUN SUN# JRN 2201
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Composition, Creative Writing, and Literature

Law Enforcement Training (LET)

LET173 / Introduction to Leadership in Public Safety
2 Credits / 2.0 Periods for Lecture
Introduction to leadership in the field of public safety. Covers stages of adult human development, generational differences, and characteristics of effective leaders. Also includes characteristics of leaders, including values, ethics, attitudes, behavior, and response techniques in addition to identification of personal strengths and determination of a personal leadership style. Prerequisites: None.
Division: Health Science and Public Service

LET174 / Organizational Culture and Leadership
3 Credits / 3.0 Periods for Lecture
Examination of organizational structure and its application to the field of public safety. Covers characteristics and principles of effective organizations, systems and process management, and phases of process building in addition to characteristics of a process enterprise. Also includes levels of leadership and characteristics, ethical considerations, restrictions, and best behaviors of each. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: LET173.
Division: Health Science and Public Service

LET175 / Public Safety Leadership Capstone
1 Credit / 3.0 Periods for Laboratory
Completion and professional presentation of a capstone project such as a formal staff study or leadership portfolio in the field of public safety, including steps for problem identification, research, and analyzing and reporting of information. Prerequisites: A grade of C or better in LET174.
Division: Health Science and Public Service

Management (MGT)

MGT101 / Techniques of Supervision
3 Credits / 3.0 Periods for Lecture
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.
Division: Business and Computing Studies

MGT126 / Customer Service Skills and Strategies
3 Credits / 3.0 Periods for Lecture & Lab
Explores strategies to help improve job performance and develop a service-oriented philosophy. Uses practical training concepts and techniques to demonstrate how superior customer service can lead to competitive advantage and profitability in business. Focuses on both internal and external customers, interactions among people, processes, and systems within the organization and how to integrate these areas into a total quality delivery program. Prerequisites: None.
Division: Business and Computing Studies

MGT175 / Business Organization and Management
3 Credits / 3.0 Periods for Lecture
Covers basic principles of managing quality and performance in organizations. Covers management functions: planning, organizing, leading, and controlling. Emphasizes continual improvement, ethics, and social responsibility. Prerequisites: None.
Division: Business and Computing Studies

MGT229 / Management and Leadership I
3 Credits / 3.0 Periods for Lecture
Covers management concepts and applications for business, industry, and government organizations. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Business and Computing Studies

MGT251 / Human Relations in Business
3 Credits / 3.0 Periods for Lecture
Analysis of motivation, leadership, communications, and other human factors. Cultural differences that may create conflict and affect morale individually and within organizations. Prerequisites: None. MGT101 or MGT175 or MGT229 suggested, but not required.
Division: Business and Computing Studies

MGT253 / Owning and Operating a Small Business
3 Credits / 3.0 Periods for Lecture
Starting, organizing, and operating a small business, including location, finance management processes, advertisement and promotion, credit, inventory control and ethics. Prerequisites: None.
Division: Business and Computing Studies

Marketing (MKT)

MKT101 / Introduction to Public Relations
3 Credits / 3.0 Periods for Lecture
Emphasizes public relations techniques used both within and outside the business organization, including operation of a PR counseling firm. Prerequisites: None.
Division: Business and Computing Studies

MKT110 / Marketing and Social Networking
3 Credits / 3.0 Periods for Lecture
Theory and practice in the use of social media in marketing. Topics may include a history of social media, preparation for social marketing, the power of collective influence, and how to engage with social media. Reviews social mediums, social networks, platforms and other marketing tools used to create a social media campaigns. Prerequisites: None.
Division: Business and Computing Studies

MKT111 / Applied Marketing and Social Networking
3 Credits / 4.0 Periods for Lecture & Lab
Examination of the strategic use of digital and social media marketing platforms and tools for global communication and networking, including analysis of various digital and social media platforms and tools for developing brands, creating professional networks and creating engaging content. Hands-on use of social media platforms and tools to conduct research, develop strategies for creating, integrating, and evaluating social media marketing campaigns, and development of metrics to measure effectiveness. Prerequisites: A grade of C or better in MKT110.
Division: Business and Computing Studies

MKT112 / Retail Customer Service
1 Credit / 1.0 Periods for Lecture
Introduction to the field of retail sales. Emphasis on customer service and sales techniques. Prerequisites: None.
Division: Business and Computing Studies

MKT114 / Retail Inventory Control
1 Credit / 1.0 Periods for Lecture
Retail inventory control procedures. Emphasis on the role of the professional sales associate within a retail company and in the handling of merchandise. Prerequisites: A grade of C or better in MKT112.
Division: Business and Computing Studies

MKT267 / Principles of Sales
3 Credits / 3.0 Periods for Lecture
Analyzes and applies the steps and techniques used in personal selling. Highlights the role of the professional sales representative and his/her functions as they relate to the company's mission and customer expectations. Prerequisites: None.
Division: Business and Computing Studies

MKT271 / Principles of Marketing
3 Credits / 3.0 Periods for Lecture
An analysis of the marketing process and environment with regard to the product, pricing, distribution, and communication in order to satisfy buyer needs. Prerequisites: None.
Division: Business and Computing Studies

MKT280AB / Marketing Internship
2 Credits / 2.0 Periods for Lecture & Lab
Marketing work experience in a business or industry. 80 hours of designated work per credit. Prerequisites: Permission of Department or Division.
Division: Business and Computing Studies

Mass Communications (MCO)

MCO120 / Media and Society
3 Credits / 3.0 Periods for Lecture
Study of historical and contemporary roles of media and its pervasiveness in society as it relates to culture, politics and education. Prerequisites: Eligibility for ENG101 or ENG107 or permission of Instructor.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Communication & Fine Arts

Mathematics (MAT)

MAT051 / Number Sense I
1 Credit / 1.0 Periods for Lecture
Primary emphasis on conceptual understanding of whole numbers, integers and mathematical operations. Use systems of measure and Pythagorean Theorem. Focus on mathematical language, connections, patterns and reasoning. Prerequisites: None.
Division: Mathematics

MAT052 / Number Sense II
1 Credit / 1.0 Periods for Lecture
Primary emphasis on conceptual understanding of decimals and fractions, and decimal and fraction addition and subtraction. Solving problems involving decimals and fractions. Focus on mathematical language, connections, patterns and reasoning. Prerequisites: A grade of C or better in MAT051, or an appropriate district placement.
Division: Mathematics

MAT053 / Multiplicative and Proportional Reasoning
1 Credit / 1.0 Periods for Lecture
Primary emphasis on conceptual understanding of decimals and fractions, and decimal and fraction multiplication and division. Solving problems involving decimals, fractions, and percentages. Focus on additive and multiplicative reasoning including proportionality and similarity. Prerequisites: A grade of C or better in each of the following courses: (MAT051 and MAT052), or an appropriate district placement.
Division: Mathematics

MAT055 / Algebraic Structures
1 Credit / 1.0 Periods for Lecture
Emphasis on meanings related to variable, equality, inequality, equivalence. The use of additive and multiplicative reasoning in solving linear equations and inequalities in one variable. Validation of solution(s) through a reasonable mathematical defense. Transfer and apply knowledge through a process of sense making and reasonableness in mathematical problems and practical application situations. Prerequisites: None.
Division: Mathematics

MAT056 / Functions I
1 Credit / 1.0 Periods for Lecture
Recognize patterns and organize data to represent situations where output is related to input. Understand the concept of function and be able to represent functions in multiple ways, including tables, algebraic rules, graphs and contextual situations, and make connections among these representations. Prerequisites: A grade of C or better in MAT055, or an appropriate district placement.
Division: Mathematics

MAT057 / Functions II
1 Credit / 1.0 Periods for Lecture
Read, represent, and interpret linear function relationships numerically, analytically, graphically and verbally and connect the different representations. Model and solve real world problems involving constant rate of change. Prerequisites: A grade of C or better in MAT055 and MAT056, or an appropriate district placement.
Division: Mathematics

MAT112 / Mathematical Concepts and Applications
3 Credits / 3.0 Periods for Lecture
A problem solving approach to mathematics as it applies to real-life situations. Development, use and communication of mathematical concepts and applications that relate to measurement, percentage, practical geometry, statistics, finance, and unit conversions. Prerequisites: None.
Division: Mathematics

MAT121 / Intermediate Algebra
4 Credits / 4.0 Periods for Lecture
Analysis of rational, radical, quadratic and exponential equations, functions and applications; graphs of radical, quadratic and exponential functions; operations on polynomial, rational, and radical expressions. Prerequisites: A grade of C or better in each of the following courses: (MAT055, MAT056, and MAT057), OR a grade of C or better in MAT09+, OR an appropriate district placement. Course Notes: Students may receive credit for only one of the following: MAT120, OR MAT121, OR MAT122 OR MAT126.
Division: Mathematics

MAT141 / College Mathematics
4 Credits / 4.0 Periods for Lecture
Working knowledge of college-level mathematics and its applications to real-life problems. Emphasis on understanding mathematical concepts and their applications. Topics include proportional reasoning, modeling, finance, probability, and statistics. Prerequisites: An appropriate District placement, or a grade of C or better in (MAT052, MAT053, and MAT055), or (MAT055, MAT056, and MAT057), or MAT085, or MAT09+, or MAT103, or MAT114, or MAT115, or MAT12+. Course Notes: MAT141 students may receive credit for only one of the following: MAT140, MAT141, MAT142, MAT145, or MAT146.
SUN SUN# MAT 1142
Fulfills: Mathematics [MA]; Mathematics [MA]-in combo
Division: Mathematics

MAT142 / College Mathematics
3 Credits / 3.0 Periods for Lecture
Working knowledge of college-level mathematics and its applications to real-life problems. Emphasis on understanding mathematical concepts and their applications. Topics include proportional reasoning, modeling, finance, probability, and statistics. Prerequisites: An appropriate District placement, or a grade of C or better in (MAT052, MAT053, and MAT055), or (MAT055, MAT056, and MAT057), or MAT085, or MAT09+, or MAT103, or MAT114, or MAT115, or MAT12+. Course Notes: MAT142 students may receive credit for only one of the following: MAT140, MAT141, MAT142, MAT145, or MAT146.
SUN SUN# MAT 1142
Fulfills: Mathematics [MA]; Mathematics [MA]-in combo
Division: Mathematics

MAT151 / College Algebra/Functions
4 Credits / 4.0 Periods for Lecture
Analysis and interpretation of the behavior and nature of functions including linear, quadratic, higher-order polynomials, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, using multiple methods including matrices, and modeling and solving real world problems. Prerequisites: A grade of C or better in MAT095, or MAT096, or MAT114, or MAT115, or MAT12+, OR an appropriate district placement for MAT15+, OR permission of Department or Division Chair. Course Notes: Students may receive credit for only one of the following: MAT150, OR MAT151, OR MAT152, OR MAT155, OR MAT156.
SUN SUN# MAT 1151
Fulfills: Mathematics [MA]; Mathematics [MA]-in combo
Division: Mathematics

MAT152 / College Algebra/Functions
3 Credits / 3.0 Periods for Lecture
Analysis and interpretation of the behavior and nature of functions including linear, quadratic, higher-order polynomials, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, using multiple methods including matrices, and modeling and solving real world problems. Prerequisites: A grade of C or better in MAT095, or MAT096, or MAT114, or MAT115, or MAT12+, OR an appropriate district placement for MAT15+, OR permission of Department or Division Chair. Course Notes: Students may receive credit for only one of the following: MAT150, OR MAT151, OR MAT152, OR MAT155, OR MAT156.
SUN SUN# MAT 1151
Fulfills: Mathematics [MA]; Mathematics [MA]-in combo
Division: Mathematics

MAT187 / Precalculus
5 Credits / 5.0 Periods for Lecture
Topics in algebra and trigonometry in preparation for calculus. Prerequisites: A grade of C or better in MAT15+, or an appropriate district placement. Course Notes: Students may receive credit for only one of the following: MAT182, or MAT187, or MAT188.
SUN SUN# MAT 1187
Fulfills: Mathematics [MA]; Mathematics [MA]-in combo
Division: Mathematics

MAT188 / Precalculus
4 Credits / 4.0 Periods for Lecture
Topics in algebra and trigonometry in preparation for calculus. Prerequisites: A grade of C or better in MAT15+, or an appropriate district placement. Course Notes: Students may receive credit for only one of the following: MAT182 OR MAT187 OR MAT188.
Fulfills: Mathematics [MA]; Mathematics [MA]-in combo
Division: Mathematics

MAT206 / Elements of Statistics
3 Credits / 3.0 Periods for Lecture
Basic concepts and applications of statistics, including data description, estimation and hypothesis tests. Prerequisites: A grade of C or better in MAT14+, or MAT15+, or MAT187, or equivalent, or an appropriate District placement, or permission of Department/Division Chair.
SUN SUN# MAT 1160
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Mathematics

MAT213 / Brief Calculus
4 Credits / 4.0 Periods for Lecture
Introduction to the theory, techniques, and applications of the differential and integral calculus of functions with problems related to business, life, and the social sciences. Prerequisites: A grade of C or better in MAT15+, or MAT187, or an appropriate District placement. Course Notes: Students may receive credit for only one of the following: MAT212 or MAT213.
SUN SUN# MAT 2212
Fulfills: Mathematics [MA]; Mathematics [MA]-in combo
Division: Mathematics

MAT217 / Mathematical Analysis for Business
3 Credits / 3.0 Periods for Lecture
An introduction to the mathematics required for the study of business. Includes multivariable optimization, Lagrange multipliers, linear programming, linear algebra, probability, random variables, discrete and continuous distributions. Prerequisites: A grade of C or better in MAT212, or MAT213, or MAT220, or MAT221. Course Notes: Students may receive credit for only one of the following: MAT217 or MAT218.
Division: Mathematics

MAT220 / Calculus with Analytic Geometry I
5 Credits / 5.0 Periods for Lecture
Limits, continuity, differential and integral calculus of functions of one variable. Prerequisites: A grade of C or better in MAT187, or MAT188, or an appropriate District placement. Course Notes: Students may receive credit for only one of the following: MAT220 OR MAT221.
SUN SUN# MAT 2220
Fulfills: Mathematics [MA]; Mathematics [MA]-in combo
Division: Mathematics

MAT221 / Calculus with Analytic Geometry I
4 Credits / 4.0 Periods for Lecture
Limits, continuity, differential and integral calculus of functions of one variable. Prerequisites: A grade of C or better in MAT187, or MAT188, or an appropriate District placement. Course Notes: Students may receive credit for only one of the following: MAT220, or MAT221.
SUN SUN# MAT 2220
Fulfills: Mathematics [MA]; Mathematics [MA]-in combo
Division: Mathematics

MAT225 / Elementary Linear Algebra
3 Credits / 3.0 Periods for Lecture
Introduction to matrices, systems of linear equations, determinants, vector spaces, linear transformations and eigenvalues. Emphasizes the development of computational skills. Prerequisites: A grade of C or better in MAT212 or MAT213 or MAT220 or MAT221, or equivalent.
Division: Mathematics

MAT227 / Discrete Mathematical Structures
3 Credits / 3.0 Periods for Lecture
Course emphasizes discrete mathematics connections to computer science by exposing students to foundational concepts of set theory, logic, counting, induction, proof techniques, graph theory, and algorithms. Prerequisites: A grade of C or better in MAT212, or MAT213, or MAT220, or MAT221, or permission of Department or Division Chair.
SUN SUN# MAT 2227
Division: Mathematics

MAT230 / Calculus with Analytic Geometry II
5 Credits / 5.0 Periods for Lecture
Techniques of integration for both proper and improper integrals with applications to the physical and social sciences, elements of analytic geometry, and the analysis of sequences and series. Prerequisites: A grade of C or better in MAT220, or MAT221, or equivalent. Course Notes: Students may receive credit for only one of the following: MAT230 or MAT231.
SUN SUN# MAT 2230
Fulfills: Mathematics [MA]; Mathematics [MA]-in combo
Division: Mathematics

MAT231 / Calculus with Analytic Geometry II
4 Credits / 4.0 Periods for Lecture
Techniques of integration for both proper and improper integrals with applications to the physical and social sciences, elements of analytic geometry, and the analysis of sequences and series. Prerequisites: A grade of C or better in MAT220, or MAT221, or equivalent. Course Notes: Student may receive credit for only one of the following: MAT230 or MAT231.
SUN SUN# MAT 2230
Fulfills: Mathematics [MA]; Mathematics [MA]-in combo
Division: Mathematics

MAT240 / Calculus with Analytic Geometry III
5 Credits / 5.0 Periods for Lecture
Multivariate calculus including vectors, vector- valued functions, partial differentiation, multiple integration, and an introduction to vector fields. Prerequisites: Grade of "C" or better in MAT230 or MAT231. Course Notes: Student may receive credit for only one of the following: MAT240 or MAT241.
Fulfills: Mathematics [MA]; Mathematics [MA]-in combo
Division: Mathematics

MAT241 / Calculus with Analytic Geometry III
4 Credits / 4.0 Periods for Lecture
Multivariate calculus including vectors, vector- valued functions, partial differentiation, multiple integration and an introduction to vector fields. Prerequisites: Grade of "C" or better in MAT230 or MAT231. Course Notes: Student may receive credit for only one of the following: MAT240 or MAT241.
SUN SUN# MAT 2241
Fulfills: Mathematics [MA]; Mathematics [MA]-in combo
Division: Mathematics

MAT256 / Investigating Quantity: Number, Operations and Numeration Systems
4 Credits / 4.0 Periods for Lecture
Explore number, numeration systems and operations on numbers. Techniques of problem solving with an emphasis on exploring a variety of strategies. Use a variety of visualization techniques to develop a conceptual understanding of these topics. Prerequisites: A grade of C or better in (MAT15+ or higher), or (MAT12+ and MAT14+), or [MAT14+ and (MAT114 or MAT115)], or (MAT14+ and an appropriate District placement into MAT150, MAT151, or MAT152), or permission of Department/ Division Chair. Course Notes: MAT256 is designed to meet requirements for prospective elementary education teachers.
Division: Mathematics

MAT257 / Investigating Geometry, Probability and Statistics
4 Credits / 4.0 Periods for Lecture
Explores geometry, measurement, probability and statistics. Uses visualization, technologies, problem solving, reasoning and proof to develop a conceptual understanding of these topics. Prerequisites: A grade of C or better in MAT256 or permission of Department/Division Chair. Course Notes: MAT257 is designed to meet the requirements for prospective elementary education teachers.
Division: Mathematics

MAT276 / Modern Differential Equations
4 Credits / 4.0 Periods for Lecture
Introduces differential equations, theoretical and practical solution techniques with applications. Problem-solving using MATLAB. Prerequisites: A grade of C or better in MAT230 or MAT231 or permission of Department/Division Chair.
Fulfills: Mathematics [MA]; Mathematics [MA]-in combo
Division: Mathematics

MAT280 / Foundational Statistics for Engineers
3 Credits / 5.0 Periods for Lecture & Lab
Fundamentals of probability, descriptive statistics, sampling distributions, parameter estimation, tests of hypotheses, regression analysis, analysis of variance, and design of experiments. Prerequisites: A grade of C or better in MAT220, or MAT221, or equivalent.
Crosslisted: ECE280
Division: Mathematics

MAT282AA / Service-Learning Experience in Mathematics
1 Credit / 1.0 Periods for Laboratory
Unpaid Service-Learning (SL) experience, completed with approved community partner. Prerequisites: Permission of Instructor. Course Notes: MAT282AA may be repeated for a total of six (6) credit hours. Standard grading is available according to procedures outlined in catalog.
Division: Mathematics

Microsoft Technology (MST)

MST150WT / Installing and Configuring Microsoft Windows 10
3 Credits / 4.0 Periods for Lecture & Lab
In-depth exploration of how to effectively install and configure Windows 10. Includes features of Windows 10, virtualization improvements, network connectivity, access to resources, monitor and maintain Windows clients and backup and recovery. Designed to prepare students for the Microsoft Windows 10 certification examination. Prerequisites: None. CIS190 or CNT140AB suggested but not required.
Division: Business and Computing Studies

Mortuary Science Program (MSP)

MSP101 / Mortuary Science: Orientation and History
3 Credits / 3.0 Periods for Lecture
Designed to orient prospective students to the roles, functions, and responsibilities of funeral service professionals. Overview of the requirements, governing agencies, and employment outlook in the field. Includes a historical overview of funeral service with emphasis on individuals, events, and forces that have influenced contemporary funeral principles and practices. Prerequisites: None.
Division: Health Science and Public Service

MSP105 / Cremation for Mortuary Science
1 Credit / 1.0 Periods for Lecture
Overview of cremation topics, including proper procedures, legal considerations, services, merchandise, trends, and the history of cremation. Prerequisites: Permission of Instructor. Course Notes: Course is aligned with American Board of Funeral Service Education (ABFSE) standards. Does not meet the requirements for Arizona Department of Health Services crematory operator training.
Division: Health Science and Public Service

MSP201 / Mortuary Science, Sociology, and Religion
3 Credits / 3.0 Periods for Lecture
Survey of basic principles of sociology as they relate to funeral service. Emphasis on family structures, social structures, and social factors. Exploration of cultural and religious funeral customs. Prerequisites: Admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP202 / Embalming
3 Credits / 3.0 Periods for Lecture
Study of the disinfection, temporary preservation and restoration of the deceased human body by physical and chemical means for the specific purpose to delay organic decomposition and apply practices for reverent care of the deceased. Prerequisites: Admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP202LL / Embalming Lab
1 Credit / 2.0 Periods for Laboratory
Field experience involving observation and practice of embalming processes in a laboratory setting. Includes writing case study reports. Study of anatomical considerations for mortuary science students. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: MSP202 and admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP203 / Microbiology for Mortuary Science
3 Credits / 3.0 Periods for Lecture
Survey of basic principles of microbiology. Emphasis on sanitation, disinfection, public health, and embalming practice. Prerequisites: Admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP204 / Chemistry for Mortuary Science
3 Credits / 3.0 Periods for Lecture
Survey of the basic principles of chemistry as they relate to funeral service. Emphasis on the chemical principles and precautions involved in the preservation and disinfection of the deceased human body. Prerequisites: Admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP205 / Funeral Directing I
3 Credits / 3.0 Periods for Lecture
Funeral directing, documentation procedures, and regulatory compliance from time of death to disposition. Includes establishing professional relationships with family members and funeral profession and allied colleague. Prerequisites: Admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP206 / Funeral Directing II
3 Credits / 3.0 Periods for Lecture
Operation of the established funeral home, including principles and product knowledge in the area of funeral service management and merchandising. Prerequisites: A grade of C or better in MSP205.
Division: Health Science and Public Service

MSP207 / Mortuary Science Restorative Art
3 Credits / 3.0 Periods for Lecture
Care and restoration of the deceased human body to create natural form and appearance. Includes anatomical aspects and color theory. Prerequisites: Admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP207LL / Mortuary Science Restorative Art Lab
1 Credit / 2.0 Periods for Laboratory
Care and restoration of the deceased human body to create natural form and appearance. Includes anatomical aspects and color theory. A grade of C or better required in all Prerequisites. Prerequisites or Corequisites: MSP207 and admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP208 / Funeral Service Law: Legal, Ethical, and Regulatory Considerations
3 Credits / 3.0 Periods for Lecture
Exploration of funeral service regulation by state and federal government agencies. Includes cemetery code, dispositions, Federal Trade Commission (FTC), licensing, and crematory law. Examination of torts, wills, estates, contract law, liability, and probate considerations for the funeral service practitioner. Includes ethical considerations, rights, duties, and responsibilities for the funeral service practitioner. Prerequisites: Admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP209 / Pathology for Mortuary Science
3 Credits / 3.0 Periods for Lecture
Study of disease processes and their impact on the human body, with emphasis on those conditions which relate to or affect the handling of human remains. Prerequisites: Admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP210 / Psychology and Counseling for Mortuary Science
2 Credits / 2.0 Periods for Lecture
Survey of the basic principles of psychology and counseling, as they relate to funeral service. Includes psychological concepts in the areas of grief, bereavement, mourning, aftercare and crisis intervention with emphasis in the role of the funeral service practitioner. Prerequisites: Admission to the Mortuary Science program.
Division: Health Science and Public Service

MSP211 / Compendium for Mortuary Science
3 Credits / 3.0 Periods for Lecture
Comprehensive review of exam skills and coursework prior to taking the National Board Exam for Mortuary Science. Analysis of skills and tasks an entry-level funeral practitioner would possess. This course develops skills for recall, application, and analysis of content in the domains of funeral service arts and funeral service sciences. Prerequisites: Admission to the Mortuary Science program.
Division: Health Science and Public Service

Music: Commercial/Business (MUC)

MUC109 / Music Business: Content Creation and Copyright
3 Credits / 3.0 Periods for Lecture
Designed to provide an overview of content creation and copyright considerations within the Music Industry. Topics include songwriting and music creation, copyright, publishing and licensing, studio production, media applications of music, business ownership and operations, and emerging technologies. Prerequisites: None.
Division: Communication & Fine Arts

MUC110 / Music Business: Marketing and Monetization
3 Credits / 3.0 Periods for Lecture
Designed to provide an overview of the marketing and monetization of music. Topics include music label operations; contracts; marketing, promotion, and merchandising; agents, managers, and attorneys; concert promotion and touring; and unions and guilds. Prerequisites: None.
Division: Communication & Fine Arts

MUC111 / Digital Audio Workstation I (DAW I)
3 Credits / 5.0 Periods for Lecture & Lab
Use of digital mixing and automation software in conjunction with editing and recording. Includes computer operation, troubleshooting, and file management. Prerequisites: A grade of C or better in MUC195, or MUC195AA, or FMP105, or permission of Instructor.
Division: Communication & Fine Arts

MUC112 / Digital Audio Workstation II (DAW II)
3 Credits / 5.0 Periods for Lecture & Lab
Use of digital mixing and automation software in conjunction with editing and recording. Includes computer operation, troubleshooting, and file management. Prerequisites: A grade of C or better in MUC111, and (MUC195 or MUC195AA).
Division: Communication & Fine Arts

MUC140 / Songwriting
3 Credits / 3.0 Periods for Lecture
An introduction to the art and craft of songwriting through the study and analysis of diverse songwriters and musical styles, and creation of original songs. Prerequisites: A grade of C or better in MTC101, or MTC105, or permission of Instructor. Course Notes: MUC140 may be repeated for a total of six (6) credits.
Division: Communication & Fine Arts

MUC180 / Computer Literacy for the Music Business
3 Credits / 3.0 Periods for Lecture & Lab
Basic computer literacy, including business applications used in the Music Industry, with hands-on experience. Prerequisites: A grade of C or better in MUC109, or permission of Instructor or Department or Division Chair.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Communication & Fine Arts

MUC195 / Studio Music Recording I
3 Credits / 5.0 Periods for Lecture & Lab
Basic principles of studio sound recording. Emphasis on musical acoustics, operation of recording equipment, studio setups, and multitrack recording. Includes studio session process and musical production decisions. Prerequisites: None.
Division: Communication & Fine Arts

Music: History/Literature (MHL)

MHL145 / American Jazz and Popular Music
3 Credits / 3.0 Periods for Lecture
The study of cultural and social contributions to the evolution of American jazz and popular music from the mid-1800's to present. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]
Division: Communication & Fine Arts

MHL146 / Survey of Broadway Musicals
3 Credits / 3.0 Periods for Lecture
Survey of Broadway musicals traced from their origins to the present viewed in their cultural, political, and socioeconomic contexts. Emphasis on stylistic periods, composers, lyricists, directors, and choreographers. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

MHL153 / Rock Music and Culture
3 Credits / 3.0 Periods for Lecture
History of Rock music and how cultural, social, political, and economic conditions have shaped its evolution. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Historical Awareness [H]; Historical Awareness [H]-in combo
Division: Communication & Fine Arts

MHL155 / Survey of American Music
3 Credits / 3.0 Periods for Lecture
History of the music of North America from the earliest American Indian music to the present. Introduction to the musical trends, composers, socioeconomic developments and trends, musical forms and styles that influence our modern American musical sense. Prerequisites: None.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]
Division: Communication & Fine Arts

MHL204 / Hip-Hop Music and Culture
3 Credits / 3.0 Periods for Lecture
A history of Hip-Hop's musical and artistic elements and how cultural, social, political, and economic conditions have shaped its evolution. Prerequisites: A grade of C or better in ENG101 or ENG107, or permission of Instructor.
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo; Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

Music: Performance (MUP)

MUP101AA / Private Instruction: Voice
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101AA may be repeated for credit.
Division: Communication & Fine Arts

MUP101AD / Private Instruction: Piano
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101AD may be repeated for credit.
Division: Communication & Fine Arts

MUP101AM / Private Instruction: Guitar
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101AM may be repeated for credit.
Division: Communication & Fine Arts

MUP101AP / Private Instruction: Trumpet
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101AP may be repeated for credit.
Division: Communication & Fine Arts

MUP101AS / Private Instruction: French Horn
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101AS may be repeated for credit.
Division: Communication & Fine Arts

MUP101AV / Private Instruction: Trombone
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101AV may be repeated for credit.
Division: Communication & Fine Arts

MUP101AY / Private Instruction: Euphonium
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, euphonium, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101AY may be repeated for credit.
Division: Communication & Fine Arts

MUP101BB / Private Instruction: Tuba
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101BB may be repeated for credit.
Division: Communication & Fine Arts

MUP101BE / Private Instruction: Flute
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101BE may be repeated for credit.
Division: Communication & Fine Arts

MUP101BH / Private Instruction: Oboe
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101BH may be repeated for credit.
Division: Communication & Fine Arts

MUP101BK / Private Instruction: Clarinet
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101BK may be repeated for credit.
Division: Communication & Fine Arts

MUP101BN / Private Instruction: Bassoon
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101BN may be repeated for credit.
Division: Communication & Fine Arts

MUP101BQ / Private Instruction: Saxophone
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101BQ may be repeated for credit.
Division: Communication & Fine Arts

MUP101BT / Private Instruction: Violin
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101BT may be repeated for credit.
Division: Communication & Fine Arts

MUP101BW / Private Instruction: Viola
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101BW may be repeated for credit.
Division: Communication & Fine Arts

MUP101BZ / Private Instruction: Violoncello
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101BZ may be repeated for credit.
Division: Communication & Fine Arts

MUP101CC / Private Instruction: Contrabass
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101CC may be repeated for credit.
Division: Communication & Fine Arts

MUP101CF / Private Instruction: Popular Music Bass Guitar
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, harp, turntablism and electronic music. Prerequisites: None. Course Notes: MUP101CF may be repeated for credit.
Division: Communication & Fine Arts

MUP101CI / Private Instruction: Percussion
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. May be repeated for credit. Prerequisites: None. Course Notes: MUP101CI may be repeated for credit.
Division: Communication & Fine Arts

MUP101CJ / Private Instruction: Harp
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP101CJ may be repeated for credit.
Division: Communication & Fine Arts

MUP101CM / Private Instruction: Popular Music Guitar
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, harp, turntablism and electronic music. Prerequisites: None. Course Notes: MUP101CM may be repeated for credit.
Division: Communication & Fine Arts

MUP102AA / Private Instruction: Voice
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102AA may be repeated for credit.
Division: Communication & Fine Arts

MUP102AD / Private Instruction: Piano
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102AD may be repeated for credit.
Division: Communication & Fine Arts

MUP102AM / Private Instruction: Guitar
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102AM may be repeated for credit.
Division: Communication & Fine Arts

MUP102AP / Private Instruction: Trumpet
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102AP may be repeated for credit.
Division: Communication & Fine Arts

MUP102AS / Private Instruction: French Horn
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102AS may be repeated for credit.
Division: Communication & Fine Arts

MUP102AV / Private Instruction: Trombone
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102AV may be repeated for credit.
Division: Communication & Fine Arts

MUP102AY / Private Instruction: Euphonium
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, euphonium, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102AY may be repeated for credit.
Division: Communication & Fine Arts

MUP102BB / Private Instruction: Tuba
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102BB may be repeated for credit.
Division: Communication & Fine Arts

MUP102BE / Private Instruction: Flute
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102BE may be repeated for credit.
Division: Communication & Fine Arts

MUP102BH / Private Instruction: Oboe
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102BH may be repeated for credit.
Division: Communication & Fine Arts

MUP102BK / Private Instruction: Clarinet
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102BK may be repeated for credit.
Division: Communication & Fine Arts

MUP102BN / Private Instruction: Bassoon
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102BN may be repeated for credit.
Division: Communication & Fine Arts

MUP102BQ / Private Instruction: Saxophone
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102BQ may be repeated for credit.
Division: Communication & Fine Arts

MUP102BT / Private Instruction: Violin
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102BT may be repeated for credit.
Division: Communication & Fine Arts

MUP102BW / Private Instruction: Viola
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102BW may be repeated for credit.
Division: Communication & Fine Arts

MUP102BZ / Private Instruction: Violoncello
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102BZ may be repeated for credit.
Division: Communication & Fine Arts

MUP102CC / Private Instruction: Contrabass
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102CC may be repeated for credit.
Division: Communication & Fine Arts

MUP102CF / Private Instruction: Popular Music Bass Guitar
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, harp, turntablism and electronic music. Prerequisites: None. Course Notes: MUP102CF may be repeated for credit.
Division: Communication & Fine Arts

MUP102CI / Private Instruction: Percussion
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102CI may be repeated for credit.
Division: Communication & Fine Arts

MUP102CJ / Private Instruction: Harp
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: None. Course Notes: MUP102CJ may be repeated for credit.
Division: Communication & Fine Arts

MUP102CM / Private Instruction: Popular Music Guitar
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, harp, turntablism and electronic music. Prerequisites: None. Course Notes: MUP102CM may be repeated for credit.
Division: Communication & Fine Arts

MUP102CN / Private Instruction: Popular Music Drum
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, harp, turntablism and electronic music. Prerequisites: None. Course Notes: MUP102CN may be repeated for credit.
Division: Communication & Fine Arts

MUP127 / Class Guitar I
1 Credit / 3.0 Periods for Lecture & Lab
Emphasis on note-reading and folk-style harmonic accompaniment. Includes finger-style playing. Stresses development of efficient practice techniques and proper sitting and hand positions. Prerequisites: None.
Division: Communication & Fine Arts

MUP128 / Class Guitar II
1 Credit / 3.0 Periods for Lecture & Lab
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: A grade of C or better in MUP127 or permission of Instructor.
Division: Communication & Fine Arts

MUP131 / Class Piano I
1 Credit / 3.0 Periods for Lecture & Lab
Development of beginning piano techniques and the fundamentals of music including basic hand position, music-reading skills of melodic and harmonic material, major scales, transposition, and harmonizations including the I, IV, V7 chords. Prerequisites: None.
Division: Communication & Fine Arts

MUP132 / Class Piano II
1 Credit / 3.0 Periods for Lecture & Lab
Continuation of Piano I with emphasis on elementary piano techniques including major and minor scales, transposition, improvisation, and sight reading. Prerequisites: A grade of C or better in MUP131 or permission of Instructor.
Division: Communication & Fine Arts

MUP133 / Class Voice I
1 Credit / 3.0 Periods for Lecture & Lab
Introduction to the fundamentals of vocal production. Emphasis on breathing techniques, tone production and performances in class of solo vocal literature. Prerequisites: None.
Division: Communication & Fine Arts

MUP134 / Class Voice II
1 Credit / 3.0 Periods for Lecture & Lab
Continuation of Class Voice I including the elements of stage presence and diction. Prerequisites: A grade of C or better in MUP133 or permission of Instructor.
Division: Communication & Fine Arts

MUP150 / Community Chorus
1 Credit / 3.0 Periods for Lecture & Lab
A mixed chorus with emphasis on college/community participation and preparation of a variety of choral literature for public performance. Auditions may be required. Prerequisites: None. Course Notes: MUP150 may be repeated for credit.
Division: Communication & Fine Arts

MUP151AA / Private Instruction: Voice
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP101AA. Course Notes: MUP151AA may be repeated for credit.
Division: Communication & Fine Arts

MUP151AD / Private Instruction: Piano
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP101AD. Course Notes: MUP151AD may be repeated for credit.
Division: Communication & Fine Arts

MUP151AM / Private Instruction: Guitar
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP101AM. Course Notes: MUP151AM may be repeated for credit.
Division: Communication & Fine Arts

MUP151BT / Private Instruction: Violin
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP101BT. Course Notes: MUP151BT may be repeated for credit.
Division: Communication & Fine Arts

MUP151CF / Private Instruction: Popular Music Bass Guitar
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, harp, turntablism and electronic music. Prerequisites: A grade of C or better in MUP101CF. Course Notes: MUP151CF may be repeated for credit.
Division: Communication & Fine Arts

MUP152AA / Private Instruction: Voice
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102AA. Course Notes: MUP152AA may be repeated for credit.
Division: Communication & Fine Arts

MUP152AD / Private Instruction: Piano
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102AD. Course Notes: MUP152AD may be repeated for credit.
Division: Communication & Fine Arts

MUP152AM / Private Instruction: Guitar
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102AM. Course Notes: MUP152AM may be repeated for credit.
Division: Communication & Fine Arts

MUP152AP / Private Instruction: Trumpet
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102AP. Course Notes: MUP152AP may be repeated for credit.
Division: Communication & Fine Arts

MUP152AS / Private Instruction: French Horn
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102AS. Course Notes: MUP152AS may be repeated for credit.
Division: Communication & Fine Arts

MUP152BB / Private Instruction: Tuba
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102BB. Course Notes: MUP152BB may be repeated for credit.
Division: Communication & Fine Arts

MUP152BE / Private Instruction: Flute
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102BE. Course Notes: MUP152BE may be repeated for credit.
Division: Communication & Fine Arts

MUP152BH / Private Instruction: Oboe
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102BH. Course Notes: MUP152BH may be repeated for credit.
Division: Communication & Fine Arts

MUP152BK / Private Instruction: Clarinet
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102BK. Course Notes: MUP152BK may be repeated for credit.
Division: Communication & Fine Arts

MUP152BN / Private Instruction: Bassoon
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102BN. Course Notes: MUP152BN may be repeated for credit.
Division: Communication & Fine Arts

MUP152BQ / Private Instruction: Saxophone
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102BQ. Course Notes: MUP152BQ may be repeated for credit.
Division: Communication & Fine Arts

MUP152BT / Private Instruction: Violin
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102BT. Course Notes: MUP152BT may be repeated for credit.
Division: Communication & Fine Arts

MUP152BW / Private Instruction: Viola
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102BW. Course Notes: MUP152BW may be repeated for credit.
Division: Communication & Fine Arts

MUP152BZ / Private Instruction: Violoncello
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102BZ. Course Notes: MUP152BZ may be repeated for credit.
Division: Communication & Fine Arts

MUP152CC / Private Instruction: Contrabass
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102CC. Course Notes: MUP152CC may be repeated for credit.
Division: Communication & Fine Arts

MUP152CF / Private Instruction: Popular Music Bass Guitar
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, harp, turntablism and electronic music. Prerequisites: A grade of C or better in MUP102CF. Course Notes: MUP152CF may be repeated for credit.
Division: Communication & Fine Arts

MUP152CI / Private Instruction: Percussion
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102CI. Course Notes: MUP152CI may be repeated for credit.
Division: Communication & Fine Arts

MUP152CJ / Private Instruction: Harp
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP102CJ. Course Notes: MUP152CJ may be repeated for credit.
Division: Communication & Fine Arts

MUP153 / Concert Choir
1 Credit / 5.0 Periods for Lecture & Lab
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.
Division: Communication & Fine Arts

MUP154AA / Jazz Vocal Ensemble
1 Credit / 3.0 Periods for Lecture & Lab
Practical and performing experience in vocal jazz. Includes music from the 1920's through the present. Prerequisites: Auditions required or permission of Instructor. Course Notes: MUP154AA may be repeated for credit.
Division: Communication & Fine Arts

MUP158 / Rock Band
1 Credit / 3.0 Periods for Lecture & Lab
Emphasizes instrumental and vocal techniques and the preparation of all styles of rock band literature. Introduces music business. Requires participation in public and private performances throughout the semester. Prerequisites: Auditions are required. Course Notes: MUP158 may be repeated for a total of four (4) credits.
Division: Communication & Fine Arts

MUP159 / Community Orchestra
1 Credit / 3.0 Periods for Lecture & Lab
Emphasis on college/community participation and the preparation of orchestral literature for public performance. Prerequisites: None. Course Notes: MUP159 may be repeated for credit. Auditions may be required.
Division: Communication & Fine Arts

MUP161 / Community Band
1 Credit / 3.0 Periods for Lecture & Lab
Emphasis on college/community participation and the preparation of band literature for public performance. Prerequisites: None. Course Notes: MUP161 may be repeated for credit. Auditions may be required.
Division: Communication & Fine Arts

MUP163 / Jazz Ensemble
1 Credit / 3.0 Periods for Lecture & Lab
Practical and performance experience in various jazz styles. Prerequisites: None. Course Notes: MUP163 may be repeated for credit. Open to all students on the basis of auditions. Auditions may be required.
Division: Communication & Fine Arts

MUP164 / Jazz Improvisation I
2 Credits / 3.0 Periods for Lecture & Lab
Theoretical and performance skills in many styles of jazz improvisation. Prerequisites: None. Course Notes: MUP164 may be repeated for a total of six (6) credit hours.
Division: Communication & Fine Arts

MUP171 / Opera Workshop
2 Credits / 5.0 Periods for Lecture & Lab
A workshop in the study and performance of operatic literature. Prerequisites: None. Course Notes: MUP171 may be repeated for credit. Open to all students on the basis of auditions. Auditions may be required.
Division: Communication & Fine Arts

MUP181 / Chamber Music Ensembles
1 Credit / 2.0 Periods for Lecture & Lab
Practical and performance experience in instrumental, vocal, and mixed ensembles. Prerequisites: None. Course Notes: MUP181 may be repeated for credit.
Division: Communication & Fine Arts

MUP182 / Chamber Singers
1 Credit / 3.0 Periods for Lecture & Lab
Practical and performance experience in various styles of vocal music. Prerequisites: None. Course Notes: MUP182 may be repeated for credit. Open to all students on the basis of auditions. Auditions may be required.
Division: Communication & Fine Arts

MUP183 / Jazz Combo
1 Credit / 2.0 Periods for Lecture & Lab
Jazz Combo participation provides an opportunity for students to develop improvisational skills in a variety of styles from historical and contemporary jazz practice, while offering a creative outlet for composers and arrangers. Prerequisites: None. Course Notes: MUP183 may be repeated for credit.
Division: Communication & Fine Arts

MUP190 / Percussion Ensemble
1 Credit / 3.0 Periods for Lecture & Lab
Practical and performance experience in various percussion styles. Percussion literature from a diverse number of world musical traditions. Western European art music, various African traditions, Indian music, Japanese music, Indonesian music, Mexican, Central, and South American music, and percussion compositions from the American Experimental Tradition rehearsed and performed. Concerts presented throughout the semester. Percussion techniques are studied and refined as they relate to the literature performed. Emphasis placed on reading and listening skills, increased aesthetic discrimination. Informed performance practice and skills on all percussion instruments and traditions. Prerequisites: None. Course Notes: MUP190 may be repeated for credit.
Division: Communication & Fine Arts

MUP201AA / Private Instruction: Voice
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, harp and percussion. Prerequisites: A grade of C or better in MUP151AA. Course Notes: MUP201AA may be repeated for credit.
Division: Communication & Fine Arts

MUP201AD / Private Instruction: Piano
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP151AD. Course Notes: MUP201AD may be repeated for credit.
Division: Communication & Fine Arts

MUP201AM / Private Instruction: Guitar
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP151AM. Course Notes: MUP201AM may be repeated for credit.
Division: Communication & Fine Arts

MUP202AA / Private Instruction: Voice
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152AA. Course Notes: MUP202AA may be repeated for credit.
Division: Communication & Fine Arts

MUP202AD / Private Instruction: Piano
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152AD. Course Notes: MUP202AD may be repeated for credit.
Division: Communication & Fine Arts

MUP202AM / Private Instruction: Guitar
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152AM. Course Notes: MUP202AM may be repeated for credit.
Division: Communication & Fine Arts

MUP202AP / Private Instruction: Trumpet
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152AP. Course Notes: MUP202AP may be repeated for credit.
Division: Communication & Fine Arts

MUP202AS / Private Instruction: French Horn
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152AS. Course Notes: MUP202AS may be repeated for credit.
Division: Communication & Fine Arts

MUP202AV / Private Instruction: Trombone
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152AV. Course Notes: MUP202AV may be repeated for credit.
Division: Communication & Fine Arts

MUP202AY / Private Instruction: Euphonium
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, euphonium, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152AY. Course Notes: MUP202AY may be repeated for credit.
Division: Communication & Fine Arts

MUP202BB / Private Instruction: Tuba
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152BB. Course Notes: MUP202BB may be repeated for credit.
Division: Communication & Fine Arts

MUP202BE / Private Instruction: Flute
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152BE. Course Notes: MUP202BE may be repeated for credit.
Division: Communication & Fine Arts

MUP202BH / Private Instruction: Oboe
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152BH. Course Notes: MUP202BH may be repeated for credit.
Division: Communication & Fine Arts

MUP202BK / Private Instruction: Clarinet
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152BK. Course Notes: MUP202BK may be repeated for credit.
Division: Communication & Fine Arts

MUP202BN / Private Instruction: Bassoon
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152BN. Course Notes: MUP202BN may be repeated for credit.
Division: Communication & Fine Arts

MUP202BQ / Private Instruction: Saxophone
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152BQ. Course Notes: MUP202BQ may be repeated for credit.
Division: Communication & Fine Arts

MUP202BT / Private Instruction: Violin
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152BT. Course Notes: MUP202BT may be repeated for credit.
Division: Communication & Fine Arts

MUP202BW / Private Instruction: Viola
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152BW. Course Notes: MUP202BW may be repeated for credit.
Division: Communication & Fine Arts

MUP202BZ / Private Instruction: Violoncello
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152BZ. Course Notes: MUP202BZ may be repeated for credit.
Division: Communication & Fine Arts

MUP202CC / Private Instruction: Contrabass
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152CC. Course Notes: MUP202CC may be repeated for credit.
Division: Communication & Fine Arts

MUP202CI / Private Instruction: Percussion
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152CI. Course Notes: MUP202CI may be repeated for credit.
Division: Communication & Fine Arts

MUP202CJ / Private Instruction: Harp
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP152CJ. Course Notes: MUP202CJ may be repeated for credit.
Division: Communication & Fine Arts

MUP202CM / Private Instruction: Popular Music Guitar
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, harp, turntablism and electronic music. Prerequisites: A grade of C or better in MUP152CM. Course Notes: MUP202CM may be repeated for credit.
Division: Communication & Fine Arts

MUP209 / Elements of Conducting
2 Credits / 2.0 Periods for Lecture
Essentials of conducting techniques used in choral and instrumental ensembles including terminology, interpretation, and styles. Prerequisites: None.
Division: Communication & Fine Arts

MUP217 / Music Theatre: Broadway Solos
1 Credit / 3.0 Periods for Lecture & Lab
Study and in-class performance of scenes and solos from Broadway musical literature. Prerequisites: None.
Division: Communication & Fine Arts

MUP227 / Class Guitar III
1 Credit / 3.0 Periods for Lecture & Lab
Additional fingerboard positions. Ensemble techniques and performance. Prerequisites: A grade of C or better in MUP128 or permission of Instructor.
Division: Communication & Fine Arts

MUP228 / Class Guitar IV
1 Credit / 3.0 Periods for Lecture & Lab
Advanced fingerboard positions. Duet and trio performances. Advanced ensemble techniques. Prerequisites: A grade of C or better in MUP227 or permission of Instructor. Course Notes: MUP228 may be repeated for credit.
Division: Communication & Fine Arts

MUP231 / Class Piano III
1 Credit / 3.0 Periods for Lecture & Lab
Development of intermediate piano techniques including selected solo literature, transposition of harmonic patterns, and secondary dominants. Prerequisites: A grade of C or better in MUP132 or permission of Instructor.
Division: Communication & Fine Arts

MUP232 / Class Piano IV
1 Credit / 3.0 Periods for Lecture & Lab
Continuation of Piano III including modulation techniques, improvisation of piano accompaniments, advanced chromatic harmony, and sight reading of advanced literature. Prerequisites: A grade of C or better in MUP231 or permission of Instructor.
Division: Communication & Fine Arts

MUP233 / Class Voice III
1 Credit / 3.0 Periods for Lecture & Lab
Interpretive singing through a closer examination of coloring, tone production, dynamics, and tempo indications. Prerequisites: A grade of C or better in MUP134.
Division: Communication & Fine Arts

MUP234 / Class Voice IV
1 Credit / 3.0 Periods for Lecture & Lab
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: A grade of C or better in MUP233 or permission of Instructor. Course Notes: MUP234 may be repeated for credit.
Division: Communication & Fine Arts

MUP250AA / Survey Of Diction For Singers (English)
1 Credit / 2.0 Periods for Lecture & Lab
Introduction to the use of phonetics in the study of English song literature. Prerequisites: None.
Division: Communication & Fine Arts

MUP250AB / Survey Of Diction For Singers (Italian/Latin)
1 Credit / 2.0 Periods for Lecture & Lab
Introduction to the use of phonetics in the study of Italian/Latin song literature. Prerequisites: None.
Division: Communication & Fine Arts

MUP251AA / Private Instruction: Voice
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP201AA. Course Notes: MUP251AA may be repeated for credit.
Division: Communication & Fine Arts

MUP251AD / Private Instruction: Piano
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP201AD. Course Notes: MUP251AD may be repeated for credit.
Division: Communication & Fine Arts

MUP251AM / Private Instruction: Guitar
1 Credit / 0.6 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP201AM. Course Notes: MUP251AM may be repeated for credit.
Division: Communication & Fine Arts

MUP252AA / Private Instruction: Voice
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202AA. Course Notes: MUP252AA may be repeated for credit.
Division: Communication & Fine Arts

MUP252AD / Private Instruction: Piano
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202AD. Course Notes: MUP252AD may be repeated for credit.
Division: Communication & Fine Arts

MUP252AM / Private Instruction: Guitar
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202AM. Course Notes: MUP252AM may be repeated for credit.
Division: Communication & Fine Arts

MUP252AP / Private Instruction: Trumpet
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202AP. Course Notes: MUP252AP may be repeated for credit.
Division: Communication & Fine Arts

MUP252AS / Private Instruction: French Horn
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202AS. Course Notes: MUP252AS may be repeated for credit.
Division: Communication & Fine Arts

MUP252AY / Private Instruction: Euphonium
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, euphonium, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202AY. Course Notes: MUP252AY may be repeated for credit.
Division: Communication & Fine Arts

MUP252BH / Private Instruction: Oboe
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202BH. Course Notes: MUP252BH may be repeated for credit.
Division: Communication & Fine Arts

MUP252BK / Private Instruction: Clarinet
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202BK. Course Notes: MUP252BK may be repeated for credit.
Division: Communication & Fine Arts

MUP252BQ / Private Instruction: Saxophone
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202BQ. Course Notes: MUP252BQ may be repeated for credit.
Division: Communication & Fine Arts

MUP252BT / Private Instruction: Violin
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202BT. Course Notes: MUP252BT may be repeated for credit.
Division: Communication & Fine Arts

MUP252BW / Private Instruction: Viola
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202BW. Course Notes: MUP252BW may be repeated for credit.
Division: Communication & Fine Arts

MUP252BZ / Private Instruction: Violoncello
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202BZ. Course Notes: MUP252BZ may be repeated for credit.
Division: Communication & Fine Arts

MUP252CC / Private Instruction: Contrabass
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202CC. Course Notes: MUP252CC may be repeated for credit.
Division: Communication & Fine Arts

MUP252CI / Private Instruction: Percussion
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing musicianship, literature, technique and performance. Four-course sequence designed for university transfer equivalency. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, and harp. Prerequisites: A grade of C or better in MUP202CI. Course Notes: MUP252CI may be repeated for credit.
Division: Communication & Fine Arts

MUP252CL / Private Instruction: Popular Music Piano
2 Credits / 1.2 Periods for Lecture & Lab
Private Instruction emphasizing developmental improvement of musicianship and technique from an entering skill level. Four-course sequence required of all music majors meeting departmental requirements. Instruction provided on voice, piano, harpsichord, organ, guitar, trumpet, French horn, trombone, baritone horn, tuba, flute, oboe, clarinet, bassoon, saxophone, violin, viola, violoncello, contrabass, bass guitar, percussion, harp, turntablism and electronic music. Prerequisites: A grade of C or better in MUP202CL. Course Notes: MUP252CL may be repeated for credit.
Division: Communication & Fine Arts

MUP270 / Musical Theatre Workshop
2 Credits / 5.0 Periods for Lecture & Lab
Workshop in the study and performance of Musical Theatre repertoire. Includes audition techniques, stage directions, character role development, rehearsal techniques, vocal acting styles and vocal technique, stage movement, crew roles, and performance. Prerequisites: None. Course Notes: MUP/THO270 may be repeated for credit.
Crosslisted: THO270
Division: Communication & Fine Arts

MUP270AA / Musical Theatre Workshop
1 Credit / 3.0 Periods for Laboratory
Workshop in the study and performance of musical theatre repertoire. Includes audition techniques, stage directions, character role development, rehearsal techniques, vocal acting styles and vocal technique, stage movement, crew roles, and performance. Prerequisites: None. Course Notes: MUP/THO270AA may be repeated for a total of two (2) credits.
Crosslisted: THO270AA
Division: Communication & Fine Arts

MUP273 / Musical Theatre Production
1 Credit / 5.0 Periods for Laboratory
Principles and techniques for musical theatre production performance. Includes audition techniques, stage directions, character role development, rehearsal techniques, vocal acting styles and vocal technique, stage movement, crew roles, and performance. Prerequisites: By audition.
Crosslisted: THP273
Division: Communication & Fine Arts

Music: Theory/Composition (MTC)

MTC101 / Introduction to Music Theory
3 Credits / 3.0 Periods for Lecture
Designed to develop written and aural skills necessary for advanced study of music theory and skills. Recommended for music majors. Prerequisites: None.
Division: Communication & Fine Arts

MTC105 / Music Theory I
3 Credits / 3.0 Periods for Lecture
The chronological study of music theory including: harmony, melody, texture, structure and timbre through analysis, original compositions and basic exercises to demonstrate musical concepts. Prerequisites: A grade of C or better in MTC101 or permission of instructor. Corequisites: MTC106.
Division: Communication & Fine Arts

MTC106 / Aural Perception I
1 Credit / 2.0 Periods for Lecture & Lab
The development of listening and performing skills through dictation, sight-singing and keyboard harmony. Prerequisites: None. Corequisites: MTC105.
Division: Communication & Fine Arts

MTC155 / Music Theory II
3 Credits / 3.0 Periods for Lecture
A continuation of Music Theory I with emphasis on harmony and part-writing procedures. Prerequisites: A grade of C or better in MTC105. Corequisites: MTC156.
Division: Communication & Fine Arts

MTC156 / Aural Perception II
1 Credit / 2.0 Periods for Lecture & Lab
A continuation of Aural Perception I, including harmonic practices. Prerequisites: A grade of C or better in MTC106. Corequisites: MTC155.
Division: Communication & Fine Arts

MTC180 / Computer Literacy for Musicians
3 Credits / 4.0 Periods for Lecture & Lab
Instruction in basic computer literacy, including generic applications and music-specific programs with hands-on experience. Ability to read music notation required. Prerequisites: A grade of C or better in MTC101, or MTC105, or Corequisites: MTC105, or permission of Instructor.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Communication & Fine Arts

MTC240 / Composition
3 Credits / 0.6 Periods for Lecture & Lab
Introduction to the basics of music composition, stressing techniques and procedures for developing original ideas. Prerequisites: A grade of C or better in (MTC105 and MTC106, or equivalent), and permission of Instructor. Course Notes: MTC240 may be repeated for a total of twelve (12) credit hours.
Division: Communication & Fine Arts

MTC255 / Music Theory IV
3 Credits / 3.0 Periods for Lecture
A continuation of Music Theory III, including 20th century theories and techniques. Prerequisites: A grade of C or better in MTC205. Corequisites: MTC256.
SUN SUN# MUS 2223
Division: Communication & Fine Arts

MTC256 / Aural Perception IV
1 Credit / 2.0 Periods for Lecture & Lab
A continuation of Aural Perception III, including extended chords. Prerequisites: A grade of C or better in MTC206. Corequisites: MTC255.
SUN SUN# MUS 2223
Division: Communication & Fine Arts

Nursing Science: Basic (NUR)

NUR104AB / Structured Nursing Review
1 Credit / 1.0 Periods for Lecture
Structured nursing tutorial assistance and nursing study skills to help students achieve success in their respective block of nursing courses. Nursing process and critical thinking application skills emphasized. Prerequisites: None. Corequisites: Concurrent enrollment in the Nursing program or permission of Department Chair. Corequisites: Concurrent enrollment in the Nursing program or permission of Department Chair. Course Notes: Course offered as Credit (P) No credit (Z) basis. NUR104AB may be repeated for a total of eight (8) credits.
Division: Nursing and Health Sciences

NUR152 / Nursing Theory and Science I
9 Credits / 16.88 Periods for Laboratory, 4.0 Periods for Lecture
Introduction of Nurse of the Future competencies as a foundational framework for development of the professional nurse. Basic care concepts, the nursing process, and clinical reasoning are utilized to meet the needs of adult and older adult patients. Prerequisites: Admission into the Nursing Program.
Division: Nursing and Health Sciences

NUR172 / Nursing Theory and Science II
9 Credits / 11.81 Periods for Laboratory, 5.5 Periods for Lecture
Utilization of Nurse of the Future competencies and clinical judgment measures to develop knowledge, skills, and attitudes to provide safe, quality patient care across the wellness-illness continuum in selected medical-surgical and mental health patients. Prerequisites: A grade of C or better in (BIO202 and NUR152) or permission of Nursing Department Chair.
Division: Nursing and Health Sciences

NUR252 / Nursing Theory and Science III
9 Credits / 11.81 Periods for Laboratory, 5.5 Periods for Lecture
Application of critical thinking strategies and clinical judgment measures related to holistic care of the newborn and childbearing patients. Integration of concepts related to holistic care of adults and older adult patients with selected acute and chronic alterations in health. Integration of professional nursing standards in role development. Utilization of previous knowledge of physical, biologic, psycho-social sciences, and the cultural, spiritual aspects of nursing care. Integration of concepts of nutrition, pharmacology, communication, health promotion, and pathophysiology into nursing care. Prerequisites: A grade of C or better in [(CRE101 or appropriate district placement) and NUR172 and PSY101] or permission of Nursing Department Chair.
Division: Nursing and Health Sciences

NUR283 / Nursing Theory and Science IV
9 Credits / 11.81 Periods for Laboratory, 5.5 Periods for Lecture
Applies Nurse of the Future competencies and clinical judgment measures to practice and manage care for the child/family unit and adults requiring complex care throughout the wellness/illness continuum, and prepare for transition from student to professional nurse. Prerequisites: A grade of C or better in (BIO205 and NUR252) or permission of Nursing Department Chair.
Division: Nursing and Health Sciences

Philosophy (PHI)

PHI101 / Introduction to Philosophy
3 Credits / 3.0 Periods for Lecture
General consideration of human nature and the nature of the universe. Knowledge, perception, freedom and determinism, and the existence of God. Prerequisites: None.
SUN SUN# PHI 1101
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

PHI103 / Introduction to Logic
3 Credits / 3.0 Periods for Lecture
Informal logic, logical fallacies, elementary symbolic logic, analysis of argument forms, and construction of proofs for validity. Prerequisites: A grade of C or better in ENG101, or ENG107, or equivalent.
SUN SUN# PHI 1103
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

PHI104 / World Philosophy
3 Credits / 3.0 Periods for Lecture
Examination of questions such as the meaning of life and death, social justice, appearance and reality, human nature, the identity of the self freedom and destiny, the ethical life, and the relationship of science and religion. Comparative analysis of diverse Eastern and Western viewpoints. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

PHI105 / Introduction to Ethics
3 Credits / 3.0 Periods for Lecture
A survey of ethical theory in Western Philosophy, including the major normative theories and selected metaethical theories. Prerequisites: None.
SUN SUN# PHI 1105
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

PHI216 / Environmental Ethics
3 Credits / 3.0 Periods for Lecture
Philosophical consideration of diverse theories and perspectives on the environment, and application of these theories to global moral issues such as animal rights, preservation of wilderness and species, population, world hunger and poverty, and air and water pollution. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

PHI218 / Philosophy of Sexuality
3 Credits / 3.0 Periods for Lecture
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: A grade of C or better in ENG101 or ENG107 or permission of Instructor. Course Notes: Course may contain adult content. All students under 18 years old are required to have a signed parental consent form on file, which is on the back of the "Students Under The Age of 18" Enrollment Form.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

Physical Education (PED)

PED101BB / Basketball
1 Credit / 2.0 Periods for Lecture & Lab
Basic skills and game strategy of basketball. Class emphasis on competition and drills. Prerequisites: None. Course Notes: PED101BB may be repeated for credit.
Division: Health Science and Public Service

PED101BS / Body Sculpting
1 Credit / 2.0 Periods for Lecture & Lab
Stretch and strengthen. Emphasizes increasing fitness, muscle tone, and body flexibility. Great for reducing stress. Prerequisites: None. Course Notes: PED101BS may be repeated for credit.
Division: Health Science and Public Service

PED101FL / Fitness For Life
1 Credit / 2.0 Periods for Lecture & Lab
Learn the basics of designing and implementing a personalized fitness program to meet your needs in the areas of Cardiovascular Fitness, Weight Control, Muscular Strength and Flexibility. Prerequisites: None. Course Notes: PED101FL may be repeated for credit.
Division: Health Science and Public Service

PED101SR / Stretch and Relaxation
1 Credit / 2.0 Periods for Lecture & Lab
A mat-based stretching class with guided meditation. Stretching increases flexibility and relieves stress, promoting an overall sense of well being. Prerequisites: None. Course Notes: PED101SR may be repeated for credit.
Division: Health Science and Public Service

PED101ST / Strength Training
1 Credit / 2.0 Periods for Lecture & Lab
Introduction to techniques of basic weight training, concentrating on incorporating an exercise regimen for increased strength. Prerequisites: None. Course Notes: PED101ST may be repeated for credit.
Division: Health Science and Public Service

PED101YO / Yoga
1 Credit / 2.0 Periods for Lecture & Lab
Promotion of overall health by strengthening muscles and stimulating glands and organs. Basic postures, breathing and relaxation techniques. Prerequisites: None. Course Notes: PED101YO may be repeated for credit.
Division: Health Science and Public Service

PED101YR / Restorative Yoga
1 Credit / 2.0 Periods for Lecture & Lab
Gentle form of Yoga poses utilizing props to create fully supported postures; focuses on relaxation and involves non-rigorous physical activity, providing rest and recovery and promoting the restoration of tranquility; suitable for all levels. Prerequisites: None. Course Notes: PED101YR may be repeated for credit.
Division: Health Science and Public Service

PED115 / Lifetime Fitness
2 Credits / 4.0 Periods for Lecture & Lab
Increase personal fitness, strength, and vitality. Current principles of cardiovascular exercise, weight training, flexibility, and balance exercises applicable to lifetime fitness goals. Personalized fitness plans developed and implemented with support of highly trained fitness professionals. Techniques to make sessions more effective and enjoyable. Prerequisites: None. Course Notes: PED115 may be repeated for a total of eight (8) credit hours.
Division: Health Science and Public Service

Physical Geography (GPH)

GPH113 / Introduction to Physical Geography
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Earth's physical processes and impacts on human environments via the atmosphere, biosphere, lithosphere and hydrosphere. Topics and practical experiences include severe weather, climate change, biomes and ecosystems, landform processes; mountain building and erosion by rivers, glaciers, waves and wind, topographic maps. Prerequisites: None.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

GPH212 / Introduction to Meteorology I
3 Credits / 3.0 Periods for Lecture
Atmospheric processes and elements. General and local circulation, heat exchange and atmospheric moisture. Prerequisites: None. Course Notes: General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with: GPH214
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

GPH214 / Introduction to Meteorology Laboratory I
1 Credit / 3.0 Periods for Laboratory
Basic meteorological and climatological measurements. Prerequisites: None. Corequisites: GPH212. Course Notes: General Education Designation: Natural Sciences (Quantitative) - [SQ] in combination with: GPH212
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

Physics (PHY)

PHY101 / Introduction to Physics
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
A survey of physics emphasizing applications of physics to modern life. Prerequisites: A grade of C or better in MAT090, or higher level mathematics course, or eligibility for MAT120 or higher as indicated by appropriate placement. Course Notes: Students may receive credit for only one of the following: PHY101 or PHY101AA.
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

PHY111 / General Physics I
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Includes motion, energy, and properties of matter. Prerequisites: A grade of C or better in MAT182 or MAT187 or MAT220 or MAT221 or eligibility for MAT220 as indicated by appropriate placement or one year high school Trigonometry with a grade of C or better or permission of Department or Division. Course Notes: PHY111 is recommended for preprofessional and suggested for certain other majors. Students may receive credit for only one of the following: PHY111 or PHY111AA.
SUN SUN# PHY 1111
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

PHY112 / General Physics II
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Includes electricity, electromagnetism, and modern physics. Prerequisites: A grade of C or better in PHY111.
SUN SUN# PHY 1112
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

PHY121 / University Physics I: Mechanics
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Kinematics, Newton's laws, work, energy, momentum, conservation laws, dynamics of particles, solids, fluids, mechanical waves, and sound. Prerequisites: A grade of C or better in MAT220 or MAT221 or permission of Department or Division. One year of High School physics or PHY111 and PHY112 suggested but not required.
SUN SUN# PHY 1121
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

PHY131 / University Physics II: Electricity and Magnetism
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Electric charge and current, electric and magnetic fields in vacuum and in materials, and induction. AC circuits, displacement current, and electromagnetic waves. Prerequisites: A grade of C or better in MAT230 or MAT231 or permission of Department or Division and PHY121. Corequisites: MAT241 or permission of Department or Division.
SUN SUN# PHY 1131
Fulfills: Natural Sciences Quantitative [SQ]; Natural Sciences Quantitative [SQ]-in combo
Division: Physical Sciences and Engineering

PHY241 / University Physics III: Thermodynamics, Optics, and Wave Phenomena
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
Heat, entropy, and laws of thermodynamics; wave propagation; geometrical and physical optics; introduction to special relativity. Prerequisites: A grade of C or better in PHY116 or PHY131 or permission of Instructor.
Division: Physical Sciences and Engineering

Political Science (POS)

POS101 / Current Issues
1 Credit / 1.0 Periods for Lecture
Introduction to current issues in politics, economics, social relations, foreign affairs. Presentations by local, state and national civic and cultural leaders. Prerequisites: None. Course Notes: POS101 may be repeated for a total of two (2) credit hours.
Division: Social & Behavioral Sciences

POS110 / American National Government
3 Credits / 3.0 Periods for Lecture
Study of the historical backgrounds, governing principles, and institutions of the national government of the United States. Prerequisites: None.
SUN SUN# POS 1110
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

POS120 / International Relations
3 Credits / 3.0 Periods for Lecture
Introduction to the principles and issues relating to the study of international relations. Evaluation of the political, economic, national, and transnational rationale for international interactions. Prerequisites: None.
SUN SUN# POS 1120
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

POS140 / Comparative Government
3 Credits / 3.0 Periods for Lecture
Overview and evaluation of the sub-field of comparative politics. Covers various national governments from around the world: their structure, system, method of governance. Examines methods of assessing these governments. Prerequisites: None.

SUN SUN# POS 2204
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

POS210 / Political Ideologies
3 Credits / 3.0 Periods for Lecture
Leading political ideas and belief systems, e.g., Marxism, liberalism, conservatism, theories of democracy, and alternative futures. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

POS220 / U.S. and Arizona Constitution
3 Credits / 3.0 Periods for Lecture
Examination of the United States Constitution and the constitution and government of the State of Arizona. Prerequisites: None.
Division: Social & Behavioral Sciences

POS221 / Arizona Constitution
1 Credit / 1.0 Periods for Lecture
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.
Division: Social & Behavioral Sciences

POS223 / Civil Rights and Liberties
3 Credits / 3.0 Periods for Lecture
The historic background and current status of major civil rights and civil liberties issues in the United States. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo; Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]
Division: Social & Behavioral Sciences

Psychology (PSY)

PSY101 / Introduction to Psychology
3 Credits / 3.0 Periods for Lecture
Overview of the study and methods of psychological science. Includes an introduction to subfields such as biopsychology, learning, memory, development, social, and psychological disorders. Prerequisites: None.

SUN SUN# PSY 1101
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY123 / Psychology of Parenting
3 Credits / 3.0 Periods for Lecture
The study of major psychological theories that pertain to parenting. Includes current research findings to foster effective relationships within modern families. Explores evidence-based practices for parenting individuals from birth through emerging adulthood. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY132 / Psychology and Culture
3 Credits / 3.0 Periods for Lecture
Presents current knowledge about human diversity in behavior and culture using examples from a variety of contexts within western and global societies. Highlights topics in cross-cultural psychology, such as intergroup relations, diverse cognitive styles, ethnocentrism, gender, personality, emotion, language, communication, work and health. The role of enculturation throughout the lifespan will be explored to increase awareness of how behavioral and cognitive principles affect interactions in a multicultural world. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Global Awareness [G]; Global Awareness [G]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY156 / Understanding Death and Dying
3 Credits / 3.0 Periods for Lecture
Designed to give the student an understanding of the research and theories of death, dying, bereavement process, and aspects of end-of-life care and decision-making. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY215 / Sports Psychology
3 Credits / 3.0 Periods for Lecture
Application of the physiological, behavioral, social, cognitive, and humanistic perspectives in psychology to sport. Includes topics such as optimal performance, correlation, motivation, co-action effect, self-actualization, psycho-behavioral techniques, self-efficacy, and the general health benefits of sport participation. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY230 / Introduction to Statistics
3 Credits / 3.0 Periods for Lecture
An introduction to basic concepts in descriptive and inferential statistics, with emphasis upon application to psychology. Consideration given to the methods of data collection, sampling techniques, graphing of data, and the statistical evaluation of data collected through experimentation. Required of psychology majors. Prerequisites: A grade of C or better in (PSY101 and eligibility for MAT14+ or higher as indicated by appropriate district mathematics placement) or permission of Instructor. Course Notes: Students may receive credit for only one (1) of the following courses: PSY230 or PSY230WL.
Fulfills: Computer/Statistics/Quantitative Applications [CS]; Computer/Stats/Quantitative Apps [CS]-in combo
Division: Social & Behavioral Sciences

PSY231 / Laboratory for Statistics
1 Credit / 2.0 Periods for Laboratory
Applications of inferential and descriptive statistics to statistical software in the field of psychology. Prerequisites: None. Corequisites: PSY230.
Division: Social & Behavioral Sciences

PSY235 / Psychology of Gender
3 Credits / 3.0 Periods for Lecture
To assess historical and psychological perspectives on women and men and to evaluate contemporary viewpoints regarding the psychology of women and men. Prerequisites: A grade of C or better in PSY101, or permission of Instructor.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY240 / Developmental Psychology
3 Credits / 3.0 Periods for Lecture
Human development from conception through death. Includes biological, physical, cognitive, emotional, and sociocultural development across various ages. Prerequisites: A grade of C or better in PSY101, or permission of Instructor. Course Notes: Recommended for students majoring in nursing, education, behavioral, pre-med, and psychology.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY250 / Social Psychology
3 Credits / 3.0 Periods for Lecture
The scientific study of how people's thoughts, feelings, and behaviors are influenced by other people and situations. Includes how we think about ourselves and others, persuasion and influence, sexual and romantic attraction, friendship and helping others, aggression and prejudice. Prerequisites: A grade of C or better in PSY101, or permission of Instructor.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY262 / Positive Psychology: The Science of Well-Being
3 Credits / 3.0 Periods for Lecture
Overview and application of psychological principles based on strengths and resilience of human beings as opposed to dysfunction and symptoms of mental disorders. Topics include happiness, relationships, resilience, optimism, well-being, and brain research explaining positive emotions. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY266 / Psychological Disorders
3 Credits / 3.0 Periods for Lecture
Distinguishes between healthy psychological functioning and psychological disorders. Includes topics in psychopathology such as problems with anxiety and depression, eating disorders, substance-use, schizophrenia, sexuality, and personality. Also covers causes and treatments of psychological disorders. Prerequisites: A grade of C or better in PSY101, or permission of Instructor.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

PSY290AB / Research Methods
4 Credits / 3.0 Periods for Laboratory, 3.0 Periods for Lecture
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. A grade of C or better required in all Prerequisites. Prerequisites: ENG101 or ENG107. Prerequisites or Corequisites: PSY230 or PSY230WL or permission of Instructor.
SUN SUN# PSY 2290
Fulfills: Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo; Natural Sciences General [SG]; Natural Sciences General [SG]-in combo
Division: Social & Behavioral Sciences

Reading (RDG)

RDG100 / Successful College Reading
3 Credits / 3.0 Periods for Lecture
Emphasis on reading study strategies for any introductory class in any subject area. Introduction to Learning Management System (LMS), how to successfully read course textbooks and assessments, how to navigate information technology and development of academic vocabulary. Prerequisites: A grade of C or better in ALT100, or RDG081, or ESL202, or appropriate reading placement, or permission of Instructor. Corequisites: Any 100-level course in another content area, or permission of Instructor. Course Notes: RDG100 satisfies RDG091 requirement. RDG100 may be repeated for a total of twelve (12) credit hours.
Division: Composition, Creative Writing, and Literature

Recreation (REC)

REC120 / Leisure and the Quality of Life
3 Credits / 3.0 Periods for Lecture
Overview of the historical, psychological, social, and cultural aspects of play, leisure, and recreation and their role in contemporary society. Nature of play and leisure behavior in human development within different cultures and the contribution play, recreation, and leisure make to the quality of life for individuals in today's society. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Health Science and Public Service

Religious Studies (REL)

REL100 / World Religions
3 Credits / 3.0 Periods for Lecture
The development of various religions from the prehistoric to modern times. Political, economic, social and geographic relationships among world religions. Consideration of both Eastern and Western religions. Prerequisites: None.
SUN SUN# REL 1101
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

REL270 / Introduction to Christianity
3 Credits / 3.0 Periods for Lecture
The nature and content of the Christian tradition developed over time, with overview of the New Testament, major historical trends and figures, major Christian ideas and practices, and survey of denominations. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

Small Business Management (SBS)

SBS200 / Small Business Operations
2 Credits / 2.0 Periods for Lecture
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.
Division: Business and Computing Studies

SBS213 / Hiring and Managing Employees
1 Credit / 1.0 Periods for Lecture
Methods and techniques for managing employees in a small business. Includes supervisor's role, leadership styles, interpersonal communications, staff planning, employee work styles, techniques for handling problem employees, and employee motivation. Focuses on real life situations to enable the business owner to gain high performance from their employee team. Includes segment on hiring, new employee orientation, training, benefits, and developing future staffing needs assessment. Prerequisites: None.
Division: Business and Computing Studies

SBS214 / Small Business Customer Relations
1 Credit / 1.0 Periods for Lecture
Developing and improving customer relations for the small business. Planning and delivering quality customer service. Includes topics on attitude of employees, customer perceptions and motivations, handling customer dissatisfaction, and developing customer, supplier, vendor, and distributor loyalty. Prerequisites: None.
Division: Business and Computing Studies

SBS220 / Internet Marketing For Small Business
2 Credits / 2.0 Periods for Lecture
Focuses on "e-Commerce"-doing business on the Internet and planning a web site. Topics include: how the Internet can help growth and success of business; examples of successful marketing on the Internet; availability of Internet services; necessary hardware and software for marketing on the Internet; determining products/services appropriate for Internet marketing; budget constraints and ongoing operations of the Internet site. Prerequisites: None.
Division: Business and Computing Studies

SBS230 / Financial and Tax Management for Small Business
2 Credits / 2.0 Periods for Lecture
An overview of accounting and recordkeeping 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.
Division: Business and Computing Studies

Society and Business (SBU)

SBU200 / Society and Business
3 Credits / 3.0 Periods for Lecture
The study and scientific inquiry of issues and demands placed on business enterprise by owners, customers, government, employees and society. Included are social, ethical and public issues and analysis of the social impact of business responses. Prerequisites: None.
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Business and Computing Studies

Sociology (SOC)

SOC101 / Introduction to Sociology
3 Credits / 3.0 Periods for Lecture
The systematic study of social behavior and human groups, particularly the influence of culture, socialization, social structure, stratification, social institutions, differentiation by region, race, ethnicity, sex/gender, age, class, and socio/cultural change upon people's attitudes and behaviors. Prerequisites: None.
SUN SUN# SOC 1101
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

SOC157 / Sociology of Families and Relationships
3 Credits / 3.0 Periods for Lecture
Systemic analysis of socio-cultural and historical origins of modern families in the U.S. and their importance, major challenges and changing trends. Explores being single, dating and attraction, love, cohabitation and marriage, family planning and parenthood, conflict and crisis within the family, and divorce. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

SOC212 / Gender and Society
3 Credits / 3.0 Periods for Lecture
A sociological exploration of the way culture shapes and defines gender in contemporary U.S. society. Major emphasis on gender roles, gender stereotypes, power and the relationship between gender and other intersecting social identities such as race, ethnicity, class, and sexual identity. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

SOC241 / Race and Ethnic Relations
3 Credits / 3.0 Periods for Lecture
Examines how the social construction of race shapes social interaction and social institutions. Explores the consequences of power, privilege and oppression among major ethnic and racial groups in the United States. Prerequisites: None.
SUN SUN# SOC 2215
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

SOC251 / Social Problems
3 Credits / 3.0 Periods for Lecture
An overview of the sociological study of social problems and inequalities confronting the United States. Emphasis is placed on what is known about social problems, recent trends, causes and consequences, individual and societal responses, and how social policies might solve social problems. Issues to be examined may include: health care, education, family, economy, environment, drug and alcohol abuse, crime and violence, among others. Prerequisites: None.
SUN SUN# SOC 2250
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

SOC266 / Sociology Through Film
3 Credits / 3.0 Periods for Lecture
Examines movie-going and the experience of spectatorship. Studies how motion pictures reflect, influence, and are influenced by American culture and societal institutions. Explores the role of the movie industry as a vehicle for social commentary, analysis, and criticism. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Social & Behavioral Sciences

Spanish (SPA)

SPA101 / Elementary Spanish I
4 Credits / 4.0 Periods for Lecture
Basic grammar, pronunciation and vocabulary of the Spanish language. Includes the study of the Spanish-speaking cultures. Practice of listening, speaking, reading, and writing skills. Prerequisites: None.
SUN SUN# SPA 1101
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

SPA102 / Elementary Spanish II
4 Credits / 4.0 Periods for Lecture
Continued study of grammar and vocabulary of the Spanish language and study of the Spanish-speaking cultures. Emphasis on speaking, reading, and writing skills. Prerequisites: (A grade of "C" or better in SPA101 or SPA101AA), or permission of Department or Division. Completion of prerequisites within the last three years is required.
SUN SUN# SPA 1102
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

SPA111 / Fundamentals of Spanish
4 Credits / 4.0 Periods for Lecture
Accelerated study of elementary Spanish for students with previous Spanish coursework. Includes basic Spanish grammar, pronunciation, vocabulary and the study of the Spanish- speaking cultures. Emphasis on speaking, listening, reading, and writing skills. Prerequisites: A grade of C or better in SPA101, or SPA101AA, or SPA115, or SPA115AA, or two years of high school Spanish, or permission of Department or Division. Completion of prerequisites within the last three years is required.
Division: Language, Humanits, Learng Centr&Informtn Studies

SPA115 / Beginning Spanish Conversation I
3 Credits / 3.0 Periods for Lecture
Basic pronunciation, vocabulary, sentence structures, and cultural awareness, necessary to develop speaking and listening skills in Spanish. Prerequisites: None.
Division: Language, Humanits, Learng Centr&Informtn Studies

SPA117 / Health Care Spanish I
3 Credits / 3.0 Periods for Lecture
Basic conversational Spanish for health care workers or students. Emphasis on basic sentence structure, pronunciation and vocabulary used in health care settings. Prerequisites: None.
Division: Language, Humanits, Learng Centr&Informtn Studies

SPA201 / Intermediate Spanish I
4 Credits / 4.0 Periods for Lecture
Continued study of essential Spanish grammar and Spanish-speaking cultures. Continued practice and development of reading, writing, and speaking skills in Spanish. Emphasis on fluency and accuracy in spoken Spanish. Prerequisites: A grade of "C" or better in SPA102, or SPA102AA, or SPA111, or permission of Department or Division. Completion of prerequisites within the last three years is required.
SUN SUN# SPA 2201
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

SPA202 / Intermediate Spanish II
4 Credits / 4.0 Periods for Lecture
Review of grammar, continued development of Spanish language skills with continued study of the Spanish-speaking cultures. Prerequisites: A grade of "C" or better in SPA201, or permission of Department or Division. Completion of prerequisites within the last three years is required.
SUN SUN# SPA 2202
Fulfills: Global Awareness [G]; Global Awareness [G]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

Spanish Humanities (SPH)

SPH245 / Hispanic Heritage in the Southwest
3 Credits / 3.0 Periods for Lecture
A survey of Hispanic heritage in the Southwest. Cultural and social institutions and their contribution to the development of the region and its heritage. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

Storytelling (STO)

STO292 / The Art of Storytelling
3 Credits / 3.0 Periods for Lecture
Explore the art and origin of storytelling. Provide a variety of storytelling techniques, styles and exercises to enhance the delivery of telling stories. Assist in the integration and application of storytelling to the learning environment in the classroom. Prerequisites: None.
Crosslisted: EDU292, HUM292
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

Sustainability/Natural Sciences (SUS)

SUS110 / Sustainable World
3 Credits / 3.0 Periods for Lecture
Introduction to the field of sustainability and exploration of the interaction between human and natural global systems. Framework for analyzing and investigating the global challenges such as land use change, competition for water and other natural resources, and renewable energy concerns and crises. Prerequisites: None.
Fulfills: Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Biological Sciences

Sustainability/Social Sciences and Humanities (SSH)

SSH111 / Sustainable Cities
3 Credits / 3.0 Periods for Lecture
Introduction to the field of sustainability and exploration of the practices leading to the development of sustainable cities. Explores the concept of sustainable development of cities within local, regional, and global contexts. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo; Global Awareness [G]; Global Awareness [G]-in combo
Division: Biological Sciences

Theatre (THE)

THE111 / Introduction to Theatre
3 Credits / 3.0 Periods for Lecture
A survey of theatre, including basic elements and principles of production, styles, and/or historical perspectives of theatre, dramatic literature, and criticism. Prerequisites: None.
SUN SUN# THE 1100
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

THE220 / Modern Drama
3 Credits / 3.0 Periods for Lecture
Analysis of dramatic literature studied within political, historical, and cultural contexts and examined from the perspective of the playwright's structure and style. Prerequisites: A grade of C or better in ENG101, or ENG107, or equivalent.
SUN SUN# THE 2220
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo; Literacy & Critical Inquiry [L]; Literacy & Critical Inquiry [L]-in combo
Division: Communication & Fine Arts

Theatre and Film (THF)

THF205 / Introduction to Cinema
3 Credits / 3.0 Periods for Lecture
Survey of the history and development of the art of motion pictures, including criticism of aesthetic and technical elements. Prerequisites: None.
Crosslisted: HUM205
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

THF206 / Introduction to Television Arts
3 Credits / 3.0 Periods for Lecture
History and development of electronic media and its impact on popular arts. Prerequisites: None.
Crosslisted: HUM206
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

THF209 / Acting for the Camera
3 Credits / 4.0 Periods for Lecture & Lab
Special technical aspects of acting before a camera. Prerequisites: A grade of C or better in THP112 or permission of Instructor.
Division: Communication & Fine Arts

THF210 / Contemporary Cinema
3 Credits / 3.0 Periods for Lecture
A study of contemporary films, directors and critics with emphasis on evaluating film as an art form. Prerequisites: None.
Crosslisted: HUM210
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

THF219 / Advanced Acting for the Camera
3 Credits / 4.0 Periods for Lecture & Lab
Focuses on special technical aspects of advanced acting before a camera. Prerequisites: A grade of C or better in THF209 or permission of Instructor.
Division: Communication & Fine Arts

Theatre Performance/Production (THP)

THP112 / Acting I
3 Credits / 4.0 Periods for Lecture & Lab
Fundamental techniques and terminology of acting through physical and vocal expression, improvisation, and monologue and scene work. Emphasis on characterization. Prerequisites: None.
Division: Communication & Fine Arts

THP131 / Stage Movement
3 Credits / 4.0 Periods for Lecture & Lab
Movement skills for the actor to develop a flexible, expressive physical instrument. Includes pantomime, physical isolation, and awareness exercises. Prerequisites: None.
Division: Communication & Fine Arts

THP201AA / Theatre Production I
1 Credit / 2.0 Periods for Laboratory
Designed to give college credit to the cast and technical production crews of college theatre productions. Prerequisites: None. Course Notes: THP201AA may be repeated for a total of four (4) credit hours.
Division: Communication & Fine Arts

THP201AB / Theatre Production II
2 Credits / 4.0 Periods for Laboratory
Designed to give college credit to the cast and technical production crews of college theatre productions. Prerequisites: None. Course Notes: THP201AB may be repeated for a total of four (4) credit hours.
Division: Communication & Fine Arts

THP212 / Acting II
3 Credits / 4.0 Periods for Lecture & Lab
Fundamental techniques of acting through script analysis, rehearsal, and performance. Prerequisites: A grade of C or better in THP112 or permission of Department or Division.
Division: Communication & Fine Arts

THP213 / Introduction to Technical Theatre
4 Credits / 2.0 Periods for Laboratory, 4.0 Periods for Lecture
Procedures of technical theatre production and demonstration. Topics include design and construction of scenery, lighting, and properties. Prerequisites: None.
Division: Communication & Fine Arts

THP217 / Introduction to Design Scenography
3 Credits / 4.0 Periods for Lecture & Lab
The role of the theatre designer in creating scenic, lighting, costume, sound, and multimedia effects for stage productions. Elements of the design process and communication of dramatic themes and visions to the audience. Prerequisites: None.
Fulfills: Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Communication & Fine Arts

THP273 / Musical Theatre Production
1 Credit / 5.0 Periods for Laboratory
Principles and techniques for musical theatre production performance. Includes audition techniques, stage directions, character role development, rehearsal techniques, vocal acting styles and vocal technique, stage movement, crew roles, and performance. Prerequisites: By audition.
Crosslisted: MUP273
Division: Communication & Fine Arts

Unmanned Aircraft Systems (UAS)

UAS107 / Unmanned Aircraft Systems Operator Certification
3 Credits / 3.0 Periods for Lecture
Develop knowledge and skills needed to manage and operate small Unmanned Aircraft Systems (sUAS). Includes Federal Aviation Regulations, radio communications, weather, airspace and airport authorization criteria, loading and performance, aeronautical decision making, sUAS flight operations, and maintenance. Operational skills acquired through both classroom and hands-on flight activities. Prerequisites: None. Course Notes: Students must complete the appropriate flight lessons to satisfactorily complete the course.
Division: Aviation and Applied Technology

Women's Studies (WST)

WST100 / Introduction to Women's and Gender Studies
3 Credits / 3.0 Periods for Lecture
Introduction to critical issues in women's studies. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Social-Behavioral Sciences [SB]; Social-Behavioral Sciences [SB]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

WST120 / Gender, Class, and Race
3 Credits / 3.0 Periods for Lecture
A feminist discussion of gender, class and race as basic and central social categories that determine how we see ourselves and others and how they circumscribe our opportunities and privileges in American society. Prerequisites: None.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]
Division: Language, Humanits, Learng Centr&Informtn Studies

WST160 / Women and the Early American Experience
3 Credits / 3.0 Periods for Lecture
Introduction to American women's history, from the colonial period to suffrage in 1920, based on a feminist perspective. Prerequisites: None.
Fulfills: Historical Awareness [H]; Historical Awareness [H]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

WST200 / Essential Feminist Writing
3 Credits / 3.0 Periods for Lecture
Literary tracing of feminism from 18th century to present. Explores major issues related to women in the 20th century. Prerequisites: A grade of C or better in ENG101 or permission of Instructor.
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Historical Awareness [H]; Historical Awareness [H]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

WST209 / Women and Films
3 Credits / 3.0 Periods for Lecture
Analysis of images of women in films from both historical and contemporary perspectives. Prerequisites: None.
Crosslisted: HUM209
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

WST284 / 19th Century Women Writers
3 Credits / 3.0 Periods for Lecture
Investigates major themes in literature by women writing in the 19th century including the nature of women's lives in the family, in work situations, and in society. Poetry, prose, essays and drama are examined with an emphasis on common themes. Prerequisites: None.
Crosslisted: ENH284
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

WST285 / Contemporary Women Writers
3 Credits / 3.0 Periods for Lecture
Explores twentieth century literature (short stories, essays, plays, and poetry) written by women and about women. Focus on themes relevant to women's lives regardless of age, creed, or ethnic background. Prerequisites: None.
Crosslisted: ENH285
Fulfills: Cultural Diversity in the US [C]-in combo; Cultural Diversity in the United States [C]; Humanities, Arts and Design [HU]; Humanities, Arts and Design [HU]-in combo
Division: Language, Humanits, Learng Centr&Informtn Studies

Writing Across Curriculum (WAC)

WAC101 / Writing Across the Curriculum
3 Credits / 3.0 Periods for Lecture
Expressive, expository, and academic writing experiences to develop students' rhetoric and composition foundation. Experience planning and drafting multi-paragraph essays through a writing process with emphasis on essay and paragraph structure and the elements of sentence structure. Participation in writing workshop, group work, reading to support writing tasks, and writing from sources. A minimum of three multi-paragraph essays and a final reflection paper. Prerequisites: None.
Division: Composition, Creative Writing, and Literature

ADMINISTRATION & FACULTY INDEX

Maricopa County Community College District Governing Board

Maricopa County Community College District,
District Support Services Center
2411 West 14th Street,
Tempe, Arizona 85281-6942
480-731-8889

Susan Bitter Smith
President District 2

Marie Sullivan
Member District 3

Tom Nerini, Ed. D.
Secretary District 5

Donna Davis
Member District 4

Jacqueline Smith, J.D.
Member District 1

Linda Thor, Ed. D.
Member At-Large

Kelli Butler
Member At-Large

Temya Jackson Long
Student Member

Maricopa County Community College District Office

480-731-8000

Dr. Steven Gonzales
Chancellor

Dr. Lisa Armour
Executive Vice Chancellor and Provost of Academic and Student Affairs

Lee Ann Bohn
Chief Operating Officer

Janice Falkenberg, Esq.
General Counsel

Dr. Eddie Genna
Strategic Advisor to the Chancellor

Kimberly Brainard Granio
Vice Chancellor of Business Services

Dr. Cathleen Hernandez
Chief of Staff

Dr. Georgetta Kelly
Vice Chancellor and Chief Human Resources Officer

Brian Spicker
Foundation President and Chief Executive Officer

Deanna Villanueva-Saucedo
Associate Vice Chancellor of the Center for Excellence in Inclusive Democracy

Gordon Wishon
Interim Vice Chancellor/Chief Information Officer

Chandler-Gilbert Community College Administration

2626 E. Pecos Road
Chandler, Arizona 85225
480-732-7000

CJ Wurster
Interim President

- B.S., Rochester Institute of Technology
- M.A., Northern Arizona University
- Ed.D., Northern Arizona University

Deborah Hardy
Vice President, Academic Affairs

- B.S., Old Dominion University
- M.S., Old Dominion University
- Ed.D., Uniersity of Akron

Bettina Celis
Interim Vice President, Student Affairs

Jenna Kahl
Associate Vice President, Community Relations

- B.A. , Arizona State University
- M.Ed., Arizona State University

Heather Weber
Vice President, Administrative Services

Bernadette La Mazza
Associate Vice President, Business Operations

- B.A., George Mason University
- M.A., University of Phoenix
- MAOM., University of Phoenix
- Ed.D., Grand Canyon University

Thomas Pearson
Dean of Workforce & Innovation

- A.A.S., Community College of the Air Force
- B.S., Hawaii Pacific University
- M.S., University of Phoenix

Felicia Ramirez-Perez
Dean, Enrollment Services/Student Affairs

- B.S., Western New Mexico University
- M.Ed., Ed.D., Northern Arizona University

Gabriela Rosu
Dean, Instruction

- B.S., Robert Morris University
- M.S., Duquesne University

Christopher J. Schnick
Dean, Arts and Sciences

- B.S., M.A., University of Maryland College Park

Ryan Cain
Interim Dean, Student Development

Administration

President

Hesse, Maria L. (1984-2009)

- B.S., M.B.A., Arizona State University
- M.Ed., Ed.D., Northern Arizona University

Ward, Arnette S. (1971-2002)

- A.A., Edward Waters Junior College
- B.S., Florida Agricultural and Mechanical University
- M.A., Arizona State University

Vice President

Bartholomew, Lois (1980-2008)
Vice President, Student Affairs

- A.A., Phoenix College
- B.S., Arizona State University
- M.A., Northern Arizona University

Schroeder, John R. (1990-2013)
Provost, Williams Campus

- A.T.A., A.A.S., Everett Community College
- B.A.Ed., Central Washington University
- M.A., Azusa Pacific University

Faculty

Art

Wolter, William (Ted) (1988-2018)

- B.A., Western Illinois University;
- M.F.A., University of Illinois at Urbana-Champaign

Biology

Munro, Regina (Regi) (1997 – 2020)

- B.A., University of Wisconsin-Eau Claire
- M.S., Ph.D., Arizona State University; ACSM-HFI, CSCS

Business

Foster, Tom (1980-2018)

- A.A., Mesa Community College
- Certificate, Institutional Research
- B.A.Ed., M.Ed., Ed.D., Arizona State University

Communication

Travers, Diane (1985-2016)

- A.G.S, Mesa Community College
- B.S., Northern Arizona University
- M.A., West Virginia University

Economics

Short, Nancy (1994-2016)

- B.S., M.A., Arizona State University

Education

Fagan, Sharon (1995-2017)

- B.A., M.A., Arizona State University
- M.Ed., Northern Arizona University

Larson-Birney, Brenda J. (1987-2013)
Education, Business, and Computer Information Systems

- B.S., Bowling Green State University
- M.A., Arizona State University
- M.S., Nova University
- Ed.D., Northern Arizona University

English

Conkright, Alice (1981-2003)

- B.A., M.A., Syracuse University
- M.L.S., Ph.D., Northern Illinois University

Davenport, Pamela G. (1987-2012)

- B.A., M.A., Arizona State University

Terrell-Bamiro, Caryl (1989-2018)

- B.S., M.A., Arizona State University

Journalism

Johnson, Patti N. (1981-2009)

- A.A., Yavapai College
- B.A., M.A., Indiana State University

Library

Dichtenberg, Carol L. (1998-2020)

- B.A., State University College at Buffalo
- M.L.S., University at Buffalo

Mathematics

Bedal, Charles D. (1969-1998)

- A.A., Phoenix College
- B.S., M.S., Northern Arizona University

Canham, Jeanne (1995-2019)

- B.S., Taylor University
- M.Ed., Arizona State University

Rudibaugh, Melinda (1981-2017)

- B.S., Indiana University of Pennsylvania
- M.N.S., Arizona State University

Music

Denton, Marc (1991-2018)

- B.A., Arizona State University
- M.M., Brigham Young University

Wright, Randall (2000-2018)

- B.M.E., M.M., Northern Arizona University

Physics

Weaver, David (1982-2014)

- B.S., M.S., East Texas State University
- CNA, CCNA

Psychology

Stuebner, Sandra (1986-2016)

- B.A., Chapman College
- M.C., Arizona State University

Spanish

Bingham, Cynthia (1991-2019)

- B.A., Brigham Young University
- Certificate, Latin American Studies
- M.A., Arizona State University

Jarvis, Ana C. (1987-2014)

- B.A., California State College
- M.A., Ph.D., University of California, Riverside

GLOSSARY OF COLLEGE TERMINOLOGY

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

Academic Advisor
A designated staff member who has received training to provide students with academic information that will direct them to the appropriate classes to achieve their educational goals and enhance their academic success.

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

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

Alumnus/Alumna
A graduate of a college or university. (Plural: alumni/alumnae)

Associate Degree
Degree awarded by community colleges after a student completes a specified number of course requirements and credit hours, generally a minimum of 60 semester credits. May be an Associate in Arts (AA), Associate in Business (ABUS), or Associate in Science (AS) designed primarily for transfer to complete a baccalaureate degree; an Associate in Applied Science (AAS), designed primarily to enhance workplace skills and knowledge; or an Associate in General Studies (AGS), designed to fulfill students' goals of higher education.

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 required assignments.

Bachelor's Degree
A degree awarded by a four-year college or university. Generally requires completion of 120 semester credits. Also referred to as a baccalaureate degree (e.g., BA or BS).

Class Number
A unique, five-digit code used to identify each class section of each course offered. Class Numbers are listed in the Class Schedule.

Class Period
Time spent in class and/or lab each week. One period is equivalent to 50 minutes per week.

Class Schedule
An online 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.

Co-curricular Activities
Out of the classroom activities that are structured to support learning through connection to the curriculum.

Commencement
A ceremony that celebrates graduating students who are completing degrees and certificates. It is also known as a graduation ceremony.

Continued Probation
A student on academic probation is placed on continued probation if they do not raise their cumulative grade point average (GPA) to the required minimum standard. Enrollment is limited to six (6) credit hours for a period of one semester.

Continuous Enrollment
The process of registering for and completing courses during consecutive semesters, excluding summer sessions. Determines catalog year for graduation.

Corequisite
Specified conditions, requirements, or courses that must be completed during the same semester as another course.

Counselor
A person professionally trained in counseling who helps students with educational, career, or personal concerns as well as goal setting and decision making.

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

Course Number
A three-digit code that identifies a specific course and indicates its level and sequence (e.g., 101 in ENG101 First-Year Composition).

Course Prefix
A three-letter code that identifies the subject area of a course (e.g., ENG in ENG101 First-Year Composition indicating a course in English).

Course Title
The name of a specific course that indicates subject and content (e.g., First-Year Composition, title for English 101).

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 (e.g., 3 credit hours). It is expected that students will spend 2 to 3 hours, minimally, outside of the classroom/laboratory performing course related work such as readings, research, homework assignments, practica, studio work, and other academic work for every hour of instruction spent in the classroom/laboratory.

Curriculum
A planned sequence of courses for an academic or occupational goal. Also referred to as a program of study.

Division

A group of faculty who teach classes in related subjects, such as accounting, management, and marketing in the Business and Computing Studies Division.

Drop/Add Period
A specified period of time at the beginning of a term when schedule changes (i.e., adding or dropping one or more classes) are allowed without a refund penalty. Courses dropped during the Drop/Add Period do not appear on students' transcripts.

Electives
Non-required courses that students may select to complete their program of study.

Faculty
Instructors, teachers. Counselors and librarians are also faculty.

Final Exams
Tests or exercises given at the end of a term that are often comprehensive; that is, they may include all material covered during the semester. The schedule of final exam dates and times for each term can be found by searching for final exam schedule at cgc.edu (https://www.google.com/url/?q=http://cgc.edu&sa=D&source=editors&ust=1662785143372893&usg=AOvVaw2c_CSBRibydhxEjvH2T).

Financial Aid
Financial assistance in the form of grants, scholarships, work study, and loans to assist students in paying for college. Sources are varied with funds coming from federal and state governments, colleges, private donors, and local agencies and organizations.

Student Financial Services
Also known as the Cashier's Office where students may pay tuition and fees, course fees, and other fees owed the college.

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
Generally called GPA, grade point average is determined by dividing the total number of grade points earned by the total number of credit hours attempted. For example, 45 grade points divided by 15 credit hours earned = 3.0 GPA.

Graduation
Graduation means a student has completed the requirements to earn a degree or diploma. Requirements include earning the required number of credits, completing all necessary coursework, and completing any other requirements like internships or service hours.

Learning Communities
Learning communities are two or more classes connected through content, ideas, and activities. Using a variety of learning methods, learning communities can be comprised of linked activities between courses, linked and clustered courses, and completely integrated single- or team-taught courses.

Lower Division
Normally freshman- and sophomore-level (100 and 200) courses offered by a college. Community colleges offer ONLY lower division courses. Four-year institutions also offer upper division courses, which are junior-level and senior-level (300 and 400) courses.

Major
An area of concentrated study often for a specific degree or occupation, such as journalism, nursing, or aircraft maintenance.

New Student Orientation
A session during which new students are introduced to academic programs, facilities, and student support services provided by a college.

Official Absence
Absence from class approved by the Vice President of Student Affairs for students who are participants in an official college activity. Approved absence documentation must be presented by students to their instructors before the official absence. Students make arrangements to complete the work they will miss.

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 Pass/Fail grades will transfer to another college or university.

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

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

Recess
Holidays and the periods of time between academic semesters when classes are not in session.

Registration
Actual enrollment of a student into specific courses after the student has been admitted to the college.

Required Course
A course that a student must complete to meet certain goals or to complete a certain curriculum.

Scholastic Suspension
Students on suspension from any accredited institution of higher education may appeal to the Admissions and Standards Committee or campus designee for permission to register. The student will be limited to twelve (12) credit hours unless approved by the Admissions and Standards Committee.

Semester
Traditionally half an academic year, about 16 weeks in length. Fall semester begins in August and spring semester begins in January.

Service-Learning
Service-Learning combines community service with academic instruction focusing on critical-thinking and problem-solving, values clarification, social and personal development, and civic responsibility. This meaningful service at community agencies to learn experientially may occur during one-day events, class projects, or individual placements.

Syllabus
One or more pages of course requirements that instructors give to students on the first day of class. The syllabus includes detailed information about a course, such as grading standards and practices, attendance requirements, and a list of required texts, materials and technologies.

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

Transfer Credit
Course credit that is accepted from or by another college or university.

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.

Tutoring
Additional learning assistance provided by tutors to students in individual or group sessions. Tutoring is centralized in the Learning Center.

Withdrawal
Officially dropping any or all courses during a semester.

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MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

2.2.3 Other Admission Information AMENDED through Direct Approval by the Chancellor, June 17, 2024;
2.2.4 Transfer Credit and Prior Learning Assessment AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.2.5 Catalog Under Which a Student Graduates AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.2.7 Student Assessment and Course Placement AMENDED through the Administrative Regulation Approval Process, June 4 2024;
2.2.9 Tuition and Fees AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.2.10 Refund Policy AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.2.13 University Transfer AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.3.3 Grading AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.3.4 Academic Standing, Warning, and Probation AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.3.6 Withdrawal AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.3.7 Academic Renewal AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.3.9 General Graduation Requirements AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.3.10 Transcripts for Transfer AMENDED through Direct Approval by the Chancellor, June 17, 2024;
2.3.11 Academic Misconduct AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.5.3 Student Records AMENDED through Direct Approval by the Chancellor, June 17, 2024;
2.9 Veterans Services AMENDED through the Administrative Regulation Approval Process, June 4, 2024

The following are a portion of the Administrative Regulations used in managing the day-to-day operations of the Maricopa County Community College District (MCCCD) and are subject to change. Administrative Regulations are amended, adopted, or deleted as necessary and are subject to a formal approval process. Administrative Regulations are referenced by number, which corresponds with the regulations on the MCCCD web site: https://district.maricopa.edu/regulations

Some regulations include reference to Arizona Revised Statutes from the State of Arizona and are noted as “ARS” followed by a reference number.

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

2.4.2 Nondiscrimination (see 5.1.1 Maricopa EEO Policy)
It is the policy of the Maricopa County Community College District (MCCCD), (consisting of Chandler-Gilbert Community College, the District Office, Estrella Mountain Community College, GateWay Community College, GateWay Community College - Central City, Glendale Community College, Mesa Community College, Paradise Valley Community College, Phoenix College, Rio Salado Community College, Scottsdale Community College, South Mountain Community College, and all affiliated locations) to:

1. Recruit, hire, and promote in all job groups, and to ensure that all Human Resources (HR) employment selection and decision practices do not discriminate, nor tolerate discrimination in employment against any applicant or employee, on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.
2. Administer all HR employment selection and decision practices pertaining to advertising, benefits, compensation, discipline (including probation, suspension, and/or involuntary termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training will be

administered without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.
3. Hold each level of management responsible for ensuring that all employment policies, procedures, and activities are in full compliance with all applicable federal, state, and local EEO statutes, rules, and regulations.
4. Maintain an educational environment that does not discriminate or tolerate discrimination on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, or veteran status in federally funded programs, activities and MCCCD sponsored events.
5. Hold each level of academic and student life management responsible for ensuring that all academic environments and activities are in full compliance with all applicable federal, state, and local non-discrimination laws.

AMENDED by Direct Approval from the Chancellor Approval, April 8, 2020
AMENDED through the Administrative Regulations Approval Process, January 2, 2020

2.4.3 Equal Opportunity Statement (see 5.1.3 EEO Policy Statement)

It is the policy of the Maricopa County Community College District (MCCCD) to promote equal employment opportunities through a positive continuing program. This means that Maricopa will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information. Additionally, it is the policy of Maricopa to provide an environment for each Maricopa job applicant and employee that is free from sexual harassment, as well as harassment and intimidation on account of an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.
In addition, lack of English language skills is not a barrier to admission into Career and Technical Education (CTE) programs or skill centers.

AMENDED by Direct Approval from the Chancellor, April 8, 2020
AMENDED through the Administrative Regulations Approval Process, January 2, 2020

AFFIRMATIVE ACTION STATEMENTS

Affirmative Action Policy Statement for Individuals with Disabilities

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

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

In conformance with the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Veterans Employment Opportunities Act of 1998, and the implementing regulations, 41 CFR 60-250 (k), Maricopa County Community College District (MCCCD) will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because they are a special disabled veteran or Vietnam era veteran in regard to any position for which the known applicant or employee is qualified. MCCCD agrees to take affirmative action to employ, advance in employment, and otherwise treat known qualified special disabled veterans and Vietnam era veterans without

discrimination based upon their disabled or veteran status in all human resources selection and decision practices, such as the following: advertising, benefits, compensation, discipline (including probation, suspension, and/or termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training. MCCCD will continue to administer these practices without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, MCCCD agrees to post all suitable job openings at the local office of the State employment service where the job opening occurs. This includes full-time, temporary greater than 3 days' duration, and part-time employment. Finally, all applicants and employees are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under the Act.

Notice of Americans with Disabilities Act (ADA)/ Section 504 of the Rehabilitation Act/Title IX Coordinator (see 5.1.7 Notice of Americans with Disabilities Act (ADA)/Section 5004 of the Rehabilitation Act/Title IX Coordinator)
Under the ADA and Section 504, the Maricopa County Community College District (MCCCD) recognizes the obligation to provide overall program accessibility throughout its locations for qualified disabled individuals. Students and employees can raise concerns or make complaints, without retaliation, about matters made unlawful under the ADA.

EMPLOYEES
The District Office and each College must post the address and telephone number for the individual responsible for coordinating services and/or activities relating to the Americans with Disabilities Act (42 U.S.C. Chapter 126), Section 504 of the Rehabilitation Act (29 U.S.C. §794(d)), and all other applicable law. The Notice will specify how employees can request reasonable accommodations.
College ADA Coordinators (Credentials are needed to enter secure site.)

STUDENTS
The District Office and each MCCCD location must post the address and telephone number for the individual responsible for coordinating services and/or activities relating to the Americans with Disabilities Act (42 U.S.C. Chapter 126), Section 504 of the Rehabilitation Act (29 U.S.C. §794(d)), and Title IX of the Education Amendments of 1972 (20 U.S.C. §1681), using the format below:

- ADA/504/Title IX Coordinator
- Address
- Phone #
- Email address

Additionally, each college/center must publish electronically or in print the above information in student handbooks and catalogs.
The designated ADA/504/Title IX Coordinator at each college/center will provide information as to the existence and location of services, activities, and facilities that are accessible to and usable by individuals with disabilities. Likewise, under Title IX, there is an obligation to provide services and program accessibility in a gender-neutral manner.
Title IX Coordinators
ADA/504 Managers
AMENDED through the Administrative Regulations Approval Process, January 2, 2020

Governing Values (Board Policy 4.1)
Our Vision: A Community of Colleges—Colleges for the Community—working collectively and responsibly to meet the life-long learning needs of our diverse students and communities.

Our Mission: The Maricopa Community Colleges provide access to higher education for diverse students and communities. We focus on learning through:

University Transfer Education
General Education
Developmental Education
Workforce Development
Student Development Services

Continuing Education
Community Education
Civic Responsibility
Global Engagement

Our Institutional Values: The Maricopa Community Colleges are committed to:

Community
We value all people—our students, our employees, their families, and the communities in which they live and work. We value our global community of which we are an integral part.

Excellence
We value excellence and encourage our internal and external communities to strive for their academic, professional and personal best.

Honesty and Integrity
We value academic and personal honesty and integrity and believe these elements are essential in our learning environment. We strive to treat each other with respect, civility and fairness.

Inclusiveness
We value inclusiveness and respect for one another. We believe that team work is critical, that each team member is important; and we depend on each other to accomplish our mission.

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

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

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

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

ADMISSION, REGISTRATION AND ENROLLMENT

2.1 General Regulation

1. General Statement

Compliance with Policies, Rules and Regulations
Every student is expected to know and comply with all current published policies, rules and regulations as stated in the college catalog, class schedule, and/or student handbook. Documents are available on each college's website.

Policies, courses, programs, fees and requirements may be suspended, deleted, restricted, supplemented or changed through action of the Governing Board of the Maricopa Community Colleges.

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

Note: The regulations that comprise the student section contain language that appears in various sources such as the Catalog Common Pages and the Student Handbook. All areas became Administrative Regulations with the 1996 adoption of the Governance Model. Changes are made annually either through the Administrative Regulations approval process, or by Board approval for those items that fall under its statutory duty, such as Tuition and Fees. In an effort to prevent duplication, topics in this section may be incorporated by reference, as they are featured in other areas of the manual and are noted accordingly.

The Maricopa County Community College District Vision, Mission and Values that are featured in the Common Pages are a part of approved Governing Board policy and are located in the policy section of the manual. As such, the following statement related to Outcomes Assessment that appears in the Common Pages is presented here as a general statement.

2. Outcomes Assessment

The mission of the Maricopa Community Colleges is "to create and continuously improve affordable, accessible, and effective learning environments for the lifelong educational needs of the diverse communities we serve." In order to evaluate how successfully the Maricopa County Community College District accomplishes this mission, student outcomes will be assessed as part of the continuous improvement process.

Students may be asked to participate in a variety of assessment activities at each college. Assessment results will be used to improve educational programs, services and student learning.

2.2.1 Admission Policy

Persons meeting the admissions criteria may attend any Maricopa Community College of their choice. Falsification of any admission materials or official college records may be cause for denial or cancellation of admission. Exceptions to the admissions policies may be requested through the Admissions and Standards Committee. Admission is determined in accordance with state law (ARS §§15-1805.01 and 15-1821) and regulations of the Maricopa Community Colleges Governing Board.

Admission Classifications

1. Admission of Regular Students

Admission to the community college in Arizona may be granted to any person who meets at least one of the following criteria:

A. Is a graduate of a high school, which is accredited by a regional accrediting association as defined by the United States Office of Education or approved by a State Department of Education or other appropriate state educational agency.
B. Has a high school certificate of equivalency.
C. Is at least 18 years of age and demonstrates evidence of potential success in the community college.
D. Is a transfer student in good standing from another college or university.

2. Admission of Students Under 18 Years of Age

A. A community college in this state shall grant admission to any student who is under eighteen years of age and who achieves at least one of the following:

   i. A composite score of 720 or more on the Preliminary Scholastic Aptitude Test (PSAT).
   ii. A composite score of 720 or more on the Scholastic Aptitude Test (SAT).
   iii. A composite score of twelve or more on the American College Test (ACT).
   iv. A passing score on the relevant portions of the statewide assessment.
   v. The completion of a college placement method designated by the community college district that indicates the student is at the appropriate college level for the course.
   vi. Is a graduate of a private or public high school or has a high school certificate of equivalency.

B. A community college may limit the number of semester hours in which the student may enroll to not more than six (6) credit hours.
C. Home schooled students are exempt from this sub-section.

D. Students who enroll in vocational courses may be admitted on an individual basis with the approval of college officials if the student meets the established requirements of the courses for which the student enrolls and the college official determines that the student's admission is in the best interest of the student.

3. Specialized Vocational / Training Program

Students who enroll in vocational courses may be admitted on an individual basis with the approval of college officials if the student meets the established requirements of the courses for which the student enrolls and the college officials determine that the student's admission is in the best interest of the student.

4. Western Undergraduate Exchange Program

The Western Undergraduate Exchange (WUE) program is a student exchange program coordinated by the Western Interstate Commission for Higher Education (WICHE) and administered by the Arizona Board of Regents. Through WUE, students who reside in western states (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming), Guam and the Commonwealth of the Northern Marianas Islands (CNIMI) and who meet the eligibility requirements, pay 150 percent of the regular resident tuition plus fees. Students must mark prominently on the Student Information Form that they seek admission as WUE students. Students may not apply as out-of-state students and expect to receive the WUE tuition rate after admitted. Once admitted as WUE students, students may not petition for in-state residency. Further information may be obtained from the Admissions and Records Office/Office of Student Enrollment Services.

5. Admission of F-1 Nonimmigrant Students

Prospective students should contact the Admissions and Records Office/Office of Student Enrollment Services or designated office for the international student application form(s) or apply online at www.maricopa.edu/become-a-student/international-admissions. When completed, the form(s) should be submitted to the Admissions and Records Office/Office of Student Enrollment Services or the International Education office with all requested supporting documents. After the file has been reviewed, a notice will be sent to the applicant indicating either acceptance or denial of admission.

To be guaranteed consideration for admission, all application materials must be received by July 1 for the fall semester and November 1 for the spring semester.

Prospective students seeking admission based on F-1 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). Some colleges may have a higher minimum score requirement for admission to specific academic programs. Students should contact their respective college for its English language proficiency requirements. 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 the Admissions and Records Office/Office of Student Enrollment Services or designee of the college may accept other proof of English language proficiency for admission purposes; including, but not limited to, the ACCUPLACER, ASSET, COMPASS and CELSA TESTS.

B. Admission to an Intensive English Program

Applicants for admission to an Intensive English Program are advised to check with individual colleges for their respective admission requirements. Applicants must provide evidence of at least an intermediate command of English by way of one or more of the following criteria:

i. At least six years of English language instruction as shown by the applicant's school transcript(s);

ii. A minimum TOEFL score of 400 (on the paper-based TOEFL) or 23 (on the internet-based test);
iii. An original letter of recommendation from a teacher, school principal or headmaster/ headmistress, or the director of an English language institute attesting to the applicant's proficiency at the intermediate level;
iv. Other credentials, test scores, interview results, or evidence accepted by the coordinator of an intensive English program or the college's responsible designee. Students admitted to an Intensive English Program will not be allowed to enroll in courses outside those officially designated as part of the program unless and until they have met all of the prerequisites or other course requirements.
v. Foreign students under certain types of visas may need special permission to enroll and should contact the appropriate college official.

C. Financial Support
Evidence of financial support will be required prior to issuance of the I-20 form. The colleges have no scholarship or financial aid provisions for foreign students; therefore, students must be fully prepared to meet the necessary financial obligations for the full time they will be in the United States. The colleges estimate a student's average expenses for 10 months to be:

Tuition and Fees	$9, 115 (1)
Living Expenses	$17, 200 (2)
Books	$1,104 (3)
Health Insurance	$2,800 (4)
Total	$30, 219 (5)

D. Dependent Financial Guarantee
Evidence of financial support for dependents of F-1 and M-1 students (spouse and dependent children) is also required: $5,000 for the first dependent and $2,500 for each additional dependent.

E. Health Insurance
All F-1 and M-1 students who have an I-20 issued by one of the Maricopa Community Colleges are required to purchase the Maricopa Community Colleges' international student health insurance plan. Health insurance coverage for dependents of F-1 and M-1 students is highly recommended. The Maricopa Community Colleges contracts with an insurance provider annually to offer a health insurance plan for F-1 and M-1 students. For more information contact the college Admissions and Records Office/Office of Student Enrollment Services or designated international student office.

Footnotes:
(1) Based on 2023-2024 tuition and fee schedule.
(2) Based on estimated living expenses for two (2) semesters (10 months).
(3) Based on average new and used textbook prices and Rental Rates. Assumes books are sold at the end of the semester.
(4) Based on the estimated 2023-2024 insurance premiums for the mandatory Maricopa Community Colleges' International Student Health Plan.
(5) Applicants must provide evidence of this minimum amount of financial support before an I-20 is issued.

AMENDED through the Administrative Regulations Approval Process, June 12, 2023
AMENDED through the Administrative Regulation Approval Process, May 24, 2022
AMENDED by Direct Approval from the Chancellor, June 4, 2019
AMENDED through the Administrative Regulations Approval Process, June 5, 2017

2.2.2 Admission Information

Students must file a Student Information Form, online or in-person, with the Admissions and Records Office/Office of Student Enrollment Services at the college of attendance. There is no charge for this service.

1. Student Classifications
Some financial aid programs have specific criteria based on the student's classification (grade level). A student's classification does not necessarily correspond to the number of semesters or credits required to complete all degree

requirements, as some degree programs require more than the standard 60 for associate's or 120 for bachelor's degrees. Classification includes MCCCD and accepted transfer credit.

Number Of Credits	Classification	Applies To
0-29	Freshman	Certificates Associate's Degrees Bachelor's Degrees
30-59	Sophomore	Certificates Associate's Degrees Bachelor's Degree
60+	Sophomore	And Still In Pursuit Of A Certificates Or Associate's Degrees
60-89	Junior	Bachelor's Degree
90 Or More	Senior	Bachelor's Degree

2. Student Identification Number

Disclosure of the social security number is voluntary (ARS §15-1823). However, students must use social security numbers for reporting information pertaining to potential educational tax credits and for processing federal financial aid applications and Veterans Administration benefits.

3. Residency for Tuition Purposes (See **Appendix S-1)**

All students are classified for tuition purposes under one of the following residency classifications:

A. Maricopa County resident
B. Out-of-County resident
C. Out-of-State resident (including F-1 non-immigrant students and students on other non-immigrant visas)

4. **Residency Determination**

Residency for tuition purposes is determined in accordance with state law (ARS §15-1801 et seq. and ARS§ 15-1803) and regulations of the Maricopa Community Colleges Governing Board. All of the Maricopa Community Colleges are subject to the above statutes and regulations. Students who have questions about their residency should contact the Admissions and Records Office/Office of Student Enrollment Services for clarification.

A. Implementation
   i. An applicant must be eligible to attend post-secondary education in the United States prior to being eligible to register for classes and pay fees.
   ii. Domicile status must be established before the student registers and pays fees. It is the student's responsibility to register under the correct domicile status.

iii. Enforcement of domicile requirements shall be the responsibility of the Chancellor of the Maricopa Community Colleges. The Chancellor has charged the Director of Admissions and Records or other designee at each college to make the initial domicile classification. In determining a student's classification, the college may consider all evidence, written or oral, presented by the student and any other information received from any source which is relevant to determining classification. The college may request written sworn statements or sworn testimony of the student.

iv. A request for review of the initial classification may be made to a district review committee. The request must be in writing, signed by the student and accompanied by a sworn statement of all facts relevant to the matter. The request must be filed with the admissions officer of the college within ten (10) days of receipt of notification of classification as a non-resident. Failure to properly file a request for review within the prescribed time limit constitutes a waiver of review for the current enrollment period. The decision of the review committee shall be final.

B. Definitions

i. “Armed forces of the United States” means the Army, the Navy, the Air Force, the Marine Corps, the Coast Guard, the commissioned corps of the United States Public Health Services, the National Oceanographic and Atmospheric Administration, the National Guard, or any military reserve unit of any branch of the armed forces of the United States.

ii. "Continuous attendance" means enrollment at one of Maricopa Community Colleges as a full-time or part-time student for a normal academic year since the beginning of the period for which continuous attendance is claimed. Students need not attend summer sessions or other such intersession beyond the normal academic year in order to maintain continuous attendance.

iii. "Maricopa County resident" means an individual who lives in Maricopa County and has lived in the state of Arizona for at least one year prior (365 days) to the first day of the semester (as published in the approved MCCCD Academic Calendar posted online at ACADEMIC CALENDARS) and who is a United States citizen or in a lawful status. In-state residency must be established prior to county residency for those moving from other states. Refer to Section C for guidelines.

iv. "Domicile" means a person's true, fixed, and permanent home and place of habitation. It is the place where he or she intends to remain and to which he or she expects to return when he or she leaves without intending to establish a new domicile elsewhere. Visa status must confer the ability to establish domicile in the United States in order to be classified as an in-state student.

v. "Emancipated person" means a person who is neither under a legal duty of service to his parent nor entitled to the support of such parent under the laws of this state.

vi. "Full-time student" means one who registers for at least twelve (12) credit hours per semester.

vii. "Part-time student" means one who registers for fewer than twelve (12) credit hours per semester.

viii. "Parent" means a person's father, or mother, or if one parent has custody, that parent, or if there is no surviving parent or the whereabouts of the parents are unknown, then a guardian of an unemancipated person if there are not circumstances indicating that such guardianship was created primarily for the purpose of conferring the status of an in-state student on such unemancipated person.

C. Criteria for Determining Residency

i. In-State Student Status

1. Except as otherwise provided in this article, no person having a domicile elsewhere than in this state is eligible for classification as an in-state student for tuition purposes. (Applicants applying for in-state tuition status may be required to provide supporting documentation for identification and residency classification.)
2. A person is not entitled to classification as an in-state student until the person is domiciled in this state for one year preceding the official starting day of the semester, except that a person whose domicile is in this state is entitled to classification as a Maricopa County resident if the person meets one of the following requirements:
    a. The person’s parent's domicile is in this state and the parent is allowed to claim the person as an exemption for state and federal tax purposes.
    b. The person is an employee of an employer which transferred the person to this state for employment purposes or the person is the spouse of such an employee.

c. The person is an employee of a school District in this state and is under contract to teach on a full-time basis, or is employed as a full-time non-certified classroom aide, at a school within that school District. For purposes of this paragraph, the person is eligible for classification as an in-state student only for courses necessary to complete the requirements for certification by the state board of education to teach in a school District in this state. No member of the person's family is eligible for classification as an in-state student if the person is eligible for classification as an in-state student pursuant to this paragraph, unless the family member is otherwise eligible for classification as an in-state student pursuant to this section. Eligibility for in-state tuition is subject to verification of intent to domicile in this state. Determination of residency is made by the admissions and records office/office of enrollment services.

d. The person's spouse (spouse must be in an eligible status to qualify for in-state residency) has established domicile in this state for at least one year and has demonstrated intent and financial independence and is entitled to claim the student as an exemption for state and federal tax purposes or the person's spouse was temporarily out of state for educational purposes, but maintained a domicile in this state. If the person is a non-citizen, the person must be in an eligible visa status pursuant to federal law to classify as an in-state student for tuition purposes.

3. The domicile of an unemancipated person is that of such person's parent.
4. An unemancipated person who remains in this state when such person's parent, who had been domiciled in this state, removes from this state is entitled to classification as an in-state student until attainment of the degree for which currently enrolled, as long as such person maintains continuous attendance.
5. A person who is a member of the armed forces of the United States and who is stationed in this state pursuant to military orders or who is the spouse or a dependent child of a person who is a member of the armed forces of the United States and who is stationed in this state pursuant to military orders is entitled to classification as an in-state student. The student does not lose in-state student classification while in continuous attendance toward the degree for which he or she is currently enrolled.
6. A person who is a member of the armed forces of the United States or the spouse or a dependent of a member of the armed forces of the United States is entitled to classification as an in-state student if the member of the armed forces has claimed this state as the person's state of home record for at least twelve consecutive months before the member of the armed forces, spouse or dependent enrolls in a university under the jurisdiction of the Arizona Board of Regents or a community college under jurisdiction of a community college district governing board. For purposes of this subsection, the requirement that a person be domiciled in this state for one year before enrollment to qualify for in-state student classification does not apply.
7. Immediate classification as an in-state student shall be granted to a veteran who meets the provisions of Arizona statute HB 2091, paragraph G, which reads:
   A person holding an honorable discharge from the uniformed services of the United States from either active duty or reserve or national guard status, or who has retired from active duty or reserve or national guard status, shall be granted immediate classification as an instate student and, while continuously enrolled, does not lose instate student classification if the person has demonstrated objective evidence of intent to be a resident of Arizona that, for the purposes of this section, includes at least one of the following:
   1. Registration to vote in this state.
   2. An Arizona driver license.
   3. Arizona motor vehicle registration.
   4. Employment history in Arizona.
   5. Transfer of major banking services to Arizona.
   6. Change of permanent address on all pertinent records.
   7. Other materials of whatever kind or source relevant to domicile or residency status.

8. A student using Chapter 30, 33, or 35 benefits who does not otherwise qualify under item 7 above (paragraph G of PL 2091), or a veteran's dependent or spouse who is using transferred

Post-9/11 GI Bill® (Chapter 33) benefits or the Marine Gunnery Sergeant John David Fry Scholarship, will be eligible for immediate classification as an in-state student if they provide the institution a current certificate of eligibility or ebenefits statement showing the student is eligible for Chapter 30, 33, or 35 Veteran Affairs (VA), education benefits and documentation showing the student is residing within the state.
Students are required to submit the following:

1. Certificate of eligibility letter or ebenefits statement from the Veteran Affairs (VA) awarding Chapter 30, 33 or 35 benefits or the Fry Scholarship, or the Dept. of Defense document approving the transfer of CH. 33 benefits.
2. Students must also provide at least one of the following to show presence within the state:
   A. Registration to vote in this state.
   B. An Arizona driver license.
   C. Arizona motor vehicle registration.
   D. Employment history in Arizona.
   E. Transfer of major banking services in Arizona.
   F. Change of permanent address on all pertinent records.
   G. Other materials of whatever kind or source relevant to domicile or residency status.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

9. Per Arizona state law, a person who is honorably discharged from the armed forces of the United States on either Active Duty or Reserve or National Guard Status, or who has retired from Active Duty or Reserve or National Guard Status, shall be granted immediate classification as an in-state student on honorable discharge from the armed forces and, while in continuous attendance toward the degree for which currently enrolled, does not lose in-state student classification if the person has met the following requirements:

   A. Registered to vote in this state.

   B. Demonstrated objective evidence of intent to be a resident of Arizona which, for the purposes of this section, include at least one of the following:

      1. An Arizona driver license

      2. Arizona motor vehicle registration

      3. Employment history in Arizona

      4. Transfer of major banking services to Arizona

      5. Change of permanent address on all pertinent records

      6. Other materials of whatever kind or source relevant to domicile or residency status

10. A student using any VA educational benefits who does not otherwise qualify under items above shall be granted immediate classification as an in-state student, and while continuously enrolled does

not lose in-state student classification if the person has demonstrated objective evidence of intent to be a resident of Arizona that for the purposes of this section, includes at least one of the following:

1. Registration to vote in this state
2. An Arizona driver license
3. Arizona motor vehicle registration
4. Employment history in Arizona
5. Transfer of major banking services to Arizona.
6. Change of permanent address on all pertinent records
7. Other material of whatever kind or source relevant to domicile or residency status.

11. A person who is a member of an Indian Tribe recognized by the United States Department of the Interior whose reservation land lies in the state and extends into another state and who is a resident of the reservation is entitled to classification as an in-state student.

ii. Alien In-State Student Status

1. An alien is entitled to classification as an in-state refugee student if such person has been granted refugee status in accordance with all applicable laws of the United States and has met all other requirements for domicile.
2. Notwithstanding any other law, a student, other than a nonimmigrant alien as described in 8 United States Code section 1101(A)(15), who meets both of the following requirements is eligible for in-state tuition at any community college as defined in ARS 15- 1401:

   Attended any public or private high school option or homeschool equivalent pursuant to ARS 15-802 while physically present in this state for at least two years.

   Graduated from any public or private high school option or homeschool equivalent pursuant to ARS 15-802 while physically present in this state or obtained a high school equivalency diploma in this state.

3. Persons without lawful immigration status are eligible for in-state tuition pursuant to subsection 2 of this section.
4. A student will be assessed out-of-state tuition until such time that documentation of status is received in the Office of Admissions and Records/Enrollment Services and (eligibility for) residency is confirmed. Documentation must be provided prior to the end of the term in which residency classification is being requested. Documentation received after the end of term will be used for residency determination in subsequent terms.
5. In establishing domicile, the alien must not hold a visa that prohibits establishing domicile in the United States and this state. After meeting other domicile requirements, students holding valid, unexpired visas in the following categories may be classified as in-state students (See Appendix S-1A).
6. A student must verify U.S. citizenship, permanent residency, or other lawful immigration status. Lawful immigration status means they have legal authority to be in the United States and also have the authority to go to school while in the United States.
7. Students who hold a current or expired visa and have applied for a change of status will retain their immigration status based on their prior visa status and not the status or visa for which they are applying. Students will need to submit a copy of the new visa card with the updated status. The timeline for establishing domicile begins with the issue date on the current visa that allows for the establishment of residency .
8. Please note: two requirements must be met to qualify for instate tuition.

1. A student must meet the domicile residency requirement of residing in the State of Arizona for one year preceding the official start of the semester.
2. The student must have an immigration status that allows for the establishment of residency for one (1) year.

9. (Applicants applying for in-state tuition status will be required to provide supporting documentation for identification and residency classification.) All applicants for in-state tuition may be required to provide a combination of the following documents:

- An Arizona Driver's license issued after 1996 or an Arizona non-operating identification license or an Arizona Instruction Permit
- A birth certificate or delayed birth certificate issued in any state, territory, or possession of the United States (A hospital record/certificate IS not acceptable. A certified abstract of birth with the official state seal and/or watermark is acceptable).
- A United States certificate of birth abroad.
- A United States Passport.
- A Foreign Passport with a United States Visa.
- An I-94 Form with a Photograph.
- An appropriately designated United States Citizenship and Immigration Services Employment Authorization (Work Permit) or Refugee Travel Document [as listed on the Employee Authorization Document Chart]. (Additional documents may be required with an employee authorization card.)
- A United States Permanent Resident Card
- A United States Certificate of Naturalization.
- A United States Certification of Citizenship.
- A Tribal Certificate of Indian Blood.
- A Tribal or Bureau of Indian Affairs Affidavit of Birth.

Tribal Members, the Elderly and "Persons with Disabilities or incapacity of the mind or body," may submit certain types of documents under Section 1903 of the Federal Social Security Act (42 UNITED STATES CODE 1396B, As Amended By Section 6036 Of The Federal Deficit Reduction Act of 2005)**

* A document issued by a federally recognized Indian tribe evidencing membership or enrollment in, or affiliation with, such tribe.

iii. Presumptions Relating to Student Status
Unless there is evidence to the contrary, the registering authority of the community college or university at which a student is registering will presume that:
1. No emancipated person has established a domicile in this state while attending any educational institution in this state as a full-time student, as such status is defined by the community college district governing board or the Arizona Board of Regents, in the absence of a clear demonstration to the contrary.
2. Once established, a domicile is not lost by mere absence unaccompanied by intention to establish a new domicile.
3. A person who has been domiciled in this state immediately before becoming a member of the armed forces of the United States shall not lose in-state status by reason of such person's presence in any other state or country while a member of the armed forces of the United States.

iv. Proof of Residency
When a student's residency is questioned, the following proof will be required.

1. Establishing Domicile
    a. An affidavit signed by the student must be filed with the person responsible for verifying residency.
    b. A combination of the following may be used in determining a student's domicile in Arizona:
        1. Arizona income tax return
        2. Arizona Voter registration
        3. Arizona Motor Vehicle registration
        4. Arizona Driver's license
        5. Employment history in Arizona
        6. Place of graduation from high school
        7. Source of financial support
        8. Dependency as indicated on federal income tax return
        9. Ownership of real property
        10. Notarized statement of landlord and/or employer
        11. Transfer of major banking services to Arizona
        12. Change of permanent address on all pertinent records
        13. Arizona Department of Children Services documents related to foster care placement
        14. Other relevant information
2. County Residency

    A combination of the following may be used to determine a student's county residency:

    1. Notarized statements of landlord and/or employer
    2. Source of financial support
    3. Place of graduation from high school
    4. Ownership of real property
    5. Bank accounts
    6. Arizona income tax return
    7. Dependency as indicated on a Federal income tax return
    8. Other relevant information

D. Concurrent Enrollment in Arizona Public Institutions of Higher Education (ARS §15-1807) (See Appendix S-3)
Under Arizona Revised Statutes §15-1807, it is unlawful for any non-resident student to register concurrently in two or more public institutions of higher education in this state including any university, college or community college for a combined student credit hour enrollment of more than six (6) credit hours without payment of non-resident tuition at one of such institutions. Any non-resident student desiring to enroll concurrently in two or more public institutions of higher education in this state including any university or community college for a combined total of more than six (6) credit hours who is not subject to non-resident tuition at any of such institutions shall pay the non-resident tuition at the institution of his choice in an amount equivalent to non-resident tuition at such institution for the combined total of credit hours for which the non-resident student is concurrently enrolled.

HOUSEKEEPING CHANGE, July 10, 2023
AMENDED through the Administrative Regulations Approval Process, June 12, 2023
AMENDED through the Administrative Regulation Approval Process, May 24, 2022
AMENDED through the Administrative Regulation Approval Process, June 24, 2021
AMENDED through the Administrative Regulations Approval Process, June 30, 2020
AMENDED through the Administrative Regulations Approval Process, November 5, 2019
AMENDED by Direct Approval from the Chancellor, September 17, 2018
AMENDED by Direct Approval from the Chancellor, August 30, 2017
AMENDED by Direct Approval from the Chancellor, August 30, 2015
AMENDED by Direct Approval from the Chancellor, May 20, 2015

2.2.3 Other Admission Information

1. Veterans

By Arizona statute, any failing grades from any Arizona university or community college that were received prior to military service will not be used to determine admission to the community college for the honorably discharged veterans with two years' service in the armed forces of the United States. Students admitted or readmitted to the community college under this statute are subject to progression, retention, graduation and other academic regulations and standards. (See Administrative Regulation 2.3.6 Withdrawal)

2. Ability to Benefit

A. Federal guidelines require that students who are applying for financial aid demonstrate the ability to benefit. Under federal law, a student who enrolls after June 30, 2012, must be a high school graduate, have a GED certificate, or have completed a secondary school education in a home school setting that is treated as a home school or private school under state law, be admitted as a regular student, and be pursuing an eligible degree or certificate to qualify for federal financial assistance under Title IV of the Higher Education Act.

B. For 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 completed a secondary school education in a home school setting that is treated as a home school or private school under state law, but has been assessed to benefit from college instruction and is pursuing a degree/certificate in an eligible program.

iii. "Special" status, for the purpose of 2.2.3.2, is granted to a student admitted to the college for concurrent enrollment or pursuing one or more courses of special interest and who meets all the requirements for admission.

3. Transcripts

The Maricopa Community Colleges reserve the right to require an official transcript for admission to specific programs, for verification of course requisites and for determination of academic standing. The official transcript must be sent directly from the source institution to the college Admissions and Records Office/Office of Student Enrollment Services. The official transcripts may be sent via a secured website. Please contact the Admissions Office of The Maricopa College you plan to attend to verify which secure websites may be valid.

It is the student's responsibility to ensure that official transcripts have been received and are complete.

Students entering as high school graduates may be required to submit high school transcripts. Please contact the Admissions Office of the Maricopa College you plan to attend for more information on preparing a home-schooled official transcript. Students entering as GED recipients may be required to present a copy of the high school equivalency certificate or official report of qualifying GED scores.

4. Educational Assessment

All students are encouraged to undergo an educational assessment to determine course placement. Prospective students who do not possess a high school diploma or GED equivalence certificate are required to complete an educational assessment to determine their ability to benefit from college instruction. See Student Course Placement Process (AR 2.2.7)

5. High Pressure Recruitment Tactics

The Maricopa County Community College District prohibits its employees from engaging in high-pressure recruitment tactics or in providing to any person or entity engaged in student recruitment, admission activity, or in making decisions regarding the award of Title IV, HEA funds, any commissions, bonuses, or other incentive payments based, in any part, directly or indirectly upon successfully securing enrollments or the awarding of financial aid.(34 CFR 668.14(A)(22)(I)).

6. Programs Leading To Licensure

The Maricopa Community Colleges provides disclosures of whether a program meets the academic requirements for professional licensure within Arizona.

7. Determining Student Location

A determination of a student's location is made and documented in the student information system at the time of application on review of the completed student application for admission. A student's initial location at the time of enrollment is defined as where a student is physically located while engaged in their academic program. Students who are not located in a state in which an individual Maricopa Community College(s) is authorized to enroll students or otherwise exempt from authorization may not be enrolled.

Students are required to notify the Maricopa Community College(s) they attend of a change in location. Students may also update their local address at any time in self-service within the student information system. Should college personnel be notified in writing by a student that the physical location where the student will be engaged in their academic program has changed, this is considered a formal receipt of information, and the student will be guided to document the change in self-service within the student information system.

Initial and continued enrollment in an online program may be subject to where the student is physically located while taking the course(s). Students who relocate to a state where the college is not authorized or otherwise exempt, may have their enrollment negatively affected. Students who are pursuing a program leading to licensure or certification should contact the Admissions and Records office at their college to review any potential impacts from a change in location.

AMENDED through Direct Approval by the Chancellor, June 17, 2024
TECHNICAL CHANGE, July 11, 2023F
AMENDED through the Administrative Regulations Approval Process, October 23, 2019
AMENDED through the Administrative Regulations Approval Process, June 5, 2017

2.2.4 Transfer Credit and Prior Learning Assessment

TRANSFER CREDIT

A student enrolling at one of the Maricopa Community Colleges after having attended other post-secondary institutions can have coursework evaluated for transfer credit. To be eligible for evaluation, coursework must appear on official transcripts from the source institutions. The official transcripts must be mailed or sent through an approved electronic transfer method directly from the source institutions to the Admissions and Records/Enrollment Services Office of the receiving institutions. Exceptions may be made for students who are identified as part of a special reverse transfer cohort (e.g. reverse transfer), who have transcript exchange as a cohort condition. Other exceptions may be made on a case by case basis. Hand-carried and emailed transcripts cannot be accepted for an official evaluation. Students should allow approximately 10 days before confirming with your Maricopa Community College that the transcript(s) was received. The Admissions and Records/Enrollment Services office at the receiving institutions will complete course-by-course evaluations for all submitted transcripts upon student request. The award of transfer credit shall not express or imply that all transfer credit will be fully accepted or applied toward all Maricopa degree and certificate requirements.

The Maricopa Community Colleges will evaluate coursework from institutions listed in the *Database of Accredited Postsecondary Institutions and Programs* accredited by recognized U.S. accrediting organizations at the time the coursework was taken. To be "recognized" means that the accreditors in the database have been reviewed by the Council for Higher Education Accreditation (CHEA) or by the U.S. Department of Education (USDE) or both and meet the quality standards of the respective organizations.

College-level courses completed outside the United States and recorded on official transcripts will be evaluated for transfer credit, provided that the institution where the courses were taken is accredited by the Ministry of Education in that country. It is the student's responsibility to submit all foreign and international transcripts to an approved

international credential evaluation service to be translated into English (when applicable), evaluated on a course-by-course-basis, and sent directly to the receiving colleges. Contact your College Admissions and Records/Enrollment Services Office to obtain a list of recommended evaluation services.

CONDITIONS OF TRANSFER CREDIT:

- Credits transferred from outside of MCCCD graded on a plus/minus system are converted to a letter grade associated with MCCCD's grading scale. The conversion of that plus/minus grade will be determined by the grade point value of each grade, as indicated on the grading scale of the transferring institution. Please refer to AR 2.3.3 Grading. Only courses with a grade equal to 2.0 or better (on a 4.0 scale) are transferable.
- Developmental coursework is accepted for the purpose of fulfilling course prerequisites. However, the credit does not apply toward a degree or certificate, and it does not transfer to another postsecondary institution. It does, however, get added to the Transfer Credit Report as part of the evaluation. Course credit below 100 level, earned at a MCCCD institution prior to August 2020 or at a sending institution, cannot be used to calculate grade level.
- Courses with different credit systems (quarter hours, trimester, units) are converted to semester hours of credit. The semester conversion of quarter credits is at a rate of .67 semester credits for each quarter credit. For example, 4 quarter credits will convert to 2.68 semester credits. Trimester credits will be determined by the credit definition of the transferring institution, and converted, as needed, to semester credits.
- The age of credit may be considered in applying credit toward degrees and certificate programs as outlined in A.R. 2.2.5 Catalog Under Which a Student Graduates.
- Courses accepted as equivalent do not necessarily apply toward the requirements for the student's declared degree or certificate at MCCCD.

Please refer to 2.3.9 General Graduation Requirements regarding MCCCD residency requirements to graduate.

PRIOR LEARNING ASSESSMENT (PLA)

The Maricopa Community Colleges are committed to the idea that people deserve credit for verifiable college-level learning, no matter how it was acquired. Many people have developed learning outside of the traditional classroom. This evaluation of credit is referred to as Prior Learning Assessment, or PLA. Prior learning can be identified and assessed in a variety of ways to determine if college credit should be awarded. Credit is awarded only to certificate or degree seeking students who:

1. plan to enroll, and
2. are admitted and matriculated within the college awarding the credit. Exceptions can be made for contractual agreements.

Exceptions can be made for contractual agreements. One such exception includes evaluation of journeymen cards for apprentices from current or former apprenticeship partners, or other registered apprenticeship sponsors and intermediaries. Credits awarded for journeymen have a specific PLA evaluation process and separate fee policies.

PLA credit may be applied toward a degree program, certificate, general education requirements, required courses, restricted electives, and general electives that count toward the student's elected pathway. Some restrictions may apply depending on the specific program of study. PLA credit may also be used to satisfy prerequisite requirements.

Students seeking an associate degree may be awarded no more than 45 credit hours through Prior Learning Assessment, unless required by a specific program of study within the Maricopa Community Colleges. Up to 60 credits earned through PLA can be applied to a bachelor's degree. Evaluated credit from post-secondary institutions and military credit as indicated on Joint Service transcripts, Community College of the Air Force, and Air University are not included in this credit limitation. Evaluated credit and credit awarded for prior learning does not count as hours in residence for graduation requirements. Please refer to 2.3.9 General Graduation Requirements. Exceptions to this institutional regulation must have prior written approval of the Program Director, Faculty Chair, or designee and documentation of

rationale and approval included as part of the admission process and/or application to graduate. No more than 20 credit hours may be applied to the Arizona General Education Curriculum (AGEC). Please direct questions about Prior Learning Assessment at the Maricopa Community Colleges to the Admissions and Records/Enrollment Services Office.

PRIOR LEARNING ASSESSMENT FEE SCHEDULE

Transfer credit from accredited and recognized institutions, international coursework that has been officially evaluated by a foreign evaluator service that is a member of the National Associate of Credential Evaluation Services (NACES), standardized college-level exams (such as CLEP, AP, IB, DSST, CIE), GED exams, Military Transcripts, ACE (American Council On Education) transcripts, credit received through organizations and companies that offer nationally recognized credit evaluated by ACE, NCCRS, etc. (Straighterline, NOCTI, Study.com, etc.), industry recognized credentials, industry/corporate training, Skill Center and clock hour transcripts.	No fees assessed
Departmental Challenge Exam	$40 Administrative fee per Exam Request
Individualized Portfolio or other individualized assessments	$150 Administrative fee per Portfolio Evaluation Request
Journeymen Cards	$500 Administrative fee per Journeymen Card Evaluation

NATIONAL STANDARDIZED EXAMS

ACE (American Council On Education) has published credit recommendations for a number of national standardized examinations such as the ones listed below in the *Ace National Guide.* The Maricopa Community Colleges use these recommendations as guidelines to award credit for equivalent coursework as well as elective credit. The number of credits listed in the *Ace National Guide* are recommendations only. A college is not required to grant a student the number of credits recommended.

Scores must be sent directly to the Admissions and Records/Enrollment Services Office from the specific testing companies before credit is awarded; equivalencies are subject to review and change. Credit received through Prior Learning Assessment is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. Therefore, students are strongly advised to research the Prior Learning Assessment policies at any college or university outside of the Maricopa Community Colleges to which they plan to transfer. Credit for national standardized exams is awarded based on equivalencies in effect at the time of evaluation. Changes to exams and scores are determined by the respective Maricopa Instructional Councils (ICS) and/or Statewide Articulation Task Forces (ATFS).

Maricopa recognizes the following examinations:

- Advanced Placement (AP)
- American College Testing Proficiency Examination Program (ACT-PEP)
- Cambridge International Exams (CIE), A and AS LEVEL

- College-Level Examination Program (CLEP)
- Defense Activity For Non-Traditional Education Support [DANTES] Subject Standardized Tests (DSST)
- GED, College Ready + Scores
- International Baccalaureate (IB) Diploma/Certificate

Fees for standardized exams are the responsibility of the student.

Current list of exams and scores

ADVANCED PLACEMENT (AP) CREDIT

Students who have taken an advanced placement course of the College Entrance Examination Board (CEEB) in their secondary school and who have taken an advanced placement examination of the CEEB may receive course credit. Scores must be received directly from CEEB to Admissions and Records/Enrollment Services before credit is awarded.

AMERICAN COLLEGE TESTING PROFICIENCY EXAMINATION PROGRAM

The Maricopa Community Colleges may award credit for the American College Testing Proficiency Examination Program (ACT-PEP) based on the scores earned to Admissions and Records/Enrollment Services.

CAMBRIDGE INTERNATIONAL EXAMINATIONS (CIE) A AND AS LEVEL

Students who have taken a Cambridge International Examination may receive college credit. Scores must be received directly from CIE to Admissions and Records/Enrollment Services before credit is awarded.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Students who have taken a college level examination of the College Entrance Examination Board (CEEB) may receive college credit. Scores must be received directly to Admissions and Records/Enrollment Services from CEEB before credit is awarded.
Estrella Mountain Community College, Glendale Community College, South Mountain Community College, Rio Salado College, Paradise Valley Community College, and Mesa Community College are CLEP test sites. For more information on registering for the CLEP examinations, contact the Testing Centers at these colleges.

DSST (Formerly DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT or DANTES)

The Maricopa Community Colleges may award credit for DSST Examination Program to individuals who meet or exceed the ACE recommended scores for awarding credit on the DSST exams. The Maricopa Community Colleges do not award credit for ENG 102 through DSST examination. Credit received through DSST is transferable within the Maricopa Community Colleges, but is not necessarily transferable to other colleges and universities.

Currently, DSST proctoring is available at Rio Salado College testing centers. For additional information on registering for DSST examinations, call (480) 517-8560.

Students who have taken a DSST examination may receive college credit. Scores must be received directly from DSST before credit is awarded.

GED EXAMS

The Maricopa Community Colleges may award credit for GED subject area scores designated as College Ready + in accordance with the ACE recommended scores. The transcript needs to be sent directly by the Department of Education to the Admissions and Records Office /Enrollment Services in order to be awarded credit. Disclaimer: test scores are continually reviewed and may be updated at any time.

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA/CERTIFICATE

Students who present an international baccalaureate diploma/certificate may qualify for college credit. Maricopa grants credit for college-level courses only. Scores must be received directly from the institution where the exams were administered before credit is awarded.

ACE (AMERICAN COUNCIL ON EDUCATION) RECOMMENDED CREDIT

EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES
The Maricopa Community Colleges may award credit for military experiences based on the ACE Military Guide. A student may receive college credit if:

- training parallels a discipline area offered through the maricopa community colleges, and
- credit meets a program requirement or is used as elective credit.

Upon request, individuals who have successfully completed basic training, four (4) credit hours in physical education will be awarded as indicated in the ACE Guide and the Community College of the Air Force Catalog. Official documentation of military training is required.

ORGANIZATIONS PARTNERED WITH ACE
ACE evaluates training programs offered by business, industry, and government and publishes its credit recommendations in the *ACE National Guide*. If a student has received training that appears in the guide, they may receive college credit if:

- Training parallels a discipline area offered through the Maricopa Community Colleges, and
- Credit meets a program requirement or is used as elective credit.

CREDIT BY EVALUATION

INDUSTRY RECOGNIZED CREDENTIALS, INDUSTRY/CORPORATE TRAINING, and NON-CREDIT COURSEWORK
A variety of professional certifications and industry credentials can be evaluated for college credit through a Credit by Evaluation process. Students may apply for a Credit by Evaluation in certain courses by obtaining the appropriate form in the Admissions and Records /Enrollment Services Office. The credit awarded is based on competencies demonstrated through the successful attainment of the credential or certification, and the training must be verifiable through a third party that has the authority to issue the credential or certification.

INDIVIDUALIZED PORTFOLIO ASSESSMENTS
Portfolios consist of documentation and corresponding narrative submitted for credit that demonstrates comprehensive proficiency of course competencies. Individual portfolios are assessed using current MCCCD standards. If an approved standardized or challenge exam exists, MCCCD may choose not to offer a portfolio option.

Some academic departments may have additional requirements that must be met before credit may be granted through Credit by Evaluation. When credit is granted, a notation of “Other Credits” and the type of training, number of credits, and a grade of Pass “P” will appear on the student's transcript. These credits are not used in computing the grade point average. Credit by Evaluation is transferable within the Maricopa Community Colleges, but is not necessarily transferable to other colleges and universities. Students may not request:

- To challenge a course a second time;
- To challenge a course while currently enrolled in the course;
- To establish credit in a previously completed course; and
- To establish credit for a lower level of a course in which credit has been received.

DEPARTMENTAL CREDIT BY EXAMINATIONS
Departmental exams may be available for particular courses. If a student is pursuing this option for an approved course, they may apply by obtaining the appropriate form in the Admissions and Records/Enrollment Services Department, paying the required fee, and completing the examination and other requirements of the college. Please refer to Appendix S-4 (Tuition and Fee Schedule) for appropriate fees. Students may not request:To challenge a course a second time;

- To challenge a course while currently enrolled in the course;
- To establish credit in a previously completed course; and
- To establish credit for a lower level of a course in which credit has been received.

Additionally:

- Exceptions may be granted at some of the maricopa community colleges for their unique programs of study. specialized programs may allow courses to be repeated due to the student needing to have recent knowledge of the content in order to progress in the program.
- Academic departments may have additional requirements that must be met before credit may be granted through departmental credit by examination.
- Only grades of a, b, c, d or p earned as a result of this examination will be recorded on the student's transcript. fees are not refundable after the examination has been administered, regardless of results.
- When credit is granted as outlined above, a notation of "Credit by Exam," a grade and the number of credits will appear on the student's transcript.

PLA AND TRANSFER DISCLAIMER

If pursuing a transfer degree (AA, ABUS, AS, AAEE, AAFA, or Articulated Academic Degree Program), transfer credit and PLA will be granted for the purpose of satisfying Maricopa graduation requirements. Because credits may not transfer to all colleges or universities, contact your transferring institution to determine their transfer credit and PLA requirements and policies.

AMENDED through the Administrative Regulations Approval Process, June 4, 2024
TECHNICAL CHANGE made on November 9, 2023
AMENDED through the Administrative Regulations Approval Process, June 12, 2023
AMENDED through the Administrative Regulations Approval Process, June 24, 2021
AMENDED through the Administrative Regulations Approval Process, June 30, 2020
AMENDED through the Administrative Regulations Approval Process, November 5, 2019
AMENDED by Direct Approval from the Chancellor, August 10, 2018
AMENDED by Direct Approval from the Provost, May 8, 2018
AMENDED by Direct Approval from the Chancellor, June 28, 2017
AMENDED through the Administrative Regulations Approval Process, June 5, 2017
AMENDED by Direct Approval from the Chancellor, January 4, 2017

2.2.6 Academic Advising and New Student Orientation

1. Academic Advising

Students who will be attending college for the first time, and intend to earn a degree or to transfer to a college/university, will be required to meet with an academic advisor within the first two semesters at a MCCCD college.

i. Recent high school students who received MCCCD credits through Dual/Concurrent Enrollment, ACE, Hoop of Learning, or any MCCCD Early Outreach Program are considered first time to college.

2. New Student Orientation

Students who will be attending college for the first time, and intend to earn a degree or to transfer to college/university, will be encouraged to attend New Student Orientation within the first two semesters at a MCCCD college.

i. Recent High School students who received MCCCD credits through Dual/Concurrent Enrollment, ACE, Hoop of Learning, or any MCCCD Early Outreach Program are considered first time to college.

AMENDED through the Administrative Regulations Approval Process, June 12, 2023
AMENDED through the Administrative Regulation Approval Process, May 24, 2022
AMENDED by Direct Approval from the Chancellor, April 16, 2020
AMENDED through the Administrative Regulations Approval Process, June 4, 2019

2.2.7 Student Assessment and Course Placement

1. Course Placement

A. Course placement assesses students' skill levels in English, reading, and math to help determine which courses students should take first to be successful. Students who plan to register in English, reading, or math will be advised to enroll into courses based on valid District-approved placement methods.

B. Students who place into course(s) that are below college-level (i.e., below 100-level) will be advised to enroll into the course(s) within the first two semesters.

C. A department/division chair or designee may grant a course placement waiver under special circumstances. The signed waiver will be noted on the student's electronic record. The process may also be done electronically without a signature if supported by the attending college.

D. Course placement will be determined utilizing the district placement options under any one of the following conditions:

i. The student is taking his or her first college credit English, reading or math course, or any college course for which English, reading or math is a prerequisite.
ii. The student is pursuing a degree or transfer pathway and does not have current valid District-approved course placement on file or does not have previous college credit in English, reading and math.
iii. The student for whom English is not the primary language and who is taking his or her first English as a Second Language class is required to take a test of English proficiency.

E. Students will be exempt from the course placement process if at least one of the following conditions apply:

i. The student has earned an associate or higher degree from an accredited college.
ii. The student has earned college credits from an accredited college in English, reading, and math with a grade of C or higher.
iii. The student has currently valid District-approved course placement scores on file.
iv. The student who is exempt from the course placement process must still fulfill the minimum graduation requirements.

2. Determining Course Placement

The Maricopa Community Colleges use multiple placement options. In cases, when a course placement test is given, scores will be valid for two years. Other placement methods will also have limited time validity. For additional information, go to PLACEMENT.

A. Reading placement test scores that indicate "exempt from CRE101" do not expire.

B. Students will be permitted one re-test in English, reading, or by math level after at least a 24-hour waiting period. One additional re-test is permitted no sooner than three months from the oldest valid score date at any course placement testing site.

C. The Vice President of Student Affairs or designee may approve re-testing for students with special needs or circumstances. The re-test date will then serve as the date of record.

3. Implementation of Policy

To ensure consistency of the course placement process within the Maricopa Community Colleges:

A. All colleges shall accept the same approved course placement methods.
B. All colleges shall adhere to the same approved placement scores.
C. All colleges shall adhere to the approved limited time validity for each course placement method. for more information, go to: PLACEMENT.

D. Reading Placement Scores that Indicated "Exempt from CRE101" Do Not Expire.

4. Evaluation

The Maricopa Community Colleges will provide an ongoing evaluation of the course placement process. An annual report shall be submitted to the Governing Board to indicate the policy's effectiveness noting the number of students assessed, their placement scores and their success in courses. Every three years a thorough review of the policy and procedures shall be implemented, including recommendations from the English, Reading and Math Instructional Councils regarding cut-off scores, course placement assessment tools and procedures.

AMENDED through the Administrative Regulations Approval Process, June 4, 2024
AMENDED through the Administrative Regulations Approval Process, June 4, 2019

2.2.8 Registration

Students must register according to the dates indicated, and in the manner described in the college class schedule. To be eligible for registration, students must have completed the appropriate steps listed under the Admissions section. The college may allow early or priority registration. Tuition and fees must be paid or payment arrangements made by the due date to secure class enrollment. Students may not attend a class for which they are not registered.

The colleges reserve the right to enroll students in courses. The final decision for admission to any class for students admitted under section 2 of AR 2.2.1 will be determined by the designated college administrator in consultation with the department chairperson and/or faculty.
Class Registration Deadlines:

1. For classes with published start dates and meeting times, registration in the class must be completed before the first official class meeting date and time. Students may not register for a class once it has started. Self-Service registration for a class through www.maricopa.edu/students will end at 11:59 PM on the day before the class starts. Registration for a class on the date it starts must be done in person or on the phone, and must be completed before the class start time.
2. For classes without published meeting times (for example, online classes, special projects), registration in the class must be completed by 11:59 PM on the day before the class starts.
3. Exceptions
    a. Exceptions to class registration deadlines require permission of appropriate instructor(s) and approval of the appropriate department/division chair or designee.
    b. Exceptions are limited to
        i. Courses requiring permission of instructor
        ii. Courses requiring auditions or try-outs
        iii. Courses for Special Populations or Cohorts
        iv. Enrollment in an alternative section of a course taught by the same instructor
        v. Enrollment in an alternative section of a course taught by a different instructor
        vi. Course level changes
        vii. Students dropped for non-payment during the 100% refund period may be reinstated if they attended since the first class meeting.
        viii. Students dropped due to Human or system errors may be reinstated if they attended the first class meeting.
        ix. Other exceptions may be granted after faculty consultation with the student.

2.2.9 Tuition and Fees

Tuition and fees are public monies within the jurisdiction and responsibility of the Maricopa Community Colleges Governing Board under the laws and regulations of the State of Arizona and must be administered by the Governing Board. The Governing Board reserves the right to change tuition and fee charges when necessary without notice. All students are classified for tuition purposes under one of the following residency classifications:

1. Maricopa County resident
2. Out-of-County resident
3. Out-of-State resident (including F-1 non-immigrant students)

Residency for tuition purposes is determined in accordance with state law (ARS §§15-1801 et seq.) and regulations of the Maricopa Community Colleges Governing Board. All of the Maricopa Community Colleges are subject to the above statutes and regulations. Students who have questions about their residency should contact the Admissions and Records Office/Office of Student Enrollment Services for clarification.

Students attending more than one Maricopa Community College will be assessed tuition and fees for their enrollment at each of the Maricopa Community colleges/centers. (Students who are considered to be out-of-state residents for tuition and fees purposes should refer to Appendix S-3, Concurrent Enrollment in Arizona Public Institutions of Higher Education.)
With maricopa community colleges governing board approval, colleges may assess course fees to offset unique course costs that exceed the expenses of normal instruction that are covered by tuition. These fees are used on course-specific expenses that directly benefit the fee-paying student, such as equipment, consumables, and services. Fees vary by course and by discipline. Course fees are subject to change. Because course fees are often fully expended on materials before a class starts, they will be refunded only if the student qualifies for a 100% refund. Refer to AR 2.2.10 (Refund Policy).

1. Time of Payment
   All tuition, fees, assessments and deposits must be paid at the time of registration or by the specified deadline date and in accordance with the tuition and fee schedule approved by the Maricopa Community Colleges Governing Board.
2. Tuition and Fees Schedule
   Current information can be found at https://district.maricopa.edu/regulations/admin-regs/appendices/students/s-4

   The following is a tuition and fees schedule and is provided for reference. **These tuition and fees are subject to change.** Consult the college's Admissions and Records Office/Office of Student Enrollment Services for course fees in effect during the semester/term in which you intend to register. See Appendix S-4.
   AMENDED through the Administrative Regulations Approval Process, June 4, 2024
   AMENDED by Direct Approval from the Chancellor, November 21, 2018

   Appendix S-4: Tuition & Fee Schedule

   A. Determine Student Residency Status
      Refer to admissions information (AR 2.2.2) of the college catalog for residency information and to review the requirements for classification as a Maricopa county resident. Contact the Admissions and Records Office/Office of Student Enrollment Services if you have questions about residency requirements.
   B. Use the Chart to Locate Tuition Charges
      Determine the correct column based on your residency status and then select the number of credit hours. The general tuition chart is provided for reference only.
   C. Add Any Additional Fees
      A one-time, per semester $15 registration fee is due by the official start of the term (semester) or by the specified due date or at time of registration.
   D. There may also be additional course fees for classes, please refer to the college schedule for course fees.
   E. If you choose to audit a class, add an additional fee of $25 per credit hour.
   F. Additional course fees may apply for specific courses. Check with the college's Admissions and Records Office/Office of Student Enrollment Services for a current listing of course fees.
   G. Pay Your Fees
      Payment of fees may be made by cash, check, money order, VISA, MasterCard, Discover or American Express. Payment Plan options are also available.

      NOTE: If you do not pay your tuition and fees at the time of registration or by the specified due date, you may be dropped from your classes and may be responsible for the tuition and fees based on the refund schedule which outlines the refund deadlines for each course.

Skill Center Tuition Rates

Regular	$5.00 per clock hour
Nursing Assistant	$6.00 per clock hour
Practical Nursing	$6.00 per clock hour

Amended through the Administrative Regulations Approval Process, May 5, 2017

Credit by Examination & Credit by Evaluation (excludes Allied Health courses)

Regular Rate	$85.00 per credit hour
Contract Rate	$42.50 per credit hour

3. Outstanding Debts

Any debt or returned check may revoke a student's current enrollment and the student's right to register in subsequent semesters at all Maricopa Community Colleges. Delinquent debts may require penalties, late charges, collection costs, and/or legal fees to be paid before good standing is restored to the student.

The following procedure will be used for the collection of returned checks and other outstanding debts:

A. The designated college official or fiscal officer is responsible for:
   i. Verifying the student's district wide debt,
   ii. Attempting to notify the student of the debt and
   iii. Attempting to collect the debt.
B. Maricopa Community College services may be withheld pending payment of debt (at designated college office) with cash, certified check or money order or online with debit or credit card or in person with credit card. Student may be withdrawn from classes.
C. If other collection attempts fail, the Maricopa Community Colleges District Office will either collect or use other means available, including:
   i. Collection agency, requiring payment of collection fees by the student;
   ii. The Tax Refund Setoff Programs as stated in ARS §42-1122;
   iii. Litigation, requiring payment of court costs and legal fees by the student.
D. Debt Holds may be lifted only in limited instances by the appropriate College or District business services designee for the extension of services provided that at least one of the following conditions are met:
   i. MCCCD staff verify that full payment has been made to another College;
   ii. The College can deduct payment from a financial aid award made to the student (referring to student authorization guidelines for regulations on applying federal financial aid to debt balances);
   iii. A third party not related to the student, such as an employer or state agency, makes a verified payment directly to the College;
   iv. It is determined and verified with the appropriate MCCCD office that the hold resulted from a system error and the error is due to an activity that requires correction by the appropriate College or District personnel.

Admission Criteria to Attend a College within the Maricopa Community College District (MCCCD) is determined in accordance with state law (ARS §§15-1805.01 AND 15-1821) and regulations of the Maricopa Community Colleges Governing Board and the Chancellor. As such, participants enrolled in courses as part of third party agreements are also subject to the same admissions criteria. This includes the participants resolving any current enrollment or administrative holds that are unrelated to the Third party in an existing student account, but that otherwise impact his/her eligibility to enroll in courses or participate in programs delivered by MCCCD faculty or staff.

4. Discounted Fees and Waivers

A. Citizens 62 years of age and older shall be issued ID cards that allow them the privilege of attending events at no cost and that allow them to use the library facilities.

B. Employees, Dependents and Mandated Groups
The Maricopa Community College District waives tuition for credit-hour courses for employees and their dependents, and tuition and fees as specified for legislatively mandated groups. Special, registration, course fees and fees for Non-credit/Special Interest Community Services courses are not waived.

C. Tuition and Registration Fee Waiver for Members of the Pima-Maricopa Indian Community
Tuition and fee waivers shall be funded through Auxiliary Fund Monies for college credit courses for the enrolled members of the Pima-Maricopa community who live on the Pima-Maricopa Reservation.

5. All other guidelines and procedures established for the purpose of administering waivers, affidavits and exemptions are outlined in the Maricopa County Community College District tuition waiver manual.

Amended through the Administrative Regulations Approval Process, June 4, 2024

2.2.10 Refund Policy

1. Refund Policy for Credit/Clock Classes

Students who officially withdraw from credit/clock classes (in fall, spring, or summer) within the withdrawal deadlines listed below will receive a 100% refund for tuition, course and registration fees. Students should refer to the Student Information System (SIS) center for specific refund dates. Deadlines that fall on a weekend or a college holiday will advance to the next college workday except for classes fewer than 10 calendar days in length or as specified by the college. Calendar days include weekdays and weekends. Refer to individual colleges for withdrawal and refund processes. Never attending is not an allowable refund exemption or an excuse of the debt incurred through registration.

Credit And Clock Classes Length of Class	Official Withdrawal Deadlines for 100% Refund
1-9 calendar days	Prior to the class start date
10-19 calendar days	1 calendar day including the class start date
20-29 calendar days	2 calendar days including the class start date
30-39 calendar days	3 calendar days including the class start date
40-49 calendar days	4 calendar days including the class start date
50-59 calendar days	5 calendar days including the class start date
60-69 calendar days	6 calendar days including the class start date
70+ calendar days	7 calendar days including the class start date

Because course fees are often fully expended on materials before a class starts, they will be refunded only if the student qualifies for a 100% refund. Debts owed to any of the Maricopa Community Colleges must be satisfied before any refunds are paid to the student. Refunds for students receiving federal financial assistance are subject to federal guidelines. Appeals to the refund policy, including course fees outside of the 100% refund period, must be filed at the Maricopa Community College where the student attended the class within one year from the semester in which the class was taken.

2. Refund Policy for Non-Credit Classes

Unless otherwise specified, students who officially withdraw from non-credit classes prior to the class start date are eligible for a 100% refund, including any course fees. Debts owed to any of the Maricopa Community Colleges must be satisfied before any refunds are paid to the student. Appeals to the refund policy, including course fees outside of the 100% refund period, must be filed at the Maricopa Community College where the student attended the class within one year from the semester in which the class was taken.

3. Canceled Classes

When a class is canceled by the college, a 100% refund will be made for tuition, course fees, and registration fees.

4. Refund Appeals

Students withdrawing from a college or from classes for one of the following reasons must submit an appeal for a refund to the Admissions and Records Office/Office of Student Enrollment Services or designated college official at the college of enrollment within one year from the semester in which the class was taken:

A. A student with a serious illness, verifiable by a doctor's written statement that the illness prevents the student from attending all classes for the semester. The doctor's statement must be on file with the college before a refund can be given.
B. Serious illness or death of an immediate family member that prevents the student from attending all classes for the semester. Immediate family members include spouse/partner, father, mother, grandfather, grandmother, child, foster child, grandchild, stepchild, sibling, stepsibling, stepfather, stepmother, or spouse's/partner's father, mother, grandfather, grandmother, or in-laws in any one incident. Appropriate documentation must be provided before a refund can be given.
C. Death of a student. Appropriate documentation must be provided before a refund can be given.
D. A student in the armed forces or the Arizona National Guard who is called to active duty and assigned to a duty station, verifiable by a copy of the orders, will be allowed to withdraw and receive a 100% refund of tuition, provided classes have not been completed.

5. Requests for a total withdrawal from a college or classes for one of the above reasons may result in a partial prorated refund of tuition, provided classes have not been completed. All decisions made by the college are final.

Limitation: Never attending is not an allowable refund exception or an excuse of the debt incurred through registration.

6. Refund Policy for Department of Defense Tuition Assistance Funds

Students who receive Tuition Assistance (TA) funds for a class or classes from the Department of Defense (DOD) may have a refund processed and returned to the student's DOD branch of service in the following situations. Refer to individual colleges for withdrawal and refund processes.

A. Per refund appeals D, a student who is called to active duty and assigned to a duty station, verifiable by a copy of the orders, will be allowed to withdraw, provided classes have not been completed. A 100% refund of TA funds will be issued to the student's DOD branch of service.
B. A student who withdraws for reasons other than those outlined above within the first 60% of the period for which funds were received will have the proportional amount of unearned TA funds returned to the student's DOD branch of service. Refer to individual colleges and DOD branch of service for potential student financial responsibility as a result of withdrawal.

Requests for refund should be referred directly to the college of enrollment.

AMENDED through the Administrative Regulations Approval Process, June 4, 2024
AMENDED through the Administrative Regulations Approval Process, June 12, 2023
AMENDED by Direct Approval from the Chancellor, January 13, 2020.
AMENDED through the Administrative Regulations Approval Process, May 5, 2017

2.2.11 Student Financial Assistance

The Maricopa Community Colleges provide students financial assistance to enable access to higher education. Student financial assistance shall be awarded on the basis of demonstrated financial need except where funds are specified for recognition of special talents and achievements. Additional procedural information on financial assistance is available in Appendix S-5.

Appendix S-5: Student Financial Assistance

Additional Information about Financial Aid may be found at www.maricopa.edu/students website.*

The Maricopa Community Colleges provide students financial assistance to enable access to higher education. Student financial assistance shall be awarded on the basis of demonstrated financial need except where funds are specified for recognition of special talents and achievements. Only those with a lawful presence in the United States may qualify for federal financial aid. Under Arizona state law, undocumented students may qualify for Maricopa County Community College District (MCCCD) scholarships if they meet the terms outlined under Proposition 308.

The office of financial aid may request to have the validity of a student's high school completion evaluated if either the college or the United States Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education. An evaluation may be conducted on the basis of any of the following:

- Alerts, bulletins, or similar communications provided by any state, federal, or other governmental agency, another institution, a professional or similar organization, or any other resource that might provide information helpful to the evaluation;
- A transcript or other record received from another institution the student may have attended;
- The contents of the student's Free Application for Federal Student Aid, student information form, or any other information the student provides to the college;
- The independent professional judgment by any official of the office of student financial aid.

How to Apply for Federal Financial Aid

New students must complete the Free Application for Federal Student Aid (FAFSA) or FAFSA on the web at https://studentaid.gov/h/apply-for-aid/fafsa. Each academic year, continuing students must reapply by completing a FAFSA, Renewal FAFSA, or FAFSA on the web. Scholarships require separate applications. Specific information regarding financial assistance, including application deadlines or priority dates, may be obtained from the college Office of Student Financial Aid.

Types of Aid

Grants, loans, student employment, and scholarship funds may be available from federal, state, and/or private sources.

The Maricopa Community Colleges Foundation offers a variety of scholarship opportunities. Scholarship opportunities are available year round. However, most scholarships are posted mid-January and most deadlines are the last week of March. Options are available at https://mcccdf.org/ or by calling 480-731-8400.

Distribution of Aid

Criteria by which aid is distributed among eligible financial aid applicants are available on request at the college Office of Student Financial Aid.

Rights and Responsibilities

Students should read all information provided in the process of applying for federal financial aid in order to gain a greater knowledge of all the rights as well as responsibilities involved in receiving that assistance.

Satisfactory Academic Progress

Specific requirements for academic progress for financial aid recipients are applied differently than scholastic standards. In addition to scholastic standards which are explained elsewhere in this catalog, financial aid recipients are also subject to the following Standards of Satisfactory Academic Progress. Specific information is available at the college Office of Student Financial Aid.

Refunds and Repayments

In accordance with federal regulations (CFR 668.22), a student may be required to repay federal financial aid funds if they completely withdraw, are withdrawn, or fail to earn a passing grade from all classes during a semester. Further information is available at the college Office of Student Financial Aid. This could affect a student's ability to receive

Financial Aid in the future at any school. For a student receiving Financial Aid, also see Administrative Regulation 2.3.6 Withdrawal for Withdrawal procedures.

Verification of Information

1. A Free Application for Federal Student Aid (FAFSA) or a change to that FAFSA may be selected for verification. If a student's FAFSA is selected for verification, the student will be notified via the Student Center in www.maricopa.edu/students. In most cases, the student will be required to submit documentation as part of the verification process. The earlier the Financial Aid Office receives the required documentation, the earlier the student's eligibility for financial aid can be determined. The verification process must be completed no later than 120 days after the last date of enrollment or August 31, whichever comes first. In addition, the Financial Aid Office must receive a final and valid electronic SAR by the student's last day of enrollment or June 30 of the award year, whichever comes first. The verification process must be completed before the Financial Aid Office can award any federal aid.
2. If an award has already been made and a FAFSA is selected for verification, the student must provide required documentation within thirty days after it has been requested of the student or on June 30, whichever comes first. If documentation is not received within this deadline, the student's award may be adjusted or canceled.
3. The required forms and documents a student submits for verification will be compared to the information reported on the student's FAFSA. If the information provided does not match what is shown on the FAFSA, the Financial Aid Office will submit changes to the US Department of Education FAFSA processor. After all changes are made to the FAFSA data, the student's eligibility for financial aid will be reviewed. If there are any changes to the student's financial aid eligibility as a result of verification, the student will be notified by means of the Student Center in www.maricopa.edu/students. If, following verification, the institution discovers evidence of student aid fraud (including identity theft), waste or abuse of US Department of Education funds, such evidence may be referred to the Office of Inspector General of the US Department of Education.

Award Amount and Level of Enrollment

Award amount is determined, in part, on the level of enrollment. A reduction in course load after financial aid has been awarded may result in an adjusted financial aid award. Federal student aid recipients are advised to register at the same time for all classes they intend to take during a semester to maximize award. Some federal aid may not be awarded for classes added at a later date. Contact the college Office of Student Financial Aid for more information.

Repeated Coursework and Financial Aid Enrollment Status

Federal regulations regarding repeated coursework may impact your financial aid eligibility and awards. Federal regulations specify that students may receive federal financial aid funding for one repetition of a previously passed course. A passed course is defined as one in which a grade of A, B, C, D, or P is received. If you enroll in a course in which you have previously received passing grades twice, the course will not be counted towards your enrollment level for financial aid purposes. You may repeat a failed course until it is passed. Your enrollment for financial aid purposes will be calculated accordingly.

Maricopa Community Colleges Standards of Satisfactory Academic Progress (SAP) for Financial Aid Eligibility

Federal regulations (CFR 668.32(f) and 668.34) require a student to move toward the completion of a degree or certificate within an eligible program when receiving financial aid. Specific requirements for academic progress for financial aid recipients are applied differently than Scholastic Standards. Federal regulations state that Academic Progress Standards must include a review of all periods of enrollment, regardless of whether or not aid was received. Students will be evaluated using the standards described below. Failure to meet any of these minimum standards will result in loss of Title IV, HEA program (federal financial aid) eligibility.

To remain eligible for federal and state aid programs, students must meet ALL of MCCCD's Satisfactory Academic Progress (SAP) standards regardless of whether a student has received financial aid in the past or not. These standards apply to a student's entire academic records at any MCCCD college, including transfer credit hours accepted by the college.

1. **Definitions and Terminology Pertaining to this Policy**

1. Summer: Enrollment in the summer semester includes all courses scheduled within the summer enrollment period with all coursework counted in the SAP evaluation.
2. Non-Standard Session / Clock Hour: Sessions that do not follow the traditional start and end dates for the semester.
3. Attempted Credit: Any credit for which a grade of A, B, C, D, F, I, IP, N, P, W, Y, or Z is received and courses not yet graded.
4. CGPA [Cumulative Grade Point Average]: The MCCCD grading policy is published in the administrative regulations at 2.3.3. The CGPA does not include credits accepted in transfer.
5. Financial Aid Warning: status assigned to an eligible payment period for the next enrolled semester after failing SAP GPA (2.0) and/or Completion Pace (⅔). Students not meeting maximum timeframe evaluation are not eligible for a warning period.
6. Appeal: A process by which a student who is not meeting the institution's satisfactory academic progress standards is eligible to appeal the institution for reconsideration of the student's eligibility for Title IV, HEA program assistance based on extenuating circumstances.
7. Extenuating Circumstance: A one-time (not on-going) circumstance that is beyond the reasonable control of the student. Examples of extenuating circumstances may include, but not limited to:
    a. Documented medical condition or serious illness that prevented you from performing certain life tasks
    b. Documented illness of a family member that required your presence for a significant amount of time
    c. Death of immediate family member which impacted you significantly enough to affect participation in your courses
    d. Involuntary call to active military duty
    e. Documented involuntary change in employment conditions that prevented you from attending classes
    f. Any other extraordinary/emergency circumstances, such as a natural disaster
8. Financial Aid Probation: A status assigned by an institution to a student who fails to make satisfactory academic progress and who has appealed and has had eligibility for aid reinstated. A student in this status may not receive Title IV, HEA program funds for the subsequent payment period unless the student makes satisfactory academic progress or the institution determines that the student met the requirements specified by the institution in the academic plan for the student.
9. Academic Plan – A plan developed through the SAP Appeal Process which will lead a student to qualify for further Title IV, HEA program funds and complete the program within 150% of published program length.
10. Financial Aid Suspension – The status assigned upon failing to meet the minimum SAP standards or the terms of probationary status. Students in this status are not eligible to receive Title IV, HEA assistance.

2. Federal regulations (CFR 668.32(f) and 668.34) require institutions of higher education to evaluate Satisfactory Academic Progress (SAP) using qualitative (GPA) and quantitative (pace of progression) standards.

3. Qualitative and quantitative measures of SAP are required to ensure students receiving Federal Student Aid are progressing towards the completion of a degree or certificate within an eligible program.

4. Specific requirements for academic progress for Federal Student Aid recipients are applied differently than Scholastic Standards. Federal regulations state that SAP Standards must include a review of all periods of enrollment, regardless of whether or not aid was received. Standards are applicable for all enrolled payment periods, including all levels of enrollment (full-time or part-time enrollment). Students will be evaluated using the standards described below.

5. Failure to meet any of the minimum standards outlined below will result in a student's loss of HEA, Title IV Federal Student Aid.

Evaluation Period

1. Standards of Satisfactory Academic Progress (SAP) will be evaluated at the end of each payment period. For credit hour programs, a payment period is a semester (Fall, Spring, and Summer). For clock hour programs, a payment period / evaluation will depend on the hours required in the program.

2. Standards of Satisfactory Academic Progress (SAP) are evaluated based on qualitative (GPA), quantitative (pace of progression), and maximum timeframe. Failure to meet any of these standards may result in the loss of eligibility for financial aid. Grades of F, I, N, W, Y, Z, and courses not yet graded are considered attempted, but not completed in evaluating SAP. Late grades will be recalculated and may change eligibility.

    1. **Grade Point Average Qualitative Measurement:** Students must maintain a 2.0 cumulative Grade Point Average in order to meet SAP GPA requirements.
    2. **Pace of Progression Quantitative Measurement:** Students must successfully complete 2/3 (66.67%) of all attempted course work. For clock hour programs, please refer to program attendance requirements.
    3. **Maximum Time Frame Measurement:** Students must be able to complete their program within 150% of the published program length. Once students have attempted 150% of the published program length, they are no longer eligible for Federal Student Aid. For example, a 16 credit certificate program will allow up to 24 credit hours to complete the program. A 60 credit Associate's degree will allow up to 90 credit hours to complete the program. A 120 credit bachelor's degree will allow up to 180 credit hours to complete the program.

3. Courses included in SAP evaluation:

    a. All attempted coursework, regardless of enrollment status
    b. Courses funded through a Consortium Agreement
    c. All attempted remedial credits, including English as a Second Language (ESL) courses.
    d. Repeated course work
    e. All transferred coursework
    f. Grades attempted, but not completed (F, I, N, W, Y, Z)

4. Course work included in the Maximum Time Frame evaluation:

    a. All of those included in the Pace of Progression evaluation
    b. Any Bachelor's degree (or higher) earned will be considered to have exhausted maximum timeframe eligibility
    c. All coursework forgiven through the Academic Renewal Process

5. Course work not included in SAP evaluation:

    a. Audited courses
    b. Non-credit courses
    c. Credit by examination
    d. Credit for prior learning option (as outlined in the college general catalog)

Notification

Students who have applied for Federal Student Aid, but are not meeting Satisfactory Academic Progress requirements, will be notified via email of their FA Warning or ineligibility for financial aid. The notification will direct students to information regarding available college resources during the Warning Period and the appeal process in cases of extenuating circumstances.

Financial Aid Warning
Students are allowed a warning period upon failing Qualitative and/or Quantitative SAP standards. The warning period allows one (1) payment period (semester) of Federal Student Aid eligibility upon failing SAP. The warning period will follow the semester for which SAP was not met, meaning the next semester for which the student registers for classes. In order to receive the Warning period, students must be meeting Maximum Timeframe requirements.

SAP Appeal
Any student who has lost federal student aid eligibility due to a resolved, one-time extenuating circumstance may appeal to have their financial aid reinstated by completing a Satisfactory Academic Progress Appeal Form. The form must address:

1. what caused the student's work to fall below acceptable standards--specific explanations must be provided, including any supporting documentation,
2. each incomplete/failed course,
3. how the extenuating circumstance has been resolved, and
4. how the student will maintain good academic standards and progress toward the degree if the appeal is granted.

The outcome of the appeal will depend upon:

1. the nature of the extenuating circumstances (if the stated circumstance qualifies as such),
2. the quality of the documentation provided, and
3. how well the student has demonstrated the ability to progress towards degree completion within a reasonable time period.

All documentation submitted is confidential. All decisions are final and cannot be appealed. For assistance in completing the SAP appeal paperwork, including examples of supporting documentation, visit your college Financial Aid Office.

Students will be notified of the results of their appeal within ten (10) days of filing the appeal. Notification will include any restrictions or conditions pertaining to their appeal. The outcome of an appeal may include a probationary period. Appeals granted longer than one (1) payment period must include an academic plan, which must be followed. Failure to follow an approved academic plan will result in immediate suspension of Federal Student Aid. Students are responsible for any and all debt incurred as a result of this adjustment to financial aid.

Failure to successfully complete all conditions during the probationary period (as defined in the academic plan) will result in loss of future financial aid eligibility.

Regaining Eligibility
A student who has lost financial aid eligibility may only regain eligibility by meeting the minimum SAP standards. Transfer coursework taken at other colleges will be considered for reinstatement purposes.

If you are receiving federal financial aid it is important to read the information below prior to making a decision to withdraw.

Treatment of Title IV Aid When a Student Withdraws
POLICY SUMMARY STATEMENT
To provide guidance on the treatment of federal student aid (Title IV) funds when a student withdraws from a Maricopa College.

DEFINITIONS
Date Of Determination – The date of determination is the date in which the school determines that a student ceased attendance or completely withdrew from school. This may be the date that the institution becomes aware that the student ceased attendance, or the date that the student begins the official withdrawal process at the school.

Earned Aid Calculation – A formula used to determine the amount of Title IV aid the student earned for the payment period. To calculate the amount of Title IV aid earned by the student multiply the percentage of Title IV aid earned by the student, by the total amount of Title IV aid disbursed (including that which could have been disbursed to the student or on behalf of the student), for the payment period as of the student's withdrawal date.

Official Withdrawal - The process by which a student begins the school's official withdrawal process or provides official notification to the school of his or her intent to withdraw. The student's approach to his or her withdrawal directly impacts the school's date of determination for which the student ceased attendance, and is used in the return of Title IV funds calculation.

To officially withdraw, the student will need to notify a designated office; this office for most MCCCD colleges is the Admissions and Records department. The designated office staff will assist the student to complete the withdrawal process. Schools will utilize a change in student status or comparable form to record a student's withdrawal, official or unofficial (see "unofficial withdrawal" definition). The School Registrar will determine the last date of attendance based on federal and institutional policy and the school's date of determination. The date of determination is either the date that the student began the prescribed withdrawal process, or the date that the student provided the school with an official notification of his or her intent to withdraw, whichever is later. If the student is present, the student will sign and date the change in status or comparable form. Designated office staff will also sign and date the form, and retain it in the student's file at the school.

Order of Return of Title IV Funds - A federally prescribed order for returning Title IV funds required as a result of a return of Title IV funds calculation. Unearned funds, returned by either the institution or the student, are credited to the programs from which the student received the aid from during the payment period, up to the net amount disbursed from each program. Funds will be returned based on the following order:

1. Unsubsidized Federal Direct Stafford Loans
2. Subsidized Federal Direct Stafford Loans
3. Federal Direct Plus Loans
4. Federal Pell Grants
5. Iraq and Afghanistan Service Grants
6. FSEOG
7. Teach Grants

Percentage of Title IV Aid Earned – definitions for term, and modular programs below, in accordance with ED regulations:

Title IV Credit Balance - A Title IV credit balance occurs whenever the amount of Title IV funds credited to a student's account for a payment period exceeds the allowable charges associated with the semester (payment period). All Title IV federal student aid credit balances are disbursed directly to the student and refunded to the method selected in the student center. Refunds are generally processed within 3 business days but no later than 14 days of when credit balance occurred.

STANDARD TERM PROGRAMS

Upon the withdrawal, the District Office Student Financial Services (DOSFS) will calculate the percentage and amount of awarded federal student aid funds that the student has earned in the payment period. in some cases and depending upon the withdrawal date and percentage of completion, the student may earn 100 percent of the fsa funds, the calculation will still be completed as required and the amount earned will be based on the percentage of the term or payment period that was completed in days up to and including the last date of attendance or eligible academic activity,

with scheduled attendance locked at census / pell recalculation. To calculate the amount earned, DOFA will determine the percentage by dividing the number of calendar days completed in the term/payment period up to and including the last date of attendance by the total number of calendar days in the term/payment period. The number of days a student is scheduled to attend during a payment period is determined based on the start and end date of the scheduled term / payment period. All scheduled breaks during the term / payment period are excluded from the calculation.

MODULES

A program that is offered in modules is a program that consists of course(s) in the program that do not span the entire length of the payment period or period of enrollment. ***Regulatory change effective JULY 1, 2021: a program is offered in modules if the program uses a standard-term or non-standard term academic calendar, is not a subscription-based program, and a course or courses in the program do not span the entire length of the payment period or period of enrollment.*** The DOSFS will calculate the percentage and amount of awarded federal student aid that the student earned within the payment period. If the student has completed more than 49 percent of the payment period, *or* has completed all of the degree requirements from his/her program before completing the days/hours in the period that he/she was scheduled to complete, *or* if the student completes coursework equal to or greater than the coursework required for the institution's definition of a half-time student for the payment period, *or* the school receives written notification that the student will attend a module that begins in the same payment period or period of enrollment, the student is not considered to have withdrawn, and a Return of Title IV Funds (R2T4) is not required and will not be calculated.

When a student withdraws from the payment period before completing 49 percent of the payment period, the amount of federal student aid the student earned is determined based on a specific formula. The number of days a student is scheduled to attend during a payment period is determined based on the start and end date of the scheduled term / payment period, with scheduled attendance locked at census / Pell recalculation. Scheduled breaks are excluded from the calculation. The amount of assistance the student earned is determined on a rate-of-progression basis.

POST-WITHDRAWAL DISBURSEMENT - If, as of the date of the institution's determination that the student withdrew the amount of Title IV aid that the student earned is more than the amount of Title IV aid disbursed to the student or on behalf of the student, the difference between these amounts is considered earned aid, and must therefore be applied to outstanding charges on the student's account and/or directly disbursed to the student.

RETURN OF TITLE IV FUNDS (R2T4) - When a recipient of Title IV aid withdraws from an institution during a payment period or period of enrollment in which the recipient began attendance, the school must calculate the amount of earned and unearned Title IV aid and compare this to the amount of aid disbursed at the date of determination, to determine how to proceed.

If it is determined that the amount of Title IV aid disbursed exceeds the amount of Title IV aid earned, a return of Title IV funds is due, and both the school and the student may have a responsibility for returning the unearned portion of the funds. The school must return the unearned portion of Title IV aid for which the school is responsible for and notify the student of the unearned portion of Title IV aid that the student is responsible for and therefore must return.

If it is determined that the amount of earned Title IV aid exceeds the amount of Title IV aid disbursed, the student may be eligible for the amount of aid not yet disbursed, in the form of a post-withdrawal disbursement. A post-withdrawal disbursement must be made within 180 days of the date the institution determined that the student withdrew. The amount of a post-withdrawal disbursement is determined by following the requirements for calculating earned Title IV aid and has no relationship to incurred educational costs. All Title IV federal student aid credit balances are disbursed directly to the student and refunded to the method selected in the student center. Refunds are generally processed within 3 business days but no later than 14 days of when credit balance occurred.

TITLE IV LOANS

For unearned funds calculated to be returned by the school:

It is policy, as part of the R2T4 process, to provide notification to the student indicating the loan type(s) and amount(s) calculated as needing to be returned and, thus, the date returned by the school. The school must return the lesser of the amount of Title IV funds not earned, or the amount of institutional charges that the student incurred for the payment period multiplied by the percent of funds not earned.

For unearned Title IV funds calculated to be returned by the student:

If there is a remaining balance of unearned Title IV aid which needs to be returned, after the school has returned its portion of unearned Title IV aid, the student (or the parent for Plus loan) is responsible for returning this amount. While the student must return or repay any unearned Title IV loan amount in accordance with the terms of the loan, the student must repay any unearned Title IV grant funds as an overpayment of the grant. The student's portion is calculated by subtracting the amount of unearned Title IV aid that the institution is required to return from the total amount of unearned Title IV aid required to be returned. If it is calculated that unearned loan(s) need to be returned by the student, the center will notify the lender or servicer of the student's last date of attendance; the student will not need to repay the loan(s) immediately, but will repay the loans based on the terms of the promissory note. The lender or servicer will notify the student or parent, per the terms of the promissory note.

TITLE IV GRANTS

For unearned funds calculated to be returned by the school or student:

It is policy, as part of the R2T4 process, to provide notification to the student indicating the grant type(s) and amount(s) calculated as needing to be returned and, thus, the date returned by the school.

RETURN OF UNEARNED AID - If, as of the date of the institution's determination that the student withdrew the amount of Title IV aid that the student earned is less than the amount of Title IV aid disbursed to the student or on behalf of the student, the difference between these amounts is considered unearned aid, and must therefore be returned to the Title IV program in a specified order, by either the school, the student, or both.

UNOFFICIAL WITHDRAWAL (also known as an "administrative" withdrawal) - A student who did not begin the official withdrawal process or provide notification of his or her intent to withdraw; the date of the school's determination that the student withdrew would be the date that the school becomes aware that the student ceased attendance. See "official withdrawal" definition above.

A student who does not notify the school that s/he is withdrawing but ceases attending, is administratively withdrawn by the school within 14 days of non attendance; this is otherwise known as an unofficial withdrawal. A student is administratively withdrawn from school when the student violates the school's published attendance policy, which adheres to state licensing and accreditation requirements. Please see the school's catalog for its current attendance policy.

WITHDRAWAL DATE (also known as the "last date of attendance") - The date that the student begins the school's withdrawal process or the date that the student provides official notification of intent to withdraw, whichever comes earlier. If the student does not provide any official notification of intent to withdraw, the withdrawal date will be determined by the school, and depend upon the student's circumstances.

FEDERAL TITLE IV REFUND POLICY

If a recipient of Title IV grant or loan funds withdraws from a school after beginning attendance, the school must perform a Return of Title IV Funds (R2T4) calculation to determine the amount of Title IV federal student aid funds earned by the student. If the calculation determines that the amount of Title IV aid disbursed to the student is greater than the amount the student earned, the unearned Title IV funds must be returned to the program. If it is determined that the amount of Title IV aid disbursed to the student is less than the amount the student earned (and for which the student is otherwise eligible for), the student may be eligible for a post-withdrawal disbursement for the earned Title IV funds not yet disbursed to the student.

The R2T4 calculation is required if a student receiving Title IV federal student aid ceases attendance or completely withdraws from all courses without completing the semester (payment period).

The school must determine the amount of Title IV aid earned by the student, as of the withdrawal date. Once the earned portion is calculated, the unearned portion is calculated to determine if funds must be returned to the program or a post-withdrawal disbursement is necessary. Federal policy is followed to determine the amount of Title IV aid earned on a case by case basis. The R2T4 calculation is always required when a student fully withdrawals or ceases attendance prior to the scheduled end of the semester, the calculation may determine that the student earned 100% of Title IV funds and will not be required to return funds. A Return of Title IV Funds worksheet is calculated when a student ceases attendance in all courses within the scheduled semester (payment period), i.e. withdrawal.

WITHDRAWAL PROCEDURE OVERVIEW:

POLICY DISCLAIMER

This policy serves as a guideline for the refund of Title IV and tuition procedure with the understanding that it does not cover every possible scenario. As a result, complex areas may arise where certain refund procedures may need to be addressed on a case-by-case basis.

PARTY(IES) RESPONSIBLE FOR POLICY TRAINING

MCCCD District Office of Financial Aid Compliance and Operations / Office of General Council. District Director Of Financial Aid Operations and Compliance. The policy owner is responsible to determine the method, means and frequency of training on this policy.

EXCEPTIONS

Requests for an exception to this policy should be addressed to the policy owner as outlined in the procedure for requesting a policy exception.

POLICY REVIEW/UPDATE AND AUDIT

This policy will be reviewed annually. compliance with this policy is audited on a random basis by Internal Audit.

TECHNICAL CHANGE, July 11, 2023
AMENDED through the Administrative Regulation Approval Process, June 12, 2023
AMENDED through the Administrative Regulation Approval Process, May 24, 2022
TECHNICAL CHANGE by Legal Counsel, May 6, 2020
AMENDED by Direct Approval from the Chancellor, May 5, 2020
AMENDED through the Administrative Regulations Approval Process, June 5, 2017

2.2.12 Vaccinations (As Required By 20 USC §1092(a)(1)(V)):

The Maricopa County Community Colleges District does not require that students receive vaccinations prior to enrollment. Certain professional or occupational programs do require particular vaccinations for participation in those programs. More information about these programs can be found on college websites.

2.2.13 UNIVERSITY TRANSFER

UNIVERSITY TRANSFER

The Maricopa Community Colleges have developed formal agreements to facilitate the transfer of credit to other bachelor degree awarding colleges and universities. This is accomplished through the development of course and program articulation agreements. The Maricopa Community Colleges articulate with accredited private, public, and international baccalaureate granting institutions. Maricopa transfer agreements are on behalf of the district as a whole and not with individual colleges within the District. Courses taken at any of the Maricopa Community Colleges are equally transferable by institutions wishing to articulate. Students planning to transfer to a university may be required to submit official transcripts.

Articulated transfer programs and pathways between the Maricopa Community Colleges and other institutions [such as the MYPATH2ASU™, the UA Bridge Program, 2NAU and 90/30 Transfer Agreements] are official, recognized programs of study that fulfill degree requirements at both institutions. These articulated programs and pathways are designed to aid in a smooth transition for a student planning to transfer to a college or university by identifying the required, transferable, and applicable coursework for that student's specific program of study. A complete list of MYPATH2ASU™ requirements by major and catalog year is maintained on ASU'S website, at Transfer.

ARIZONA PUBLIC COMMUNITY COLLEGES AND UNIVERSITIES

Maricopa is a participant in the Arizona statewide transfer system. AZTRANSFER.COM is the official source of information for the statewide articulation agreements between the Arizona public community colleges and universities (Arizona State University, Northern Arizona University, and University of Arizona). Included on AZTRANSFER.COM is the Course Equivalency Guide (CEG), which shows transfer course equivalencies between Arizona's public community colleges and tribal institutions to Arizona State University, Northern Arizona University, and the University Of Arizona. The transferability of a course does not indicate directly how the course will apply to meet requirements for specific programs of study. AZ Transfer Course Equivalency Guide

TRANSFER CREDIT DISCLAIMER

There may be limitations on the transfer of credit (e.g. age of the credit, remedial courses, credit earned through prior learning assessment). Students are encouraged to work with their intended transfer institution to maximize the acceptability and application of credits towards specific university requirements.

(U.S.) AND INTERNATIONAL INSTITUTIONS

The Maricopa Community Colleges have transfer agreements with accredited U.S. universities and colleges as well as international institutions that have been approved by the Ministry of Education. These partnerships are formalized through District-Wide memorandums of understanding and articulation agreements, and are designed to help students maximize the applicability of transfer credit at the transfer institution. To access a list of institutions with which Maricopa has established articulation agreements, visit: Maricopa University Partner List

TIME LIMIT FOR TRANSFER COURSEWORK

Students should be aware other colleges and universities may have age of credit limits on certain coursework to be used in transfer. Students should refer to the policy of their intended transfer institution regarding time limits for transfer coursework.

SHARED UNIQUE NUMBERING (SUN) SYSTEM COURSE INFORMATION

Senate Bill 1186, which passed into law in 2010, mandated the creation of a shared numbering system for public college and university courses in Arizona to identify courses that transfer from community colleges to universities toward a baccalaureate degree. The Shared Unique Number (SUN) system is a college course numbering system designed to help students locate and enroll in courses that have direct equivalents for transfer among Arizona's public community colleges and three state universities. However, even if a course at the Maricopa Community Colleges is not designated as a SUN course, it may still transfer to other Arizona public institutions with a direct equivalent as per the Course Equivalency

Guide on AZTRANSFER.COM. The SUN system does not address the applicability of courses. students are encouraged to work with an academic advisor on course selections. To access a list of SUN courses, visit SUN

AMENDED through the Administrative Regulation Approval Process, June 4, 2024
AMENDED through the Administrative Regulation Approval Process, June 12, 2023
ADOPTED through the Administrative Regulations Approval Process, June 4, 2019

2.9 Veterans Services

The Maricopa Community Colleges' Veterans' Services offices act as liaisons with the Department of Veterans Affairs (VA) and the state approving agency. Each program must be approved by the state approving agency. Students may be eligible to receive educational benefits if they are registered in courses that apply to the student's approved programs. Application forms, counseling, advisement, tutoring, and priority enrollment are available for students who are eligible for veteran's educational benefits. Students applying for veteran's educational benefits should allow eight to ten weeks before receiving benefits. The amount of benefits awarded is determined by the Department of Veterans Affairs, and is based on the number of credit hours or clock hours for which a student is enrolled and the length of the enrollment period for each course.

Prior to enrolling, eligible service members receiving tuition assistance must speak with an Education Services Officer (ESO) or counselor within their military service branch/ organization.

Veteran's benefits available:

- Chapter 30 - Montgomery GI Bill®
- Chapter 31 – Veteran Readiness and Employment (VR&E)
- Chapter 32 - VEAP Program
- Chapter 33 - Post 9/11 GI Bill® & Transfer of Eligibility to Dependents (TOE)
- Chapter 35 - Survivors and dependents of deceased/100% disabled veterans
- Chapter 1606 - Montgomery GI Bill®, Selected Reserve

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

Covered individuals (as defined in 38 U.S.C. § 3679) utilizing Chapter 33, Chapter 30, Chapter 31, Chapter 32, Chapter 35, or Chapter 1606 VA education benefits may attend or participate in a program of study during the period beginning on the date the individual provides the educational institution a Certificate of Eligibility (COE), a Statement of Benefits obtained from eBenefits, or a purchase order for Chapter 31, and ending on the earlier of the following dates:

1. The date upon which payment from the VA is made to the institution;
2. 90 days after the date the institution certified tuition and fees following the receipt of the Certificate of Eligibility.

No penalty, including the assessment of late fees, and/or the denial of access to classes or other institutional facilities will be imposed on the individual due to the delayed disbursement funding from VA under Chapter 33, 30, 31,32, 35, or 1606.

It is the student's responsibility to notify the office that serves veterans at their campus regarding any change in enrollment, address, program of study, enrollment at another institution, or any other change that may impact their veteran's educational benefits.

Those students receiving benefits must follow the VA academic progress policy to continue to receive benefits.

Department of Veterans Affairs regulations require that all persons using any type of veteran educational assistance program make satisfactory academic progress toward achievement of their educational objective (program of study). A student who does not meet the minimum standards of 2.0 upon completion of 12 or more credit hours will be placed on

probation, at which point the student will have no more than two semesters in which to improve academic standing to acceptable. At this point, if satisfactory academic progress has not been demonstrated, veteran educational benefits will be terminated. Benefits may be resumed when the student raises the cumulative grade point average to the required minimum standards or demonstrates the ability to meet these standards through the approval of a written appeal. For appeal procedures, contact the office that serves veterans at your campus.

For additional details and information regarding veteran's educational benefits, contact the office that serves veterans at your campus.

Distance Learning:
The course content and competencies for distance learning classes are the same as courses offered in-person or in a hybrid format. The courses offered in this format lead to completion of MCCCD degrees and/or certificates of completion.
Colleges use Learning Management Systems (LMS) like Canvas and RioLearn for online offerings. These portals are used for both hybrid and online classes. Students must use their Maricopa Enterprise ID and password to access the portal. The link to the portal is provided on the college home page and on www.maricopa.edu/students, the district's website for student access to Maricopa tools. Maricopa-assigned student email addresses are used for communicating with students within the tools. Students are also able to communicate with the instructor through the LMS, via Maricopa e-mail or by phone.

Externship Programs:
The Maricopa Community College's official District course descriptions for credited experiential learning opportunities (Internships, Externships, Practicums, and Clinicals) state the amount of hours required in order for a student to receive college credit. The descriptions also indicate if a maximum amount of credit is allowable for any given experiential learning opportunity. Each course that includes an experiential learning opportunity is assigned a Maricopa Instructor of Record who is responsible for ensuring that the student completes the required hours and assignments in order to receive credit. Additionally, the instructor works extensively with a site supervisor to ensure that the student is making satisfactory progress and meeting the time requirements. The experiential credit process for the student includes the specific course details and learning outcomes, how hours will be tracked, and what is required for grading and course completion. The instructor submits the final grade for the experience. Maricopa's experiential learning process is in compliance with CFR 38 21.4265

A complete list of internship courses, along with course objectives, can be found on the Maricopa Community College's District – Center for Curriculum and Transfer Articulation website, located at: https://curriculum.maricopa.edu/transfer-and-articulation

Prior Credit Evaluation:
Department of Veterans Affairs requires that all persons using any type of veteran's educational assistance must have all prior education and training evaluated. Students will be required to request transcripts from all prior institutions, including military training. Without all prior institutions and military training, veteran educational assistance may not be certified. Transcripts will be evaluated and credit will be granted, as appropriate.

AMENDED through the Administrative Regulation Approval Process, June 4, 2024
TECHNICAL CHANGE made to align with Administrative Regulation 2.9, April 11, 2022. Original Direct Chancellor Approval, April 17, 2018
AMENDED through Direct Approval by the Chancellor, April 14, 2021
AMENDED through Direct Approval by the Chancellor, October 21, 2020
AMENDED through Direct Approval by the Chancellor, March 6, 2019
AMENDED through Direct Approval by the Chancellor, September 17, 2018
AMENDED through Direct Approval by the Chancellor, April 17, 2018

AMENDED through the Administrative Regulations Approval Process, June 5, 2017
AMENDED through the Administrative Regulations Approval Process, May 16, 2016

SCHOLASTIC STANDARDS

2.3.1 Academic Load

A credit hour is defined as an amount of work represented in course competencies and verified by evidence of student achievement that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or at least an equivalent amount of work for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. In accordance with common practice in higher education, instruction representing a credit hour is typically delivered in a 50 minute class period.

Students carrying at least twelve (12) credit hours will be considered full-time students for the fall and spring semesters. Three-quarter-time is 9 - 11.9 credit hours. Half-time is 6 - 8.9 credit hours. Fewer than six (6) credit hours is considered less than half-time. Academic load for summer and special terms may be defined differently. Contact the Admissions and Records Office/Office of Student Enrollment Services for clarification. As provided in the Reduced Course Load administrative regulation, a student may be deemed a full-time student carrying fewer than twelve credit hours pursuant to an accommodation of a disability.

Courses may vary in length, and begin and end throughout the year. A credit hour indicates the value of an academic credit. Standards for the awarding of credit hours may be time based or competency based. To obtain credit, a student must be properly registered and must pay fees for the course. The fall and spring semesters are typically sixteen (16) weeks in length. Summer sessions are typically five or eight weeks in length.

Students desiring to take more than eighteen (18) credit hours must obtain approval from the designated college official. Ordinarily, only students with a grade point average of 3.0 or higher for the preceding semester or first semester students who were in the upper quarter of their high school graduating class are permitted to carry more than eighteen (18) credit hours.

Students participating in extra-curricular or co-curricular activities or receiving financial assistance may be required to maintain a specified minimum academic load.

Students who are working, have considerable extra-curricular or co-curricular activities, or have been reinstated from academic suspension/probation should plan their academic load accordingly.

Schedule Changes
Students may change their schedule by following the designated procedures at their college of enrollment. It is the student's responsibility to notify the college if he/she will no longer be attending the class (see Administrative Regulation 2.3.6 Withdrawal for Withdrawal Procedures).

TECHNICAL CHANGE, July 11, 2023

2.3.2 Attendance

- Only persons who are registered for a class at any of the Maricopa Community Colleges may attend that class. Attendance requirements are determined by the course instructor. Students who do not meet the attendance requirement as determined by the course instructor may be withdrawn.
- Students who fail to attend the first scheduled class meeting, or to contact the instructor regarding absence before the first scheduled class meeting may, at the option of the instructor, be withdrawn.

- At the beginning of each course, each faculty member will provide students with written attendance requirements. It is the student's responsibility to consult with the instructor regarding official or unofficial absences. Absences begin to accumulate with the first scheduled class meeting.
- Students bear the responsibility of notifying the Admissions and Records Office/Office of Student Enrollment Services when they discontinue studies in a course or at the college. Please refer to Administrative Regulation 2.3.6 Withdrawal for Withdrawal Procedures.

1. Official Absences

A. Official absences are those that occur when students are involved in an official activity of the college, i.e., field trips, tournaments, athletic events, and present an official absence excuse form. Absences for such events shall not count against the number of absences allowed by an instructor or department. Students who must miss a class for an official reason must obtain an official absence verification card from the appropriate vice president or designee and present it to the appropriate instructor(s) before the absence. Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the student will not be penalized.

B. Other official absences include jury duty and subpoenas. Appropriate documentation will be required. Prior arrangements must be made with each instructor for makeup work. If prior arrangements have been made, the student will not be penalized.

C. In the event of military commitments. Absences for periods of up to one week will not be counted against the number of absences allowed by an instructor or department. The student is required to provide appropriate documentation of the specific orders, length of assignment and location. Prior notification must be initiated with each instructor to discuss make-up work. If the length of the absence will be longer than one week, the instructor and the student will determine whether there is sufficient opportunity for the student to make up the work. If it is determined that the length of absence for the military commitment provides an undue hardship on the student's ability to make up the assignments, he or she will be provided an opportunity to request an incomplete grade or drop the class or, in the case of open-entry classes, the opportunity to request an extension.

D. In the event of the death of an immediate family member, absences for periods of up to one week will not be counted against the number of absences allowed by an instructor or department. Students should contact instructor(s) as soon as possible to arrange for make-up work. Appropriate documentation will be required (for example, a copy of the obituary or funeral program). In specialized programs that require clinical rotations, this regulation may not apply.

2. Religious Holidays

Students shall have the right to observe major religious holidays without penalty or reprisal by any administrator, faculty member or employee of the Maricopa Community Colleges. Absences for such holidays shall not count against the number of absences allowed by an instructor or department, provided the student has utilized the Religious Accommodation Procedure outlined in ND-4 of the Administrative Regulations Appendices. The Procedure and Religious Accommodation form may be found at ND-4. As outlined in the ND-4 Religious Accommodation Procedure, to the extent possible, requests must be made at least two (2) weeks before the requested absence from class due to religious holiday or day of observance by providing the faculty member with the Religious Accommodation Request Form. Once a religious accommodation is granted, the student must make arrangements with each instructor for make-up work.

3. Excused Military Absences

A member of the National Guard of this state or any other state or of the United States Armed Forces Reserves who is a student at an institution of higher education in this state and who is ordered to either state or federal reserve component duty or a person who is the spouse of a member of the National Guard of this state or any other state or the United States Armed Forces Reserves, who is a student at an institution of higher education in this state and whose spouse is ordered to either state or federal reserve component duty, whether the member or spouse is attending class in person or online and whether the member is stationed in or outside of this state, may do any of the following:

A. Withdraw from one or more courses for which tuition and fees have been paid. the tuition and fees must be credited to the student's account at the institution. Any refunds are subject to the requirements of the state or federal financial aid programs of origin. The student may not receive credit for the courses and may not receive

a failing grade, an incomplete or another negative annotation on the student's record and the student's grade point average may not be altered or affected in any manner because of the student's withdrawal under this subsection.
B. Depending on when the member is ordered to either state or federal reserve component duty and depending on the individual student's needs, receive a grade of incomplete and be allowed to complete the course if the course is being offered at the time to other students on release from reserve component duty under the institution's standard practice for completion of incompletes.
C. In accordance with any academic unit or institution of higher education requirements or in compliance with accreditation or certification standards, when applicable, continue and complete the course for full credit. Class sessions the student misses due to state or federal reserve component duty must be counted as excused absences and may not be used in any way to adversely impact the student's grade or standing in the class. Any student who selects this option is not automatically excused from completing assignments due during the period the student or student's spouse is performing state or federal reserve component duty. A letter grade or a grade of pass may be awarded only if the faculty member teaching the course determines that the student has completed a sufficient amount of work and has demonstrated sufficient progress toward meeting course requirements to justify the grade.
D. Withdraw and be readmitted with the same academic status and enrolled as a student at the institution, without penalty or redetermination of admission eligibility, within one year after the release of the student or student's spouse from state or federal reserve component duty.

1. A member of the National Guard of this state or any other state or of the United States Armed Forces Reserves who is a student at an institution of higher education in this state, who is ordered to either state or federal reserve component duty and as a result of that service or follow-up medical treatment for an injury incurred during that service, misses any test, examination, laboratory, presentation or class day on which a written or oral assignment is due or other event on which a course grade or evaluation is based may make up the test, examination, laboratory, presentation, class or event without prejudice to the final course grade or evaluation. The makeup activity must be scheduled after the student's return from reserve component duty and after a reasonable amount of time for the student to prepare for the test, examination, laboratory, presentation, class or event.
2. For class sessions a student described in subsection a of this section misses due to state or federal reserve component duty, the institution of higher education shall excuse the student's absences and not use these excused absences in any way to adversely impact the student's grade or standing in class.
3. If the faculty member teaching the course determines that the student has completed a sufficient amount of work and has demonstrated sufficient progress toward meeting course requirements to justify the grade without making up the test, examination, laboratory, presentation, class or event, a grade may be awarded without the makeup activity and the missed test, examination, laboratory, presentation, class or event may not be used in any way to adversely impact the student's grade or standing in the class.
4. The protections in this section may be invoked as follows:

a. If the state or federal reserve component duty is known in advance, the student must submit evidence documenting the state or federal reserve component duty to the faculty member teaching the course early in the semester or as soon as practicable before the missed class, assignment or examination.
b. If the state or federal reserve component duty is not known in advance, the student is responsible for providing evidence of the state or federal reserve component duty to the faculty member teaching the course as soon as practicable after the missed class, assignment or examination.
c. The student or an appropriate officer from the military organization in which the student or student's spouse will be serving must give written notice that the student or student's spouse is being or has been ordered to reserve component duty as prescribed in this section.

d. On written request from the institution of higher education, the student shall provide written verification of service.

5. To readmit a person with the same academic status means that the institution admits the student to the same program to which the student was last admitted by the institution or, if that exact program is no longer offered, the program that is most similar to that program, unless the student requests or agrees to admission to a different program, per CFR 34 668.18 (a)(2)(iii)(A).

TECHNICAL CHANGE, June 27, 2023
AMENDED by Direct Chancellor Approval, September 14, 2022
AMENDED through the Administrative Regulations Approval Process, November 5, 2019

2.3.3 Grading

1. Policy

It is the policy of the Maricopa Community Colleges that a grade will be assigned at the conclusion of the course. Official grades are available on designated college web sites.

Grade Key

Grade	Value	Grades Calculated In Gpa	Considered An Attempt	May Be Repeated
A	4.0 - Excellent	Yes	Yes	No
B	3.0 - Above Average	Yes	Yes	Yes
C	2.0 - Average	Yes	Yes	Yes
D	1.0 - Below Average	Yes	Yes	Yes
F	0.0 - Failing	Yes	Yes	Yes
I	Incomplete	No	No	N/A
IP	Course In Progress	No	No	N/A
N	Audit	No	No	N/A
W	Withdrawn, Passing	No	No	N/A
Y	Withdrawn, Failing	Yes	Yes	Yes
P*	Credit	No	Yes	Yes
Z	No Credit	No	Yes	Yes

*A "P" is judged to be equivalent to a grade of “C" OR HIGHER.

Attempt definition: a student is enrolled in a class and receives a grade of A,B,C,D,F, Y, P, or Z.

Students who wish to attempt a course after the fourth time will need assistance from the Admissions & Records/Enrollment Services Office to enroll.

If a student has been awarded financial aid, veterans benefits, or other military tuition assistance programs, scholarships, or grants they should check with those offices about repeating classes.

The student is responsible for any tuition and fees associated with each attempt.

NOTE: Grading errors discovered after the sixty (60) day expiration date can be corrected if they have been researched by the Director of A&R/Enrollment Services and the Instructor of Record or the Department/Division Chair.

2. Incomplete Grade

A. Students who are doing acceptable work may request an incomplete grade "I" if they are unable to complete the course requirements by the end of the term because of illness or other extenuating circumstances. If the request is approved by the instructor, they shall define, in a written/electronic contract, how the course will be completed.
B. Students must complete the requirements within the time period agreed to--maximum time allowed is seven (7) months from the last date of class in which the grade of incomplete was assigned. Students who do not complete the requirements within the approved time period will have their grade recorded in accordance with the written contract. Students should NOT reregister for the course to complete the contract nor will they be allowed to attend or otherwise participate in a current class in order to make up the missed work.
C. A student's eligibility for financial aid may be jeopardized by an incomplete grade. Refer to the Standards of Satisfactory Academic Progress for details.

3. Repeating a Course/Improving a Grade

Students who wish to improve their GPA may repeat a course within the Maricopa Community Colleges up to three times after the initial attempt. (A “W” is not considered an attempt.) Students planning to repeat a course should seek advisement prior to enrolling. The lower grade(s) and credit for repeated courses taken at the same college will automatically be excluded from the grade point calculation.

However, if the course(s) were taken at a different Maricopa Community College, the student must submit a request for the lower-graded course to be excluded from the GPA. The request can be submitted to the Admissions and Records Office at any of the Maricopa Community Colleges that the student attended.

Students receiving federal financial assistance and/or benefits should follow up with the Office of Financial Aid and/or Veterans’ Services regarding their policies for repeated courses. An official student transcript is a permanent academic record issued by the college registrar. It displays all courses taken for credit within the Maricopa Community Colleges District and includes all grades received. Unlike an unofficial transcript, it is signed and dated by the college registrar and displays the college seal of the Maricopa College issuing the official transcript.

Check individual courses and programs for exceptions.

4. Credit/No Credit Courses (P/Z)

A. Some courses may be taken under a credit/no credit grading system. These courses carry grades of P (credit, equivalent to a grade of C or higher) or Z (no credit) and are not computed in the student's grade point average. Credits earned with a grade of P may be counted toward graduation with the exception of AGEC (Arizona General Education Curriculum).
B. The prescribed time limits are for full-semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See "Important Deadlines for Students".
C. In courses with credit/no credit (P/Z) grading, the student may request standard grading (A, B, C, D, F), within fourteen (14) days including the date of the first class meeting. The instructor must immediately notify the Admissions and Records Office/Office of Student Enrollment Services.

D. In courses with standard grading (A, B, C, D, F), the instructor determines if the credit/no credit option is available. If the option is available, the student must obtain the permission of the instructor. The instructor must notify the Admissions and Records Office/Office of Student Enrollment Services within fourteen (14) days including the day of the first class meeting.
E. It is the student's responsibility to verify the transferability of credit/no credit courses. Some universities place a limitation on the number of credit/no credit courses that can be transferred.

Advisory note: *Some institutions outside the Maricopa Community Colleges may translate the Z grade as failing.*

5. Audit Courses

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. GPA CALCULATION

There are three types of GPAS: Semester, Overall cumulative, and Graduation.

TYPE	CALCULATION	LOCATED
Semester GPA	Calculated using the courses taken in the semester at a single Maricopa Community College	Unofficial and Official Transcript Enrollment Verification
Overall Cumulative GPA*	Calculated using all courses taken at a single Maricopa Community College	Unofficial and Official Transcript Enrollment Verification
Graduation GPA	Calculated using all the courses applied toward graduation with a specific degree or certificate, including courses taken at the award-granting Maricopa Community College as well as transfer credit evaluated as equivalent from other Maricopa Community Colleges or other institutions.	Degree Progress Report

The grade point average (GPA) of a student will be calculated by multiplying the number of course credits/semester hours for each course by the grade point values associated with the grade received in that course, adding those totals together, and dividing that sum by the total number of course credits/semester hours. MCCCD has a 4.0 scale and does not use a weighted gpa calculation for honors or advanced placement courses.

For a semester GPA, as well as the cumulative GPA, use all regularly graded courses in the GPA calculation.* Refer to the grade key to identify which course grades count toward the GPA calculation. The cumulative GPA is calculated based on individual courses rather than as an average of semester GPAs. All GPAs are truncated to three decimal points.

*The lower grade of courses repeated for credit (Refer to Repeating a Course/Improving a Grade) and academic renewal courses (AR 2.3.7 Academic Renewal) are not calculated in the GPA.

EXAMPLE:

COURSE	GRADE	NUMERICAL GRADE POINT EQUIVALENT	COURSE CREDITS	GRADE POINT VALUE (QUALITY POINTS = GRADE POINT x CREDITS)
ENG101	A	4.000	3.00	12.000
PYS101	C	2.000	3.00	6.000
FYE101	B	3.000	1.00	3.000
MAT140	B	3.000	5.00	15.000
PED115	P	0.000	2.00**	0.000**
TOTAL			14.00	36.000
36.000 GRADE POINT VALUE / 12.00** COURSE CREDITS = 3.000 GPA ** THE P GRADE IS NOT CALCULATED INTO THE GPA PER THE GRADE SCALE				

7. Important Deadlines for Students (See Appendix S-12)

Class Length	Deadline for Students to Withdraw with Guaranteed Grade of W	Deadline for Students to Withdraw from a Course (Instructor Signature Required)	Deadline for Students to Request Complete Withdrawal	Deadline to Change Type of Grading (A-F to P/Z, or P/Z to A-F)	Deadline to Change From Audit Grade to Credit Grade	Deadline to Change from Credit Grade to Audit Grade
One Week or Less (1 to 7 days)	1st Day of Class	1st Day of Class or Prior to the Last Day of Class	1st Day of Class or Prior to the Last Day of Class	1st Day of Class	1st Day of Class	1st Day of Class
Two Weeks (8 to 14 days)	3rd Calendar Day	6th Calendar Day	6th Calendar Day	1st Day of Class	1st Day of Class	3rd Calendar Day
Three Weeks (15 to 21 days)	6th Calendar Day	12th Calendar Day	12th Calendar Day	2nd Calendar Day	1st Day of Class	5th Calendar Day
Four Weeks (22 to 28 days)	9th Calendar Day	17th Calendar Day	17th Calendar Day	3rd Calendar Day	2nd Calendar Day	7th Calendar Day
Five Weeks (29 to 35 days)	12th Calendar Day	23rd Calendar Day	23rd Calendar Day	4th Calendar Day	2nd Calendar Day	9th Calendar Day

Six Weeks (36 to 42 days)	14th Calendar Day	29th Calendar Day	29th Calendar Day	5th Calendar Day	3rd Calendar Day	11th Calendar Day
Seven Weeks (43 to 49 days)	17th Calendar Day	35th Calendar Day	35th Calendar Day	5th Calendar Day	3rd Calendar Day	12th Calendar Day
Eight Weeks (50 to 56 days)	20th Calendar Day	41st Calendar Day	41st Calendar Day	6th Calendar Day	3rd Calendar Day	15th Calendar Day
Nine Weeks (57 to 63 days)	23rd Calendar Day	46th Calendar Day	46th Calendar Day	7th Calendar Day	4th Calendar Day	17th Calendar Day
Ten Weeks (64 to 70 days)	26th Calendar Day	52nd Calendar Day	52nd Calendar Day	8th Calendar Day	4th Calendar Day	19th Calendar Day
Eleven Weeks (71 to 77 days)	29th Calendar Day	58th Calendar Day	58th Calendar Day	9th Calendar Day	5th Calendar Day	21st Calendar Day
Twelve Weeks (78 to 84 days)	32nd Calendar Day	63rd Calendar Day	63rd Calendar Day	10th Calendar Day	5th Calendar Day	23rd Calendar Day
Thirteen Weeks (85 to 91 days)	35th Calendar Day	70th Calendar Day	70th Calendar Day	10th Calendar Day	5th Calendar Day	25th Calendar Day
Fourteen Weeks (92 to 98 days)	38th Calendar Day	76th Calendar Day	76th Calendar Day	11th Calendar Day	6th Calendar Day	27th Calendar Day
Fifteen Weeks (99 to 105 days)	41st Calendar Day	82nd Calendar Day	82nd Calendar Day	12th Calendar Day	6th Calendar Day	28th Calendar Day
Sixteen Weeks or more (106 or more days)	End of the 7th week	Two weeks before the last class period	Two weeks before the last class period	Within 14 days including the first class period	Within first week of class	Within first five weeks of class
Deadlines are based on calendar day and begin with the first day of class.						

AMENDED through the Administrative Regulations Approval Process, June 4, 2024
AMENDED through the Administrative Regulations Approval Process, June 12, 2023
AMENDED through the Administrative Regulation Approval Process, May 24, 2022
AMENDED through the Administrative Regulations Approval Process, June 30, 2020
AMENDED through the Administrative Regulations Approval Process, June 4, 2018
AMENDED through the Administrative Regulations Approval Process, June 5, 2017

2.3.4 Academic Standing, Warning, and Probation

Academic standing is defined by the student's GPA. The GPA is calculated by dividing the number of grade points earned in courses that assign letter grades by the number of credits attempted.

The purpose for the academic standing, warning and probation policies is to establish a formal process through which the faculty, staff, and administration at the Maricopa Community Colleges may identify and provide support to students who experience academic difficulty and fall below a cumulative grade point average (GPA) of 2.0. The combined cumulative GPA includes computation of grades for both Maricopa and posted transfer courses. It is not intended to discourage or penalize students. Rather, this process reflects the commitment of the college's faculty, staff, and administration to provide students with assistance and support to ensure success in achieving their educational goals.

Academic Good Standing

Students in academic good standing have a GPA of 2.0 or higher.

Academic Warning

Students who do not achieve a minimum cumulative GPA of 2.0 after completion of up to eleven (11) or fewer credit hours are placed on academic warning. If a student does not achieve the minimum cumulative GPA of 2.0 after completion of twelve (12) credit hours, the student will be placed on academic probation for at least one additional term.

Academic Probation

A student will be placed on academic probation if, after completion of a total of twelve (12) or more credit hours at the college, the student's cumulative grade point average is less than 2.0. Students on academic probation may take no more than twelve (12) credit hours per semester unless a written appeal is filed by the student and reviewed by counseling faculty for academic support guidance (e.g., time management, test taking techniques, study skills, etc.) and the designated Academic or Student Affairs Dean or designee as determined by the college.

A student on academic probation who fails to raise the cumulative grade point average to 2.0 will be placed on continued probation and may be limited to taking six (6) credit hours unless reviewed by a counseling faculty for academic support (e.g., time management, test taking techniques, study skills, etc.) and the designated Academic or Student Affairs Dean or designee as determined by the college.

Students who receive an academic warning or who are placed on academic probation may be required to meet with an Academic Advisor or other designated intervention team members or engage in other intervention strategies prior to enrolling in courses to discuss an academic improvement plan which may include referrals to academic support, tutoring, and/or student support services to help them achieve good standing. Students using federal financial aid, VA education benefits, or active duty tuition assistance should contact their Financial Aid office and Veterans Services office to review possible impacts to their funding. See S-5 Student Financial Assistance.

Also See:

2.3.11 Academic Misconduct

AMENDED through the Administrative Regulations Approval Process, June 4, 2024
AMENDED through the Administrative Regulations Approval Process, June 12, 2023

2.3.5 Instructional Grievance Process

A student who feels that he or she has been treated unfairly or unjustly by a faculty member with regard to an academic process such as grading, testing, or assignments, has the right to appeal according to the approved procedures.

The appeal process for grades must be initiated no later than sixty (60) calendar days from the date the grade was issued. Steps outlining the process are available in Appendix S-6.

Appendix S-6: Instructional Grievance Process

A student who feels that he/she has been treated unfairly or unjustly by a faculty member (full-time or part-time) with regard to an academic process such as grading, testing or assignments, shall discuss the issue first with the faculty member involved. This conference shall be requested by the student within fifteen (15) working days from the time the student knew or reasonably should have known about the unfair or unjust treatment. If the grade issue is the final grade, Article 20.7.6 of the Faculty Agreement governs.

This instructional grievance process should not be utilized in a case in which a student feels he/she has experienced discrimination. If the student feels that he/she has experienced discrimination on the basis of race, color, religion, sex, gender identify, national origin, citizenship status (including document abuse), gender, age, disability, veteran status,

genetic information, or sexual orientation, the student should refer to the Discrimination Complaint Procedures for Students as administered by the Vice President for Student Affairs.

Steps for students to follow:

1. If, within ten (10) working days of the request for the conference with faculty member, the problem is not resolved or the faculty member has been unable to meet with the student, the student may continue the process by filing a written grievance with the Department/Division Chairperson and appropriate administrative officer at the college/center. This written grievance must be filed within ten working days following the previous deadline. The written grievance will be given to the faculty member five days before any official meetings are convened.
2. Upon receipt of a written grievance, the Department/Division Chair or appropriate college administrative officer will work with the parties in an attempt to resolve the conflict. The faculty may ask that the College Faculty Senate President be in attendance. Every attempt will be made to maintain confidentiality during this process. A faculty member will not be required to respond to a grievance which is not in writing and which, when appropriate, did not have specific documentation including dates, times, materials, etc. The written grievance will be made available to the faculty member.
3. If the grievance is not resolved at this level within ten working days, the student should forward to vice president of academic affairs or designee, a copy of the original written grievance with an explanation regarding action taken at each prior level. The dean of instruction or appropriate college/ center administrative officer will meet with the student, faculty member, the College Faculty Senate President if requested by the faculty member, and Department/Division Chair and attempt to resolve the issues. This level will be the final step in any grievance process regarding grades.
4. If the grievance, other than those concerning grades, is not resolved by the vice president of academic affairs or designee, it may be forwarded in writing by the student to the college president for final resolution. The college president or designee will issue a final written determination in the grievance process.
5. Instructional grievances are resolved at the college level. The district office is not an avenue of appeal for the instructional grievance process.

Note: The grievance process for grades must be initiated no later than sixty (60) calendar days from the date the grade was issued.

AMENDED through the Administrative Regulation Approval Process, June 4, 2024
AMENDED technical change made to align with Article 20.7.6 of the Faculty Agreement, August 9, 2021

2.3.12 Non-Instructional Complaint Resolution Process

A student who feels that he or she has been treated unfairly or unjustly by any employee with regard to a non-instructional process such as a student or administrative services has the right to file a formal and written complaint according to the approved procedures. See Appendix S-8.

Appendix S-8: Non-Instructional Complaint Resolution Process

A student who feels that he or she has been treated unfairly or unjustly by any employee with regard to a non-instructional process such as a student or administrative services has the right to file a formal and written complaint according to the approved procedures. Steps for students to follow:

1. Discuss the issue with the employee involved. The student should request this conference within fifteen (15) working days from the time the student knew or reasonably should have known about the unfair or unjust treatment.
2. If, within ten (10) working days of the request for the conference with the employee, the problem is not resolved or the employee has been unable to meet with the student, the student may continue the process by filing a written complaint with the appropriate supervisor of the employee where authority exists to take corrective action. This written complaint must be filed within ten (10) working days following the previous deadline. The written complaint will be given to the employee five (5) working days before any official meetings are convened.
3. Upon receipt of a written complaint, the appropriate supervisor will work with the parties in an attempt to resolve the conflict. Every attempt will be made to maintain confidentiality during this process. An employee will not be required to respond to a complaint which is not in writing and which, when appropriate, does not have specific documentation including dates, times, actions, supporting documents, etc. The written complaint will be made available to the employee.

4. If the complaint is not resolved at this level within ten (10) working days, the student should forward to the Vice President of Student Affairs or Designee, a copy of the original written complaint with an explanation regarding action taken at each prior level. The dean and/or associate dean will meet with the student, the employee, and the relevant supervisor and attempt to resolve the issues.
5. If the associate dean and/or dean do not resolve the complaint, the student may forward it in writing to the college president for final resolution. The college president or designee will issue a final written determination in the complaint process.

2.3.6 Withdrawal

The Office of Admissions and Records/Office of Student Enrollment Services provides information about the withdrawal process. To withdraw from a course or courses from the college, students must follow approved procedures as outlined below. The official date of withdrawal is the date the withdrawal is received in the Admissions and Records Office/Office of Student Enrollment Services. Withdrawal from a course (or courses) does not automatically qualify for a refund of tuition and fees. Tuition and fee refunds will be calculated based on 2.2.10 Refund Policy or reviewed under the refund appeal process. Never attending is not an allowable refund exception or an excuse of the debt incurred through registration. Please see the refund policy.

TYPES OF WITHDRAWALS

STUDENT WITHDRAWAL: Is a change in the student's course schedule where one or more courses are withdrawn before the end of the term.

FACULTY WITHDRAWAL: Occurs when a faculty member withdraws a student.

COMPASSIONATE WITHDRAWAL: Is considered when a sudden emergency or severe change in personal circumstances, result in an inability to continue/complete courses. The student provides a written statement of their situation and any documentation to support this request if applicable (e.g. death certificate, accident report, etc.). Steps outlining the process are available in Appendix S-20.

MEDICAL WITHDRAWAL: Is considered when there is an unexpected serious illness or injury that prevents the student from continuing with their course or courses. The medical withdrawal policy covers physical health and mental health difficulties. All applications for compassionate and medical withdrawal that are submitted by the student, or on their behalf, require thorough and credible documentation. An approved medical/compassionate withdrawal request will result in a note on the student's official transcript, under each course affected by the withdrawal clarifying that the withdrawal was for extenuating circumstances, although the specific reason will not be identified to maintain privacy. Medical and compassionate withdrawal applications and supporting documents are retained for at least five years and filed securely. If a request for refund has also been made, further assessment is done to determine eligibility. Steps outlining the process are available in Appendix S-20.

LEAVE OF ABSENCE: Assists and encourages students to return and graduate after an absence due to military deployment, service on an official church mission, or with a foreign aid service of the federal government. If your absence is due to this or any other reason, you may be eligible to return to a Maricopa College through a quick re-entry process, which permits students to enroll without submitting a new application if they previously attended a maricopa college. If the leave of absence is due to military commitments, students should also reference Administrative Regulation 2.2.3(3).

WITHDRAWAL OF FINANCIAL AID STUDENTS

Withdrawing can have implications for certificate or degree completion, future registration, financial aid eligibility, and return of financial aid funds. In accordance with federal regulations (34CFR 668.22), a student may be required to repay federal financial aid funds if they completely withdraw or are withdrawn, or fail to earn a passing grade from all courses during a semester. This could affect a student's ability to receive financial aid in the future at Maricopa or any school.

Prior to submitting a request for any withdrawal or leave of absence, students are encouraged to meet with a college advisor about the potential impact related to the student's academic progress. Students using financial aid, VA education benefits, or active duty tuition assistance should contact their Financial Aid and Veterans Services offices to review possible impacts to their funding.

WITHDRAWAL PROCEDURES

WITHDRAWAL FROM SPECIFIC COURSES

A student may officially withdraw from specific courses in the following ways:

- The prescribed time limits are for full semester courses. Time limits for courses which meet fewer than sixteen (16) weeks are adjusted accordingly. See Important Deadlines for Students. Failure to file an official withdrawal form may result in failing grades and responsibility for course tuition and fees. Tuition and fee refunds will be processed based on the 2.2.10 Refund Policy.

- Through the 7th week*, a student may initiate an official withdrawal from any course by completing the withdrawal process online using the student self service system or by submitting a course withdrawal form to the Admissions and Records Office/Office of Student Enrollment Services in accordance with the published deadlines. A grade of W (withdrawn, passing - not computed in the grade point average) will be assigned.

- After the 7th week, a student must initiate a withdrawal request with the faculty member. If, after consultation with the student, the faculty member approves the request, a grade of W (withdrawn, passing - not computed in the grade point average) or Y (withdrawn, failing - computed in the grade point average as a failing grade) will be assigned. If the request is not approved, the student will remain in the course.

A student has the right to appeal a withdrawal decision according to the approved procedures. Steps outlining the process are available in Appendix S-6.

COMPLETE WITHDRAWAL FROM COLLEGE

Students electing to withdraw from the college must contact the Admissions and Records Office/Office of Enrollment Services no later than two weeks* before the end of the last class meeting and may be required to file a written request.

A grade of W will be assigned in all courses for students who withdraw by the end of the 7th week* of classes. withdrawals completed after this time will result in a grade of W (withdrawn, passing – not computed in the grade point average) or Y (withdrawn, failing – computed in the GPA as a failing grade).

*The prescribed time limits are for full semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See Important Deadlines for Students. Failure to file an official withdrawal form may result in failing grades and responsibility for course tuition and fees. refunds will only be processed within the Refund Period.

FACULTY WITHDRAWAL PROCEDURES

A faculty member has the option of withdrawing a student who has accumulated unofficial absences in excess of the number of times indicated in that faculty member's attendance policy in the course syllabus (See AR 2.3.2). A grade of W (withdrawn passing - not computed in gpa) or a grade of Y (withdrawn failing - 0 grade points per credit hour) may be assigned in accordance with the course syllabus. Faculty members electing to withdraw students must record the withdrawal through the online system, including last date of attendance and withdrawal code. Students withdrawn for excessive absences may be reinstated only with the approval of the faculty member. Any impact on attendance that is

protected by the exercise of students' rights under ADA/504, Title IX, Title VI, or other recognized law or policy do not count as unexcused absences for the purposes of instructor-initiated withdrawals for lack of attendance/participation. Requests for withdrawals should be referred directly to the college of enrollment.

Also See:

2.2.10 Refund Policy

AMENDED through the Administrative Regulations Approval Process, June 4, 2024
TECHNICAL CHANGE, September 25, 2023
TECHNICAL CHANGE, July 11, 2023
AMENDED through the Administrative Regulations Approval Process, June 12, 2023

Appendix S-7 Student and Faculty Withdrawal Procedures
Appendix S-7 Student and Faculty Withdrawal Procedures was removed from the Common Pages through the Catalog Common Pages Administrative Regulation Review Process, June 12, 2023. Refer to Administrative Regulation 2.3.6 Withdrawal for information regarding withdrawal procedures.

AMENDED through the Administrative Regulations Approval Process, June 12, 2023
AMENDED through the Administrative Regulations Approval Process, December 12, 2018
AMENDED through the Administrative Regulations Approval Process, February 23, 2010
AMENDED through the Administrative Regulations Approval Process, August 18, 2008
AMENDED through the Administrative Regulations Approval Process, March 5, 2009

2.3.7 Academic Renewal ("Academic Forgiveness")

The Maricopa Community Colleges recognize that a student's academic record may contain grades that are not reflective of more recently demonstrated academic success. Academic renewal (or academic forgiveness) is defined as the process by which a student's previously recorded substandard credit coursework is excluded from the student's cumulative grade point average (Refer to 2.3.3 GRADING). Through this regulation, a student may request that grades and credits for all courses in which they earned a grade of D, F, or Y are disregarded from the cumulative GPA. Courses earned with a GRADE of A, B, and C will not be excluded and will be calculated into the GPA and total credits completed. A maximum of 24 credits taken at Maricopa are eligible to be disregarded under this policy. The academic renewal policy may be used only once and cannot be revoked once approved.

To apply for academic renewal the student must:

1. Complete the academic renewal request form, attaching unofficial transcripts.
2. Submit the completed form to the Admissions and Records/Enrollment Services office.

Upon approval, courses with a grade of D, F, or Y will be annotated on the student's official transcript as excluded from the calculation of their cumulative GPA by academic renewal. All courses will remain on the student's permanent record to reflect an accurate academic history.

Academic renewal at one of the Maricopa Community Colleges does not guarantee that colleges outside the Maricopa Colleges will accept this action. Acceptance of the adjusted GPA (post academic renewal) is at the discretion of the receiving institution.

FINANCIAL AID/VETERAN BENEFITS AND SATISFACTORY ACADEMIC PROGRESS (SAP)

The academic renewal policy can improve a student's GPA, while reducing their earned credit hours towards degree and certificate requirements, so students must be aware of all consequences before pursuing academic renewal. If interested in financial aid and/or veteran benefits, students are required to meet the financial aid standards of academic progress (SAP) as academic renewal does not replace or override the SAP requirement. Students should follow financial aid SAP

appeal procedures outlined in Administrative Regulation 2.3.6 Withdrawal or section 2.9 Veteran Services satisfactory progress standards for regaining aid eligibility.
Additionally, students are encouraged to speak with the Financial Aid and the Veteran Services Offices If they have questions about how the academic renewal process may affect their aid and benefit eligibility.
For more information on SAP.

Also See:

2.3.4 Academic Standing, Warning, and Probation

2.3.6 Withdrawal (Medical/ Compassionate Withdrawal)

2.3.11 Academic Misconduct

More on Financial Aid

AMENDED through the Administrative Regulations Approval Process, June 4, 2024
TECHNICAL CHANGE, JULY 11, 2023
AMENDED through the Administrative Regulations Approval Process, June 12, 2023

2.3.8 Honors Opportunities & Recognition

Honors Program
Each of the Maricopa Community Colleges has an honors program. Interested students should contact the college honors coordinator for information about the program requirements and available scholarships, including the Chancellor's, Foundation's, President's Scholarships, and honors achievement award.

President's Honor List
The President's Honor List for each college consists of all students who complete twelve (12) or more credit hours in residence in courses numbered 100 or higher in a given semester with a college semester grade point average of 3.75 or higher. This is a distinct acknowledgement of academic achievement not related to participation in the honors program.

Graduation With Honors
See General Graduation Requirements (AR 2.3.9). This is a distinct acknowledgement of academic achievement tied to graduation. This is a distinct acknowledgement of academic achievement not related to participation in the honors program.

AMENDED through the Administrative Regulations Approval Process, June 12, 2023

2.3.9 General Graduation Requirements

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

Earning a Certificate or Degree

The Maricopa Community Colleges offers certificates and degrees in a variety of areas. Each certificate and degree has specified program requirements for graduation. See certificate and degree information for specific program requirements. It is the student's responsibility to be aware of these requirements.

Candidates for graduation must satisfy the following requirements:

- Complete the minimum number of credits required for the certificate or degree and residency requirements as follows:

- For bachelor's degrees, at least 30 credits applicable to the degree must be completed at the awarding college.
- For associate's degrees, at least 15 credits applicable to the degree must be completed at the awarding college.
- For certificates that are 15 or more credits, at least 6 credits applicable to the certificate must be completed at the awarding college.
- For certificates that are 14 or fewer credits, at least a quarter of the credits applicable to the certificate must be completed at the awarding college.

  For certificates, if there is a range of credits to complete the certificate, residency will be calculated on the minimum number of credits required to complete the certificate, and any resulting quarter calculations will be rounded up to the nearest whole number. Certificates that require completion of one course or a single choice of requirements will not be split for purposes of residency determination.

  Credit awarded for prior learning assessment (PLA) does not count as credits in residence for graduation requirements. Student appeals to residency requirements must have prior written approval of the Program Director, Department/Division Chair, or designee and documentation of rationale and approval included as part of the admission process and/or application to graduate. Exceptions to residency may also be made by the college for unique programs of study (e.g., educational service agreements).

- All new to Maricopa students who declare a degree, or intend transfer to a college/university, will be required to successfully complete a first-year experience course (FYE101 or FYE103) within the first two semesters at a MCCCD college. Students who have enrolled but did not earn any credit at MCCCD are considered new to MCCCD. students who have only prior learning assessment (Refer to AR. 2.2.4 Transfer Credit and Prior Learning Assessment), dual enrollment, or withdrawn from all previously attempted courses at MCCCD are considered new.

- Meet the required certificate or degree requirements (general education, required courses, restricted electives, and/or general electives). Requirements can be satisfied by MCCCD coursework, prior learning assessment, and transfer credit. Transfer credit from outside of MCCCD or from Maricopa Community Colleges not awarding the degree or certificate and prior learning assessment does not count as hours in residence for graduation requirements.

- Earn a minimum grade point average (GPA) of 2.0 on a four-point grading scale in the coursework (100-level and above) used to satisfy degree or certificate requirements (completed in residence and accepted in transfer). Some awards may specify additional GPA requirements.

- Remove all deficiencies (e.g. incomplete grades, missing transcripts, national test results, course substitutions, etc.) on the record to use those courses toward program completion.

- Fulfill any financial obligations with the college.

- File a Petition for Graduation with the Admissions, Records, & Registration /Enrollment Services Office with the exception of auto award programs as outlined further in this policy.

- Complete and submit a Petition/Application for Graduation with the Admissions, Records, & Registration/Enrollment Services office with the exception of reverse transfer and proactive graduation programs as outlined further in this policy.

Note that commencement ceremonies are a separate process and may include the submission of an additional form for students to participate in the celebration. Participation in commencement (walking/marching) does not guarantee a student has graduated or a degree has been earned.

Multiple Certificates And Degrees

A student may earn a total of one of the same type of degree (AA, AS, AAEE, ABUS, AGS, or BSN) from the colleges in the Maricopa County Community College District regardless of emphasis, if applicable.

Because of the inherent unique required course requirements within, students may earn multiple distinct certificates (AC, CCL, and CCT) and degrees (AAFA, BA, BS, and BAS) from the college(s) offering the awards but cannot earn the same certificate or degree at one or more Maricopa Community Colleges.

AWARD TYPE	NUMBER THAT CAN BE EARNED
AA or AA With Emphasis	One AA with or without emphasis may be awarded across all MCCCD
AS OR AS With Emphasis	One AS with or without emphasis may be awarded across all MCCCD
AAFA	Student may earn multiple distinct AAFA emphasis, but cannot earn the same AAFA emphasis at one or more Maricopa Community Colleges
ABUS	One ABUS either GR or SR may be awarded across all MCCCD
BA	Students may earn multiple distinct BA degrees, but cannot earn the same BA degree at one or more Maricopa Community Colleges
BAS	Students may earn multiple distinct BAS degrees, but cannot earn the same BAS degree at one or more Maricopa Community Colleges
BS	Students may earn multiple distinct BS degrees, but cannot earn the same BS degree at one or more Maricopa Community Colleges
BSN	One may be awarded across all MCCCD
AAEE	One may be awarded across all MCCCD
AGS	One may be awarded across all MCCCD

AAS	Students may earn multiple distinct AAS, but cannot earn the same AAS degree at one or more Maricopa Community Colleges
AC	Students may earn multiple distinct ACs, but cannot earn the same AC at one or more Maricopa Community Colleges
CCL OR CCT	Students may earn multiple distinct CCLs or CCTs, but cannot earn the same CCL or CCT at one or more Maricopa Community Colleges

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

Student-Initiated Graduation

Students should complete a petition for graduation when they intend to graduate and should contact the admissions & records office at their college for the deadlines.

Proactive Graduation

In an effort to support students to completion, each of the colleges in MCCCD may elect to confer an award to current and former students who have met graduation requirements for any degree or certificate offered at the Maricopa Community Colleges in a process known as proactive graduation. The proactive graduation process applies to students who meet the following criteria:

● Met all graduation and program requirements for the eligible catalog year used in the proactive graduation process (Refer to A.R. 2.2.5 Catalog Under Which a Student Graduates).

● Earned the minimum cumulative credits for institutional residency for the degree(s) or certificate(s) between Maricopa Community Colleges.

● Degree(s) or certificate(s) will be conferred from the Maricopa Community College accredited to offer the program at which the student has completed the greatest number of institutional resident credit hours directly applicable to the degree or certificate.

● Students will be given the opportunity to opt out of the proactive awarding of the degree or certificate by notifying the college prior to the award.

Students should not depend on this process for graduation. The petition for graduation should always be submitted when a student intends to graduate.

Reverse Transfer

In an effort to assist former Maricopa students who have transferred to a university without first completing an Associate degree, coursework can be transferred backward (or in reverse) from a participating institution to the Maricopa Community Colleges for the purpose of fulfilling Associate degree requirements. The reverse transfer initiative applies to students who do not yet have an Associate's degree (or higher), and who meet the following criteria:

● Completed a minimum of 15 credits at one or more Maricopa Community Colleges

● Earned a minimum of 60 cumulative credits between Maricopa Community Colleges and any other universities attended

● Met all requirements for an associate degree as outlined in the Maricopa Community Colleges catalog

● Interested students at participating universities must meet university criteria to qualify for free and consent to transcript exchange

Participation in reverse transfer does not guarantee coursework applicability or degree or certificate eligibility. Students participating in reverse transfer must meet all curriculum and college requirements in order to graduate. Students should not depend on reverse transfer for graduation. The petition for graduation should always be submitted when a student is intending to graduate.

Refer to the REVERSE TRANSFER PROCESS

Maricopa Nursing Program

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

Graduation with Honors

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

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

Certificate programs are not eligible for institutional honors.

*GPA for honors distinction is calculated at the time of graduation application/petition submission and does not include any in-progress grades, grades received after the initial calculation, or grades not on file at the initial calculation. The final GPA and resulting distinction level will not be changed based on new grades.

Degrees and certificates will not be reposted if grades are contested after the initial award posting.

Arizona General Education Curriculum (AGEC)

The Arizona public community and tribal colleges and three public universities have agreed upon a common structure for a transfer general education curriculum. This curriculum provides students attending any Arizona public community or tribal college with the opportunity to build a general education curriculum that is transferable upon completion without loss of credit to another Arizona public community or tribal college or university. This common agreement is called the Arizona General Education Curriculum (AGEC).

Students must earn a minimum of 12 credits in the AGEC at one or any combination of the MCCCD colleges. Students who complete the requirements will have the AGEC posted on their official transcripts. AGEC awards are not printed or sent to students.

Any transfer credit or prior learning assessment (PLA) granted for the AGEC is for the purpose satisfying Maricopa requirements. Although theAGEC will transfer to the Arizona public universities as a whole in order to satisfy their lower-division general education requirements, each course, individually, may not be awarded credit similarly at all public Arizona universities. Students should contact their transferring institution to determine their PLA requirements and policies.

Refer to Academic Policies

Refer to A.R. 2.2.4 Transfer Credit and Prior Learning Assessment

Intersegmental General Education Transfer Curriculum (IGETC)

The California public community colleges and state universities have agreed upon a common structure for a general education core curriculum. This common structure is called the Intersegmental General Education Transfer Curriculum (IGETC) or the California State General Education Pattern (CSUGE). The IGETC and the CSUGE are composed of a minimum of 35 - 40 semester units of lower-division general education coursework that prepares the student for transfer.* All transferable coursework must be completed with a grade of -C- or better.

Students transferring to the Maricopa Community Colleges from California with an IGETC certified by a California community college will have completed the majority of the MCCCD's general education and additional requirements. The IGETC will fulfill the following requirements:

- First-Year Composition (6 credits)
- Oral Communication (3 credits)
- Mathematics (3 credits)
- Natural Sciences (7-8 credits)
- Humanities, Arts, and Design (6 credits)
- Social-behavioral Sciences (6 credits)
- Cultural Diversity in the US (3 credits)

Note that to earn a specific degree, programs may require students take a designated course to fulfill the general education requirement. Acceptance of the IGETC does not supersede these requirements. Students may request a course substitution (Refer to A.R. 2.3.13 Course Substitutions).

To complete the natural sciences, the transfer evaluator will need to validate the completion of two laboratory science courses at the transfer institution or at MCCCD. To satisfy the literacy requirement, the transfer evaluator will need to verify the completion of a course at the transfer institution or at MCCCD that involves the development of competence in written discourse and involve the gathering, interpretation, and evaluation of evidence. To satisfy the historical/global awareness requirement, the transfer evaluator will need to verify the completion of a course at the transfer institution or at MCCCD that focuses on contemporary global/international awareness or historical awareness.

Maricopa Community Colleges reserve the right to verify that an IGETC or CSUGE certified by a community college or university conforms to California-approved policy before the IGETC is applied toward a MCCCD degree.

In the absence of a certified IGETC, transfer students from California colleges and universities may meet the MCCCD general education requirements with a combination of IGETC-approved courses taken before their initial enrollment at MCCCD , along with subsequent MCCCD general education course work.

Refer to A.R. 2.2.4 Transfer Credit and Prior Learning Assessment

AMENDED through the Administrative Regulations Approval Process, June 4, 2024
AMENDED by Direct Approval from the Chancellor, September 19, 2023

AMENDED through the Administrative Regulation Approval Process, June 12, 2023
AMENDED through the Administrative Regulation Approval Process, May 24, 2022
AMENDED through the Administrative Regulation Approval Process, June 24, 2021
AMENDED by Direct Approval from the Chancellor, December 6, 2019
AMENDED through the Administrative Regulations Approval Process, June 5, 2017

2.2.5 Catalog Under Which a Student Graduates

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

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

The rules for maintaining continuous enrollment are:

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

Age of Credit

In areas of study in which the subject matter changes rapidly, material in courses taken long before graduation may become obsolete or irrelevant. Coursework that is more than ten years old is applicable to completion of certificate and degree requirements at the discretion of the designated individuals at the college. The college may accept such coursework, reject it, or request that the student revalidate its substance. The ten-year limit on coursework applies except when program accreditation agencies limit the life of coursework to less than 10 years. Departments may also require students to satisfy current major requirements rather than major requirements in earlier catalogs, when completing earlier requirements is no longer possible or educationally sound. Exceptions made by a college apply only to the college that made the exception.

Continuous Enrollment Examples

STUDENT'S ACTIVITY	SEMESTER/YEAR	STATUS

Example A		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2019	Active
Continued at an Arizona Community College	Spring 2020 Fall 2020	Active
Transferred to an Arizona Public University	Spring 2021	Student Enrolled Under 2019–2020 or Any Subsequent Catalog
Example B		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2015	Active
Enrolled but Earned all “W”S, “Z”S, or “F”S (0.00)	Spring 2016	Inactive
Enrolled in Audit Courses Only	Fall 2016	Inactive
Nonattendance	Spring 2017	Inactive
Transferred to an Arizona Public University	Fall 2018	Student Enrolled Under 2018–2019 or Any Subsequent Catalog
Example C		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2018	Active
Nonattendance	Spring 2019 Fall 2019 Spring 2020	Inactive
Readmitted and Earned Course Credit at an Arizona Community College	Fall 2020	Active
Transferred to an Arizona Public University	Spring 2021	Student Enrolled Under 2020–2021 or Any Subsequent Catalog
Example D		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2018	Active
Nonattendance	Spring 2019	Inactive
Readmitted and Earned Course Credit at an Arizona Community	Summer 2019	Active

College		
Nonattendance	Fall 2019 Spring 2020	Inactive
Transferred to an Arizona Public University	Fall 2020	Student Enrolled Under 2018–2019 or Any Subsequent Catalog
Example E		
Admitted and Earned Course Credit at an Arizona Community College	Summer 2017	Active
Continued at an Arizona Community College	Fall 2018 Spring 2019	Active
Nonattendance	Fall 2019	Inactive
Readmitted and Earned Course Credit at an Arizona Community College	Spring 2020	Active
Transferred to an Arizona Public University	Summer 2020	Student Enrolled Under 2017–2018 or Any Subsequent Catalog
Example F		
Admitted and Earned Course Credit at an Arizona Public University	Summer 2018	Active
Nonattendance	Fall 2018	Inactive
Nonattendance	Spring 2019	Inactive
Readmitted and Earned Course Credit at an Arizona Public University	Fall 2019	Active
Admitted and Earned Course Credit at an Arizona Community College	Spring 2020	Student Enrolled Under 2018–2019 or Any Subsequent Catalog

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

AMENDED through the Administrative Regulations Approval Process, June 4, 2024
AMENDED through the Administrative Regulations Approval Process, June 24, 2021

2.3.13 Course Substitutions

Course substitutions should only be made in a consistent and transparent manner, according to Administrative Regulation 2.2.4 (Transfer Credit and Prior Learning Assessment Policy), academic policies, and the following guidelines:

Students may seek to have course(s) requirements (including required courses, restricted electives, and prescribed general education requirements) in their declared bachelor's, associate in applied science or certificate program substituted.

Because a substituted course may not be accepted by a transfer institution or meet transfer degree requirements, no course substitutions are allowed in any of the required course areas of the associate in arts or associate in science degrees with emphasis, Associate In Business - Gr, Associate Of Business - Sr, Associate In Arts, Elementary Education, or the Associate In Arts, Fine Arts.

The course being used as a substitution must meet the content and/or spirit of the substituted course in the student's pathway plan (or for date status petitions by reason of disability). If the pathway course satisfies an Arizona General Education Curriculum (AGEC-A, B, or S) requirement, the course substitution must meet that same requirement. Considerations for substitutions should also include impact to satisfying transfer pathway, industry requirements. Substituted courses should provide the skills and knowledge specified by the pathway learning outcomes.

Course substitutions should not be processed for students who have earned fewer than 15 credits (at Maricopa or elsewhere).

To pursue a course substitution, students must obtain a course substitution petition from the Admissions and Records office or Academic Advisor. Substitutions must be approved by the Program Department Chair, Program Division Chair, Academic/Occupational Program Director, or designee and the appropriate Instructional Dean. The Department Chair, Division Chair, or Academic/Occupational Program Director will work with other departments as needed for courses outside of the discipline.

If the credits of a substituted course are fewer than the original requirement, the missing credit hours are not granted by a substitution. Students must complete the minimum credit hours required by the award.

Students are encouraged to seek substitutions prior to enrollment in an intended substitute course. Requests for course substitutions and supporting documentation should be submitted as soon as possible when transcripts are reviewed. For assistance, students should meet with an Academic Advisor specific to the declared transfer emphasis. Students seeking Title IV financial aid and veteran benefits for a course substitution must have the substitution approved and processed prior to registering for the substitute course.

See also, Administrative Regulation 3.5 Course Substitution for Students With Documented Disabilities.

AMENDED through the Administrative Regulations Approval Process, June 12, 2023
ADOPTED through the Administrative Regulations Approval Process, June 24, 2021

2.3.10 Transcripts for Transfer

An official student transcript is a permanent academic record issued by the college registrar. It displays all courses taken for credit within the Maricopa Community College District and includes all grades received. Unlike an unofficial transcript, it is signed and dated by the College Registrar and displays the college seal of the Maricopa College issuing the official transcript.

The transcript is issued upon request only. Those students who want to transfer to other institutions of higher education must request their transcript be sent from the Admissions and Records Office/Office of Student Enrollment Services. However, transcripts may be shared within the Maricopa Community College District without the written request of the student in compliance with FERPA. Students should check with the institution they intend to transfer to for requirements regarding the type (official or unofficial), handling, and number of transcripts.

Upon request by a student and payment of transcript fee, MCCCD will provide an official transcript that includes all the credit or clock hours from the enrollment.

MCCCD will not withhold transcripts against a student related to a balance owed by the student, unless the balance owed was the result of fraud on the part of the student. Refer to A.R. 2.5.3(A)(3) for additional information.

The release of transcripts is governed by the guidance of the Family Education Rights and Privacy Act of 1974 (see Records Policy in the Student Rights and Responsibilities section of this manual). There is no charge for unofficial transcripts, or for official transcripts sent between Maricopa Community Colleges. Refer to S-4 Tuition and Fee Schedule for charges for other official transcripts.

AMENDED through Direct Approval by the Chancellor, June 17, 2024
AMENDED through the Administrative Regulation Approval Process, June 5, 2017

COLLEGE ENVIRONMENT

2.4.4 Sexual Harassment Policy (replaced with Administrative Regulation 5.1.16).

Administrative Regulation 2.4.4 is rescinded effective August 14, 2020. For cases made prior to August 14, 2020, 2.4.4 applies. Administrative Regulation 2.4.4 has been archived for transitional purposes.

RESCINDED by Direct Approval from the Chancellor, August 3, 2020

5.1.8 Policy Prohibiting Harassment

A. Policy

The policy of the Maricopa County Community College District (MCCCD) is to provide an educational, employment, and business environment free of harassment that is based on race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information. Such prohibited harassment includes but is not limited to sexual violence, unwelcome sexual advances, requests for sexual favors, and other verbal and/or physical conduct or communications constituting harassment with regards to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information as defined and otherwise prohibited by state and federal law.

Employee complaints of harassment must be reported to the District Office of Equal Employment and Opportunity.

Harassment based on race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information violates MCCCD Policy when the conduct is unwelcome, verbal, or physical conduct that is sufficiently severe, or pervasive that it alters working conditions and creates a hostile environment for employees. The unwelcome behavior may be based on power differentials, the creation of a hostile environment, or retaliation for harassment complaints. Harassment by and between any student or employee (paid, unpaid, or contract), is prohibited by this policy.

Due process is afforded any employee accused of harassment. Upon receipt of a complaint, an immediate preliminary review will be conducted to determine if there is reasonable cause to believe the nondiscrimination policy may have been violated. If so, then a prompt, thorough, impartial investigation will be conducted by the authorized administrator, or designee. If the final decision is that harassment occurred, the college will take immediate action to eliminate the hostile environment, prevent its recurrence, and address its effects. Remedies for the complainant will also be sought. Violations of this policy may result in disciplinary action up to and including termination for employees, sanctions up to and including suspension or expulsion for students, and appropriate sanctions against campus visitors. This policy applies to prohibited conduct that occurs both on and off campus and covers employees, and visitors.

MCCCD affirms its commitment to supporting the academic and personal freedom of all members of the community. In particular, the policy against harassment shall not be applied in a manner that contradicts the principle of academic

freedom: Faculty and other members of the community are entitled to freedom in research, and faculty members are entitled to freedom in the classroom to pursue controversial matters related to their disciplines. However, this right to teach controversial material entails the responsibility that it be carried out in a way that would be judged by peers as not violating the District's non-discrimination policy.

Questions about this policy may be directed to the MCCCD EEO/Affirmative Action Office.

B. Examples of Policy Violations

It shall be a violation of MCCCD's Harassment Policy for any employee (paid, unpaid, or contract), student or campus visitor to engage in any unwelcome conduct that is based on race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information. Such as to:

1. Engage in offensive conduct that is sufficiently severe or pervasive to create a work or academic environment that a reasonable person would consider intimidating, hostile, or abusive. Such conduct must be based on race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.
2. Engage in unwelcome verbal or physical conduct, including intimidation, ridicule, insult, or comments, when the behavior can reasonably be considered to adversely affect the work or academic environment, or an employment decision based upon the employee's acceptance or rejection of such conduct. Such verbal or physical conduct must be based on race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information or on their protected activities under applicable non-discrimination laws and policies,
3. Engage in Sexual Harassment, which includes, but is not limited to:
    A. Make unwelcome sexual advances to another employee (paid, unpaid, or contract), student or campus visitor;
    B. Make unwelcome requests for sexual favors, whether or not accompanied by promises or threats with regard to the employment or academic relationship;
    C. Engage in verbal or physical conduct of a sexual nature with another employee, student or campus visitor, that may threaten or insinuate, either explicitly or implicitly, that the individual's submission to, or rejection of, the sexual advances will in any way:
        1. Influence any personnel decision regarding that person's employment, evaluation, wages, advancement, assigned duties, shifts or any other condition of employment or career development; or
        2. Influence his or her grades, participation in or access to academic programs, class standing or other educational opportunities;
    D. Engage in verbal or physical conduct of a sexual nature that:
        1. Has the purpose or effect of substantially interfering with an employee's ability to do his or her job; or with a student's ability to learn or participate in a class; or
        2. Which creates an intimidating, hostile or offensive work or academic environment;
    E. Commit any act of sexual assault or public sexual indecency against any employee or student whether on MCCCD property or in connection with any MCCCD-sponsored activity;
    F. Continue to express sexual interest in another employee, student or campus visitor after being informed or on notice that the interest is unwelcome (reciprocal attraction is not considered sexual harassment);
4. Engage in other harassing conduct in the workplace or academic environment, whether physical or verbal, including, but not limited to, commentary about an individual's body (or body parts), degrading words to describe an individual, offensive comments, suggestive language or jokes, innuendoes, and suggestive objects, print or digital media. Misconduct may include exploitation, stalking, bullying. Such conduct must be based on an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.
5. Treat a complainant or witness of harassment in a manner that could dissuade a reasonable person from pursuing or participating in the complaint and investigation. Such treatment must be based on an individual's

race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.

6. Engage in sexual misconduct, including but not limited to:
    A. The use or display in the classroom, including electronic, of pornographic or sexually harassing materials such as posters, photos, cartoons or graffiti without pedagogical justification.
    B. Explicit sexual comments by one or more employees about another employee or student, or circulating drawings or other images depicting an employee or student in a sexual manner.
    C. Unwelcome sexual advances, repeated propositions or requests for a sexual relationship to an individual who has previously indicated that such conduct is unwelcome, or sexual gestures, noises, remarks, jokes, questions, or comments by a student about another person's sexuality or sexual experience.
    D. Harassment based on sex, pregnancy, gender identity, gender expression, or sexual orientation that creates a hostile environment. A hostile environment exists when the conduct is sufficiently severe, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefitting from the District's education programs and/or activities, including employment. The existence of a hostile environment is to be judged both objectively (meaning a reasonable person would find the environment hostile) and subjectively (meaning the impacted individual felt the environment was hostile).
    E. Sexual Exploitation, which means taking non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited. Examples of behavior that could rise to the level of Sexual Exploitation include:
        1. Recruiting, harboring, transporting, providing, or obtaining another person for the purpose of sexual exploitation;
        2. Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
        3. Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
        4. Going beyond the bounds of consent (such as attempting to kiss an employee or student without their consent)
        5. Engaging in non-consensual voyeurism;
        6. Knowingly transmitting an STI (sexually transmitted infection), such as HIV, to another without disclosing one's STI status;
        7. Exposing one's genitals in non-consensual circumstances, or inducing another to expose their genitals;
        8. Possessing, distributing, viewing or forcing others to view obscenity.
7. All complaints of sexual harassment or sexual misconduct shall be referred promptly to the college Title IX Coordinator (or the District Title IX Coordinator, if the allegations concern a District Office employee), for initial review in determining the appropriate investigation channel.
8. Matters pertaining to sexual harassment/misconduct that do not meet the definition of sexual harassment as outlined in Administrative Regulation 5.1.16 or otherwise do not meet the definition of an educational program or activity and do not occur against a person within the United States will be referred by the Title IX Coordinator to the College or District's respective Human Resources Department for investigation and adjudication under this conduct policy.

AMENDED by Direct Approval from the Chancellor, August 18, 2020
AMENDED by Direct Approval from the Chancellor, April 8, 2020
AMENDED by the Administrative Regulations Approval Process, January 2, 2020

5.1.9 Additional Policy Violations

Mandatory Reporters (as defined in Administrative Regulation 5.1.16) must report allegations of sexual harassment/assault (whether reported by the person who is the subject of the sexual harassment or a witness) to an Official with Authority or the Title IX Coordinator (as defined in Administrative Regulation 5.1.16). Failure to report to an Official with Authority or the Title IX Coordinator is a policy violation subject to discipline up to and including dismissal.

Campus Security Authority (CSAs) are mandatory reporters under the Cleary Act. Failure to report is a policy violation subject to discipline up to and including dismissal.

Mandatory Reporters are expected to report harassment/discrimination (whether reported by the person who is the subject of the sexual harassment or a witness) based on an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Failure to report may be a policy violation subject to discipline up to and including dismissal.

AMENDED by Direct Approval from the Chancellor, November 16, 2020
AMENDED by the Administrative Regulations Approval Process, January 2, 2020

5.1.10 Responsibility for Policy Enforcement

Employees and students must avoid offensive or inappropriate harassing behavior based on an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information at work or in the academic environment (in and out of the classroom).

Employees and students are encouraged (but not required) to inform perceived offenders of this policy and that the commentary/conduct is offensive and unwelcome.

AMENDED by the Administrative Regulations Approval Process, January 2, 2020

5.1.11 Complaints

1. **Employees**
   Employees who experience harassment at work (by a supervisor, co- employee, student or visitor) are urged to report such conduct to the direct attention of their supervisor, their college president or to the Maricopa County Community College District (MCCCD) Equal Employment Opportunity/Affirmative Action Office. If the complaint involves the employee's supervisor or someone in the direct line of supervision, or if the employee for any reason is uncomfortable in dealing with their immediate supervisor, the employee may go directly to the MCCCD EEO/AA Office.
2. **Students**
   Students who experience sexual harassment or sexual assault in a school's education program and activities (by a faculty member, administrator, staff, campus visitor or other student) are urged to report such conduct to the designated Title IX Coordinator, of which there is one for each MCCCD college. A student may also contact the MCCCD EEO/AA Office to obtain the name and phone number of the college official designated to respond to harassment complaints based on an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information.
3. **General**
   A. Complaints by employees will be investigated according to procedures established by the MCCCD EEO/AA Office. Copies of these procedures may be obtained on the District website and the MCCCD EEO/AA Office.
   B. Complaints by students will be investigated according to the procedures established in the College Environment section of the Administrative Regulations (AR 2.4). Copies of these procedures are posted on the District website.
   C. All complaints will be investigated in a prompt, through, and impartial manner.
   D. Where investigation confirms the allegations, appropriate, response action will be taken by the college/center/MCCCD.

AMENDED by the Administrative Regulations Approval Process, January 2, 2020

5.1.12 Confidentiality

Records will be maintained in a confidential manner to the extent permitted by law and insofar as they do not interfere with the Maricopa County Community College District's (MCCCD) legal obligation to investigate and resolve issues of

discrimination and harassment based on one's protected class status as outlined in law and in MCCCD policy. The MCCCD cannot promise complete confidentiality.

AMENDED by the Administrative Regulations Approval Process, January 2, 2020

5.1.13 Violations of Law

An employee or student may be accountable for sexual harassment under applicable local, state, and/or federal law, as well as under Maricopa County Community College District (MCCCD) policy. Disciplinary action by MCCCD may proceed while criminal proceedings are pending and will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced.

AMENDED by the Administrative Regulations Approval Process, January 2, 2020

5.1.14 False Statements Prohibited

Any individual who knowingly provides false information pursuant to filing a discrimination charge or during the investigation of a discrimination charge, will be subject to appropriate disciplinary action, up to and including, employment termination or academic dismissal.

AMENDED by the Administrative Regulations Approval Process, January 2, 2020

5.1.15 Retaliation Prohibited

Retaliation against an employee or student for engaging in protected activity is strictly prohibited. The Maricopa County Community College District (MCCCD) strictly prohibits taking an adverse action that might deter a reasonable person from participating in activity protected by antidiscrimination laws. Protected activity consists of:

(a) opposing conduct reasonably believed to constitute discrimination, including harassment which violates a nondiscrimination statute or which MCCCD policy prohibits;

(b) filing a complaint about such practice; or

(c) testifying, assisting, or participating in any manner in an investigation or other proceeding related to a discrimination complaint.

Retaliatory actions are not limited to formal personnel actions such as termination, demotion, non-promotion, or non-selection. Retaliatory actions are broadly defined as harassing behavior, significant changes to job duties or working conditions, and even threats to take personnel actions based on engaging in protected activity. MCCCD will take appropriate disciplinary action, up to and including employment termination or academic dismissal if retaliation occurs.

AMENDED by the Administrative Regulations Approval Process, January 2, 2020

5.1.16 TITLE IX Sexual Harassment Policy

I. DEFINITIONS

1. **Actual Knowledge** means that an employee, student, or third-party informs the Title IX Coordinator or other Official with Authority of the alleged occurrence of alleged harassing, discriminatory, and/or retaliatory conduct. Actual knowledge compels the Maricopa County Community College District (MCCCD) to initiate action.
2. **Advisor** means a person chosen by a party or appointed by the institution to accompany the party to meetings related to the resolution process, to advise the party on that process, and to conduct cross-examination for the party at the hearing, if a hearing is held. This individual may be an MCCCD employee, a member of the community, or attorney (hired and paid for by a party).
3. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment or retaliation for engaging in a protected activity.
4. **Formal Complaint** means a document filed with the Title IX Coordinator/signed by a Complainant or signed by the Title IX Coordinator alleging against sexual

harassment or retaliation for engaging in a protected activity against a Respondent and requesting that the MCCCD investigate the allegation.

5. **Confidential Resource** means an employee who is not a Mandatory Reporter or an Official with Authority (irrespective of Clery Act Campus Security Authority status). At MCCCD, there is only one confidential resource. This confidential resource is the Ombudsman, who is located in the MCCCD Office of Public Stewardship.
6. **Day(s)** means a business day when the MCCCD is in normal operation.
7. **Education program or activity** means locations, events, or circumstances where MCCCD exercises substantial control over both the Respondent and the context in which the sexual harassment or discrimination occurs and also includes any building owned or controlled by a student organization that is officially recognized by the MCCCD.
8. **Final Determination of Responsibility** means a conclusion by preponderance of the evidence that the alleged conduct occurred, or did not occur, and whether it did, or did not, violate policy.
9. **Formal Grievance Process** means a method of formal resolution designated by MCCCD to address conduct that falls within the policies included below, and which complies with the requirements of 34 CFR Part 106.45.
10. **Grievance Process Pool** means any investigators, appeal officers, hearing administrators, and Advisors who may perform any or all of these roles (though not at the same time or with respect to the same case).
11. **Hearing Decision-maker** means a person who has decision-making and sanctioning authority within the MCCCD's Formal Title IX Grievance process.
12. **Investigator** means the person or persons charged by MCCCD with gathering facts about an alleged violation of this policy, assessing relevance and credibility, synthesizing the evidence, and compiling this information into an investigation report and file of directly related evidence.
13. **Mandatory Reporter** means an employee of MCCCD who is obligated by policy to share knowledge, notice, and/or reports of harassment, discrimination, and/or retaliation with the Title IX Coordinator. Mandatory reporters do not convey actual knowledge to the MCCCD. Mandatory Reporter under this policy does not diminish the requirement under Arizona state law to report alleged or suspected child abuse, elder abuse, and/or abuse of individuals with disabilities to appropriate officials, though these responsibilities may overlap with those who have mandatory\ reporter responsibility in this policy.
14. **Official with Authority (OWA)** means an employee of the MCCCD explicitly vested with the responsibility to implement corrective measures for harassment and/or retaliation on behalf of the MCCCD. Notice to an OWA of an allegation of sexual harassment as defined in this policy conveys actual knowledge to the MCCCD and triggers a responsibility to act.
15. **Parties** include the Complainant(s) and Respondent(s), collectively.
16. **Promptness** means the time period in which allegations are acted upon once MCCCD has received notice or a formal complaint. Typically, complaints can take 60-90 business days to resolve. There are always exceptions and extenuating circumstances that can cause a resolution to take longer, but MCCCD will avoid all undue delays within its control.
17. **Remedies** means post-finding actions directed to the Complainant and/or the community as mechanisms to address safety, prevent recurrence, and restore access to MCCCD's educational program.
18. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute harassment or discrimination based on a protected class; or retaliation for engaging in a protected activity. When the Respondent is a member of the MCCCD community, a grievance process may be available regardless of the status of the Complainant, who may or may not be a member of the MCCCD community.
19. **Resolution** means the result of an informal or formal grievance process.
20. **Sanction** means a consequence imposed by MCCCD on a Respondent who is found to have violated

this policy.

21. **Sexual Harassment** means the umbrella category including the offenses of sexual harassment, sexual assault, stalking, and dating violence and domestic violence.
22. **Title IX Coordinator** is at least one official designated by MCCCD to ensure compliance with Title IX and the MCCCD's Title IX program. References to the Coordinator throughout this policy may also encompass a designee of the Coordinator for specific tasks.
23. **Student** means any individual who is registered or enrolled for credit or non-credit bearing coursework, camps and other District-sponsored programs or activities, and who maintains an ongoing relationship with the MCCCD, which means the student is on leave (medical, administrative, or other documented leave of absence), but is not registered or taking classes at the time of the complaint being filed.
24. **Title IX Team** refers to the Title IX Coordinator, any deputy coordinators, and any member(s) of the Grievance Process Pool.

II. RATIONALE FOR POLICY

MCCCD is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from sexual harassment, discrimination on the basis of sex, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, MCCCD has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of sexual harassment, and for allegations of retaliation. MCCCD values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the grievance process during what is often a difficult time for all those involved.

III. TITLE IX COORDINATOR

Each MCCCD college has a designated Title IX Coordinator who oversees implementation of this policy. The Title IX Coordinator has the primary responsibility for coordinating MCCCD's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy.

The names and contact information for each college Title IX Coordinator can be found on the following page: https://district.maricopa.edu/consumer-information/title-ix/title-ix-coordinators. It is the responsibility of each of the MCCCD colleges' Vice Presidents of Student Affairs to ensure this list is up-to-date with correct information. The college Title IX Coordinators must act with independence and authority free from bias and conflicts of interest.

To raise any concern involving bias or conflict of interest by the college Title IX Coordinator, contact the Compliance Office in the Office of General Counsel by emailing compliance@domail.maricopa.edu. Concerns of bias or a potential conflict of interest by any other Title IX team member should be raised with the respective college Title IX Coordinator.

Reports of misconduct or discrimination committed by the college Title IX Coordinator should be reported to the college Human Resources Department. Reports of misconduct or discrimination committed by any other Title IX Team member should be reported to the respective college Title IX Coordinator.

IV. OFFICIALS WITH AUTHORITY AND MANDATORY REPORTERS

OFFICIALS WITH AUTHORITY

MCCCD has determined that the following administrators are Officials with Authority to address and correct sexual harassment and/or retaliation. In addition to the Title IX team members listed in Section 1. Definitions, these Officials with Authority listed below may also accept notice or complaints on behalf of the MCCCD. Knowledge on the part of an Official with Authority conveys actual knowledge to the MCCCD.

1. College/District Title IX Coordinator
2. Chancellor
3. Provost

4. General Counsel and Associate General Counsels
5. Chief Human Resources Officer
6. Chief Executive Officer
7. College Presidents
8. College Vice Presidents (at all levels)
9. Associate Vice Chancellors
10. Law enforcement
11. Athletic Directors
12. Directors (in any administrative area of a college or the District)

MANDATORY REPORTERS

The following classification of employees are mandatory reporters and are required to report actual or suspected discrimination or harassment to the respective college Title IX Coordinator or to the District Compliance Office for District employees. A Complainant who expects formal action in response to their allegations, but does not wish to contact the Title IX Coordinator should report their allegations to any mandatory reporter who can connect them with resources to report crimes and/or policy violations. Mandatory reporters will, within twenty-four (24) hours, refer reports to the Title IX Coordinator (and/or police, if desired by the Complainant), who will take action. Mandatory reporters must promptly (within twenty-four (24) hours) share with the Title IX Coordinator all known details of a report made to them in the course of their employment. The persons occupying the following positions are mandatory reporters. Knowledge to a mandatory reporter does not convey actual knowledge to the MCCCD.

1. Chancellor
2. Provost
3. General Counsel
4. Chief Human Resources Officer
5. Chief Workforce and Economic Development Officer
6. Chief Executive Officer
7. College Presidents
8. Associate Vice Chancellors
9. Director of Communications
10. Associate General Counsels
11. Supervisors/Managers/Directors (but not including division or department chairs)
12. College Vice Presidents, at all levels
13. Deans, at all levels
14. Athletic Directors/Coaches/Trainers
15. Law enforcement

Anonymous Notice to Mandated Reporters

A Complainant may request that the mandatory reporter provide notice to the Title IX Coordinator anonymously, without identification of the Complainant. A mandatory reporter cannot remain anonymous themselves. The MCCCD will investigate matters in which anonymous notice has been given to the extent possible, both to assess the underlying allegation(s) and to determine if supportive measures or remedies can be provided. However, anonymous notice typically limits the MCCCD's ability to investigate, respond, and provide remedies, depending on what information is shared. When a Complainant has made a request for anonymity, the Complainant's personally identifiable information may be withheld by a mandatory reporter, but all other details of the alleged incident(s) must be shared with the Title IX Coordinator. Supportive measures may be offered to the Complainant as the result of such disclosures without formal MCCCD action.

Failure of a mandatory reporter to report an incident of harassment or discrimination of which they become aware is a violation of MCCCD policy and the mandatory reporter may be subject to disciplinary action, up to and including termination, for failure to comply.

V. CONFIDENTIAL RESOURCES AND FEDERAL RESOURCES
A Complainant who wants to keep the details of an incident confidential may speak with:

- On-campus (Maricopa Community Colleges District Office) Office of Public Stewardship
- Off-campus (non-employees):
  - Licensed professional counselors and other medical providers
  - Local rape crisis counselors
  - Domestic violence resources
  - Local or state assistance agencies
  - Clergy/Chaplains
  - Attorneys

The Office of Public Stewardship will timely submit anonymous statistical information for Clery Act purposes unless they believe it would be harmful to their client.

External Inquiries may also be made to:
Office for Civil Rights,
Denver Office
U.S. Department of Education
Cesar E. Chavez Memorial Building
1244 Speer Boulevard, Suite 310
Denver, CO 80204-3582
Telephone: (303) 844-5695
Facsimile: (303) 844-4303
Email: OCR.Denver@ed.gov

VI. NOTICE/COMPLAINTS OF DISCRIMINATION, HARASSMENT, AND/OR RETALIATION
Notice or complaints of discrimination, harassment, and/or retaliation in violation of this policy may be made using any of the following options:

1) File a complaint with, or give verbal notice to, a college Title IX Coordinator or an Official with Authority. Such a report may be made at any time (including during non-business hours) by using the telephone number or email address, or by mail to the office address, listed for the Title IX Coordinator or any other official listed. Title IX Coordinators can be found on the following page: https://district.maricopa.edu/consumer-information/title-ix/title-ix-coordinators. It is the responsibility of each of the MCCCD college's Vice President of Student Affairs to ensure this list is up to date with correct information.

2) Report online, using the reporting form posted at https://district.maricopa.edu/consumer-information/reporting. Anonymous reports are accepted, but can give rise to a need to investigate. The MCCCD tries to provide supportive measures to all Complainants, which is impossible with an anonymous report when the name of the Complainant is not shared in the report. Since anonymous reporting carries no obligation to initiate a formal response and since the MCCCD respects a Complainant's requests to dismiss complaints, unless there is a compelling threat to health and/or safety, the matter will be dismissed.

A formal complaint is a document filed and signed by the Complainant or signed by the Title IX Coordinator alleging a policy violation by a Respondent and requesting that the MCCCD investigate the allegation(s). A complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information in the section immediately above, or as described in this section. As used in this paragraph, the phrase "document filed by a Complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the MCCCD) that contains the Complainant's physical or digital signature, which can include the Complainant's name on the email, or otherwise indicates that the Complainant is the person filing the complaint.

The Title IX Coordinator will contact the Complainant regarding any notice that is submitted in a form that does not comply with these requirements to ensure that it is filed correctly.

VII. SUPPORTIVE MEASURES

MCCCD will offer and implement appropriate and reasonable supportive measures to the parties upon notice of alleged harassment, discrimination, and/or retaliation.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties to restore or preserve access to the MCCCD's education program or activity, including measures designed to protect the safety of all parties, the MCCCD's educational environment, and/or deter sexual harassment, discrimination on the basis of sex, and/or retaliation.

The Title IX Coordinator shall make supportive measures available to the parties upon receiving notice of allegations or a formal complaint. There is no statute of limitations for filing a Title IX Complaint. The Title IX Coordinator works with the Complainant to ensure their wishes are considered with respect to the planned and implemented supportive measures.

The MCCCD will maintain the privacy of the supportive measures, provided that maintaining privacy does not impair the MCCCD's ability to provide the supportive measures. MCCCD will act to ensure as minimal an academic impact on the parties as possible. The MCCCD will implement measures in a way that does not unreasonably burden the other party.

These actions may include, but are not limited to:

1. Referral to counseling, medical, and/or other healthcare services
2. Referral to the Employee Assistance Program
3. Referral to community-based service providers
4. In-house visa and immigration assistance
5. Student financial aid counseling
6. Education to the community or community subgroup(s)
7. Altering work arrangements for employees or student-employees
8. Safety planning
9. Providing campus safety escorts
10. Implementing contact limitations (no contact orders) between the parties
11. Academic support, extensions of deadlines, or other course/program-related adjustments
12. Trespass orders, when applicable
13. Timely warnings under the Clery Act
14. Class schedule modifications, withdrawals, or leaves of absence
15. Increased security and monitoring of certain areas of the campus
16. Any other actions deemed appropriate by the Title IX Coordinator

Violations of no contact orders will be referred to appropriate student or employee conduct processes for enforcement and further discipline, as is necessary.

VIII. EMERGENCY REMOVAL

MCCCD can act to remove a Respondent entirely or partially from its education program/activities or MCCCD employment on an emergency basis when an individualized safety and risk analysis has determined that an immediate threat to the physical health or safety of any student or other individual justifies removal. This risk analysis is performed by the Title IX Coordinator in conjunction with the college or District Behavioral Intervention Team (also known as BIT/BAT/TAT/CARE, etc.) using its standard objective violence risk assessment procedures.

The Title IX Coordinator has sole discretion under this policy to implement or stay an emergency removal and to determine the conditions and duration. Violation of an emergency removal under this policy will be grounds for discipline, which may include expulsion from the MCCCD or termination from employment.

In all cases where an emergency removal is imposed:

1. The Respondent will be given written notice of the action. In the written notice will be the option to request to meet with the Title IX Coordinator as soon as reasonably possible, to show cause as to why the action/removal should not be implemented or should be modified. This meeting is not a hearing on the merits of the underlying Title IX allegations, but rather an administrative process intended to determine solely whether the emergency removal is appropriate.
2. The Respondent has three (3) days after the receipt of the emergency removal to request a meeting with the Title IX Coordinator. If the Respondent does not make such a request within the three (3) day time period, objection to the emergency removal is deemed waived.
3. The Respondent may be accompanied by an Advisor of their choosing in the Show Cause administrative meeting with the Title IX Coordinator.
4. The Respondent will be given access to a written summary of the basis for the emergency removal prior to the meeting to allow for adequate preparation. Such summary will be included in the notification letter regarding the emergency removal.
5. The Title IX Coordinator will issue a Show Cause Meeting Determination letter to the Respondent within two (2) days of the meeting taking place.
6. There is no appeal process for emergency removal decisions.
7. A Complainant and their Advisor may be permitted to participate in this meeting, as it is equitable to do so.
8. MCCCD will implement the least restrictive emergency actions possible in light of the circumstances and safety concerns.

For additional information regarding emergency removals, please see Emergency Removals.

IX. PRIVACY

Every effort is made by the MCCCD to preserve the privacy of a report under this policy.

For additional information regarding privacy and confidentiality under this policy, please see Privacy and Confidentiality.

X. JURISDICTION

This policy applies to all MCCCD educational programs and activities, and to conduct that takes place on the campus or on property owned or controlled by the MCCCD, at MCCCD-sponsored events, or in buildings owned or controlled by MCCCD's recognized student organizations. The Respondent must be a member of MCCCD's community in order for its policies to apply. Nevertheless, even when the Respondent is not a member of the MCCCD's community, supportive measures, remedies, and resources may be accessible to the Complainant by contacting the Title IX Coordinator.

This policy applies to the effects of off-campus misconduct that effectively deprive someone of access to MCCCD's educational programs. The MCCCD may also extend jurisdiction to off-campus and/or to online conduct when the Title IX Coordinator determines that the conduct affects a substantial MCCCD interest.

Regardless of where the conduct occurred, the MCCCD will address notice/complaints to determine whether the conduct occurred in the context of its employment or educational program or activity and/or has continuing effects on campus or in an off-campus sponsored program or activity.

A Title IX Coordinator may be able to provide guidance for a student or employee Complainant who experiences sexual harassment/discrimination in an externship, study abroad program, or other environment external to the MCCCD under the MCCCD's Student Conduct Code or employee conduct or nondiscrimination policies.

For additional information regarding the MCCCD jurisdiction over Title IX matters, please see Jurisdiction.

XI. TIME LIMITS ON REPORTING

There is no time limitation on providing notice/complaints to the Title IX Coordinator. However, if the Respondent is no longer subject to the MCCCD's jurisdiction and/or significant time has passed, the ability to investigate, respond, and provide remedies may be more limited or impossible.

Acting on notice/complaints significantly impacted by the passage of time (including, but not limited to, the rescission or revision of policy) is at the discretion of the Title IX Coordinator (except in cases where mandatory dismissal is required), who may document allegations for future reference, offer supportive measures and/or remedies, and/or engage in informal or formal action, as appropriate.

The MCCCD will apply the policy in place at the time of the alleged misconduct and the procedures in place at the time of the notice of alleged misconduct or complaint of sexual harassment.

XII. ONLINE HARASSMENT AND MISCONDUCT

This policy is written and should be interpreted broadly to include online and cyber manifestations of any of the behaviors prohibited below, when those behaviors occur in or have an effect on the MCCCD's education programs and activities or use MCCCD networks, technology, or equipment.

When harassing communications made on websites, social media, and other venues not controlled by the MCCCD are reported to the MCCCD pursuant to this policy the MCCCD will attempt to address and mitigate the effects of such communications. Any online postings or other electronic communication by students and employees, including cyber-bullying, cyber-stalking, cyber-harassment, etc., occurring completely outside of the MCCCD's control (e.g., not on MCCCD networks, websites, or between MCCCD email accounts) will only be subject to this policy when such online conduct can be shown to cause a substantial in-program disruption to the student's educational pursuit of MCCCD's educational programs and/or activities.

Off-campus harassing speech by employees, whether online or in person, may be regulated by the MCCCD only when such speech is made in an employee's official or work-related capacity, including where the speaker holds themselves out as employees of an MCCCD college or District office. Otherwise, such communications are considered speech protected by the First Amendment. Supportive measures for Complainants will be provided, but protected speech will not be subjected to discipline.

XIII. TITLE IX SEXUAL HARASSMENT

MCCCD has adopted the following definition of Title IX Sexual Harassment in order to address the unique environment of an academic community, which consists not only of employer and employees, but of students as well.

Acts of sexual harassment may be committed by any person upon any other person, regardless of the sex, sexual orientation, and/or gender identity of those involved.

Sexual Harassment, as an umbrella category, includes the offenses of sexual harassment/discrimination, sexual assault, domestic violence, dating violence, and stalking, and is defined as:

Conduct on the basis of sex that satisfies one or more of the following:

1) Quid Pro Quo:
    a. an employee of the MCCCD,
    b. conditions the provision of an aid, benefit, or service of the MCCCD,
    c. on an individual's participation in unwelcome sexual conduct; and/or
2) Sexual Harassment:
    a. unwelcome conduct,
    b. determined by a reasonable person,
    c. to be so severe, and
    d. pervasive, and,
    e. objectively offensive,
    f. that it effectively denies a person equal access to the MCCCD's education program or activity. Severity, pervasiveness, and objective offensiveness are evaluated based on the totality of the circumstances from the perspective of a reasonable person in the same or similar circumstances ("in the shoes of the Complainant"), including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced.

3) Sexual assault, defined as:
    a) Sex Offenses, Forcible:
        i) Any sexual act directed against another person,
        ii) without the consent of the Complainant,
        iii) including instances in which the Complainant is incapable of giving consent.
    b) Forcible Rape:
        i) Penetration,
        ii) no matter how slight,
        iii) of the vagina or anus with any body part or object, or
        iv) oral penetration by a sex organ of another person,
        v) without the consent of the Complainant.
    c) Forcible Sodomy:
        i) Oral or anal sexual intercourse with another person,
        ii) forcibly,
        iii) and/or against that person's will (non-consensually), or
        iv) not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age (under the age of 18) or because of temporary or permanent mental or physical incapacity.
    d) Sexual Assault with an Object:
        i) The use of an object or instrument to penetrate,
        ii) however slightly,
        iii) the genital or anal opening of the body of another person,
        iv) forcibly,
        v) and/or against that person's will (non-consensually),
        vi) or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
    e) Forcible Fondling:
        i) The touching of the private body parts of another person (buttocks, groin, breasts),
        ii) for the purpose of sexual gratification,
        iii) forcibly,
        iv) and/or against that person's will (non-consensually),
        v) or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
    f) Sex Offenses, Non-forcible:
        i) Incest:
            1) Non-forcible sexual intercourse,
            2) between persons who are related to each other,
            3) within the degrees wherein marriage is prohibited by Arizona law.
        ii) Statutory Rape:
            1) Non-forcible sexual intercourse,
            2) with a person who is under the Arizona statutory age of consent, which is the age of 18 years old.
4) Dating Violence, defined as:
    a. violence,
    b. on the basis of sex,
    c. committed by a person,
    d. who is in or has been in a social relationship of a romantic or intimate nature with the Complainant.
        i. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the

frequency of interaction between the persons involved in the relationship. For the purposes of this definition

ii. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

iii. Dating violence does not include acts covered under the definition of domestic violence.

5) Domestic Violence, defined as:
   a. violence,
   b. on the basis of sex,
   c. committed by a current or former spouse or intimate partner of the Complainant,
   d. by a person with whom the Complainant shares a child in common, or
   e. by a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner, or
   f. by a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of the state of Arizona or
   g. by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of the state of Arizona.

To categorize an incident as Domestic Violence, the relationship between the Respondent and the Complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

6) Stalking, defined as:
   a. engaging in a course of conduct,
   b. on the basis of sex,
   c. directed at a specific person, that would cause a reasonable person to fear for the person's safety, or the safety of others; or suffer substantial emotional distress.

   For the purposes of this definition—

   (i) Course of conduct means two or more acts, including, but not limited to, acts in which the Respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

   (ii) Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant.

   (iii) Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

MCCCD reserves the right to impose any level of sanction, ranging from a reprimand up to and including suspension or expulsion/termination, for any offense under this policy.

Force, Coercion, Consent, and Incapacitation:
As used in the offenses above, the following definitions apply:

Force: Force is the use of physical violence and/or physical imposition to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion that is intended to overcome resistance or produce consent.

Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Silence or the absence of resistance alone is not consent. Consent is not demonstrated by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-consent.

Coercion: Coercion is unreasonable pressure for sexual activity. Coercive conduct differs from seductive conduct based on factors such as the type and/or extent of the pressure used to obtain consent. When someone makes clear that they do not want to engage in certain sexual activity, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point may be coercive.

Consent is:

- knowing, and
- voluntary, and
- clear permission
- by word or action
- to engage in sexual activity.

Since individuals may experience the same interaction in different ways, it is the responsibility of each party to determine that the other has consented before engaging in the activity. No one under the age of consent in Arizona, specifically, 18 years old, can consent to sexual activity.

If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter, but clear communication from the outset is strongly encouraged.

For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied. For example, if someone kisses you, you can kiss them back (if you want to) without the need to explicitly obtain *their* consent to being kissed back.

Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, that sexual activity should cease within a reasonable time.

Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). A current or previous intimate relationship is not sufficient to constitute consent.

Proof of consent or non-consent is not a burden placed on either party involved in an incident. Instead, the burden remains on the MCCCD to determine whether its policy has been violated. The existence of consent is based on the totality of the circumstances evaluated from the perspective of a reasonable person in the same or similar circumstances, including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced.

Incapacitation: Incapacitation occurs when someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g., to understand the “who, what, when, where, why, or how” of their sexual interaction).

Incapacitation is determined through consideration of all relevant indicators of an individual’s state and is not synonymous with intoxication, impairment, blackout, and/or being drunk.

A person cannot consent if they are unable to understand what is happening or are disoriented, helpless, asleep, or unconscious, for any reason, including by alcohol or other drugs. As stated above, a Respondent violates this policy if they engage in sexual activity with someone who is incapable of giving consent.

It is a defense to a sexual assault policy violation that the Respondent neither knew nor should have known the Complainant to be physically or mentally incapacitated. “Should have known” is an objective, reasonable person standard which assumes that a reasonable person is both sober and exercising sound judgment.

This policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating drugs.

XIV. RETALIATION

Protected activity under this policy includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, assisting in providing information relevant to an investigation, and/or acting in good faith to oppose conduct that constitutes a violation of this policy.

Acts of alleged retaliation should be reported immediately to the Title IX Coordinator and will be promptly investigated. The MCCCD is prepared to take appropriate steps to protect individuals who fear that they may be subjected to retaliation.

It is prohibited for the MCCCD or any member of MCCCD's community to take materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and procedure.

Charges against an individual for Student Conduct Code violations that do not involve sex discrimination or sexual harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

The following do not constitute retaliation under this policy:

1. The exercise of rights protected under the First Amendment.
2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy and procedure. A determination regarding responsibility, alone, is not sufficient to conclude that any party has made a materially false statement in bad faith.

For additional information on prohibited retaliation, please see Retaliation.

XV. WHEN A COMPLAINANT DOES NOT WISH TO PROCEED

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the campus and to comply with state or federal law.

The Title IX Coordinator has ultimate discretion over whether the MCCCD proceeds when the complainant does not wish to do so. The Title IX Coordinator may sign a formal complaint to initiate a grievance process upon completion of an appropriate violence risk assessment. The Title IX Coordinator's decision to sign a formal complaint should be based on results of the violence risk assessment that show a compelling risk to health and/or safety that requires the MCCCD to pursue formal action to protect the community.

When the Title IX Coordinator executes the written complaint, they do not become the Complainant. The Complainant is the individual who is alleged to be the victim of conduct that could constitute a violation of this policy. The Complainant (or their Advisor) may have as much or as little involvement in the process as they wish. The Complainant retains all rights of a Complainant under this Policy irrespective of their level of participation. Typically, when the Complainant chooses not to participate, the Advisor may be appointed as proxy for the Complainant throughout the process, acting to ensure and protect the rights of the Complainant.

In cases in which the Complainant requests confidentiality/no formal action and the circumstances allow the MCCCD to honor that request, the MCCCD will offer supportive measures, and remedies to the Complainant and the community, but will not otherwise pursue formal action.

If the Complainant elects to take no action, they can change that decision if they decide to pursue a formal complaint at a later date. Upon making a formal complaint, a Complainant has the right, and can expect, to have allegations taken seriously by the MCCCD, and to have the incidents investigated and properly resolved through these procedures.

XVI. FEDERAL TIMELY WARNING OBLIGATIONS

Parties reporting sexual assault, domestic violence, dating violence, and/or stalking should be aware that under the Clery Act, MCCCD must issue timely warnings for incidents reported to them that pose a serious or continuing threat of bodily harm or danger to members of the campus community.

MCCCD will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the potential danger.

XVII. FALSE ALLEGATIONS AND EVIDENCE

Deliberately false and/or malicious accusations under this policy, as opposed to allegations which, even if erroneous, are made in good faith, are a serious offense and will be referred to either the Student Conduct Code or employee conduct policies for appropriate disciplinary action.

Additionally, witnesses and parties knowingly providing false evidence, tampering with or destroying evidence after being directed to preserve such evidence, or deliberately misleading an investigator or hearing Decision-maker will be subject to discipline under the appropriate student or employee policy as well as under this policy for providing false testimony.

XVIII. AMNESTY FOR COMPLAINANTS AND WITNESSES

The MCCCD community encourages the reporting of misconduct and crimes by Complainants and witnesses. Sometimes, Complainants or witnesses are hesitant to report to MCCCD officials or participate in grievance processes because they fear that they themselves may be in violation of certain policies, such as underage drinking or use of illicit drugs at the time of the incident. Respondents may hesitate to be forthcoming during the process for the same reasons.

It is in the best interests of the MCCCD community that Complainants choose to report misconduct to MCCCD officials, that witnesses come forward to share what they know, and that all parties be forthcoming during the process. To encourage reporting and participation in the process, MCCCD maintains a policy of offering parties and witnesses amnesty from minor policy violations, such as underage consumption of alcohol or the use of illicit drugs related to the incident being reported.

Amnesty does not apply to more serious allegations such as physical abuse of another or illicit drug distribution. A decision not to offer amnesty to a Respondent should not be based on sex nor gender, but should take into account the rationale for amnesty. The incentive to report serious misconduct is rarely applicable to Respondents with respect to a Complainant.

MCCCD maintains a policy of amnesty for students who offer help to others in need via bystander intervention. While policy violations cannot be overlooked, MCCCD may provide purely educational options with no official disciplinary finding, rather than punitive sanctions, to those who offer their assistance to others in need.

XIX. FEDERAL STATISTICAL REPORTING OBLIGATIONS

Certain campus officials – those deemed Campus Security Authorities – have a duty to report the following for federal statistical reporting purposes (Clery Act):

a) All "primary crimes," which include homicide, sexual assault, robbery, aggravated assault, burglary, motor vehicle theft, and arson;
b) Hate crimes, which include any bias motivated primary crime as well as any bias motivated larceny or theft, simple assault, intimidation, or destruction/damage/vandalism of property;
c) VAWA based crimes, which include sexual assault, domestic violence, dating violence, and stalking (VAWA is the Violence Against Women Act, enacted in 1994 codified in part at 42 U.S.C. sections 13701 through 14040); and
d) Arrests and referrals for disciplinary action for weapons-related law violations, liquor-related law violations, and drug abuse-related law violations.

All personally identifiable information is kept private, but statistical information must be passed along to campus law enforcement regarding the type of incident and its general location (on or off-campus or in the surrounding area, but no addresses are given) for publication in the Annual Security Report and daily campus crime log.

Campus Security Authorities include: presidents, vice-presidents, student affairs/student conduct staff, campus law enforcement/public safety, local police, coaches, athletic directors, student activities staff, human resources staff, Advisors to student organizations, and any other official with significant responsibility for student and campus activities.

XX. ALLEGED VIOLATIONS OF THE TITLE IX POLICY

1. Overview

MCCCD will act on any formal or informal notice/complaint of violation of the Title IX Sexual Harassment policy ("the Policy") that is received by the Title IX Coordinator or any other Official with Authority by applying these procedures.

The procedures below apply **only** to qualifying allegations of sexual harassment (including sexual assault, dating violence, domestic violence, and stalking, as defined in Section XIII) involving MCCCD students, staff, administrator, or faculty members.

Unionized/other categorized employees are subject to the terms of their agreements/employees' rights to the extent those agreements do not conflict with this policy.

2. Notice/Complaint

Upon receipt of a complaint or notice to the Title IX Coordinator of an alleged violation of this Policy, MCCCD will initiate a prompt initial assessment to determine the next steps. The Title IX Coordinator will initiate at least one of three responses:

1) Offering supportive measures because the Complainant does not want to proceed formally;

2) Offering supportive measures and initiating an informal resolution; or

3) Offering supportive measures and initiating a Formal Grievance Process including an investigation and a hearing to determine whether or not the Policy has been violated.

3. Initial Assessment

Following receipt of notice or a complaint of an alleged violation of this Policy, the Title IX Coordinator (or designee) will engage in an initial assessment, which is typically one (1) to five (5) business days in duration.

For more information related to the Initial Assessment, please see The Investigative Process.

4. Emergency Removal

In the event an emergency removal is considered, the Title IX Coordinator will follow the procedures outlined in Section VIII of this policy.

5. Dismissal (Mandatory and Discretionary)

Mandatory Dismissal: The Title IX Coordinator **must** dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:

1) The conduct alleged in the formal complaint would not constitute sexual harassment as defined in the Policy hereinabove, even if proved; and/or

2) The conduct did not occur in an educational program or activity controlled by MCCCD (including buildings or property controlled by recognized student organizations), and/or MCCCD does not have control of the Respondent; and/or

3) The conduct did not occur against a person in the United States.

Any conduct alleged in the formal complaint that is dismissed under the first (1st) provision above will be referred by the Title IX Coordinator to the Student Code of Conduct administrator (for student Respondents) or the college or district

Human Resources administrator (for employee/third party Respondents). Referrals shall take place within three (3) days of the date of the Dismissal Letter being mailed to the parties.

Discretionary Dismissal: The Title IX Coordinator **may** choose to dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing:

1) A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein. A Complainant who decides to withdraw a complaint may later request to reinstate it or refile it; or

2) The Respondent is no longer enrolled in or employed by the MCCCD; or

3) Specific circumstances prevent MCCCD from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon any dismissal, MCCCD will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the parties.

Both mandatory and discretionary dismissal decisions are appealable by any party under the procedures for appeal below.

6. Counterclaims
MCCCD is obligated to ensure that the grievance process is not abused for retaliatory purposes. MCCCD permits the filing of counterclaims but uses an initial assessment, described above, to assess whether the allegations in the counterclaim are made in good faith. Counterclaims made with retaliatory intent will not be permitted and may constitute a violation of this policy.

Counterclaims determined to have been reported in good faith will be processed using the grievance procedures below. Investigation of such claims may take place after resolution of the underlying initial allegation, in which case a delay may occur.

Counterclaims may also be resolved through the same investigation as the underlying allegation, at the discretion of the Title IX Coordinator.

7. Right to an Advisor
The parties may each have an Advisor of their choice. The Advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the resolution process. The parties may choose Advisors from inside or outside of the MCCCD community. The Advisor may be present with the Complainant or Respondent for all of their meetings and interviews within the resolution process, if they so choose.

The parties may select whoever they wish to serve as their Advisor as long as the Advisor is eligible and available. “Available” means the party agrees to act as Advisor and has no conflict of interest in doing so. Also, the Advisor cannot have institutionally conflicting roles, such as being a Title IX administrator who has an active role in the matter, or a supervisor who must monitor and implement sanctions.

Choosing an Advisor who is also a witness in the process creates potential for bias and conflict-of-interest. A party who chooses an Advisor who is also a witness can anticipate that issues of potential bias will be explored by the hearing Decision-maker.

If the parties choose an Advisor from the pool available from the MCCCD, the Advisor will be trained by the MCCCD and be familiar with the MCCCD’s resolution process. If the parties choose an Advisor from outside the pool of those identified by the MCCCD, the Advisor may not have been trained by the MCCCD and may not be familiar with MCCCD policies and procedures.

Parties also have the right to choose not to have an Advisor in the initial stages of the resolution process, prior to a

hearing. If either party chooses not to have an Advisor present in the initial stages of the resolution process, this choice will be documented in the record of the case.

For more information regarding the training received by an Advisor, please see Advisors FAQ.

a. Advisors in Hearings/MCCCD-Appointed Advisor

Under U.S. Department of Education regulations applicable to Title IX, cross-examination is required during the hearing, but must be conducted by the parties' Advisors. The parties are not permitted to directly cross-examine each other or any witnesses. If a party does not have an Advisor for a hearing, MCCCD will appoint a trained Advisor for the limited purpose of conducting cross-examination.

A party may reject this appointment and choose their own Advisor, but they may not proceed with the hearing without an Advisor. If the party's Advisor will not conduct cross-examination, MCCCD will appoint an Advisor who will do so thoroughly, regardless of the participation or non-participation of the advised party in the hearing itself. Extensive questioning of the parties and witnesses may also be conducted by the Decision-maker during the hearing.

b. Pre-Interview Meetings

Advisors may request to meet with the administrative officials conducting interviews/meetings in advance of these interviews or meetings. In order for a pre-interview meeting to be held it must be requested by the Advisor. This pre-meeting allows Advisors to clarify and understand their role and MCCCD's policies and procedures. A pre-interview meeting is not mandatory.

c. Advisor Violations of MCCCD Policy

All Advisors are subject to the same MCCCD policies and procedures, whether they are attorneys or not. Advisors are expected to advise without disrupting proceedings. Advisors may not address MCCCD officials in a meeting or interview unless invited to do so (e.g., asking procedural questions). The Advisor may not speak on behalf of their advisee during any meeting or proceeding and may not speak on behalf of the advisee to the investigator(s) or other Decision-maker except during a hearing proceeding, during cross-examination.

The parties are expected to respond to questions on their own behalf throughout the investigation phase of the resolution process. Although the Advisor generally may not speak on behalf of their advisee, the Advisor may consult with their advisee, either privately as needed, or by conferring or passing notes during any resolution process meeting or interview. For longer or more involved discussions, the parties and their Advisors should ask for breaks to allow for private consultation.

Any Advisor who oversteps their role as defined by this policy will be warned only once. If an Advisor continues to disrupt or otherwise fails to respect the limits of the Advisor role, the meeting will be ended, or other appropriate measures implemented. Subsequently, the Title IX Coordinator will determine how to address the Advisor's non-compliance and future role.

d. Sharing Information with the Advisor

Parties may share documentation and evidentiary information directly with their Advisor or other individuals if they wish. Doing so may help the parties participate more meaningfully in the resolution process.

MCCCD also provides a consent form (FERPA authorization to release) that authorizes the MCCCD to share such information directly with a party's Advisor. The parties must either complete and submit this form to the Title IX Coordinator or provide similar documentation demonstrating consent to a release of information to the Advisor before MCCCD is able to share records with an Advisor.

The MCCCD will not comply with any party's request that all communications be made through their attorney Advisor.

e. Privacy of Records Shared with Advisor

Advisors are expected to maintain the privacy of the records shared with them. These records may not be shared with third parties, disclosed publicly, or used for purposes not explicitly authorized by MCCCD. MCCCD may seek to restrict the role of any Advisor who does not respect the sensitive nature of the process or who fails to abide by the MCCCD's privacy expectations.

f. Expectations of an Advisor

The MCCCD expects an Advisor to adjust their schedule to allow them to attend MCCCD meetings when planned. At the sole discretion of the Title IX Coordinator, scheduled meetings may be changed to accommodate an Advisor's inability to attend, if doing so does not cause an unreasonable delay. A Title IX Coordinator's decision as to whether to change meeting dates and times is final.

MCCCD may also make reasonable provisions to allow an Advisor who cannot attend in person to attend a meeting by telephone, video conferencing, or other similar technologies as may be convenient and available.

g. Expectations of the Parties with Respect to Advisors

A party may elect to change Advisors during the process and is not obligated to use the same Advisor throughout. The parties are expected to inform the Investigator(s) of the identity of their Advisor at least two (2) business days before the date of their first meeting with Investigators (or as soon as possible if a more expeditious meeting is necessary or desired).

The parties are expected to provide timely notice to the Title IX Coordinator if they change Advisors at any time. It is assumed that if a party changes Advisors, consent to share information with the previous Advisor is terminated, and a release for the new Advisor must be secured. Parties are expected to inform the Title IX Coordinator of the identity of their hearing Advisor at least two (2) business days before the hearing.

8. Resolution Processes

Resolution proceedings are private. All persons present at any time during the resolution process are expected to maintain the privacy of the proceedings in accordance with MCCCD policy. While there is an expectation of privacy around what Investigators share with parties during interviews, the parties have discretion to share their own knowledge and evidence with others if they so choose. MCCCD encourages parties to discuss this topic with their Advisors before doing so.

9. Formal Grievance Process

The Formal Grievance Process relies on a pool of administrators ("the Pool") to carry out the process. Members of the Pool are announced in an annual distribution of this policy to all students, parents/guardians of students, employees, prospective students, and prospective employees. They are also listed in the Annual Title IX Report published by the Title IX Office.

For more information regarding the Formal Grievance Pool—including selection, training, and responsibilities—please see Formal Grievance Pool.

10. Formal Grievance Process: Notice of Investigation and Allegations

The Title IX Coordinator will provide written notice of allegations (the "NOA") to the Respondent upon commencement of the Formal Grievance Process. This facilitates the Respondent's ability to prepare for the interview and to identify and choose an Advisor to accompany them. The NOA is also copied to the Complainant, who is to be given advance notice of when the NOA will be delivered to the Respondent.

The NOA will include:

- A meaningful summary of all of allegations,
- The identity of the involved parties (if known),
- The precise misconduct being alleged,
- The date and location of the alleged incident(s) (if known),

- The specific policies implicated,
- A statement of the potential sanctions/responsive actions that could result,
- A statement that the MCCCD presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination,
- A statement that determinations of responsibility are made at the conclusion of the process and that the parties will be given an opportunity to inspect and review all directly related and/or relevant evidence obtained during the review and comment period,
- A statement about the MCCCD's policy on retaliation,
- Information on the need for each party to have an Advisor of their choosing and suggestions for ways to identify an Advisor,
- A statement informing the parties that the MCCCD's policy prohibits knowingly making false statements, including knowingly submitting false information during the resolution process,
- Detail on how the party may request disability accommodations during the interview process,
- A suggested date and time for an initial meeting (proper time will be given to allow for the selection of an Advisor)
- The name(s) of the Investigator(s), along with a process to identify, in advance of the interview process, to the Title IX Coordinator any conflict of interest that the Investigator(s) may have, and
- An instruction to preserve any evidence that is directly related to the allegations.

Amendments and updates to the NOA may be made as the investigation progresses and more information becomes available regarding the addition or dismissal of various charges.

Notice will be made in writing and will be sent via electronic mail to the MCCCD-issued email account and mailed via regular mail to the local or permanent address as indicated in official MCCCD records. Notice is presumed to have been given upon emailing the NOA to the Respondent's MCCCD-owned email address. The NOA will also be placed in regular mail, postage pre-paid.

11. Resolution Timeline

The MCCCD will make a good faith effort to complete the resolution process within a sixty-to-ninety (60-90) business day time period, including appeal, which can be extended as necessary for appropriate cause by the Title IX Coordinator, who will provide notice and rationale for any extensions or delays to the parties as appropriate, as well as an estimate of how much additional time will be needed to complete the process.

12. Appointment of Investigators

Once the decision to commence a formal investigation is made, the Title IX Coordinator shall appoint a team of two (2) investigators to investigate the allegations. Appointment of investigators typically occurs within two (2) business days of determining that an investigation should proceed.

13. Ensuring Impartiality

Any individual materially involved in the administration of the resolution process may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent. The Title IX Coordinator will vet the assigned Investigator(s) to ensure impartiality by ensuring there are no actual or apparent conflicts of interest or disqualifying biases. The parties may, at any time during the resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. The Title IX Coordinator's decision allegations of bias or conflict of interest is final.

The Formal Grievance Process involves an objective evaluation of all relevant inculpatory and exculpatory evidence obtained. Credibility determinations may not be based solely on an individual's status or participation as a Complainant, Respondent, or witness.

A Respondent is presumed not to be responsible for the reported misconduct unless and until the Respondent is determined to be responsible for a policy violation by the applicable preponderance of the evidence standard.

14. Delays in the Investigation Process and Interactions with Law Enforcement

The MCCCD may undertake a short delay in its investigation (several days) if the following circumstances require: a

request from law enforcement to temporarily delay the investigation, the need for language assistance, the absence of parties and/or witnesses, and/or accommodations for disabilities or health conditions, or such circumstances as determined by the Title IX Coordinator in their sole discretion.

The MCCCD will communicate in writing the anticipated duration of the delay and reason to the parties and provide the parties with status updates if necessary. The MCCCD will promptly resume its investigation and resolution process as soon as feasible. During such a delay, MCCCD will implement supportive measures, as deemed appropriate.

The MCCCD's action(s) are not typically altered or precluded on the grounds that civil or criminal charges involving the underlying incident(s) have been filed or that criminal charges have been dismissed or reduced.

15. The Investigation Process
All investigations should be thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with all relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary. Either party may submit a written statement to the Title IX Coordinator outlining their position on the allegations.

All parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence and expert witnesses (at their own expense), and to fully review and respond to all evidence on the record.

For additional information regarding steps in the investigative process, please see Investigative Process.

16. Role and Participation of Witnesses in the Investigation
Witnesses (as distinguished from the parties) who are employees or students of the MCCCD are expected to cooperate with and participate in the MCCCD's investigation and resolution process. Failure of such witnesses to cooperate with and/or participate in the investigation or resolution process constitutes a violation of this policy and may warrant discipline.

While in-person interviews for parties and all potential witnesses are ideal, circumstances (e.g., study abroad, summer break) may require individuals to be interviewed remotely. Skype, Zoom, FaceTime, WebEx, or similar technologies may be used for interviews if the Investigator(s) determine that timeliness or efficiency dictate a need for remote interviewing. MCCCD will take appropriate steps to reasonably ensure the security/privacy of remote interviews.

Witnesses may also provide written statements in addition to being interviewed.

17. Recording of Interviews
No audio or video recording of any kind is permitted during investigation meetings.

18. Evidentiary Considerations in the Investigation
The investigation does not consider:

1) incidents not directly related to the possible violation, unless they evidence a pattern;

2) the character of the parties; or

3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

19. Referral for Hearing
The Title IX Coordinator will refer the matter for a hearing, once the final investigative report is shared with the parties.

The hearing cannot be less than ten (10) business days from the conclusion of the investigation, when the final investigation report is made available to the Parties and the Decision-maker for review and comment, unless all parties,

and the Decision-maker agrees to an expedited timeline. This agreement must be in writing.

The Title IX Coordinator will select a Decision-maker that is hired from a list of approved attorneys for any hearing held under the Title IX policy.

20. Hearing Decision-maker Composition
The MCCCD will designate a single decision-maker. The single Decision-maker will also be the Chair of the hearing. The Decision-maker will not have had any previous involvement with the investigation. The Decision-maker is an out-sourced position. The Decision-maker will not be an MCCCD employee. The Decision-maker will have had no previous involvement in the matter at hand.

21. Evidentiary Considerations in the Hearing
Any evidence that the Decision-maker determines is relevant and credible may be considered. The hearing does not consider:

1) incidents not directly related to the possible violation, unless they evidence a pattern;

2) the character of the parties; or

3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

Previous disciplinary action of any kind involving the Respondent may be considered in determining an appropriate sanction upon a determination of responsibility. This information is only considered at the sanction stage of the process.

The parties, if they so choose, may submit a written impact statement prior to the hearing for the consideration of the Decision-maker at the sanction stage of the process when a determination of responsibility is reached.

After post-hearing deliberation, the Decision-maker renders a determination based on the preponderance of the evidence--whether it is more likely than not that the Respondent violated the policy as alleged.

22. Notice of Hearing
No less than ten (10) business days prior to the hearing, the Title IX Coordinator will send notice of the hearing to the parties via email to the individual MCCCD-issued email address. Once emailed, notice will be presumptively delivered.

The notice will contain:

1. A description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable procedures, and a statement of the potential sanctions/responsive actions that could result.
2. The time, date, and location of the hearing and a reminder that attendance is mandatory, superseding all other campus activities. Thoroughness and fairness are the primary FOCI of any Title IX hearing process. Hearings are generally scheduled for two (2) hours, but can be extended, as needed at the discretion of the Decision-maker, to ensure that both parties are able to present the information relevant to their position. (e.g., complicated fact pattern, numerous witnesses, etc.).
3. Any technology that will be used to facilitate the hearing.
4. A list of all those who will attend the hearing, along with an invitation to object to the Decision-maker on the basis of demonstrated bias. This must be raised with the Title IX Coordinator at least two (2) business days prior to the hearing.
5. Information on how the hearing will be recorded and on access to the recording for the parties after the hearing.
6. A statement that if any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence. For compelling reasons, the Decision-maker may reschedule the hearing.
7. Notification that the parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The party must notify the Title IX

Coordinator if they do not have an Advisor, and the MCCCD will appoint one. Each party must have an Advisor present. There are no exceptions.

8. An invitation to each party to submit to the Decision-maker an impact statement. Pre-hearing that the Decision-maker will review during any sanction determination.
9. An invitation to contact the Title IX Coordinator to arrange any disability accommodations, language assistance, and/or interpretation services that may be needed at the hearing, at least seven (7) business days prior to the hearing.
10. Direction that the parties may not bring mobile phones/devices into the hearing.

Hearings for possible violations that occur near or after the end of an academic term (assuming the Respondent is still subject to this policy) and are unable to be resolved prior to the end of term will typically be held immediately after the end of the term or during the summer, as needed, to meet the resolution timeline followed by the MCCCD and remain within the 60-90 business day goal for resolution.

In these cases, if the Respondent is a graduating student, a hold may be placed on graduation and/or official transcripts until the matter is fully resolved (including any appeal). A student facing charges under this policy is not in good standing to graduate.

23. Virtual Hearings

All hearings will occur virtually by use of technology, specifically WebEx or Zoom technology. Each party will be located in a separate room from the Decision-maker, but will be able to see and hear each other. Witnesses will testify in the same room as the Decision-maker, but not the room where the parties and their Advisors sit. The Title IX Coordinator will arrange to use technology to allow remote testimony without compromising the fairness of the hearing.

24. Pre-Hearing Preparation

The Decision-maker, or designee, after any necessary consultation with the parties, Investigator(s) and/or Title IX Coordinator, will provide the names of persons who will be participating in the hearing, all pertinent documentary evidence, and the final investigation report to the parties at least ten (10) business days prior to the hearing. During the ten (10) business day period prior to the hearing, the parties have the opportunity to review and comment on the final investigation report and available evidence.

The Decision-maker, or designee will also provide the parties a copy of the pre-hearing preparation checklist/document. A copy of the pre-hearing preparation checklist/document may be found on the MCCCD's Title IX webpage: https://district.maricopa.edu/consumer-information/title-ix/

25. Hearing Procedures

At the hearing, the Decision-maker has the authority to hear and make determinations on all allegations of sexual harassment and/or retaliation and may also hear and make determinations on any additional alleged policy violations that have occurred in concert with the discrimination, harassment, and/or retaliation, even though those collateral allegations may not specifically fall within the Title IX policy.

Participants at the hearing will include the Decision-maker, the hearing facilitator, the Investigator(s) who conducted the investigation, the parties, Advisors to the parties, any called witnesses, the Title IX Coordinator and anyone providing authorized accommodations or assistive services.

The Decision-maker will answer all questions of procedure. Anyone appearing at the hearing to provide information will respond to questions on their own behalf.

The Decision-maker will allow witnesses who have relevant information to appear at a portion of the hearing in order to respond to specific questions from the Decision-maker and the parties and will then be excused from attendance.

26. Joint Hearings

In hearings involving more than one Respondent or in which two (2) or more Complainants have accused the same

individual of substantially similar conduct, the parties may agree to hear the allegations jointly. All parties must agree to a joint hearing. If one party does not agree, the default will be to hold the hearings separately.

In joint hearings, separate determinations of responsibility will be made for each Respondent with respect to each alleged policy violation.

27. Refusal to Submit to Cross-Examination and Inferences

The Decision-maker may not draw any inference solely from a party's or witness's absence from the hearing or refusal to answer cross-examination or other questions.

If charges of policy violations other than sexual harassment are considered at the same hearing, the Decision-maker may consider all evidence it deems relevant.

If a party's Advisor of choice refuses to comply with MCCCD's established rules of decorum for the hearing, MCCCD may require the party to use a different Advisor. If a MCCCD-provided Advisor refuses to comply with the rules of decorum, the Title IX Coordinator may provide that party with a different Advisor to conduct cross-examination on behalf of that party.

28. Recording Hearings

Hearings (but not deliberations) are recorded by MCCCD for purposes of review in the event of an appeal. The parties may not record the proceedings and no other unauthorized recordings are permitted.

The Decision-maker, the parties, their Advisors, and appropriate administrators of the MCCCD will be permitted to listen to the recording in a controlled environment determined by the Title IX Coordinator. No person will be given a copy or be allowed to make a copy of the recording.

29. Deliberation, Decision-making, and Standard of Proof

The Decision-maker will deliberate alone to determine, by a preponderance of the evidence, whether the Respondent is responsible or not responsible for the policy violation(s) in question. The deliberation period is not to exceed five (5) days. The Decision-maker may consider the previously submitted party impact statements in determining appropriate sanction(s), when there is a finding of responsibility as to one or more of the allegations.

The Decision-maker will ensure that each of the parties has an opportunity to review any impact statement submitted by the other party(ies). The Decision-maker may--at their discretion--consider the statements, but they are not binding.

The Decision-maker will then prepare a written deliberation statement and deliver it to the Title IX Coordinator, detailing the determination, rationale, the evidence used in support of its determination, the evidence disregarded, credibility assessments, and any sanctions. This report typically should not exceed three (3) to five (5) pages in length and must be submitted electronically to the Title IX Coordinator within two (2) business days of the end of deliberations, unless the Title IX Coordinator grants an extension. If an extension is granted, the Title IX Coordinator will notify the parties in writing of the extension.

30. Notice of Outcome

Using the deliberation statement, the Title IX Coordinator will prepare a Notice of Outcome, which shall include the final determination, rationale, and any applicable sanction(s). The Title IX Coordinator will then provide the Notice of Outcome to the parties and their Advisors within five (5) business days of receiving the Decision-maker's deliberation statement. The Notice of Outcome must be shared with the parties simultaneously.

Notification will be made in writing and will be mailed to the local or permanent address of the parties as indicated in official MCCCD records, or emailed to the parties' MCCCD-issued email or otherwise approved account. Once mailed, emailed, and/or received in-person, notice will be presumptively delivered.

For more information about the Notice of Outcome Letter, please see Notice of Outcome.

31. Sanctions

Factors considered when determining a sanction/responsive action may include, but are not limited to:

1. The nature, severity of, and circumstances surrounding the violation(s)
2. The Respondent's disciplinary history
3. Previous allegations or allegations involving similar conduct
4. The need for sanctions/responsive actions to bring an end to the discrimination, harassment, and/or retaliation
5. The need for sanctions/responsive actions to prevent the future recurrence of discrimination, harassment, and/or retaliation
6. The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the community
7. Any other information deemed relevant by the Decision-maker

The sanctions will be implemented as soon as is feasible, either upon the outcome of any appeal or the expiration of the window to appeal without an appeal being requested.

The sanctions described in this policy are not exclusive of, and may be in addition to, other actions taken or sanctions imposed by external authorities.

a. Student Sanctions

The following are the usual sanctions that may be imposed upon students or organizations singly or in combination:

1. *Warning:* A formal statement that the conduct was unacceptable and a warning that further violation of any MCCCD policy, procedure, or directive will result in more severe sanctions/responsive actions.
2. *Required Counseling:* A mandate to meet with and engage in external counseling to better comprehend the misconduct and its effects.
3. *Probation:* A written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions in the event that the student is found in violation of any institutional policy, procedure, or directive within a specified period of time. Terms of the probation will be articulated and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders, and/or other measures deemed appropriate.
4. *Suspension:* Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met. Students who return from suspension are automatically placed on probation through the remainder of their tenure as a student at MCCCD.
5. *Expulsion:* Permanent termination of student status and revocation of rights to be on any MCCCD campus for any reason or to attend MCCCD-sponsored events.
6. *Withholding Diploma*: MCCCD may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities if the student has an allegation pending or as a sanction if the student is found responsible for an alleged violation.
7. *Revocation of Degree:* MCCCD reserves the right to revoke a degree previously awarded from MCCCD for fraud, misrepresentation, and/or other violation of MCCCD policies, procedures, or directives in obtaining the degree, or for other serious violations committed by a student prior to graduation.
8. *Organizational Sanctions*: Deactivation, loss of recognition, loss of some or all privileges (including MCCCD registration) for a specified period of time.
9. *Other Actions:* In addition to or in place of the above sanctions, MCCCD may assign any other sanctions as deemed appropriate.

b. Employee Sanctions

Responsive actions for an employee who has engaged in harassment, discrimination, and/or retaliation include:

1. Warning – Verbal or Written
2. Performance Improvement/Management Process
3. Required Counseling
4. Required Training or Education

5. Probation
6. Loss of Annual Pay Increase
7. Loss of Oversight or Supervisory Responsibility
8. Demotion
9. Suspension with pay
10. Suspension without pay
11. Termination
12. Other Actions: In addition to or in place of the above sanctions, the MCCCD may assign any other sanctions as deemed appropriate.

32. Withdrawal or Resignation While Charges Pending

Students: If a student is a Respondent in a pending matter alleging a violation of the Title IX policy, the MCCCD may place a hold on a student's ability to graduate and/or to receive an official transcript/diploma.

Should a student decide to not participate in the resolution process, the process proceeds absent their participation to a reasonable resolution. Should a student Respondent permanently withdraw from the MCCCD, the resolution process ends, as the MCCCD no longer has disciplinary jurisdiction over the withdrawn student. A student who withdraws or leaves while the process is pending may not return to any MCCCD college. Such exclusion applies to all campuses of MCCCD. A hold will be placed on their ability to be readmitted. They may also be barred from MCCCD property and/or events.

However, MCCCD will continue to address and remedy any systemic issues, variables that may have contributed to the alleged violation(s), and any ongoing effects of the alleged harassment, discrimination, and/or retaliation.

During the resolution process, MCCCD may put a hold on a responding student's educational record that a disciplinary matter is pending.

Employees: Should an employee Respondent resign with unresolved allegations pending, the resolution process ends, as MCCCD no longer has disciplinary jurisdiction over the resigned employee. The employee who resigns with unresolved allegations pending is not eligible for rehire with any MCCCD or any campus of the MCCCD, and the records retained by the Title IX Coordinator will reflect that status. Human Resources should also be notified and make the appropriate notation on its list of people who are not permitted to be rehired.

However, MCCCD will continue to address and remedy any systemic issues, variables that contributed to the alleged violation(s), and any ongoing effects of the alleged harassment or discrimination.

All MCCCD responses to future inquiries regarding employment references for that individual will include that the former employee resigned during a pending disciplinary matter.

33. Appeals

Any party may file a Request for Appeal by submitting such a request in writing to the Title IX Coordinator within five (5) days of the delivery of the Notice of Outcome Letter. Once the five (5) days have passed, the matter will be deemed closed.

The request for appeal will be forwarded to the Provost or Chief Academic Officer for the MCCCD, acting as the Appeal Chair, for consideration to determine if the request meets the grounds for appeal.

a. Grounds for Appeal

Appeals are limited to the following grounds:

(A) Procedural irregularity that affected the outcome of the matter;

(B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

(C) An allegation that the Title IX Coordinator, Investigators, or Decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that affected the outcome of the matter.

The Appeal Chair will deny any request for appeal that does not meet the grounds in this policy and will notify the parties and their Advisors in writing of the denial and the rationale. Denials based on lack of grounds shall be communicated to the requesting party within five (5) days of the request for appeal being received by the Appeal Chair.

If any of the grounds in the Request for Appeal meet the grounds in this policy, then the Appeal Chair will:

1. Notify the other party(ies) and their Advisors, the Title IX Coordinator, and, when appropriate, the investigators and/or the original Decision-maker.
2. Provide the other party(ies) and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker a copy of the appeal request with the approved grounds outlined.
3. Provide the other party(ies) and their Advisors, the Title IX Coordinator, and when appropriate, the investigators and/or the original Decision-maker five (5) days to submit a response to the portion of the appeal that was approved and involves them.
4. Collect any additional information needed and all documentation regarding the approved grounds and the subsequent responses and render a decision in no more than fifteen (15) days from the date the Request for Appeal was filed, barring exigent circumstances. All decisions apply the preponderance of the evidence.
5. Prepare a Notice of Appeal Outcome letter and send it to all parties simultaneously, which includes the decision on each approved ground and rationale for each decision. The Notice of Appeal Outcome letter will also outline specific instructions for remand or reconsideration of any sanction imposed by the Decision-maker, which MCCCD is permitted to share according to state or federal law.

The Notice of Appeal Outcome letter will be mailed to the local or permanent address of the parties as indicated in official institutional records and emailed to the parties' MCCCD-issued email or otherwise approved account. Notice is presumed to have been made once the letter is emailed.

b. Sanctions Status During the Appeal

Any sanctions imposed as a result of the hearing are stayed during the appeal process. Supportive measures may be continued or reinstated, subject to the supportive measures procedure in Section VII of this policy.

MCCCD may still place holds on official transcripts, diplomas, graduations, and course registration pending the outcome of an appeal when the original sanctions included separation.

34. Long-Term Remedies/Other Actions

Following the conclusion of the resolution process, and in addition to any sanctions implemented, the Title IX Coordinator may implement additional long-term remedies or actions with respect to the parties and/or the campus community that are intended to stop the harassment, and/or retaliation, remedy the effects, and prevent reoccurrence.

These remedies/actions may include, but are not limited to:

1. Referral to community services including counseling and health services
2. Referral to the Employee Assistance Program
3. Education to the individual and/or the community
4. Permanent alteration of work arrangements for employees
5. Provision of campus safety escorts
6. Climate surveys

7. Policy modification and/or training
8. Implementation of long-term contact limitations between the parties
9. Implementation of adjustments to academic deadlines, course schedules, etc.

At the discretion of the Title IX Coordinator, certain long-term support or measures may also be provided to the parties even if no policy violation is found.

When no policy violation is found, the Title IX Coordinator will address any remedies owed by the MCCCD to the Respondent to ensure that the Respondent did not experience effective denial of educational access.

The MCCCD will maintain the privacy of any Party subject to any long-term remedies/actions/measures, provided doing so does not impair the MCCCD's ability to provide these services.

35. Failure to Comply with Sanctions and/or Interim and Long-term Remedies and/or Responsive Actions
All parties are expected to comply with the assigned sanctions, responsive actions, and/or corrective actions within the timeframe specified by the final Decision-maker (including the Appeal Chair).

Failure to abide by the sanction(s)/action(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s)/action(s), including suspension, expulsion, and/or termination from the MCCCD.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

36. Recordkeeping
MCCCD will maintain for a period of seven (7) years records of:

1. Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required under federal regulation;
2. Any disciplinary sanctions imposed on the Respondent;
3. Any remedies provided to the Complainant designed to restore or preserve equal access to the MCCCD's education program or activity;
4. Any appeal and the result therefrom;
5. Any Informal Resolution and the result therefrom;
6. All materials used to train Title IX Coordinators, investigators, Decision-makers, and any person who facilitates an Informal Resolution process. MCCCD will make these training materials publicly available on MCCCD's website. (Note: If the MCCCD does not maintain a website, MCCCD must make these materials available upon request for inspection by members of the public.); and
7. Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, including:
    a. The basis for all conclusions that the response was not deliberately indifferent;
    b. Any measures designed to restore or preserve equal access to the MCCCD's education program or activity; and
    c. If no supportive measures were provided to the Complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

The MCCCD will also maintain any and all records in accordance with state and federal laws. The MCCCD will follow the destruction of records policy as outlined by the state of Arizona.

37. Disabilities Accommodations in the Resolution Process
MCCCD is committed to providing reasonable accommodations and support to qualified students, employees, or others with disabilities to ensure equal access to the MCCCD's resolution process. Anyone needing such accommodation should contact the Title IX Coordinator and request the accommodation. The Title IX Coordinator shall seek consultation from the college Disability Resource Services Manager (for students) or Human Resources (for employees).

38. Mandatory Training

This policy requires that annual training for the Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process will include:

1. the definition of sexual harassment under this policy,

2. the scope of the MCCCDs education program or activity,

3. how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and

4. how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Decision-makers will receive annual training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Investigators will receive annual training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

39. Revision of this Policy and Procedures

This policy and procedures supersede any previous policy(ies) addressing Title IX sexual harassment and discrimination. The policy (administrative regulation) will be reviewed and updated as needed by the Title IX Coordinator, in consultation with any other stakeholders deemed necessary by the Title IX Coordinator and upon approval by the Chancellor. MCCCD reserves the right to make changes to this document as necessary, and once those changes are posted online, they are in effect.

During the resolution process, the Title IX Coordinator may make minor modifications to procedures that do not materially jeopardize the fairness owed to any party, such as to accommodate summer schedules. District legal may also vary procedures materially with notice (on the institutional website, with the appropriate effective date identified) upon determining that changes to law or regulation require policy or procedural alterations not reflected in this policy and procedures.

If government laws or regulations change – or court decisions alter – the requirements in a way that impacts this document, this document will be construed to comply with the most recent government regulations or holdings.

This document does not create legally enforceable protections beyond the protection of the background state and federal laws which frame such policies and codes, generally.

This policy and procedures are effective August 14, 2020.

ATIXA 2020 ONE POLICY, TWO PROCEDURES MODEL.
USE AND ADAPTATION OF THIS MODEL WITH CITATION TO ATIXA IS PERMITTED THROUGH A LIMITED LICENSE TO MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT ALL OTHER RIGHTS.

AMENDED by Direct Approval from the Chancellor, September 20, 2021
AMENDED by Direct Approval from the Chancellor, September 16, 2020
ADOPTED by Direct Approval from the Chancellor, August 3, 2020

***** SECTION TO INCLUDE IN HANDBOOK*****

AMENDED by Direct Approval from the Chancellor, April 1, 2015

Appendix ND-2 Discrimination Complaint Procedures for Students

I. This procedure provides for the prompt and equitable resolution of discrimination and harassment complaints brought by students against a member of the college community that is based on membership in a "protected class/category" (not otherwise addressed in the Title IX Sexual Misconduct Policy).

1. Complaints may be brought under this procedure for discrimination based on membership in a protected group: race, color, religion, national origin, citizenship status (including document abuse), sex (including pregnancy and sexual harassment) not including those cases under the Title IX Policy Jurisdiction), sexual orientation, gender identity, age, veteran status, physical or mental disability, or genetic information.
2. All members of the college community should act promptly upon receipt of an allegation of conduct that might constitute harassment and/or discrimination. Any member of the college community should refer a person who might be a victim of such conduct the college's Equal Opportunity & Title IX Regional Director [Regional Director] (or designee) or to the district's Title IX, ADA/504 Coordinator who are both responsible for resolving complaints of unlawful harassment/discrimination.
3. Students who believe they are experiencing sexual harassment IN VIOLATION OF TITLE IX SHOULD submit a written complaint under Administrative Regulation 5.1.16, Title IX Sexual Harassment Policy.
4. Students who wish to file a complaint related to disability accommodations should first exhaust the remedies outlined under A.R. 2.8 Students With Disabilities.
5. Students who feel they have been treated unfairly or unjustly by a faculty member regarding instruction or a grade **not involving discrimination based on membership in a protected group (as outlined above)** should utilize the S-6 INSTRUCTIONAL GRIEVANCE PROCESS.

II. College officials should take all necessary steps to ensure the prompt and equitable resolution of any complaint of harassment/discrimination. The typical time period to resolve allegations under this policy is sixty (60) business days. MCCCD will make a good faith effort to complete the resolution process within this period. any extenuating circumstances that extend this time period will be communicated to the complainant and respondent and noted in the investigative file.

1. The term 'complainant'' refers to an individual who has experienced the alleged prohibited conduct. only the person who has experienced the alleged prohibited conduct may file a complaint under this policy. The term "Respondent" refers to an individual who has been accused of engaging in prohibited conduct.
2. The written complaint must identify the action, decision, conduct, or basis that the student believes constitutes prohibited discrimination or harassment. If the complaint does not contain the above-referenced information, the regional Title IX Director Or district Title IX, ADA/504 Coordinator will request clarification.
3. Every effort will be made to address the complaint consistent with the complainant's desires. However, under certain circumstances, the MCCCD may have a legal obligation to identify and remedy discrimination or harassment, irrespective of whether a formal complaint is actually filed and even if the complainant would prefer no action be taken.

III. Optional Informal Resolution of Discrimination Complaints

1. Before filing a formal complaint under this procedure, the student may attempt to resolve the problem through informal discussions with the respondent. Students are not required to use the informal resolution process before filing a formal complaint.
2. The student should work with the regional director to schedule and facilitate the informal resolution meeting.
3. The informal resolution process consists of:
    a. The discussion between parties regarding the allegations,
    b. The response to the allegations, and
    c. A written resolution agreement between the parties as to the disposition of the allegations. The regional director shall be involved with the drafting of the written resolution agreement.
4. Both parties must sign the written resolution agreement in order to deem the matter closed.

5. There is no appeal to the informal resolution process. The Regional Director is charged with ensuring the disposition (and any actions stated therein) is completed.
6. At any time before the signing of the resolution agreement, the student can end the informal process and initiate the formal process.
7. If the complaint cannot be informally resolved to the satisfaction of the student, the student has the right to file a formal complaint and to proceed under the formal resolution procedures.

IV. Formal Resolution of Discrimination Complaints

1. A student who contends that unlawful or MCCCD-prohibited discrimination has occurred may file a formal complaint by contacting the Regional Director at each respective college or center or the district's Title IX, ADA/504 Coordinator if the respondent is a district office employee.
2. A formal complaint is a signed and dated document submitted by the complainant (an email from the student will suffice) alleging a policy violation by a respondent, a summary of allegations, and requesting that the MCCCD investigate the allegation(s).
3. The formal process consists of a signed complaint, preliminary assessment, an investigation, a determination regarding the allegation, appropriate corrective action or sanctions when the complaint is substantiated, and an offered appeal process.
4. Upon receipt of a formal complaint of discrimination or harassment, the regional director shall conduct a preliminary assessment to determine whether, if substantiated, the behavior or conduct reported would constitute a violation of MCCCD policy. The Regional Director Has sole discretion to determine whether further investigation is necessary in any particular case. In circumstances where a complaint will not be investigated, the complaint will be notified.
5. Following the determination that an investigation should take place, the Regional Director shall appoint two (2) trained investigators to investigate the allegations. The complainant, respondent and/or investigators shall disclose any potential conflicts of interest or bias regarding the complaint to the Regional Director.
6. Regional Director will provide written notice of allegations (the "NOA") to the respondent upon commencement of the formal resolution process. The NOA will include:
   - a summary of all allegations,
   - specific policies implicated,
   - a statement of the potential sanctions/corrective actions that could result,
   - a statement that the applicable evidentiary standard is a preponderance of the evidence,
   - a statement that the MCCCD presumes the respondent is not responsible for the reported misconduct unless and until the evidence supports a determination of a policy violation,
   - the name(s) of the assigned investigator(s),
   - detail on how the party may request disability accommodations during the interview process,
   - a statement about MCCCD'S policy on retaliation, and
   - an instruction to preserve any evidence that is directly related to the allegations.
7. Amendments and updates to the NOA may be made as the investigation progresses and more information becomes available. Notice is presumed to have been given upon emailing the NOA to the respondent's MCCCD-owned email address.
8. The investigators shall review all information provided to the Regional Director and will interview individuals who potentially possess relevant evidence as identified by the parties and determined by the investigators. the investigators shall focus on the allegation(s) of policy violation, assess the relevance of witnesses and evidence, and work efficiently to conclude the investigation promptly (within 60 business days), as outlined in this procedure. The investigators shall deliver to the Regional Director the investigation report, which shall include:
   a. a summary of the allegations,
   b. a written determination (including rationale) regarding the allegation and whether a policy violation is substantiated or unsubstantiated, and,
   c. any recommendation(s) addressing substantiated findings.
9. Within ten (10) business days following receipt of the results of the investigation the Regional Director will accept or recommend further investigation. The Regional Director will provide a written notification of the

investigation outcome simultaneously to the complaint and respondent. This outcome notification will include a summary of the investigator's written findings.

V. Sanctions And Corrective Action

1. The Vice President of Student Affairs will implement student sanctions as appropriate under A.R. 2.5 Student Rights And Responsibilities Policy. If the respondent is an employee, the Vice President of Student Affairs will report the findings of fact and policy conclusions to the college or district human resources who will issue appropriate disciplinary sanctions or corrective action.
2. MCCCD has clear policy goals to prevent and correct discrimination or harassment, therefore, possible sanctions include, but are not limited to: written warning, counseling, suspension, transfer, mandatory training, or dismissal of the respondent. As appropriate to remedy the effects of policy violations, action on behalf of complainants, such as employee assistance, professional counseling, voluntary transfer, etc., may also be offered. The institution will take appropriate steps to prevent further occurrences.

VI. Supportive Measures

For any allegation of unlawful discrimination, the MCCCD may provide supportive measures to assist or protect the parties during the pendency of the investigation. Such measures may include academic adjustments, arranging for changes in class schedules, or other appropriate temporary measures.

VII. Appeal Right

1. A complaint or respondent who is not satisfied with the outcome has five (5) business days to submit an appeal of the decision in writing, to the College President. If a conflict of interest prevents the College President from serving as the appeal officer, then the district Provost shall serve as the appeal officer. For respondents who are district office employees, the Provost shall serve as the appeal officer. If the provost has a conflict of interest, a College President may serve as the appeal officer. Conflicts of interest requiring a change of appeal officer shall be communicated to the requesting party.

   GROUNDS FOR APPEAL. Appeals are limited under the following grounds:
   A) Procedural irregularity that affected the outcome of the matter; **or**,
   B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.

2. The appeal request must state the grounds for appeal and why the complainant or respondent believes the outcome was improper.
3. Denials based on lack of grounds shall be communicated to the requesting party within five (5) business days of the request for appeal being received by the appeal officer.
4. If any grounds for appeal are met, the appeal officer will review the results of the investigation and written findings and respond to the request within ten (10) business days from receipt of the request. The ten-day review and response period may be extended for extenuating circumstances, with notice to all parties. the appeal officer may accept, reject, or modify the investigatory outcome. If the appeal officer determines that it is necessary to remedy a substantial deficiency caused by one of the appeal grounds above, the case file will be reopened and assigned for further investigation. If necessary, other investigator(s) may be assigned. If the appeal officer determines that the investigation was thorough and complete and that the decision is supported by the evidence, he or she will affirm the investigation outcome. At this point, the student has exhausted the Discrimination Complaint Procedure for Students.

VIII. Maintenance of Documentation

Documentation resulting from each level in the Formal Resolution Process (including witness statements, investigative notes, etc.) will be maintained in accordance with state and MCCCD document retention guidelines, A.R. 4.15 Retrieval, Disclosure and Retention of Records.

IX. Confidentiality of Proceedings
Every effort will be made by the college and MCCCD to protect the confidentiality of the parties during the processing of complaints under this procedure. Records will be maintained in a confidential manner to the extent permitted by law and insofar as they do not interfere with MCCCD's legal obligation to investigate and resolve issues of discrimination.

X. Retaliation Prohibited
Retaliation against a person who has filed a complaint or against any witness questioned during an investigation is strictly prohibited. Any retaliatory action by instructors, supervisors, managers, academic professionals, administrators, or other employees who have the authority to take adverse action against a complainant or witness is prohibited and may be grounds for disciplinary action. As per A.R. 5.1.15 Retaliation Prohibited, "MCCCD" strictly prohibits an adverse action that might deter a reasonable person from participating in activity protected by anti-discrimination laws.

XI. False Statements Prohibited
Any individual who knowingly provides false information pursuant to filing a discrimination charge or during the investigation of a discrimination charge will be subject to appropriate discipline under the Student Conduct Code or appropriate employee Administrative Regulation.

External Filing of Discrimination Complaint
MCCCD encourages students to use the MCCCD Discrimination Complaint Procedure for Students to resolve discrimination concerns. Students also have the right to file civil rights complaints with appropriate external agencies. No retaliation will be taken against a person for filing a complaint with an external agency. The following agency accepts discrimination charges filed by, or on behalf of, students:

Office for Civil Rights, Region VIII (OCR)
Denver Office
U.S. Department of Education
Federal Building
1244 Speer Boulevard, Suite 310
Denver, Colorado 80204-3582
Phone: 303-844-5695
Fax: 303-844-4303
TDD: 303-844-3417
E-mail: OCR_Denver@ed.gov

AMENDED by the Administrative Regulations Approval Process, June 12, 2023
AMENDED by Direct Approval from the Chancellor, April 1, 2015

*****END SECTION*****

2.4.6 Emissions Control Compliance
Pursuant to ARS §15-1444 C. no vehicle shall be allowed to park in any college parking lot unless it complies with ARS §49-542 (the annual vehicle emissions inspection program). At the time of course registration, every out-of-county and out-of-state student will be required to sign an affidavit stating that the student's vehicle meets the requirements of ARS §49-542. Vehicles that are not in compliance are subject to being towed at the owner's expense.

2.4.8 Petition Signature Solicitation
1. This regulation shall govern access to college premises by representatives who wish to solicit signatures on petitions for the purpose of submission of a ballot proposition to voters, or nomination of a candidate for elective office, in a city-, county-, or state-wide election.
2. Each college president shall designate general hours of accessibility for solicitation and a location on college premises where all representatives on behalf of any candidate or ballot proposition may solicit signatures. The location shall

be in a common area where the solicitation will not serve as an obstruction to student activities or otherwise disrupt the college environment.
3. All solicitation must take place in designated areas. Standard space may include one or two tables and chairs. Campus restrictions regarding amplification will apply. Representatives may not distribute or make available to students, employees, or college visitors any tangible item, except for informational literature about the proposed candidate or ballot initiative.
4. Representatives shall notify the designated official at each college or center for their intent to be present on college premises no fewer than three working days prior to soliciting signatures. Upon obtaining authorization, representatives shall be provided a written version of this regulation.

Specific procedures on how to implement the Petition Signature regulation can be found in Appendix S-14.

2.4.9 Use of College Grounds by Non-MCCCD-Affiliated Users

In contrast to traditional public forums such as a public square, park, or right of way, Maricopa's campuses are dedicated by law to the purpose of formal education. They are, and have been since their creation, for the use and benefit of prospective and enrolled students, the Maricopa employees who serve them, and those who are invited to campus by members of the College community to attend or participate in sponsored events. The Maricopa County Community College District (MCCCD) has a long history of regulating the time, place, and manner in which expressive activities are conducted on campuses, for the purposes of avoiding disruption or interference with its educational activities, and protecting the rights of the members of the campus community and their invited guests to express themselves and access information. While members of the general community always have been welcome to share their ideas with the campus community, they are subject to reasonable, content-neutral regulation of the time, place and manner of the event and to the institution's mission-based priorities – including but not limited to the need to provide an environment conducive to teaching and learning.

POLICY

This administrative regulation governs use of the college grounds, defined as the open areas and walkways of the campus by non-MCCCD-affiliated users. Use of college facilities is governed by a separate administrative regulation. Parking lots are not available for events and activities other than those sponsored and authorized by the College president.

Camping is not permitted anywhere on the campuses. Camping is defined as the use of college grounds or facilities for living accommodations or housing purposes such as overnight sleeping or making preparations for overnight sleeping (including the laying down of bedding for the purpose of sleeping), the making of any fire for cooking, lighting or warmth, or the erection or use of tents, motor vehicles, or other structures for living or shelter. These activities constitute camping when it reasonably appears, in light of all the circumstances, the participants conducting these activities intend to use or are using the facilities or grounds for living accommodations or housing, regardless of the duration or other purpose of the use.

Lawful use of college grounds for events or expressive activities by individuals, groups, and organizations may be authorized by college officials when the events and activities are lawful and consistent with the non-profit, educational nature of the campus, authorized and conducted in accordance with MCCCD policies, administrative regulations and priorities, and compliant with reasonable restrictions as to time, place, and manner. The content of the expression will not be a factor in authorizing, locating, or scheduling decisions. However, events and activities will not be permitted to disrupt or obstruct the teaching, research, or administrative functioning of the College by means of physical obstacles and crowds, by the creation of sound or noise that would interfere with teaching, learning, and the conduct of College business, or by any other means. Each College president will designate a Responsible College Official with delegable authority to approve, locate, and schedule use of college grounds.

Permit Application: Any non-MCCCD-affiliated organization, group, or individual desiring to use campus grounds for an event or activity must submit a request form to the Responsible College Official in advance of the use date.

If the activities proposed in the application are limited to low-impact, non-commercial activities the request form shall be submitted at least two business days in advance of the expected use date. For purposes of this administrative regulation, "low-impact, non-commercial activities" are defined as: (1) activities that do not seek to sell or promote a product or service for direct or indirect financial gain; (2) activities that are limited to gatherings of five people or less at any given time; and (3) activities that do not involve machinery, temporary structures, tables, chairs, displays or electronic equipment, including amplifiers, or the distribution of food products.

For events that are not low-impact, non-commercial activities, the request form shall be submitted at least seven business days before the expected use. The additional advance time is required to allow the College to prepare for conditions that may affect the flow of foot traffic, involve signs and displays, create crowds, involve significant numbers of participants, or require the use of significant amounts of space and/or use of equipment and resources.

Designated Areas: Because each College has a limited amount of outdoor space, activities and events sponsored by non-MCCCD-affiliated users, including speech and literature distribution, shall be restricted to designated areas. For each College, the Responsible College Official shall establish specific designated areas for such activities. A written description of these areas shall be maintained at the office of Student Life and Leadership for each College. Consistent with the goal of providing a healthy, comfortable, and educationally productive environment, the Responsible College Official should attempt to locate the designated areas in prominent locations on campus where there is a likelihood of significant pedestrian traffic. The designated areas shall not be located in building stairways and entryways, parking lots, or congested areas. The Responsible College Official will make every effort to assign users to their requested space when a specific space is desired. However, in order to ensure the potential success of all scheduled events, the College reserves the right to assign an event or activity to the area the College deems most appropriate in light of the campus capacity, other activities scheduled, and the type of event or activity being planned.

Use Fees and Proof of Insurance: To offset the costs associated with the use of college grounds, non-MCCCD-affiliated users shall be required to pay a fee of $50 per day or $125 per week. In order to protect the health and safety of College students, faculty and staff and to protect MCCCD resources, non-MCCCD-affiliated users shall also be required to provide proof of insurance that indicates at least $1 million in general liability coverage and names the MCCCD as an additional insured for the anticipated use date.

The fee and proof-of-insurance provisions of this Administrative Regulation shall not be applied to low-impact, non-commercial users. A user may request designation as a low-impact, non-commercial user from the applicable College's Responsible College Official. Any questions or comments about the criteria for approval or denial of such request shall be directed to the District Ombudsman.

Permits: The approved request form will describe the location of the authorized activity and any other restrictions specific to the event. Violation of the terms of the permit, District policy, administrative regulation or law shall be grounds for immediate revocation of the permit, and the individual violators and their organizations may be banned from the campus.

Priorities and Criteria for Approval of Permits: The content or subject of the proposed expressive activity or event will not affect approval of the application. Availability of space is not guaranteed. Reservations shall be approved on a space-available basis and will be addressed on a first come-first served basis, subject to the following priorities and criteria for the use and scheduling of space on campus grounds:

Scheduling Priorities (in order)

1. The use of facilities and grounds for the operations of the College. For example, there are times when the college is unusually crowded by members of the campus community, such as registration and orientation at the beginning of the semester. Other uses may reasonably be precluded during those times.
2. Activities and events sponsored by the College administration.
3. Activities and events sponsored by MCCCD student organizations or employee groups.
4. Activities of non-MCCCD-affiliated individuals and organizations.

5. Commercial advertising or activities.

Criteria
1. Capacity of college grounds to accommodate the number of participants at the scheduled time and proposed location.
2. Capacity of College Safety staff to provide security for all events and activities scheduled at the time.
3. Possible interference or conflict with College operations or other scheduled activities and events on the grounds.
4. General feasibility of hosting the event as proposed.

Other Policies: This administrative regulation will be applied in conjunction and coordination with all other MCCCD policies and administrative regulations and College processes and procedures, including but not limited to regulations on facilities use, signage, sales of alcohol and/or food, and solicitation of donations.

Specific procedures on how to implement the Use of College Grounds regulation can be found in Appendix S-15.

2.4.10 Children on Campus

Children (younger than 18) may not attend any class unless they are officially registered for the class.

Children will not be allowed on campus unless participating in an authorized college program or under the supervision of an adult.

2.4.11 Crime Awareness and Campus Security Act

Federal legislation requires the college to maintain data on the types and number of crimes on college property as well as policies dealing with campus security. To obtain additional information on this subject, contact the college Safety and Security Department.

2.4.15 Campus Sex Crimes Prevention Act

Federal legislation requires that the MCCCD establish notification procedures concerning the presence of registered sex offenders enrolled either as students or those working for the institution. The Registered Sex Offender Notification Procedure is outlined in Appendix item S-18.

ADOPTED by Direct Approval from the Chancellor, March 6, 2019

Appendix Item S-18: Maricopa County Community College District Registered Sex Offender Notification Procedure

The Campus Sex Crime Prevention Act (CSCPA), (section 1601 of Public Law 106-386), is a Federal Law enacted on October 28, 2000. In compliance with this law, the Maricopa County Community College District (MCCCD) will work in collaboration with the Sheriff's Department to identify convicted registered sex offenders enrolled as students at one of MCCCD's colleges or working at the District office or at any of the MCCCD colleges (in paid or unpaid positions).

GENERAL INFORMATION

I. In accordance with the CSCPA, the MCCCD will provide on its Sex Offender Information Website, found Sex Offender Information and Notification website, a link to the Arizona Sex Offender Registry website and instructions on how to access it.

II. Arizona Revised Statutes require persons convicted of any of the following 21 different offenses to register as sex offenders: 1) unlawful imprisonment if the victim is under 18 years of age; 2) kidnapping if the victim is under 18 years of age; 3) sexual abuse if the victim is under 18 years of age; 4) sexual conduct with a minor; 5) sexual assault; 6) sexual assault of a spouse; 7) molestation of a child; 8) continuous sexual abuse of a child; 9) taking a child for the purpose of prostitution; 10) child prostitution; 11) commercial sexual exploitation of a minor; 12) sexual exploitation of a minor; 13) luring a minor for sexual exploitation; 14)

aggravated luring a minor for sexual exploitation; 15) unlawful age misrepresentation for the purpose of committing a sexual offense 16) sex trafficking of a minor; 17) a second or subsequent violation of indecent exposure to a person under 15 years of age; 18) a second or subsequent violation of public sexual indecency to a minor under the age of 15; 19) a third or subsequent violation of indecent exposure; 20) a third or subsequent violation of public sexual indecency; and 21) violations relating to the failure to register as a sex offender. (See, A.R.S. §13-3821).

III. The Arizona Department of Public Safety classifies sex offenders according to levels. The levels consist of Level 1: Low risk to the community, Level 2: Intermediate risk to the community, and Level 3: High risk to the community.

IV. By law, Registered Sex Offenders (RSO) are required to contact the Maricopa County Sheriff's office or local police agency when they enroll in or are employed at a college—in either paid or unpaid status. (A.R.S. § 13-3821).

a. Level Two and Level Three Offender's Obligation to Notify the College:

STUDENTS

i. **Current Students** who are enrolled and receive their final classification or a change in classification as a Level 2 or Level 3 sex offender during their period of enrollment must notify the Campus Public Safety Officer within five (5) business days of the start of the semester. Campus Public Safety Officers for each college and for the district office can be found at the MCCCD Police website. The Campus safety officer will schedule a meeting with the Dean of Students (or designee) and the Registered Sex Offender student to take place within ten (10) days of the notification to Public Safety.
    1. Failure to comply with this procedure may lead to discipline under the Student Code of Conduct as well as possible criminal penalty as outlined in Arizona state law.

ii. **Potential Students** who have been designated as a Level 2 or Level 3 sex offender must notify the Campus Public Safety Officer to arrange a meeting when they intend to enroll at a College. Campus Public Safety Officers for each college and for the district office can be found at the MCCCD Police website. This meeting must take place at least ten (10) calendar days prior to the start of classes. The meeting shall include the RSO, the Dean of Students (or designee), and the Campus Public Safety Officer.)
    1. A person who is classified as a Level Two or Three sex offender has been admitted to MCCCD and who has failed to timely to register pursuant to these procedures may be subject to discipline under the Student Code of Conduct as well as possible criminal penalties as outlined in Arizona state law.

EMPLOYEES

iii. **Current Employees** who receive their final classification or a change in classification as a Level 2 or Level 3 sex offender during their period of employment must immediately notify the Campus Public Safety Officer. The campus public safety officer will arrange meeting with the Human Resources Manager (or designee) at the individual campus and the Registered Sex Offender employee. Campus Public Safety Officers for each college and for the district office can be found at the MCCCD Police website. The meeting with the college human resources manager and the

Campus Public Safety Officer must take place within ten (10) days of the original notification to Public Safety.

iv. **Potential Employees** who have been classified as a Level 2 or Level 3 sex offender must notify the Campus Public Safety Officer to arrange a meeting when they are offered employment at the College. Campus Public Safety Officers for each college and for the district office can be found at the MCCCD Police website. This meeting must take place at least ten (10) calendar days prior to the start of employment. The meeting shall include the RSO, the college human resources manager and the Campus Public Safety Officer (or their designees).

V. COLLEGE OFFICIALS' MEETING WITH LEVEL 2 OR LEVEL 3 SEX OFFENDER

a. After notification that a student or employee has been classified as a Level Two or Three Sex Offender, MCCCD Public Safety will collect information from the RSO student or employee, probation/parole officer, Sheriff's Office, and/or arresting agency regarding the type of crime, conditions for probation, and/or level of risk.

b. For Students: MCCCD Public Safety will notify the Dean of Student Affairs (or designee) when a RSO has enrolled or expressed a desire to enroll at a MCCCD college. A representative from the Student Affairs office shall participate in the required meeting with the RSO.

   i. An RSO identification must be placed in the Advocate online system. The identification should include a summary of the offense/court-ordered conditions in place upon release, information from the parole/probation officer, and possible interventions needed at the college/District level.

c. For Employees: MCCCD Public Safety will notify District and college Human Resources (or designee) when an RSO has registered due to being offered employment with the MCCCD or is a current employee who has been classified as a Level Two or Three Sex Offender. A representative from District and the identified college's Human Resources department shall participate in the required meeting with the RSO.
   i. An RSO identification must be placed in the employee's personnel file. The identification should include a summary of the offense/court-ordered conditions in place upon release, information from the parole/probation officer, and possible interventions needed at the college/District level.

d. At the meeting referred to above, the student or employee who is classified as a Level Two or Three sex offender will be advised of the following information:
   i. The College's knowledge of his/her final classification.
   ii. The College's obligation to provide public access to Level 2 & 3 sex offender information through its Department of Public Safety.
   iii. Any restrictions that will be imposed on the sex offender—based on any Court restrictions, restraining orders, or orders of protection that may be in place—and the duration of such restrictions.
   iv. If the offender is classified at Level 3, he/she is further informed of:
      1. The College's policy of posting notice at each college campus within two (2) days of receipt of the RSO's information, regardless of when the meeting occurs.

2. The Level 3 RSO will receive a copy of the community notification the College intends to post.

3. The functional areas of the College which will be provided with the public notification that will be posted.

v. At any time, the Department of Public Safety can communicate with the offender's parole/probation officer.

VI. FERPA: The CSCPA further amends the Family Educational Rights and Privacy Act of 1974 (FERPA) to clarify that nothing in the Act can prohibit an educational institution from disclosing information provided to the institution concerning the presence of registered sex offenders.

VII. ANNUAL AND OFF-CYCLE REVIEWS: Public Safety and the Student Affairs Dean (or designee) or Human Resources representative, depending on the status of the RSO, shall meet on an annual basis to review the conditions of enrollment, employment, and campus engagement. Additional, off cycle, reviews should be conducted when an RSO student or employee transfers within MCCCD or new information about criminal conduct has been received. District imposed conditions may be removed, added, or altered based on changes in enrollment location(s), legal case status, new criminal activity, and/or disciplinary standing. Both Public Safety and Dean of Students or Human Resources professionals, for students and employees, respectively, shall maintain documentation regarding all initial, annual, and off-cycle meetings and reviews.

VIII. FAILURE TO NOTIFY CAMPUS ADMINISTRATION: Failure to notify campus administration, as outlined in this procedure, of one's status as a RSO may lead to discipline up to and including removal from classes and/or suspension from participation in academic or extra-curricular programs, termination from employment as well as possible criminal penalty as outlined in Arizona state law.

IX. CAMPUS AND COMMUNITY NOTIFICATION OF RSO STATUS: Pursuant to Arizona law, the MCCCD shall make campus notifications of RSO status, as follows:

a. For level two and level three offenders, the MCCCD Public Safety Office, in conjunction with the Public Safety office at each college will coordinate with the local law enforcement agency responsible for the individual community notifications to ensure the sex offender notification is provided to the individual campus community.
b. The Sex Offender Information and Notification website will host the notification of RSO's employed by or attending a MCCCD college, including employment with the District office.
c. For Colleges with facilities off-site from the main campuses that receive a registered sex offender community notification flyer from a local law enforcement agency, building managers are advised to post the flyer the building's common area easily accessed by students, staff, and faculty for a at least thirty (30) days. Specific information and instructions related to the community notification will be contained in the flyer and such instructions should be followed.
d. Any criminal activity involving a registered sex offender should be reported to police.

X. ADMINISTRATIVE OVERSIGHT:

a. Students: A campus administrator has the right to, at her or his discretion, require currently enrolled RSOs to attend regular meetings. The meetings will serve as a way to monitor compliance with conditions for enrollment and assist with student success. The frequency, duration, attendees to the meeting, and location of the meetings will vary based upon the needs of the RSO.
b. Employees: A supervisor, in conjunction with a Human Resources representative, at her or his discretion, may require currently employed RSOs to attend regular meetings. The meetings will serve as a way to

monitor compliance with conditions for employment and assist with student success. The frequency, duration, attendees to the meeting, and location of the meetings will vary based upon the needs of the RSO.

ADOPTED by Direct Approval from the Chancellor, March 6, 2019

2.4.12 Workplace Violence Prevention

Purpose

It is the policy of the Maricopa County Community College District to promote a safe environment for its employees, students, contractors, and visitors. MCCCD is committed to working with its employees to maintain an environment free from violence, threats of violence, harassment, intimidation, and other disruptive behavior.

Policy

Violence, threats, harassment, intimidation, and other disruptive behavior in our facilities is prohibited and will not be tolerated. It is the responsibility of all employees, students, contractors, and visitors of MCCCD to report any occurrence of such conduct to MCCCD Public Safety. Every employee, student, contractor, and visitor on MCCCD property should report threats or acts of physical violence and acts of harassment, intimidation, and other disruptive behavior of which he/she is aware. All reports will be taken seriously and will be investigated by public safety immediately in order to protect everyone from danger. Such behavior can include oral or written statements, gestures, or expressions that communicate a direct or indirect threat of physical harm.

Prohibited Behavior

For example, and without limiting the generality of the foregoing statement, this policy prohibits:

- direct threats or physical intimidation
- implications or suggestions of violence
- stalking
- assault of any form
- physical restraint, confinement
- dangerous or threatening horseplay
- loud, disruptive, or angry behavior or language that is clearly not part of the typical work environment
- blatant or intentional disregard for the safety or well-being of others
- commission of a violent felony or misdemeanor on MCCCD property
- abuse
- violation of a protective order or restraining order
- any other act that a reasonable person would perceive as constituting a threat of violence

This list is illustrative only and not exhaustive.

Future Violence

Employees, students, and visitors who have reason to believe they, or others, may be victimized by a violent act or sometime in the future, at the workplace or as a direct result of their relationship with MCCCD, shall inform a supervisor or manager as soon as possible. The supervisor or manager shall inform the Public Safety Department. Students, contractors, and visitors shall contact the Public Safety Department as soon as possible.

Employees who have signed and filed a restraining order, temporary or permanent, against an individual due to a potential act of violence, who would be in violation of the order by coming near them at work, shall immediately supply a copy to the Department Director, Human Resources, and Public Safety. Students shall supply a copy of the signed order to the Public Safety Department.

This policy applies to employees and students, as well as independent contractors and other non-employees doing business with the MCCCD. Individuals who commit such acts may be removed from the premises and may be subject to

disciplinary action, criminal penalties, or both. The Chancellor is hereby instructed to enact all administrative regulations necessary to implement this policy.

2.4.13 Student Right to Know

Under the terms of the Student Right To Know Act, the college must maintain and report statistics on the number of students receiving athletically related student aid reported by race and sex, the graduation rate for athletes participating in specific sports reported by race and sex, the graduation rate for students in general, reported by race and sex and other similar statistics. To obtain copies of these reports, contact the Office of Admissions and Records.

STUDENT RIGHTS AND RESPONSIBILITIES

2.4.5 Copyright Act Compliance

Students are expected to comply with the provisions of the Copyright Act of 1976 pertaining to photocopying of printed materials, copying of computer software and videotaping. In order to assist students in complying with the Copyright Law, appropriate notices shall be placed on or near all equipment capable of duplicating copyrighted materials.

3.2 Copyright Regulation

1. It is the intent of the Governing Board of the Maricopa County Community College District to adhere to the provisions of the U.S. Copyright Law (Title 17, United States Code Section 101 et seq.). Though there continues to be controversy regarding interpretation of the Copyright Law, this policy represents a sincere effort by the Board to operate legally within the District.
2. The Governing Board directs the Chancellor or his designee(s) to develop and distribute to employees guidelines that (1) clearly discourage violation of the Copyright Law and (2) inform employees of their rights and responsibilities under the Copyright Law.
3. Each college president or provost and the Chancellor shall name an individual(s) at each district location who will assume the responsibilities of distributing copyright guidelines, act as a resource person regarding copyright matter and provide training programs on current copyright laws.
4. Employees are prohibited from copying materials not specifically allowed by the (1) copyright Law, (2) fair use guidelines, (3) Licenses or contractual agreements, or (4) other permission.
5. The Governing Board disapproves of unauthorized duplication in any form. Employees who willfully disregard this Board policy and/or the aforementioned copyright guidelines do so at their own risk and assume all liability for their actions.
6. In order to assist employees and students in complying with the Copyright Law, appropriate notices shall be placed on or near all equipment capable of duplicating copyrighted materials.

What Students Should Know About Copyright

What is copyright?

Copyright is a protection afforded under federal law for various types of creative works. A work is copyrightable if it is an original work of authorship fixed in a tangible medium of expression. Copyrightable works include literary, musical or dramatic works; motion pictures and other audiovisual works; choreographic works and pantomimes; sound recordings; and architectural works.

The owner of a copyright in a particular work has the exclusive right to copy, display, perform, distribute, and create a derivative version of the work. Generally, then, this means that you may not do things like duplicate, show or perform a copyrighted work unless it is expressly allowed under the Copyright Act or you have the prior permission of the copyright holder.

A copyright exists in a work at the time it becomes fixed in some tangible medium of expression. Neither registration of the copyright with the federal government nor a copyright notice on the work itself is required for copyright protection.

What is copyright infringement?

Generally, copyright infringement occurs when you copy, display, perform, distribute or create a derivative version of a copyrightable work either without the permission of the copyright holder or when such activity is not otherwise allowed under an exception provided by federal copyright law. The penalties for infringement include significant damages-potentially in excess of $100,000 for each work infringed as well as criminal penalties, which may include fines and even incarceration.

How does copyright law affect information I obtain off the Internet?
Copyright law covers works in both traditional and new media, including digital media. Copyrightable materials are often available on the Internet without any indication of their copyrighted status. As a rule of thumb, you should assume that everything you find on the Internet is copyrighted, unless otherwise labeled. Even popular activities, such as file swapping or copying software or pictures from the Internet, may be copyright infringement and should be avoided.

The Digital Millennium Copyright Act, which Congress enacted in 2000, affords greater protection for copyright holders of digital works. Generally, then, even if a work appears solely in a digital form, it is likely subject to copyright law protections.

New technology has made many creative works widely available through the Internet. For example, the technology known as Peer to Peer (P2P) allows for the transmission of music, videos, movies, software, video games and other materials-most of which is subject to copyright protection.

Remember that a copyright exists in a work at the time it becomes fixed in some tangible medium of expression. That means that an image you have downloaded from the Internet, as well as a video or musical performance is almost certainly subject to copyright protection. When you download these works, transfer them to a disk or other medium, or send them to a friend, you are infringing on the rights of the copyright holder. Trafficking in such material without the permission of the copyright holder, then, violates copyright law. This includes unauthorized music file sharing over the Internet.

According to a statement recently issued by representatives of the motion picture, recording and songwriting industries, uploading and downloading copyrighted works over the Internet is theft: "It is no different from walking into the campus bookstore and in a clandestine manner walking out with a textbook without paying for it."

Why is it important for a student to be aware of copyright law?
Copyright infringement is expressly prohibited by the US Copyright Act. Anyone who infringes another's copyright in a creative work is subject to liability, and could be required to pay large sums in damages.

In addition, as the law clearly prohibits copyright infringement, using any college resources-such as photocopiers, desktop and laptop computers, printers, central computing facilities, local-area or college-wide networks, Internet access, or electronic mail-for the purpose of infringing a copyright in any work may be grounds for student discipline. According to Maricopa Community College District administrative regulation, "students are expected to comply with the provisions of the Copyright Act of 1976 pertaining to photocopying of printed materials, copying of computer software and videotaping."

Moreover, under the Maricopa Community Colleges Computing Resource Standards, a student is prohibited from the "use of software, graphics, photographs, or any other tangible form of expression that would violate or infringe any copyright or similar legally-recognized protection of intellectual property rights." The Standards also prohibit "transmitting, storing, or receiving data, or otherwise using computing resources in a manner that would constitute a violation of state or federal law . . . ."

A student who violates these policies, then, can be disciplined at any of the Maricopa Community Colleges. This discipline could include suspension or even expulsion.

Does copyright law allow me to download files from a college web site?

Thanks to recent changes to copyright law, colleges and universities are allowed to transmit copyrighted images, recordings, and other materials over the Internet in connection with distance learning offerings. These changes allow for the performance of non-dramatic literary works or musical works, as well as the display of "reasonable and limited portions" of any work in an amount comparable to that typically displayed in a live classroom setting. Use of the works must, however, be "an integral part" of the distance-learning class session, and available solely to students enrolled in the class. In addition, the transmission of the copyrighted works must be under the direction or actual supervision of an instructor.

Even though the college does not hold the copyright to these works, or even have the express permission of the copyright holder, they may be delivered over the Internet to students in distance learning classes.

The fact that the law authorizes such use of copyrighted materials, though, does not allow a student in these classes to freely download, copy, or re-transmit the works. They are intended solely for use by the institution in connection with distance instruction; any other use would likely constitute a violation of copyright law.

3.4 Recording of Faculty Lectures

1. MCCCD acknowledges that faculty members are, by law, afforded copyright protection in their classroom lectures and, therefore, may limit the circumstances under which students may record (audio/visual) their classes.

2. Each faculty member shall inform their students in the course syllabus or other course introductory material of their policy with regard to recording of class lectures. Failure to do so will accord students the right to record lectures. A lecture is defined as anything upon which a student is tested or that is part of the curriculum or course content whether in person, virtual, or pre-recorded. A restriction on recording does not apply if the recording is allowed under another policy.

    a. Students, regardless of whether they have permission or not from the faculty member to record class lectures, may not reproduce or otherwise share and/or distribute all or part of recorded class lectures and/or activities taking place during class time, without the written consent of the faculty member. (Reproducing includes, but is not limited to, posting any pre-recorded or real time recording of a class lecture—in whole or in part—to any social media platform (TikTok, Twitter, Facebook, Instagram, YouTube, etc.)).

    b. Any violation of AR 3.4 (2)(a) may constitute "academic misconduct" prohibited by AR 2.3.11 Academic Misconduct.

3. Students with disabilities that render them unable to take adequate lecture notes are entitled to reasonable accommodation – subject to engagement in the interactive process and a determination of functional limitation as outlined in AR 2.8 Students with Disabilities – to remedy this inability. Approved accommodation may require a faculty member to modify their recording policy for the affected student.

In accordance with Subpart E of Section 504 of the Rehabilitation Act of 1973, a student with a qualifying disability which adversely affects the student's ability to take or read notes may be permitted to audio record class lectures as a reasonable academic accommodation.

In an effort to address faculty concerns for privacy and protection of copyright while still assuring the availability of recording classroom lectures as a reasonable accommodation for students, use of this accommodation is subject to the following conditions:

a. The faculty member must have received the Disability Resource Services (DRS) Faculty Notification Letter specifying the recording of classroom lectures as a granted reasonable accommodation.

b. Such recordings of class lectures are only for the student's personal use in study and preparation related to class.

c. The student must comply with a faculty request to stop recording during discussions, demonstrations, presentations, guest speakers, and situations of a sensitive nature. The faculty member should provide as much notice of these situations as possible in order for the student to coordinate with the faculty member and DRS to have notes taken on the substantive parts of the lecture.

d. The student may not share classroom lecture, or any other recordings made during class time with any other person or in any media or on a public or private platform without the written consent of the faculty member.

e. Information contained in the authorized audio recorded lectures, and any other recordings whether authorized or unauthorized, may be protected under federal copyright laws and may not be published or quoted without the written consent of the faculty and without giving proper identity and credit to speakers, this includes publication via any social media platform, emails, or text messages.

f. The student may not use the authorized recorded lectures, and any other recordings whether authorized or unauthorized, against the faculty member, other instructors, or students whose classroom comments are recorded as part of the class activity. This provision is subject to the protections under policy and the law.

g. The student will erase all recorded class lectures when they are no longer needed for academic work. Upon written request from the faculty member, the student will return all class recordings to the faculty member for erasure. Faculty members should provide DRS with a copy of the aforementioned written request. Likewise, students are not permitted to post the lectures on any social media platform, website, or learning management system without the instructor's written consent except for communications to the instructor of record.

h. Students who wish to keep recordings beyond the end of the course for future review must obtain written permission from the faculty member.

i. Audio, or any other recordings outside of the aforementioned lectures (including fieldwork, internships, etc.) may be discussed on a case-by-case basis in collaboration with the faculty member, program of study, site manager, and DRS. In clinical/experiential learning placements, the recording of any discussions, lectures, or conversations are never permitted.

j. Students, regardless of whether they have permission or not from the faculty member to record class lectures or any other part of the classroom/class time experience, may not post all or part of recorded class lectures or any other recordings made during class time to any social media platform (TikTok, Twitter, Facebook, Instagram, YouTube, etc.), or otherwise reproduce, share and/or distribute to any other person or party.

k. Any violation of AR 3.4(3) may constitute "academic misconduct" prohibited under AR 2.3.11 Academic Misconduct.

AMENDED through the Administrative Regulations Approval Process, April 20, 2021

4.4 Technology Resource Standards

Introduction

The Maricopa County Community College District (MCCCD) provides its students, employees, Governing Board members and the public with access to information resources and technologies. MCCCD recognizes that the free exchange of opinions and ideas is essential to academic freedom, and the advancement of educational, research, service, operational, and management purposes, is furthered by making these resources accessible.

Arizona constitutional and statutory mandates require that MCCCD resources, including technology, be used only for the public's business, and not for private purposes. Those mandates apply to all MCCCD public officials–employees of every kind and the Governing Board. The aim of those laws is to safeguard the use of resources, including technology resources, acquired and maintained with public funds. Compliance with other laws–both federal and state–also dictates the need for standards for the use of MCCCD technology resources. In some cases, the Governing Board policies emphasize the importance of compliance with the law such as the requirement to adhere to copyright laws. Governing Board policies also establish MCCCD's own standards, such as the directive that all persons within the MCCCD community be treated in a manner that is humane, fair and dignified.

This administrative regulations established standards for the use of MCCCD technology resources. They should be seen as supplementing, and not in lieu of, Governing Board policy, applicable law and other applicable administrative regulations such as Administrative Regulation 4.3 "Electronic Communications."

General Responsibilities
Technology resources (including, but not limited to, desktop and laptop systems, printers, central computing facilities, MCCCD-wide or college-wide networks, local-area networks, telephones, facsimile machines, scanners, access to the Internet, electronic mail and similar electronic devices and information) of the MCCCD are available to MCCCD Governing Board members, employees, students and, in a limited number of cases, MCCCD contractors and the public. Use of all those resources is subject to the standards set forth in this regulation (Standards).

The first screen that each MCCCD computer exhibits on starting up advises users of these Standards and requires an acknowledgment before the user may proceed to the next screen. Additionally, all MCCCD employees are responsible for annually acknowledging receipt of the Blue Book, which contains this regulation. So all users of MCCCD technology resources are presumed to have read and understood the Standards. While the Standards govern use of technology resources MCCCD-wide, an individual community college or center may establish guidelines for technology resource usage that supplement, but do not replace or waive, these Standards.

Use of Non-MCCCD Technology
Under Arizona's public records law, MCCCD is required to transact business so that its records are accessible and retrievable. The policy underlying the law is that work done in the name of the public be transparent. Thus, any member of the public may request public records and, except in a few specific instances, are entitled to get copies of them.

Each individual employee or Governing Board member is responsible for ensuring that MCCCD records that he or she initiates or receives are retained for the period of time required by and disposed of according to mandates established by Arizona State Library, Archives and Public Records–the state agency tasked with setting standards for record retention. Therefore, an employee's or Governing Board member's use of non-MCCCD technology resources for communication of any type of MCCCD business is heavily discouraged because those records are less capable of being managed according to MCCCD's process for ensuring retention, retrieval and disclosure set forth in Administrative Regulation 4.15 "Retrieval, Disclosure and Retention of Records."

Additionally, an MCCCD employee who receives a communication allegedly from another MCCCD employee using a non-MCCCD e-mail address is not required to respond substantively to that e-mail. The employee receiving the e-mail is entitled to verify that the sender is whom he or she says that he or she is. The employee receiving the e-mail may request that the sender provide the information or inquiry set forth in the e-mail via hard-copy form.

Acceptable Use
Use of MCCCD's technology resources, including websites created by MCCCD employees and students, is limited to educational, research, service, operational and management purposes of the MCCCD and its member institutions. Likewise, data, voice, images and links to external sites posted on or transmitted via MCCCD's technology resources are limited to the same purposes.

Frequently, access to MCCCD's technology resources can be obtained only through use of a password known exclusively to the MCCCD employees, Governing Board members or students. It is those users' responsibility to keep a password confidential. While MCCCD takes reasonable measures to ensure network security, it cannot be held accountable for unauthorized access to its technology resources by other persons, both within and outside the MCCCD community. Moreover, it cannot guarantee employees, Governing Board members and students protection against reasonable failures. Finally, under certain limited circumstances defined in Administrative Regulation 4.15 "Retrieval, Disclosure and Retention of Records," certain MCCCD employees are authorized to access information on an MCCCD technology device.

It is not Maricopa's practice to monitor the content of electronic mail transmissions, files, images, links or other data stored on or transmitted through Maricopa's technology resources. The maintenance, operation and security of Maricopa's technology resources, however, require that network administrators and other authorized personnel have access to those resources and, on occasion, review the content of data and communications stored on or transmitted through those resources. Any other review may be performed exclusively by persons expressly authorized for such purpose and only for cause. To the extent possible in the electronic environment and in a public setting, a user's privacy will be honored. Nevertheless, that privacy is subject to Arizona's public records laws and other applicable state and federal laws, as well as policies of Maricopa's Governing Board all of which may supersede a user's interests in maintaining privacy in information contained in Maricopa's technology resources.

Incidental Computer and Technology Usage

Limited incidental personal use of MCCCD technology resources including through use of personal e-mail systems is permitted, except as described in item 16 under "Prohibited Conduct." MCCCD employees are responsible for exercising good judgment about personal use in accordance with this regulation, Colleges' consistent local guidelines and MCCCD ethical standards. Personal use refers to activities which only affect the individual and that are not related to an employee's outside business. MCCCD employees are required to conduct themselves in a manner which will not raise concern that they are or might be engaged in acts in violations of the public trust. Refer to the Guidelines for Incidental Computer Usage for the Maricopa Community Colleges (Appendix AS-8) and Guidelines for Incidental Telephone Usage for the Maricopa Community Colleges (Appendix AS-9).

Prohibited Conduct

The following is prohibited conduct in the use of MCCCD's technology resources

1. Posting to the network, downloading or transporting any material that would constitute a violation of MCCCD contracts.
2. Unauthorized attempts to monitor another user's password protected data or electronic communication, or delete another user's password protected data, electronic communications or software, without that person's permission.
3. Installing or running on any system a program that is intended to or is likely to result in eventual damage to a file or computer system.
4. Performing acts that would unfairly monopolize technology resources to the exclusion of other users, including (but not limited to) unauthorized installation of server system software.
5. Hosting an unauthorized website that violates the .EDU domain request.
6. Use of technology resources for non-MCCCD commercial purposes, including to advertise personal services, whether or not for financial gain.
7. Use of software, graphics, photographs, or any other tangible form of expression that would violate or infringe any copyright or similar legally-recognized protection of intellectual property rights.
8. Activities that would constitute a violation of any policy of MCCCD's Governing Board, including, but not limited to, MCCCD's non-discrimination policy and its policy against sexual harassment.
9. Transmitting, storing, or receiving data, or otherwise using technology resources in a manner that would constitute a violation of state or federal law, or MCCCD policy or administrative regulation including, but not limited to, obscenity, defamation, threats, harassment, and theft.
10. Attempting to gain unauthorized access to a remote network or remote computer system.
11. Exploiting any technology resources by attempting to prevent or circumvent access, or using unauthorized data protection schemes.

12. Performing any act that would disrupt normal operations of computers, workstations, terminals, peripherals, or networks.
13. Using technology resources in such a way as to wrongfully hide the identity of the user or pose as another person.
14. Allowing any unauthorized access to MCCCD's technology and non-technology resources.
15. Making personal long distance or other toll calls, except where the charges for the calls are incurred directly by the caller or arrangements are otherwise made at the time of the call to directly bill the caller.
16. Intermittent use of technology resources that interferes with the performance of an employee's main responsibilities.
17. Use of technology resources to market or conduct other activities on behalf of a third-party regarding the "hosting" of an event that is prohibited under MCCCD's Use of College Facilities administrative regulation.
18. Conducting District or college-related business using any electronic mail account other than one hosted or provided by MCCCD, and approved by the Vice Chancellor of Information Technology Services, even when the e-mail account copies all outgoing and incoming messages to the MCCCD hosted account.
19. Deleting or altering a technology public record in violation of public records retention requirements, or in anticipation of receiving or after receipt of a public records request, subpoena or a complaint filed as part of an MCCCD grievance, investigation or review, or other lawful request for the record.
20. Deleting or altering a technology record on an MCCCD device in anticipation or after receipt of a public records request, subpoena or a complaint filed as part of an MCCCD grievance, investigation or review, or other lawful request for the records where the record may demonstrate a misuse of technology resources under this regulation.

Review and Approval of Alternate E-Mail Account Systems

The prior review and approval by the Vice Chancellor of Information Technology is required for the implementation of alternate College electronic mail account systems. Requests will be evaluated based upon the following considerations:

1. The system must be compatible and interoperable with the MCCCD e-mail system. All information within the e-mail system must meet the standards and authorize District Office access as specified in Administrative Regulation 4.15, "Retrieval, Disclosure and Retention of Records."
2. Any proposed changes to an MCCCD's entity's e-mail system with e-discovery implications must be approved in advance during the planning stages as specified in Administrative Regulation 4.15, "Retrieval, Disclosure and Retention of Records."

Disclaimer

The home page of an MCCCD web site must display, or link to, the following disclaimer in a conspicuous manner:

All information published online by MCCCD is subject to change without notice. MCCCD is not responsible for errors or damages of any kind resulting from access to its internet resources or use of the information contained therein. Every effort has been made to ensure the accuracy of information presented as factual; however errors may exist. Users are directed to countercheck facts when considering their use in other applications. MCCCD is not responsible for the content or functionality of any technology resource not owned by the institution.

The statements, comments, or opinions expressed by users through use of Maricopa's technology resources are those of their respective authors, who are solely responsible for them, and do not necessarily represent the views of the Maricopa County Community College District.

Information Accuracy and Marketing Standards

In order to help ensure that the most accurate information sources are reflected on web pages, information should be cited, sourced or linked from the website of the official District or college custodian responsible for the particular subject. In addition, the design of web pages shall reflect established marketing standards with respect to the imaging and using of MCCCD marks as outlined in the marketing standards handbook and Use of Marks administrative regulation.

Complaints and Violations

Complaints or allegations of a violation of these standards will be processed through Maricopa's articulated grievance procedures or resolution of controversy.

Upon determination of a violation of these standards, MCCCD may unilaterally delete any violative content and terminate the user's access to MCCCD's technology resources. It is the user's responsibility to demonstrate and/or establish the relevance of content in the event that a content complaint is made official. Users retain the right to appeal actions through MCCCD's grievance procedures or resolution of controversy.

2.6 Hazing Prevention Regulation

The Maricopa County Community College District (MCCCD) strives to exceed the changing expectations of our many communities for effective, innovative, student-centered, flexible and lifelong educational opportunities. Our employees are committed to respecting diversity, continuous quality improvement and the efficient use of resources. We are a learning organization guided by our shared values of: education, students, employees, excellence, diversity, honesty and integrity, freedom, fairness, responsibility and public trust.

Central to the vitality and dignity of our community of learners is an environment that produces broadly educated responsible citizens, who are prepared to serve and lead in a free society. Academic instruction, co-curricular activities and community involvement come together to meet this goal. All members of the MCCCD community, through the best of their abilities, must be provided the opportunity to contribute in a safe, orderly, civil and positive learning environment. One factor that inhibits the achievement of the above stated purpose is the practice of hazing.

1. Hazing by any student, employee or other person affiliated with MCCCD is prohibited.
2. "Hazing" is defined as any intentional, knowing or reckless act committed by a student or other person in any MCCCD college or affiliated educational setting, whether individually or in concert with other persons, against another student, and in which both of the following apply:
    A. The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any club/organization that is affiliated with MCCCD; and
    B. The act contributes to a substantial risk of potential physical injury, mental harm or personal degradation, or causes physical injury, mental harm or personal degradation.
3. Any solicitation to engage in hazing is prohibited.
4. Aiding and abetting another person who is engaged in hazing is prohibited.
5. Victim consent is not a defense for violation of the Maricopa Community Colleges Hazing Prevention Regulation.
6. All students, faculty and staff must take reasonable measures within the scope of their individual authority to prevent violations of the MCCCD Hazing Prevention Regulation.
7. Hazing activities and situations include, but are not limited to, the following:
    A. Pre-pledging, illegal pledging or underground activities.
    B. Acts of metal and physical abuse, including, but not limited to: paddling, slapping, kicking, pushing, yelling, biting, duck-walking, line-ups, tuck-ins, belittling, excessive exercise, beating or physical abuse of any kind, and the potentially forced consumption of any food or beverage that contributes to or causes physical injury, mental harm or personal degradation.
    C. Sleep deprivation (activities that deprive prospective and/or current students and/or members of the opportunity of a minimum of six hours sufficient sleep each day).
    D. Encouraging or forcing use of alcohol or drugs.
    E. Any type of student club/organization scavenger hunt, quest, road trip or other activity that would physically or psychologically endanger prospective and/or current students and/or members or others.
    F. Stroking or physically touching in an indecent or inappropriate manner. See Sexual Harassment Policy 5.1.8
    G. Student club/organization activities that subject prospective and/or current students and/or members or others to public nuisance or spectacle.
    H. Aiding or abetting theft, fraud, embezzlement of funds, destruction of public, personal or private property, or academic misconduct.
    I. Being required to wear odd or look-alike apparel that contributes to or causes physical injury, mental harm or personal degradation.
    J. Personal services that contribute to or cause physical injury, mental harm or personal degradation.

8. Alleged violations of this regulation by students or student organizations can be reported to the vice president of student affairs' office for investigation by any member of the college community. The vice president of student affairs' office will investigate the complaint in accordance with the student disciplinary code, all other college and MCCCD policies, and local and state laws.

   Alleged violations of the MCCCD hazing prevention regulation or interference with an investigation under this regulation by students or student organizations are subject to sanctions under the student disciplinary code.

   The student disciplinary code shall govern all proceedings involving such a complaint. Decisions arrived at as outcomes of the proceedings shall be final, pending the normal appeal process.
9. Alleged violations of the MCCCD hazing prevention regulation by any faculty or staff member can be reported to the vice president of student affairs' office for investigation by any member of the college community. The vice president of student affairs' office will investigate the complaint in accordance with college and MCCCD policies, and local and state laws.

   Any MCCCD faculty or staff member who knowingly permitted, authorized or condoned the alleged hazing activity is subject to disciplinary action in accordance with college and MCCCD policies, and local and state laws.
10. If the vice president of student affairs' office receives a report or complaint of an alleged hazing activity involving physical injury, threats of physical injury, intimidation, harassment or property damage, or any other conduct that appears to violate Arizona state law, the college will report such conduct to the appropriate college safety office. The said college safety office will investigate, respond to and report on the alleged hazing activity in accordance with all college, district, local, state and federal guidelines, policies and laws.
11. Should the proceedings outlined above substantiate an occurrence of hazing activity-where students or student organizations knowingly permitted, authorized or condoned the hazing activity-the college can recommend the following sanctions against student clubs/organizations:
    A. CENSURE: Censure can include the required completion of a program designed with the intent of eliminating the hazing activity. The programs will be devised with the cooperation of all involved parties and monitored by the vice president of student affairs' office.
    B. PROBATION: The student club(s)/organization(s) will be placed on probation for a specified period of time. Conditions of probation will be determined by the vice president of student affairs' office and outlined in writing to the student club(s)/organization(s). The probationary term will be monitored by the vice president of student affairs.
    C. SUSPENSION: The student club(s)/organization(s) will be suspended. The terms of the suspension can be defined in the sanction, including criteria the student club(s)/organization(s) must meet within a specified time to be considered for admission or renewal of college recognition status.
    D. REVOCATION: The student club(s)/organization(s) will have its status revoked, with the loss of all college associations, recognitions and privileges. The national or international office of an organization, if so affiliated, will be requested to revoke the charter of an organization.
12. The MCCCD hazing prevention regulation is not intended to prohibit or sanction the following conduct:
    A. Customary athletic events, contests or competitions that are sponsored by the college or MCCCD.
    B. Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate co-curricular experience or a legitimate military training program.
13. For the purposes of the MCCCD hazing prevention regulation:
    "Organization" is defined as an athletic team, association, order, society, corps, cooperative, club or other similar group that is affiliated with MCCCD, whose membership consists primarily of students enrolled at MCCCD and that may also be classroom-related or co-curricular in nature.

2.4.7 Abuse-Free Environment

See also the Auxiliary Services section for Tobacco-Free Environment and the Appendices/Student Section Medical Marijuana Act of the Administrative Regulations.

1. Substance Abuse/Misuse Statement

Drug abuse and misuse has become a national issue and is receiving national attention, particularly in the academic community. The insidious effects of the abuse of these agents are also felt by all walks of life and economic levels. Therefore, as an education providing institution, we are responsible to provide knowledge and guidelines about prevention, control, and treatment of the abuse/misuse of alcohol, illegal and legal drug uses and misuses. Annual Acknowledgements for students and employees are provided through the online messaging accounts.

Students who experiment with drugs, alcohol, and illegal substances or use them recreationally may develop a pattern of use that leads to abuse and addiction. Maricopa Community Colleges recognized drug and alcohol abuse as an illness and a major health problem as well as a potential safety and security issue.

Part of the educational mission of the Maricopa Community Colleges is to educate students about positive self-development, the benefits of a healthy lifestyle and the health risks associated with substance abuse. This mission closely aligns with the Drug-Free School and Communities Act of 1989, and other relevant substance abuse laws.

2. Student Program to Prevent Illicit Use of Drugs and Abuse of Alcohol

The Maricopa Community College District fully supports disciplinary action for misconduct and the enforcement of state laws governing the use of alcohol and the use, abuse, possession or distribution of controlled substances or illegal drugs.

A. Introduction and Purpose

The Federal Drug-Free Schools and Communities Act of 1989 (Public Law 101-226) requires federal contractors and grantees to certify that they will provide a drug-free school. As a recipient of federal grants, the District must adopt a program toward accomplishing this goal. While federal legislation has been the impetus for creation of the program, the administration and Governing Board recognize that substance abuse is a problem of national proportions that also affect students at the Maricopa Community Colleges.

The Maricopa Community Colleges are committed to maintaining learning environments that enhance the full benefits of a student's educational experience. The Maricopa County Community College District will make every effort to provide students with optimal conditions for learning that are free of the problems associated with the unauthorized use and abuse of alcohol and drugs.

B. Standards of Conduct

In the student handbooks of the Maricopa Community Colleges under codes of conduct, the following are examples of behavior that is prohibited by law and/or college rules and policies:

i. Drinking or possession of alcoholic beverages on the college campus.
ii. Misuse of narcotics or drugs.

C. Sanctions for Violation of Standards of Conduct

Disciplinary actions include, but are not limited to:

i. Warning,
ii. Loss of privileges,
iii. Suspension, or
iv. Expulsion.

D. Legal Sanctions

Local, state, and federal law prohibit the unlawful possession, use or distribution of illicit drugs and alcohol. Conviction for violating these laws can lead to imprisonment, fines, probation, and/or assigned community service. Persons convicted of a drug-and/or alcohol related offense will be ineligible to receive federally funded or subsidized grants, loans, scholarships, or employment.

Any employee is subject to disciplinary action, up to and including employment termination, for any of the following: reporting to work under the influence of alcohol and/or illegal drugs or narcotics; the use, sale, dispensing, or possession of alcohol and/or illegal drugs or narcotics on MCCCD premises, while conducting MCCCD business, or at any time which would interfere with the effective conduct of the employee’s work for the MCCCD; and use of illegal drugs.

3. MCCCD Program Standards

The Maricopa Community College District is committed to establishing a preventative substance abuse program at each college designed to affect positively the problems of irresponsible use of alcohol and the use and abuse of illegal substances. A main focus of the program will be on education of the campus community and assistance to individuals.

A. Identify a key individual, at each college, to provide emergency services and/or to contact and work with outside agencies that provide drug and alcohol counseling, treatment or rehabilitation programs that may be available to students and employees.
B. Support disciplinary action for misconduct and the enforcement of state laws governing the use of alcohol and the use, abuse, possession or distribution of controlled substances or illegal drugs.
C. Establish a preventative substance abuse program at each college designed to affect positively the problems of irresponsible use of alcohol and the use and abuse of illegal substances.

4. Alcoholic Beverages—Usage Regulation (AR 4.13)

This Administrative Regulation prohibits the use of District funds to purchase alcoholic beverages or services related to them except in small amounts to be used in cooking for the District's culinary programs. Additionally, it generally prohibits the presence of alcoholic beverages on premises owned by the District, or those leased or rented by the institution. It permits a few, narrow exceptions to that latter prohibition. The exceptions are not available to the general population of District employees or officials. More importantly, they are established to ensure that the District's actions stay within the boundaries of state law and the District's insurance coverage. Therefore, strict compliance with this regulation is essential.

A. **No Funds.** No funds under the jurisdiction of the governing board of the District may be used to purchase alcoholic beverages, except for the limited purposes of purchasing small amounts of them for use solely as ingredients in food preparation for classes and at the District's culinary institutes. Alcoholic beverages may not be stored on premises owned, leased, or rented by MCCCD except as provided in Paragraph H.
B. **No Service or Sale of Alcoholic Beverages.** The law of the state of Arizona strictly regulates the service, sale, distribution and consumption of alcoholic beverages. In light of that law, the District does not permit alcoholic beverages to be served, sold or distributed on or in the premises owned by the District or leased or rented by the Maricopa Community Colleges for District-approved educational, fund-raising or other community purposes, except as provided in Paragraphs C and G.
C. **Service at District Events on District-owned Property.** The Chancellor has the sole authority to approve the service, but not the sale or other distribution, of wine or beer at District events on district-owned property that the Chancellor either sponsors or approves. The only District employees authorized to request the Chancellor's approval are the College Presidents and the Vice Chancellors. Additionally, the law strictly limits the service of wine or beer by the District on District-owned property, and those restrictions are specified in Paragraph E. Unless approved by the Chancellor in compliance with the law and this regulation, alcoholic beverages may not be served on District-owned property.
D. **Event Form Required.** A College President or Vice Chancellor who wishes to obtain the Chancellor's approval for the service of wine or beer at a District-sponsored event on District-owned property shall forward a completed written request to the Chancellor no later than 30 days before the event. The request form is available at: AS-6 Notice of Intent to Serve Beer and Wine Form . On signing the form, the Chancellor will provide a copy of it to the requestor and to the MCCCD Risk Manager. For events that the Chancellor sponsors, he or she will complete the form, sign it and provide it to the MCCCD Risk Manager no later than 10 business days before the event.
E. **Service restrictions required by law.** An event approved under Paragraph D must, by law, comply with the all of the following restrictions:
    i. The only alcoholic beverages that may be served and consumed are wine and beer. Wine consumption is limited to 6 oz. per person, and beer consumption is limited to 24 oz;
    ii. The gathering must be by invitation only, and not open to the public;
    iii. The gathering may not exceed 300;
    iv. Invitees may not be charged any fee for either the event or the beer or wine; and

v. The consumption may only take place between noon and 10:00 p.m.

Additionally, beer and wine may only be served by a beverage service contractor whose liquor license with the state of Arizona is in good standing, except as provided in Paragraph F. The contractor must provide all of the beverages served and well as the servers or bartender. Before the event, the contractor must provide a certificate of insurance that meets the requirements of the District's Risk Manager and that adds the District as an additional insured. The contractor must also agree in writing to indemnify the District regarding the service of the beverages.

F. **Culinary Institutes.** The Chancellor may sponsor or approve an event at one of the District's culinary institutes. Students may serve wine and beer at the event as part of their class requirements, subject to the limitations of Paragraph E. Any student serving those beverages must, by law, be 19 years or older.

G. **Third-Party Event.** The Maricopa County Community College District Foundation and the Friends of Public Radio Arizona may, with the approval of the Chancellor, sponsor an event on District-owned property under this regulation. The City of Phoenix and the Friends of the Phoenix Public Library may also do so, with the approval of the Chancellor, at the joint library on the campus of South Mountain Community College. These third-party, non-district entities are solely responsible for determining the steps that they are required to take to comply with Arizona's alcoholic beverages laws. Additionally, they must comply with the following steps:
   i. The entity obtains a liquor license, if required by law, from the Arizona Department of Liquor Licenses and control for each event and fully complies with the laws, rules and other requirements applicable to that license;
   ii. The entity completes the form available at AS-7 Request to Serve Beer and Wine — Third Party Form . And provides it to the Chancellor for approval along with a copy of the liquor license no later than 30 days before the event, unless the Chancellor approves a shorter period of time in a particular case;
   iii. The entity provides or currently has on file with the District a certificate of insurance demonstrating that it has liquor liability coverage and that adds the District as an additional insured;
   iv. The entity agrees in writing to indemnify the District from any claims of any kind arising out of the event;
   v. Beer and wine are the only alcoholic beverages served and only served through a beverage service contractor whose liquor license with the state of Arizona is in good standing;
   vi. The contractor provides all of the beverages served and well as the servers or bartenders;
   vii. Before the event, the contractor provides a certificate of insurance that meets the requirements of the District's Risk Manager and that adds the District as an additional insured; and
   viii. The contractor agrees in writing to indemnify the District regarding the service of the beverages.

H. **Receipt of beverages; storage.** It is not permissible to store wine or beer on premises owned, leased or rented by MCCCD, except as provided in this paragraph. Alcoholic beverages purchased for use in cooking in District culinary courses must be stored in such a way that it is inaccessible to anyone except the Director or designee of the culinary program. For wine and beer to be used for receptions at the district's culinary institutes, as authorized by this administrative regulation, the following storage requirements apply:
   i. Wine and beer to be served may only be brought to MCCCD property no sooner than four hours prior to the event, and remain there no longer than four hours after the event; and
   ii. Once the wine and beer arrives on MCCCD property, the Director the culinary program shall assign an MCCCD employee to ensure that it is not stolen or that it is not opened until ready to be served.

I. **Compliance with law.** In compliance with applicable law, any persons planning an event under this administrative regulation are required to familiarize themselves with the pertinent laws and other requirements established by the state of Arizona for the service of alcoholic beverages, particularly those in Arizona Revised Statutes Title 4 (Alcoholic Beverages) Chapters 1 (General Provisions), 2 (Regulations and Prohibitions) and 3 (Civil Liability of Licensees and Other Persons) as well as Arizona Administrative Code Title 19, Articles 1 (State Liquor Board) and 3 (Unlicensed Premises Definitions and Licensing Time-Frames).

J. **Residential Housing.** Lawful occupants of residential housing under the jurisdiction of the Governing Board, if over the age of 21 years and not otherwise lawfully barred from such practice, may possess and consume alcoholic beverages in the privacy of their respective leased housing facility. Guests of such occupants over the age of 21 years shall have the same privilege. No alcohol is permitted in public areas (nor common areas of a dormitory) at any time.

K. **Personal Responsibility.** The personal or individual purchase of alcoholic beverages by individuals attending District-approved functions held in places serving alcoholic beverages is a personal and individual responsibility. Administrative discretion shall be exercised in the approval of the location of such activities, as such decision pertains to the nature of the group involved.

L. **Miscellaneous Usage Issues.** Any issues that are not specifically addressed within this regulation require the review and determination by the Chancellor or Executive Vice Chancellor and Provost on matters related to culinary programs, academic or student affairs.

5. Other Health Concerns

General Guidelines Concerning AIDS

Neither a diagnosis of AIDS nor a positive HIV antibody test will be part of the initial admission decision for those applying to attend any of the Maricopa Community Colleges. The Maricopa Community Colleges will not require screening of students for antibody to HIV.

Students with AIDS or a positive HIV antibody test will not be restricted from access to student unions, theaters, cafeterias, snack bars, gymnasiums, swimming pools, recreational facilities, restrooms, or other common areas, as there is not current medical justification for doing so.

Where academically and logistically feasible, students who have medical conditions, including AIDS, may seek accommodation in order to remain enrolled. Medical documentation will be needed to support requests for accommodation through the Office of Disabled Resources and Services or the Office of Vice President of Student Affairs.

The Maricopa Community Colleges acknowledge the importance of privacy considerations with regard to persons with AIDS. The number of people who are aware of the existence and/or identity of students who have AIDS or a positive HIV antibody test should be kept to a minimum. When a student confides in an faculty member, knowledge of the condition should be transmitted to the appropriate vice president or designee who will make the determination if the information should be further disseminated. It should be remembered that mere exposure to the person in a classroom does not constitute a need to know the diagnosis. It is, therefore, unnecessary to document in a student's file the fact that he or she has AIDS unless the information is to be used for accommodation reasons. Sharing confidential information without consent may create legal liability.

Students are encouraged to contact the Office of Disabled Resources and Services and/or the vice president of student affairs or designee for the types of services available in the district or community on matters regarding AIDS or the HIV virus.

4.12 Smoke-Free/Tobacco-Free Environment

The Maricopa County Community College District is dedicated to providing a healthy, comfortable, and educationally productive environment for students, employees, and visitors. In order to promote a healthy learning and work environment, the Chancellor has directed that the Maricopa County Community College District serve as a total smoke free and tobacco free environment, effective July 1, 2012. Smoking (including the use of “e-cigs”) and all uses of tobacco shall be prohibited from all District owned and leased property and facilities, including but not limited to parking lots, rooftops, courtyards, plazas, entrance and exit ways, vehicles, sidewalks, common areas, grounds, athletic facilities, and libraries.

Support signage prohibiting the use of smoking instruments and tobacco shall be placed throughout all college and District locations.

Continued violations by an employee or student shall be handled through the respective conduct procedures established for employees and students.

Appendix S-16: Statement on the Arizona Medical Marijuana Act (Proposition 203)

In 2010, Arizona voters approved the Arizona Medical Marijuana Act (Propositions 203), a state law permitting individuals to possess and use limited quantities of marijuana for medical purposes. Because of its obligations under federal law, however, the Maricopa Community Colleges will continue to prohibit marijuana possession and use on campus for any purpose.

Under the Drug Free Workplace Act of 1988, and the Drug Free Schools and Communities Act of 1989, "…no institution of higher education shall be eligible to receive funds or any other form of financial assistance under any federal program, including participation in any federally funded or guaranteed student loan program, unless it has adopted and has implemented a program to prevent the use of illicit drugs and abuse of alcohol by students and employees." Another federal law, the Controlled Substances Act, prohibits the possession, use, production, and distribution of marijuana for any and all uses, including medicinal use. This law is not affected by the passage of the Arizona Medical Marijuana Act. Because Maricopa Community Colleges could lose its eligibility for federal funds if it fails to prohibit marijuana, it is exempt from the requirements of the Arizona Medical Marijuana Act. Therefore, Maricopa Community Colleges will continue to enforce its current policies prohibiting the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance on its property or as part of any of its activities.

Employees and students who violate Maricopa Community Colleges policy prohibiting the use or possession of illegal drugs on campus will continue to be subject to disciplinary action, up to and including expulsion from school and termination of employment.

2.8 Students with Disabilities

2.8.1 Eligibility for Accommodations & Required Disability Documentation

This policy is intended to specify the disability documentation required that will qualify Maricopa County Community College District (MCCCD) students for reasonable and appropriate academic adjustments through each college's Disability Resources And Services (DRS) office.

Only accommodations granted by the respective college drs office and communicated to faculty through a Faculty Notification Letter (FNL) will be recognized by the District as approved accommodations for students with disabilities.

Faculty are not required to provide reasonable accommodations/academic adjustments to students with disabilities unless the student has registered with drs and engages in the interactive process.

I. General Eligibility Requirements

1. To receive services from the DRS, a student must be admitted and enrolled as an MCCCD student.

2. The student must provide the DRS office with documentation of a qualifying disability that verifies the nature and extent of the disability prior to receiving any accommodation or academic adjustment.

a. Any of the following submitted by an individual seeking admission to MCCCD is sufficient to establish that the individual is an individual with a disability:

1. Documentation that the individual has had an individualized education program in accordance with Section 614(d) of the Individuals with Disabilities Education Act, including an individualized education program that is not current on the date of the determination that the individual has a disability. MCCCD may ask for additional documentation from an individual who had an individualized education program but who was subsequently evaluated and determined to be ineligible for services under the Individuals with Disabilities Education Act, including an individual determined to be ineligible during elementary school.

2. Documentation describing services or accommodations provided to the individual pursuant to a Section 504 plan as defined in Section 15-731.

3. A plan or record of service for the individual from a private school, a local education agency, a state educational agency or an institution of higher education provided in accordance with the Americans with Disabilities Act of 1990.

4. A record or evaluation from a relevant licensed professional finding that the individual has a disability.

5. A plan or record of disability from another institution of higher education.

6. Documentation of a disability due to service in the uniformed services.

b. If a student does not have documentation, they are still required to follow the application and intake process, which includes meeting with a DRS representative and participating in the interactive process. Additional documentation may be required to establish the need for an academic adjustment/accommodation after a student has been identified as a student with disabilities (see section IV1(F)).

c. Provisional accommodations may be granted to a student by DRS to assist students while they collect appropriate documentation to support their eligibility for accommodations/academic adjustments. such provisional accommodations must not exceed thirty (30) days, unless such extensions are granted due to extenuating circumstances. In these cases, an additional thirty (30) days of provisional accommodations may be granted. Any extension request beyond the additional thirty (30) days must be reviewed by the District ADA/504 Coordinator. Such extension must be based on extenuating circumstances beyond the control of the requesting student, and is not guaranteed.

d. In the case of compressed classes (classes shorter than the standard 14 or 16-week schedule), provisional accommodations (as defined in 2.3 above) should be granted when the student has provided proof of a disability (as outlined in 2(A)(1-6)) and either supporting documentation regarding the need for academic adjustments/accommodations or other information at the intake meeting (or other meeting/email exchange with the DRS office) to support the need for academic adjustments/accommodations in order to access education and/or the educational environment. Reasonable provisional accommodations should be granted for compressed classes until such time as formal approval of academic adjustments can be arranged, a determination is made that the student is not eligible for reasonable accommodations/academic adjustments, or thirty (30) days of provisional accommodations have passed. The DRS office and the student requesting accommodations/academic adjustments should work together to ensure reasonable accommodations are granted promptly. Nothing in this paragraph is intended to disturb DRS processing of accommodation requests or the need for reasonable documentation to support the request for accommodations/academic adjustments.

II. Who Is Eligible For Services

1. To be eligible for DRS support services, a student must have a disability as defined by federal law (Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA).

2. An individual with a disability is a person who has a physical or mental impairment which substantially limits one or more major life activities. These persons are protected by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Individuals with a record of such an impairment and individuals who are regarded as having such an impairment are also protected by these federal laws.

3. The definition of “disability” in Section 504 and the ada should be interpreted to allow for broad coverage.

III. Definitions

1. **Academic Adjustment** means: a modification of a non-essential academic requirement, an examination, or an institutional rule that is necessary to provide access to the academic and educational environment. Academic adjustments may include changes in the length of time permitted for completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. academic adjustments may not substantially or materially alter the course modality, curriculum, competencies or degree requirements.

2. **Accommodation** means: An alteration of environment, curriculum format, or equipment that allows a student with a disability to gain access to content and/or complete assigned tasks. accommodations allow students with disabilities to pursue a regular course of study. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.

   Examples of accommodations include, but are not limited to, sign language interpreters for students who are hearing impaired, computer text-to-speech, computer-based systems for students with visual impairments or dyslexia; extended time for students with fine motor limitations, visual impairments, or learning disabilities, and large-print books and worksheets for students with visual impairments.

3. **Current Documentation** means: documentation of a diagnosed physical or mental impairment that is dated within 5-7 years. Adult norms must be used for all testing provided as documentation.

4. **Major Life Activities** include, but are not limited to: functions such as caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. Major life activities also include major bodily functions such as functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive function.

5. **Mental Impairment** means: any mental or psychological disorder, including but not limited to, intellectual disabilities (intellectual developmental disorder), organic brain syndrome, emotional or mental illness, specific learning disabilities, post-traumatic stress disorder, depression and bipolar disorder. The phrase substantially limits must be interpreted without regard to the ameliorative effects of mitigating measures, other than ordinary eyeglasses or contact lenses. Mitigating measures are things like medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications that an individual may use to eliminate or reduce the effects of an impairment. These measures cannot be considered when determining whether a person has a substantially limiting impairment. an impairment that is episodic or in remission is a disability if, when in an active phase, it would substantially limit a major life activity. For example, a student with bipolar disorder would be covered if, during manic or depressive episodes, the student is substantially limited in a major life activity (e.g., thinking, concentrating, neurological function, or brain function).

6. **Physical Impairment** means: a physiological disorder or condition, a cosmetic disfigurement, or an anatomical loss, that affects one or more of the following body systems: neurological; musculoskeletal; special sense organs (which would include speech organs that are not respiratory such as vocal cords, soft palate, tongue, etc.); respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine. examples include, but are not limited to, orthopedic, visual, speech, and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, HIV (symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

IV. Procedures

1. General Procedures

a. The DRS office alone is responsible for evaluating documentation and determining eligibility and reasonable academic adjustments/accommodations.

b. Any instructor, academic staff member, or support staff (i.e., admissions of financial aid employees) who receives a request from a student for accommodations/academic adjustments due to a disability must refer the student to the college's DRS office.

c. All requests for academic adjustments/accommodations shall be considered on an individual, case-by-case basis and all reasonable and appropriate requests for academic adjustments/accommodations from eligible students shall be considered by DRS. DRS may exercise its right to require additional documentation in support of a request for academic adjustment/accommodation.

d. Academic adjustments/accommodations are determined by the DRS office through an interactive exchange (the interactive process) with the eligible student. The interactive exchange may continue during the course of the year and may involve faculty members' input regarding the terms and conditions of the course or program of study. Accommodations/ academic adjustments in the classroom environment shall require participation of course faculty.

e. MCCCD is not required to provide "best" or "most desired" accommodations, but rather a reasonable accommodation sufficient to provide the eligible student equal access to the educational environment/activities.

f. MCCCD shall continue the interactive process to establish a reasonable accommodation for an individual pursuant to Section 504 of the Rehabilitation Act of1973 and the Americans with Disabilities Act of 1990 until it finds an accommodation or accommodations that meet the needs of the individual and do not impose an undue burden on college/district.

2. Material Alteration of class or certification requirement
    a. If a faculty member believes the DRS approved academic adjustment/ accommodation would alter an essential academic course competencies, curriculum, or a licensing requirement, the instructor shall meet with the DRS office as part of the interactive process. In the event this issue was not previously addressed in the interactive process, a conversation with DRS should take place within five (5) days of the faculty member's receipt of the faculty notification letter outlining the approved academic adjustment/accommodation. The parties will attempt to resolve the concern.

    b. If the faculty member's concerns are not resolved after the meeting with the DRS Manager/Director, the faculty member and the DRS Manager/Director will meet with the Chief Academic Officer, or designee, and the District ADA/504 Coordinator to resolve the concern. This meeting should take place within three (3) days of the meeting between the DRS Manager/Director and the faculty member. The Chief Academic Officer's decision is final.

    c. Any change in the DRS office's initial recommendation resulting from the meeting with the Chief Academic Officer will be communicated to the student by the DRS office and the interactive process will continue in an effort to provide reasonable and appropriate academic adjustments/accommodations.

3. Recipients of federal funds are prohibited from intimidating, threatening, coercing, discriminating or otherwise retaliating against any individual for the purpose of interfering with any right or privilege secured by this policy or by federal and/or state law. Any retaliatory action by instructors, supervisors, managers, academic professionals, administrators, or other employees who have the authority to take adverse action against a complainant or witness is strictly prohibited and may be grounds for disciplinary action.

V. Rights And Responsibilities

1. Students served by Disability Resources and Services have the right:

    a. To an equal opportunity to access course information and materials

    b. To an equal opportunity to participate in and benefit from the college community

    c. To choose whether or not to disclose the nature of their disability to their professor(s). The information the student provides to DRS is protected by FERPA.

    d. To request reconsideration of accommodation determinations if dissatisfied with the granted accommodations because they believe their disability(ies) is/are not being properly accommodated or if they believe they have been discriminated against during the interactive process.

    e. To be free from retaliation for seeking redress under this or other district policy.

2. Students served by Disability Resources and Services responsibilities:

    a. Self-identify to DRS as having a disability and provide accurate, recent, and timely documentation.

    b. Check MCCCD email and/or DRS connect portal for updates and announcements.

    c. Request accommodations each semester in a timely manner and understand that a late request does not constitute retroactive adjustments.

    d. Notify DRS if classes are dropped or added.

    e. Ensure that instructors have received the Faculty Notification Letter once it has been issued through drs connect.

    f. Communicate directly with DRS regarding exam accommodations, such as taking exams in the testing center, and stay in communication about the time and place for such exams.

    g. Contact DRS in a timely manner if having any difficulty securing or arranging accommodations.

    h. Promptly return any borrowed or assigned equipment (as an accommodation) to DRS when it is no longer needed.

    i. If approved for note taking or audio recording services, understand that these services are for personal use only and may not be shared. In addition, the student must understand that you must be present in class to receive these services.

    j. Understand that requesting accommodations does not mean that the student's request will be approved.

    k. Meet the same standards—academic, technical, performance, and behavioral—expected of all Maricopa County Community College students.

    l. Accommodations may be granted on a provisional basis (30 days). This may be based on the need for additional documentation. In these cases, the student will need to update their documentation to

receive accommodations beyond the 30 days. The student must understand that approval will be based on a review of the new documentation and there is no guarantee that the provisional (or any) accommodations will be approved.

m. Understand that faculty are not required to provide any accommodation that fundamentally alters the nature of their course or lowers the academic standards.

VI. General Disability Documentation Guidelines

Physical Disabilities

Maricopa County Community College District, Disability Resources and Services will accept current diagnoses of physical disabilities that are based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified and/or licensed) professionals (e.g., medical doctors, ophthalmologists, psychologists, neuropsychologists, audiologists).

Learning Disabilities

Maricopa County Community College District, Disability Resources and Services will accept diagnoses of specific learning disabilities that are based on comprehensive, age-appropriate, psychoeducational evaluations that demonstrate current functional limitations of the disability.

The assessment must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, educational diagnostician) who has had direct experience with adolescents and adults with learning disabilities, including all battery scores in addition to evaluative notes.

Attention Deficit Hyperactivity Disorder (ADHD)/Attention Deficit Disorder (ADD)

Maricopa County Community College District, Disability Resources and Services will accept current diagnoses of adhd that are based on age-appropriate, diagnostic evaluations, administered by trained and qualified (i.e., certified or licensed) professionals (e.g., psychiatrists, psychologists, or neuropsychologists). submitted documentation must demonstrate current functional limitations of the disability.

Psychiatric Disabilities

Maricopa County Community College District, Disability Resources and ServiceS will accept current diagnoses of psychiatric disabilities that are based on comprehensive and appropriate diagnostic evaluations completed by trained and qualified (i.e., licensed or certified) professionals (e.g., psychologists, psychiatrists, neuropsychologists, school psychologists).

Submitted documentation must demonstrate current functional limitations of the disability.

VII. Additional Documentation Guidelines and Resources

The Maricopa County Community College District, Disability Resources and Services can provide a “disability verification form” that can be completed by a trained and qualified professional, or the professional may choose to submit a letter. The letter must be on letterhead, with date and signature (including license number, if applicable), and must include the following:

1. a diagnostic statement identifying the disability (including the date of the diagnosis)

2. current severity/impact of the disability (mild/moderate/severe)

3. an assessment of major life activities that are impacted by the disability (e.g., learning, concentration, class attendance, social interactions, reading, walking, etc.) and

4. specific recommendations for accommodations. The DRS office alone is responsible for evaluating documentation and determining eligibility and reasonable academic adjustments/accommodations.

VIII. Request for Reconsideration and Grievance Procedure

1. Request For Reconsideration
   a. If a student is unsatisfied with either the academic adjustments/ accommodations granted by the DRS office or the denial of academic adjustments/accommodations, the student should submit **in writing** to the respective college DRS Manager/Director the specific reason(s) they are unsatisfied and the redress they seek. The DRS Manager/Director will respond to this communication within five (5) business days. The communication should outline the Manager/Director's response as well as if there has been a determination that an adjustment or change of accommodation status is warranted.
   b. If the student is still dissatisfied with their academic accommodations or the denial of their accommodations, the student may submit a formal request for reconsideration of accommodation to the accommodation review committee (ARC).
      1. The request for reconsideration must be made in writing within ten (10) business days of the mailing of the DRS response to the initial request for reconsideration.
      2. This written request should be delivered to the District ADA/504 Coordinator and must include a statement of desired outcome. In reviewing a request for reconsideration, the ARC will rely on the documentation available to the DRS at the time of the initial decision in making accommodation determinations.
      3. The ARC shall consist of two (2) DRS Managers/Directors from colleges unaffiliated with the student, and one Equal Opportunity & Title IX Regional Program Director.
   c. The ARC will respond to students within ten (10) business days of the district ADA/504 Coordinator receiving the request for reconsideration.
   d. **The ARC may uphold the original accommodation determination or may return the matter to the granting college's DRS team to revisit the interactive process.** The decision of the ARC Shall be final. any changes to accommodations will be communicated **to the student by the DRS office.** Accommodations are not retroactive.

2. Grievance Procedure
   a. If a student believes they have been subject to unlawful discrimination based on their disability, the student may file a complaint under the Discrimination Complaint Procedures for Students (Appendix ND-2).

TECHNICAL CHANGE, AMENDED through Direct Approval by the Chancellor, January 31, 2024
AMENDED through Direct Approval by the Chancellor, November 14, 2023
AMENDED through Direct Approval by the Chancellor, August 3, 2023
AMENDED through the Administrative Regulations Approval Process, June 12, 2023
AMENDED through Direct Approval by the Chancellor, September 14, 2022
AMENDED, November 15, 2021 (Office of Public Stewardship housekeeping update)
AMENDED through the Administrative Regulation Approval Process, June 24, 2021
AMENDED by Direct Approval from the Chancellor, January 4, 2017

2.8.2 Eligibility of Students Taking Reduced Course Loads

Although any student may register for fewer than twelve credit hours, a student with a disability may request a reduced academic load as a reasonable and appropriate accommodation. A college Disability Resource Services (DRS) professional may certify that a student who is afforded a reduced academic load as an accommodation for a disability shall nevertheless be deemed a full-time student. Such certification shall be solely to enable the student to seek eligibility for health insurance benefits and to seek eligibility to comply with mandates of the National Junior College Athletic

Association. The college DRS professional will certify that a student may be deemed a full-time student as provided under this regulation only on a semester-by-semester basis.
The appropriate college offices will receive documentation of the DRS professional's certification from the professional or the student. An incoming student may apply for such certification upon acceptance to the college. Requests for certification must be made prior to the beginning of each semester. Every attempt will be made to accommodate these requests.

The following criteria also apply:

1. Students taking a reduced course load must register for at least 6 credit hours (based on DRS approval) during the regular fall and spring semesters. It is recommended that students register for at least three (3) credit hours during the summer to offset the impact of academic eligibility.

2. Students taking a reduced course load must maintain satisfactory academic progress standards as defined by the College catalog.

3. The reduced credit load may result in an adjusted financial aid package. There may be additional ramifications including, but not limited to, extra time to complete college, insurance coverage, Vocational Rehabilitation funding, etc.

4. Eligibility for Federal Stafford Loans may be reduced according to the total number of credit hours taken in the full academic year. A student, taking a reduced course load, must be at least half time in a semester (6 credits) in order to receive a Stafford Loan.

5. The amount of Federal Financial Aid (Title IV) awarded is based on the actual number of credit hours taken.

6. Requirements for continuation of funding through Vocational Rehabilitation may differ. The student must contact his/her VR counselor to determine how a reduced course load will impact their funding.

7. The National Junior College Athletic Association (NJCAA) has published standards in regard to the designation of Certified Disabled Student-Athlete in Article V Section J of the NJCAA bylaws. This procedure addresses the NJCAA criteria for reduced course loads.

Application Process

1. Applications for reduced course loads must be submitted to the Disability & Services professional with supporting documentation. Requests must be made prior to the beginning of each semester.

2. Supporting documentation must include a diagnostic evaluation from an appropriate professional. The documentation must meet the guidelines set forth by the Maricopa Community College District's Documentation Policy in order to evaluate the current impact of the disability in regards to the request. Students are required to complete an application form for this status every semester, but do not need to re-submit their documentation. Continuation of this status is not automatic. Each case will be re-evaluated at the end of the semester to determine if this accommodation is still appropriate.

3. Students requesting a reduced course load should consult with their academic advisor regarding the consequences of this status for making progress toward graduation requirements and eligibility for various academic distinctions and designations.

4. Students registered in occupational and/or academic programs that have specific block formats will not be considered for reduced course loads.

5. Students who are approved for a reduced course load will be required to sign the Reduced Course Load Approval Form (see Appendix S-10), which includes a statement acknowledging that he or she has reviewed the consequences that go with reduced load status and accepts them.

6. When a reduced course load status is granted by the Disability Resources & Services professional, a copy of the Reduced Course Load Approval Form will be sent to the appropriate individuals.

2.3.11 Academic Misconduct

1. Definitions

A. Academic Misconduct - includes any conduct associated with the classroom, laboratory, or clinical learning process that is inconsistent with the published course competencies/objectives and/or academic standards for the course, program, department, or institution. Examples of academic misconduct include, but are not limited to: (a) cheating and plagiarism (including any assistance or collusion in such activities, or requests or offers to do so); (b) excessive absences; (c) use of abusive or profane language; and (d) disruptive behavior.

B. Cheating is any form of dishonesty in an academic exercise. It includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, examinations, or any other form of assessment whether or not the items are graded; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; (c) the acquisition, without permission, of tests or other academic material belonging to or administered by the college or a member of the college faculty or staff; (d) unauthorized (as determined by instructor) collaboration, contract cheating, or engaging a third-party individual or service (e.g. ghostwriting) to complete an assignment or exam without the approval of the instructor of the class; (e) unauthorized use of generative Artificial Intelligence (AI) tools to complete an assignment or exam without the approval of the instructor of the class; and (f) fabrication of data, research, facts, or information.

C. Plagiarism is the act of using the ideas, words, or creative work generated by another person or entity without proper attribution. It includes, but is not limited to: (a) the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; (b) unacknowledged use of materials prepared by another person or unauthorized (as determined by instructor) collaboration, contract cheating, or engaging a third-party individual or service (e.g. ghostwriting) to complete an assignment or exam without the approval of the instructor of the class; (c) information gathered from the internet and not properly identified; and (d) the unauthorized use of generative AI tools to complete some or all of an assignment or exam without the approval of the instructor of the class.

2. Academic Consequences

Any student found by a faculty member to have committed academic misconduct may be subject to the following academic consequences, based on the faculty member's judgment of the student's academic performance including, but not limited to:

- **Warning** - A notice in writing to the student that the student has violated the academic standards as defined in 1.A.
- **Grade Adjustment** - Lowering of a grade on a test, assignment, or course.
- **Discretionary Assignments** - Additional academic assignments determined by the faculty member.
- **Course Failure** - Failure of a student from a course where academic misconduct occurs.

3. **Disciplinary Sanctions**

A faculty member may remove a student from one (1) class meeting for disciplinary reasons. For involuntary removal from more than one (1) class period, the faculty member should invoke the procedures outlined in AR 2.5.2.

If the misconduct is sufficiently serious to warrant course failure, and if either:

(a) the failure results in a student being removed from an instructional program, or

(b) the student refuses to accept responsibility for the misconduct and its academic consequences, the faculty member will, in addition to awarding the course grade, consult the department chair and the vice president of academic affairs as to whether institutional sanctions set forth below should be sought under AR 2.5. Regardless of whether the student has accepted responsibility for academic consequences, in all cases of academic misconduct the faculty member may make recommendations for sanctions and may file a written complaint of misconduct. The vice president of academic affairs will serve as the Student Conduct Administrator in all academic misconduct cases, and will follow the procedure established in AR 2.5.2 to evaluate whether disciplinary sanctions are warranted. College probation, suspension, or expulsion will be imposed only by the vice president of academic affairs or designee, and only after the student has received the procedural rights provided in AR 2.5.2.

Disciplinary Probation - Disciplinary probation is for a designated period of time and includes the probability of more severe sanctions if the student commits additional acts of academic misconduct.

College Suspension - Separation of the student from the college for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified. (A suspension from one Maricopa Community College will apply to all other colleges/centers in the District.)

College Expulsion - Permanent separation of the student from the college. (Expulsion from one Maricopa Community College will apply to all colleges/centers in the District.)

4. Appeal of Sanctions for Academic Misconduct

Students can appeal academic consequences by following the instructional grievance procedure (AR 2.3.5; Appendix S-6). Students can appeal Students may appeal disciplinary sanctions as provided in AR 2.5.2. If the student appeals through both processes, the instructional grievance process will be suspended until a final decision is reached in the student discipline procedure. In all cases in which financial aid has been adversely affected by academic consequences or disciplinary sanctions that are the subject of ongoing hearing or appeal proceedings, the student may appeal the financial aid determination on the grounds that a final decision has not been made. In such an event, a final decision on financial aid will not be made until after the final decision on consequences and/or sanctions.

Also See:

2.3.4 Academic Standing, Warning, and Probation

2.3.5 Instructional Grievance Process (Appendix S-6 Instructional Grievance Process)

2.5.2 Student Conduct Code

AMENDED through the Administrative Regulation Approval Process, June 4, 2024
AMENDED through the Administrative Regulation Approval Process, May 24, 2022
Amended through Direct Approval from the Chancellor and Executive Vice Chancellor & Provost on August 7, 2013

2.11 Student-Athlete Name, Image, Likeness Activity

The purpose of this regulation is to define the institutional guidelines and limitations relating to Maricopa County Community College District (MCCCD) student-athletes who use their name, images, or likenesses (NIL) for monetary compensation.

Regulation

1. **Scope and Definition** – For the purpose of this regulation, an "NIL activity" is any business activity in which a student-athlete is compensated in any way by a third party (not related to the Maricopa County Community College District) for the use of the student-athlete's name, image, or likeness.

2. **Permissible NIL Activities** – Student-athletes may be compensated for participation in NIL activities so long as those activities are permissible under NJCAA and MCCCD/college policies and regulations, federal regulations,

and comply with Arizona law.

3. **Student-Athlete Disclosure of NIL Activities** – Student-athletes must disclose the details of any NIL inquiry to their respective college's Athletic Director prior to entering into any agreement. Once an NIL agreement is signed, a copy of the agreement must be given to the student-athlete's Athletic Director for recordkeeping purposes. Any modifications to an existing agreement must be reported to the Athletics Director prior to the change being implemented and a copy of the signed, modified agreement must be delivered to the student athlete's Athletic Director for recordkeeping purposes.

4. **No Impermissible Recruitment or Benefits through NIL Activities**– NIL activities may not be used by MCCCD or any of its representatives to recruit prospective student-athletes to MCCCD or for the purposes of compensating student-athletes for their athletic performance. Among other things, this means:
    a. Compensation for NIL activities must be commensurate with the going rate for similar services in the relevant market.

    b. Student-athlete staff members, including active outside consultants, may not assist student-athletes in the development, operation, or promotion of NIL activities.

    c. Athletics staff members may not provide apparel or gear to student-athletes for purposes of NIL activities.

    d. Student-athlete access to MCCCD resources and facilities for purposes of NIL activities is provided at the same level of availability and cost as to the public.

5. **Restrictions on Types of Businesses or Activities** – Student-athletes may not engage in NIL activities with people, institutions, businesses, or other entities in the following categories:
    a. Alcohol and alcohol products;

    b. Casinos, gambling, and sports betting/wagering;

    c. Cannabis and marijuana in any form, along with associated products, dispensaries, or paraphernalia;

    d. Firearms and other weapons;

    e. Gentlemen's clubs, adult entertainment, and/or escort services;

    f. NJCAA banned substances;

    g. Political purposes or causes;

    h. Post-Secondary educational institutions or online educational organizations;

    i. Pharmaceuticals;

    j. Sexually explicit materials; and/or

    k. Tobacco products.

6. **NIL activities while participating as a student-athlete**– Student-athlete may not engage in NIL activities during required team activities or while representing MCCCD in any capacity, including during travel related to MCCCD athletics competition(s).

   Student-athlete may not miss class to participate in NIL activities.

   Student-athlete may not sell items provided by MCCCD and/or the NJCAA until the student-athlete has exhausted all team eligibility. "Items," for purposes of this regulation includes jerseys, gear, apparel, equipment, or awards. After the student has exhausted their eligibility, the student-athlete may sell items that are not required to be returned to the college, the NJCAA, or the college's athletics department.

7. **Professional Service Providers**– Student-athletes may use professional service providers (e.g., marketing agents, brand managers) to assist with the management and procurement of NIL activities and to review NIL agreements. Such providers' engagement must be limited to NIL activities and may not be used to secure opportunities as professional athletes. Professional services providers must be duly licensed as per state law requirements.

8. **Use of Institutional Marks** – Student-athletes may not use MCCCD and college-specific intellectual property in connection with NIL activities without permission. Permission to use such intellectual property may be requested via the individual use of Intellectual Property Request form (see Appendix S-19). Student-athletes must request the use of protected marks at least five (5) days before the activity is scheduled to occur. Student-athletes cannot resell institutional marks (such as apparel) or copyrighted material that belongs to the college, district, or NJCAA.

9. **Review** – The respective college Athletics Director will review NIL activities for conflict with this regulation and NJCAA regulation. Neither the Athletics Director, nor any other MCCCD entity will perform a legal review of the student-athlete NIL agreement.

10. **International Student-Athletes** – International student-athletes are not eligible to receive compensation for NIL agreements in the United States due to their visa status and lack of work authorization. International student-athletes should consult with MCCCD'S District Compliance office to discuss whether they are eligible to receive NIL compensation from a United States company when the student-athlete is in their home country.

11. **Violations**– Violations of this regulation may result in a variety of penalties depending on the nature and type of regulation deviation. The most egregious deviations (i.e., proof that an NIL activity was used to compensate a student-athlete for performance or to induce a prospect to attend) may lead to termination of employment for staff members, booster dissociation, and student-athlete scholarship and athletic participation modification. Violations of NJCAA regulation will be reported to NJCAA and could result in additional NJCAA-mandated penalties. Penalties for student-athletes who violate this regulation will be commensurate with the nature and type of regulation deviation and will be addressed via the Student Code of Conduct.

12. The terms of this regulation may be modified at the discretion of the MCCCD.

ADOPTED by Direct Chancellor Approval, September 14, 2022

DISCIPLINARY STANDARDS

2.5.1 Conduct Standards and Authority

Disciplinary Probation and Suspension Standards

According to the laws of the State of Arizona, jurisdiction and control over the Maricopa County Community College District (MCCCD) are vested in the MCCCD Governing Board. The MCCCD Governing Board and its agents-the

Chancellor, administration, and employees are granted authority to regulate student behavior subject to basic standards of reasonableness.

In developing responsible student conduct, the MCCCD prefers mediation, guidance, and admonition. However, when these means fail to resolve problems of student conduct and responsibility, appropriate disciplinary procedures will be followed. The MCCCD reserves the right to levy discipline rather than attempt mediation and guidance, based on the severity of the conduct.

AMENDED through the Administrative Regulation Approval Process, May 24, 2022
AMENDED by Direct Approval from the Chancellor, August 11, 2020

2.5.2 Student Conduct Code

The purpose of this Student Code of Conduct is to help ensure a productive and safe environment for students, employees, and visitors. This conduct code is not a stand-alone policy. This code is subject to the provisions outlined in AR 5.1.16, generally known as the Title IX policy, and AR 6.24, generally known as the Free Expression policy, and AR 5.1, generally known as the Non-Discrimination policy. There are other policies that may intersect with other administrative regulations.

Article I: Definitions

The following are definitions of terms or phrases contained within this Code:

1. "**College**" means a Maricopa County Community College District (MCCCD) College or center/ site.

2. "**College premises**" means all land, buildings, facilities and other property in the possession of or owned, used, or substantially controlled by the college or MCCCD.

3. "**College official**" means any person employed by the college or MCCCD, performing assigned administrative or professional responsibilities pursuant to this Student Conduct Code. The college president shall designate the college/center official who is responsible for the administration of the Student Conduct Code.

4. "**Complainant**" means any person who submits a complaint alleging that a student violated this Student Conduct Code. When a student believes they have been a victim of another student's misconduct, the student who believes they have been a victim will have the same rights under this Student Conduct Code as are provided to the Complainant, even if another member of the college community submitted the Complaint itself.

5. "**Day**" means business day when college is in session, and shall exclude weekends and college/MCCCD holidays.

6. "**Disruptive behavior**" means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting/facility, which includes educational or professional internships, clinical placements, or other experiential learning opportunities. Disruptive behavior also includes conduct that materially interferes with or obstructs college business operation.

7. "**District**" means the Maricopa County Community College District (MCCCD).
8. "**Faculty member**" means any person hired by the college or MCCCD to conduct classroom or teaching activities or who is otherwise considered by the college to be a member of the faculty in credit / non-credit courses and clock hour courses and programs.

9. "**Member of the college community**" means any person who is a student, faculty member, college official, or any other person employed by the college or center/site. A person's status in a particular situation shall be determined by the college President.
10. "**Organization**" means any number of persons who have complied with the formal requirements for college recognition.

11. "**Policy**" is defined as the written regulations of the college and/or MCCCD as found in, but not limited to, this Student Conduct Code and MCCCD Governing Board policy.
12. "**Respondent**" means any student accused of violating MCCCD's Student Conduct Code. Respondents enjoy the presumption of innocence until such time as the respondent is adjudicated to have violated the Student Conduct Code.

13. "**Student**" means any individual who is currently admitted or registered in credit or non-credit college programs on a full or part time basis, or who participates in a college function (such as orientation, in anticipation of enrollment) or who was enrolled in the immediate previous term or is registered for a future term, including college employees so admitted, registered, or enrolled.

14. "**Student Conduct Administrator**" means a college official authorized by the college official responsible for administration of the Student Conduct Code to impose sanctions upon students found to have violated this Student Conduct Code.
15. "**Threatening behavior**" means any written or oral statement, communication, conduct or gesture directed toward any member of the college community, which causes a reasonable apprehension of physical harm to self, others, or property. It does not matter whether the person communicating the threat has the ability to carry it out, or whether the threat is made on a present, conditional, or future basis.

Article II: Judicial Authority

1. Decisions made by a Student Conduct Administrator shall be final, pending the normal appeal process.
2. Matters pertaining to sexual harassment must always be referred first to the college Title IX Coordinator for review under AR 5.1.16. Conduct that does not meet the definition of sexual harassment as outlined in AR 5.1.16, or otherwise do not meet the definition of an educational program or activity, do not occur against a person within the United States, or are otherwise dismissed either under the mandatory or discretionary dismissal provisions will be referred by the Title IX Coordinator back to the college's respective Student Conduct Administrator for investigation and adjudication under the Student Conduct Code.

Article III: Prohibited Conduct

1. Jurisdiction

The Student Conduct Code shall apply to conduct that occurs on any college or MCCCD premises, or at any center/site or MCCCD-sponsored event or activity that adversely affects the college community and/or the pursuit of its objectives

A. Jurisdiction may be applied against student behavior conducted online, via email, or other electronic medium provided that it meets the criteria listed above. Further, jurisdiction under this policy applies to any person who is currently admitted or in credit or non-credit college programs or who participates in a college function (such as orientation, in anticipation of enrollment) or who was enrolled in the immediate previous term or is registered for a future term, including college employees so admitted, registered, or enrolled.

B. The Student Conduct Code shall apply to a student's conduct even if the student withdraws from school while a disciplinary matter is pending.

2. Title IX Sexual Harassment.

Matters pertaining to sexual harassment/misconduct that do not meet the definition of sexual harassment as outlined in Administrative Regulation 5.1.16 or otherwise do not meet the definition of an educational program or activity and do not occur against a person within the United States will be referred by the Title IX Coordinator to the College's respective Student Conduct Administrator for investigation and adjudication under the Student Conduct Code.

3. **Disruptive Behavior in Class (Temporary Removal of Student)**

Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to a faculty member's appropriate classroom rules or instructions, or

interferes with the normal operations of the college. Students who engage in disruptive behavior or threatening behavior may be directed by the faculty member to leave the classroom or by the college official responsible for administration of the Student Conduct Code to leave the college premises. (Academic Misconduct AR 2.3.11). If the student refuses to leave after being requested to do so, college police may be summoned to provide assistance. For involuntary removal from more than one (1) class period, the faculty member should invoke the procedures outlined below.

4. Conduct - Rules and Regulations

Any student found to have committed the following misconduct is subject to the disciplinary sanctions outlined in Article IV:

A. Acts of dishonesty, including but not limited to the following:

i. Knowingly furnishing false information to any college official or officer (including filing a false report or complaint), including during an official investigation (i.e., Title IX, conduct, or campus police investigation).

ii. Forgery, alteration or misuse of any college document, record or instrument of identification, even if there is no reliance on the forged or altered document in the posting of grades or other academic/financial benefit.

iii. Tampering with the election of any college-recognized student organization.

iv. Financial aid fraud or corresponding behaviors that would allow a student to receive a monetary benefit for which they are not eligible.

v. Misrepresentation of one's identity (see also Identity Theft Red Flag and Security Incident Reporting AR 6.11).

vi. Misuse of the colleges copyrighted content and trademark (Copyright Act Compliance AR 2.4.5).

vii. Knowingly filing a false report (Title IX, conduct, or campus police investigation) to a college official or campus police.

B. Obstruction or disruption of teaching, research, administration, disciplinary proceedings or other college activities, including its public service functions on campus, in clinical settings or other authorized non-college activities;

C. Conduct that intentionally or recklessly causes physical harm or that otherwise threatens or endangers the health or safety of any person.

i. Physical abuse – hitting, pushing, use of a weapon, beating or other such activity resulting in or, intended to cause physical harm.

ii. Making a threat(s) of violence (including verbal, written, or virtual communication) that does or could cause(s) a reasonable expectation of harm to the health or safety of a specific person.

iii. Substantial or repeated acts and/or harassment directed at a person or group of people that would cause a reasonable person to feel fearful and/or find intimidating, hostile, or offensive, including but not limited to, bullying, stalking, and hazing (Hazing Prevention Regulation AR 2.6) as defined in Article I.

iv. Any form of retaliation towards a complainant or any participant in an investigation or conduct process.

D. Attempted or actual theft of, damage to, or unauthorized use of property of the college or property of a member of the college community or other personal or public property.

E. Trespassing or unauthorized access to physical or virtual/cyber property or services of the college.

F. Having an animal in a campus building, other than in accordance with MCCCD policy (Domesticated Animals on Campus AR 3.9 and Guidelines for Service Animals on Campus) and ADA laws, such as permitted service animals individually trained to perform tasks for the benefit of an individual with a disability.

G. Failure to comply with direction of college officials or law enforcement officers in the performance of their duties and/or failure to properly identify oneself to these persons when requested to do so.

H. Unauthorized possession, duplication or use of keys to any college premises, or unauthorized entry to or use of college premises.

I. Violation of any college or MCCCD policy, rule or regulation published in hard copy or online, such as a college catalog, handbook, etc. or available electronically on the college's or District's MCCCD'S website.

J. Violation of federal, state or local law.

K. Use, possession, manufacturing or distribution of illegal or other controlled substances except as expressly permitted by law, unless such use is prohibited due to a program of study for fields that are deemed safety sensitive positions. (Abuse-Free Environment AR 2.4.7, S-16 Statement on the Arizona Medical Marijuana Act Proposition 203).

L. Illegal use, possession, manufacturing or distribution of alcoholic beverages or public intoxication.

M. Smoking tobacco products, using e-cigarettes, or any other violation of the Smoke-Free/Tobacco-Free Environment policy (AR 4.12).

N. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on college premises, or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others, or property damage (Weapons policy AR 4.6).

O. Participation in a demonstration, riot or activity that disrupts the normal operations of the college and infringes on the rights of other members of the college community; leading or inciting others to disrupt scheduled and/or normal activities within any college building or area.

P. Obstruction of the free flow of pedestrian or vehicular traffic on college premises or at college-sponsored or supervised functions.

Q. Conduct that is disorderly, lewd or indecent; breach of the peace; or aiding, abetting or procuring another person to breach the peace on college premises or at functions sponsored by or participated in by the college or members of the academic community. Disorderly conduct includes but is not limited to: any unauthorized use of electronic or other devices or to make an audio or video record of any person while on college or MCCCD premises without their prior knowledge, or without their effective consent or when such a recording is likely to cause injury or distress. This includes, but is not limited to, secretly taking pictures of another person in a gym, locker room, or restroom.

R. Engaging in individual conduct that materially and substantially infringes on the rights of other persons to engage in or listen to expressive activity is subject to discipline under this conduct code. (Free Expression policy AR 6.24).

S. Attempted or actual theft or other abuse of technology facilities or resources, including but not limited to:

i. Unauthorized entry into a file, to use, read or change the contents or for any other purpose
ii. Unauthorized transfer of a file
iii. Unauthorized use of another individual's identification and/or password
iv. Use of technology facilities or resources to interfere with the work of another student, faculty member or college official
v. Use of technology facilities or resources to send obscene or abusive messages
vi. Use of technology facilities or resources to interfere with normal operation of the college technology system or network

vii. Use of technology facilities or resources in violation of copyright laws (Copyright Act Compliance AR 2.4.5)
viii. Any violation of the MCCCD'S technology resource standards (Technology Resource Standards AR 4.4)
ix. Use of technology facilities or resources to illegally download files
x. Unauthorized use of intellectual property (Intellectual Property policy)

T. Abuse of the Student Conduct system, including but not limited to:
i. Falsification, distortion or misrepresentation of information before a Student Conduct Official.
ii. Invoking a Student Conduct Code proceeding with malicious intent or under false pretenses
iii. Attempting to discourage an individual's proper participation in, or use of, the Student Conduct system
iv. Attempting to influence the impartiality of the member of a judicial body prior to, and/or during the course of, the Student Conduct proceeding
v. Harassment, either verbal or physical, and/or intimidation of a Student Conduct Administrator prior to, during and/or after a Student Conduct proceeding
vi. Failure to comply with the sanctions imposed under this Student Conduct Code
vii. Influence or attempting to influence another person to commit an abuse of the Student Conduct Code system
viii. Failure to obey the notice from a Student Conduct or college official to appear for a meeting or hearing as part of the Student Conduct system.

U. Engaging in irresponsible social media conduct. All Student Conduct policies apply to social networking platforms.

V. Attempt to bribe a college or MCCCD employee.

W. Stalking behavior, which occurs if a student intentionally or knowingly maintains visual or physical proximity toward another person on two (2) or more occasions over a period of time and such conduct would cause a reasonable person to fear for their safety.

X. Sexual misconduct, including but not limited to:
i. The use or display in the classroom, including electronic, of pornographic or sexually harassing materials such as posters, photos, cartoons or graffiti without pedagogical justification.
ii. Explicit sexual comments by one (1) or more students about another student, or circulating drawings or other images depicting a student in a sexual manner.
iii. Unwelcome sexual advances, repeated propositions or requests for a sexual relationship to an individual who has previously indicated that such conduct is unwelcome, or sexual gestures, noises, remarks, jokes, questions, or comments by a student about another student's sexuality or sexual experience.
iv. Harassment based on sex, pregnancy, gender identity, gender expression, or sexual orientation that creates a hostile environment. A hostile environment exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefitting from the MCCCD education programs and/or activities. The existence of a hostile environment is to be judged both objectively (meaning a reasonable person would find the environment hostile) and subjectively (meaning the impacted individual felt the environment was hostile).

Y. Sexual Exploitation
i. Taking non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited. Examples of behavior that could rise to the level of Sexual Exploitation include:
a. Recruiting, harboring, transporting, providing, or obtaining another person for the purpose of sexual exploitation;
b. Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
c. Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
d. Going beyond the bounds of consent (such as letting your friends hide in the closet to watch you having consensual sex);
e. Engaging in non-consensual voyeurism;

f. Knowingly transmitting an STI (sexually transmitted infection), such as HIV, to another without disclosing one's STI status;
g. Exposing one's genitals in non-consensual circumstances, or inducing another to expose their genitals;
h. Possessing, distributing, viewing or forcing others to view obscenity.

5. Violation of Law and College Discipline

A. Disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both the criminal law and this Student Conduct Code (that is, if both possible violations result from the same factual situation) without regard to pending civil or criminal litigation. If a criminal investigation and/or prosecution results from the same factual situation, proceedings under this Student Conduct Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of the college official responsible for administration of the Student Conduct Code. Determinations made or sanctions imposed under this Student Conduct Code shall not be subject to change because criminal charges arising out of the same facts giving rise to violation of college rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

B. When a student is charged by federal, state or local authorities with a violation of law, the college will not request or agree to special consideration for that individual because of their status as a student. If the alleged offense is also being processed under this Student Conduct Code, however, the college may advise external law enforcement and other authorities of the existence of this Student Conduct Code and of how such matters will be handled internally within the college community. The college will cooperate fully with the law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators. Individual students and faculty members, acting within their personal capacities, remain free to interact with governmental representatives, as they deem appropriate.

C. The Student Code of Conduct may apply to off-campus behavior that affects a substantial interest of the college. A substantial college interest means:

i. Any situation where it appears that the student's conduct may present a danger or threat to the health or safety of themselves or others; and/or

ii. Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly breaches the peace and/or causes social disorder; and/or

iii. Any situation that is detrimental to the educational mission and/or interests of the college, unless it is protected by a student's constitutional right to free expression.

Article IV: Student Conduct Code Procedures

1. Allegations And Resolution Options

A. Any member of the college community may file a complaint against a student for violations of this Student Conduct Code. A complaint may be in writing or verbally given to the Student Conduct Administrator. Once the complaint has been made, it shall be put in writing and a notice of allegation should be submitted to the Respondent. A Respondent must receive written notice of the allegations before a meeting is held with the Respondent regarding the conduct. The notice of allegations should outline the particulars of the complaint, the presumption of innocence, an outline of the Respondent's due process rights, and the contact information for the Student Conduct Administrator.

B. There is no statute of limitations for bringing a complaint under the Student Conduct Code, but it is advisable to bring a complaint as soon after the conduct being reported occurred.

C. Both the Complainant and the Respondent shall have the right to be assisted by an Advisor of their choosing. A

party who elects to be assisted by an Advisor must notify the Student Conduct Administrator of the name and contact information of the Advisor not less than two (2) days before the scheduled meeting with the party. Advisors may not be an attorney. Both the Complainant and the Respondent are responsible for presenting their own information during the course of the meeting. Advisors are not permitted to speak or participate directly in any Student Conduct meeting or proceeding and can be removed from proceedings by not abiding by these parameters.

D. Misconduct that would fall under the jurisdiction of AR 5.1.16, meaning it alleges sexual harassment, discrimination, sexual assault, dating/domestic violence, or stalking should be forwarded to the Title IX Coordinator for a jurisdictional review. In such cases where the conduct alleged does not meet the definition of sexual harassment, as outlined in the Title IX Regulations (and MCCCD policy AR 5.1.16) or is otherwise subject to mandatory or discretionary dismissal, the alleged conduct will be referred back to the Student Conduct Code for investigation and adjudication.

E. After receiving information on alleged violations of the Student Conduct Code, the Student Conduct Administrator will review the information, gather facts, and make a determination on the appropriate next steps. Documentation regarding the aforementioned steps must be maintained. Next steps are:

i. Dismiss the case due to insufficient evidence, lack of jurisdiction, or the alleged behavior, even if proven true, would not violate the code.

ii. Proceed with a full, thorough, and impartial investigation with formal disciplinary proceedings.

iii. Initiate an informal resolution outside of formal disciplinary proceedings provided involved parties mutually agree and the Student Conduct Administrator determines this option is appropriate given the nature of the allegations. An informal resolution can also be an option when the Respondent accepts responsibility for the behavior.

iv. If the informal resolution option is initiated, the determination with regard to responsibility and sanctions is final and cannot be appealed.

2. Informal Resolution Options

A. Informal resolution options include, but are not limited to: administrative dispositions, mediation, facilitated dialogue, and restorative justice practices.

B. Determinations regarding the type of informal resolution offered in a particular case will be made in consultation with the Student Conduct Administrators, other MCCCD leadership, as necessary, and the students at issue. Staff outside of the Student Conduct Administrator's office may be involved in facilitating the agreed upon option.

C. Informal resolutions can result in the same sanctions and institutional responses as are reserved for matters that have been addressed through a full investigation.

D. The Student Conduct Administrator will make the determination with regard to responsibility.

E. Should new facts come forward during the informal resolution process that significantly alter the nature of the allegations, the Student Conduct Administrator has the discretion to initiate a full investigation. If one of the involved parties decides that the informal resolution option is not appropriate, they may request a full investigation. This request must be submitted to the Student Conduct Administrator before the conclusion of the informal resolution process. If this action is taken, the Student Conduct Administrator will document the end of the informal resolution process and shall initiate a formal investigation.

F. Both the Complainant and the Respondent must sign an agreement to engage in the informal resolution process.

3. Interim Actions

A. If the Student Conduct Administrator is in receipt of information indicating that the Respondent poses a threat of harm or substantial disruption, the Student Conduct Administrator may take administrative action(s) to restrict, suspend, or alter the rights of a student for a temporary period. The interim action(s) will be communicated in writing to involved parties and will remain in place until a final decision on the pending allegations has been made or until the Student Conduct Administrator believes the reason(s) for issuing the interim action(s) no longer exists. These administrative actions are not designed to be punitive, and they are not issued as sanctions.

B. A student who is restricted from campus or suspended due to interim action(s) may appeal the interim action(s) in writing to the Dean or Vice President of Student Affairs (VPSA) who is over the Student Conduct Administrator, and in the case that a VPSA is the Student Conduct Administrator, to the President of the college, no later than five (5) business days following the effective date of the interim action(s). This person will determine, within five (5) business days of receipt of the appeal, if the interim action(s) should remain in place, be modified, or lifted.

C. Examples of interim actions include, but are not limited to, no contact directives, removal from a class or classes or specific MCCCD locations, administrative removal from campus, administrative/enrollment holds, and temporary suspension.

D. Factors considered before issuing interim actions include, but are not limited to, individual safety, community safety, and the need to maintain an academic and work environment free from disruption. If the interim action is temporary suspension or removal from campus, the Student Conduct Administrator will consult with the college's behavioral assessment team as part of the decision-making process.

4. Notice Of Allegations And Investigation

A. The notice of allegations letter sent to the Respondent will also be sent to the Complainant. The notice of allegation should specify that the investigation will be done to determine, under the preponderance of the evidence standard, if a violation of the policy has taken place. The notice of allegations should outline the particulars of the complaint, the presumption of innocence, an outline of the Respondent's due process rights, and the contact information for the Student Conduct Administrator.

B. Investigations will be conducted in a fair and impartial manner. Respondents are treated with a presumption of innocence until such time as it has been adjudicated that a violation of the Student Conduct Code has taken place.

C. If during the investigation additional allegations are presented or if allegations outlined in the original notice of allegations have been retracted, the Respondent must receive an amended notice of allegations and shall be allowed to address the new allegations.

5. Investigation Process

A. At the beginning of the investigation interview, the Student Conduct Administrator will review with the party being interviewed:

- the Student Conduct Code,
- the investigation process,
- how determinations are made,
- possible sanction(s),

- the prohibition against retaliation,
- and appeal options.

B. Students are expected to comply with requests and directives issued by the Student Conduct Administrator performing duties connected to an investigation. Should a student choose to not participate in the conduct process, the Student Conduct Administrator will proceed with the investigation and make determinations without gaining input from the non-participating student.

C. After the investigative interview, respondents will be given up to five (5) days to reflect upon and respond to the allegations(s) in writing. The written response should be delivered to the Student Conduct Administrator within that time period. Likewise, Complainants and witnesses will be given up to five (5) days to reflect upon and respond to the information presented and outlined during the investigative interview. The Student Conduct Administrator does not need to provide interview notes or additional information to the student to facilitate this process.

D. A student can have an advisor present in all conduct proceedings, but the advisor cannot speak on the student's behalf.

E. Involved parties can identify witnesses who have information relevant to the investigation. These witnesses will be contacted by the Student Conduct Administrator who will assess the relevance of the witnesses and conduct interviews as appropriate.

F. Complainants and Respondents will be notified in writing when an investigation has concluded and the investigative report has been completed, which will encompass all information except for a final determination.

6. Determinations

A. The Student Conduct Administrator will determine whether it is more likely than not that a student and/or student organization violated the Student Conduct Code.

B. The Student Conduct Administrator will consider any mitigating or aggravating factors and determine the appropriate sanctions.

C. Within five (5) business days of the determination, the Student Conduct Administrator will provide the parties a written decision. The written decision will indicate whether or not the charge(s) was substantiated and, if the charge(s) was/were substantiated, will outline the remedial action(s) taken including sanctions if applicable, to be issued by the college. The determination letter will summarize the investigation and outline the determination made regarding the allegations outlined in the complaint, as well as state any issued sanction(s) based on a finding of responsibility.

D. Respondent will be informed of the right to appeal the determination and will be given instructions on how to do so in the decision letter.

7. Appeals

A. The Respondent must submit a written appeal request to the supervising Dean Of Students or Vice President of Student Affairs (VPSA), or in the case that the Student Conduct Administrator is the VPSA, the President, no later than five (5) days from the date of the written determination.

B. If no appeal is filed within the five (5) day window, the determination regarding responsibility for a violation under this policy and sanctions is final.

C. Pending the filing of a timely appeal request, the decision by the Dean of Students or VPSA will delay the effective date of the disciplinary sanction.

D. The grounds for an appeal are restricted to the following:

I. Procedural irregularity that affected the outcome of the matter, and

II. New evidence that was not reasonably available at the time determinations regarding responsibility was made, or that could affect the outcome of the matter.

E. The Dean of Students or VPSA will notify the involved parties of a decision regarding the appeal within five (5) days of receiving the appeal request. Both parties to the original investigation will be notified of the appeal decision.

I. If the appeal is denied, the decision by the Student Conduct Administrator shall be considered final and binding upon all concerned.

II. If the appeal is granted, the rationale for the decision will be outlined in the decision letter as will the next steps in the process.

A. The appellate body has discretion upon granting an appeal to refer the matter back to the Student Conduct Administrator for re-consideration, or alter the sanction(s) only (including issuing more severe sanctions).

8. Matters Related to Infringement of the Right to Free Expression

A. As outlined in Arizona Revised Statute 15-1866, any student who engages in individual conduct that materially and substantially infringes on the rights of other persons to engage in or listen to expressive activity is subject to discipline under this conduct code.

B. In all disciplinary proceedings involving students, including proceedings involving expressive conduct, a student is entitled to a disciplinary hearing under published procedures that include, at a minimum, all of the following:

i. The right to receive advanced written notice of the allegations.
ii. The right to review the evidence in support of the allegations.
iii. The right to confront witnesses who testify against that student.
iv. The right to present a defense.
v. The right to call witnesses.
vi. A decision by an impartial person or panel.
vii. The right to appeal.
viii. If either a suspension of more than thirty (30) days or expulsion is a potential consequence of a disciplinary proceeding under this section, the right to active assistance of counsel.

9. Sanctions

A. The following sanctions may be imposed upon any student found to have violated the Student Conduct Code:

i. **Warning** - a written notice to the student that the student is violating or has violated institutional rules or regulations.
ii. **Disciplinary Probation** - a written reprimand for violation of specified rules or regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional rules or regulation(s) during the probationary period.

iii. **Loss of Privileges** - denial of specified privileges for a designated period of time which can include, but is not limited to, eligibility for some leadership roles, scholarships, membership in college-affiliated organizations, programs, and activities, and restricted access to college premises.

iv. **Restitution** - compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.

v. **Discretionary Sanctions** - work assignments, essays, service to the college or community, apology letters, educational programs, or other related discretionary assignments. (Such assignments must have the prior approval of the Student Conduct Administrator And will have specific due dates).

VI. **Behavioral Requirement** - engagement with services or programs designed to address behaviors of concern through education and skill-building.

VII. **College Suspension** - separation of the student from all the colleges in MCCCD for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified. Suspension from **ONE** college means a suspension from **ALL** colleges in MCCCD.

viii. **College Expulsion** - permanent separation of the student from all the colleges in MCCCD. expulsion from one college means expulsion from all MCCCD colleges.

IX. **Degree/Certificate Revocation** - permanent revocation of a student's degree and/or certificate.

X. **Other Sanctions** - additional or alternative sanctions may be created and designed as deemed appropriate to the offense with the approval of the Student Conduct Administrator.

B. More than one of the sanctions listed above may be imposed for any single violation.

C. Disciplinary sanctions are part of a student's educational record.

10. Miscellaneous

A. Administrative Hold

The Student Conduct Administrator may place a temporary administrative hold preventing a student's registration, transcript release, or graduation if it is necessary to secure the student's cooperation in the investigation or compliance with an administrative direction. This hold is not a sanction but a necessary step to resolve the complaint promptly.

B. Academic Consequences

Violations of the student conduct code can have academic consequences if the violation also constitutes failure to meet standards of performance or professionalism set by the instructor or the program, or if it constitutes cheating, plagiarism, falsification of data, or other forms of academic dishonesty. In such cases, the instructor may award a failing grade for the assignment or the course in such cases, and the program faculty may decide that the student is ineligible to continue in the program. Academic consequences are determined by the faculty and academic administration, and are not dependent on the decisions of the college officials charged with the administration of the Student Conduct Code.

Article V: Interpretation and Revision

Any question of interpretation regarding the Student Conduct Code shall be referred to the college official responsible for administration of the Student Conduct Code for final determination.

AMENDED through the Administrative Regulation Approval Process, May 24, 2022
AMENDED by Direct Approval from the Chancellor, August 11, 2020

2.5.3 Student Records

1. Definitions

For the purposes of this policy, the Maricopa County Community College District has used the following definition of terms.

A. "College" includes all colleges, educational centers, skill centers and District office.

B. "Educational Records" are any record (in handwriting, print, tapes, film, or other media) maintained by the college or an agent of the college which is directly related to a student, except:

i. A personal record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute

ii. An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment

iii. Records maintained by the colleges security unit, if the record is maintained solely for law enforcement purposes, is revealed only to law enforcement agencies of the same jurisdiction and the security unit does not have access to education records maintained by the community college.

iv. Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional, if the records are used *only* for treatment of a student or made available only to those persons providing treatment.

v. Alumni records which contain information about a student after he or she is no longer an attendant of the community college and the records do not relate to the person as a student

2. Records Request

Official verification of educational records is issued by the Admissions and Records Office/Office of Student Enrollment Services.

3. Fees

If a copy(ies) of a portion or all of the records in a student's file is requested, the custodian of the records may charge a fee for copies made. However, the willingness or ability to pay the fee will not effectively prevent students from exercising their right to inspect and review (under supervision of a college employee) their records. A fee will not be charged to search for or to retrieve records. Standard fees for printing and duplication services will apply.

4. Annual Notification (SEE ALSO FERPA EXPLANATION)

Students will be notified of their rights annually by electronic mail in a FERPA Annual Notification. Students rights may also be provided via the following means: FERPA Annual Notification placement on the college website, publication in the college catalog and/or the student handbook:

Individuals requesting admission or enrollment at any of the Maricopa County Community Colleges are asked to provide certain contact information that is collected and used for the purpose of responding to the request. The information collected may include your name, address, telephone number or email address. Maricopa county community colleges and/or its agents, including attorneys and/or collection agencies, may use this information to contact you through various means, including phone calls, text messages, e-mail and postal mail. Communication may include, but is not limited to, information regarding account balances, programs and services that MCCCD offers.

5. Rights of Access to Educational Records

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (FERPA defines an "eligible student" as a student who has reached 18 years of age or is attending a postsecondary institution at any age). These rights include:

A. The right to inspect and review the student's education records within 45 days after the day the college receives a request for access.

1. Students should submit to the Admissions & Records Office/Enrollment Services written requests that identify the record(s) they wish to inspect at each college they attend. The form to do so may be found HERE. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. There may be occasions when a record may not be copied, especially if doing so may compromise another student or faculty member's privacy. The college or district may deny access to the following records:
    a. Parents' financial statements;
    b. Letters of recommendation, if the student has waived his or her right of access;
    c. Records filed before January 1, 1975; or
    d. Records not included in the FERPA definition of educational records.
3. The Maricopa County Community College District and its associated colleges reserve the right to deny copies of records, including transcripts, in any of the following situations:
    a. There is an unresolved disciplinary action against the student; or
    b. The educational record requested is an exam or set of standardized test questions.

B. The right to request the amendment of the student's education records that the student believes is inaccurate, or misleading.

1. Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
2. A proper request to correct a student education record must:
    a. Be written to the College Registrar;
    b. Clearly identify the part of the record they want to be changed; and
    c. Specify why the record is inaccurate or misleading.
3. Any written request which does not include the required information will not be considered. The requestor will be notified in writing that their request was not properly submitted and they will receive directions on how to resubmit it.
4. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. The FERPA Appeal Process is also outlined in the student handbook and in Appendix S-17 of the MCCCD Administrative Regulations.

C. The right to provide written consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

1. With the exception of directory information and the various FERPA authorized disclosures without consent, the Maricopa County Community College District or its associated colleges must receive written consent from students before disclosing any personally identifiable information from educational records. The FERPA Release Of Information Consent MAY BE FOUND HERE.

CONDITIONS OF DISCLOSURE WITHOUT CONSENT

FERPA permits the disclosure of personally identifiable information (PII) from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA Regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

1. To other school officials, including instructions, administrators, supervisors, Governing Board members, academic or support staff, law enforcement and health staff, within the MCCCD whom the college or District has determined to have legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities. This includes contractors, attorneys, auditors, collection agents, consultants, volunteers, or other parties to whom the college has outsourced institutional services or functions, provided that the conditions listed in §99.31(A)(1)(I)(B)(1) – (A)(1)(I)(B)(2) are met. (§99.31(A) (1))

2. To officials of another school where the student seeks to or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(A) (2))
3. To authorized representatives of the US Comptroller General, the US Attorney General, and the US Secretary of Education, or State and Local Educational Authorities, such as a state postsecondary authority that is responsible for supervising the college's state supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of federal-or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement, or compliance activity on their behalf (§§99.31(A) (3) AND 99.35)
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(A) (4))
5. To organizations conducting studies for, or on behalf of, the college, in order to: (A) Develop, Validate, or Administer Predictive Tests; (B) Administer student aid programs; or (C) Improve instruction (§99.31(A) (6))
6. To accrediting organizations to carry out their accrediting functions. (§99.31(A) (7))
7. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(A) (8))
8. To comply with a judicial order or lawfully issued subpoena.(§99.31(A) (9))
9. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(A) (10))
10. Information the college has designated as "Directory Information" under §99.37. (§99.31(A) (11))
11. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(A) (13))
12. To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the college's rules or polices with respect to the allegation made against him or her.(§99.31(A) (14))
13. To parents of a student regarding the student's violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(A) (15))

Students who believe that MCCCD or an agent of the college has disclosed information contrary to the provisions outlined in this section may submit a grievance via the non-instructional complaint resolution process. The process is posted at: S-8 Non-Instructional Complaint Resolution

D. The right to file a complaint with the US Department to Education concerning alleged failures by the college to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5920

E. ***2012 FERPA AMENDMENT***: As of January 3, 2012, the U.S. Department of Education's FERPA Regulations expand the circumstances under which your education records and Personally Identifiable Information (PII) contained in such records—including social security number, grades, or other private information—may be accessed without student consent. For more information on this amendment, please see: FERPA HTTPS://DISTRICT.MARICOPA.EDU/CONSUMER-INFORMATION/FAMILY-EDUCATIONAL-RIGHTS-PRIVACY-ACT-FERPA

F. Student Directory Information

1. A Maricopa County Community College may release directory information about any student who has not specifically requested the withholding of such information. Students who do not want directory information released may so indicate during the admissions process or notify the Admission & Records Office/Enrollment Services.

A. Students should consider very carefully the consequences of a decision to withhold directory information. A privacy block will call for the college or District to not release this directory information. Therefore, any future requests for such information from non-institutional persons or organizations will be refused.

2. Students may request their college to withhold the sharing of directory information by filing out a Request To Withhold Directory Information form and submitting that form to the college Admission & Records Office/Enrollment Services.

3. Directory information is considered public information. At any Maricopa County Community College, directory information is defined as a student's:

A. Name
B. Address
C. Phone Number
D. MCCCD Email Address
E. Photograph/Electronic Image
F. Place of Birth
G. Major Field of Study
H. Current Enrollment Status
I. Participation in Officially Recognized Activities
J. Dates of Attendance
K. Degrees Awarded
L. Awards and Academic Honors Received/Dean's List Selection
M. Previous Institutions Attended
N. Program and promotional materials on participants in various sports and similar public activities, including weight and height of athletic team members.

G. Disclosure to Parents

In accordance with federal law, college officials may disclose educational records to parents of a student who have established the student's status as a dependent according to the Internal Revenue Code of 1986, section 152, without the written consent of the student.

RELEASE OF DIRECTORY (PUBLIC) INFORMATION

At its discretion, the college or District may provide *Directory Information* in accordance with the provisions of FERPA. Types of information considered As *Directory Information* are listed below. additional information may be found at: DISTRICT.MARICOPA.EDU under Consumer Information.

BLOCKING THE RELEASE OF DIRECTORY (PUBLIC) INFORMATION

By default, a college or District may release a student's directory information. Students may prohibit (or block) the public disclosure of directory information by completing a ***PRIVACY BLOCK*** form.

Students should consider *very carefully* the consequences of a decision to withhold directory information. A privacy block will call for the college or District to not release this *directory information*. Therefore, any future requests for such information from non-institutional persons or organizations will be refused.

Although the college or District will honor a student's request to withhold directory information, it cannot *assume responsibility* to contact the student for subsequent permission to release this information. Regardless of the effect upon the student, the college or District assumes no liability as a result of honoring a student's instructions to withhold such information.

ADDITIONAL INFORMATION:

- If a student blocks directory information, it still may be inspected by those MCCCD officials authorized by law to inspect education records without consent.
- If a student chooses to block directory information, it cannot be released to friends, family, prospective employers, the news media, advisors, student activities, and honors societies.
- Some reasons for considering a privacy block on directory information include harassment or the advice of a legal or medical professional.
- If a student wishes to keep public data private but release information so it can be published in commencement programs and honors lists, contact the office of Admissions & Records/Enrollment Services at the appropriate college(s).

If a student wishes to remove the privacy block, he or she must rescind the previous block. The college and District cannot assume responsibility to contact students for subsequent permission to release this information. It is the sole responsibility of the student to initiate the release of blocked information.

USING SOCIAL SECURITY NUMBERS

Due to identity theft concerns and privacy issues, students will no longer be asked to provide a social security number as a personal identifier. Instead, students will be assigned a student id number upon enrollment that can be used to access education records, as needed.

AMENDED through Direct Approval by the Chancellor, June 17, 2024
TECHNICAL CORRECTION made to remove duplicative and contradictory language (DOB), October 26, 2021
AMENDED through the Administrative Regulations Approval Process, June 4, 2019

Appendix S-17: FERPA Appeal Process

FERPA APPEAL PROCESS

In instances where the college decides not to amend an education record as requested by the student, the college will notify the student of the decision and advise him/her of the right to an appeal hearing according to the following process:

- The student must have first presented the issue in writing to the college's Admissions/Enrollment Office or designee identifying the records that he/she wishes to have amended and provided any supporting documentation. Note: With the exception of clerical errors, requests that are expressly related to grade disputes are not subject to this process and must be vetted through the Instructional Grievance Process.

- If the request to change the record was deemed unsubstantiated by the college designee and the institution was able to demonstrate that the record was accurate, the student will be informed of the right to a formal appeal hearing.

- Students must request a formal hearing within 10 business days from the date they are informed of the right to an appeal hearing.

- The request for a formal hearing must be in writing and delivered to the [Dean of Admissions/Enrollment Services, Vice President of Student Affairs] or designee.

- The college official who receives the formal hearing request will either review the case personally or designate a hearing committee if the issue involves a matter not clearly established by current policy or administrative regulation.

- A written decision will be delivered to all parties summarizing the evidence and stating the reason(s) for the decision. If the decision is in favor of the student, the education record will be amended. If the decision is for the record to remain the same, the student may place a statement commenting on or disagreeing with the decision in the education record.

STUDENT HANDBOOK

2.5.4 Student Employment

1. District Student Employees

A. Introduction
Students may be employed by the college as student help. District regulations require that students be hired in essential jobs and that they be properly trained and supervised.

B. Philosophy and Workload for Student Employees
   i. It shall be the philosophy of Maricopa Community College District that a student may work to augment college and living expenses, however, the scholastic endeavor should be foremost. Sufficient time should be allotted for classroom attendance, homework, out-of-class study and participation in activities.
   ii. A workload of twenty (20) hours per week should be established as the maximum number of hours a student employee may work on campus. All student employees shall be enrolled in a minimum of three (3) semester credit hours. Any combination of day and evening hours would meet this requirement. Any student employee having special reasons to work over 20 hours per week or having dropped below three (3) credit hours should request his/her immediate supervisor to obtain approval from the College president or his/her designee.
   iii. During the summer sessions, students may be eligible for employment if they were enrolled for a minimum of three (3) semester credit hours at the end of the spring semester, or if they have been accepted for admission for the fall semester. Exceptions to the three (3) semester credit hours may be made by the president or his/her designee. Summer shall be designated as the time from the official end of the spring semester to the beginning of classes for the fall semester.

C. Student Employee Benefits
As student employees, there are no entitlements to employee benefits; i.e., vacation, retirement, sick leave, health and life, or disability insurance. Students will, however, be covered under Worker's Compensation Insurance.

D. Student Employment Records
Student employee records will be maintained at the Financial Aid office, the office of the fiscal agent or the Career/Placement Office and will be reviewed periodically by the Vice President of Students Affairs.

E. Student Compensation
The hourly rate of pay for student employees shall coincide with the policies of the District Salary Schedule.

F. Employee Contracts and Forms (See Appendix FM-3)
Student Employee Grievance Procedure

G. Part-time student employees working for one of the Maricopa Community Colleges may wish to file a grievance relating to certain working conditions or violation of student employment regulation. Please refer to the Non-Instructional Complaint Resolution Process (AR 2.3.12)

2. Student Security Guards

A. Introduction and Philosophy
Students may be employed by the college as student help. If student guards do not come from the ranks of Administration of Justice classes, they must undergo appropriate training to qualify them as student guards. This training program is outlined in the regulation.

B. Workload of Student Security Guards

i. Student security guards shall be enrolled for a minimum of three (3) semester hours.
ii. Student security guards shall be limited to 20 hours per week when the workweek starts at 7:00 a.m. on Monday and concludes at 11:00 p.m. on Friday. Additional hours may be worked if guards are assigned special duty at games or activities held on campus during the weekend, or if guards are assigned a shift on Saturday and Sunday, between 7:00 a.m. and 11:00 p.m.

C. Students not in Administration of Justice Program
   i. Use of student other than those in Administration of Justice Program:
      1. Selection of the student must be personally approved by the vice president of students affairs and chief of security.
      2. Selection of a student should not extend beyond one semester without the approval of the vice president of students affairs.
      3. Selected student must undergo a special training program directed by the chief of security and approved by the vice president of student affairs.
   ii. Recommended program for students other than those in Administration of Justice programs: Students employed by campus security who are not majors in the Administration of Justice program should be given at least twenty (20) hours of training with pay before being allowed to function independently as a campus security guard. This training should include, but not be limited to instruction in:
      1. Wearing of the uniform, general appearance, and demeanor
      2. The use of the various security report forms and how to properly complete them to provide requested information; General report writing methods
      3. Public relations methods used on the campus
      4. Crime prevention methods used on the campus; Patrol methods used in buildings and grounds.
      5. Basic techniques for interviewing students, faculty and visitors relative to the incidents
      6. Laws and regulations governing the actions of campus security personnel concerning rendering of assistance to students, faculty and visitors on the campus
      7. Basic first aid

D. Student Security Guards Employee Benefits
   As student employees there are not entitlements to employee benefits; i.e., vacation retirement, sick leave, health and life, or disability insurance. Students will, however, be covered under Worker's Compensation Insurance.

E. Student Employment Records
   The student security guard's employment records will be maintained at the office of the chief of security and reviewed periodically by the Vice President of Student Affairs.

2.5.5 Student Governance

Student governing bodies derive their authority from the Maricopa County Community College District Governing Board that exists in accordance with Arizona Revised Statutes. The administration of the District is vested in the Chancellor who delegates responsibility for each college to the College President who serves in a management and policy implementation capacity having the ultimate responsibility for all activities of the college. The President shall designate the administrator(s) (i.e., directors of student leadership) at each college who will be charged with the responsibility for working with the college student governing body(ies) in the development of college student activities and programs.

A representative form of student governance may exist at each college/center as well as district wide to provide an effective means of communication among students, faculty, staff and administration and to provide student input in college and District matters. Eligibility requirements are to be met and spelled out in detail in each student governance constitution. These constitutions shall establish the minimum requirements for the elective/appointive officers. All student government constitutions shall be submitted to the Governing Board General Counsel to ensure compliance with federal and state laws, the Maricopa Community Colleges Governing Board Policies and the Chancellor’s Administrative Regulations. Since Rio Salado Community College is a countywide non-campus college, the president shall ensure that opportunities exist for student involvement.

College student constitutions should be reviewed annually by student governance. The appropriate vice president or designee of each college shall be responsible for submitting any changes to the president of the college for transmittal to the Governing Board General Counsel.

1. **Officers/Members**
   All reference in this document to positions will designate whether the position is an officer position or a member position.

   Each student governance constitution shall define which of its elected positions (maximum of 5) within its structure shall be designated as officers. The persons filling those positions shall be referred to, in this document, as officers. Persons filling all other positions, elected or appointed, shall be referred to as members (excluding non-voting committee members).

   All positions filled by election shall be considered as elected positions, even though the person filling the position may have been appointed to fill an unexpired term of another individual.
2. **Designation**
   Colleges with two (2) student governments shall designate the governments as "day" or "evening." Colleges with one (1) government shall be considered day students, for the purposes of this document.
3. **Eligibility for Office**
   All student governance constitutions shall prescribe that all persons elected or appointed as officers shall be enrolled in and maintain a minimum of six (6) credit hours for day student governments, three (3) credit hours for evening student governments. Officers shall have and maintain a minimum cumulative grade point average of 2.50 and be in good standing (not on probation) according to the written district policy. Convicted felons shall be ineligible for office (ARS § 13-904). The constitution may, however, set more rigid requirements, if so desired by college student governance.
4. **Tenure of Position**
   Tenure in any student governance position shall be determined by the respective student governance constitutions. In no case shall any student be allowed to serve in any combination of officer/member positions beyond a total of ten (10) semesters. Tenure in any combination of officer positions shall be limited to four (4) semesters.
5. **Removal from Office**
   Provisions shall be made in all student governance constitutions for removal for cause of individuals from elected or appointed student governance positions.
6. Remuneration Limitations
   A. Student body officers may receive financial support and/or a letter grade in a leadership class during their terms of office as authorized in their respective student governance constitutions. Student body officers (maximum 5) may receive up to twenty (20) hours per week in financial support and/or up to six (6) credit hours in leadership classes per semester. Remuneration shall be for services rendered and not for merely holding the office.
   B. For qualifying students, Federal Work Study (FWS) funds may be used in accordance with Federal guidelines.
   C. The allowance for awarding honorariums or scholarships for executive student officers is a maximum of $200.00.
   D. Compensation may be received for both honorariums/scholarships and college employment in the same semester.
7. **Amending Student Constitutions**
   College student constitutions should be reviewed annually by student governance. The appropriate vice president or designee of each college shall be responsible for submitting any constitutional changes to the President of the college for transmittal to the Governing Board General Counsel.
8. **Student Governance Advisors**
   College organization advisors will be provided for in each student governance constitutions. Such advisors shall be full-time or part-time employees of the Maricopa Community Colleges.

   Recommendations for appointment of an advisor may be submitted to the appropriate vice president or college president. Recommendations for dismissal of an advisor with just cause may be submitted to the appropriate vice president or college president.

9. **Legal/Fiscal/Financial Matters**
   Authority and responsibility beyond the scope specifically covered in student policies, or interpretation of such matters within laws, board policies, etc. shall rest with the offices of General Counsel and Chancellor, respectively.
10. **Final Authority**
    In the event of a complete breakdown of the governance body, the college president will serve as the final authority.

Student Clubs and Organizations
In addition to student governing bodies, student clubs and organizations may be formed that fall under the operational direction of the Office of Student Life and Leadership and the administrative direction of the Vice President of Student Affairs at each college. Student clubs and organizations are generally interest-based in nature (such as for a particular program, discipline, or college activity) and are considered to be an important part of the total college experience. Each college shall outline the requirements necessary to establish the formation of an interest-based student club and organization (i.e., mission/purpose, size, structure, advisors). Club advisors shall be employees of the Maricopa County Community College District.

In most instances, student clubs and organizations shall be open to all students who are enrolled in credit courses at a Maricopa Community College. Pursuant to ARS §15-1863, religious or political student organizations may determine that the organization's internal affairs, selecting the organization's leaders and members, defining the organization's doctrines, and resolving the organization's disputes are part of the organization's religious or political mission and that only persons committed to that mission should conduct such activities. For religious and political organizations, state statute recognizes the role that viewpoint serves in the mission and purpose of the organization's operations. Thus, such groups may elect to select members based upon organizational doctrine. The MCCCD may not deny recognition or any privilege or benefit to a religious or political student organization or group that exercises its rights pursuant to the statute.

Whereas ARS §15-1863 allows religious and political organizations to determine their internal affairs and the selection of their leaders and members, the MCCCD non-discrimination policy is applicable to all other aspects of these student clubs and organizations.

*******INSERT INTO PROGRAM SECTION OF THE CATALOG AS ALLIED HEALTH*******

Appendix S-13: The Maricopa Community Colleges Allied Health or Nursing Program
Allied Health or Nursing Assumption of Risk/Release of Liability
Most of the allied health or nursing program pathways include a program of study in a clinical training environment that may contain exposures to risks inherent in patient-oriented educational experiences (such as but not limited to bodily injury or communicable and infectious diseases). Students enrolling in clinical educational courses will be asked to sign a statement assuming all risks inherent in their coursework.

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

MCCCD Required Background Checks
Students enrolled in an MCCCD allied health or nursing program are required to complete and pass clinical learning experiences, working with children, elderly persons, and other vulnerable populations. MCCCD's major clinical agency partners now mandate that any college students assigned to them for clinical experiences submit to a comprehensive background clearance prior to entering such learning experiences. Because the clinical experience portion of the programs is critical to completing a program of study, MCCCD has instituted two specific background check requirements in order for a student to enroll in a program. First, the student must obtain, at his or her own cost, a Level I Fingerprint Clearance Card from the Arizona Department of Public Safety. Precluding offenses for a Level I card can be found in

Arizona Revised Statute § 41-1758.07 (https://www.azleg.gov/viewdocument/?docName=https://www.azleg.gov/ars/41/01758-07.htm). Additionally, students must also obtain a "pass" status on a MCCCD supplemental background check from MCCCD's authorized background check contractor. The student must also pay for this background check. The supplemental check will be based on the most stringent standards of MCCCD's clinical experience partners.

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

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

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

1. *National Federal Health Care and Abuse Databases*
2. *Social Security Verification*
3. *Residency History*
4. *Arizona Statewide Criminal Records*
5. *Nationwide Criminal Databases*
6. *Nationwide Sexual Offender Registry*
7. *Homeland Security Search*

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

1. *Social Security number does not belong to the applicant*
2. *Any inclusion on any registered sex offender database*
3. *Any inclusion on any of the Federal exclusion lists or Homeland Security watch lists*
4. *Any conviction of a felony no matter what age of the convictions*
5. *Any warrant any state*
6. *Any misdemeanor conviction for the following no matter how long ago:*
    - A. *Violent crimes*
    - B. *Sex crime of any kind including non consensual sexual crimes and sexual assault*
    - C. *Murder, attempted murder*
    - D. *Abduction*
    - E. *Assault*
    - F. *Robbery*
    - G. *Arson*
    - H. *Extortion*
    - I. *Burglary*
    - J. *Pandering*
    - K. *Any crime against minors, children, vulnerable adults including abuse, neglect, exploitation*
    - L. *Any abuse or neglect*
    - M. *Any fraud*
    - N. *Illegal drugs*
    - O. *Aggravated DUI*
7. *Any misdemeanor controlled substance conviction in last 7 years*
8. *Any other misdemeanor conviction within last 3 years*
   EXCEPTIONS: Any misdemeanor traffic (DUI is not considered traffic).

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

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

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

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

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

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

Changes to Admission or Background Check Requirements
MCCCD may change its program admission requirements or background check requirements without notice at any time.

No Guarantee of Receipt of Licensure/Certificate
Many of the nursing and allied health programs prepare graduates for application for State or National certificates or licenses. In some professions, such licensure and certification is required prior to employment or practice in the profession. Graduation from a nursing and allied health program does not guarantee the receipt of a license or certificate to practice in the field of study.
AMENDED by Direct Approval from the Chancellor, June 1, 2017

*****END OF ALLIED HEALTH SECTION*****

4.18 Consensual Relationships

1. **General**
   The existing Governing Board Policy on Hiring of Relatives prohibits employees from being involved in any employment or key decision that involves a relative. This would include work performance, job assignments, or pay related matters. In that such relationships can create a conflict with the interests of the Maricopa Community Colleges, and the increased potential for nepotism and favoritism, the same principles also apply in the case of consensual amorous, romantic and/or sexual relationships that occur between employees or between employees and students.

   In the work and academic environment, such a relationship that might be appropriate in other circumstances is inappropriate if one of the individuals in the relationship has a professional responsibility toward, or is in a position

of authority with respect to, the other, such as in the context of supervision, instruction, coaching, counseling or advisement. An element of power is present in such a context and it is incumbent upon those with authority not to abuse that power. In addition, consensual relationships may yield to third parties the appearance that unfair bias or favoritism towards the student or supervisee is taking place.

A. Definitions
    i. Consensual relationships are defined as romantic, amorous and/or sexual relationships between consenting employees or between employees and adult (18 years or older) college students currently enrolled at one of the community colleges.
    ii. An employee is any individual who is employed by the Maricopa County Community College District (MCCCD). An employee includes an individual who is subject to an established employee job group policy manual, whether regular, full-time board approved, at-will, part-time, and/or temporary. An employee also includes a contract worker (special services employment, request for personnel services) working or serving as an agent or designee on behalf of the MCCCD.
    iii. A student is considered to be any person currently enrolled in a credit or non-credit class at one of the colleges or centers within the Maricopa County Community College District.
    iv. A vendor is someone who sells or can sell products or services to the Maricopa County Community College District.
    v. A recent consensual relationship is considered to be one that has taken place within the past 24 months.
B. Prohibited Conduct
    i. An employee shall not maintain, engage in or be involved in a consensual relationship with another employee who is subject to that individual's supervision or with a student that is currently enrolled in the individual's class, or a student whom the individual otherwise instructs, coaches, counsels or advises, or with a vendor if the employee manages that contract or otherwise exerts influence over the contract.
    ii. The Governing Board recognizes that the personal life of its employees is not a concern of the institution, and therefore, this regulation does not seek to prohibit romantic relationships that exist between parties where the context of power-authority between employees or between employees and students is not present; and provided that the relationship does not affect the employee's effectiveness in fulfilling his or her professional obligation. For these instances, appropriate measures should still be taken in order to avoid conflicts of interest from occurring. For relationships that may exist prior to the time that either a student or employee is placed in a situation of instruction or supervision that is considered to be a conflict of interest, the employee(s) involved shall disclose and take immediate measures to avoid the conflict or appearance of conflict.

2. Procedures for Disclosure

Employees should first avoid allowing an inappropriate consensual, amorous or sexual relationship to develop with a supervisee or student.

A. Where the employee is already in or has had a recent consensual relationship with a supervisee, the following procedures shall be followed:
    i. Immediate disclosure by the employee of the relationship to their supervisor and to the appropriate Vice President or Vice Chancellor in order to ensure that any conflicts of interest have been adequately addressed.
    ii. The respective administrator responsible for the department or division shall place the subordinate under alternate supervision when a supervisor under his/her direction has or has had a recent consensual relationship with the employee.
    iii. The supervisor shall recuse himself or herself from any discussions or involvement with decisions related to evaluations, promotion, hiring, determination of salary, or continuation of contract or employment.
    iv. The respective Vice President or Vice Chancellor shall prepare and retain a report that specifies the appropriate alternate arrangements that have been made to eliminate the conflict of interest. The EEO/AA Office shall be provided a copy of the report along with the employees involved in the relationship.
B. Where the employee is already in or has had a recent consensual relationship with a student prior to enrollment in his or her class, the following procedures shall be followed:
    i. The faculty member shall counsel and advise the student not to enroll in his or her course.

ii. The Consensual Relationships Policy will be made available to students via the student handbook and other appropriate communications vehicles.
iii. If it is not possible for a student to enroll in another course, section, or course and section at another college due to a requirement for completion of a degree or certificate and no other academic option is available, disclosure of the relationship will be made to the appropriate Department Chair, Dean and Vice President of Academic Affairs or Vice President for Student Affairs as appropriate for review. The Vice President will refer the matter to the Vice Chancellor for Academic and Student Affairs for consideration. The Chancellor or his/her designee may allow a student to enroll in the class only upon a showing by the student that the enrollment is necessary to avoid an extreme hardship, and upon a showing by the college President or designee that the academic integrity of the student's enrollment in the class will nevertheless be maintained.

3. Persons who are married, or were married, are included within the definition of persons that have or who have had a consensual amorous relationship. Disclosure in this instance may be made via the Maricopa Disclosure process [The Annual Acknowledgement and Disclosures form may be found in the Employee Learn Center. Employee credentials are needed to enter secure site].
4. An employee who fails to follow the requirements established in this policy and who does not withdraw from participation in activities or decisions that may reward or penalize a supervisee or student with whom the employee has or has had a recent consensual amorous relationship, will be considered in violation of policy and will be addressed in accordance with established processes in job group policy manuals.

LANGUAGE ADOPTED BY DIRECT CHANCELLOR APPROVAL

2.8.3 Technology Accessibility

The Maricopa Community College District is committed to ensuring equal access to information, programs, services and activities through its technologies, Web pages, and resources both in the academic and work environments. This regulation establishes that Electronic and Information Technology (EIT) that are used to conduct the business of the Maricopa Community Colleges shall adhere to established accessibility standards and guidelines.

ADOPTED by Direct Approval from the Chancellor, April 1, 2015

Catalog Common Pages 2024-2025
MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

2.2.3 Other Admission Information AMENDED through Direct Approval by the Chancellor, June 17, 2024;
2.2.4 Transfer Credit and Prior Learning Assessment AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.2.5 Catalog Under Which a Student Graduates AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.2.7 Student Assessment and Course Placement AMENDED through the Administrative Regulation Approval Process, June 4 2024;
2.2.9 Tuition and Fees AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.2.10 Refund Policy AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.2.13 University Transfer AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.3.3 Grading AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.3.4 Academic Standing, Warning, and Probation AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.3.6 Withdrawal AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.3.7 Academic Renewal AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.3.9 General Graduation Requirements AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.3.10 Transcripts for Transfer AMENDED through Direct Approval by the Chancellor, June 17, 2024;
2.3.11 Academic Misconduct AMENDED through the Administrative Regulation Approval Process, June 4, 2024;
2.5.3 Student Records AMENDED through Direct Approval by the Chancellor, June 17, 2024;
2.9 Veterans Services AMENDED through the Administrative Regulation Approval Process, June 4, 2024

The following are a portion of the Administrative Regulations used in managing the day-to-day operations of the Maricopa County Community College District (MCCCD) and are subject to change. Administrative Regulations are amended, adopted, or deleted as necessary and are subject to a formal approval process. Administrative Regulations are referenced by number, which corresponds with the regulations on the MCCCD web site: https://district.maricopa.edu/regulations

Some regulations include reference to Arizona Revised Statutes from the State of Arizona and are noted as “ARS” followed by a reference number.

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

2.4.2 Nondiscrimination (see 5.1.1 Maricopa EEO Policy)
It is the policy of the Maricopa County Community College District (MCCCD), (consisting of Chandler-Gilbert Community College, the District Office, Estrella Mountain Community College, GateWay Community College, GateWay Community College - Central City, Glendale Community College, Mesa Community College, Paradise Valley Community College, Phoenix College, Rio Salado Community College, Scottsdale Community College, South Mountain Community College, and all affiliated locations) to:

1. Recruit, hire, and promote in all job groups, and to ensure that all Human Resources (HR) employment selection and decision practices do not discriminate, nor tolerate discrimination in employment against any applicant or employee, on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.
2. Administer all HR employment selection and decision practices pertaining to advertising, benefits, compensation, discipline (including probation, suspension, and/or involuntary termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training will be

administered without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.
3. Hold each level of management responsible for ensuring that all employment policies, procedures, and activities are in full compliance with all applicable federal, state, and local EEO statutes, rules, and regulations.
4. Maintain an educational environment that does not discriminate or tolerate discrimination on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, or veteran status in federally funded programs, activities and MCCCD sponsored events.
5. Hold each level of academic and student life management responsible for ensuring that all academic environments and activities are in full compliance with all applicable federal, state, and local non-discrimination laws.

AMENDED by Direct Approval from the Chancellor Approval, April 8, 2020
AMENDED through the Administrative Regulations Approval Process, January 2, 2020

2.4.3 Equal Opportunity Statement (see 5.1.3 EEO Policy Statement)

It is the policy of the Maricopa County Community College District (MCCCD) to promote equal employment opportunities through a positive continuing program. This means that Maricopa will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information. Additionally, it is the policy of Maricopa to provide an environment for each Maricopa job applicant and employee that is free from sexual harassment, as well as harassment and intimidation on account of an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.
In addition, lack of English language skills is not a barrier to admission into Career and Technical Education (CTE) programs or skill centers.

AMENDED by Direct Approval from the Chancellor, April 8, 2020
AMENDED through the Administrative Regulations Approval Process, January 2, 2020

AFFIRMATIVE ACTION STATEMENTS

Affirmative Action Policy Statement for Individuals with Disabilities

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

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

In conformance with the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Veterans Employment Opportunities Act of 1998, and the implementing regulations, 41 CFR 60-250 (k), Maricopa County Community College District (MCCCD) will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because they are a special disabled veteran or Vietnam era veteran in regard to any position for which the known applicant or employee is qualified. MCCCD agrees to take affirmative action to employ, advance in employment, and otherwise treat known qualified special disabled veterans and Vietnam era veterans without

discrimination based upon their disabled or veteran status in all human resources selection and decision practices, such as the following: advertising, benefits, compensation, discipline (including probation, suspension, and/or termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training. MCCCD will continue to administer these practices without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Additionally, MCCCD agrees to post all suitable job openings at the local office of the State employment service where the job opening occurs. This includes full-time, temporary greater than 3 days' duration, and part-time employment. Finally, all applicants and employees are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under the Act.

Notice of Americans with Disabilities Act (ADA)/ Section 504 of the Rehabilitation Act/Title IX Coordinator (see 5.1.7 Notice of Americans with Disabilities Act (ADA)/Section 5004 of the Rehabilitation Act/Title IX Coordinator)
Under the ADA and Section 504, the Maricopa County Community College District (MCCCD) recognizes the obligation to provide overall program accessibility throughout its locations for qualified disabled individuals. Students and employees can raise concerns or make complaints, without retaliation, about matters made unlawful under the ADA.

EMPLOYEES
The District Office and each College must post the address and telephone number for the individual responsible for coordinating services and/or activities relating to the Americans with Disabilities Act (42 U.S.C. Chapter 126), Section 504 of the Rehabilitation Act (29 U.S.C. §794(d)), and all other applicable law. The Notice will specify how employees can request reasonable accommodations.
College ADA Coordinators (Credentials are needed to enter secure site.)

STUDENTS
The District Office and each MCCCD location must post the address and telephone number for the individual responsible for coordinating services and/or activities relating to the Americans with Disabilities Act (42 U.S.C. Chapter 126), Section 504 of the Rehabilitation Act (29 U.S.C. §794(d)), and Title IX of the Education Amendments of 1972 (20 U.S.C. §1681), using the format below:

- ADA/504/Title IX Coordinator
- Address
- Phone #
- Email address

Additionally, each college/center must publish electronically or in print the above information in student handbooks and catalogs.
The designated ADA/504/Title IX Coordinator at each college/center will provide information as to the existence and location of services, activities, and facilities that are accessible to and usable by individuals with disabilities. Likewise, under Title IX, there is an obligation to provide services and program accessibility in a gender-neutral manner.
Title IX Coordinators
ADA/504 Managers
AMENDED through the Administrative Regulations Approval Process, January 2, 2020

Governing Values (Board Policy 4.1)
Our Vision: A Community of Colleges—Colleges for the Community—working collectively and responsibly to meet the life-long learning needs of our diverse students and communities.

Our Mission: The Maricopa Community Colleges provide access to higher education for diverse students and communities. We focus on learning through:

University Transfer Education
General Education
Developmental Education
Workforce Development
Student Development Services

Continuing Education
Community Education
Civic Responsibility
Global Engagement

Our Institutional Values: The Maricopa Community Colleges are committed to:

Community
We value all people—our students, our employees, their families, and the communities in which they live and work. We value our global community of which we are an integral part.

Excellence
We value excellence and encourage our internal and external communities to strive for their academic, professional and personal best.

Honesty and Integrity
We value academic and personal honesty and integrity and believe these elements are essential in our learning environment. We strive to treat each other with respect, civility and fairness.

Inclusiveness
We value inclusiveness and respect for one another. We believe that team work is critical, that each team member is important; and we depend on each other to accomplish our mission.

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

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

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

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

ADMISSION, REGISTRATION AND ENROLLMENT

2.1 General Regulation

1. General Statement

Compliance with Policies, Rules and Regulations
Every student is expected to know and comply with all current published policies, rules and regulations as stated in the college catalog, class schedule, and/or student handbook. Documents are available on each college's website.

Policies, courses, programs, fees and requirements may be suspended, deleted, restricted, supplemented or changed through action of the Governing Board of the Maricopa Community Colleges.

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

Note: The regulations that comprise the student section contain language that appears in various sources such as the Catalog Common Pages and the Student Handbook. All areas became Administrative Regulations with the 1996 adoption of the Governance Model. Changes are made annually either through the Administrative Regulations approval process, or by Board approval for those items that fall under its statutory duty, such as Tuition and Fees. In an effort to prevent duplication, topics in this section may be incorporated by reference, as they are featured in other areas of the manual and are noted accordingly.

The Maricopa County Community College District Vision, Mission and Values that are featured in the Common Pages are a part of approved Governing Board policy and are located in the policy section of the manual. As such, the following statement related to Outcomes Assessment that appears in the Common Pages is presented here as a general statement.

2. Outcomes Assessment

The mission of the Maricopa Community Colleges is "to create and continuously improve affordable, accessible, and effective learning environments for the lifelong educational needs of the diverse communities we serve." In order to evaluate how successfully the Maricopa County Community College District accomplishes this mission, student outcomes will be assessed as part of the continuous improvement process.

Students may be asked to participate in a variety of assessment activities at each college. Assessment results will be used to improve educational programs, services and student learning.

2.2.1 Admission Policy

Persons meeting the admissions criteria may attend any Maricopa Community College of their choice. Falsification of any admission materials or official college records may be cause for denial or cancellation of admission. Exceptions to the admissions policies may be requested through the Admissions and Standards Committee. Admission is determined in accordance with state law (ARS §§15-1805.01 and 15-1821) and regulations of the Maricopa Community Colleges Governing Board.

Admission Classifications

1. Admission of Regular Students

Admission to the community college in Arizona may be granted to any person who meets at least one of the following criteria:

A. Is a graduate of a high school, which is accredited by a regional accrediting association as defined by the United States Office of Education or approved by a State Department of Education or other appropriate state educational agency.
B. Has a high school certificate of equivalency.
C. Is at least 18 years of age and demonstrates evidence of potential success in the community college.
D. Is a transfer student in good standing from another college or university.

2. Admission of Students Under 18 Years of Age

A. A community college in this state shall grant admission to any student who is under eighteen years of age and who achieves at least one of the following:

   i. A composite score of 720 or more on the Preliminary Scholastic Aptitude Test (PSAT).
   ii. A composite score of 720 or more on the Scholastic Aptitude Test (SAT).
   iii. A composite score of twelve or more on the American College Test (ACT).
   iv. A passing score on the relevant portions of the statewide assessment.
   v. The completion of a college placement method designated by the community college district that indicates the student is at the appropriate college level for the course.
   vi. Is a graduate of a private or public high school or has a high school certificate of equivalency.

B. A community college may limit the number of semester hours in which the student may enroll to not more than six (6) credit hours.
C. Home schooled students are exempt from this sub-section.

D. Students who enroll in vocational courses may be admitted on an individual basis with the approval of college officials if the student meets the established requirements of the courses for which the student enrolls and the college official determines that the student's admission is in the best interest of the student.

3. Specialized Vocational / Training Program

Students who enroll in vocational courses may be admitted on an individual basis with the approval of college officials if the student meets the established requirements of the courses for which the student enrolls and the college officials determine that the student's admission is in the best interest of the student.

4. Western Undergraduate Exchange Program

The Western Undergraduate Exchange (WUE) program is a student exchange program coordinated by the Western Interstate Commission for Higher Education (WICHE) and administered by the Arizona Board of Regents. Through WUE, students who reside in western states (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming), Guam and the Commonwealth of the Northern Marianas Islands (CNIMI) and who meet the eligibility requirements, pay 150 percent of the regular resident tuition plus fees. Students must mark prominently on the Student Information Form that they seek admission as WUE students. Students may not apply as out-of-state students and expect to receive the WUE tuition rate after admitted. Once admitted as WUE students, students may not petition for in-state residency. Further information may be obtained from the Admissions and Records Office/Office of Student Enrollment Services.

5. Admission of F-1 Nonimmigrant Students

Prospective students should contact the Admissions and Records Office/Office of Student Enrollment Services or designated office for the international student application form(s) or apply online at www.maricopa.edu/become-a-student/international-admissions. When completed, the form(s) should be submitted to the Admissions and Records Office/Office of Student Enrollment Services or the International Education office with all requested supporting documents. After the file has been reviewed, a notice will be sent to the applicant indicating either acceptance or denial of admission.

To be guaranteed consideration for admission, all application materials must be received by July 1 for the fall semester and November 1 for the spring semester.

Prospective students seeking admission based on F-1 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). Some colleges may have a higher minimum score requirement for admission to specific academic programs. Students should contact their respective college for its English language proficiency requirements. 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 the Admissions and Records Office/Office of Student Enrollment Services or designee of the college may accept other proof of English language proficiency for admission purposes; including, but not limited to, the ACCUPLACER, ASSET, COMPASS and CELSA TESTS.

B. Admission to an Intensive English Program

Applicants for admission to an Intensive English Program are advised to check with individual colleges for their respective admission requirements. Applicants must provide evidence of at least an intermediate command of English by way of one or more of the following criteria:

i. At least six years of English language instruction as shown by the applicant's school transcript(s);

ii. A minimum TOEFL score of 400 (on the paper-based TOEFL) or 23 (on the internet-based test);
iii. An original letter of recommendation from a teacher, school principal or headmaster/ headmistress, or the director of an English language institute attesting to the applicant's proficiency at the intermediate level;
iv. Other credentials, test scores, interview results, or evidence accepted by the coordinator of an intensive English program or the college's responsible designee. Students admitted to an Intensive English Program will not be allowed to enroll in courses outside those officially designated as part of the program unless and until they have met all of the prerequisites or other course requirements.
v. Foreign students under certain types of visas may need special permission to enroll and should contact the appropriate college official.

C. Financial Support
Evidence of financial support will be required prior to issuance of the I-20 form. The colleges have no scholarship or financial aid provisions for foreign students; therefore, students must be fully prepared to meet the necessary financial obligations for the full time they will be in the United States. The colleges estimate a student's average expenses for 10 months to be:

Tuition and Fees	$9, 115 (1)
Living Expenses	$17, 200 (2)
Books	$1,104 (3)
Health Insurance	$2,800 (4)
Total	$30, 219 (5)

D. Dependent Financial Guarantee
Evidence of financial support for dependents of F-1 and M-1 students (spouse and dependent children) is also required: $5,000 for the first dependent and $2,500 for each additional dependent.

E. Health Insurance
All F-1 and M-1 students who have an I-20 issued by one of the Maricopa Community Colleges are required to purchase the Maricopa Community Colleges' international student health insurance plan. Health insurance coverage for dependents of F-1 and M-1 students is highly recommended. The Maricopa Community Colleges contracts with an insurance provider annually to offer a health insurance plan for F-1 and M-1 students. For more information contact the college Admissions and Records Office/Office of Student Enrollment Services or designated international student office.

Footnotes:
(1) Based on 2023-2024 tuition and fee schedule.
(2) Based on estimated living expenses for two (2) semesters (10 months).
(3) Based on average new and used textbook prices and Rental Rates. Assumes books are sold at the end of the semester.
(4) Based on the estimated 2023-2024 insurance premiums for the mandatory Maricopa Community Colleges' International Student Health Plan.
(5) Applicants must provide evidence of this minimum amount of financial support before an I-20 is issued.

AMENDED through the Administrative Regulations Approval Process, June 12, 2023
AMENDED through the Administrative Regulation Approval Process, May 24, 2022
AMENDED by Direct Approval from the Chancellor, June 4, 2019
AMENDED through the Administrative Regulations Approval Process, June 5, 2017

2.2.2 Admission Information

Students must file a Student Information Form, online or in-person, with the Admissions and Records Office/Office of Student Enrollment Services at the college of attendance. There is no charge for this service.

1. Student Classifications
Some financial aid programs have specific criteria based on the student's classification (grade level). A student's classification does not necessarily correspond to the number of semesters or credits required to complete all degree

requirements, as some degree programs require more than the standard 60 for associate's or 120 for bachelor's degrees. Classification includes MCCCD and accepted transfer credit.

Number Of Credits	Classification	Applies To
0-29	Freshman	Certificates Associate's Degrees Bachelor's Degrees
30-59	Sophomore	Certificates Associate's Degrees Bachelor's Degree
60+	Sophomore	And Still In Pursuit Of A Certificates Or Associate's Degrees
60-89	Junior	Bachelor's Degree
90 Or More	Senior	Bachelor's Degree

2. Student Identification Number

Disclosure of the social security number is voluntary (ARS §15-1823). However, students must use social security numbers for reporting information pertaining to potential educational tax credits and for processing federal financial aid applications and Veterans Administration benefits.

3. Residency for Tuition Purposes (See **Appendix S-1)**

All students are classified for tuition purposes under one of the following residency classifications:

A. Maricopa County resident
B. Out-of-County resident
C. Out-of-State resident (including F-1 non-immigrant students and students on other non-immigrant visas)

4. **Residency Determination**

Residency for tuition purposes is determined in accordance with state law (ARS §15-1801 et seq. and ARS§ 15-1803) and regulations of the Maricopa Community Colleges Governing Board. All of the Maricopa Community Colleges are subject to the above statutes and regulations. Students who have questions about their residency should contact the Admissions and Records Office/Office of Student Enrollment Services for clarification.

A. Implementation
   i. An applicant must be eligible to attend post-secondary education in the United States prior to being eligible to register for classes and pay fees.
   ii. Domicile status must be established before the student registers and pays fees. It is the student's responsibility to register under the correct domicile status.

iii. Enforcement of domicile requirements shall be the responsibility of the Chancellor of the Maricopa Community Colleges. The Chancellor has charged the Director of Admissions and Records or other designee at each college to make the initial domicile classification. In determining a student's classification, the college may consider all evidence, written or oral, presented by the student and any other information received from any source which is relevant to determining classification. The college may request written sworn statements or sworn testimony of the student.

iv. A request for review of the initial classification may be made to a district review committee. The request must be in writing, signed by the student and accompanied by a sworn statement of all facts relevant to the matter. The request must be filed with the admissions officer of the college within ten (10) days of receipt of notification of classification as a non-resident. Failure to properly file a request for review within the prescribed time limit constitutes a waiver of review for the current enrollment period. The decision of the review committee shall be final.

B. Definitions

i. “Armed forces of the United States” means the Army, the Navy, the Air Force, the Marine Corps, the Coast Guard, the commissioned corps of the United States Public Health Services, the National Oceanographic and Atmospheric Administration, the National Guard, or any military reserve unit of any branch of the armed forces of the United States.

ii. "Continuous attendance" means enrollment at one of Maricopa Community Colleges as a full-time or part-time student for a normal academic year since the beginning of the period for which continuous attendance is claimed. Students need not attend summer sessions or other such intersession beyond the normal academic year in order to maintain continuous attendance.

iii. "Maricopa County resident" means an individual who lives in Maricopa County and has lived in the state of Arizona for at least one year prior (365 days) to the first day of the semester (as published in the approved MCCCD Academic Calendar posted online at ACADEMIC CALENDARS) and who is a United States citizen or in a lawful status. In-state residency must be established prior to county residency for those moving from other states. Refer to Section C for guidelines.

iv. "Domicile" means a person's true, fixed, and permanent home and place of habitation. It is the place where he or she intends to remain and to which he or she expects to return when he or she leaves without intending to establish a new domicile elsewhere. Visa status must confer the ability to establish domicile in the United States in order to be classified as an in-state student.

v. "Emancipated person" means a person who is neither under a legal duty of service to his parent nor entitled to the support of such parent under the laws of this state.

vi. "Full-time student" means one who registers for at least twelve (12) credit hours per semester.

vii. "Part-time student" means one who registers for fewer than twelve (12) credit hours per semester.

viii. "Parent" means a person's father, or mother, or if one parent has custody, that parent, or if there is no surviving parent or the whereabouts of the parents are unknown, then a guardian of an unemancipated person if there are not circumstances indicating that such guardianship was created primarily for the purpose of conferring the status of an in-state student on such unemancipated person.

C. Criteria for Determining Residency

i. In-State Student Status

1. Except as otherwise provided in this article, no person having a domicile elsewhere than in this state is eligible for classification as an in-state student for tuition purposes. (Applicants applying for in-state tuition status may be required to provide supporting documentation for identification and residency classification.)
2. A person is not entitled to classification as an in-state student until the person is domiciled in this state for one year preceding the official starting day of the semester, except that a person whose domicile is in this state is entitled to classification as a Maricopa County resident if the person meets one of the following requirements:
    a. The person’s parent's domicile is in this state and the parent is allowed to claim the person as an exemption for state and federal tax purposes.
    b. The person is an employee of an employer which transferred the person to this state for employment purposes or the person is the spouse of such an employee.

c. The person is an employee of a school District in this state and is under contract to teach on a full-time basis, or is employed as a full-time non-certified classroom aide, at a school within that school District. For purposes of this paragraph, the person is eligible for classification as an in-state student only for courses necessary to complete the requirements for certification by the state board of education to teach in a school District in this state. No member of the person's family is eligible for classification as an in-state student if the person is eligible for classification as an in-state student pursuant to this paragraph, unless the family member is otherwise eligible for classification as an in-state student pursuant to this section. Eligibility for in-state tuition is subject to verification of intent to domicile in this state. Determination of residency is made by the admissions and records office/office of enrollment services.

d. The person's spouse (spouse must be in an eligible status to qualify for in-state residency) has established domicile in this state for at least one year and has demonstrated intent and financial independence and is entitled to claim the student as an exemption for state and federal tax purposes or the person's spouse was temporarily out of state for educational purposes, but maintained a domicile in this state. If the person is a non-citizen, the person must be in an eligible visa status pursuant to federal law to classify as an in-state student for tuition purposes.

3. The domicile of an unemancipated person is that of such person's parent.
4. An unemancipated person who remains in this state when such person's parent, who had been domiciled in this state, removes from this state is entitled to classification as an in-state student until attainment of the degree for which currently enrolled, as long as such person maintains continuous attendance.
5. A person who is a member of the armed forces of the United States and who is stationed in this state pursuant to military orders or who is the spouse or a dependent child of a person who is a member of the armed forces of the United States and who is stationed in this state pursuant to military orders is entitled to classification as an in-state student. The student does not lose in-state student classification while in continuous attendance toward the degree for which he or she is currently enrolled.
6. A person who is a member of the armed forces of the United States or the spouse or a dependent of a member of the armed forces of the United States is entitled to classification as an in-state student if the member of the armed forces has claimed this state as the person's state of home record for at least twelve consecutive months before the member of the armed forces, spouse or dependent enrolls in a university under the jurisdiction of the Arizona Board of Regents or a community college under jurisdiction of a community college district governing board. For purposes of this subsection, the requirement that a person be domiciled in this state for one year before enrollment to qualify for in-state student classification does not apply.
7. Immediate classification as an in-state student shall be granted to a veteran who meets the provisions of Arizona statute HB 2091, paragraph G, which reads:
   A person holding an honorable discharge from the uniformed services of the United States from either active duty or reserve or national guard status, or who has retired from active duty or reserve or national guard status, shall be granted immediate classification as an instate student and, while continuously enrolled, does not lose instate student classification if the person has demonstrated objective evidence of intent to be a resident of Arizona that, for the purposes of this section, includes at least one of the following:
   1. Registration to vote in this state.
   2. An Arizona driver license.
   3. Arizona motor vehicle registration.
   4. Employment history in Arizona.
   5. Transfer of major banking services to Arizona.
   6. Change of permanent address on all pertinent records.
   7. Other materials of whatever kind or source relevant to domicile or residency status.

8. A student using Chapter 30, 33, or 35 benefits who does not otherwise qualify under item 7 above (paragraph G of PL 2091), or a veteran's dependent or spouse who is using transferred

Post-9/11 GI Bill® (Chapter 33) benefits or the Marine Gunnery Sergeant John David Fry Scholarship, will be eligible for immediate classification as an in-state student if they provide the institution a current certificate of eligibility or ebenefits statement showing the student is eligible for Chapter 30, 33, or 35 Veteran Affairs (VA), education benefits and documentation showing the student is residing within the state.
Students are required to submit the following:

1. Certificate of eligibility letter or ebenefits statement from the Veteran Affairs (VA) awarding Chapter 30, 33 or 35 benefits or the Fry Scholarship, or the Dept. of Defense document approving the transfer of CH. 33 benefits.
2. Students must also provide at least one of the following to show presence within the state:
   A. Registration to vote in this state.
   B. An Arizona driver license.
   C. Arizona motor vehicle registration.
   D. Employment history in Arizona.
   E. Transfer of major banking services in Arizona.
   F. Change of permanent address on all pertinent records.
   G. Other materials of whatever kind or source relevant to domicile or residency status.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

9. Per Arizona state law, a person who is honorably discharged from the armed forces of the United States on either Active Duty or Reserve or National Guard Status, or who has retired from Active Duty or Reserve or National Guard Status, shall be granted immediate classification as an in-state student on honorable discharge from the armed forces and, while in continuous attendance toward the degree for which currently enrolled, does not lose in-state student classification if the person has met the following requirements:

   A. Registered to vote in this state.

   B. Demonstrated objective evidence of intent to be a resident of Arizona which, for the purposes of this section, include at least one of the following:

      1. An Arizona driver license

      2. Arizona motor vehicle registration

      3. Employment history in Arizona

      4. Transfer of major banking services to Arizona

      5. Change of permanent address on all pertinent records

      6. Other materials of whatever kind or source relevant to domicile or residency status

10. A student using any VA educational benefits who does not otherwise qualify under items above shall be granted immediate classification as an in-state student, and while continuously enrolled does

not lose in-state student classification if the person has demonstrated objective evidence of intent to be a resident of Arizona that for the purposes of this section, includes at least one of the following:

1. Registration to vote in this state
2. An Arizona driver license
3. Arizona motor vehicle registration
4. Employment history in Arizona
5. Transfer of major banking services to Arizona.
6. Change of permanent address on all pertinent records
7. Other material of whatever kind or source relevant to domicile or residency status.

11. A person who is a member of an Indian Tribe recognized by the United States Department of the Interior whose reservation land lies in the state and extends into another state and who is a resident of the reservation is entitled to classification as an in-state student.

ii. Alien In-State Student Status

1. An alien is entitled to classification as an in-state refugee student if such person has been granted refugee status in accordance with all applicable laws of the United States and has met all other requirements for domicile.
2. Notwithstanding any other law, a student, other than a nonimmigrant alien as described in 8 United States Code section 1101(A)(15), who meets both of the following requirements is eligible for in-state tuition at any community college as defined in ARS 15- 1401:

   Attended any public or private high school option or homeschool equivalent pursuant to ARS 15-802 while physically present in this state for at least two years.

   Graduated from any public or private high school option or homeschool equivalent pursuant to ARS 15-802 while physically present in this state or obtained a high school equivalency diploma in this state.

3. Persons without lawful immigration status are eligible for in-state tuition pursuant to subsection 2 of this section.
4. A student will be assessed out-of-state tuition until such time that documentation of status is received in the Office of Admissions and Records/Enrollment Services and (eligibility for) residency is confirmed. Documentation must be provided prior to the end of the term in which residency classification is being requested. Documentation received after the end of term will be used for residency determination in subsequent terms.
5. In establishing domicile, the alien must not hold a visa that prohibits establishing domicile in the United States and this state. After meeting other domicile requirements, students holding valid, unexpired visas in the following categories may be classified as in-state students (See Appendix S-1A).
6. A student must verify U.S. citizenship, permanent residency, or other lawful immigration status. Lawful immigration status means they have legal authority to be in the United States and also have the authority to go to school while in the United States.
7. Students who hold a current or expired visa and have applied for a change of status will retain their immigration status based on their prior visa status and not the status or visa for which they are applying. Students will need to submit a copy of the new visa card with the updated status. The timeline for establishing domicile begins with the issue date on the current visa that allows for the establishment of residency .
8. Please note: two requirements must be met to qualify for instate tuition.

1. A student must meet the domicile residency requirement of residing in the State of Arizona for one year preceding the official start of the semester.
2. The student must have an immigration status that allows for the establishment of residency for one (1) year.

9. (Applicants applying for in-state tuition status will be required to provide supporting documentation for identification and residency classification.) All applicants for in-state tuition may be required to provide a combination of the following documents:

- An Arizona Driver's license issued after 1996 or an Arizona non-operating identification license or an Arizona Instruction Permit
- A birth certificate or delayed birth certificate issued in any state, territory, or possession of the United States (A hospital record/certificate IS not acceptable. A certified abstract of birth with the official state seal and/or watermark is acceptable).
- A United States certificate of birth abroad.
- A United States Passport.
- A Foreign Passport with a United States Visa.
- An I-94 Form with a Photograph.
- An appropriately designated United States Citizenship and Immigration Services Employment Authorization (Work Permit) or Refugee Travel Document [as listed on the Employee Authorization Document Chart]. (Additional documents may be required with an employee authorization card.)
- A United States Permanent Resident Card
- A United States Certificate of Naturalization.
- A United States Certification of Citizenship.
- A Tribal Certificate of Indian Blood.
- A Tribal or Bureau of Indian Affairs Affidavit of Birth.

Tribal Members, the Elderly and "Persons with Disabilities or incapacity of the mind or body," may submit certain types of documents under Section 1903 of the Federal Social Security Act (42 UNITED STATES CODE 1396B, As Amended By Section 6036 Of The Federal Deficit Reduction Act of 2005)**

* A document issued by a federally recognized Indian tribe evidencing membership or enrollment in, or affiliation with, such tribe.

iii. Presumptions Relating to Student Status
Unless there is evidence to the contrary, the registering authority of the community college or university at which a student is registering will presume that:
1. No emancipated person has established a domicile in this state while attending any educational institution in this state as a full-time student, as such status is defined by the community college district governing board or the Arizona Board of Regents, in the absence of a clear demonstration to the contrary.
2. Once established, a domicile is not lost by mere absence unaccompanied by intention to establish a new domicile.
3. A person who has been domiciled in this state immediately before becoming a member of the armed forces of the United States shall not lose in-state status by reason of such person's presence in any other state or country while a member of the armed forces of the United States.

iv. Proof of Residency
When a student's residency is questioned, the following proof will be required.

1. Establishing Domicile
    a. An affidavit signed by the student must be filed with the person responsible for verifying residency.
    b. A combination of the following may be used in determining a student's domicile in Arizona:
        1. Arizona income tax return
        2. Arizona Voter registration
        3. Arizona Motor Vehicle registration
        4. Arizona Driver's license
        5. Employment history in Arizona
        6. Place of graduation from high school
        7. Source of financial support
        8. Dependency as indicated on federal income tax return
        9. Ownership of real property
        10. Notarized statement of landlord and/or employer
        11. Transfer of major banking services to Arizona
        12. Change of permanent address on all pertinent records
        13. Arizona Department of Children Services documents related to foster care placement
        14. Other relevant information
2. County Residency

    A combination of the following may be used to determine a student's county residency:

    1. Notarized statements of landlord and/or employer
    2. Source of financial support
    3. Place of graduation from high school
    4. Ownership of real property
    5. Bank accounts
    6. Arizona income tax return
    7. Dependency as indicated on a Federal income tax return
    8. Other relevant information

D. Concurrent Enrollment in Arizona Public Institutions of Higher Education (ARS §15-1807) (See Appendix S-3)
Under Arizona Revised Statutes §15-1807, it is unlawful for any non-resident student to register concurrently in two or more public institutions of higher education in this state including any university, college or community college for a combined student credit hour enrollment of more than six (6) credit hours without payment of non-resident tuition at one of such institutions. Any non-resident student desiring to enroll concurrently in two or more public institutions of higher education in this state including any university or community college for a combined total of more than six (6) credit hours who is not subject to non-resident tuition at any of such institutions shall pay the non-resident tuition at the institution of his choice in an amount equivalent to non-resident tuition at such institution for the combined total of credit hours for which the non-resident student is concurrently enrolled.

HOUSEKEEPING CHANGE, July 10, 2023
AMENDED through the Administrative Regulations Approval Process, June 12, 2023
AMENDED through the Administrative Regulation Approval Process, May 24, 2022
AMENDED through the Administrative Regulation Approval Process, June 24, 2021
AMENDED through the Administrative Regulations Approval Process, June 30, 2020
AMENDED through the Administrative Regulations Approval Process, November 5, 2019
AMENDED by Direct Approval from the Chancellor, September 17, 2018
AMENDED by Direct Approval from the Chancellor, August 30, 2017
AMENDED by Direct Approval from the Chancellor, August 30, 2015
AMENDED by Direct Approval from the Chancellor, May 20, 2015

2.2.3 Other Admission Information

1. Veterans

By Arizona statute, any failing grades from any Arizona university or community college that were received prior to military service will not be used to determine admission to the community college for the honorably discharged veterans with two years' service in the armed forces of the United States. Students admitted or readmitted to the community college under this statute are subject to progression, retention, graduation and other academic regulations and standards. (See Administrative Regulation 2.3.6 Withdrawal)

2. Ability to Benefit

A. Federal guidelines require that students who are applying for financial aid demonstrate the ability to benefit. Under federal law, a student who enrolls after June 30, 2012, must be a high school graduate, have a GED certificate, or have completed a secondary school education in a home school setting that is treated as a home school or private school under state law, be admitted as a regular student, and be pursuing an eligible degree or certificate to qualify for federal financial assistance under Title IV of the Higher Education Act.

B. For 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 completed a secondary school education in a home school setting that is treated as a home school or private school under state law, but has been assessed to benefit from college instruction and is pursuing a degree/certificate in an eligible program.

iii. "Special" status, for the purpose of 2.2.3.2, is granted to a student admitted to the college for concurrent enrollment or pursuing one or more courses of special interest and who meets all the requirements for admission.

3. Transcripts

The Maricopa Community Colleges reserve the right to require an official transcript for admission to specific programs, for verification of course requisites and for determination of academic standing. The official transcript must be sent directly from the source institution to the college Admissions and Records Office/Office of Student Enrollment Services. The official transcripts may be sent via a secured website. Please contact the Admissions Office of The Maricopa College you plan to attend to verify which secure websites may be valid.

It is the student's responsibility to ensure that official transcripts have been received and are complete.

Students entering as high school graduates may be required to submit high school transcripts. Please contact the Admissions Office of the Maricopa College you plan to attend for more information on preparing a home-schooled official transcript. Students entering as GED recipients may be required to present a copy of the high school equivalency certificate or official report of qualifying GED scores.

4. Educational Assessment

All students are encouraged to undergo an educational assessment to determine course placement. Prospective students who do not possess a high school diploma or GED equivalence certificate are required to complete an educational assessment to determine their ability to benefit from college instruction. See Student Course Placement Process (AR 2.2.7)

5. High Pressure Recruitment Tactics

The Maricopa County Community College District prohibits its employees from engaging in high-pressure recruitment tactics or in providing to any person or entity engaged in student recruitment, admission activity, or in making decisions regarding the award of Title IV, HEA funds, any commissions, bonuses, or other incentive payments based, in any part, directly or indirectly upon successfully securing enrollments or the awarding of financial aid.(34 CFR 668.14(A)(22)(I)).

6. Programs Leading To Licensure

The Maricopa Community Colleges provides disclosures of whether a program meets the academic requirements for professional licensure within Arizona.

7. Determining Student Location

A determination of a student's location is made and documented in the student information system at the time of application on review of the completed student application for admission. A student's initial location at the time of enrollment is defined as where a student is physically located while engaged in their academic program. Students who are not located in a state in which an individual Maricopa Community College(s) is authorized to enroll students or otherwise exempt from authorization may not be enrolled.

Students are required to notify the Maricopa Community College(s) they attend of a change in location. Students may also update their local address at any time in self-service within the student information system. Should college personnel be notified in writing by a student that the physical location where the student will be engaged in their academic program has changed, this is considered a formal receipt of information, and the student will be guided to document the change in self-service within the student information system.

Initial and continued enrollment in an online program may be subject to where the student is physically located while taking the course(s). Students who relocate to a state where the college is not authorized or otherwise exempt, may have their enrollment negatively affected. Students who are pursuing a program leading to licensure or certification should contact the Admissions and Records office at their college to review any potential impacts from a change in location.

AMENDED through Direct Approval by the Chancellor, June 17, 2024
TECHNICAL CHANGE, July 11, 2023F
AMENDED through the Administrative Regulations Approval Process, October 23, 2019
AMENDED through the Administrative Regulations Approval Process, June 5, 2017

2.2.4 Transfer Credit and Prior Learning Assessment

TRANSFER CREDIT

A student enrolling at one of the Maricopa Community Colleges after having attended other post-secondary institutions can have coursework evaluated for transfer credit. To be eligible for evaluation, coursework must appear on official transcripts from the source institutions. The official transcripts must be mailed or sent through an approved electronic transfer method directly from the source institutions to the Admissions and Records/Enrollment Services Office of the receiving institutions. Exceptions may be made for students who are identified as part of a special reverse transfer cohort (e.g. reverse transfer), who have transcript exchange as a cohort condition. Other exceptions may be made on a case by case basis. Hand-carried and emailed transcripts cannot be accepted for an official evaluation. Students should allow approximately 10 days before confirming with your Maricopa Community College that the transcript(s) was received. The Admissions and Records/Enrollment Services office at the receiving institutions will complete course-by-course evaluations for all submitted transcripts upon student request. The award of transfer credit shall not express or imply that all transfer credit will be fully accepted or applied toward all Maricopa degree and certificate requirements.

The Maricopa Community Colleges will evaluate coursework from institutions listed in the *Database of Accredited Postsecondary Institutions and Programs* accredited by recognized U.S. accrediting organizations at the time the coursework was taken. To be "recognized" means that the accreditors in the database have been reviewed by the Council for Higher Education Accreditation (CHEA) or by the U.S. Department of Education (USDE) or both and meet the quality standards of the respective organizations.

College-level courses completed outside the United States and recorded on official transcripts will be evaluated for transfer credit, provided that the institution where the courses were taken is accredited by the Ministry of Education in that country. It is the student's responsibility to submit all foreign and international transcripts to an approved

international credential evaluation service to be translated into English (when applicable), evaluated on a course-by-course-basis, and sent directly to the receiving colleges. Contact your College Admissions and Records/Enrollment Services Office to obtain a list of recommended evaluation services.

CONDITIONS OF TRANSFER CREDIT:

- Credits transferred from outside of MCCCD graded on a plus/minus system are converted to a letter grade associated with MCCCD's grading scale. The conversion of that plus/minus grade will be determined by the grade point value of each grade, as indicated on the grading scale of the transferring institution. Please refer to AR 2.3.3 Grading. Only courses with a grade equal to 2.0 or better (on a 4.0 scale) are transferable.
- Developmental coursework is accepted for the purpose of fulfilling course prerequisites. However, the credit does not apply toward a degree or certificate, and it does not transfer to another postsecondary institution. It does, however, get added to the Transfer Credit Report as part of the evaluation. Course credit below 100 level, earned at a MCCCD institution prior to August 2020 or at a sending institution, cannot be used to calculate grade level.
- Courses with different credit systems (quarter hours, trimester, units) are converted to semester hours of credit. The semester conversion of quarter credits is at a rate of .67 semester credits for each quarter credit. For example, 4 quarter credits will convert to 2.68 semester credits. Trimester credits will be determined by the credit definition of the transferring institution, and converted, as needed, to semester credits.
- The age of credit may be considered in applying credit toward degrees and certificate programs as outlined in A.R. 2.2.5 Catalog Under Which a Student Graduates.
- Courses accepted as equivalent do not necessarily apply toward the requirements for the student's declared degree or certificate at MCCCD.

Please refer to 2.3.9 General Graduation Requirements regarding MCCCD residency requirements to graduate.

PRIOR LEARNING ASSESSMENT (PLA)

The Maricopa Community Colleges are committed to the idea that people deserve credit for verifiable college-level learning, no matter how it was acquired. Many people have developed learning outside of the traditional classroom. This evaluation of credit is referred to as Prior Learning Assessment, or PLA. Prior learning can be identified and assessed in a variety of ways to determine if college credit should be awarded. Credit is awarded only to certificate or degree seeking students who:

1. plan to enroll, and
2. are admitted and matriculated within the college awarding the credit. Exceptions can be made for contractual agreements.

Exceptions can be made for contractual agreements. One such exception includes evaluation of journeymen cards for apprentices from current or former apprenticeship partners, or other registered apprenticeship sponsors and intermediaries. Credits awarded for journeymen have a specific PLA evaluation process and separate fee policies.

PLA credit may be applied toward a degree program, certificate, general education requirements, required courses, restricted electives, and general electives that count toward the student's elected pathway. Some restrictions may apply depending on the specific program of study. PLA credit may also be used to satisfy prerequisite requirements.

Students seeking an associate degree may be awarded no more than 45 credit hours through Prior Learning Assessment, unless required by a specific program of study within the Maricopa Community Colleges. Up to 60 credits earned through PLA can be applied to a bachelor's degree. Evaluated credit from post-secondary institutions and military credit as indicated on Joint Service transcripts, Community College of the Air Force, and Air University are not included in this credit limitation. Evaluated credit and credit awarded for prior learning does not count as hours in residence for graduation requirements. Please refer to 2.3.9 General Graduation Requirements. Exceptions to this institutional regulation must have prior written approval of the Program Director, Faculty Chair, or designee and documentation of

rationale and approval included as part of the admission process and/or application to graduate. No more than 20 credit hours may be applied to the Arizona General Education Curriculum (AGEC). Please direct questions about Prior Learning Assessment at the Maricopa Community Colleges to the Admissions and Records/Enrollment Services Office.

PRIOR LEARNING ASSESSMENT FEE SCHEDULE

Transfer credit from accredited and recognized institutions, international coursework that has been officially evaluated by a foreign evaluator service that is a member of the National Associate of Credential Evaluation Services (NACES), standardized college-level exams (such as CLEP, AP, IB, DSST, CIE), GED exams, Military Transcripts, ACE (American Council On Education) transcripts, credit received through organizations and companies that offer nationally recognized credit evaluated by ACE, NCCRS, etc. (Straighterline, NOCTI, Study.com, etc.), industry recognized credentials, industry/corporate training, Skill Center and clock hour transcripts.	No fees assessed
Departmental Challenge Exam	$40 Administrative fee per Exam Request
Individualized Portfolio or other individualized assessments	$150 Administrative fee per Portfolio Evaluation Request
Journeymen Cards	$500 Administrative fee per Journeymen Card Evaluation

NATIONAL STANDARDIZED EXAMS

ACE (American Council On Education) has published credit recommendations for a number of national standardized examinations such as the ones listed below in the *Ace National Guide.* The Maricopa Community Colleges use these recommendations as guidelines to award credit for equivalent coursework as well as elective credit. The number of credits listed in the *Ace National Guide* are recommendations only. A college is not required to grant a student the number of credits recommended.

Scores must be sent directly to the Admissions and Records/Enrollment Services Office from the specific testing companies before credit is awarded; equivalencies are subject to review and change. Credit received through Prior Learning Assessment is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities. Therefore, students are strongly advised to research the Prior Learning Assessment policies at any college or university outside of the Maricopa Community Colleges to which they plan to transfer. Credit for national standardized exams is awarded based on equivalencies in effect at the time of evaluation. Changes to exams and scores are determined by the respective Maricopa Instructional Councils (ICS) and/or Statewide Articulation Task Forces (ATFS).

Maricopa recognizes the following examinations:

- Advanced Placement (AP)
- American College Testing Proficiency Examination Program (ACT-PEP)
- Cambridge International Exams (CIE), A and AS LEVEL

- College-Level Examination Program (CLEP)
- Defense Activity For Non-Traditional Education Support [DANTES] Subject Standardized Tests (DSST)
- GED, College Ready + Scores
- International Baccalaureate (IB) Diploma/Certificate

Fees for standardized exams are the responsibility of the student.

Current list of exams and scores

ADVANCED PLACEMENT (AP) CREDIT

Students who have taken an advanced placement course of the College Entrance Examination Board (CEEB) in their secondary school and who have taken an advanced placement examination of the CEEB may receive course credit. Scores must be received directly from CEEB to Admissions and Records/Enrollment Services before credit is awarded.

AMERICAN COLLEGE TESTING PROFICIENCY EXAMINATION PROGRAM

The Maricopa Community Colleges may award credit for the American College Testing Proficiency Examination Program (ACT-PEP) based on the scores earned to Admissions and Records/Enrollment Services.

CAMBRIDGE INTERNATIONAL EXAMINATIONS (CIE) A AND AS LEVEL

Students who have taken a Cambridge International Examination may receive college credit. Scores must be received directly from CIE to Admissions and Records/Enrollment Services before credit is awarded.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Students who have taken a college level examination of the College Entrance Examination Board (CEEB) may receive college credit. Scores must be received directly to Admissions and Records/Enrollment Services from CEEB before credit is awarded.
Estrella Mountain Community College, Glendale Community College, South Mountain Community College, Rio Salado College, Paradise Valley Community College, and Mesa Community College are CLEP test sites. For more information on registering for the CLEP examinations, contact the Testing Centers at these colleges.

DSST (Formerly DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT or DANTES)

The Maricopa Community Colleges may award credit for DSST Examination Program to individuals who meet or exceed the ACE recommended scores for awarding credit on the DSST exams. The Maricopa Community Colleges do not award credit for ENG 102 through DSST examination. Credit received through DSST is transferable within the Maricopa Community Colleges, but is not necessarily transferable to other colleges and universities.

Currently, DSST proctoring is available at Rio Salado College testing centers. For additional information on registering for DSST examinations, call (480) 517-8560.

Students who have taken a DSST examination may receive college credit. Scores must be received directly from DSST before credit is awarded.

GED EXAMS

The Maricopa Community Colleges may award credit for GED subject area scores designated as College Ready + in accordance with the ACE recommended scores. The transcript needs to be sent directly by the Department of Education to the Admissions and Records Office /Enrollment Services in order to be awarded credit. Disclaimer: test scores are continually reviewed and may be updated at any time.

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA/CERTIFICATE

Students who present an international baccalaureate diploma/certificate may qualify for college credit. Maricopa grants credit for college-level courses only. Scores must be received directly from the institution where the exams were administered before credit is awarded.

ACE (AMERICAN COUNCIL ON EDUCATION) RECOMMENDED CREDIT

EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES
The Maricopa Community Colleges may award credit for military experiences based on the ACE Military Guide. A student may receive college credit if:

- training parallels a discipline area offered through the maricopa community colleges, and
- credit meets a program requirement or is used as elective credit.

Upon request, individuals who have successfully completed basic training, four (4) credit hours in physical education will be awarded as indicated in the ACE Guide and the Community College of the Air Force Catalog. Official documentation of military training is required.

ORGANIZATIONS PARTNERED WITH ACE
ACE evaluates training programs offered by business, industry, and government and publishes its credit recommendations in the *ACE National Guide*. If a student has received training that appears in the guide, they may receive college credit if:

- Training parallels a discipline area offered through the Maricopa Community Colleges, and
- Credit meets a program requirement or is used as elective credit.

CREDIT BY EVALUATION

INDUSTRY RECOGNIZED CREDENTIALS, INDUSTRY/CORPORATE TRAINING, and NON-CREDIT COURSEWORK
A variety of professional certifications and industry credentials can be evaluated for college credit through a Credit by Evaluation process. Students may apply for a Credit by Evaluation in certain courses by obtaining the appropriate form in the Admissions and Records /Enrollment Services Office. The credit awarded is based on competencies demonstrated through the successful attainment of the credential or certification, and the training must be verifiable through a third party that has the authority to issue the credential or certification.

INDIVIDUALIZED PORTFOLIO ASSESSMENTS
Portfolios consist of documentation and corresponding narrative submitted for credit that demonstrates comprehensive proficiency of course competencies. Individual portfolios are assessed using current MCCCD standards. If an approved standardized or challenge exam exists, MCCCD may choose not to offer a portfolio option.

Some academic departments may have additional requirements that must be met before credit may be granted through Credit by Evaluation. When credit is granted, a notation of “Other Credits” and the type of training, number of credits, and a grade of Pass “P” will appear on the student's transcript. These credits are not used in computing the grade point average. Credit by Evaluation is transferable within the Maricopa Community Colleges, but is not necessarily transferable to other colleges and universities. Students may not request:

- To challenge a course a second time;
- To challenge a course while currently enrolled in the course;
- To establish credit in a previously completed course; and
- To establish credit for a lower level of a course in which credit has been received.

DEPARTMENTAL CREDIT BY EXAMINATIONS
Departmental exams may be available for particular courses. If a student is pursuing this option for an approved course, they may apply by obtaining the appropriate form in the Admissions and Records/Enrollment Services Department, paying the required fee, and completing the examination and other requirements of the college. Please refer to Appendix S-4 (Tuition and Fee Schedule) for appropriate fees. Students may not request:To challenge a course a second time;

- To challenge a course while currently enrolled in the course;
- To establish credit in a previously completed course; and
- To establish credit for a lower level of a course in which credit has been received.

Additionally:

- Exceptions may be granted at some of the maricopa community colleges for their unique programs of study. specialized programs may allow courses to be repeated due to the student needing to have recent knowledge of the content in order to progress in the program.
- Academic departments may have additional requirements that must be met before credit may be granted through departmental credit by examination.
- Only grades of a, b, c, d or p earned as a result of this examination will be recorded on the student's transcript. fees are not refundable after the examination has been administered, regardless of results.
- When credit is granted as outlined above, a notation of "Credit by Exam," a grade and the number of credits will appear on the student's transcript.

PLA AND TRANSFER DISCLAIMER

If pursuing a transfer degree (AA, ABUS, AS, AAEE, AAFA, or Articulated Academic Degree Program), transfer credit and PLA will be granted for the purpose of satisfying Maricopa graduation requirements. Because credits may not transfer to all colleges or universities, contact your transferring institution to determine their transfer credit and PLA requirements and policies.

AMENDED through the Administrative Regulations Approval Process, June 4, 2024
TECHNICAL CHANGE made on November 9, 2023
AMENDED through the Administrative Regulations Approval Process, June 12, 2023
AMENDED through the Administrative Regulations Approval Process, June 24, 2021
AMENDED through the Administrative Regulations Approval Process, June 30, 2020
AMENDED through the Administrative Regulations Approval Process, November 5, 2019
AMENDED by Direct Approval from the Chancellor, August 10, 2018
AMENDED by Direct Approval from the Provost, May 8, 2018
AMENDED by Direct Approval from the Chancellor, June 28, 2017
AMENDED through the Administrative Regulations Approval Process, June 5, 2017
AMENDED by Direct Approval from the Chancellor, January 4, 2017

2.2.6 Academic Advising and New Student Orientation

1. Academic Advising

Students who will be attending college for the first time, and intend to earn a degree or to transfer to a college/university, will be required to meet with an academic advisor within the first two semesters at a MCCCD college.

i. Recent high school students who received MCCCD credits through Dual/Concurrent Enrollment, ACE, Hoop of Learning, or any MCCCD Early Outreach Program are considered first time to college.

2. New Student Orientation

Students who will be attending college for the first time, and intend to earn a degree or to transfer to college/university, will be encouraged to attend New Student Orientation within the first two semesters at a MCCCD college.

i. Recent High School students who received MCCCD credits through Dual/Concurrent Enrollment, ACE, Hoop of Learning, or any MCCCD Early Outreach Program are considered first time to college.

AMENDED through the Administrative Regulations Approval Process, June 12, 2023
AMENDED through the Administrative Regulation Approval Process, May 24, 2022
AMENDED by Direct Approval from the Chancellor, April 16, 2020
AMENDED through the Administrative Regulations Approval Process, June 4, 2019

2.2.7 Student Assessment and Course Placement

1. Course Placement

A. Course placement assesses students' skill levels in English, reading, and math to help determine which courses students should take first to be successful. Students who plan to register in English, reading, or math will be advised to enroll into courses based on valid District-approved placement methods.

B. Students who place into course(s) that are below college-level (i.e., below 100-level) will be advised to enroll into the course(s) within the first two semesters.

C. A department/division chair or designee may grant a course placement waiver under special circumstances. The signed waiver will be noted on the student's electronic record. The process may also be done electronically without a signature if supported by the attending college.

D. Course placement will be determined utilizing the district placement options under any one of the following conditions:

i. The student is taking his or her first college credit English, reading or math course, or any college course for which English, reading or math is a prerequisite.
ii. The student is pursuing a degree or transfer pathway and does not have current valid District-approved course placement on file or does not have previous college credit in English, reading and math.
iii. The student for whom English is not the primary language and who is taking his or her first English as a Second Language class is required to take a test of English proficiency.

E. Students will be exempt from the course placement process if at least one of the following conditions apply:

i. The student has earned an associate or higher degree from an accredited college.
ii. The student has earned college credits from an accredited college in English, reading, and math with a grade of C or higher.
iii. The student has currently valid District-approved course placement scores on file.
iv. The student who is exempt from the course placement process must still fulfill the minimum graduation requirements.

2. Determining Course Placement

The Maricopa Community Colleges use multiple placement options. In cases, when a course placement test is given, scores will be valid for two years. Other placement methods will also have limited time validity. For additional information, go to PLACEMENT.

A. Reading placement test scores that indicate "exempt from CRE101" do not expire.

B. Students will be permitted one re-test in English, reading, or by math level after at least a 24-hour waiting period. One additional re-test is permitted no sooner than three months from the oldest valid score date at any course placement testing site.

C. The Vice President of Student Affairs or designee may approve re-testing for students with special needs or circumstances. The re-test date will then serve as the date of record.

3. Implementation of Policy

To ensure consistency of the course placement process within the Maricopa Community Colleges:

A. All colleges shall accept the same approved course placement methods.
B. All colleges shall adhere to the same approved placement scores.
C. All colleges shall adhere to the approved limited time validity for each course placement method. for more information, go to: PLACEMENT.

D. Reading Placement Scores that Indicated "Exempt from CRE101" Do Not Expire.

4. Evaluation

The Maricopa Community Colleges will provide an ongoing evaluation of the course placement process. An annual report shall be submitted to the Governing Board to indicate the policy's effectiveness noting the number of students assessed, their placement scores and their success in courses. Every three years a thorough review of the policy and procedures shall be implemented, including recommendations from the English, Reading and Math Instructional Councils regarding cut-off scores, course placement assessment tools and procedures.

AMENDED through the Administrative Regulations Approval Process, June 4, 2024
AMENDED through the Administrative Regulations Approval Process, June 4, 2019

2.2.8 Registration

Students must register according to the dates indicated, and in the manner described in the college class schedule. To be eligible for registration, students must have completed the appropriate steps listed under the Admissions section. The college may allow early or priority registration. Tuition and fees must be paid or payment arrangements made by the due date to secure class enrollment. Students may not attend a class for which they are not registered.

The colleges reserve the right to enroll students in courses. The final decision for admission to any class for students admitted under section 2 of AR 2.2.1 will be determined by the designated college administrator in consultation with the department chairperson and/or faculty.
Class Registration Deadlines:

1. For classes with published start dates and meeting times, registration in the class must be completed before the first official class meeting date and time. Students may not register for a class once it has started. Self-Service registration for a class through www.maricopa.edu/students will end at 11:59 PM on the day before the class starts. Registration for a class on the date it starts must be done in person or on the phone, and must be completed before the class start time.
2. For classes without published meeting times (for example, online classes, special projects), registration in the class must be completed by 11:59 PM on the day before the class starts.
3. Exceptions
    a. Exceptions to class registration deadlines require permission of appropriate instructor(s) and approval of the appropriate department/division chair or designee.
    b. Exceptions are limited to
        i. Courses requiring permission of instructor
        ii. Courses requiring auditions or try-outs
        iii. Courses for Special Populations or Cohorts
        iv. Enrollment in an alternative section of a course taught by the same instructor
        v. Enrollment in an alternative section of a course taught by a different instructor
        vi. Course level changes
        vii. Students dropped for non-payment during the 100% refund period may be reinstated if they attended since the first class meeting.
        viii. Students dropped due to Human or system errors may be reinstated if they attended the first class meeting.
        ix. Other exceptions may be granted after faculty consultation with the student.

2.2.9 Tuition and Fees

Tuition and fees are public monies within the jurisdiction and responsibility of the Maricopa Community Colleges Governing Board under the laws and regulations of the State of Arizona and must be administered by the Governing Board. The Governing Board reserves the right to change tuition and fee charges when necessary without notice. All students are classified for tuition purposes under one of the following residency classifications:

1. Maricopa County resident
2. Out-of-County resident
3. Out-of-State resident (including F-1 non-immigrant students)

Residency for tuition purposes is determined in accordance with state law (ARS §§15-1801 et seq.) and regulations of the Maricopa Community Colleges Governing Board. All of the Maricopa Community Colleges are subject to the above statutes and regulations. Students who have questions about their residency should contact the Admissions and Records Office/Office of Student Enrollment Services for clarification.

Students attending more than one Maricopa Community College will be assessed tuition and fees for their enrollment at each of the Maricopa Community colleges/centers. (Students who are considered to be out-of-state residents for tuition and fees purposes should refer to Appendix S-3, Concurrent Enrollment in Arizona Public Institutions of Higher Education.)
With maricopa community colleges governing board approval, colleges may assess course fees to offset unique course costs that exceed the expenses of normal instruction that are covered by tuition. These fees are used on course-specific expenses that directly benefit the fee-paying student, such as equipment, consumables, and services. Fees vary by course and by discipline. Course fees are subject to change. Because course fees are often fully expended on materials before a class starts, they will be refunded only if the student qualifies for a 100% refund. Refer to AR 2.2.10 (Refund Policy).

1. Time of Payment
   All tuition, fees, assessments and deposits must be paid at the time of registration or by the specified deadline date and in accordance with the tuition and fee schedule approved by the Maricopa Community Colleges Governing Board.
2. Tuition and Fees Schedule
   Current information can be found at https://district.maricopa.edu/regulations/admin-regs/appendices/students/s-4

   The following is a tuition and fees schedule and is provided for reference. **These tuition and fees are subject to change.** Consult the college's Admissions and Records Office/Office of Student Enrollment Services for course fees in effect during the semester/term in which you intend to register. See Appendix S-4.
   AMENDED through the Administrative Regulations Approval Process, June 4, 2024
   AMENDED by Direct Approval from the Chancellor, November 21, 2018

   Appendix S-4: Tuition & Fee Schedule

   A. Determine Student Residency Status
      Refer to admissions information (AR 2.2.2) of the college catalog for residency information and to review the requirements for classification as a Maricopa county resident. Contact the Admissions and Records Office/Office of Student Enrollment Services if you have questions about residency requirements.
   B. Use the Chart to Locate Tuition Charges
      Determine the correct column based on your residency status and then select the number of credit hours. The general tuition chart is provided for reference only.
   C. Add Any Additional Fees
      A one-time, per semester $15 registration fee is due by the official start of the term (semester) or by the specified due date or at time of registration.
   D. There may also be additional course fees for classes, please refer to the college schedule for course fees.
   E. If you choose to audit a class, add an additional fee of $25 per credit hour.
   F. Additional course fees may apply for specific courses. Check with the college's Admissions and Records Office/Office of Student Enrollment Services for a current listing of course fees.
   G. Pay Your Fees
      Payment of fees may be made by cash, check, money order, VISA, MasterCard, Discover or American Express. Payment Plan options are also available.

      NOTE: If you do not pay your tuition and fees at the time of registration or by the specified due date, you may be dropped from your classes and may be responsible for the tuition and fees based on the refund schedule which outlines the refund deadlines for each course.

Skill Center Tuition Rates

Regular	$5.00 per clock hour
Nursing Assistant	$6.00 per clock hour
Practical Nursing	$6.00 per clock hour

Amended through the Administrative Regulations Approval Process, May 5, 2017

Credit by Examination & Credit by Evaluation (excludes Allied Health courses)

Regular Rate	$85.00 per credit hour
Contract Rate	$42.50 per credit hour

3. Outstanding Debts

Any debt or returned check may revoke a student's current enrollment and the student's right to register in subsequent semesters at all Maricopa Community Colleges. Delinquent debts may require penalties, late charges, collection costs, and/or legal fees to be paid before good standing is restored to the student.

The following procedure will be used for the collection of returned checks and other outstanding debts:

A. The designated college official or fiscal officer is responsible for:
   i. Verifying the student's district wide debt,
   ii. Attempting to notify the student of the debt and
   iii. Attempting to collect the debt.
B. Maricopa Community College services may be withheld pending payment of debt (at designated college office) with cash, certified check or money order or online with debit or credit card or in person with credit card. Student may be withdrawn from classes.
C. If other collection attempts fail, the Maricopa Community Colleges District Office will either collect or use other means available, including:
   i. Collection agency, requiring payment of collection fees by the student;
   ii. The Tax Refund Setoff Programs as stated in ARS §42-1122;
   iii. Litigation, requiring payment of court costs and legal fees by the student.
D. Debt Holds may be lifted only in limited instances by the appropriate College or District business services designee for the extension of services provided that at least one of the following conditions are met:
   i. MCCCD staff verify that full payment has been made to another College;
   ii. The College can deduct payment from a financial aid award made to the student (referring to student authorization guidelines for regulations on applying federal financial aid to debt balances);
   iii. A third party not related to the student, such as an employer or state agency, makes a verified payment directly to the College;
   iv. It is determined and verified with the appropriate MCCCD office that the hold resulted from a system error and the error is due to an activity that requires correction by the appropriate College or District personnel.

Admission Criteria to Attend a College within the Maricopa Community College District (MCCCD) is determined in accordance with state law (ARS §§15-1805.01 AND 15-1821) and regulations of the Maricopa Community Colleges Governing Board and the Chancellor. As such, participants enrolled in courses as part of third party agreements are also subject to the same admissions criteria. This includes the participants resolving any current enrollment or administrative holds that are unrelated to the Third party in an existing student account, but that otherwise impact his/her eligibility to enroll in courses or participate in programs delivered by MCCCD faculty or staff.

4. Discounted Fees and Waivers

A. Citizens 62 years of age and older shall be issued ID cards that allow them the privilege of attending events at no cost and that allow them to use the library facilities.

B. Employees, Dependents and Mandated Groups
The Maricopa Community College District waives tuition for credit-hour courses for employees and their dependents, and tuition and fees as specified for legislatively mandated groups. Special, registration, course fees and fees for Non-credit/Special Interest Community Services courses are not waived.

C. Tuition and Registration Fee Waiver for Members of the Pima-Maricopa Indian Community
Tuition and fee waivers shall be funded through Auxiliary Fund Monies for college credit courses for the enrolled members of the Pima-Maricopa community who live on the Pima-Maricopa Reservation.

5. All other guidelines and procedures established for the purpose of administering waivers, affidavits and exemptions are outlined in the Maricopa County Community College District tuition waiver manual.

Amended through the Administrative Regulations Approval Process, June 4, 2024

2.2.10 Refund Policy

1. Refund Policy for Credit/Clock Classes

Students who officially withdraw from credit/clock classes (in fall, spring, or summer) within the withdrawal deadlines listed below will receive a 100% refund for tuition, course and registration fees. Students should refer to the Student Information System (SIS) center for specific refund dates. Deadlines that fall on a weekend or a college holiday will advance to the next college workday except for classes fewer than 10 calendar days in length or as specified by the college. Calendar days include weekdays and weekends. Refer to individual colleges for withdrawal and refund processes. Never attending is not an allowable refund exemption or an excuse of the debt incurred through registration.

Credit And Clock Classes Length of Class	Official Withdrawal Deadlines for 100% Refund
1-9 calendar days	Prior to the class start date
10-19 calendar days	1 calendar day including the class start date
20-29 calendar days	2 calendar days including the class start date
30-39 calendar days	3 calendar days including the class start date
40-49 calendar days	4 calendar days including the class start date
50-59 calendar days	5 calendar days including the class start date
60-69 calendar days	6 calendar days including the class start date
70+ calendar days	7 calendar days including the class start date

Because course fees are often fully expended on materials before a class starts, they will be refunded only if the student qualifies for a 100% refund. Debts owed to any of the Maricopa Community Colleges must be satisfied before any refunds are paid to the student. Refunds for students receiving federal financial assistance are subject to federal guidelines. Appeals to the refund policy, including course fees outside of the 100% refund period, must be filed at the Maricopa Community College where the student attended the class within one year from the semester in which the class was taken.

2. Refund Policy for Non-Credit Classes

Unless otherwise specified, students who officially withdraw from non-credit classes prior to the class start date are eligible for a 100% refund, including any course fees. Debts owed to any of the Maricopa Community Colleges must be satisfied before any refunds are paid to the student. Appeals to the refund policy, including course fees outside of the 100% refund period, must be filed at the Maricopa Community College where the student attended the class within one year from the semester in which the class was taken.

3. Canceled Classes

When a class is canceled by the college, a 100% refund will be made for tuition, course fees, and registration fees.

4. Refund Appeals

Students withdrawing from a college or from classes for one of the following reasons must submit an appeal for a refund to the Admissions and Records Office/Office of Student Enrollment Services or designated college official at the college of enrollment within one year from the semester in which the class was taken:

A. A student with a serious illness, verifiable by a doctor's written statement that the illness prevents the student from attending all classes for the semester. The doctor's statement must be on file with the college before a refund can be given.
B. Serious illness or death of an immediate family member that prevents the student from attending all classes for the semester. Immediate family members include spouse/partner, father, mother, grandfather, grandmother, child, foster child, grandchild, stepchild, sibling, stepsibling, stepfather, stepmother, or spouse's/partner's father, mother, grandfather, grandmother, or in-laws in any one incident. Appropriate documentation must be provided before a refund can be given.
C. Death of a student. Appropriate documentation must be provided before a refund can be given.
D. A student in the armed forces or the Arizona National Guard who is called to active duty and assigned to a duty station, verifiable by a copy of the orders, will be allowed to withdraw and receive a 100% refund of tuition, provided classes have not been completed.

5. Requests for a total withdrawal from a college or classes for one of the above reasons may result in a partial prorated refund of tuition, provided classes have not been completed. All decisions made by the college are final.

Limitation: Never attending is not an allowable refund exception or an excuse of the debt incurred through registration.

6. Refund Policy for Department of Defense Tuition Assistance Funds

Students who receive Tuition Assistance (TA) funds for a class or classes from the Department of Defense (DOD) may have a refund processed and returned to the student's DOD branch of service in the following situations. Refer to individual colleges for withdrawal and refund processes.

A. Per refund appeals D, a student who is called to active duty and assigned to a duty station, verifiable by a copy of the orders, will be allowed to withdraw, provided classes have not been completed. A 100% refund of TA funds will be issued to the student's DOD branch of service.
B. A student who withdraws for reasons other than those outlined above within the first 60% of the period for which funds were received will have the proportional amount of unearned TA funds returned to the student's DOD branch of service. Refer to individual colleges and DOD branch of service for potential student financial responsibility as a result of withdrawal.

Requests for refund should be referred directly to the college of enrollment.

AMENDED through the Administrative Regulations Approval Process, June 4, 2024
AMENDED through the Administrative Regulations Approval Process, June 12, 2023
AMENDED by Direct Approval from the Chancellor, January 13, 2020.
AMENDED through the Administrative Regulations Approval Process, May 5, 2017

2.2.11 Student Financial Assistance

The Maricopa Community Colleges provide students financial assistance to enable access to higher education. Student financial assistance shall be awarded on the basis of demonstrated financial need except where funds are specified for recognition of special talents and achievements. Additional procedural information on financial assistance is available in Appendix S-5.

Appendix S-5: Student Financial Assistance

Additional Information about Financial Aid may be found at www.maricopa.edu/students website.*

The Maricopa Community Colleges provide students financial assistance to enable access to higher education. Student financial assistance shall be awarded on the basis of demonstrated financial need except where funds are specified for recognition of special talents and achievements. Only those with a lawful presence in the United States may qualify for federal financial aid. Under Arizona state law, undocumented students may qualify for Maricopa County Community College District (MCCCD) scholarships if they meet the terms outlined under Proposition 308.

The office of financial aid may request to have the validity of a student's high school completion evaluated if either the college or the United States Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education. An evaluation may be conducted on the basis of any of the following:

- Alerts, bulletins, or similar communications provided by any state, federal, or other governmental agency, another institution, a professional or similar organization, or any other resource that might provide information helpful to the evaluation;
- A transcript or other record received from another institution the student may have attended;
- The contents of the student's Free Application for Federal Student Aid, student information form, or any other information the student provides to the college;
- The independent professional judgment by any official of the office of student financial aid.

How to Apply for Federal Financial Aid

New students must complete the Free Application for Federal Student Aid (FAFSA) or FAFSA on the web at https://studentaid.gov/h/apply-for-aid/fafsa. Each academic year, continuing students must reapply by completing a FAFSA, Renewal FAFSA, or FAFSA on the web. Scholarships require separate applications. Specific information regarding financial assistance, including application deadlines or priority dates, may be obtained from the college Office of Student Financial Aid.

Types of Aid

Grants, loans, student employment, and scholarship funds may be available from federal, state, and/or private sources.

The Maricopa Community Colleges Foundation offers a variety of scholarship opportunities. Scholarship opportunities are available year round. However, most scholarships are posted mid-January and most deadlines are the last week of March. Options are available at https://mcccdf.org/ or by calling 480-731-8400.

Distribution of Aid

Criteria by which aid is distributed among eligible financial aid applicants are available on request at the college Office of Student Financial Aid.

Rights and Responsibilities

Students should read all information provided in the process of applying for federal financial aid in order to gain a greater knowledge of all the rights as well as responsibilities involved in receiving that assistance.

Satisfactory Academic Progress

Specific requirements for academic progress for financial aid recipients are applied differently than scholastic standards. In addition to scholastic standards which are explained elsewhere in this catalog, financial aid recipients are also subject to the following Standards of Satisfactory Academic Progress. Specific information is available at the college Office of Student Financial Aid.

Refunds and Repayments

In accordance with federal regulations (CFR 668.22), a student may be required to repay federal financial aid funds if they completely withdraw, are withdrawn, or fail to earn a passing grade from all classes during a semester. Further information is available at the college Office of Student Financial Aid. This could affect a student's ability to receive

Financial Aid in the future at any school. For a student receiving Financial Aid, also see Administrative Regulation 2.3.6 Withdrawal for Withdrawal procedures.

Verification of Information

1. A Free Application for Federal Student Aid (FAFSA) or a change to that FAFSA may be selected for verification. If a student's FAFSA is selected for verification, the student will be notified via the Student Center in www.maricopa.edu/students. In most cases, the student will be required to submit documentation as part of the verification process. The earlier the Financial Aid Office receives the required documentation, the earlier the student's eligibility for financial aid can be determined. The verification process must be completed no later than 120 days after the last date of enrollment or August 31, whichever comes first. In addition, the Financial Aid Office must receive a final and valid electronic SAR by the student's last day of enrollment or June 30 of the award year, whichever comes first. The verification process must be completed before the Financial Aid Office can award any federal aid.
2. If an award has already been made and a FAFSA is selected for verification, the student must provide required documentation within thirty days after it has been requested of the student or on June 30, whichever comes first. If documentation is not received within this deadline, the student's award may be adjusted or canceled.
3. The required forms and documents a student submits for verification will be compared to the information reported on the student's FAFSA. If the information provided does not match what is shown on the FAFSA, the Financial Aid Office will submit changes to the US Department of Education FAFSA processor. After all changes are made to the FAFSA data, the student's eligibility for financial aid will be reviewed. If there are any changes to the student's financial aid eligibility as a result of verification, the student will be notified by means of the Student Center in www.maricopa.edu/students. If, following verification, the institution discovers evidence of student aid fraud (including identity theft), waste or abuse of US Department of Education funds, such evidence may be referred to the Office of Inspector General of the US Department of Education.

Award Amount and Level of Enrollment

Award amount is determined, in part, on the level of enrollment. A reduction in course load after financial aid has been awarded may result in an adjusted financial aid award. Federal student aid recipients are advised to register at the same time for all classes they intend to take during a semester to maximize award. Some federal aid may not be awarded for classes added at a later date. Contact the college Office of Student Financial Aid for more information.

Repeated Coursework and Financial Aid Enrollment Status

Federal regulations regarding repeated coursework may impact your financial aid eligibility and awards. Federal regulations specify that students may receive federal financial aid funding for one repetition of a previously passed course. A passed course is defined as one in which a grade of A, B, C, D, or P is received. If you enroll in a course in which you have previously received passing grades twice, the course will not be counted towards your enrollment level for financial aid purposes. You may repeat a failed course until it is passed. Your enrollment for financial aid purposes will be calculated accordingly.

Maricopa Community Colleges Standards of Satisfactory Academic Progress (SAP) for Financial Aid Eligibility

Federal regulations (CFR 668.32(f) and 668.34) require a student to move toward the completion of a degree or certificate within an eligible program when receiving financial aid. Specific requirements for academic progress for financial aid recipients are applied differently than Scholastic Standards. Federal regulations state that Academic Progress Standards must include a review of all periods of enrollment, regardless of whether or not aid was received. Students will be evaluated using the standards described below. Failure to meet any of these minimum standards will result in loss of Title IV, HEA program (federal financial aid) eligibility.

To remain eligible for federal and state aid programs, students must meet ALL of MCCCD's Satisfactory Academic Progress (SAP) standards regardless of whether a student has received financial aid in the past or not. These standards apply to a student's entire academic records at any MCCCD college, including transfer credit hours accepted by the college.

1. **Definitions and Terminology Pertaining to this Policy**

1. Summer: Enrollment in the summer semester includes all courses scheduled within the summer enrollment period with all coursework counted in the SAP evaluation.
2. Non-Standard Session / Clock Hour: Sessions that do not follow the traditional start and end dates for the semester.
3. Attempted Credit: Any credit for which a grade of A, B, C, D, F, I, IP, N, P, W, Y, or Z is received and courses not yet graded.
4. CGPA [Cumulative Grade Point Average]: The MCCCD grading policy is published in the administrative regulations at 2.3.3. The CGPA does not include credits accepted in transfer.
5. Financial Aid Warning: status assigned to an eligible payment period for the next enrolled semester after failing SAP GPA (2.0) and/or Completion Pace (⅔). Students not meeting maximum timeframe evaluation are not eligible for a warning period.
6. Appeal: A process by which a student who is not meeting the institution's satisfactory academic progress standards is eligible to appeal the institution for reconsideration of the student's eligibility for Title IV, HEA program assistance based on extenuating circumstances.
7. Extenuating Circumstance: A one-time (not on-going) circumstance that is beyond the reasonable control of the student. Examples of extenuating circumstances may include, but not limited to:
    a. Documented medical condition or serious illness that prevented you from performing certain life tasks
    b. Documented illness of a family member that required your presence for a significant amount of time
    c. Death of immediate family member which impacted you significantly enough to affect participation in your courses
    d. Involuntary call to active military duty
    e. Documented involuntary change in employment conditions that prevented you from attending classes
    f. Any other extraordinary/emergency circumstances, such as a natural disaster
8. Financial Aid Probation: A status assigned by an institution to a student who fails to make satisfactory academic progress and who has appealed and has had eligibility for aid reinstated. A student in this status may not receive Title IV, HEA program funds for the subsequent payment period unless the student makes satisfactory academic progress or the institution determines that the student met the requirements specified by the institution in the academic plan for the student.
9. Academic Plan – A plan developed through the SAP Appeal Process which will lead a student to qualify for further Title IV, HEA program funds and complete the program within 150% of published program length.
10. Financial Aid Suspension – The status assigned upon failing to meet the minimum SAP standards or the terms of probationary status. Students in this status are not eligible to receive Title IV, HEA assistance.

2. Federal regulations (CFR 668.32(f) and 668.34) require institutions of higher education to evaluate Satisfactory Academic Progress (SAP) using qualitative (GPA) and quantitative (pace of progression) standards.

3. Qualitative and quantitative measures of SAP are required to ensure students receiving Federal Student Aid are progressing towards the completion of a degree or certificate within an eligible program.

4. Specific requirements for academic progress for Federal Student Aid recipients are applied differently than Scholastic Standards. Federal regulations state that SAP Standards must include a review of all periods of enrollment, regardless of whether or not aid was received. Standards are applicable for all enrolled payment periods, including all levels of enrollment (full-time or part-time enrollment). Students will be evaluated using the standards described below.

5. Failure to meet any of the minimum standards outlined below will result in a student's loss of HEA, Title IV Federal Student Aid.

Evaluation Period

1. Standards of Satisfactory Academic Progress (SAP) will be evaluated at the end of each payment period. For credit hour programs, a payment period is a semester (Fall, Spring, and Summer). For clock hour programs, a payment period / evaluation will depend on the hours required in the program.

2. Standards of Satisfactory Academic Progress (SAP) are evaluated based on qualitative (GPA), quantitative (pace of progression), and maximum timeframe. Failure to meet any of these standards may result in the loss of eligibility for financial aid. Grades of F, I, N, W, Y, Z, and courses not yet graded are considered attempted, but not completed in evaluating SAP. Late grades will be recalculated and may change eligibility.

    1. **Grade Point Average Qualitative Measurement:** Students must maintain a 2.0 cumulative Grade Point Average in order to meet SAP GPA requirements.
    2. **Pace of Progression Quantitative Measurement:** Students must successfully complete 2/3 (66.67%) of all attempted course work. For clock hour programs, please refer to program attendance requirements.
    3. **Maximum Time Frame Measurement:** Students must be able to complete their program within 150% of the published program length. Once students have attempted 150% of the published program length, they are no longer eligible for Federal Student Aid. For example, a 16 credit certificate program will allow up to 24 credit hours to complete the program. A 60 credit Associate's degree will allow up to 90 credit hours to complete the program. A 120 credit bachelor's degree will allow up to 180 credit hours to complete the program.

3. Courses included in SAP evaluation:

    a. All attempted coursework, regardless of enrollment status
    b. Courses funded through a Consortium Agreement
    c. All attempted remedial credits, including English as a Second Language (ESL) courses.
    d. Repeated course work
    e. All transferred coursework
    f. Grades attempted, but not completed (F, I, N, W, Y, Z)

4. Course work included in the Maximum Time Frame evaluation:

    a. All of those included in the Pace of Progression evaluation
    b. Any Bachelor's degree (or higher) earned will be considered to have exhausted maximum timeframe eligibility
    c. All coursework forgiven through the Academic Renewal Process

5. Course work not included in SAP evaluation:

    a. Audited courses
    b. Non-credit courses
    c. Credit by examination
    d. Credit for prior learning option (as outlined in the college general catalog)

Notification

Students who have applied for Federal Student Aid, but are not meeting Satisfactory Academic Progress requirements, will be notified via email of their FA Warning or ineligibility for financial aid. The notification will direct students to information regarding available college resources during the Warning Period and the appeal process in cases of extenuating circumstances.

Financial Aid Warning
Students are allowed a warning period upon failing Qualitative and/or Quantitative SAP standards. The warning period allows one (1) payment period (semester) of Federal Student Aid eligibility upon failing SAP. The warning period will follow the semester for which SAP was not met, meaning the next semester for which the student registers for classes. In order to receive the Warning period, students must be meeting Maximum Timeframe requirements.

SAP Appeal
Any student who has lost federal student aid eligibility due to a resolved, one-time extenuating circumstance may appeal to have their financial aid reinstated by completing a Satisfactory Academic Progress Appeal Form. The form must address:

1. what caused the student's work to fall below acceptable standards--specific explanations must be provided, including any supporting documentation,
2. each incomplete/failed course,
3. how the extenuating circumstance has been resolved, and
4. how the student will maintain good academic standards and progress toward the degree if the appeal is granted.

The outcome of the appeal will depend upon:

1. the nature of the extenuating circumstances (if the stated circumstance qualifies as such),
2. the quality of the documentation provided, and
3. how well the student has demonstrated the ability to progress towards degree completion within a reasonable time period.

All documentation submitted is confidential. All decisions are final and cannot be appealed. For assistance in completing the SAP appeal paperwork, including examples of supporting documentation, visit your college Financial Aid Office.

Students will be notified of the results of their appeal within ten (10) days of filing the appeal. Notification will include any restrictions or conditions pertaining to their appeal. The outcome of an appeal may include a probationary period. Appeals granted longer than one (1) payment period must include an academic plan, which must be followed. Failure to follow an approved academic plan will result in immediate suspension of Federal Student Aid. Students are responsible for any and all debt incurred as a result of this adjustment to financial aid.

Failure to successfully complete all conditions during the probationary period (as defined in the academic plan) will result in loss of future financial aid eligibility.

Regaining Eligibility
A student who has lost financial aid eligibility may only regain eligibility by meeting the minimum SAP standards. Transfer coursework taken at other colleges will be considered for reinstatement purposes.

If you are receiving federal financial aid it is important to read the information below prior to making a decision to withdraw.

Treatment of Title IV Aid When a Student Withdraws
POLICY SUMMARY STATEMENT
To provide guidance on the treatment of federal student aid (Title IV) funds when a student withdraws from a Maricopa College.

DEFINITIONS
Date Of Determination – The date of determination is the date in which the school determines that a student ceased attendance or completely withdrew from school. This may be the date that the institution becomes aware that the student ceased attendance, or the date that the student begins the official withdrawal process at the school.

Earned Aid Calculation – A formula used to determine the amount of Title IV aid the student earned for the payment period. To calculate the amount of Title IV aid earned by the student multiply the percentage of Title IV aid earned by the student, by the total amount of Title IV aid disbursed (including that which could have been disbursed to the student or on behalf of the student), for the payment period as of the student's withdrawal date.

Official Withdrawal - The process by which a student begins the school's official withdrawal process or provides official notification to the school of his or her intent to withdraw. The student's approach to his or her withdrawal directly impacts the school's date of determination for which the student ceased attendance, and is used in the return of Title IV funds calculation.

To officially withdraw, the student will need to notify a designated office; this office for most MCCCD colleges is the Admissions and Records department. The designated office staff will assist the student to complete the withdrawal process. Schools will utilize a change in student status or comparable form to record a student's withdrawal, official or unofficial (see "unofficial withdrawal" definition). The School Registrar will determine the last date of attendance based on federal and institutional policy and the school's date of determination. The date of determination is either the date that the student began the prescribed withdrawal process, or the date that the student provided the school with an official notification of his or her intent to withdraw, whichever is later. If the student is present, the student will sign and date the change in status or comparable form. Designated office staff will also sign and date the form, and retain it in the student's file at the school.

Order of Return of Title IV Funds - A federally prescribed order for returning Title IV funds required as a result of a return of Title IV funds calculation. Unearned funds, returned by either the institution or the student, are credited to the programs from which the student received the aid from during the payment period, up to the net amount disbursed from each program. Funds will be returned based on the following order:

1. Unsubsidized Federal Direct Stafford Loans
2. Subsidized Federal Direct Stafford Loans
3. Federal Direct Plus Loans
4. Federal Pell Grants
5. Iraq and Afghanistan Service Grants
6. FSEOG
7. Teach Grants

Percentage of Title IV Aid Earned – definitions for term, and modular programs below, in accordance with ED regulations:

Title IV Credit Balance - A Title IV credit balance occurs whenever the amount of Title IV funds credited to a student's account for a payment period exceeds the allowable charges associated with the semester (payment period). All Title IV federal student aid credit balances are disbursed directly to the student and refunded to the method selected in the student center. Refunds are generally processed within 3 business days but no later than 14 days of when credit balance occurred.

STANDARD TERM PROGRAMS

Upon the withdrawal, the District Office Student Financial Services (DOSFS) will calculate the percentage and amount of awarded federal student aid funds that the student has earned in the payment period. in some cases and depending upon the withdrawal date and percentage of completion, the student may earn 100 percent of the fsa funds, the calculation will still be completed as required and the amount earned will be based on the percentage of the term or payment period that was completed in days up to and including the last date of attendance or eligible academic activity,

with scheduled attendance locked at census / pell recalculation. To calculate the amount earned, DOFA will determine the percentage by dividing the number of calendar days completed in the term/payment period up to and including the last date of attendance by the total number of calendar days in the term/payment period. The number of days a student is scheduled to attend during a payment period is determined based on the start and end date of the scheduled term / payment period. All scheduled breaks during the term / payment period are excluded from the calculation.

MODULES

A program that is offered in modules is a program that consists of course(s) in the program that do not span the entire length of the payment period or period of enrollment. ***Regulatory change effective JULY 1, 2021: a program is offered in modules if the program uses a standard-term or non-standard term academic calendar, is not a subscription-based program, and a course or courses in the program do not span the entire length of the payment period or period of enrollment.*** The DOSFS will calculate the percentage and amount of awarded federal student aid that the student earned within the payment period. If the student has completed more than 49 percent of the payment period, *or* has completed all of the degree requirements from his/her program before completing the days/hours in the period that he/she was scheduled to complete, *or* if the student completes coursework equal to or greater than the coursework required for the institution's definition of a half-time student for the payment period, *or* the school receives written notification that the student will attend a module that begins in the same payment period or period of enrollment, the student is not considered to have withdrawn, and a Return of Title IV Funds (R2T4) is not required and will not be calculated.

When a student withdraws from the payment period before completing 49 percent of the payment period, the amount of federal student aid the student earned is determined based on a specific formula. The number of days a student is scheduled to attend during a payment period is determined based on the start and end date of the scheduled term / payment period, with scheduled attendance locked at census / Pell recalculation. Scheduled breaks are excluded from the calculation. The amount of assistance the student earned is determined on a rate-of-progression basis.

POST-WITHDRAWAL DISBURSEMENT - If, as of the date of the institution's determination that the student withdrew the amount of Title IV aid that the student earned is more than the amount of Title IV aid disbursed to the student or on behalf of the student, the difference between these amounts is considered earned aid, and must therefore be applied to outstanding charges on the student's account and/or directly disbursed to the student.

RETURN OF TITLE IV FUNDS (R2T4) - When a recipient of Title IV aid withdraws from an institution during a payment period or period of enrollment in which the recipient began attendance, the school must calculate the amount of earned and unearned Title IV aid and compare this to the amount of aid disbursed at the date of determination, to determine how to proceed.

If it is determined that the amount of Title IV aid disbursed exceeds the amount of Title IV aid earned, a return of Title IV funds is due, and both the school and the student may have a responsibility for returning the unearned portion of the funds. The school must return the unearned portion of Title IV aid for which the school is responsible for and notify the student of the unearned portion of Title IV aid that the student is responsible for and therefore must return.

If it is determined that the amount of earned Title IV aid exceeds the amount of Title IV aid disbursed, the student may be eligible for the amount of aid not yet disbursed, in the form of a post-withdrawal disbursement. A post-withdrawal disbursement must be made within 180 days of the date the institution determined that the student withdrew. The amount of a post-withdrawal disbursement is determined by following the requirements for calculating earned Title IV aid and has no relationship to incurred educational costs. All Title IV federal student aid credit balances are disbursed directly to the student and refunded to the method selected in the student center. Refunds are generally processed within 3 business days but no later than 14 days of when credit balance occurred.

TITLE IV LOANS

For unearned funds calculated to be returned by the school:

It is policy, as part of the R2T4 process, to provide notification to the student indicating the loan type(s) and amount(s) calculated as needing to be returned and, thus, the date returned by the school. The school must return the lesser of the amount of Title IV funds not earned, or the amount of institutional charges that the student incurred for the payment period multiplied by the percent of funds not earned.

For unearned Title IV funds calculated to be returned by the student:

If there is a remaining balance of unearned Title IV aid which needs to be returned, after the school has returned its portion of unearned Title IV aid, the student (or the parent for Plus loan) is responsible for returning this amount. While the student must return or repay any unearned Title IV loan amount in accordance with the terms of the loan, the student must repay any unearned Title IV grant funds as an overpayment of the grant. The student's portion is calculated by subtracting the amount of unearned Title IV aid that the institution is required to return from the total amount of unearned Title IV aid required to be returned. If it is calculated that unearned loan(s) need to be returned by the student, the center will notify the lender or servicer of the student's last date of attendance; the student will not need to repay the loan(s) immediately, but will repay the loans based on the terms of the promissory note. The lender or servicer will notify the student or parent, per the terms of the promissory note.

TITLE IV GRANTS

For unearned funds calculated to be returned by the school or student:

It is policy, as part of the R2T4 process, to provide notification to the student indicating the grant type(s) and amount(s) calculated as needing to be returned and, thus, the date returned by the school.

RETURN OF UNEARNED AID - If, as of the date of the institution's determination that the student withdrew the amount of Title IV aid that the student earned is less than the amount of Title IV aid disbursed to the student or on behalf of the student, the difference between these amounts is considered unearned aid, and must therefore be returned to the Title IV program in a specified order, by either the school, the student, or both.

UNOFFICIAL WITHDRAWAL (also known as an "administrative" withdrawal) - A student who did not begin the official withdrawal process or provide notification of his or her intent to withdraw; the date of the school's determination that the student withdrew would be the date that the school becomes aware that the student ceased attendance. See "official withdrawal" definition above.

A student who does not notify the school that s/he is withdrawing but ceases attending, is administratively withdrawn by the school within 14 days of non attendance; this is otherwise known as an unofficial withdrawal. A student is administratively withdrawn from school when the student violates the school's published attendance policy, which adheres to state licensing and accreditation requirements. Please see the school's catalog for its current attendance policy.

WITHDRAWAL DATE (also known as the "last date of attendance") - The date that the student begins the school's withdrawal process or the date that the student provides official notification of intent to withdraw, whichever comes earlier. If the student does not provide any official notification of intent to withdraw, the withdrawal date will be determined by the school, and depend upon the student's circumstances.

FEDERAL TITLE IV REFUND POLICY

If a recipient of Title IV grant or loan funds withdraws from a school after beginning attendance, the school must perform a Return of Title IV Funds (R2T4) calculation to determine the amount of Title IV federal student aid funds earned by the student. If the calculation determines that the amount of Title IV aid disbursed to the student is greater than the amount the student earned, the unearned Title IV funds must be returned to the program. If it is determined that the amount of Title IV aid disbursed to the student is less than the amount the student earned (and for which the student is otherwise eligible for), the student may be eligible for a post-withdrawal disbursement for the earned Title IV funds not yet disbursed to the student.

The R2T4 calculation is required if a student receiving Title IV federal student aid ceases attendance or completely withdraws from all courses without completing the semester (payment period).

The school must determine the amount of Title IV aid earned by the student, as of the withdrawal date. Once the earned portion is calculated, the unearned portion is calculated to determine if funds must be returned to the program or a post-withdrawal disbursement is necessary. Federal policy is followed to determine the amount of Title IV aid earned on a case by case basis. The R2T4 calculation is always required when a student fully withdrawals or ceases attendance prior to the scheduled end of the semester, the calculation may determine that the student earned 100% of Title IV funds and will not be required to return funds. A Return of Title IV Funds worksheet is calculated when a student ceases attendance in all courses within the scheduled semester (payment period), i.e. withdrawal.

WITHDRAWAL PROCEDURE OVERVIEW:

POLICY DISCLAIMER

This policy serves as a guideline for the refund of Title IV and tuition procedure with the understanding that it does not cover every possible scenario. As a result, complex areas may arise where certain refund procedures may need to be addressed on a case-by-case basis.

PARTY(IES) RESPONSIBLE FOR POLICY TRAINING

MCCCD District Office of Financial Aid Compliance and Operations / Office of General Council. District Director Of Financial Aid Operations and Compliance. The policy owner is responsible to determine the method, means and frequency of training on this policy.

EXCEPTIONS

Requests for an exception to this policy should be addressed to the policy owner as outlined in the procedure for requesting a policy exception.

POLICY REVIEW/UPDATE AND AUDIT

This policy will be reviewed annually. compliance with this policy is audited on a random basis by Internal Audit.

TECHNICAL CHANGE, July 11, 2023
AMENDED through the Administrative Regulation Approval Process, June 12, 2023
AMENDED through the Administrative Regulation Approval Process, May 24, 2022
TECHNICAL CHANGE by Legal Counsel, May 6, 2020
AMENDED by Direct Approval from the Chancellor, May 5, 2020
AMENDED through the Administrative Regulations Approval Process, June 5, 2017

2.2.12 Vaccinations (As Required By 20 USC §1092(a)(1)(V)):

The Maricopa County Community Colleges District does not require that students receive vaccinations prior to enrollment. Certain professional or occupational programs do require particular vaccinations for participation in those programs. More information about these programs can be found on college websites.

2.2.13 UNIVERSITY TRANSFER

UNIVERSITY TRANSFER

The Maricopa Community Colleges have developed formal agreements to facilitate the transfer of credit to other bachelor degree awarding colleges and universities. This is accomplished through the development of course and program articulation agreements. The Maricopa Community Colleges articulate with accredited private, public, and international baccalaureate granting institutions. Maricopa transfer agreements are on behalf of the district as a whole and not with individual colleges within the District. Courses taken at any of the Maricopa Community Colleges are equally transferable by institutions wishing to articulate. Students planning to transfer to a university may be required to submit official transcripts.

Articulated transfer programs and pathways between the Maricopa Community Colleges and other institutions [such as the MYPATH2ASU™, the UA Bridge Program, 2NAU and 90/30 Transfer Agreements] are official, recognized programs of study that fulfill degree requirements at both institutions. These articulated programs and pathways are designed to aid in a smooth transition for a student planning to transfer to a college or university by identifying the required, transferable, and applicable coursework for that student's specific program of study. A complete list of MYPATH2ASU™ requirements by major and catalog year is maintained on ASU'S website, at Transfer.

ARIZONA PUBLIC COMMUNITY COLLEGES AND UNIVERSITIES

Maricopa is a participant in the Arizona statewide transfer system. AZTRANSFER.COM is the official source of information for the statewide articulation agreements between the Arizona public community colleges and universities (Arizona State University, Northern Arizona University, and University of Arizona). Included on AZTRANSFER.COM is the Course Equivalency Guide (CEG), which shows transfer course equivalencies between Arizona's public community colleges and tribal institutions to Arizona State University, Northern Arizona University, and the University Of Arizona. The transferability of a course does not indicate directly how the course will apply to meet requirements for specific programs of study. AZ Transfer Course Equivalency Guide

TRANSFER CREDIT DISCLAIMER

There may be limitations on the transfer of credit (e.g. age of the credit, remedial courses, credit earned through prior learning assessment). Students are encouraged to work with their intended transfer institution to maximize the acceptability and application of credits towards specific university requirements.

(U.S.) AND INTERNATIONAL INSTITUTIONS

The Maricopa Community Colleges have transfer agreements with accredited U.S. universities and colleges as well as international institutions that have been approved by the Ministry of Education. These partnerships are formalized through District-Wide memorandums of understanding and articulation agreements, and are designed to help students maximize the applicability of transfer credit at the transfer institution. To access a list of institutions with which Maricopa has established articulation agreements, visit: Maricopa University Partner List

TIME LIMIT FOR TRANSFER COURSEWORK

Students should be aware other colleges and universities may have age of credit limits on certain coursework to be used in transfer. Students should refer to the policy of their intended transfer institution regarding time limits for transfer coursework.

SHARED UNIQUE NUMBERING (SUN) SYSTEM COURSE INFORMATION

Senate Bill 1186, which passed into law in 2010, mandated the creation of a shared numbering system for public college and university courses in Arizona to identify courses that transfer from community colleges to universities toward a baccalaureate degree. The Shared Unique Number (SUN) system is a college course numbering system designed to help students locate and enroll in courses that have direct equivalents for transfer among Arizona's public community colleges and three state universities. However, even if a course at the Maricopa Community Colleges is not designated as a SUN course, it may still transfer to other Arizona public institutions with a direct equivalent as per the Course Equivalency

Guide on AZTRANSFER.COM. The SUN system does not address the applicability of courses. students are encouraged to work with an academic advisor on course selections. To access a list of SUN courses, visit SUN

AMENDED through the Administrative Regulation Approval Process, June 4, 2024
AMENDED through the Administrative Regulation Approval Process, June 12, 2023
ADOPTED through the Administrative Regulations Approval Process, June 4, 2019

2.9 Veterans Services

The Maricopa Community Colleges' Veterans' Services offices act as liaisons with the Department of Veterans Affairs (VA) and the state approving agency. Each program must be approved by the state approving agency. Students may be eligible to receive educational benefits if they are registered in courses that apply to the student's approved programs. Application forms, counseling, advisement, tutoring, and priority enrollment are available for students who are eligible for veteran's educational benefits. Students applying for veteran's educational benefits should allow eight to ten weeks before receiving benefits. The amount of benefits awarded is determined by the Department of Veterans Affairs, and is based on the number of credit hours or clock hours for which a student is enrolled and the length of the enrollment period for each course.

Prior to enrolling, eligible service members receiving tuition assistance must speak with an Education Services Officer (ESO) or counselor within their military service branch/ organization.

Veteran's benefits available:

- Chapter 30 - Montgomery GI Bill®
- Chapter 31 – Veteran Readiness and Employment (VR&E)
- Chapter 32 - VEAP Program
- Chapter 33 - Post 9/11 GI Bill® & Transfer of Eligibility to Dependents (TOE)
- Chapter 35 - Survivors and dependents of deceased/100% disabled veterans
- Chapter 1606 - Montgomery GI Bill®, Selected Reserve

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

Covered individuals (as defined in 38 U.S.C. § 3679) utilizing Chapter 33, Chapter 30, Chapter 31, Chapter 32, Chapter 35, or Chapter 1606 VA education benefits may attend or participate in a program of study during the period beginning on the date the individual provides the educational institution a Certificate of Eligibility (COE), a Statement of Benefits obtained from eBenefits, or a purchase order for Chapter 31, and ending on the earlier of the following dates:

1. The date upon which payment from the VA is made to the institution;
2. 90 days after the date the institution certified tuition and fees following the receipt of the Certificate of Eligibility.

No penalty, including the assessment of late fees, and/or the denial of access to classes or other institutional facilities will be imposed on the individual due to the delayed disbursement funding from VA under Chapter 33, 30, 31,32, 35, or 1606.

It is the student's responsibility to notify the office that serves veterans at their campus regarding any change in enrollment, address, program of study, enrollment at another institution, or any other change that may impact their veteran's educational benefits.

Those students receiving benefits must follow the VA academic progress policy to continue to receive benefits.

Department of Veterans Affairs regulations require that all persons using any type of veteran educational assistance program make satisfactory academic progress toward achievement of their educational objective (program of study). A student who does not meet the minimum standards of 2.0 upon completion of 12 or more credit hours will be placed on

probation, at which point the student will have no more than two semesters in which to improve academic standing to acceptable. At this point, if satisfactory academic progress has not been demonstrated, veteran educational benefits will be terminated. Benefits may be resumed when the student raises the cumulative grade point average to the required minimum standards or demonstrates the ability to meet these standards through the approval of a written appeal. For appeal procedures, contact the office that serves veterans at your campus.

For additional details and information regarding veteran's educational benefits, contact the office that serves veterans at your campus.

Distance Learning:
The course content and competencies for distance learning classes are the same as courses offered in-person or in a hybrid format. The courses offered in this format lead to completion of MCCCD degrees and/or certificates of completion.
Colleges use Learning Management Systems (LMS) like Canvas and RioLearn for online offerings. These portals are used for both hybrid and online classes. Students must use their Maricopa Enterprise ID and password to access the portal. The link to the portal is provided on the college home page and on www.maricopa.edu/students, the district's website for student access to Maricopa tools. Maricopa-assigned student email addresses are used for communicating with students within the tools. Students are also able to communicate with the instructor through the LMS, via Maricopa e-mail or by phone.

Externship Programs:
The Maricopa Community College's official District course descriptions for credited experiential learning opportunities (Internships, Externships, Practicums, and Clinicals) state the amount of hours required in order for a student to receive college credit. The descriptions also indicate if a maximum amount of credit is allowable for any given experiential learning opportunity. Each course that includes an experiential learning opportunity is assigned a Maricopa Instructor of Record who is responsible for ensuring that the student completes the required hours and assignments in order to receive credit. Additionally, the instructor works extensively with a site supervisor to ensure that the student is making satisfactory progress and meeting the time requirements. The experiential credit process for the student includes the specific course details and learning outcomes, how hours will be tracked, and what is required for grading and course completion. The instructor submits the final grade for the experience. Maricopa's experiential learning process is in compliance with CFR 38 21.4265

A complete list of internship courses, along with course objectives, can be found on the Maricopa Community College's District – Center for Curriculum and Transfer Articulation website, located at: https://curriculum.maricopa.edu/transfer-and-articulation

Prior Credit Evaluation:
Department of Veterans Affairs requires that all persons using any type of veteran's educational assistance must have all prior education and training evaluated. Students will be required to request transcripts from all prior institutions, including military training. Without all prior institutions and military training, veteran educational assistance may not be certified. Transcripts will be evaluated and credit will be granted, as appropriate.

AMENDED through the Administrative Regulation Approval Process, June 4, 2024
TECHNICAL CHANGE made to align with Administrative Regulation 2.9, April 11, 2022. Original Direct Chancellor Approval, April 17, 2018
AMENDED through Direct Approval by the Chancellor, April 14, 2021
AMENDED through Direct Approval by the Chancellor, October 21, 2020
AMENDED through Direct Approval by the Chancellor, March 6, 2019
AMENDED through Direct Approval by the Chancellor, September 17, 2018
AMENDED through Direct Approval by the Chancellor, April 17, 2018

AMENDED through the Administrative Regulations Approval Process, June 5, 2017
AMENDED through the Administrative Regulations Approval Process, May 16, 2016

SCHOLASTIC STANDARDS

2.3.1 Academic Load

A credit hour is defined as an amount of work represented in course competencies and verified by evidence of student achievement that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or at least an equivalent amount of work for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. In accordance with common practice in higher education, instruction representing a credit hour is typically delivered in a 50 minute class period.

Students carrying at least twelve (12) credit hours will be considered full-time students for the fall and spring semesters. Three-quarter-time is 9 - 11.9 credit hours. Half-time is 6 - 8.9 credit hours. Fewer than six (6) credit hours is considered less than half-time. Academic load for summer and special terms may be defined differently. Contact the Admissions and Records Office/Office of Student Enrollment Services for clarification. As provided in the Reduced Course Load administrative regulation, a student may be deemed a full-time student carrying fewer than twelve credit hours pursuant to an accommodation of a disability.

Courses may vary in length, and begin and end throughout the year. A credit hour indicates the value of an academic credit. Standards for the awarding of credit hours may be time based or competency based. To obtain credit, a student must be properly registered and must pay fees for the course. The fall and spring semesters are typically sixteen (16) weeks in length. Summer sessions are typically five or eight weeks in length.

Students desiring to take more than eighteen (18) credit hours must obtain approval from the designated college official. Ordinarily, only students with a grade point average of 3.0 or higher for the preceding semester or first semester students who were in the upper quarter of their high school graduating class are permitted to carry more than eighteen (18) credit hours.

Students participating in extra-curricular or co-curricular activities or receiving financial assistance may be required to maintain a specified minimum academic load.

Students who are working, have considerable extra-curricular or co-curricular activities, or have been reinstated from academic suspension/probation should plan their academic load accordingly.

Schedule Changes
Students may change their schedule by following the designated procedures at their college of enrollment. It is the student's responsibility to notify the college if he/she will no longer be attending the class (see Administrative Regulation 2.3.6 Withdrawal for Withdrawal Procedures).

TECHNICAL CHANGE, July 11, 2023

2.3.2 Attendance

- Only persons who are registered for a class at any of the Maricopa Community Colleges may attend that class. Attendance requirements are determined by the course instructor. Students who do not meet the attendance requirement as determined by the course instructor may be withdrawn.
- Students who fail to attend the first scheduled class meeting, or to contact the instructor regarding absence before the first scheduled class meeting may, at the option of the instructor, be withdrawn.

- At the beginning of each course, each faculty member will provide students with written attendance requirements. It is the student's responsibility to consult with the instructor regarding official or unofficial absences. Absences begin to accumulate with the first scheduled class meeting.
- Students bear the responsibility of notifying the Admissions and Records Office/Office of Student Enrollment Services when they discontinue studies in a course or at the college. Please refer to Administrative Regulation 2.3.6 Withdrawal for Withdrawal Procedures.

1. Official Absences

A. Official absences are those that occur when students are involved in an official activity of the college, i.e., field trips, tournaments, athletic events, and present an official absence excuse form. Absences for such events shall not count against the number of absences allowed by an instructor or department. Students who must miss a class for an official reason must obtain an official absence verification card from the appropriate vice president or designee and present it to the appropriate instructor(s) before the absence. Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the student will not be penalized.

B. Other official absences include jury duty and subpoenas. Appropriate documentation will be required. Prior arrangements must be made with each instructor for makeup work. If prior arrangements have been made, the student will not be penalized.

C. In the event of military commitments. Absences for periods of up to one week will not be counted against the number of absences allowed by an instructor or department. The student is required to provide appropriate documentation of the specific orders, length of assignment and location. Prior notification must be initiated with each instructor to discuss make-up work. If the length of the absence will be longer than one week, the instructor and the student will determine whether there is sufficient opportunity for the student to make up the work. If it is determined that the length of absence for the military commitment provides an undue hardship on the student's ability to make up the assignments, he or she will be provided an opportunity to request an incomplete grade or drop the class or, in the case of open-entry classes, the opportunity to request an extension.

D. In the event of the death of an immediate family member, absences for periods of up to one week will not be counted against the number of absences allowed by an instructor or department. Students should contact instructor(s) as soon as possible to arrange for make-up work. Appropriate documentation will be required (for example, a copy of the obituary or funeral program). In specialized programs that require clinical rotations, this regulation may not apply.

2. Religious Holidays

Students shall have the right to observe major religious holidays without penalty or reprisal by any administrator, faculty member or employee of the Maricopa Community Colleges. Absences for such holidays shall not count against the number of absences allowed by an instructor or department, provided the student has utilized the Religious Accommodation Procedure outlined in ND-4 of the Administrative Regulations Appendices. The Procedure and Religious Accommodation form may be found at ND-4. As outlined in the ND-4 Religious Accommodation Procedure, to the extent possible, requests must be made at least two (2) weeks before the requested absence from class due to religious holiday or day of observance by providing the faculty member with the Religious Accommodation Request Form. Once a religious accommodation is granted, the student must make arrangements with each instructor for make-up work.

3. Excused Military Absences

A member of the National Guard of this state or any other state or of the United States Armed Forces Reserves who is a student at an institution of higher education in this state and who is ordered to either state or federal reserve component duty or a person who is the spouse of a member of the National Guard of this state or any other state or the United States Armed Forces Reserves, who is a student at an institution of higher education in this state and whose spouse is ordered to either state or federal reserve component duty, whether the member or spouse is attending class in person or online and whether the member is stationed in or outside of this state, may do any of the following:

A. Withdraw from one or more courses for which tuition and fees have been paid. the tuition and fees must be credited to the student's account at the institution. Any refunds are subject to the requirements of the state or federal financial aid programs of origin. The student may not receive credit for the courses and may not receive

a failing grade, an incomplete or another negative annotation on the student's record and the student's grade point average may not be altered or affected in any manner because of the student's withdrawal under this subsection.
B. Depending on when the member is ordered to either state or federal reserve component duty and depending on the individual student's needs, receive a grade of incomplete and be allowed to complete the course if the course is being offered at the time to other students on release from reserve component duty under the institution's standard practice for completion of incompletes.
C. In accordance with any academic unit or institution of higher education requirements or in compliance with accreditation or certification standards, when applicable, continue and complete the course for full credit. Class sessions the student misses due to state or federal reserve component duty must be counted as excused absences and may not be used in any way to adversely impact the student's grade or standing in the class. Any student who selects this option is not automatically excused from completing assignments due during the period the student or student's spouse is performing state or federal reserve component duty. A letter grade or a grade of pass may be awarded only if the faculty member teaching the course determines that the student has completed a sufficient amount of work and has demonstrated sufficient progress toward meeting course requirements to justify the grade.
D. Withdraw and be readmitted with the same academic status and enrolled as a student at the institution, without penalty or redetermination of admission eligibility, within one year after the release of the student or student's spouse from state or federal reserve component duty.

1. A member of the National Guard of this state or any other state or of the United States Armed Forces Reserves who is a student at an institution of higher education in this state, who is ordered to either state or federal reserve component duty and as a result of that service or follow-up medical treatment for an injury incurred during that service, misses any test, examination, laboratory, presentation or class day on which a written or oral assignment is due or other event on which a course grade or evaluation is based may make up the test, examination, laboratory, presentation, class or event without prejudice to the final course grade or evaluation. The makeup activity must be scheduled after the student's return from reserve component duty and after a reasonable amount of time for the student to prepare for the test, examination, laboratory, presentation, class or event.
2. For class sessions a student described in subsection a of this section misses due to state or federal reserve component duty, the institution of higher education shall excuse the student's absences and not use these excused absences in any way to adversely impact the student's grade or standing in class.
3. If the faculty member teaching the course determines that the student has completed a sufficient amount of work and has demonstrated sufficient progress toward meeting course requirements to justify the grade without making up the test, examination, laboratory, presentation, class or event, a grade may be awarded without the makeup activity and the missed test, examination, laboratory, presentation, class or event may not be used in any way to adversely impact the student's grade or standing in the class.
4. The protections in this section may be invoked as follows:

a. If the state or federal reserve component duty is known in advance, the student must submit evidence documenting the state or federal reserve component duty to the faculty member teaching the course early in the semester or as soon as practicable before the missed class, assignment or examination.
b. If the state or federal reserve component duty is not known in advance, the student is responsible for providing evidence of the state or federal reserve component duty to the faculty member teaching the course as soon as practicable after the missed class, assignment or examination.
c. The student or an appropriate officer from the military organization in which the student or student's spouse will be serving must give written notice that the student or student's spouse is being or has been ordered to reserve component duty as prescribed in this section.

d. On written request from the institution of higher education, the student shall provide written verification of service.

5. To readmit a person with the same academic status means that the institution admits the student to the same program to which the student was last admitted by the institution or, if that exact program is no longer offered, the program that is most similar to that program, unless the student requests or agrees to admission to a different program, per CFR 34 668.18 (a)(2)(iii)(A).

TECHNICAL CHANGE, June 27, 2023
AMENDED by Direct Chancellor Approval, September 14, 2022
AMENDED through the Administrative Regulations Approval Process, November 5, 2019

2.3.3 Grading

1. Policy

It is the policy of the Maricopa Community Colleges that a grade will be assigned at the conclusion of the course. Official grades are available on designated college web sites.

Grade Key

Grade	Value	Grades Calculated In Gpa	Considered An Attempt	May Be Repeated
A	4.0 - Excellent	Yes	Yes	No
B	3.0 - Above Average	Yes	Yes	Yes
C	2.0 - Average	Yes	Yes	Yes
D	1.0 - Below Average	Yes	Yes	Yes
F	0.0 - Failing	Yes	Yes	Yes
I	Incomplete	No	No	N/A
IP	Course In Progress	No	No	N/A
N	Audit	No	No	N/A
W	Withdrawn, Passing	No	No	N/A
Y	Withdrawn, Failing	Yes	Yes	Yes
P*	Credit	No	Yes	Yes
Z	No Credit	No	Yes	Yes

*A "P" is judged to be equivalent to a grade of “C" OR HIGHER.

Attempt definition: a student is enrolled in a class and receives a grade of A,B,C,D,F, Y, P, or Z.

Students who wish to attempt a course after the fourth time will need assistance from the Admissions & Records/Enrollment Services Office to enroll.

If a student has been awarded financial aid, veterans benefits, or other military tuition assistance programs, scholarships, or grants they should check with those offices about repeating classes.

The student is responsible for any tuition and fees associated with each attempt.

NOTE: Grading errors discovered after the sixty (60) day expiration date can be corrected if they have been researched by the Director of A&R/Enrollment Services and the Instructor of Record or the Department/Division Chair.

2. Incomplete Grade

A. Students who are doing acceptable work may request an incomplete grade "I" if they are unable to complete the course requirements by the end of the term because of illness or other extenuating circumstances. If the request is approved by the instructor, they shall define, in a written/electronic contract, how the course will be completed.
B. Students must complete the requirements within the time period agreed to--maximum time allowed is seven (7) months from the last date of class in which the grade of incomplete was assigned. Students who do not complete the requirements within the approved time period will have their grade recorded in accordance with the written contract. Students should NOT reregister for the course to complete the contract nor will they be allowed to attend or otherwise participate in a current class in order to make up the missed work.
C. A student's eligibility for financial aid may be jeopardized by an incomplete grade. Refer to the Standards of Satisfactory Academic Progress for details.

3. Repeating a Course/Improving a Grade

Students who wish to improve their GPA may repeat a course within the Maricopa Community Colleges up to three times after the initial attempt. (A “W” is not considered an attempt.) Students planning to repeat a course should seek advisement prior to enrolling. The lower grade(s) and credit for repeated courses taken at the same college will automatically be excluded from the grade point calculation.

However, if the course(s) were taken at a different Maricopa Community College, the student must submit a request for the lower-graded course to be excluded from the GPA. The request can be submitted to the Admissions and Records Office at any of the Maricopa Community Colleges that the student attended.

Students receiving federal financial assistance and/or benefits should follow up with the Office of Financial Aid and/or Veterans’ Services regarding their policies for repeated courses. An official student transcript is a permanent academic record issued by the college registrar. It displays all courses taken for credit within the Maricopa Community Colleges District and includes all grades received. Unlike an unofficial transcript, it is signed and dated by the college registrar and displays the college seal of the Maricopa College issuing the official transcript.

Check individual courses and programs for exceptions.

4. Credit/No Credit Courses (P/Z)

A. Some courses may be taken under a credit/no credit grading system. These courses carry grades of P (credit, equivalent to a grade of C or higher) or Z (no credit) and are not computed in the student's grade point average. Credits earned with a grade of P may be counted toward graduation with the exception of AGEC (Arizona General Education Curriculum).
B. The prescribed time limits are for full-semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See "Important Deadlines for Students".
C. In courses with credit/no credit (P/Z) grading, the student may request standard grading (A, B, C, D, F), within fourteen (14) days including the date of the first class meeting. The instructor must immediately notify the Admissions and Records Office/Office of Student Enrollment Services.

D. In courses with standard grading (A, B, C, D, F), the instructor determines if the credit/no credit option is available. If the option is available, the student must obtain the permission of the instructor. The instructor must notify the Admissions and Records Office/Office of Student Enrollment Services within fourteen (14) days including the day of the first class meeting.
E. It is the student's responsibility to verify the transferability of credit/no credit courses. Some universities place a limitation on the number of credit/no credit courses that can be transferred.

Advisory note: *Some institutions outside the Maricopa Community Colleges may translate the Z grade as failing.*

5. Audit Courses

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. GPA CALCULATION

There are three types of GPAS: Semester, Overall cumulative, and Graduation.

TYPE	CALCULATION	LOCATED
Semester GPA	Calculated using the courses taken in the semester at a single Maricopa Community College	Unofficial and Official Transcript Enrollment Verification
Overall Cumulative GPA*	Calculated using all courses taken at a single Maricopa Community College	Unofficial and Official Transcript Enrollment Verification
Graduation GPA	Calculated using all the courses applied toward graduation with a specific degree or certificate, including courses taken at the award-granting Maricopa Community College as well as transfer credit evaluated as equivalent from other Maricopa Community Colleges or other institutions.	Degree Progress Report

The grade point average (GPA) of a student will be calculated by multiplying the number of course credits/semester hours for each course by the grade point values associated with the grade received in that course, adding those totals together, and dividing that sum by the total number of course credits/semester hours. MCCCD has a 4.0 scale and does not use a weighted gpa calculation for honors or advanced placement courses.

For a semester GPA, as well as the cumulative GPA, use all regularly graded courses in the GPA calculation.* Refer to the grade key to identify which course grades count toward the GPA calculation. The cumulative GPA is calculated based on individual courses rather than as an average of semester GPAs. All GPAs are truncated to three decimal points.

*The lower grade of courses repeated for credit (Refer to Repeating a Course/Improving a Grade) and academic renewal courses (AR 2.3.7 Academic Renewal) are not calculated in the GPA.

EXAMPLE:

COURSE	GRADE	NUMERICAL GRADE POINT EQUIVALENT	COURSE CREDITS	GRADE POINT VALUE (QUALITY POINTS = GRADE POINT x CREDITS)
ENG101	A	4.000	3.00	12.000
PYS101	C	2.000	3.00	6.000
FYE101	B	3.000	1.00	3.000
MAT140	B	3.000	5.00	15.000
PED115	P	0.000	2.00**	0.000**
TOTAL			14.00	36.000
36.000 GRADE POINT VALUE / 12.00** COURSE CREDITS = 3.000 GPA ** THE P GRADE IS NOT CALCULATED INTO THE GPA PER THE GRADE SCALE				

7. Important Deadlines for Students (See Appendix S-12)

Class Length	Deadline for Students to Withdraw with Guaranteed Grade of W	Deadline for Students to Withdraw from a Course (Instructor Signature Required)	Deadline for Students to Request Complete Withdrawal	Deadline to Change Type of Grading (A-F to P/Z, or P/Z to A-F)	Deadline to Change From Audit Grade to Credit Grade	Deadline to Change from Credit Grade to Audit Grade
One Week or Less (1 to 7 days)	1st Day of Class	1st Day of Class or Prior to the Last Day of Class	1st Day of Class or Prior to the Last Day of Class	1st Day of Class	1st Day of Class	1st Day of Class
Two Weeks (8 to 14 days)	3rd Calendar Day	6th Calendar Day	6th Calendar Day	1st Day of Class	1st Day of Class	3rd Calendar Day
Three Weeks (15 to 21 days)	6th Calendar Day	12th Calendar Day	12th Calendar Day	2nd Calendar Day	1st Day of Class	5th Calendar Day
Four Weeks (22 to 28 days)	9th Calendar Day	17th Calendar Day	17th Calendar Day	3rd Calendar Day	2nd Calendar Day	7th Calendar Day
Five Weeks (29 to 35 days)	12th Calendar Day	23rd Calendar Day	23rd Calendar Day	4th Calendar Day	2nd Calendar Day	9th Calendar Day

Six Weeks (36 to 42 days)	14th Calendar Day	29th Calendar Day	29th Calendar Day	5th Calendar Day	3rd Calendar Day	11th Calendar Day
Seven Weeks (43 to 49 days)	17th Calendar Day	35th Calendar Day	35th Calendar Day	5th Calendar Day	3rd Calendar Day	12th Calendar Day
Eight Weeks (50 to 56 days)	20th Calendar Day	41st Calendar Day	41st Calendar Day	6th Calendar Day	3rd Calendar Day	15th Calendar Day
Nine Weeks (57 to 63 days)	23rd Calendar Day	46th Calendar Day	46th Calendar Day	7th Calendar Day	4th Calendar Day	17th Calendar Day
Ten Weeks (64 to 70 days)	26th Calendar Day	52nd Calendar Day	52nd Calendar Day	8th Calendar Day	4th Calendar Day	19th Calendar Day
Eleven Weeks (71 to 77 days)	29th Calendar Day	58th Calendar Day	58th Calendar Day	9th Calendar Day	5th Calendar Day	21st Calendar Day
Twelve Weeks (78 to 84 days)	32nd Calendar Day	63rd Calendar Day	63rd Calendar Day	10th Calendar Day	5th Calendar Day	23rd Calendar Day
Thirteen Weeks (85 to 91 days)	35th Calendar Day	70th Calendar Day	70th Calendar Day	10th Calendar Day	5th Calendar Day	25th Calendar Day
Fourteen Weeks (92 to 98 days)	38th Calendar Day	76th Calendar Day	76th Calendar Day	11th Calendar Day	6th Calendar Day	27th Calendar Day
Fifteen Weeks (99 to 105 days)	41st Calendar Day	82nd Calendar Day	82nd Calendar Day	12th Calendar Day	6th Calendar Day	28th Calendar Day
Sixteen Weeks or more (106 or more days)	End of the 7th week	Two weeks before the last class period	Two weeks before the last class period	Within 14 days including the first class period	Within first week of class	Within first five weeks of class
Deadlines are based on calendar day and begin with the first day of class.						

AMENDED through the Administrative Regulations Approval Process, June 4, 2024
AMENDED through the Administrative Regulations Approval Process, June 12, 2023
AMENDED through the Administrative Regulation Approval Process, May 24, 2022
AMENDED through the Administrative Regulations Approval Process, June 30, 2020
AMENDED through the Administrative Regulations Approval Process, June 4, 2018
AMENDED through the Administrative Regulations Approval Process, June 5, 2017

2.3.4 Academic Standing, Warning, and Probation

Academic standing is defined by the student's GPA. The GPA is calculated by dividing the number of grade points earned in courses that assign letter grades by the number of credits attempted.

The purpose for the academic standing, warning and probation policies is to establish a formal process through which the faculty, staff, and administration at the Maricopa Community Colleges may identify and provide support to students who experience academic difficulty and fall below a cumulative grade point average (GPA) of 2.0. The combined cumulative GPA includes computation of grades for both Maricopa and posted transfer courses. It is not intended to discourage or penalize students. Rather, this process reflects the commitment of the college's faculty, staff, and administration to provide students with assistance and support to ensure success in achieving their educational goals.

Academic Good Standing

Students in academic good standing have a GPA of 2.0 or higher.

Academic Warning

Students who do not achieve a minimum cumulative GPA of 2.0 after completion of up to eleven (11) or fewer credit hours are placed on academic warning. If a student does not achieve the minimum cumulative GPA of 2.0 after completion of twelve (12) credit hours, the student will be placed on academic probation for at least one additional term.

Academic Probation

A student will be placed on academic probation if, after completion of a total of twelve (12) or more credit hours at the college, the student's cumulative grade point average is less than 2.0. Students on academic probation may take no more than twelve (12) credit hours per semester unless a written appeal is filed by the student and reviewed by counseling faculty for academic support guidance (e.g., time management, test taking techniques, study skills, etc.) and the designated Academic or Student Affairs Dean or designee as determined by the college.

A student on academic probation who fails to raise the cumulative grade point average to 2.0 will be placed on continued probation and may be limited to taking six (6) credit hours unless reviewed by a counseling faculty for academic support (e.g., time management, test taking techniques, study skills, etc.) and the designated Academic or Student Affairs Dean or designee as determined by the college.

Students who receive an academic warning or who are placed on academic probation may be required to meet with an Academic Advisor or other designated intervention team members or engage in other intervention strategies prior to enrolling in courses to discuss an academic improvement plan which may include referrals to academic support, tutoring, and/or student support services to help them achieve good standing. Students using federal financial aid, VA education benefits, or active duty tuition assistance should contact their Financial Aid office and Veterans Services office to review possible impacts to their funding. See S-5 Student Financial Assistance.

Also See:

2.3.11 Academic Misconduct

AMENDED through the Administrative Regulations Approval Process, June 4, 2024
AMENDED through the Administrative Regulations Approval Process, June 12, 2023

2.3.5 Instructional Grievance Process

A student who feels that he or she has been treated unfairly or unjustly by a faculty member with regard to an academic process such as grading, testing, or assignments, has the right to appeal according to the approved procedures.

The appeal process for grades must be initiated no later than sixty (60) calendar days from the date the grade was issued. Steps outlining the process are available in Appendix S-6.

Appendix S-6: Instructional Grievance Process

A student who feels that he/she has been treated unfairly or unjustly by a faculty member (full-time or part-time) with regard to an academic process such as grading, testing or assignments, shall discuss the issue first with the faculty member involved. This conference shall be requested by the student within fifteen (15) working days from the time the student knew or reasonably should have known about the unfair or unjust treatment. If the grade issue is the final grade, Article 20.7.6 of the Faculty Agreement governs.

This instructional grievance process should not be utilized in a case in which a student feels he/she has experienced discrimination. If the student feels that he/she has experienced discrimination on the basis of race, color, religion, sex, gender identify, national origin, citizenship status (including document abuse), gender, age, disability, veteran status,

genetic information, or sexual orientation, the student should refer to the Discrimination Complaint Procedures for Students as administered by the Vice President for Student Affairs.

Steps for students to follow:

1. If, within ten (10) working days of the request for the conference with faculty member, the problem is not resolved or the faculty member has been unable to meet with the student, the student may continue the process by filing a written grievance with the Department/Division Chairperson and appropriate administrative officer at the college/center. This written grievance must be filed within ten working days following the previous deadline. The written grievance will be given to the faculty member five days before any official meetings are convened.
2. Upon receipt of a written grievance, the Department/Division Chair or appropriate college administrative officer will work with the parties in an attempt to resolve the conflict. The faculty may ask that the College Faculty Senate President be in attendance. Every attempt will be made to maintain confidentiality during this process. A faculty member will not be required to respond to a grievance which is not in writing and which, when appropriate, did not have specific documentation including dates, times, materials, etc. The written grievance will be made available to the faculty member.
3. If the grievance is not resolved at this level within ten working days, the student should forward to vice president of academic affairs or designee, a copy of the original written grievance with an explanation regarding action taken at each prior level. The dean of instruction or appropriate college/ center administrative officer will meet with the student, faculty member, the College Faculty Senate President if requested by the faculty member, and Department/Division Chair and attempt to resolve the issues. This level will be the final step in any grievance process regarding grades.
4. If the grievance, other than those concerning grades, is not resolved by the vice president of academic affairs or designee, it may be forwarded in writing by the student to the college president for final resolution. The college president or designee will issue a final written determination in the grievance process.
5. Instructional grievances are resolved at the college level. The district office is not an avenue of appeal for the instructional grievance process.

Note: The grievance process for grades must be initiated no later than sixty (60) calendar days from the date the grade was issued.

AMENDED through the Administrative Regulation Approval Process, June 4, 2024
AMENDED technical change made to align with Article 20.7.6 of the Faculty Agreement, August 9, 2021

2.3.12 Non-Instructional Complaint Resolution Process

A student who feels that he or she has been treated unfairly or unjustly by any employee with regard to a non-instructional process such as a student or administrative services has the right to file a formal and written complaint according to the approved procedures. See Appendix S-8.

Appendix S-8: Non-Instructional Complaint Resolution Process

A student who feels that he or she has been treated unfairly or unjustly by any employee with regard to a non-instructional process such as a student or administrative services has the right to file a formal and written complaint according to the approved procedures. Steps for students to follow:

1. Discuss the issue with the employee involved. The student should request this conference within fifteen (15) working days from the time the student knew or reasonably should have known about the unfair or unjust treatment.
2. If, within ten (10) working days of the request for the conference with the employee, the problem is not resolved or the employee has been unable to meet with the student, the student may continue the process by filing a written complaint with the appropriate supervisor of the employee where authority exists to take corrective action. This written complaint must be filed within ten (10) working days following the previous deadline. The written complaint will be given to the employee five (5) working days before any official meetings are convened.
3. Upon receipt of a written complaint, the appropriate supervisor will work with the parties in an attempt to resolve the conflict. Every attempt will be made to maintain confidentiality during this process. An employee will not be required to respond to a complaint which is not in writing and which, when appropriate, does not have specific documentation including dates, times, actions, supporting documents, etc. The written complaint will be made available to the employee.

4. If the complaint is not resolved at this level within ten (10) working days, the student should forward to the Vice President of Student Affairs or Designee, a copy of the original written complaint with an explanation regarding action taken at each prior level. The dean and/or associate dean will meet with the student, the employee, and the relevant supervisor and attempt to resolve the issues.
5. If the associate dean and/or dean do not resolve the complaint, the student may forward it in writing to the college president for final resolution. The college president or designee will issue a final written determination in the complaint process.

2.3.6 Withdrawal

The Office of Admissions and Records/Office of Student Enrollment Services provides information about the withdrawal process. To withdraw from a course or courses from the college, students must follow approved procedures as outlined below. The official date of withdrawal is the date the withdrawal is received in the Admissions and Records Office/Office of Student Enrollment Services. Withdrawal from a course (or courses) does not automatically qualify for a refund of tuition and fees. Tuition and fee refunds will be calculated based on 2.2.10 Refund Policy or reviewed under the refund appeal process. Never attending is not an allowable refund exception or an excuse of the debt incurred through registration. Please see the refund policy.

TYPES OF WITHDRAWALS

STUDENT WITHDRAWAL: Is a change in the student's course schedule where one or more courses are withdrawn before the end of the term.

FACULTY WITHDRAWAL: Occurs when a faculty member withdraws a student.

COMPASSIONATE WITHDRAWAL: Is considered when a sudden emergency or severe change in personal circumstances, result in an inability to continue/complete courses. The student provides a written statement of their situation and any documentation to support this request if applicable (e.g. death certificate, accident report, etc.). Steps outlining the process are available in Appendix S-20.

MEDICAL WITHDRAWAL: Is considered when there is an unexpected serious illness or injury that prevents the student from continuing with their course or courses. The medical withdrawal policy covers physical health and mental health difficulties. All applications for compassionate and medical withdrawal that are submitted by the student, or on their behalf, require thorough and credible documentation. An approved medical/compassionate withdrawal request will result in a note on the student's official transcript, under each course affected by the withdrawal clarifying that the withdrawal was for extenuating circumstances, although the specific reason will not be identified to maintain privacy. Medical and compassionate withdrawal applications and supporting documents are retained for at least five years and filed securely. If a request for refund has also been made, further assessment is done to determine eligibility. Steps outlining the process are available in Appendix S-20.

LEAVE OF ABSENCE: Assists and encourages students to return and graduate after an absence due to military deployment, service on an official church mission, or with a foreign aid service of the federal government. If your absence is due to this or any other reason, you may be eligible to return to a Maricopa College through a quick re-entry process, which permits students to enroll without submitting a new application if they previously attended a maricopa college. If the leave of absence is due to military commitments, students should also reference Administrative Regulation 2.2.3(3).

WITHDRAWAL OF FINANCIAL AID STUDENTS

Withdrawing can have implications for certificate or degree completion, future registration, financial aid eligibility, and return of financial aid funds. In accordance with federal regulations (34CFR 668.22), a student may be required to repay federal financial aid funds if they completely withdraw or are withdrawn, or fail to earn a passing grade from all courses during a semester. This could affect a student's ability to receive financial aid in the future at Maricopa or any school.

Prior to submitting a request for any withdrawal or leave of absence, students are encouraged to meet with a college advisor about the potential impact related to the student's academic progress. Students using financial aid, VA education benefits, or active duty tuition assistance should contact their Financial Aid and Veterans Services offices to review possible impacts to their funding.

WITHDRAWAL PROCEDURES

WITHDRAWAL FROM SPECIFIC COURSES

A student may officially withdraw from specific courses in the following ways:

- The prescribed time limits are for full semester courses. Time limits for courses which meet fewer than sixteen (16) weeks are adjusted accordingly. See Important Deadlines for Students. Failure to file an official withdrawal form may result in failing grades and responsibility for course tuition and fees. Tuition and fee refunds will be processed based on the 2.2.10 Refund Policy.

- Through the 7th week*, a student may initiate an official withdrawal from any course by completing the withdrawal process online using the student self service system or by submitting a course withdrawal form to the Admissions and Records Office/Office of Student Enrollment Services in accordance with the published deadlines. A grade of W (withdrawn, passing - not computed in the grade point average) will be assigned.

- After the 7th week, a student must initiate a withdrawal request with the faculty member. If, after consultation with the student, the faculty member approves the request, a grade of W (withdrawn, passing - not computed in the grade point average) or Y (withdrawn, failing - computed in the grade point average as a failing grade) will be assigned. If the request is not approved, the student will remain in the course.

A student has the right to appeal a withdrawal decision according to the approved procedures. Steps outlining the process are available in Appendix S-6.

COMPLETE WITHDRAWAL FROM COLLEGE

Students electing to withdraw from the college must contact the Admissions and Records Office/Office of Enrollment Services no later than two weeks* before the end of the last class meeting and may be required to file a written request.

A grade of W will be assigned in all courses for students who withdraw by the end of the 7th week* of classes. withdrawals completed after this time will result in a grade of W (withdrawn, passing – not computed in the grade point average) or Y (withdrawn, failing – computed in the GPA as a failing grade).

*The prescribed time limits are for full semester classes. Time limits for classes which meet fewer than sixteen (16) weeks are adjusted accordingly. See Important Deadlines for Students. Failure to file an official withdrawal form may result in failing grades and responsibility for course tuition and fees. refunds will only be processed within the Refund Period.

FACULTY WITHDRAWAL PROCEDURES

A faculty member has the option of withdrawing a student who has accumulated unofficial absences in excess of the number of times indicated in that faculty member's attendance policy in the course syllabus (See AR 2.3.2). A grade of W (withdrawn passing - not computed in gpa) or a grade of Y (withdrawn failing - 0 grade points per credit hour) may be assigned in accordance with the course syllabus. Faculty members electing to withdraw students must record the withdrawal through the online system, including last date of attendance and withdrawal code. Students withdrawn for excessive absences may be reinstated only with the approval of the faculty member. Any impact on attendance that is

protected by the exercise of students' rights under ADA/504, Title IX, Title VI, or other recognized law or policy do not count as unexcused absences for the purposes of instructor-initiated withdrawals for lack of attendance/participation. Requests for withdrawals should be referred directly to the college of enrollment.

Also See:

2.2.10 Refund Policy

AMENDED through the Administrative Regulations Approval Process, June 4, 2024
TECHNICAL CHANGE, September 25, 2023
TECHNICAL CHANGE, July 11, 2023
AMENDED through the Administrative Regulations Approval Process, June 12, 2023

Appendix S-7 Student and Faculty Withdrawal Procedures
Appendix S-7 Student and Faculty Withdrawal Procedures was removed from the Common Pages through the Catalog Common Pages Administrative Regulation Review Process, June 12, 2023. Refer to Administrative Regulation 2.3.6 Withdrawal for information regarding withdrawal procedures.

AMENDED through the Administrative Regulations Approval Process, June 12, 2023
AMENDED through the Administrative Regulations Approval Process, December 12, 2018
AMENDED through the Administrative Regulations Approval Process, February 23, 2010
AMENDED through the Administrative Regulations Approval Process, August 18, 2008
AMENDED through the Administrative Regulations Approval Process, March 5, 2009

2.3.7 Academic Renewal ("Academic Forgiveness")

The Maricopa Community Colleges recognize that a student's academic record may contain grades that are not reflective of more recently demonstrated academic success. Academic renewal (or academic forgiveness) is defined as the process by which a student's previously recorded substandard credit coursework is excluded from the student's cumulative grade point average (Refer to 2.3.3 GRADING). Through this regulation, a student may request that grades and credits for all courses in which they earned a grade of D, F, or Y are disregarded from the cumulative GPA. Courses earned with a GRADE of A, B, and C will not be excluded and will be calculated into the GPA and total credits completed. A maximum of 24 credits taken at Maricopa are eligible to be disregarded under this policy. The academic renewal policy may be used only once and cannot be revoked once approved.

To apply for academic renewal the student must:

1. Complete the academic renewal request form, attaching unofficial transcripts.
2. Submit the completed form to the Admissions and Records/Enrollment Services office.

Upon approval, courses with a grade of D, F, or Y will be annotated on the student's official transcript as excluded from the calculation of their cumulative GPA by academic renewal. All courses will remain on the student's permanent record to reflect an accurate academic history.

Academic renewal at one of the Maricopa Community Colleges does not guarantee that colleges outside the Maricopa Colleges will accept this action. Acceptance of the adjusted GPA (post academic renewal) is at the discretion of the receiving institution.

FINANCIAL AID/VETERAN BENEFITS AND SATISFACTORY ACADEMIC PROGRESS (SAP)

The academic renewal policy can improve a student's GPA, while reducing their earned credit hours towards degree and certificate requirements, so students must be aware of all consequences before pursuing academic renewal. If interested in financial aid and/or veteran benefits, students are required to meet the financial aid standards of academic progress (SAP) as academic renewal does not replace or override the SAP requirement. Students should follow financial aid SAP

appeal procedures outlined in Administrative Regulation 2.3.6 Withdrawal or section 2.9 Veteran Services satisfactory progress standards for regaining aid eligibility.
Additionally, students are encouraged to speak with the Financial Aid and the Veteran Services Offices If they have questions about how the academic renewal process may affect their aid and benefit eligibility.
For more information on SAP.

Also See:

2.3.4 Academic Standing, Warning, and Probation

2.3.6 Withdrawal (Medical/ Compassionate Withdrawal)

2.3.11 Academic Misconduct

More on Financial Aid

AMENDED through the Administrative Regulations Approval Process, June 4, 2024
TECHNICAL CHANGE, JULY 11, 2023
AMENDED through the Administrative Regulations Approval Process, June 12, 2023

2.3.8 Honors Opportunities & Recognition

Honors Program
Each of the Maricopa Community Colleges has an honors program. Interested students should contact the college honors coordinator for information about the program requirements and available scholarships, including the Chancellor's, Foundation's, President's Scholarships, and honors achievement award.

President's Honor List
The President's Honor List for each college consists of all students who complete twelve (12) or more credit hours in residence in courses numbered 100 or higher in a given semester with a college semester grade point average of 3.75 or higher. This is a distinct acknowledgement of academic achievement not related to participation in the honors program.

Graduation With Honors
See General Graduation Requirements (AR 2.3.9). This is a distinct acknowledgement of academic achievement tied to graduation. This is a distinct acknowledgement of academic achievement not related to participation in the honors program.

AMENDED through the Administrative Regulations Approval Process, June 12, 2023

2.3.9 General Graduation Requirements

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

Earning a Certificate or Degree

The Maricopa Community Colleges offers certificates and degrees in a variety of areas. Each certificate and degree has specified program requirements for graduation. See certificate and degree information for specific program requirements. It is the student's responsibility to be aware of these requirements.

Candidates for graduation must satisfy the following requirements:

- Complete the minimum number of credits required for the certificate or degree and residency requirements as follows:

- For bachelor's degrees, at least 30 credits applicable to the degree must be completed at the awarding college.
- For associate's degrees, at least 15 credits applicable to the degree must be completed at the awarding college.
- For certificates that are 15 or more credits, at least 6 credits applicable to the certificate must be completed at the awarding college.
- For certificates that are 14 or fewer credits, at least a quarter of the credits applicable to the certificate must be completed at the awarding college.

  For certificates, if there is a range of credits to complete the certificate, residency will be calculated on the minimum number of credits required to complete the certificate, and any resulting quarter calculations will be rounded up to the nearest whole number. Certificates that require completion of one course or a single choice of requirements will not be split for purposes of residency determination.

  Credit awarded for prior learning assessment (PLA) does not count as credits in residence for graduation requirements. Student appeals to residency requirements must have prior written approval of the Program Director, Department/Division Chair, or designee and documentation of rationale and approval included as part of the admission process and/or application to graduate. Exceptions to residency may also be made by the college for unique programs of study (e.g., educational service agreements).

- All new to Maricopa students who declare a degree, or intend transfer to a college/university, will be required to successfully complete a first-year experience course (FYE101 or FYE103) within the first two semesters at a MCCCD college. Students who have enrolled but did not earn any credit at MCCCD are considered new to MCCCD. students who have only prior learning assessment (Refer to AR. 2.2.4 Transfer Credit and Prior Learning Assessment), dual enrollment, or withdrawn from all previously attempted courses at MCCCD are considered new.

- Meet the required certificate or degree requirements (general education, required courses, restricted electives, and/or general electives). Requirements can be satisfied by MCCCD coursework, prior learning assessment, and transfer credit. Transfer credit from outside of MCCCD or from Maricopa Community Colleges not awarding the degree or certificate and prior learning assessment does not count as hours in residence for graduation requirements.

- Earn a minimum grade point average (GPA) of 2.0 on a four-point grading scale in the coursework (100-level and above) used to satisfy degree or certificate requirements (completed in residence and accepted in transfer). Some awards may specify additional GPA requirements.

- Remove all deficiencies (e.g. incomplete grades, missing transcripts, national test results, course substitutions, etc.) on the record to use those courses toward program completion.

- Fulfill any financial obligations with the college.

- File a Petition for Graduation with the Admissions, Records, & Registration /Enrollment Services Office with the exception of auto award programs as outlined further in this policy.

- Complete and submit a Petition/Application for Graduation with the Admissions, Records, & Registration/Enrollment Services office with the exception of reverse transfer and proactive graduation programs as outlined further in this policy.

Note that commencement ceremonies are a separate process and may include the submission of an additional form for students to participate in the celebration. Participation in commencement (walking/marching) does not guarantee a student has graduated or a degree has been earned.

Multiple Certificates And Degrees

A student may earn a total of one of the same type of degree (AA, AS, AAEE, ABUS, AGS, or BSN) from the colleges in the Maricopa County Community College District regardless of emphasis, if applicable.

Because of the inherent unique required course requirements within, students may earn multiple distinct certificates (AC, CCL, and CCT) and degrees (AAFA, BA, BS, and BAS) from the college(s) offering the awards but cannot earn the same certificate or degree at one or more Maricopa Community Colleges.

AWARD TYPE	NUMBER THAT CAN BE EARNED
AA or AA With Emphasis	One AA with or without emphasis may be awarded across all MCCCD
AS OR AS With Emphasis	One AS with or without emphasis may be awarded across all MCCCD
AAFA	Student may earn multiple distinct AAFA emphasis, but cannot earn the same AAFA emphasis at one or more Maricopa Community Colleges
ABUS	One ABUS either GR or SR may be awarded across all MCCCD
BA	Students may earn multiple distinct BA degrees, but cannot earn the same BA degree at one or more Maricopa Community Colleges
BAS	Students may earn multiple distinct BAS degrees, but cannot earn the same BAS degree at one or more Maricopa Community Colleges
BS	Students may earn multiple distinct BS degrees, but cannot earn the same BS degree at one or more Maricopa Community Colleges
BSN	One may be awarded across all MCCCD
AAEE	One may be awarded across all MCCCD
AGS	One may be awarded across all MCCCD

AAS	Students may earn multiple distinct AAS, but cannot earn the same AAS degree at one or more Maricopa Community Colleges
AC	Students may earn multiple distinct ACs, but cannot earn the same AC at one or more Maricopa Community Colleges
CCL OR CCT	Students may earn multiple distinct CCLs or CCTs, but cannot earn the same CCL or CCT at one or more Maricopa Community Colleges

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

Student-Initiated Graduation

Students should complete a petition for graduation when they intend to graduate and should contact the admissions & records office at their college for the deadlines.

Proactive Graduation

In an effort to support students to completion, each of the colleges in MCCCD may elect to confer an award to current and former students who have met graduation requirements for any degree or certificate offered at the Maricopa Community Colleges in a process known as proactive graduation. The proactive graduation process applies to students who meet the following criteria:

● Met all graduation and program requirements for the eligible catalog year used in the proactive graduation process (Refer to A.R. 2.2.5 Catalog Under Which a Student Graduates).

● Earned the minimum cumulative credits for institutional residency for the degree(s) or certificate(s) between Maricopa Community Colleges.

● Degree(s) or certificate(s) will be conferred from the Maricopa Community College accredited to offer the program at which the student has completed the greatest number of institutional resident credit hours directly applicable to the degree or certificate.

● Students will be given the opportunity to opt out of the proactive awarding of the degree or certificate by notifying the college prior to the award.

Students should not depend on this process for graduation. The petition for graduation should always be submitted when a student intends to graduate.

Reverse Transfer

In an effort to assist former Maricopa students who have transferred to a university without first completing an Associate degree, coursework can be transferred backward (or in reverse) from a participating institution to the Maricopa Community Colleges for the purpose of fulfilling Associate degree requirements. The reverse transfer initiative applies to students who do not yet have an Associate's degree (or higher), and who meet the following criteria:

● Completed a minimum of 15 credits at one or more Maricopa Community Colleges

● Earned a minimum of 60 cumulative credits between Maricopa Community Colleges and any other universities attended

● Met all requirements for an associate degree as outlined in the Maricopa Community Colleges catalog

● Interested students at participating universities must meet university criteria to qualify for free and consent to transcript exchange

Participation in reverse transfer does not guarantee coursework applicability or degree or certificate eligibility. Students participating in reverse transfer must meet all curriculum and college requirements in order to graduate. Students should not depend on reverse transfer for graduation. The petition for graduation should always be submitted when a student is intending to graduate.

Refer to the REVERSE TRANSFER PROCESS

Maricopa Nursing Program

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

Graduation with Honors

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

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

Certificate programs are not eligible for institutional honors.

*GPA for honors distinction is calculated at the time of graduation application/petition submission and does not include any in-progress grades, grades received after the initial calculation, or grades not on file at the initial calculation. The final GPA and resulting distinction level will not be changed based on new grades.

Degrees and certificates will not be reposted if grades are contested after the initial award posting.

Arizona General Education Curriculum (AGEC)

The Arizona public community and tribal colleges and three public universities have agreed upon a common structure for a transfer general education curriculum. This curriculum provides students attending any Arizona public community or tribal college with the opportunity to build a general education curriculum that is transferable upon completion without loss of credit to another Arizona public community or tribal college or university. This common agreement is called the Arizona General Education Curriculum (AGEC).

Students must earn a minimum of 12 credits in the AGEC at one or any combination of the MCCCD colleges. Students who complete the requirements will have the AGEC posted on their official transcripts. AGEC awards are not printed or sent to students.

Any transfer credit or prior learning assessment (PLA) granted for the AGEC is for the purpose satisfying Maricopa requirements. Although theAGEC will transfer to the Arizona public universities as a whole in order to satisfy their lower-division general education requirements, each course, individually, may not be awarded credit similarly at all public Arizona universities. Students should contact their transferring institution to determine their PLA requirements and policies.

Refer to Academic Policies

Refer to A.R. 2.2.4 Transfer Credit and Prior Learning Assessment

Intersegmental General Education Transfer Curriculum (IGETC)

The California public community colleges and state universities have agreed upon a common structure for a general education core curriculum. This common structure is called the Intersegmental General Education Transfer Curriculum (IGETC) or the California State General Education Pattern (CSUGE). The IGETC and the CSUGE are composed of a minimum of 35 - 40 semester units of lower-division general education coursework that prepares the student for transfer.* All transferable coursework must be completed with a grade of -C- or better.

Students transferring to the Maricopa Community Colleges from California with an IGETC certified by a California community college will have completed the majority of the MCCCD's general education and additional requirements. The IGETC will fulfill the following requirements:

- First-Year Composition (6 credits)
- Oral Communication (3 credits)
- Mathematics (3 credits)
- Natural Sciences (7-8 credits)
- Humanities, Arts, and Design (6 credits)
- Social-behavioral Sciences (6 credits)
- Cultural Diversity in the US (3 credits)

Note that to earn a specific degree, programs may require students take a designated course to fulfill the general education requirement. Acceptance of the IGETC does not supersede these requirements. Students may request a course substitution (Refer to A.R. 2.3.13 Course Substitutions).

To complete the natural sciences, the transfer evaluator will need to validate the completion of two laboratory science courses at the transfer institution or at MCCCD. To satisfy the literacy requirement, the transfer evaluator will need to verify the completion of a course at the transfer institution or at MCCCD that involves the development of competence in written discourse and involve the gathering, interpretation, and evaluation of evidence. To satisfy the historical/global awareness requirement, the transfer evaluator will need to verify the completion of a course at the transfer institution or at MCCCD that focuses on contemporary global/international awareness or historical awareness.

Maricopa Community Colleges reserve the right to verify that an IGETC or CSUGE certified by a community college or university conforms to California-approved policy before the IGETC is applied toward a MCCCD degree.

In the absence of a certified IGETC, transfer students from California colleges and universities may meet the MCCCD general education requirements with a combination of IGETC-approved courses taken before their initial enrollment at MCCCD , along with subsequent MCCCD general education course work.

Refer to A.R. 2.2.4 Transfer Credit and Prior Learning Assessment

AMENDED through the Administrative Regulations Approval Process, June 4, 2024
AMENDED by Direct Approval from the Chancellor, September 19, 2023

AMENDED through the Administrative Regulation Approval Process, June 12, 2023
AMENDED through the Administrative Regulation Approval Process, May 24, 2022
AMENDED through the Administrative Regulation Approval Process, June 24, 2021
AMENDED by Direct Approval from the Chancellor, December 6, 2019
AMENDED through the Administrative Regulations Approval Process, June 5, 2017

2.2.5 Catalog Under Which a Student Graduates

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

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

The rules for maintaining continuous enrollment are:

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

Age of Credit

In areas of study in which the subject matter changes rapidly, material in courses taken long before graduation may become obsolete or irrelevant. Coursework that is more than ten years old is applicable to completion of certificate and degree requirements at the discretion of the designated individuals at the college. The college may accept such coursework, reject it, or request that the student revalidate its substance. The ten-year limit on coursework applies except when program accreditation agencies limit the life of coursework to less than 10 years. Departments may also require students to satisfy current major requirements rather than major requirements in earlier catalogs, when completing earlier requirements is no longer possible or educationally sound. Exceptions made by a college apply only to the college that made the exception.

Continuous Enrollment Examples

STUDENT'S ACTIVITY	SEMESTER/YEAR	STATUS

Example A		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2019	Active
Continued at an Arizona Community College	Spring 2020 Fall 2020	Active
Transferred to an Arizona Public University	Spring 2021	Student Enrolled Under 2019–2020 or Any Subsequent Catalog
Example B		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2015	Active
Enrolled but Earned all “W”S, “Z”S, or “F”S (0.00)	Spring 2016	Inactive
Enrolled in Audit Courses Only	Fall 2016	Inactive
Nonattendance	Spring 2017	Inactive
Transferred to an Arizona Public University	Fall 2018	Student Enrolled Under 2018–2019 or Any Subsequent Catalog
Example C		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2018	Active
Nonattendance	Spring 2019 Fall 2019 Spring 2020	Inactive
Readmitted and Earned Course Credit at an Arizona Community College	Fall 2020	Active
Transferred to an Arizona Public University	Spring 2021	Student Enrolled Under 2020–2021 or Any Subsequent Catalog
Example D		
Admitted and Earned Course Credit at an Arizona Community College	Fall 2018	Active
Nonattendance	Spring 2019	Inactive
Readmitted and Earned Course Credit at an Arizona Community	Summer 2019	Active

College		
Nonattendance	Fall 2019 Spring 2020	Inactive
Transferred to an Arizona Public University	Fall 2020	Student Enrolled Under 2018–2019 or Any Subsequent Catalog
Example E		
Admitted and Earned Course Credit at an Arizona Community College	Summer 2017	Active
Continued at an Arizona Community College	Fall 2018 Spring 2019	Active
Nonattendance	Fall 2019	Inactive
Readmitted and Earned Course Credit at an Arizona Community College	Spring 2020	Active
Transferred to an Arizona Public University	Summer 2020	Student Enrolled Under 2017–2018 or Any Subsequent Catalog
Example F		
Admitted and Earned Course Credit at an Arizona Public University	Summer 2018	Active
Nonattendance	Fall 2018	Inactive
Nonattendance	Spring 2019	Inactive
Readmitted and Earned Course Credit at an Arizona Public University	Fall 2019	Active
Admitted and Earned Course Credit at an Arizona Community College	Spring 2020	Student Enrolled Under 2018–2019 or Any Subsequent Catalog

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

AMENDED through the Administrative Regulations Approval Process, June 4, 2024
AMENDED through the Administrative Regulations Approval Process, June 24, 2021

2.3.13 Course Substitutions

Course substitutions should only be made in a consistent and transparent manner, according to Administrative Regulation 2.2.4 (Transfer Credit and Prior Learning Assessment Policy), academic policies, and the following guidelines:

Students may seek to have course(s) requirements (including required courses, restricted electives, and prescribed general education requirements) in their declared bachelor's, associate in applied science or certificate program substituted.

Because a substituted course may not be accepted by a transfer institution or meet transfer degree requirements, no course substitutions are allowed in any of the required course areas of the associate in arts or associate in science degrees with emphasis, Associate In Business - Gr, Associate Of Business - Sr, Associate In Arts, Elementary Education, or the Associate In Arts, Fine Arts.

The course being used as a substitution must meet the content and/or spirit of the substituted course in the student's pathway plan (or for date status petitions by reason of disability). If the pathway course satisfies an Arizona General Education Curriculum (AGEC-A, B, or S) requirement, the course substitution must meet that same requirement. Considerations for substitutions should also include impact to satisfying transfer pathway, industry requirements. Substituted courses should provide the skills and knowledge specified by the pathway learning outcomes.

Course substitutions should not be processed for students who have earned fewer than 15 credits (at Maricopa or elsewhere).

To pursue a course substitution, students must obtain a course substitution petition from the Admissions and Records office or Academic Advisor. Substitutions must be approved by the Program Department Chair, Program Division Chair, Academic/Occupational Program Director, or designee and the appropriate Instructional Dean. The Department Chair, Division Chair, or Academic/Occupational Program Director will work with other departments as needed for courses outside of the discipline.

If the credits of a substituted course are fewer than the original requirement, the missing credit hours are not granted by a substitution. Students must complete the minimum credit hours required by the award.

Students are encouraged to seek substitutions prior to enrollment in an intended substitute course. Requests for course substitutions and supporting documentation should be submitted as soon as possible when transcripts are reviewed. For assistance, students should meet with an Academic Advisor specific to the declared transfer emphasis. Students seeking Title IV financial aid and veteran benefits for a course substitution must have the substitution approved and processed prior to registering for the substitute course.

See also, Administrative Regulation 3.5 Course Substitution for Students With Documented Disabilities.

AMENDED through the Administrative Regulations Approval Process, June 12, 2023
ADOPTED through the Administrative Regulations Approval Process, June 24, 2021

2.3.10 Transcripts for Transfer

An official student transcript is a permanent academic record issued by the college registrar. It displays all courses taken for credit within the Maricopa Community College District and includes all grades received. Unlike an unofficial transcript, it is signed and dated by the College Registrar and displays the college seal of the Maricopa College issuing the official transcript.

The transcript is issued upon request only. Those students who want to transfer to other institutions of higher education must request their transcript be sent from the Admissions and Records Office/Office of Student Enrollment Services. However, transcripts may be shared within the Maricopa Community College District without the written request of the student in compliance with FERPA. Students should check with the institution they intend to transfer to for requirements regarding the type (official or unofficial), handling, and number of transcripts.

Upon request by a student and payment of transcript fee, MCCCD will provide an official transcript that includes all the credit or clock hours from the enrollment.

MCCCD will not withhold transcripts against a student related to a balance owed by the student, unless the balance owed was the result of fraud on the part of the student. Refer to A.R. 2.5.3(A)(3) for additional information.

The release of transcripts is governed by the guidance of the Family Education Rights and Privacy Act of 1974 (see Records Policy in the Student Rights and Responsibilities section of this manual). There is no charge for unofficial transcripts, or for official transcripts sent between Maricopa Community Colleges. Refer to S-4 Tuition and Fee Schedule for charges for other official transcripts.

AMENDED through Direct Approval by the Chancellor, June 17, 2024
AMENDED through the Administrative Regulation Approval Process, June 5, 2017

COLLEGE ENVIRONMENT

2.4.4 Sexual Harassment Policy (replaced with Administrative Regulation 5.1.16).

Administrative Regulation 2.4.4 is rescinded effective August 14, 2020. For cases made prior to August 14, 2020, 2.4.4 applies. Administrative Regulation 2.4.4 has been archived for transitional purposes.

RESCINDED by Direct Approval from the Chancellor, August 3, 2020

5.1.8 Policy Prohibiting Harassment

A. Policy

The policy of the Maricopa County Community College District (MCCCD) is to provide an educational, employment, and business environment free of harassment that is based on race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information. Such prohibited harassment includes but is not limited to sexual violence, unwelcome sexual advances, requests for sexual favors, and other verbal and/or physical conduct or communications constituting harassment with regards to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information as defined and otherwise prohibited by state and federal law.

Employee complaints of harassment must be reported to the District Office of Equal Employment and Opportunity.

Harassment based on race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information violates MCCCD Policy when the conduct is unwelcome, verbal, or physical conduct that is sufficiently severe, or pervasive that it alters working conditions and creates a hostile environment for employees. The unwelcome behavior may be based on power differentials, the creation of a hostile environment, or retaliation for harassment complaints. Harassment by and between any student or employee (paid, unpaid, or contract), is prohibited by this policy.

Due process is afforded any employee accused of harassment. Upon receipt of a complaint, an immediate preliminary review will be conducted to determine if there is reasonable cause to believe the nondiscrimination policy may have been violated. If so, then a prompt, thorough, impartial investigation will be conducted by the authorized administrator, or designee. If the final decision is that harassment occurred, the college will take immediate action to eliminate the hostile environment, prevent its recurrence, and address its effects. Remedies for the complainant will also be sought. Violations of this policy may result in disciplinary action up to and including termination for employees, sanctions up to and including suspension or expulsion for students, and appropriate sanctions against campus visitors. This policy applies to prohibited conduct that occurs both on and off campus and covers employees, and visitors.

MCCCD affirms its commitment to supporting the academic and personal freedom of all members of the community. In particular, the policy against harassment shall not be applied in a manner that contradicts the principle of academic

freedom: Faculty and other members of the community are entitled to freedom in research, and faculty members are entitled to freedom in the classroom to pursue controversial matters related to their disciplines. However, this right to teach controversial material entails the responsibility that it be carried out in a way that would be judged by peers as not violating the District's non-discrimination policy.

Questions about this policy may be directed to the MCCCD EEO/Affirmative Action Office.

B. Examples of Policy Violations

It shall be a violation of MCCCD's Harassment Policy for any employee (paid, unpaid, or contract), student or campus visitor to engage in any unwelcome conduct that is based on race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information. Such as to:

1. Engage in offensive conduct that is sufficiently severe or pervasive to create a work or academic environment that a reasonable person would consider intimidating, hostile, or abusive. Such conduct must be based on race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.
2. Engage in unwelcome verbal or physical conduct, including intimidation, ridicule, insult, or comments, when the behavior can reasonably be considered to adversely affect the work or academic environment, or an employment decision based upon the employee's acceptance or rejection of such conduct. Such verbal or physical conduct must be based on race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information or on their protected activities under applicable non-discrimination laws and policies,
3. Engage in Sexual Harassment, which includes, but is not limited to:
    A. Make unwelcome sexual advances to another employee (paid, unpaid, or contract), student or campus visitor;
    B. Make unwelcome requests for sexual favors, whether or not accompanied by promises or threats with regard to the employment or academic relationship;
    C. Engage in verbal or physical conduct of a sexual nature with another employee, student or campus visitor, that may threaten or insinuate, either explicitly or implicitly, that the individual's submission to, or rejection of, the sexual advances will in any way:
        1. Influence any personnel decision regarding that person's employment, evaluation, wages, advancement, assigned duties, shifts or any other condition of employment or career development; or
        2. Influence his or her grades, participation in or access to academic programs, class standing or other educational opportunities;
    D. Engage in verbal or physical conduct of a sexual nature that:
        1. Has the purpose or effect of substantially interfering with an employee's ability to do his or her job; or with a student's ability to learn or participate in a class; or
        2. Which creates an intimidating, hostile or offensive work or academic environment;
    E. Commit any act of sexual assault or public sexual indecency against any employee or student whether on MCCCD property or in connection with any MCCCD-sponsored activity;
    F. Continue to express sexual interest in another employee, student or campus visitor after being informed or on notice that the interest is unwelcome (reciprocal attraction is not considered sexual harassment);
4. Engage in other harassing conduct in the workplace or academic environment, whether physical or verbal, including, but not limited to, commentary about an individual's body (or body parts), degrading words to describe an individual, offensive comments, suggestive language or jokes, innuendoes, and suggestive objects, print or digital media. Misconduct may include exploitation, stalking, bullying. Such conduct must be based on an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.
5. Treat a complainant or witness of harassment in a manner that could dissuade a reasonable person from pursuing or participating in the complaint and investigation. Such treatment must be based on an individual's

race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, pregnancy, veteran status or genetic information.

6. Engage in sexual misconduct, including but not limited to:
    A. The use or display in the classroom, including electronic, of pornographic or sexually harassing materials such as posters, photos, cartoons or graffiti without pedagogical justification.
    B. Explicit sexual comments by one or more employees about another employee or student, or circulating drawings or other images depicting an employee or student in a sexual manner.
    C. Unwelcome sexual advances, repeated propositions or requests for a sexual relationship to an individual who has previously indicated that such conduct is unwelcome, or sexual gestures, noises, remarks, jokes, questions, or comments by a student about another person's sexuality or sexual experience.
    D. Harassment based on sex, pregnancy, gender identity, gender expression, or sexual orientation that creates a hostile environment. A hostile environment exists when the conduct is sufficiently severe, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefitting from the District's education programs and/or activities, including employment. The existence of a hostile environment is to be judged both objectively (meaning a reasonable person would find the environment hostile) and subjectively (meaning the impacted individual felt the environment was hostile).
    E. Sexual Exploitation, which means taking non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited. Examples of behavior that could rise to the level of Sexual Exploitation include:
        1. Recruiting, harboring, transporting, providing, or obtaining another person for the purpose of sexual exploitation;
        2. Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
        3. Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
        4. Going beyond the bounds of consent (such as attempting to kiss an employee or student without their consent)
        5. Engaging in non-consensual voyeurism;
        6. Knowingly transmitting an STI (sexually transmitted infection), such as HIV, to another without disclosing one's STI status;
        7. Exposing one's genitals in non-consensual circumstances, or inducing another to expose their genitals;
        8. Possessing, distributing, viewing or forcing others to view obscenity.
7. All complaints of sexual harassment or sexual misconduct shall be referred promptly to the college Title IX Coordinator (or the District Title IX Coordinator, if the allegations concern a District Office employee), for initial review in determining the appropriate investigation channel.
8. Matters pertaining to sexual harassment/misconduct that do not meet the definition of sexual harassment as outlined in Administrative Regulation 5.1.16 or otherwise do not meet the definition of an educational program or activity and do not occur against a person within the United States will be referred by the Title IX Coordinator to the College or District's respective Human Resources Department for investigation and adjudication under this conduct policy.

AMENDED by Direct Approval from the Chancellor, August 18, 2020
AMENDED by Direct Approval from the Chancellor, April 8, 2020
AMENDED by the Administrative Regulations Approval Process, January 2, 2020

5.1.9 Additional Policy Violations

Mandatory Reporters (as defined in Administrative Regulation 5.1.16) must report allegations of sexual harassment/assault (whether reported by the person who is the subject of the sexual harassment or a witness) to an Official with Authority or the Title IX Coordinator (as defined in Administrative Regulation 5.1.16). Failure to report to an Official with Authority or the Title IX Coordinator is a policy violation subject to discipline up to and including dismissal.

Campus Security Authority (CSAs) are mandatory reporters under the Cleary Act. Failure to report is a policy violation subject to discipline up to and including dismissal.

Mandatory Reporters are expected to report harassment/discrimination (whether reported by the person who is the subject of the sexual harassment or a witness) based on an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. Failure to report may be a policy violation subject to discipline up to and including dismissal.

AMENDED by Direct Approval from the Chancellor, November 16, 2020
AMENDED by the Administrative Regulations Approval Process, January 2, 2020

5.1.10 Responsibility for Policy Enforcement

Employees and students must avoid offensive or inappropriate harassing behavior based on an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information at work or in the academic environment (in and out of the classroom).

Employees and students are encouraged (but not required) to inform perceived offenders of this policy and that the commentary/conduct is offensive and unwelcome.

AMENDED by the Administrative Regulations Approval Process, January 2, 2020

5.1.11 Complaints

1. **Employees**
   Employees who experience harassment at work (by a supervisor, co- employee, student or visitor) are urged to report such conduct to the direct attention of their supervisor, their college president or to the Maricopa County Community College District (MCCCD) Equal Employment Opportunity/Affirmative Action Office. If the complaint involves the employee's supervisor or someone in the direct line of supervision, or if the employee for any reason is uncomfortable in dealing with their immediate supervisor, the employee may go directly to the MCCCD EEO/AA Office.
2. **Students**
   Students who experience sexual harassment or sexual assault in a school's education program and activities (by a faculty member, administrator, staff, campus visitor or other student) are urged to report such conduct to the designated Title IX Coordinator, of which there is one for each MCCCD college. A student may also contact the MCCCD EEO/AA Office to obtain the name and phone number of the college official designated to respond to harassment complaints based on an individual's race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information.
3. **General**
   A. Complaints by employees will be investigated according to procedures established by the MCCCD EEO/AA Office. Copies of these procedures may be obtained on the District website and the MCCCD EEO/AA Office.
   B. Complaints by students will be investigated according to the procedures established in the College Environment section of the Administrative Regulations (AR 2.4). Copies of these procedures are posted on the District website.
   C. All complaints will be investigated in a prompt, through, and impartial manner.
   D. Where investigation confirms the allegations, appropriate, response action will be taken by the college/center/MCCCD.

AMENDED by the Administrative Regulations Approval Process, January 2, 2020

5.1.12 Confidentiality

Records will be maintained in a confidential manner to the extent permitted by law and insofar as they do not interfere with the Maricopa County Community College District's (MCCCD) legal obligation to investigate and resolve issues of

discrimination and harassment based on one's protected class status as outlined in law and in MCCCD policy. The MCCCD cannot promise complete confidentiality.

AMENDED by the Administrative Regulations Approval Process, January 2, 2020

5.1.13 Violations of Law

An employee or student may be accountable for sexual harassment under applicable local, state, and/or federal law, as well as under Maricopa County Community College District (MCCCD) policy. Disciplinary action by MCCCD may proceed while criminal proceedings are pending and will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced.

AMENDED by the Administrative Regulations Approval Process, January 2, 2020

5.1.14 False Statements Prohibited

Any individual who knowingly provides false information pursuant to filing a discrimination charge or during the investigation of a discrimination charge, will be subject to appropriate disciplinary action, up to and including, employment termination or academic dismissal.

AMENDED by the Administrative Regulations Approval Process, January 2, 2020

5.1.15 Retaliation Prohibited

Retaliation against an employee or student for engaging in protected activity is strictly prohibited. The Maricopa County Community College District (MCCCD) strictly prohibits taking an adverse action that might deter a reasonable person from participating in activity protected by antidiscrimination laws. Protected activity consists of:

(a) opposing conduct reasonably believed to constitute discrimination, including harassment which violates a nondiscrimination statute or which MCCCD policy prohibits;

(b) filing a complaint about such practice; or

(c) testifying, assisting, or participating in any manner in an investigation or other proceeding related to a discrimination complaint.

Retaliatory actions are not limited to formal personnel actions such as termination, demotion, non-promotion, or non-selection. Retaliatory actions are broadly defined as harassing behavior, significant changes to job duties or working conditions, and even threats to take personnel actions based on engaging in protected activity. MCCCD will take appropriate disciplinary action, up to and including employment termination or academic dismissal if retaliation occurs.

AMENDED by the Administrative Regulations Approval Process, January 2, 2020

5.1.16 TITLE IX Sexual Harassment Policy

I. DEFINITIONS

1. **Actual Knowledge** means that an employee, student, or third-party informs the Title IX Coordinator or other Official with Authority of the alleged occurrence of alleged harassing, discriminatory, and/or retaliatory conduct. Actual knowledge compels the Maricopa County Community College District (MCCCD) to initiate action.
2. **Advisor** means a person chosen by a party or appointed by the institution to accompany the party to meetings related to the resolution process, to advise the party on that process, and to conduct cross-examination for the party at the hearing, if a hearing is held. This individual may be an MCCCD employee, a member of the community, or attorney (hired and paid for by a party).
3. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment or retaliation for engaging in a protected activity.
4. **Formal Complaint** means a document filed with the Title IX Coordinator/signed by a Complainant or signed by the Title IX Coordinator alleging against sexual

harassment or retaliation for engaging in a protected activity against a Respondent and requesting that the MCCCD investigate the allegation.

5. **Confidential Resource** means an employee who is not a Mandatory Reporter or an Official with Authority (irrespective of Clery Act Campus Security Authority status). At MCCCD, there is only one confidential resource. This confidential resource is the Ombudsman, who is located in the MCCCD Office of Public Stewardship.
6. **Day(s)** means a business day when the MCCCD is in normal operation.
7. **Education program or activity** means locations, events, or circumstances where MCCCD exercises substantial control over both the Respondent and the context in which the sexual harassment or discrimination occurs and also includes any building owned or controlled by a student organization that is officially recognized by the MCCCD.
8. **Final Determination of Responsibility** means a conclusion by preponderance of the evidence that the alleged conduct occurred, or did not occur, and whether it did, or did not, violate policy.
9. **Formal Grievance Process** means a method of formal resolution designated by MCCCD to address conduct that falls within the policies included below, and which complies with the requirements of 34 CFR Part 106.45.
10. **Grievance Process Pool** means any investigators, appeal officers, hearing administrators, and Advisors who may perform any or all of these roles (though not at the same time or with respect to the same case).
11. **Hearing Decision-maker** means a person who has decision-making and sanctioning authority within the MCCCD's Formal Title IX Grievance process.
12. **Investigator** means the person or persons charged by MCCCD with gathering facts about an alleged violation of this policy, assessing relevance and credibility, synthesizing the evidence, and compiling this information into an investigation report and file of directly related evidence.
13. **Mandatory Reporter** means an employee of MCCCD who is obligated by policy to share knowledge, notice, and/or reports of harassment, discrimination, and/or retaliation with the Title IX Coordinator. Mandatory reporters do not convey actual knowledge to the MCCCD. Mandatory Reporter under this policy does not diminish the requirement under Arizona state law to report alleged or suspected child abuse, elder abuse, and/or abuse of individuals with disabilities to appropriate officials, though these responsibilities may overlap with those who have mandatory\ reporter responsibility in this policy.
14. **Official with Authority (OWA)** means an employee of the MCCCD explicitly vested with the responsibility to implement corrective measures for harassment and/or retaliation on behalf of the MCCCD. Notice to an OWA of an allegation of sexual harassment as defined in this policy conveys actual knowledge to the MCCCD and triggers a responsibility to act.
15. **Parties** include the Complainant(s) and Respondent(s), collectively.
16. **Promptness** means the time period in which allegations are acted upon once MCCCD has received notice or a formal complaint. Typically, complaints can take 60-90 business days to resolve. There are always exceptions and extenuating circumstances that can cause a resolution to take longer, but MCCCD will avoid all undue delays within its control.
17. **Remedies** means post-finding actions directed to the Complainant and/or the community as mechanisms to address safety, prevent recurrence, and restore access to MCCCD's educational program.
18. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute harassment or discrimination based on a protected class; or retaliation for engaging in a protected activity. When the Respondent is a member of the MCCCD community, a grievance process may be available regardless of the status of the Complainant, who may or may not be a member of the MCCCD community.
19. **Resolution** means the result of an informal or formal grievance process.
20. **Sanction** means a consequence imposed by MCCCD on a Respondent who is found to have violated

this policy.

21. **Sexual Harassment** means the umbrella category including the offenses of sexual harassment, sexual assault, stalking, and dating violence and domestic violence.
22. **Title IX Coordinator** is at least one official designated by MCCCD to ensure compliance with Title IX and the MCCCD's Title IX program. References to the Coordinator throughout this policy may also encompass a designee of the Coordinator for specific tasks.
23. **Student** means any individual who is registered or enrolled for credit or non-credit bearing coursework, camps and other District-sponsored programs or activities, and who maintains an ongoing relationship with the MCCCD, which means the student is on leave (medical, administrative, or other documented leave of absence), but is not registered or taking classes at the time of the complaint being filed.
24. **Title IX Team** refers to the Title IX Coordinator, any deputy coordinators, and any member(s) of the Grievance Process Pool.

II. RATIONALE FOR POLICY

MCCCD is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from sexual harassment, discrimination on the basis of sex, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, MCCCD has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of sexual harassment, and for allegations of retaliation. MCCCD values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the grievance process during what is often a difficult time for all those involved.

III. TITLE IX COORDINATOR

Each MCCCD college has a designated Title IX Coordinator who oversees implementation of this policy. The Title IX Coordinator has the primary responsibility for coordinating MCCCD's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy.

The names and contact information for each college Title IX Coordinator can be found on the following page: https://district.maricopa.edu/consumer-information/title-ix/title-ix-coordinators. It is the responsibility of each of the MCCCD colleges' Vice Presidents of Student Affairs to ensure this list is up-to-date with correct information. The college Title IX Coordinators must act with independence and authority free from bias and conflicts of interest.

To raise any concern involving bias or conflict of interest by the college Title IX Coordinator, contact the Compliance Office in the Office of General Counsel by emailing compliance@domail.maricopa.edu. Concerns of bias or a potential conflict of interest by any other Title IX team member should be raised with the respective college Title IX Coordinator.

Reports of misconduct or discrimination committed by the college Title IX Coordinator should be reported to the college Human Resources Department. Reports of misconduct or discrimination committed by any other Title IX Team member should be reported to the respective college Title IX Coordinator.

IV. OFFICIALS WITH AUTHORITY AND MANDATORY REPORTERS

OFFICIALS WITH AUTHORITY

MCCCD has determined that the following administrators are Officials with Authority to address and correct sexual harassment and/or retaliation. In addition to the Title IX team members listed in Section 1. Definitions, these Officials with Authority listed below may also accept notice or complaints on behalf of the MCCCD. Knowledge on the part of an Official with Authority conveys actual knowledge to the MCCCD.

1. College/District Title IX Coordinator
2. Chancellor
3. Provost

4. General Counsel and Associate General Counsels
5. Chief Human Resources Officer
6. Chief Executive Officer
7. College Presidents
8. College Vice Presidents (at all levels)
9. Associate Vice Chancellors
10. Law enforcement
11. Athletic Directors
12. Directors (in any administrative area of a college or the District)

MANDATORY REPORTERS

The following classification of employees are mandatory reporters and are required to report actual or suspected discrimination or harassment to the respective college Title IX Coordinator or to the District Compliance Office for District employees. A Complainant who expects formal action in response to their allegations, but does not wish to contact the Title IX Coordinator should report their allegations to any mandatory reporter who can connect them with resources to report crimes and/or policy violations. Mandatory reporters will, within twenty-four (24) hours, refer reports to the Title IX Coordinator (and/or police, if desired by the Complainant), who will take action. Mandatory reporters must promptly (within twenty-four (24) hours) share with the Title IX Coordinator all known details of a report made to them in the course of their employment. The persons occupying the following positions are mandatory reporters. Knowledge to a mandatory reporter does not convey actual knowledge to the MCCCD.

1. Chancellor
2. Provost
3. General Counsel
4. Chief Human Resources Officer
5. Chief Workforce and Economic Development Officer
6. Chief Executive Officer
7. College Presidents
8. Associate Vice Chancellors
9. Director of Communications
10. Associate General Counsels
11. Supervisors/Managers/Directors (but not including division or department chairs)
12. College Vice Presidents, at all levels
13. Deans, at all levels
14. Athletic Directors/Coaches/Trainers
15. Law enforcement

Anonymous Notice to Mandated Reporters

A Complainant may request that the mandatory reporter provide notice to the Title IX Coordinator anonymously, without identification of the Complainant. A mandatory reporter cannot remain anonymous themselves. The MCCCD will investigate matters in which anonymous notice has been given to the extent possible, both to assess the underlying allegation(s) and to determine if supportive measures or remedies can be provided. However, anonymous notice typically limits the MCCCD's ability to investigate, respond, and provide remedies, depending on what information is shared. When a Complainant has made a request for anonymity, the Complainant's personally identifiable information may be withheld by a mandatory reporter, but all other details of the alleged incident(s) must be shared with the Title IX Coordinator. Supportive measures may be offered to the Complainant as the result of such disclosures without formal MCCCD action.

Failure of a mandatory reporter to report an incident of harassment or discrimination of which they become aware is a violation of MCCCD policy and the mandatory reporter may be subject to disciplinary action, up to and including termination, for failure to comply.

V. CONFIDENTIAL RESOURCES AND FEDERAL RESOURCES
A Complainant who wants to keep the details of an incident confidential may speak with:

- On-campus (Maricopa Community Colleges District Office) Office of Public Stewardship
- Off-campus (non-employees):
  - Licensed professional counselors and other medical providers
  - Local rape crisis counselors
  - Domestic violence resources
  - Local or state assistance agencies
  - Clergy/Chaplains
  - Attorneys

The Office of Public Stewardship will timely submit anonymous statistical information for Clery Act purposes unless they believe it would be harmful to their client.

External Inquiries may also be made to:
Office for Civil Rights,
Denver Office
U.S. Department of Education
Cesar E. Chavez Memorial Building
1244 Speer Boulevard, Suite 310
Denver, CO 80204-3582
Telephone: (303) 844-5695
Facsimile: (303) 844-4303
Email: OCR.Denver@ed.gov

VI. NOTICE/COMPLAINTS OF DISCRIMINATION, HARASSMENT, AND/OR RETALIATION
Notice or complaints of discrimination, harassment, and/or retaliation in violation of this policy may be made using any of the following options:

1) File a complaint with, or give verbal notice to, a college Title IX Coordinator or an Official with Authority. Such a report may be made at any time (including during non-business hours) by using the telephone number or email address, or by mail to the office address, listed for the Title IX Coordinator or any other official listed. Title IX Coordinators can be found on the following page: https://district.maricopa.edu/consumer-information/title-ix/title-ix-coordinators. It is the responsibility of each of the MCCCD college's Vice President of Student Affairs to ensure this list is up to date with correct information.

2) Report online, using the reporting form posted at https://district.maricopa.edu/consumer-information/reporting. Anonymous reports are accepted, but can give rise to a need to investigate. The MCCCD tries to provide supportive measures to all Complainants, which is impossible with an anonymous report when the name of the Complainant is not shared in the report. Since anonymous reporting carries no obligation to initiate a formal response and since the MCCCD respects a Complainant's requests to dismiss complaints, unless there is a compelling threat to health and/or safety, the matter will be dismissed.

A formal complaint is a document filed and signed by the Complainant or signed by the Title IX Coordinator alleging a policy violation by a Respondent and requesting that the MCCCD investigate the allegation(s). A complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information in the section immediately above, or as described in this section. As used in this paragraph, the phrase "document filed by a Complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the MCCCD) that contains the Complainant's physical or digital signature, which can include the Complainant's name on the email, or otherwise indicates that the Complainant is the person filing the complaint.

The Title IX Coordinator will contact the Complainant regarding any notice that is submitted in a form that does not comply with these requirements to ensure that it is filed correctly.

VII. SUPPORTIVE MEASURES

MCCCD will offer and implement appropriate and reasonable supportive measures to the parties upon notice of alleged harassment, discrimination, and/or retaliation.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties to restore or preserve access to the MCCCD's education program or activity, including measures designed to protect the safety of all parties, the MCCCD's educational environment, and/or deter sexual harassment, discrimination on the basis of sex, and/or retaliation.

The Title IX Coordinator shall make supportive measures available to the parties upon receiving notice of allegations or a formal complaint. There is no statute of limitations for filing a Title IX Complaint. The Title IX Coordinator works with the Complainant to ensure their wishes are considered with respect to the planned and implemented supportive measures.

The MCCCD will maintain the privacy of the supportive measures, provided that maintaining privacy does not impair the MCCCD's ability to provide the supportive measures. MCCCD will act to ensure as minimal an academic impact on the parties as possible. The MCCCD will implement measures in a way that does not unreasonably burden the other party.

These actions may include, but are not limited to:

1. Referral to counseling, medical, and/or other healthcare services
2. Referral to the Employee Assistance Program
3. Referral to community-based service providers
4. In-house visa and immigration assistance
5. Student financial aid counseling
6. Education to the community or community subgroup(s)
7. Altering work arrangements for employees or student-employees
8. Safety planning
9. Providing campus safety escorts
10. Implementing contact limitations (no contact orders) between the parties
11. Academic support, extensions of deadlines, or other course/program-related adjustments
12. Trespass orders, when applicable
13. Timely warnings under the Clery Act
14. Class schedule modifications, withdrawals, or leaves of absence
15. Increased security and monitoring of certain areas of the campus
16. Any other actions deemed appropriate by the Title IX Coordinator

Violations of no contact orders will be referred to appropriate student or employee conduct processes for enforcement and further discipline, as is necessary.

VIII. EMERGENCY REMOVAL

MCCCD can act to remove a Respondent entirely or partially from its education program/activities or MCCCD employment on an emergency basis when an individualized safety and risk analysis has determined that an immediate threat to the physical health or safety of any student or other individual justifies removal. This risk analysis is performed by the Title IX Coordinator in conjunction with the college or District Behavioral Intervention Team (also known as BIT/BAT/TAT/CARE, etc.) using its standard objective violence risk assessment procedures.

The Title IX Coordinator has sole discretion under this policy to implement or stay an emergency removal and to determine the conditions and duration. Violation of an emergency removal under this policy will be grounds for discipline, which may include expulsion from the MCCCD or termination from employment.

In all cases where an emergency removal is imposed:

1. The Respondent will be given written notice of the action. In the written notice will be the option to request to meet with the Title IX Coordinator as soon as reasonably possible, to show cause as to why the action/removal should not be implemented or should be modified. This meeting is not a hearing on the merits of the underlying Title IX allegations, but rather an administrative process intended to determine solely whether the emergency removal is appropriate.
2. The Respondent has three (3) days after the receipt of the emergency removal to request a meeting with the Title IX Coordinator. If the Respondent does not make such a request within the three (3) day time period, objection to the emergency removal is deemed waived.
3. The Respondent may be accompanied by an Advisor of their choosing in the Show Cause administrative meeting with the Title IX Coordinator.
4. The Respondent will be given access to a written summary of the basis for the emergency removal prior to the meeting to allow for adequate preparation. Such summary will be included in the notification letter regarding the emergency removal.
5. The Title IX Coordinator will issue a Show Cause Meeting Determination letter to the Respondent within two (2) days of the meeting taking place.
6. There is no appeal process for emergency removal decisions.
7. A Complainant and their Advisor may be permitted to participate in this meeting, as it is equitable to do so.
8. MCCCD will implement the least restrictive emergency actions possible in light of the circumstances and safety concerns.

For additional information regarding emergency removals, please see Emergency Removals.

IX. PRIVACY

Every effort is made by the MCCCD to preserve the privacy of a report under this policy.

For additional information regarding privacy and confidentiality under this policy, please see Privacy and Confidentiality.

X. JURISDICTION

This policy applies to all MCCCD educational programs and activities, and to conduct that takes place on the campus or on property owned or controlled by the MCCCD, at MCCCD-sponsored events, or in buildings owned or controlled by MCCCD's recognized student organizations. The Respondent must be a member of MCCCD's community in order for its policies to apply. Nevertheless, even when the Respondent is not a member of the MCCCD's community, supportive measures, remedies, and resources may be accessible to the Complainant by contacting the Title IX Coordinator.

This policy applies to the effects of off-campus misconduct that effectively deprive someone of access to MCCCD's educational programs. The MCCCD may also extend jurisdiction to off-campus and/or to online conduct when the Title IX Coordinator determines that the conduct affects a substantial MCCCD interest.

Regardless of where the conduct occurred, the MCCCD will address notice/complaints to determine whether the conduct occurred in the context of its employment or educational program or activity and/or has continuing effects on campus or in an off-campus sponsored program or activity.

A Title IX Coordinator may be able to provide guidance for a student or employee Complainant who experiences sexual harassment/discrimination in an externship, study abroad program, or other environment external to the MCCCD under the MCCCD's Student Conduct Code or employee conduct or nondiscrimination policies.

For additional information regarding the MCCCD jurisdiction over Title IX matters, please see Jurisdiction.

XI. TIME LIMITS ON REPORTING

There is no time limitation on providing notice/complaints to the Title IX Coordinator. However, if the Respondent is no longer subject to the MCCCD's jurisdiction and/or significant time has passed, the ability to investigate, respond, and provide remedies may be more limited or impossible.

Acting on notice/complaints significantly impacted by the passage of time (including, but not limited to, the rescission or revision of policy) is at the discretion of the Title IX Coordinator (except in cases where mandatory dismissal is required), who may document allegations for future reference, offer supportive measures and/or remedies, and/or engage in informal or formal action, as appropriate.

The MCCCD will apply the policy in place at the time of the alleged misconduct and the procedures in place at the time of the notice of alleged misconduct or complaint of sexual harassment.

XII. ONLINE HARASSMENT AND MISCONDUCT

This policy is written and should be interpreted broadly to include online and cyber manifestations of any of the behaviors prohibited below, when those behaviors occur in or have an effect on the MCCCD's education programs and activities or use MCCCD networks, technology, or equipment.

When harassing communications made on websites, social media, and other venues not controlled by the MCCCD are reported to the MCCCD pursuant to this policy the MCCCD will attempt to address and mitigate the effects of such communications. Any online postings or other electronic communication by students and employees, including cyber-bullying, cyber-stalking, cyber-harassment, etc., occurring completely outside of the MCCCD's control (e.g., not on MCCCD networks, websites, or between MCCCD email accounts) will only be subject to this policy when such online conduct can be shown to cause a substantial in-program disruption to the student's educational pursuit of MCCCD's educational programs and/or activities.

Off-campus harassing speech by employees, whether online or in person, may be regulated by the MCCCD only when such speech is made in an employee's official or work-related capacity, including where the speaker holds themselves out as employees of an MCCCD college or District office. Otherwise, such communications are considered speech protected by the First Amendment. Supportive measures for Complainants will be provided, but protected speech will not be subjected to discipline.

XIII. TITLE IX SEXUAL HARASSMENT

MCCCD has adopted the following definition of Title IX Sexual Harassment in order to address the unique environment of an academic community, which consists not only of employer and employees, but of students as well.

Acts of sexual harassment may be committed by any person upon any other person, regardless of the sex, sexual orientation, and/or gender identity of those involved.

Sexual Harassment, as an umbrella category, includes the offenses of sexual harassment/discrimination, sexual assault, domestic violence, dating violence, and stalking, and is defined as:

Conduct on the basis of sex that satisfies one or more of the following:

1) Quid Pro Quo:
    a. an employee of the MCCCD,
    b. conditions the provision of an aid, benefit, or service of the MCCCD,
    c. on an individual's participation in unwelcome sexual conduct; and/or
2) Sexual Harassment:
    a. unwelcome conduct,
    b. determined by a reasonable person,
    c. to be so severe, and
    d. pervasive, and,
    e. objectively offensive,
    f. that it effectively denies a person equal access to the MCCCD's education program or activity. Severity, pervasiveness, and objective offensiveness are evaluated based on the totality of the circumstances from the perspective of a reasonable person in the same or similar circumstances ("in the shoes of the Complainant"), including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced.

3) Sexual assault, defined as:
    a) Sex Offenses, Forcible:
        i) Any sexual act directed against another person,
        ii) without the consent of the Complainant,
        iii) including instances in which the Complainant is incapable of giving consent.
    b) Forcible Rape:
        i) Penetration,
        ii) no matter how slight,
        iii) of the vagina or anus with any body part or object, or
        iv) oral penetration by a sex organ of another person,
        v) without the consent of the Complainant.
    c) Forcible Sodomy:
        i) Oral or anal sexual intercourse with another person,
        ii) forcibly,
        iii) and/or against that person's will (non-consensually), or
        iv) not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age (under the age of 18) or because of temporary or permanent mental or physical incapacity.
    d) Sexual Assault with an Object:
        i) The use of an object or instrument to penetrate,
        ii) however slightly,
        iii) the genital or anal opening of the body of another person,
        iv) forcibly,
        v) and/or against that person's will (non-consensually),
        vi) or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
    e) Forcible Fondling:
        i) The touching of the private body parts of another person (buttocks, groin, breasts),
        ii) for the purpose of sexual gratification,
        iii) forcibly,
        iv) and/or against that person's will (non-consensually),
        v) or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
    f) Sex Offenses, Non-forcible:
        i) Incest:
            1) Non-forcible sexual intercourse,
            2) between persons who are related to each other,
            3) within the degrees wherein marriage is prohibited by Arizona law.
        ii) Statutory Rape:
            1) Non-forcible sexual intercourse,
            2) with a person who is under the Arizona statutory age of consent, which is the age of 18 years old.
4) Dating Violence, defined as:
    a. violence,
    b. on the basis of sex,
    c. committed by a person,
    d. who is in or has been in a social relationship of a romantic or intimate nature with the Complainant.
        i. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the

frequency of interaction between the persons involved in the relationship. For the purposes of this definition

ii. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

iii. Dating violence does not include acts covered under the definition of domestic violence.

5) Domestic Violence, defined as:
   a. violence,
   b. on the basis of sex,
   c. committed by a current or former spouse or intimate partner of the Complainant,
   d. by a person with whom the Complainant shares a child in common, or
   e. by a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner, or
   f. by a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of the state of Arizona or
   g. by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of the state of Arizona.

To categorize an incident as Domestic Violence, the relationship between the Respondent and the Complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

6) Stalking, defined as:
   a. engaging in a course of conduct,
   b. on the basis of sex,
   c. directed at a specific person, that would cause a reasonable person to fear for the person's safety, or the safety of others; or suffer substantial emotional distress.

   For the purposes of this definition—

   (i) Course of conduct means two or more acts, including, but not limited to, acts in which the Respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

   (ii) Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant.

   (iii) Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

MCCCD reserves the right to impose any level of sanction, ranging from a reprimand up to and including suspension or expulsion/termination, for any offense under this policy.

Force, Coercion, Consent, and Incapacitation:
As used in the offenses above, the following definitions apply:

Force: Force is the use of physical violence and/or physical imposition to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion that is intended to overcome resistance or produce consent.

Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Silence or the absence of resistance alone is not consent. Consent is not demonstrated by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-consent.

Coercion: Coercion is unreasonable pressure for sexual activity. Coercive conduct differs from seductive conduct based on factors such as the type and/or extent of the pressure used to obtain consent. When someone makes clear that they do not want to engage in certain sexual activity, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point may be coercive.

Consent is:

- knowing, and
- voluntary, and
- clear permission
- by word or action
- to engage in sexual activity.

Since individuals may experience the same interaction in different ways, it is the responsibility of each party to determine that the other has consented before engaging in the activity. No one under the age of consent in Arizona, specifically, 18 years old, can consent to sexual activity.

If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter, but clear communication from the outset is strongly encouraged.

For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied. For example, if someone kisses you, you can kiss them back (if you want to) without the need to explicitly obtain *their* consent to being kissed back.

Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, that sexual activity should cease within a reasonable time.

Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). A current or previous intimate relationship is not sufficient to constitute consent.

Proof of consent or non-consent is not a burden placed on either party involved in an incident. Instead, the burden remains on the MCCCD to determine whether its policy has been violated. The existence of consent is based on the totality of the circumstances evaluated from the perspective of a reasonable person in the same or similar circumstances, including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced.

Incapacitation: Incapacitation occurs when someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g., to understand the “who, what, when, where, why, or how” of their sexual interaction).

Incapacitation is determined through consideration of all relevant indicators of an individual’s state and is not synonymous with intoxication, impairment, blackout, and/or being drunk.

A person cannot consent if they are unable to understand what is happening or are disoriented, helpless, asleep, or unconscious, for any reason, including by alcohol or other drugs. As stated above, a Respondent violates this policy if they engage in sexual activity with someone who is incapable of giving consent.

It is a defense to a sexual assault policy violation that the Respondent neither knew nor should have known the Complainant to be physically or mentally incapacitated. “Should have known” is an objective, reasonable person standard which assumes that a reasonable person is both sober and exercising sound judgment.

This policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating drugs.

XIV. RETALIATION

Protected activity under this policy includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, assisting in providing information relevant to an investigation, and/or acting in good faith to oppose conduct that constitutes a violation of this policy.

Acts of alleged retaliation should be reported immediately to the Title IX Coordinator and will be promptly investigated. The MCCCD is prepared to take appropriate steps to protect individuals who fear that they may be subjected to retaliation.

It is prohibited for the MCCCD or any member of MCCCD's community to take materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and procedure.

Charges against an individual for Student Conduct Code violations that do not involve sex discrimination or sexual harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

The following do not constitute retaliation under this policy:

1. The exercise of rights protected under the First Amendment.
2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy and procedure. A determination regarding responsibility, alone, is not sufficient to conclude that any party has made a materially false statement in bad faith.

For additional information on prohibited retaliation, please see Retaliation.

XV. WHEN A COMPLAINANT DOES NOT WISH TO PROCEED

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the campus and to comply with state or federal law.

The Title IX Coordinator has ultimate discretion over whether the MCCCD proceeds when the complainant does not wish to do so. The Title IX Coordinator may sign a formal complaint to initiate a grievance process upon completion of an appropriate violence risk assessment. The Title IX Coordinator's decision to sign a formal complaint should be based on results of the violence risk assessment that show a compelling risk to health and/or safety that requires the MCCCD to pursue formal action to protect the community.

When the Title IX Coordinator executes the written complaint, they do not become the Complainant. The Complainant is the individual who is alleged to be the victim of conduct that could constitute a violation of this policy. The Complainant (or their Advisor) may have as much or as little involvement in the process as they wish. The Complainant retains all rights of a Complainant under this Policy irrespective of their level of participation. Typically, when the Complainant chooses not to participate, the Advisor may be appointed as proxy for the Complainant throughout the process, acting to ensure and protect the rights of the Complainant.

In cases in which the Complainant requests confidentiality/no formal action and the circumstances allow the MCCCD to honor that request, the MCCCD will offer supportive measures, and remedies to the Complainant and the community, but will not otherwise pursue formal action.

If the Complainant elects to take no action, they can change that decision if they decide to pursue a formal complaint at a later date. Upon making a formal complaint, a Complainant has the right, and can expect, to have allegations taken seriously by the MCCCD, and to have the incidents investigated and properly resolved through these procedures.

XVI. FEDERAL TIMELY WARNING OBLIGATIONS

Parties reporting sexual assault, domestic violence, dating violence, and/or stalking should be aware that under the Clery Act, MCCCD must issue timely warnings for incidents reported to them that pose a serious or continuing threat of bodily harm or danger to members of the campus community.

MCCCD will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the potential danger.

XVII. FALSE ALLEGATIONS AND EVIDENCE

Deliberately false and/or malicious accusations under this policy, as opposed to allegations which, even if erroneous, are made in good faith, are a serious offense and will be referred to either the Student Conduct Code or employee conduct policies for appropriate disciplinary action.

Additionally, witnesses and parties knowingly providing false evidence, tampering with or destroying evidence after being directed to preserve such evidence, or deliberately misleading an investigator or hearing Decision-maker will be subject to discipline under the appropriate student or employee policy as well as under this policy for providing false testimony.

XVIII. AMNESTY FOR COMPLAINANTS AND WITNESSES

The MCCCD community encourages the reporting of misconduct and crimes by Complainants and witnesses. Sometimes, Complainants or witnesses are hesitant to report to MCCCD officials or participate in grievance processes because they fear that they themselves may be in violation of certain policies, such as underage drinking or use of illicit drugs at the time of the incident. Respondents may hesitate to be forthcoming during the process for the same reasons.

It is in the best interests of the MCCCD community that Complainants choose to report misconduct to MCCCD officials, that witnesses come forward to share what they know, and that all parties be forthcoming during the process. To encourage reporting and participation in the process, MCCCD maintains a policy of offering parties and witnesses amnesty from minor policy violations, such as underage consumption of alcohol or the use of illicit drugs related to the incident being reported.

Amnesty does not apply to more serious allegations such as physical abuse of another or illicit drug distribution. A decision not to offer amnesty to a Respondent should not be based on sex nor gender, but should take into account the rationale for amnesty. The incentive to report serious misconduct is rarely applicable to Respondents with respect to a Complainant.

MCCCD maintains a policy of amnesty for students who offer help to others in need via bystander intervention. While policy violations cannot be overlooked, MCCCD may provide purely educational options with no official disciplinary finding, rather than punitive sanctions, to those who offer their assistance to others in need.

XIX. FEDERAL STATISTICAL REPORTING OBLIGATIONS

Certain campus officials – those deemed Campus Security Authorities – have a duty to report the following for federal statistical reporting purposes (Clery Act):

a) All "primary crimes," which include homicide, sexual assault, robbery, aggravated assault, burglary, motor vehicle theft, and arson;
b) Hate crimes, which include any bias motivated primary crime as well as any bias motivated larceny or theft, simple assault, intimidation, or destruction/damage/vandalism of property;
c) VAWA based crimes, which include sexual assault, domestic violence, dating violence, and stalking (VAWA is the Violence Against Women Act, enacted in 1994 codified in part at 42 U.S.C. sections 13701 through 14040); and
d) Arrests and referrals for disciplinary action for weapons-related law violations, liquor-related law violations, and drug abuse-related law violations.

All personally identifiable information is kept private, but statistical information must be passed along to campus law enforcement regarding the type of incident and its general location (on or off-campus or in the surrounding area, but no addresses are given) for publication in the Annual Security Report and daily campus crime log.

Campus Security Authorities include: presidents, vice-presidents, student affairs/student conduct staff, campus law enforcement/public safety, local police, coaches, athletic directors, student activities staff, human resources staff, Advisors to student organizations, and any other official with significant responsibility for student and campus activities.

XX. ALLEGED VIOLATIONS OF THE TITLE IX POLICY

1. Overview

MCCCD will act on any formal or informal notice/complaint of violation of the Title IX Sexual Harassment policy ("the Policy") that is received by the Title IX Coordinator or any other Official with Authority by applying these procedures.

The procedures below apply **only** to qualifying allegations of sexual harassment (including sexual assault, dating violence, domestic violence, and stalking, as defined in Section XIII) involving MCCCD students, staff, administrator, or faculty members.

Unionized/other categorized employees are subject to the terms of their agreements/employees' rights to the extent those agreements do not conflict with this policy.

2. Notice/Complaint

Upon receipt of a complaint or notice to the Title IX Coordinator of an alleged violation of this Policy, MCCCD will initiate a prompt initial assessment to determine the next steps. The Title IX Coordinator will initiate at least one of three responses:

1) Offering supportive measures because the Complainant does not want to proceed formally;

2) Offering supportive measures and initiating an informal resolution; or

3) Offering supportive measures and initiating a Formal Grievance Process including an investigation and a hearing to determine whether or not the Policy has been violated.

3. Initial Assessment

Following receipt of notice or a complaint of an alleged violation of this Policy, the Title IX Coordinator (or designee) will engage in an initial assessment, which is typically one (1) to five (5) business days in duration.

For more information related to the Initial Assessment, please see The Investigative Process.

4. Emergency Removal

In the event an emergency removal is considered, the Title IX Coordinator will follow the procedures outlined in Section VIII of this policy.

5. Dismissal (Mandatory and Discretionary)

Mandatory Dismissal: The Title IX Coordinator **must** dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:

1) The conduct alleged in the formal complaint would not constitute sexual harassment as defined in the Policy hereinabove, even if proved; and/or

2) The conduct did not occur in an educational program or activity controlled by MCCCD (including buildings or property controlled by recognized student organizations), and/or MCCCD does not have control of the Respondent; and/or

3) The conduct did not occur against a person in the United States.

Any conduct alleged in the formal complaint that is dismissed under the first (1st) provision above will be referred by the Title IX Coordinator to the Student Code of Conduct administrator (for student Respondents) or the college or district

Human Resources administrator (for employee/third party Respondents). Referrals shall take place within three (3) days of the date of the Dismissal Letter being mailed to the parties.

Discretionary Dismissal: The Title IX Coordinator **may** choose to dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing:

1) A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein. A Complainant who decides to withdraw a complaint may later request to reinstate it or refile it; or

2) The Respondent is no longer enrolled in or employed by the MCCCD; or

3) Specific circumstances prevent MCCCD from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon any dismissal, MCCCD will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the parties.

Both mandatory and discretionary dismissal decisions are appealable by any party under the procedures for appeal below.

6. Counterclaims
MCCCD is obligated to ensure that the grievance process is not abused for retaliatory purposes. MCCCD permits the filing of counterclaims but uses an initial assessment, described above, to assess whether the allegations in the counterclaim are made in good faith. Counterclaims made with retaliatory intent will not be permitted and may constitute a violation of this policy.

Counterclaims determined to have been reported in good faith will be processed using the grievance procedures below. Investigation of such claims may take place after resolution of the underlying initial allegation, in which case a delay may occur.

Counterclaims may also be resolved through the same investigation as the underlying allegation, at the discretion of the Title IX Coordinator.

7. Right to an Advisor
The parties may each have an Advisor of their choice. The Advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the resolution process. The parties may choose Advisors from inside or outside of the MCCCD community. The Advisor may be present with the Complainant or Respondent for all of their meetings and interviews within the resolution process, if they so choose.

The parties may select whoever they wish to serve as their Advisor as long as the Advisor is eligible and available. “Available” means the party agrees to act as Advisor and has no conflict of interest in doing so. Also, the Advisor cannot have institutionally conflicting roles, such as being a Title IX administrator who has an active role in the matter, or a supervisor who must monitor and implement sanctions.

Choosing an Advisor who is also a witness in the process creates potential for bias and conflict-of-interest. A party who chooses an Advisor who is also a witness can anticipate that issues of potential bias will be explored by the hearing Decision-maker.

If the parties choose an Advisor from the pool available from the MCCCD, the Advisor will be trained by the MCCCD and be familiar with the MCCCD’s resolution process. If the parties choose an Advisor from outside the pool of those identified by the MCCCD, the Advisor may not have been trained by the MCCCD and may not be familiar with MCCCD policies and procedures.

Parties also have the right to choose not to have an Advisor in the initial stages of the resolution process, prior to a

hearing. If either party chooses not to have an Advisor present in the initial stages of the resolution process, this choice will be documented in the record of the case.

For more information regarding the training received by an Advisor, please see Advisors FAQ.

a. Advisors in Hearings/MCCCD-Appointed Advisor

Under U.S. Department of Education regulations applicable to Title IX, cross-examination is required during the hearing, but must be conducted by the parties' Advisors. The parties are not permitted to directly cross-examine each other or any witnesses. If a party does not have an Advisor for a hearing, MCCCD will appoint a trained Advisor for the limited purpose of conducting cross-examination.

A party may reject this appointment and choose their own Advisor, but they may not proceed with the hearing without an Advisor. If the party's Advisor will not conduct cross-examination, MCCCD will appoint an Advisor who will do so thoroughly, regardless of the participation or non-participation of the advised party in the hearing itself. Extensive questioning of the parties and witnesses may also be conducted by the Decision-maker during the hearing.

b. Pre-Interview Meetings

Advisors may request to meet with the administrative officials conducting interviews/meetings in advance of these interviews or meetings. In order for a pre-interview meeting to be held it must be requested by the Advisor. This pre-meeting allows Advisors to clarify and understand their role and MCCCD's policies and procedures. A pre-interview meeting is not mandatory.

c. Advisor Violations of MCCCD Policy

All Advisors are subject to the same MCCCD policies and procedures, whether they are attorneys or not. Advisors are expected to advise without disrupting proceedings. Advisors may not address MCCCD officials in a meeting or interview unless invited to do so (e.g., asking procedural questions). The Advisor may not speak on behalf of their advisee during any meeting or proceeding and may not speak on behalf of the advisee to the investigator(s) or other Decision-maker except during a hearing proceeding, during cross-examination.

The parties are expected to respond to questions on their own behalf throughout the investigation phase of the resolution process. Although the Advisor generally may not speak on behalf of their advisee, the Advisor may consult with their advisee, either privately as needed, or by conferring or passing notes during any resolution process meeting or interview. For longer or more involved discussions, the parties and their Advisors should ask for breaks to allow for private consultation.

Any Advisor who oversteps their role as defined by this policy will be warned only once. If an Advisor continues to disrupt or otherwise fails to respect the limits of the Advisor role, the meeting will be ended, or other appropriate measures implemented. Subsequently, the Title IX Coordinator will determine how to address the Advisor's non-compliance and future role.

d. Sharing Information with the Advisor

Parties may share documentation and evidentiary information directly with their Advisor or other individuals if they wish. Doing so may help the parties participate more meaningfully in the resolution process.

MCCCD also provides a consent form (FERPA authorization to release) that authorizes the MCCCD to share such information directly with a party's Advisor. The parties must either complete and submit this form to the Title IX Coordinator or provide similar documentation demonstrating consent to a release of information to the Advisor before MCCCD is able to share records with an Advisor.

The MCCCD will not comply with any party's request that all communications be made through their attorney Advisor.

e. Privacy of Records Shared with Advisor

Advisors are expected to maintain the privacy of the records shared with them. These records may not be shared with third parties, disclosed publicly, or used for purposes not explicitly authorized by MCCCD. MCCCD may seek to restrict the role of any Advisor who does not respect the sensitive nature of the process or who fails to abide by the MCCCD's privacy expectations.

f. Expectations of an Advisor

The MCCCD expects an Advisor to adjust their schedule to allow them to attend MCCCD meetings when planned. At the sole discretion of the Title IX Coordinator, scheduled meetings may be changed to accommodate an Advisor's inability to attend, if doing so does not cause an unreasonable delay. A Title IX Coordinator's decision as to whether to change meeting dates and times is final.

MCCCD may also make reasonable provisions to allow an Advisor who cannot attend in person to attend a meeting by telephone, video conferencing, or other similar technologies as may be convenient and available.

g. Expectations of the Parties with Respect to Advisors

A party may elect to change Advisors during the process and is not obligated to use the same Advisor throughout. The parties are expected to inform the Investigator(s) of the identity of their Advisor at least two (2) business days before the date of their first meeting with Investigators (or as soon as possible if a more expeditious meeting is necessary or desired).

The parties are expected to provide timely notice to the Title IX Coordinator if they change Advisors at any time. It is assumed that if a party changes Advisors, consent to share information with the previous Advisor is terminated, and a release for the new Advisor must be secured. Parties are expected to inform the Title IX Coordinator of the identity of their hearing Advisor at least two (2) business days before the hearing.

8. Resolution Processes

Resolution proceedings are private. All persons present at any time during the resolution process are expected to maintain the privacy of the proceedings in accordance with MCCCD policy. While there is an expectation of privacy around what Investigators share with parties during interviews, the parties have discretion to share their own knowledge and evidence with others if they so choose. MCCCD encourages parties to discuss this topic with their Advisors before doing so.

9. Formal Grievance Process

The Formal Grievance Process relies on a pool of administrators ("the Pool") to carry out the process. Members of the Pool are announced in an annual distribution of this policy to all students, parents/guardians of students, employees, prospective students, and prospective employees. They are also listed in the Annual Title IX Report published by the Title IX Office.

For more information regarding the Formal Grievance Pool—including selection, training, and responsibilities—please see Formal Grievance Pool.

10. Formal Grievance Process: Notice of Investigation and Allegations

The Title IX Coordinator will provide written notice of allegations (the "NOA") to the Respondent upon commencement of the Formal Grievance Process. This facilitates the Respondent's ability to prepare for the interview and to identify and choose an Advisor to accompany them. The NOA is also copied to the Complainant, who is to be given advance notice of when the NOA will be delivered to the Respondent.

The NOA will include:

- A meaningful summary of all of allegations,
- The identity of the involved parties (if known),
- The precise misconduct being alleged,
- The date and location of the alleged incident(s) (if known),

- The specific policies implicated,
- A statement of the potential sanctions/responsive actions that could result,
- A statement that the MCCCD presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination,
- A statement that determinations of responsibility are made at the conclusion of the process and that the parties will be given an opportunity to inspect and review all directly related and/or relevant evidence obtained during the review and comment period,
- A statement about the MCCCD's policy on retaliation,
- Information on the need for each party to have an Advisor of their choosing and suggestions for ways to identify an Advisor,
- A statement informing the parties that the MCCCD's policy prohibits knowingly making false statements, including knowingly submitting false information during the resolution process,
- Detail on how the party may request disability accommodations during the interview process,
- A suggested date and time for an initial meeting (proper time will be given to allow for the selection of an Advisor)
- The name(s) of the Investigator(s), along with a process to identify, in advance of the interview process, to the Title IX Coordinator any conflict of interest that the Investigator(s) may have, and
- An instruction to preserve any evidence that is directly related to the allegations.

Amendments and updates to the NOA may be made as the investigation progresses and more information becomes available regarding the addition or dismissal of various charges.

Notice will be made in writing and will be sent via electronic mail to the MCCCD-issued email account and mailed via regular mail to the local or permanent address as indicated in official MCCCD records. Notice is presumed to have been given upon emailing the NOA to the Respondent's MCCCD-owned email address. The NOA will also be placed in regular mail, postage pre-paid.

11. Resolution Timeline

The MCCCD will make a good faith effort to complete the resolution process within a sixty-to-ninety (60-90) business day time period, including appeal, which can be extended as necessary for appropriate cause by the Title IX Coordinator, who will provide notice and rationale for any extensions or delays to the parties as appropriate, as well as an estimate of how much additional time will be needed to complete the process.

12. Appointment of Investigators

Once the decision to commence a formal investigation is made, the Title IX Coordinator shall appoint a team of two (2) investigators to investigate the allegations. Appointment of investigators typically occurs within two (2) business days of determining that an investigation should proceed.

13. Ensuring Impartiality

Any individual materially involved in the administration of the resolution process may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent. The Title IX Coordinator will vet the assigned Investigator(s) to ensure impartiality by ensuring there are no actual or apparent conflicts of interest or disqualifying biases. The parties may, at any time during the resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. The Title IX Coordinator's decision allegations of bias or conflict of interest is final.

The Formal Grievance Process involves an objective evaluation of all relevant inculpatory and exculpatory evidence obtained. Credibility determinations may not be based solely on an individual's status or participation as a Complainant, Respondent, or witness.

A Respondent is presumed not to be responsible for the reported misconduct unless and until the Respondent is determined to be responsible for a policy violation by the applicable preponderance of the evidence standard.

14. Delays in the Investigation Process and Interactions with Law Enforcement

The MCCCD may undertake a short delay in its investigation (several days) if the following circumstances require: a

request from law enforcement to temporarily delay the investigation, the need for language assistance, the absence of parties and/or witnesses, and/or accommodations for disabilities or health conditions, or such circumstances as determined by the Title IX Coordinator in their sole discretion.

The MCCCD will communicate in writing the anticipated duration of the delay and reason to the parties and provide the parties with status updates if necessary. The MCCCD will promptly resume its investigation and resolution process as soon as feasible. During such a delay, MCCCD will implement supportive measures, as deemed appropriate.

The MCCCD's action(s) are not typically altered or precluded on the grounds that civil or criminal charges involving the underlying incident(s) have been filed or that criminal charges have been dismissed or reduced.

15. The Investigation Process
All investigations should be thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with all relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary. Either party may submit a written statement to the Title IX Coordinator outlining their position on the allegations.

All parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence and expert witnesses (at their own expense), and to fully review and respond to all evidence on the record.

For additional information regarding steps in the investigative process, please see Investigative Process.

16. Role and Participation of Witnesses in the Investigation
Witnesses (as distinguished from the parties) who are employees or students of the MCCCD are expected to cooperate with and participate in the MCCCD's investigation and resolution process. Failure of such witnesses to cooperate with and/or participate in the investigation or resolution process constitutes a violation of this policy and may warrant discipline.

While in-person interviews for parties and all potential witnesses are ideal, circumstances (e.g., study abroad, summer break) may require individuals to be interviewed remotely. Skype, Zoom, FaceTime, WebEx, or similar technologies may be used for interviews if the Investigator(s) determine that timeliness or efficiency dictate a need for remote interviewing. MCCCD will take appropriate steps to reasonably ensure the security/privacy of remote interviews.

Witnesses may also provide written statements in addition to being interviewed.

17. Recording of Interviews
No audio or video recording of any kind is permitted during investigation meetings.

18. Evidentiary Considerations in the Investigation
The investigation does not consider:

1) incidents not directly related to the possible violation, unless they evidence a pattern;

2) the character of the parties; or

3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

19. Referral for Hearing
The Title IX Coordinator will refer the matter for a hearing, once the final investigative report is shared with the parties.

The hearing cannot be less than ten (10) business days from the conclusion of the investigation, when the final investigation report is made available to the Parties and the Decision-maker for review and comment, unless all parties,

and the Decision-maker agrees to an expedited timeline. This agreement must be in writing.

The Title IX Coordinator will select a Decision-maker that is hired from a list of approved attorneys for any hearing held under the Title IX policy.

20. Hearing Decision-maker Composition
The MCCCD will designate a single decision-maker. The single Decision-maker will also be the Chair of the hearing. The Decision-maker will not have had any previous involvement with the investigation. The Decision-maker is an out-sourced position. The Decision-maker will not be an MCCCD employee. The Decision-maker will have had no previous involvement in the matter at hand.

21. Evidentiary Considerations in the Hearing
Any evidence that the Decision-maker determines is relevant and credible may be considered. The hearing does not consider:

1) incidents not directly related to the possible violation, unless they evidence a pattern;

2) the character of the parties; or

3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

Previous disciplinary action of any kind involving the Respondent may be considered in determining an appropriate sanction upon a determination of responsibility. This information is only considered at the sanction stage of the process.

The parties, if they so choose, may submit a written impact statement prior to the hearing for the consideration of the Decision-maker at the sanction stage of the process when a determination of responsibility is reached.

After post-hearing deliberation, the Decision-maker renders a determination based on the preponderance of the evidence--whether it is more likely than not that the Respondent violated the policy as alleged.

22. Notice of Hearing
No less than ten (10) business days prior to the hearing, the Title IX Coordinator will send notice of the hearing to the parties via email to the individual MCCCD-issued email address. Once emailed, notice will be presumptively delivered.

The notice will contain:

1. A description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable procedures, and a statement of the potential sanctions/responsive actions that could result.
2. The time, date, and location of the hearing and a reminder that attendance is mandatory, superseding all other campus activities. Thoroughness and fairness are the primary FOCI of any Title IX hearing process. Hearings are generally scheduled for two (2) hours, but can be extended, as needed at the discretion of the Decision-maker, to ensure that both parties are able to present the information relevant to their position. (e.g., complicated fact pattern, numerous witnesses, etc.).
3. Any technology that will be used to facilitate the hearing.
4. A list of all those who will attend the hearing, along with an invitation to object to the Decision-maker on the basis of demonstrated bias. This must be raised with the Title IX Coordinator at least two (2) business days prior to the hearing.
5. Information on how the hearing will be recorded and on access to the recording for the parties after the hearing.
6. A statement that if any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence. For compelling reasons, the Decision-maker may reschedule the hearing.
7. Notification that the parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The party must notify the Title IX

Coordinator if they do not have an Advisor, and the MCCCD will appoint one. Each party must have an Advisor present. There are no exceptions.

8. An invitation to each party to submit to the Decision-maker an impact statement. Pre-hearing that the Decision-maker will review during any sanction determination.
9. An invitation to contact the Title IX Coordinator to arrange any disability accommodations, language assistance, and/or interpretation services that may be needed at the hearing, at least seven (7) business days prior to the hearing.
10. Direction that the parties may not bring mobile phones/devices into the hearing.

Hearings for possible violations that occur near or after the end of an academic term (assuming the Respondent is still subject to this policy) and are unable to be resolved prior to the end of term will typically be held immediately after the end of the term or during the summer, as needed, to meet the resolution timeline followed by the MCCCD and remain within the 60-90 business day goal for resolution.

In these cases, if the Respondent is a graduating student, a hold may be placed on graduation and/or official transcripts until the matter is fully resolved (including any appeal). A student facing charges under this policy is not in good standing to graduate.

23. Virtual Hearings

All hearings will occur virtually by use of technology, specifically WebEx or Zoom technology. Each party will be located in a separate room from the Decision-maker, but will be able to see and hear each other. Witnesses will testify in the same room as the Decision-maker, but not the room where the parties and their Advisors sit. The Title IX Coordinator will arrange to use technology to allow remote testimony without compromising the fairness of the hearing.

24. Pre-Hearing Preparation

The Decision-maker, or designee, after any necessary consultation with the parties, Investigator(s) and/or Title IX Coordinator, will provide the names of persons who will be participating in the hearing, all pertinent documentary evidence, and the final investigation report to the parties at least ten (10) business days prior to the hearing. During the ten (10) business day period prior to the hearing, the parties have the opportunity to review and comment on the final investigation report and available evidence.

The Decision-maker, or designee will also provide the parties a copy of the pre-hearing preparation checklist/document. A copy of the pre-hearing preparation checklist/document may be found on the MCCCD's Title IX webpage: https://district.maricopa.edu/consumer-information/title-ix/

25. Hearing Procedures

At the hearing, the Decision-maker has the authority to hear and make determinations on all allegations of sexual harassment and/or retaliation and may also hear and make determinations on any additional alleged policy violations that have occurred in concert with the discrimination, harassment, and/or retaliation, even though those collateral allegations may not specifically fall within the Title IX policy.

Participants at the hearing will include the Decision-maker, the hearing facilitator, the Investigator(s) who conducted the investigation, the parties, Advisors to the parties, any called witnesses, the Title IX Coordinator and anyone providing authorized accommodations or assistive services.

The Decision-maker will answer all questions of procedure. Anyone appearing at the hearing to provide information will respond to questions on their own behalf.

The Decision-maker will allow witnesses who have relevant information to appear at a portion of the hearing in order to respond to specific questions from the Decision-maker and the parties and will then be excused from attendance.

26. Joint Hearings

In hearings involving more than one Respondent or in which two (2) or more Complainants have accused the same

individual of substantially similar conduct, the parties may agree to hear the allegations jointly. All parties must agree to a joint hearing. If one party does not agree, the default will be to hold the hearings separately.

In joint hearings, separate determinations of responsibility will be made for each Respondent with respect to each alleged policy violation.

27. Refusal to Submit to Cross-Examination and Inferences

The Decision-maker may not draw any inference solely from a party's or witness's absence from the hearing or refusal to answer cross-examination or other questions.

If charges of policy violations other than sexual harassment are considered at the same hearing, the Decision-maker may consider all evidence it deems relevant.

If a party's Advisor of choice refuses to comply with MCCCD's established rules of decorum for the hearing, MCCCD may require the party to use a different Advisor. If a MCCCD-provided Advisor refuses to comply with the rules of decorum, the Title IX Coordinator may provide that party with a different Advisor to conduct cross-examination on behalf of that party.

28. Recording Hearings

Hearings (but not deliberations) are recorded by MCCCD for purposes of review in the event of an appeal. The parties may not record the proceedings and no other unauthorized recordings are permitted.

The Decision-maker, the parties, their Advisors, and appropriate administrators of the MCCCD will be permitted to listen to the recording in a controlled environment determined by the Title IX Coordinator. No person will be given a copy or be allowed to make a copy of the recording.

29. Deliberation, Decision-making, and Standard of Proof

The Decision-maker will deliberate alone to determine, by a preponderance of the evidence, whether the Respondent is responsible or not responsible for the policy violation(s) in question. The deliberation period is not to exceed five (5) days. The Decision-maker may consider the previously submitted party impact statements in determining appropriate sanction(s), when there is a finding of responsibility as to one or more of the allegations.

The Decision-maker will ensure that each of the parties has an opportunity to review any impact statement submitted by the other party(ies). The Decision-maker may--at their discretion--consider the statements, but they are not binding.

The Decision-maker will then prepare a written deliberation statement and deliver it to the Title IX Coordinator, detailing the determination, rationale, the evidence used in support of its determination, the evidence disregarded, credibility assessments, and any sanctions. This report typically should not exceed three (3) to five (5) pages in length and must be submitted electronically to the Title IX Coordinator within two (2) business days of the end of deliberations, unless the Title IX Coordinator grants an extension. If an extension is granted, the Title IX Coordinator will notify the parties in writing of the extension.

30. Notice of Outcome

Using the deliberation statement, the Title IX Coordinator will prepare a Notice of Outcome, which shall include the final determination, rationale, and any applicable sanction(s). The Title IX Coordinator will then provide the Notice of Outcome to the parties and their Advisors within five (5) business days of receiving the Decision-maker's deliberation statement. The Notice of Outcome must be shared with the parties simultaneously.

Notification will be made in writing and will be mailed to the local or permanent address of the parties as indicated in official MCCCD records, or emailed to the parties' MCCCD-issued email or otherwise approved account. Once mailed, emailed, and/or received in-person, notice will be presumptively delivered.

For more information about the Notice of Outcome Letter, please see Notice of Outcome.

31. Sanctions

Factors considered when determining a sanction/responsive action may include, but are not limited to:

1. The nature, severity of, and circumstances surrounding the violation(s)
2. The Respondent's disciplinary history
3. Previous allegations or allegations involving similar conduct
4. The need for sanctions/responsive actions to bring an end to the discrimination, harassment, and/or retaliation
5. The need for sanctions/responsive actions to prevent the future recurrence of discrimination, harassment, and/or retaliation
6. The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the community
7. Any other information deemed relevant by the Decision-maker

The sanctions will be implemented as soon as is feasible, either upon the outcome of any appeal or the expiration of the window to appeal without an appeal being requested.

The sanctions described in this policy are not exclusive of, and may be in addition to, other actions taken or sanctions imposed by external authorities.

a. Student Sanctions

The following are the usual sanctions that may be imposed upon students or organizations singly or in combination:

1. *Warning:* A formal statement that the conduct was unacceptable and a warning that further violation of any MCCCD policy, procedure, or directive will result in more severe sanctions/responsive actions.
2. *Required Counseling:* A mandate to meet with and engage in external counseling to better comprehend the misconduct and its effects.
3. *Probation:* A written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions in the event that the student is found in violation of any institutional policy, procedure, or directive within a specified period of time. Terms of the probation will be articulated and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders, and/or other measures deemed appropriate.
4. *Suspension:* Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met. Students who return from suspension are automatically placed on probation through the remainder of their tenure as a student at MCCCD.
5. *Expulsion:* Permanent termination of student status and revocation of rights to be on any MCCCD campus for any reason or to attend MCCCD-sponsored events.
6. *Withholding Diploma*: MCCCD may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities if the student has an allegation pending or as a sanction if the student is found responsible for an alleged violation.
7. *Revocation of Degree:* MCCCD reserves the right to revoke a degree previously awarded from MCCCD for fraud, misrepresentation, and/or other violation of MCCCD policies, procedures, or directives in obtaining the degree, or for other serious violations committed by a student prior to graduation.
8. *Organizational Sanctions*: Deactivation, loss of recognition, loss of some or all privileges (including MCCCD registration) for a specified period of time.
9. *Other Actions:* In addition to or in place of the above sanctions, MCCCD may assign any other sanctions as deemed appropriate.

b. Employee Sanctions

Responsive actions for an employee who has engaged in harassment, discrimination, and/or retaliation include:

1. Warning – Verbal or Written
2. Performance Improvement/Management Process
3. Required Counseling
4. Required Training or Education

5. Probation
6. Loss of Annual Pay Increase
7. Loss of Oversight or Supervisory Responsibility
8. Demotion
9. Suspension with pay
10. Suspension without pay
11. Termination
12. Other Actions: In addition to or in place of the above sanctions, the MCCCD may assign any other sanctions as deemed appropriate.

32. Withdrawal or Resignation While Charges Pending

Students: If a student is a Respondent in a pending matter alleging a violation of the Title IX policy, the MCCCD may place a hold on a student's ability to graduate and/or to receive an official transcript/diploma.

Should a student decide to not participate in the resolution process, the process proceeds absent their participation to a reasonable resolution. Should a student Respondent permanently withdraw from the MCCCD, the resolution process ends, as the MCCCD no longer has disciplinary jurisdiction over the withdrawn student. A student who withdraws or leaves while the process is pending may not return to any MCCCD college. Such exclusion applies to all campuses of MCCCD. A hold will be placed on their ability to be readmitted. They may also be barred from MCCCD property and/or events.

However, MCCCD will continue to address and remedy any systemic issues, variables that may have contributed to the alleged violation(s), and any ongoing effects of the alleged harassment, discrimination, and/or retaliation.

During the resolution process, MCCCD may put a hold on a responding student's educational record that a disciplinary matter is pending.

Employees: Should an employee Respondent resign with unresolved allegations pending, the resolution process ends, as MCCCD no longer has disciplinary jurisdiction over the resigned employee. The employee who resigns with unresolved allegations pending is not eligible for rehire with any MCCCD or any campus of the MCCCD, and the records retained by the Title IX Coordinator will reflect that status. Human Resources should also be notified and make the appropriate notation on its list of people who are not permitted to be rehired.

However, MCCCD will continue to address and remedy any systemic issues, variables that contributed to the alleged violation(s), and any ongoing effects of the alleged harassment or discrimination.

All MCCCD responses to future inquiries regarding employment references for that individual will include that the former employee resigned during a pending disciplinary matter.

33. Appeals

Any party may file a Request for Appeal by submitting such a request in writing to the Title IX Coordinator within five (5) days of the delivery of the Notice of Outcome Letter. Once the five (5) days have passed, the matter will be deemed closed.

The request for appeal will be forwarded to the Provost or Chief Academic Officer for the MCCCD, acting as the Appeal Chair, for consideration to determine if the request meets the grounds for appeal.

a. Grounds for Appeal

Appeals are limited to the following grounds:

(A) Procedural irregularity that affected the outcome of the matter;

(B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

(C) An allegation that the Title IX Coordinator, Investigators, or Decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that affected the outcome of the matter.

The Appeal Chair will deny any request for appeal that does not meet the grounds in this policy and will notify the parties and their Advisors in writing of the denial and the rationale. Denials based on lack of grounds shall be communicated to the requesting party within five (5) days of the request for appeal being received by the Appeal Chair.

If any of the grounds in the Request for Appeal meet the grounds in this policy, then the Appeal Chair will:

1. Notify the other party(ies) and their Advisors, the Title IX Coordinator, and, when appropriate, the investigators and/or the original Decision-maker.
2. Provide the other party(ies) and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker a copy of the appeal request with the approved grounds outlined.
3. Provide the other party(ies) and their Advisors, the Title IX Coordinator, and when appropriate, the investigators and/or the original Decision-maker five (5) days to submit a response to the portion of the appeal that was approved and involves them.
4. Collect any additional information needed and all documentation regarding the approved grounds and the subsequent responses and render a decision in no more than fifteen (15) days from the date the Request for Appeal was filed, barring exigent circumstances. All decisions apply the preponderance of the evidence.
5. Prepare a Notice of Appeal Outcome letter and send it to all parties simultaneously, which includes the decision on each approved ground and rationale for each decision. The Notice of Appeal Outcome letter will also outline specific instructions for remand or reconsideration of any sanction imposed by the Decision-maker, which MCCCD is permitted to share according to state or federal law.

The Notice of Appeal Outcome letter will be mailed to the local or permanent address of the parties as indicated in official institutional records and emailed to the parties' MCCCD-issued email or otherwise approved account. Notice is presumed to have been made once the letter is emailed.

b. Sanctions Status During the Appeal

Any sanctions imposed as a result of the hearing are stayed during the appeal process. Supportive measures may be continued or reinstated, subject to the supportive measures procedure in Section VII of this policy.

MCCCD may still place holds on official transcripts, diplomas, graduations, and course registration pending the outcome of an appeal when the original sanctions included separation.

34. Long-Term Remedies/Other Actions

Following the conclusion of the resolution process, and in addition to any sanctions implemented, the Title IX Coordinator may implement additional long-term remedies or actions with respect to the parties and/or the campus community that are intended to stop the harassment, and/or retaliation, remedy the effects, and prevent reoccurrence.

These remedies/actions may include, but are not limited to:

1. Referral to community services including counseling and health services
2. Referral to the Employee Assistance Program
3. Education to the individual and/or the community
4. Permanent alteration of work arrangements for employees
5. Provision of campus safety escorts
6. Climate surveys

7. Policy modification and/or training
8. Implementation of long-term contact limitations between the parties
9. Implementation of adjustments to academic deadlines, course schedules, etc.

At the discretion of the Title IX Coordinator, certain long-term support or measures may also be provided to the parties even if no policy violation is found.

When no policy violation is found, the Title IX Coordinator will address any remedies owed by the MCCCD to the Respondent to ensure that the Respondent did not experience effective denial of educational access.

The MCCCD will maintain the privacy of any Party subject to any long-term remedies/actions/measures, provided doing so does not impair the MCCCD's ability to provide these services.

35. Failure to Comply with Sanctions and/or Interim and Long-term Remedies and/or Responsive Actions
All parties are expected to comply with the assigned sanctions, responsive actions, and/or corrective actions within the timeframe specified by the final Decision-maker (including the Appeal Chair).

Failure to abide by the sanction(s)/action(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s)/action(s), including suspension, expulsion, and/or termination from the MCCCD.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

36. Recordkeeping
MCCCD will maintain for a period of seven (7) years records of:

1. Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required under federal regulation;
2. Any disciplinary sanctions imposed on the Respondent;
3. Any remedies provided to the Complainant designed to restore or preserve equal access to the MCCCD's education program or activity;
4. Any appeal and the result therefrom;
5. Any Informal Resolution and the result therefrom;
6. All materials used to train Title IX Coordinators, investigators, Decision-makers, and any person who facilitates an Informal Resolution process. MCCCD will make these training materials publicly available on MCCCD's website. (Note: If the MCCCD does not maintain a website, MCCCD must make these materials available upon request for inspection by members of the public.); and
7. Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, including:
    a. The basis for all conclusions that the response was not deliberately indifferent;
    b. Any measures designed to restore or preserve equal access to the MCCCD's education program or activity; and
    c. If no supportive measures were provided to the Complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

The MCCCD will also maintain any and all records in accordance with state and federal laws. The MCCCD will follow the destruction of records policy as outlined by the state of Arizona.

37. Disabilities Accommodations in the Resolution Process
MCCCD is committed to providing reasonable accommodations and support to qualified students, employees, or others with disabilities to ensure equal access to the MCCCD's resolution process. Anyone needing such accommodation should contact the Title IX Coordinator and request the accommodation. The Title IX Coordinator shall seek consultation from the college Disability Resource Services Manager (for students) or Human Resources (for employees).

38. Mandatory Training

This policy requires that annual training for the Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process will include:

1. the definition of sexual harassment under this policy,

2. the scope of the MCCCDs education program or activity,

3. how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and

4. how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Decision-makers will receive annual training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Investigators will receive annual training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

39. Revision of this Policy and Procedures

This policy and procedures supersede any previous policy(ies) addressing Title IX sexual harassment and discrimination. The policy (administrative regulation) will be reviewed and updated as needed by the Title IX Coordinator, in consultation with any other stakeholders deemed necessary by the Title IX Coordinator and upon approval by the Chancellor. MCCCD reserves the right to make changes to this document as necessary, and once those changes are posted online, they are in effect.

During the resolution process, the Title IX Coordinator may make minor modifications to procedures that do not materially jeopardize the fairness owed to any party, such as to accommodate summer schedules. District legal may also vary procedures materially with notice (on the institutional website, with the appropriate effective date identified) upon determining that changes to law or regulation require policy or procedural alterations not reflected in this policy and procedures.

If government laws or regulations change – or court decisions alter – the requirements in a way that impacts this document, this document will be construed to comply with the most recent government regulations or holdings.

This document does not create legally enforceable protections beyond the protection of the background state and federal laws which frame such policies and codes, generally.

This policy and procedures are effective August 14, 2020.

ATIXA 2020 ONE POLICY, TWO PROCEDURES MODEL.
USE AND ADAPTATION OF THIS MODEL WITH CITATION TO ATIXA IS PERMITTED THROUGH A LIMITED LICENSE TO MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT ALL OTHER RIGHTS.

AMENDED by Direct Approval from the Chancellor, September 20, 2021
AMENDED by Direct Approval from the Chancellor, September 16, 2020
ADOPTED by Direct Approval from the Chancellor, August 3, 2020

***** SECTION TO INCLUDE IN HANDBOOK*****

AMENDED by Direct Approval from the Chancellor, April 1, 2015

Appendix ND-2 Discrimination Complaint Procedures for Students

I. This procedure provides for the prompt and equitable resolution of discrimination and harassment complaints brought by students against a member of the college community that is based on membership in a "protected class/category" (not otherwise addressed in the Title IX Sexual Misconduct Policy).

1. Complaints may be brought under this procedure for discrimination based on membership in a protected group: race, color, religion, national origin, citizenship status (including document abuse), sex (including pregnancy and sexual harassment) not including those cases under the Title IX Policy Jurisdiction), sexual orientation, gender identity, age, veteran status, physical or mental disability, or genetic information.
2. All members of the college community should act promptly upon receipt of an allegation of conduct that might constitute harassment and/or discrimination. Any member of the college community should refer a person who might be a victim of such conduct the college's Equal Opportunity & Title IX Regional Director [Regional Director] (or designee) or to the district's Title IX, ADA/504 Coordinator who are both responsible for resolving complaints of unlawful harassment/discrimination.
3. Students who believe they are experiencing sexual harassment IN VIOLATION OF TITLE IX SHOULD submit a written complaint under Administrative Regulation 5.1.16, Title IX Sexual Harassment Policy.
4. Students who wish to file a complaint related to disability accommodations should first exhaust the remedies outlined under A.R. 2.8 Students With Disabilities.
5. Students who feel they have been treated unfairly or unjustly by a faculty member regarding instruction or a grade **not involving discrimination based on membership in a protected group (as outlined above)** should utilize the S-6 INSTRUCTIONAL GRIEVANCE PROCESS.

II. College officials should take all necessary steps to ensure the prompt and equitable resolution of any complaint of harassment/discrimination. The typical time period to resolve allegations under this policy is sixty (60) business days. MCCCD will make a good faith effort to complete the resolution process within this period. any extenuating circumstances that extend this time period will be communicated to the complainant and respondent and noted in the investigative file.

1. The term 'complainant'' refers to an individual who has experienced the alleged prohibited conduct. only the person who has experienced the alleged prohibited conduct may file a complaint under this policy. The term "Respondent" refers to an individual who has been accused of engaging in prohibited conduct.
2. The written complaint must identify the action, decision, conduct, or basis that the student believes constitutes prohibited discrimination or harassment. If the complaint does not contain the above-referenced information, the regional Title IX Director Or district Title IX, ADA/504 Coordinator will request clarification.
3. Every effort will be made to address the complaint consistent with the complainant's desires. However, under certain circumstances, the MCCCD may have a legal obligation to identify and remedy discrimination or harassment, irrespective of whether a formal complaint is actually filed and even if the complainant would prefer no action be taken.

III. Optional Informal Resolution of Discrimination Complaints

1. Before filing a formal complaint under this procedure, the student may attempt to resolve the problem through informal discussions with the respondent. Students are not required to use the informal resolution process before filing a formal complaint.
2. The student should work with the regional director to schedule and facilitate the informal resolution meeting.
3. The informal resolution process consists of:
    a. The discussion between parties regarding the allegations,
    b. The response to the allegations, and
    c. A written resolution agreement between the parties as to the disposition of the allegations. The regional director shall be involved with the drafting of the written resolution agreement.
4. Both parties must sign the written resolution agreement in order to deem the matter closed.

5. There is no appeal to the informal resolution process. The Regional Director is charged with ensuring the disposition (and any actions stated therein) is completed.
6. At any time before the signing of the resolution agreement, the student can end the informal process and initiate the formal process.
7. If the complaint cannot be informally resolved to the satisfaction of the student, the student has the right to file a formal complaint and to proceed under the formal resolution procedures.

IV. Formal Resolution of Discrimination Complaints

1. A student who contends that unlawful or MCCCD-prohibited discrimination has occurred may file a formal complaint by contacting the Regional Director at each respective college or center or the district's Title IX, ADA/504 Coordinator if the respondent is a district office employee.
2. A formal complaint is a signed and dated document submitted by the complainant (an email from the student will suffice) alleging a policy violation by a respondent, a summary of allegations, and requesting that the MCCCD investigate the allegation(s).
3. The formal process consists of a signed complaint, preliminary assessment, an investigation, a determination regarding the allegation, appropriate corrective action or sanctions when the complaint is substantiated, and an offered appeal process.
4. Upon receipt of a formal complaint of discrimination or harassment, the regional director shall conduct a preliminary assessment to determine whether, if substantiated, the behavior or conduct reported would constitute a violation of MCCCD policy. The Regional Director Has sole discretion to determine whether further investigation is necessary in any particular case. In circumstances where a complaint will not be investigated, the complaint will be notified.
5. Following the determination that an investigation should take place, the Regional Director shall appoint two (2) trained investigators to investigate the allegations. The complainant, respondent and/or investigators shall disclose any potential conflicts of interest or bias regarding the complaint to the Regional Director.
6. Regional Director will provide written notice of allegations (the "NOA") to the respondent upon commencement of the formal resolution process. The NOA will include:
   - a summary of all allegations,
   - specific policies implicated,
   - a statement of the potential sanctions/corrective actions that could result,
   - a statement that the applicable evidentiary standard is a preponderance of the evidence,
   - a statement that the MCCCD presumes the respondent is not responsible for the reported misconduct unless and until the evidence supports a determination of a policy violation,
   - the name(s) of the assigned investigator(s),
   - detail on how the party may request disability accommodations during the interview process,
   - a statement about MCCCD'S policy on retaliation, and
   - an instruction to preserve any evidence that is directly related to the allegations.
7. Amendments and updates to the NOA may be made as the investigation progresses and more information becomes available. Notice is presumed to have been given upon emailing the NOA to the respondent's MCCCD-owned email address.
8. The investigators shall review all information provided to the Regional Director and will interview individuals who potentially possess relevant evidence as identified by the parties and determined by the investigators. the investigators shall focus on the allegation(s) of policy violation, assess the relevance of witnesses and evidence, and work efficiently to conclude the investigation promptly (within 60 business days), as outlined in this procedure. The investigators shall deliver to the Regional Director the investigation report, which shall include:
   a. a summary of the allegations,
   b. a written determination (including rationale) regarding the allegation and whether a policy violation is substantiated or unsubstantiated, and,
   c. any recommendation(s) addressing substantiated findings.
9. Within ten (10) business days following receipt of the results of the investigation the Regional Director will accept or recommend further investigation. The Regional Director will provide a written notification of the

investigation outcome simultaneously to the complaint and respondent. This outcome notification will include a summary of the investigator's written findings.

V. Sanctions And Corrective Action

1. The Vice President of Student Affairs will implement student sanctions as appropriate under A.R. 2.5 Student Rights And Responsibilities Policy. If the respondent is an employee, the Vice President of Student Affairs will report the findings of fact and policy conclusions to the college or district human resources who will issue appropriate disciplinary sanctions or corrective action.
2. MCCCD has clear policy goals to prevent and correct discrimination or harassment, therefore, possible sanctions include, but are not limited to: written warning, counseling, suspension, transfer, mandatory training, or dismissal of the respondent. As appropriate to remedy the effects of policy violations, action on behalf of complainants, such as employee assistance, professional counseling, voluntary transfer, etc., may also be offered. The institution will take appropriate steps to prevent further occurrences.

VI. Supportive Measures

For any allegation of unlawful discrimination, the MCCCD may provide supportive measures to assist or protect the parties during the pendency of the investigation. Such measures may include academic adjustments, arranging for changes in class schedules, or other appropriate temporary measures.

VII. Appeal Right

1. A complaint or respondent who is not satisfied with the outcome has five (5) business days to submit an appeal of the decision in writing, to the College President. If a conflict of interest prevents the College President from serving as the appeal officer, then the district Provost shall serve as the appeal officer. For respondents who are district office employees, the Provost shall serve as the appeal officer. If the provost has a conflict of interest, a College President may serve as the appeal officer. Conflicts of interest requiring a change of appeal officer shall be communicated to the requesting party.

   GROUNDS FOR APPEAL. Appeals are limited under the following grounds:
   A) Procedural irregularity that affected the outcome of the matter; **or**,
   B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.

2. The appeal request must state the grounds for appeal and why the complainant or respondent believes the outcome was improper.
3. Denials based on lack of grounds shall be communicated to the requesting party within five (5) business days of the request for appeal being received by the appeal officer.
4. If any grounds for appeal are met, the appeal officer will review the results of the investigation and written findings and respond to the request within ten (10) business days from receipt of the request. The ten-day review and response period may be extended for extenuating circumstances, with notice to all parties. the appeal officer may accept, reject, or modify the investigatory outcome. If the appeal officer determines that it is necessary to remedy a substantial deficiency caused by one of the appeal grounds above, the case file will be reopened and assigned for further investigation. If necessary, other investigator(s) may be assigned. If the appeal officer determines that the investigation was thorough and complete and that the decision is supported by the evidence, he or she will affirm the investigation outcome. At this point, the student has exhausted the Discrimination Complaint Procedure for Students.

VIII. Maintenance of Documentation

Documentation resulting from each level in the Formal Resolution Process (including witness statements, investigative notes, etc.) will be maintained in accordance with state and MCCCD document retention guidelines, A.R. 4.15 Retrieval, Disclosure and Retention of Records.

IX. Confidentiality of Proceedings
Every effort will be made by the college and MCCCD to protect the confidentiality of the parties during the processing of complaints under this procedure. Records will be maintained in a confidential manner to the extent permitted by law and insofar as they do not interfere with MCCCD's legal obligation to investigate and resolve issues of discrimination.

X. Retaliation Prohibited
Retaliation against a person who has filed a complaint or against any witness questioned during an investigation is strictly prohibited. Any retaliatory action by instructors, supervisors, managers, academic professionals, administrators, or other employees who have the authority to take adverse action against a complainant or witness is prohibited and may be grounds for disciplinary action. As per A.R. 5.1.15 Retaliation Prohibited, "MCCCD" strictly prohibits an adverse action that might deter a reasonable person from participating in activity protected by anti-discrimination laws.

XI. False Statements Prohibited
Any individual who knowingly provides false information pursuant to filing a discrimination charge or during the investigation of a discrimination charge will be subject to appropriate discipline under the Student Conduct Code or appropriate employee Administrative Regulation.

External Filing of Discrimination Complaint
MCCCD encourages students to use the MCCCD Discrimination Complaint Procedure for Students to resolve discrimination concerns. Students also have the right to file civil rights complaints with appropriate external agencies. No retaliation will be taken against a person for filing a complaint with an external agency. The following agency accepts discrimination charges filed by, or on behalf of, students:

Office for Civil Rights, Region VIII (OCR)
Denver Office
U.S. Department of Education
Federal Building
1244 Speer Boulevard, Suite 310
Denver, Colorado 80204-3582
Phone: 303-844-5695
Fax: 303-844-4303
TDD: 303-844-3417
E-mail: OCR_Denver@ed.gov

AMENDED by the Administrative Regulations Approval Process, June 12, 2023
AMENDED by Direct Approval from the Chancellor, April 1, 2015

*****END SECTION*****

2.4.6 Emissions Control Compliance
Pursuant to ARS §15-1444 C. no vehicle shall be allowed to park in any college parking lot unless it complies with ARS §49-542 (the annual vehicle emissions inspection program). At the time of course registration, every out-of-county and out-of-state student will be required to sign an affidavit stating that the student's vehicle meets the requirements of ARS §49-542. Vehicles that are not in compliance are subject to being towed at the owner's expense.

2.4.8 Petition Signature Solicitation
1. This regulation shall govern access to college premises by representatives who wish to solicit signatures on petitions for the purpose of submission of a ballot proposition to voters, or nomination of a candidate for elective office, in a city-, county-, or state-wide election.
2. Each college president shall designate general hours of accessibility for solicitation and a location on college premises where all representatives on behalf of any candidate or ballot proposition may solicit signatures. The location shall

be in a common area where the solicitation will not serve as an obstruction to student activities or otherwise disrupt the college environment.
3. All solicitation must take place in designated areas. Standard space may include one or two tables and chairs. Campus restrictions regarding amplification will apply. Representatives may not distribute or make available to students, employees, or college visitors any tangible item, except for informational literature about the proposed candidate or ballot initiative.
4. Representatives shall notify the designated official at each college or center for their intent to be present on college premises no fewer than three working days prior to soliciting signatures. Upon obtaining authorization, representatives shall be provided a written version of this regulation.

Specific procedures on how to implement the Petition Signature regulation can be found in Appendix S-14.

2.4.9 Use of College Grounds by Non-MCCCD-Affiliated Users

In contrast to traditional public forums such as a public square, park, or right of way, Maricopa's campuses are dedicated by law to the purpose of formal education. They are, and have been since their creation, for the use and benefit of prospective and enrolled students, the Maricopa employees who serve them, and those who are invited to campus by members of the College community to attend or participate in sponsored events. The Maricopa County Community College District (MCCCD) has a long history of regulating the time, place, and manner in which expressive activities are conducted on campuses, for the purposes of avoiding disruption or interference with its educational activities, and protecting the rights of the members of the campus community and their invited guests to express themselves and access information. While members of the general community always have been welcome to share their ideas with the campus community, they are subject to reasonable, content-neutral regulation of the time, place and manner of the event and to the institution's mission-based priorities – including but not limited to the need to provide an environment conducive to teaching and learning.

POLICY

This administrative regulation governs use of the college grounds, defined as the open areas and walkways of the campus by non-MCCCD-affiliated users. Use of college facilities is governed by a separate administrative regulation. Parking lots are not available for events and activities other than those sponsored and authorized by the College president.

Camping is not permitted anywhere on the campuses. Camping is defined as the use of college grounds or facilities for living accommodations or housing purposes such as overnight sleeping or making preparations for overnight sleeping (including the laying down of bedding for the purpose of sleeping), the making of any fire for cooking, lighting or warmth, or the erection or use of tents, motor vehicles, or other structures for living or shelter. These activities constitute camping when it reasonably appears, in light of all the circumstances, the participants conducting these activities intend to use or are using the facilities or grounds for living accommodations or housing, regardless of the duration or other purpose of the use.

Lawful use of college grounds for events or expressive activities by individuals, groups, and organizations may be authorized by college officials when the events and activities are lawful and consistent with the non-profit, educational nature of the campus, authorized and conducted in accordance with MCCCD policies, administrative regulations and priorities, and compliant with reasonable restrictions as to time, place, and manner. The content of the expression will not be a factor in authorizing, locating, or scheduling decisions. However, events and activities will not be permitted to disrupt or obstruct the teaching, research, or administrative functioning of the College by means of physical obstacles and crowds, by the creation of sound or noise that would interfere with teaching, learning, and the conduct of College business, or by any other means. Each College president will designate a Responsible College Official with delegable authority to approve, locate, and schedule use of college grounds.

Permit Application: Any non-MCCCD-affiliated organization, group, or individual desiring to use campus grounds for an event or activity must submit a request form to the Responsible College Official in advance of the use date.

If the activities proposed in the application are limited to low-impact, non-commercial activities the request form shall be submitted at least two business days in advance of the expected use date. For purposes of this administrative regulation, "low-impact, non-commercial activities" are defined as: (1) activities that do not seek to sell or promote a product or service for direct or indirect financial gain; (2) activities that are limited to gatherings of five people or less at any given time; and (3) activities that do not involve machinery, temporary structures, tables, chairs, displays or electronic equipment, including amplifiers, or the distribution of food products.

For events that are not low-impact, non-commercial activities, the request form shall be submitted at least seven business days before the expected use. The additional advance time is required to allow the College to prepare for conditions that may affect the flow of foot traffic, involve signs and displays, create crowds, involve significant numbers of participants, or require the use of significant amounts of space and/or use of equipment and resources.

Designated Areas: Because each College has a limited amount of outdoor space, activities and events sponsored by non-MCCCD-affiliated users, including speech and literature distribution, shall be restricted to designated areas. For each College, the Responsible College Official shall establish specific designated areas for such activities. A written description of these areas shall be maintained at the office of Student Life and Leadership for each College. Consistent with the goal of providing a healthy, comfortable, and educationally productive environment, the Responsible College Official should attempt to locate the designated areas in prominent locations on campus where there is a likelihood of significant pedestrian traffic. The designated areas shall not be located in building stairways and entryways, parking lots, or congested areas. The Responsible College Official will make every effort to assign users to their requested space when a specific space is desired. However, in order to ensure the potential success of all scheduled events, the College reserves the right to assign an event or activity to the area the College deems most appropriate in light of the campus capacity, other activities scheduled, and the type of event or activity being planned.

Use Fees and Proof of Insurance: To offset the costs associated with the use of college grounds, non-MCCCD-affiliated users shall be required to pay a fee of $50 per day or $125 per week. In order to protect the health and safety of College students, faculty and staff and to protect MCCCD resources, non-MCCCD-affiliated users shall also be required to provide proof of insurance that indicates at least $1 million in general liability coverage and names the MCCCD as an additional insured for the anticipated use date.

The fee and proof-of-insurance provisions of this Administrative Regulation shall not be applied to low-impact, non-commercial users. A user may request designation as a low-impact, non-commercial user from the applicable College's Responsible College Official. Any questions or comments about the criteria for approval or denial of such request shall be directed to the District Ombudsman.

Permits: The approved request form will describe the location of the authorized activity and any other restrictions specific to the event. Violation of the terms of the permit, District policy, administrative regulation or law shall be grounds for immediate revocation of the permit, and the individual violators and their organizations may be banned from the campus.

Priorities and Criteria for Approval of Permits: The content or subject of the proposed expressive activity or event will not affect approval of the application. Availability of space is not guaranteed. Reservations shall be approved on a space-available basis and will be addressed on a first come-first served basis, subject to the following priorities and criteria for the use and scheduling of space on campus grounds:

Scheduling Priorities (in order)

1. The use of facilities and grounds for the operations of the College. For example, there are times when the college is unusually crowded by members of the campus community, such as registration and orientation at the beginning of the semester. Other uses may reasonably be precluded during those times.
2. Activities and events sponsored by the College administration.
3. Activities and events sponsored by MCCCD student organizations or employee groups.
4. Activities of non-MCCCD-affiliated individuals and organizations.

5. Commercial advertising or activities.

Criteria
1. Capacity of college grounds to accommodate the number of participants at the scheduled time and proposed location.
2. Capacity of College Safety staff to provide security for all events and activities scheduled at the time.
3. Possible interference or conflict with College operations or other scheduled activities and events on the grounds.
4. General feasibility of hosting the event as proposed.

Other Policies: This administrative regulation will be applied in conjunction and coordination with all other MCCCD policies and administrative regulations and College processes and procedures, including but not limited to regulations on facilities use, signage, sales of alcohol and/or food, and solicitation of donations.

Specific procedures on how to implement the Use of College Grounds regulation can be found in Appendix S-15.

2.4.10 Children on Campus

Children (younger than 18) may not attend any class unless they are officially registered for the class.

Children will not be allowed on campus unless participating in an authorized college program or under the supervision of an adult.

2.4.11 Crime Awareness and Campus Security Act

Federal legislation requires the college to maintain data on the types and number of crimes on college property as well as policies dealing with campus security. To obtain additional information on this subject, contact the college Safety and Security Department.

2.4.15 Campus Sex Crimes Prevention Act

Federal legislation requires that the MCCCD establish notification procedures concerning the presence of registered sex offenders enrolled either as students or those working for the institution. The Registered Sex Offender Notification Procedure is outlined in Appendix item S-18.

ADOPTED by Direct Approval from the Chancellor, March 6, 2019

Appendix Item S-18: Maricopa County Community College District Registered Sex Offender Notification Procedure

The Campus Sex Crime Prevention Act (CSCPA), (section 1601 of Public Law 106-386), is a Federal Law enacted on October 28, 2000. In compliance with this law, the Maricopa County Community College District (MCCCD) will work in collaboration with the Sheriff's Department to identify convicted registered sex offenders enrolled as students at one of MCCCD's colleges or working at the District office or at any of the MCCCD colleges (in paid or unpaid positions).

GENERAL INFORMATION

I. In accordance with the CSCPA, the MCCCD will provide on its Sex Offender Information Website, found Sex Offender Information and Notification website, a link to the Arizona Sex Offender Registry website and instructions on how to access it.

II. Arizona Revised Statutes require persons convicted of any of the following 21 different offenses to register as sex offenders: 1) unlawful imprisonment if the victim is under 18 years of age; 2) kidnapping if the victim is under 18 years of age; 3) sexual abuse if the victim is under 18 years of age; 4) sexual conduct with a minor; 5) sexual assault; 6) sexual assault of a spouse; 7) molestation of a child; 8) continuous sexual abuse of a child; 9) taking a child for the purpose of prostitution; 10) child prostitution; 11) commercial sexual exploitation of a minor; 12) sexual exploitation of a minor; 13) luring a minor for sexual exploitation; 14)

aggravated luring a minor for sexual exploitation; 15) unlawful age misrepresentation for the purpose of committing a sexual offense 16) sex trafficking of a minor; 17) a second or subsequent violation of indecent exposure to a person under 15 years of age; 18) a second or subsequent violation of public sexual indecency to a minor under the age of 15; 19) a third or subsequent violation of indecent exposure; 20) a third or subsequent violation of public sexual indecency; and 21) violations relating to the failure to register as a sex offender. (See, A.R.S. §13-3821).

III. The Arizona Department of Public Safety classifies sex offenders according to levels. The levels consist of Level 1: Low risk to the community, Level 2: Intermediate risk to the community, and Level 3: High risk to the community.

IV. By law, Registered Sex Offenders (RSO) are required to contact the Maricopa County Sheriff's office or local police agency when they enroll in or are employed at a college—in either paid or unpaid status. (A.R.S. § 13-3821).

a. Level Two and Level Three Offender's Obligation to Notify the College:

STUDENTS

i. **Current Students** who are enrolled and receive their final classification or a change in classification as a Level 2 or Level 3 sex offender during their period of enrollment must notify the Campus Public Safety Officer within five (5) business days of the start of the semester. Campus Public Safety Officers for each college and for the district office can be found at the MCCCD Police website. The Campus safety officer will schedule a meeting with the Dean of Students (or designee) and the Registered Sex Offender student to take place within ten (10) days of the notification to Public Safety.
    1. Failure to comply with this procedure may lead to discipline under the Student Code of Conduct as well as possible criminal penalty as outlined in Arizona state law.

ii. **Potential Students** who have been designated as a Level 2 or Level 3 sex offender must notify the Campus Public Safety Officer to arrange a meeting when they intend to enroll at a College. Campus Public Safety Officers for each college and for the district office can be found at the MCCCD Police website. This meeting must take place at least ten (10) calendar days prior to the start of classes. The meeting shall include the RSO, the Dean of Students (or designee), and the Campus Public Safety Officer.)
    1. A person who is classified as a Level Two or Three sex offender has been admitted to MCCCD and who has failed to timely to register pursuant to these procedures may be subject to discipline under the Student Code of Conduct as well as possible criminal penalties as outlined in Arizona state law.

EMPLOYEES

iii. **Current Employees** who receive their final classification or a change in classification as a Level 2 or Level 3 sex offender during their period of employment must immediately notify the Campus Public Safety Officer. The campus public safety officer will arrange meeting with the Human Resources Manager (or designee) at the individual campus and the Registered Sex Offender employee. Campus Public Safety Officers for each college and for the district office can be found at the MCCCD Police website. The meeting with the college human resources manager and the

Campus Public Safety Officer must take place within ten (10) days of the original notification to Public Safety.

iv. **Potential Employees** who have been classified as a Level 2 or Level 3 sex offender must notify the Campus Public Safety Officer to arrange a meeting when they are offered employment at the College. Campus Public Safety Officers for each college and for the district office can be found at the MCCCD Police website. This meeting must take place at least ten (10) calendar days prior to the start of employment. The meeting shall include the RSO, the college human resources manager and the Campus Public Safety Officer (or their designees).

V. COLLEGE OFFICIALS' MEETING WITH LEVEL 2 OR LEVEL 3 SEX OFFENDER

a. After notification that a student or employee has been classified as a Level Two or Three Sex Offender, MCCCD Public Safety will collect information from the RSO student or employee, probation/parole officer, Sheriff's Office, and/or arresting agency regarding the type of crime, conditions for probation, and/or level of risk.

b. For Students: MCCCD Public Safety will notify the Dean of Student Affairs (or designee) when a RSO has enrolled or expressed a desire to enroll at a MCCCD college. A representative from the Student Affairs office shall participate in the required meeting with the RSO.

   i. An RSO identification must be placed in the Advocate online system. The identification should include a summary of the offense/court-ordered conditions in place upon release, information from the parole/probation officer, and possible interventions needed at the college/District level.

c. For Employees: MCCCD Public Safety will notify District and college Human Resources (or designee) when an RSO has registered due to being offered employment with the MCCCD or is a current employee who has been classified as a Level Two or Three Sex Offender. A representative from District and the identified college's Human Resources department shall participate in the required meeting with the RSO.
   i. An RSO identification must be placed in the employee's personnel file. The identification should include a summary of the offense/court-ordered conditions in place upon release, information from the parole/probation officer, and possible interventions needed at the college/District level.

d. At the meeting referred to above, the student or employee who is classified as a Level Two or Three sex offender will be advised of the following information:
   i. The College's knowledge of his/her final classification.
   ii. The College's obligation to provide public access to Level 2 & 3 sex offender information through its Department of Public Safety.
   iii. Any restrictions that will be imposed on the sex offender—based on any Court restrictions, restraining orders, or orders of protection that may be in place—and the duration of such restrictions.
   iv. If the offender is classified at Level 3, he/she is further informed of:
      1. The College's policy of posting notice at each college campus within two (2) days of receipt of the RSO's information, regardless of when the meeting occurs.

2. The Level 3 RSO will receive a copy of the community notification the College intends to post.

3. The functional areas of the College which will be provided with the public notification that will be posted.

v. At any time, the Department of Public Safety can communicate with the offender's parole/probation officer.

VI. FERPA: The CSCPA further amends the Family Educational Rights and Privacy Act of 1974 (FERPA) to clarify that nothing in the Act can prohibit an educational institution from disclosing information provided to the institution concerning the presence of registered sex offenders.

VII. ANNUAL AND OFF-CYCLE REVIEWS: Public Safety and the Student Affairs Dean (or designee) or Human Resources representative, depending on the status of the RSO, shall meet on an annual basis to review the conditions of enrollment, employment, and campus engagement. Additional, off cycle, reviews should be conducted when an RSO student or employee transfers within MCCCD or new information about criminal conduct has been received. District imposed conditions may be removed, added, or altered based on changes in enrollment location(s), legal case status, new criminal activity, and/or disciplinary standing. Both Public Safety and Dean of Students or Human Resources professionals, for students and employees, respectively, shall maintain documentation regarding all initial, annual, and off-cycle meetings and reviews.

VIII. FAILURE TO NOTIFY CAMPUS ADMINISTRATION: Failure to notify campus administration, as outlined in this procedure, of one's status as a RSO may lead to discipline up to and including removal from classes and/or suspension from participation in academic or extra-curricular programs, termination from employment as well as possible criminal penalty as outlined in Arizona state law.

IX. CAMPUS AND COMMUNITY NOTIFICATION OF RSO STATUS: Pursuant to Arizona law, the MCCCD shall make campus notifications of RSO status, as follows:

a. For level two and level three offenders, the MCCCD Public Safety Office, in conjunction with the Public Safety office at each college will coordinate with the local law enforcement agency responsible for the individual community notifications to ensure the sex offender notification is provided to the individual campus community.
b. The Sex Offender Information and Notification website will host the notification of RSO's employed by or attending a MCCCD college, including employment with the District office.
c. For Colleges with facilities off-site from the main campuses that receive a registered sex offender community notification flyer from a local law enforcement agency, building managers are advised to post the flyer the building's common area easily accessed by students, staff, and faculty for a at least thirty (30) days. Specific information and instructions related to the community notification will be contained in the flyer and such instructions should be followed.
d. Any criminal activity involving a registered sex offender should be reported to police.

X. ADMINISTRATIVE OVERSIGHT:

a. Students: A campus administrator has the right to, at her or his discretion, require currently enrolled RSOs to attend regular meetings. The meetings will serve as a way to monitor compliance with conditions for enrollment and assist with student success. The frequency, duration, attendees to the meeting, and location of the meetings will vary based upon the needs of the RSO.
b. Employees: A supervisor, in conjunction with a Human Resources representative, at her or his discretion, may require currently employed RSOs to attend regular meetings. The meetings will serve as a way to

monitor compliance with conditions for employment and assist with student success. The frequency, duration, attendees to the meeting, and location of the meetings will vary based upon the needs of the RSO.

ADOPTED by Direct Approval from the Chancellor, March 6, 2019

2.4.12 Workplace Violence Prevention

Purpose

It is the policy of the Maricopa County Community College District to promote a safe environment for its employees, students, contractors, and visitors. MCCCD is committed to working with its employees to maintain an environment free from violence, threats of violence, harassment, intimidation, and other disruptive behavior.

Policy

Violence, threats, harassment, intimidation, and other disruptive behavior in our facilities is prohibited and will not be tolerated. It is the responsibility of all employees, students, contractors, and visitors of MCCCD to report any occurrence of such conduct to MCCCD Public Safety. Every employee, student, contractor, and visitor on MCCCD property should report threats or acts of physical violence and acts of harassment, intimidation, and other disruptive behavior of which he/she is aware. All reports will be taken seriously and will be investigated by public safety immediately in order to protect everyone from danger. Such behavior can include oral or written statements, gestures, or expressions that communicate a direct or indirect threat of physical harm.

Prohibited Behavior

For example, and without limiting the generality of the foregoing statement, this policy prohibits:

- direct threats or physical intimidation
- implications or suggestions of violence
- stalking
- assault of any form
- physical restraint, confinement
- dangerous or threatening horseplay
- loud, disruptive, or angry behavior or language that is clearly not part of the typical work environment
- blatant or intentional disregard for the safety or well-being of others
- commission of a violent felony or misdemeanor on MCCCD property
- abuse
- violation of a protective order or restraining order
- any other act that a reasonable person would perceive as constituting a threat of violence

This list is illustrative only and not exhaustive.

Future Violence

Employees, students, and visitors who have reason to believe they, or others, may be victimized by a violent act or sometime in the future, at the workplace or as a direct result of their relationship with MCCCD, shall inform a supervisor or manager as soon as possible. The supervisor or manager shall inform the Public Safety Department. Students, contractors, and visitors shall contact the Public Safety Department as soon as possible.

Employees who have signed and filed a restraining order, temporary or permanent, against an individual due to a potential act of violence, who would be in violation of the order by coming near them at work, shall immediately supply a copy to the Department Director, Human Resources, and Public Safety. Students shall supply a copy of the signed order to the Public Safety Department.

This policy applies to employees and students, as well as independent contractors and other non-employees doing business with the MCCCD. Individuals who commit such acts may be removed from the premises and may be subject to

disciplinary action, criminal penalties, or both. The Chancellor is hereby instructed to enact all administrative regulations necessary to implement this policy.

2.4.13 Student Right to Know

Under the terms of the Student Right To Know Act, the college must maintain and report statistics on the number of students receiving athletically related student aid reported by race and sex, the graduation rate for athletes participating in specific sports reported by race and sex, the graduation rate for students in general, reported by race and sex and other similar statistics. To obtain copies of these reports, contact the Office of Admissions and Records.

STUDENT RIGHTS AND RESPONSIBILITIES

2.4.5 Copyright Act Compliance

Students are expected to comply with the provisions of the Copyright Act of 1976 pertaining to photocopying of printed materials, copying of computer software and videotaping. In order to assist students in complying with the Copyright Law, appropriate notices shall be placed on or near all equipment capable of duplicating copyrighted materials.

3.2 Copyright Regulation

1. It is the intent of the Governing Board of the Maricopa County Community College District to adhere to the provisions of the U.S. Copyright Law (Title 17, United States Code Section 101 et seq.). Though there continues to be controversy regarding interpretation of the Copyright Law, this policy represents a sincere effort by the Board to operate legally within the District.
2. The Governing Board directs the Chancellor or his designee(s) to develop and distribute to employees guidelines that (1) clearly discourage violation of the Copyright Law and (2) inform employees of their rights and responsibilities under the Copyright Law.
3. Each college president or provost and the Chancellor shall name an individual(s) at each district location who will assume the responsibilities of distributing copyright guidelines, act as a resource person regarding copyright matter and provide training programs on current copyright laws.
4. Employees are prohibited from copying materials not specifically allowed by the (1) copyright Law, (2) fair use guidelines, (3) Licenses or contractual agreements, or (4) other permission.
5. The Governing Board disapproves of unauthorized duplication in any form. Employees who willfully disregard this Board policy and/or the aforementioned copyright guidelines do so at their own risk and assume all liability for their actions.
6. In order to assist employees and students in complying with the Copyright Law, appropriate notices shall be placed on or near all equipment capable of duplicating copyrighted materials.

What Students Should Know About Copyright

What is copyright?

Copyright is a protection afforded under federal law for various types of creative works. A work is copyrightable if it is an original work of authorship fixed in a tangible medium of expression. Copyrightable works include literary, musical or dramatic works; motion pictures and other audiovisual works; choreographic works and pantomimes; sound recordings; and architectural works.

The owner of a copyright in a particular work has the exclusive right to copy, display, perform, distribute, and create a derivative version of the work. Generally, then, this means that you may not do things like duplicate, show or perform a copyrighted work unless it is expressly allowed under the Copyright Act or you have the prior permission of the copyright holder.

A copyright exists in a work at the time it becomes fixed in some tangible medium of expression. Neither registration of the copyright with the federal government nor a copyright notice on the work itself is required for copyright protection.

What is copyright infringement?

Generally, copyright infringement occurs when you copy, display, perform, distribute or create a derivative version of a copyrightable work either without the permission of the copyright holder or when such activity is not otherwise allowed under an exception provided by federal copyright law. The penalties for infringement include significant damages-potentially in excess of $100,000 for each work infringed as well as criminal penalties, which may include fines and even incarceration.

How does copyright law affect information I obtain off the Internet?
Copyright law covers works in both traditional and new media, including digital media. Copyrightable materials are often available on the Internet without any indication of their copyrighted status. As a rule of thumb, you should assume that everything you find on the Internet is copyrighted, unless otherwise labeled. Even popular activities, such as file swapping or copying software or pictures from the Internet, may be copyright infringement and should be avoided.

The Digital Millennium Copyright Act, which Congress enacted in 2000, affords greater protection for copyright holders of digital works. Generally, then, even if a work appears solely in a digital form, it is likely subject to copyright law protections.

New technology has made many creative works widely available through the Internet. For example, the technology known as Peer to Peer (P2P) allows for the transmission of music, videos, movies, software, video games and other materials-most of which is subject to copyright protection.

Remember that a copyright exists in a work at the time it becomes fixed in some tangible medium of expression. That means that an image you have downloaded from the Internet, as well as a video or musical performance is almost certainly subject to copyright protection. When you download these works, transfer them to a disk or other medium, or send them to a friend, you are infringing on the rights of the copyright holder. Trafficking in such material without the permission of the copyright holder, then, violates copyright law. This includes unauthorized music file sharing over the Internet.

According to a statement recently issued by representatives of the motion picture, recording and songwriting industries, uploading and downloading copyrighted works over the Internet is theft: "It is no different from walking into the campus bookstore and in a clandestine manner walking out with a textbook without paying for it."

Why is it important for a student to be aware of copyright law?
Copyright infringement is expressly prohibited by the US Copyright Act. Anyone who infringes another's copyright in a creative work is subject to liability, and could be required to pay large sums in damages.

In addition, as the law clearly prohibits copyright infringement, using any college resources-such as photocopiers, desktop and laptop computers, printers, central computing facilities, local-area or college-wide networks, Internet access, or electronic mail-for the purpose of infringing a copyright in any work may be grounds for student discipline. According to Maricopa Community College District administrative regulation, "students are expected to comply with the provisions of the Copyright Act of 1976 pertaining to photocopying of printed materials, copying of computer software and videotaping."

Moreover, under the Maricopa Community Colleges Computing Resource Standards, a student is prohibited from the "use of software, graphics, photographs, or any other tangible form of expression that would violate or infringe any copyright or similar legally-recognized protection of intellectual property rights." The Standards also prohibit "transmitting, storing, or receiving data, or otherwise using computing resources in a manner that would constitute a violation of state or federal law . . . ."

A student who violates these policies, then, can be disciplined at any of the Maricopa Community Colleges. This discipline could include suspension or even expulsion.

Does copyright law allow me to download files from a college web site?

Thanks to recent changes to copyright law, colleges and universities are allowed to transmit copyrighted images, recordings, and other materials over the Internet in connection with distance learning offerings. These changes allow for the performance of non-dramatic literary works or musical works, as well as the display of "reasonable and limited portions" of any work in an amount comparable to that typically displayed in a live classroom setting. Use of the works must, however, be "an integral part" of the distance-learning class session, and available solely to students enrolled in the class. In addition, the transmission of the copyrighted works must be under the direction or actual supervision of an instructor.

Even though the college does not hold the copyright to these works, or even have the express permission of the copyright holder, they may be delivered over the Internet to students in distance learning classes.

The fact that the law authorizes such use of copyrighted materials, though, does not allow a student in these classes to freely download, copy, or re-transmit the works. They are intended solely for use by the institution in connection with distance instruction; any other use would likely constitute a violation of copyright law.

3.4 Recording of Faculty Lectures

1. MCCCD acknowledges that faculty members are, by law, afforded copyright protection in their classroom lectures and, therefore, may limit the circumstances under which students may record (audio/visual) their classes.

2. Each faculty member shall inform their students in the course syllabus or other course introductory material of their policy with regard to recording of class lectures. Failure to do so will accord students the right to record lectures. A lecture is defined as anything upon which a student is tested or that is part of the curriculum or course content whether in person, virtual, or pre-recorded. A restriction on recording does not apply if the recording is allowed under another policy.

    a. Students, regardless of whether they have permission or not from the faculty member to record class lectures, may not reproduce or otherwise share and/or distribute all or part of recorded class lectures and/or activities taking place during class time, without the written consent of the faculty member. (Reproducing includes, but is not limited to, posting any pre-recorded or real time recording of a class lecture—in whole or in part—to any social media platform (TikTok, Twitter, Facebook, Instagram, YouTube, etc.)).

    b. Any violation of AR 3.4 (2)(a) may constitute "academic misconduct" prohibited by AR 2.3.11 Academic Misconduct.

3. Students with disabilities that render them unable to take adequate lecture notes are entitled to reasonable accommodation – subject to engagement in the interactive process and a determination of functional limitation as outlined in AR 2.8 Students with Disabilities – to remedy this inability. Approved accommodation may require a faculty member to modify their recording policy for the affected student.

In accordance with Subpart E of Section 504 of the Rehabilitation Act of 1973, a student with a qualifying disability which adversely affects the student's ability to take or read notes may be permitted to audio record class lectures as a reasonable academic accommodation.

In an effort to address faculty concerns for privacy and protection of copyright while still assuring the availability of recording classroom lectures as a reasonable accommodation for students, use of this accommodation is subject to the following conditions:

a. The faculty member must have received the Disability Resource Services (DRS) Faculty Notification Letter specifying the recording of classroom lectures as a granted reasonable accommodation.

b. Such recordings of class lectures are only for the student's personal use in study and preparation related to class.

c. The student must comply with a faculty request to stop recording during discussions, demonstrations, presentations, guest speakers, and situations of a sensitive nature. The faculty member should provide as much notice of these situations as possible in order for the student to coordinate with the faculty member and DRS to have notes taken on the substantive parts of the lecture.

d. The student may not share classroom lecture, or any other recordings made during class time with any other person or in any media or on a public or private platform without the written consent of the faculty member.

e. Information contained in the authorized audio recorded lectures, and any other recordings whether authorized or unauthorized, may be protected under federal copyright laws and may not be published or quoted without the written consent of the faculty and without giving proper identity and credit to speakers, this includes publication via any social media platform, emails, or text messages.

f. The student may not use the authorized recorded lectures, and any other recordings whether authorized or unauthorized, against the faculty member, other instructors, or students whose classroom comments are recorded as part of the class activity. This provision is subject to the protections under policy and the law.

g. The student will erase all recorded class lectures when they are no longer needed for academic work. Upon written request from the faculty member, the student will return all class recordings to the faculty member for erasure. Faculty members should provide DRS with a copy of the aforementioned written request. Likewise, students are not permitted to post the lectures on any social media platform, website, or learning management system without the instructor's written consent except for communications to the instructor of record.

h. Students who wish to keep recordings beyond the end of the course for future review must obtain written permission from the faculty member.

i. Audio, or any other recordings outside of the aforementioned lectures (including fieldwork, internships, etc.) may be discussed on a case-by-case basis in collaboration with the faculty member, program of study, site manager, and DRS. In clinical/experiential learning placements, the recording of any discussions, lectures, or conversations are never permitted.

j. Students, regardless of whether they have permission or not from the faculty member to record class lectures or any other part of the classroom/class time experience, may not post all or part of recorded class lectures or any other recordings made during class time to any social media platform (TikTok, Twitter, Facebook, Instagram, YouTube, etc.), or otherwise reproduce, share and/or distribute to any other person or party.

k. Any violation of AR 3.4(3) may constitute "academic misconduct" prohibited under AR 2.3.11 Academic Misconduct.

AMENDED through the Administrative Regulations Approval Process, April 20, 2021

4.4 Technology Resource Standards

Introduction

The Maricopa County Community College District (MCCCD) provides its students, employees, Governing Board members and the public with access to information resources and technologies. MCCCD recognizes that the free exchange of opinions and ideas is essential to academic freedom, and the advancement of educational, research, service, operational, and management purposes, is furthered by making these resources accessible.

Arizona constitutional and statutory mandates require that MCCCD resources, including technology, be used only for the public's business, and not for private purposes. Those mandates apply to all MCCCD public officials–employees of every kind and the Governing Board. The aim of those laws is to safeguard the use of resources, including technology resources, acquired and maintained with public funds. Compliance with other laws–both federal and state–also dictates the need for standards for the use of MCCCD technology resources. In some cases, the Governing Board policies emphasize the importance of compliance with the law such as the requirement to adhere to copyright laws. Governing Board policies also establish MCCCD's own standards, such as the directive that all persons within the MCCCD community be treated in a manner that is humane, fair and dignified.

This administrative regulations established standards for the use of MCCCD technology resources. They should be seen as supplementing, and not in lieu of, Governing Board policy, applicable law and other applicable administrative regulations such as Administrative Regulation 4.3 "Electronic Communications."

General Responsibilities
Technology resources (including, but not limited to, desktop and laptop systems, printers, central computing facilities, MCCCD-wide or college-wide networks, local-area networks, telephones, facsimile machines, scanners, access to the Internet, electronic mail and similar electronic devices and information) of the MCCCD are available to MCCCD Governing Board members, employees, students and, in a limited number of cases, MCCCD contractors and the public. Use of all those resources is subject to the standards set forth in this regulation (Standards).

The first screen that each MCCCD computer exhibits on starting up advises users of these Standards and requires an acknowledgment before the user may proceed to the next screen. Additionally, all MCCCD employees are responsible for annually acknowledging receipt of the Blue Book, which contains this regulation. So all users of MCCCD technology resources are presumed to have read and understood the Standards. While the Standards govern use of technology resources MCCCD-wide, an individual community college or center may establish guidelines for technology resource usage that supplement, but do not replace or waive, these Standards.

Use of Non-MCCCD Technology
Under Arizona's public records law, MCCCD is required to transact business so that its records are accessible and retrievable. The policy underlying the law is that work done in the name of the public be transparent. Thus, any member of the public may request public records and, except in a few specific instances, are entitled to get copies of them.

Each individual employee or Governing Board member is responsible for ensuring that MCCCD records that he or she initiates or receives are retained for the period of time required by and disposed of according to mandates established by Arizona State Library, Archives and Public Records–the state agency tasked with setting standards for record retention. Therefore, an employee's or Governing Board member's use of non-MCCCD technology resources for communication of any type of MCCCD business is heavily discouraged because those records are less capable of being managed according to MCCCD's process for ensuring retention, retrieval and disclosure set forth in Administrative Regulation 4.15 "Retrieval, Disclosure and Retention of Records."

Additionally, an MCCCD employee who receives a communication allegedly from another MCCCD employee using a non-MCCCD e-mail address is not required to respond substantively to that e-mail. The employee receiving the e-mail is entitled to verify that the sender is whom he or she says that he or she is. The employee receiving the e-mail may request that the sender provide the information or inquiry set forth in the e-mail via hard-copy form.

Acceptable Use
Use of MCCCD's technology resources, including websites created by MCCCD employees and students, is limited to educational, research, service, operational and management purposes of the MCCCD and its member institutions. Likewise, data, voice, images and links to external sites posted on or transmitted via MCCCD's technology resources are limited to the same purposes.

Frequently, access to MCCCD's technology resources can be obtained only through use of a password known exclusively to the MCCCD employees, Governing Board members or students. It is those users' responsibility to keep a password confidential. While MCCCD takes reasonable measures to ensure network security, it cannot be held accountable for unauthorized access to its technology resources by other persons, both within and outside the MCCCD community. Moreover, it cannot guarantee employees, Governing Board members and students protection against reasonable failures. Finally, under certain limited circumstances defined in Administrative Regulation 4.15 "Retrieval, Disclosure and Retention of Records," certain MCCCD employees are authorized to access information on an MCCCD technology device.

It is not Maricopa's practice to monitor the content of electronic mail transmissions, files, images, links or other data stored on or transmitted through Maricopa's technology resources. The maintenance, operation and security of Maricopa's technology resources, however, require that network administrators and other authorized personnel have access to those resources and, on occasion, review the content of data and communications stored on or transmitted through those resources. Any other review may be performed exclusively by persons expressly authorized for such purpose and only for cause. To the extent possible in the electronic environment and in a public setting, a user's privacy will be honored. Nevertheless, that privacy is subject to Arizona's public records laws and other applicable state and federal laws, as well as policies of Maricopa's Governing Board all of which may supersede a user's interests in maintaining privacy in information contained in Maricopa's technology resources.

Incidental Computer and Technology Usage

Limited incidental personal use of MCCCD technology resources including through use of personal e-mail systems is permitted, except as described in item 16 under "Prohibited Conduct." MCCCD employees are responsible for exercising good judgment about personal use in accordance with this regulation, Colleges' consistent local guidelines and MCCCD ethical standards. Personal use refers to activities which only affect the individual and that are not related to an employee's outside business. MCCCD employees are required to conduct themselves in a manner which will not raise concern that they are or might be engaged in acts in violations of the public trust. Refer to the Guidelines for Incidental Computer Usage for the Maricopa Community Colleges (Appendix AS-8) and Guidelines for Incidental Telephone Usage for the Maricopa Community Colleges (Appendix AS-9).

Prohibited Conduct

The following is prohibited conduct in the use of MCCCD's technology resources

1. Posting to the network, downloading or transporting any material that would constitute a violation of MCCCD contracts.
2. Unauthorized attempts to monitor another user's password protected data or electronic communication, or delete another user's password protected data, electronic communications or software, without that person's permission.
3. Installing or running on any system a program that is intended to or is likely to result in eventual damage to a file or computer system.
4. Performing acts that would unfairly monopolize technology resources to the exclusion of other users, including (but not limited to) unauthorized installation of server system software.
5. Hosting an unauthorized website that violates the .EDU domain request.
6. Use of technology resources for non-MCCCD commercial purposes, including to advertise personal services, whether or not for financial gain.
7. Use of software, graphics, photographs, or any other tangible form of expression that would violate or infringe any copyright or similar legally-recognized protection of intellectual property rights.
8. Activities that would constitute a violation of any policy of MCCCD's Governing Board, including, but not limited to, MCCCD's non-discrimination policy and its policy against sexual harassment.
9. Transmitting, storing, or receiving data, or otherwise using technology resources in a manner that would constitute a violation of state or federal law, or MCCCD policy or administrative regulation including, but not limited to, obscenity, defamation, threats, harassment, and theft.
10. Attempting to gain unauthorized access to a remote network or remote computer system.
11. Exploiting any technology resources by attempting to prevent or circumvent access, or using unauthorized data protection schemes.

12. Performing any act that would disrupt normal operations of computers, workstations, terminals, peripherals, or networks.
13. Using technology resources in such a way as to wrongfully hide the identity of the user or pose as another person.
14. Allowing any unauthorized access to MCCCD's technology and non-technology resources.
15. Making personal long distance or other toll calls, except where the charges for the calls are incurred directly by the caller or arrangements are otherwise made at the time of the call to directly bill the caller.
16. Intermittent use of technology resources that interferes with the performance of an employee's main responsibilities.
17. Use of technology resources to market or conduct other activities on behalf of a third-party regarding the "hosting" of an event that is prohibited under MCCCD's Use of College Facilities administrative regulation.
18. Conducting District or college-related business using any electronic mail account other than one hosted or provided by MCCCD, and approved by the Vice Chancellor of Information Technology Services, even when the e-mail account copies all outgoing and incoming messages to the MCCCD hosted account.
19. Deleting or altering a technology public record in violation of public records retention requirements, or in anticipation of receiving or after receipt of a public records request, subpoena or a complaint filed as part of an MCCCD grievance, investigation or review, or other lawful request for the record.
20. Deleting or altering a technology record on an MCCCD device in anticipation or after receipt of a public records request, subpoena or a complaint filed as part of an MCCCD grievance, investigation or review, or other lawful request for the records where the record may demonstrate a misuse of technology resources under this regulation.

Review and Approval of Alternate E-Mail Account Systems

The prior review and approval by the Vice Chancellor of Information Technology is required for the implementation of alternate College electronic mail account systems. Requests will be evaluated based upon the following considerations:

1. The system must be compatible and interoperable with the MCCCD e-mail system. All information within the e-mail system must meet the standards and authorize District Office access as specified in Administrative Regulation 4.15, "Retrieval, Disclosure and Retention of Records."
2. Any proposed changes to an MCCCD's entity's e-mail system with e-discovery implications must be approved in advance during the planning stages as specified in Administrative Regulation 4.15, "Retrieval, Disclosure and Retention of Records."

Disclaimer

The home page of an MCCCD web site must display, or link to, the following disclaimer in a conspicuous manner:

All information published online by MCCCD is subject to change without notice. MCCCD is not responsible for errors or damages of any kind resulting from access to its internet resources or use of the information contained therein. Every effort has been made to ensure the accuracy of information presented as factual; however errors may exist. Users are directed to countercheck facts when considering their use in other applications. MCCCD is not responsible for the content or functionality of any technology resource not owned by the institution.

The statements, comments, or opinions expressed by users through use of Maricopa's technology resources are those of their respective authors, who are solely responsible for them, and do not necessarily represent the views of the Maricopa County Community College District.

Information Accuracy and Marketing Standards

In order to help ensure that the most accurate information sources are reflected on web pages, information should be cited, sourced or linked from the website of the official District or college custodian responsible for the particular subject. In addition, the design of web pages shall reflect established marketing standards with respect to the imaging and using of MCCCD marks as outlined in the marketing standards handbook and Use of Marks administrative regulation.

Complaints and Violations

Complaints or allegations of a violation of these standards will be processed through Maricopa's articulated grievance procedures or resolution of controversy.

Upon determination of a violation of these standards, MCCCD may unilaterally delete any violative content and terminate the user's access to MCCCD's technology resources. It is the user's responsibility to demonstrate and/or establish the relevance of content in the event that a content complaint is made official. Users retain the right to appeal actions through MCCCD's grievance procedures or resolution of controversy.

2.6 Hazing Prevention Regulation

The Maricopa County Community College District (MCCCD) strives to exceed the changing expectations of our many communities for effective, innovative, student-centered, flexible and lifelong educational opportunities. Our employees are committed to respecting diversity, continuous quality improvement and the efficient use of resources. We are a learning organization guided by our shared values of: education, students, employees, excellence, diversity, honesty and integrity, freedom, fairness, responsibility and public trust.

Central to the vitality and dignity of our community of learners is an environment that produces broadly educated responsible citizens, who are prepared to serve and lead in a free society. Academic instruction, co-curricular activities and community involvement come together to meet this goal. All members of the MCCCD community, through the best of their abilities, must be provided the opportunity to contribute in a safe, orderly, civil and positive learning environment. One factor that inhibits the achievement of the above stated purpose is the practice of hazing.

1. Hazing by any student, employee or other person affiliated with MCCCD is prohibited.
2. "Hazing" is defined as any intentional, knowing or reckless act committed by a student or other person in any MCCCD college or affiliated educational setting, whether individually or in concert with other persons, against another student, and in which both of the following apply:
    A. The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any club/organization that is affiliated with MCCCD; and
    B. The act contributes to a substantial risk of potential physical injury, mental harm or personal degradation, or causes physical injury, mental harm or personal degradation.
3. Any solicitation to engage in hazing is prohibited.
4. Aiding and abetting another person who is engaged in hazing is prohibited.
5. Victim consent is not a defense for violation of the Maricopa Community Colleges Hazing Prevention Regulation.
6. All students, faculty and staff must take reasonable measures within the scope of their individual authority to prevent violations of the MCCCD Hazing Prevention Regulation.
7. Hazing activities and situations include, but are not limited to, the following:
    A. Pre-pledging, illegal pledging or underground activities.
    B. Acts of metal and physical abuse, including, but not limited to: paddling, slapping, kicking, pushing, yelling, biting, duck-walking, line-ups, tuck-ins, belittling, excessive exercise, beating or physical abuse of any kind, and the potentially forced consumption of any food or beverage that contributes to or causes physical injury, mental harm or personal degradation.
    C. Sleep deprivation (activities that deprive prospective and/or current students and/or members of the opportunity of a minimum of six hours sufficient sleep each day).
    D. Encouraging or forcing use of alcohol or drugs.
    E. Any type of student club/organization scavenger hunt, quest, road trip or other activity that would physically or psychologically endanger prospective and/or current students and/or members or others.
    F. Stroking or physically touching in an indecent or inappropriate manner. See Sexual Harassment Policy 5.1.8
    G. Student club/organization activities that subject prospective and/or current students and/or members or others to public nuisance or spectacle.
    H. Aiding or abetting theft, fraud, embezzlement of funds, destruction of public, personal or private property, or academic misconduct.
    I. Being required to wear odd or look-alike apparel that contributes to or causes physical injury, mental harm or personal degradation.
    J. Personal services that contribute to or cause physical injury, mental harm or personal degradation.

8. Alleged violations of this regulation by students or student organizations can be reported to the vice president of student affairs' office for investigation by any member of the college community. The vice president of student affairs' office will investigate the complaint in accordance with the student disciplinary code, all other college and MCCCD policies, and local and state laws.

   Alleged violations of the MCCCD hazing prevention regulation or interference with an investigation under this regulation by students or student organizations are subject to sanctions under the student disciplinary code.

   The student disciplinary code shall govern all proceedings involving such a complaint. Decisions arrived at as outcomes of the proceedings shall be final, pending the normal appeal process.
9. Alleged violations of the MCCCD hazing prevention regulation by any faculty or staff member can be reported to the vice president of student affairs' office for investigation by any member of the college community. The vice president of student affairs' office will investigate the complaint in accordance with college and MCCCD policies, and local and state laws.

   Any MCCCD faculty or staff member who knowingly permitted, authorized or condoned the alleged hazing activity is subject to disciplinary action in accordance with college and MCCCD policies, and local and state laws.
10. If the vice president of student affairs' office receives a report or complaint of an alleged hazing activity involving physical injury, threats of physical injury, intimidation, harassment or property damage, or any other conduct that appears to violate Arizona state law, the college will report such conduct to the appropriate college safety office. The said college safety office will investigate, respond to and report on the alleged hazing activity in accordance with all college, district, local, state and federal guidelines, policies and laws.
11. Should the proceedings outlined above substantiate an occurrence of hazing activity-where students or student organizations knowingly permitted, authorized or condoned the hazing activity-the college can recommend the following sanctions against student clubs/organizations:
    A. CENSURE: Censure can include the required completion of a program designed with the intent of eliminating the hazing activity. The programs will be devised with the cooperation of all involved parties and monitored by the vice president of student affairs' office.
    B. PROBATION: The student club(s)/organization(s) will be placed on probation for a specified period of time. Conditions of probation will be determined by the vice president of student affairs' office and outlined in writing to the student club(s)/organization(s). The probationary term will be monitored by the vice president of student affairs.
    C. SUSPENSION: The student club(s)/organization(s) will be suspended. The terms of the suspension can be defined in the sanction, including criteria the student club(s)/organization(s) must meet within a specified time to be considered for admission or renewal of college recognition status.
    D. REVOCATION: The student club(s)/organization(s) will have its status revoked, with the loss of all college associations, recognitions and privileges. The national or international office of an organization, if so affiliated, will be requested to revoke the charter of an organization.
12. The MCCCD hazing prevention regulation is not intended to prohibit or sanction the following conduct:
    A. Customary athletic events, contests or competitions that are sponsored by the college or MCCCD.
    B. Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate co-curricular experience or a legitimate military training program.
13. For the purposes of the MCCCD hazing prevention regulation:
    "Organization" is defined as an athletic team, association, order, society, corps, cooperative, club or other similar group that is affiliated with MCCCD, whose membership consists primarily of students enrolled at MCCCD and that may also be classroom-related or co-curricular in nature.

2.4.7 Abuse-Free Environment

See also the Auxiliary Services section for Tobacco-Free Environment and the Appendices/Student Section Medical Marijuana Act of the Administrative Regulations.

1. Substance Abuse/Misuse Statement

Drug abuse and misuse has become a national issue and is receiving national attention, particularly in the academic community. The insidious effects of the abuse of these agents are also felt by all walks of life and economic levels. Therefore, as an education providing institution, we are responsible to provide knowledge and guidelines about prevention, control, and treatment of the abuse/misuse of alcohol, illegal and legal drug uses and misuses. Annual Acknowledgements for students and employees are provided through the online messaging accounts.

Students who experiment with drugs, alcohol, and illegal substances or use them recreationally may develop a pattern of use that leads to abuse and addiction. Maricopa Community Colleges recognized drug and alcohol abuse as an illness and a major health problem as well as a potential safety and security issue.

Part of the educational mission of the Maricopa Community Colleges is to educate students about positive self-development, the benefits of a healthy lifestyle and the health risks associated with substance abuse. This mission closely aligns with the Drug-Free School and Communities Act of 1989, and other relevant substance abuse laws.

2. Student Program to Prevent Illicit Use of Drugs and Abuse of Alcohol

The Maricopa Community College District fully supports disciplinary action for misconduct and the enforcement of state laws governing the use of alcohol and the use, abuse, possession or distribution of controlled substances or illegal drugs.

A. Introduction and Purpose

The Federal Drug-Free Schools and Communities Act of 1989 (Public Law 101-226) requires federal contractors and grantees to certify that they will provide a drug-free school. As a recipient of federal grants, the District must adopt a program toward accomplishing this goal. While federal legislation has been the impetus for creation of the program, the administration and Governing Board recognize that substance abuse is a problem of national proportions that also affect students at the Maricopa Community Colleges.

The Maricopa Community Colleges are committed to maintaining learning environments that enhance the full benefits of a student's educational experience. The Maricopa County Community College District will make every effort to provide students with optimal conditions for learning that are free of the problems associated with the unauthorized use and abuse of alcohol and drugs.

B. Standards of Conduct

In the student handbooks of the Maricopa Community Colleges under codes of conduct, the following are examples of behavior that is prohibited by law and/or college rules and policies:

i. Drinking or possession of alcoholic beverages on the college campus.
ii. Misuse of narcotics or drugs.

C. Sanctions for Violation of Standards of Conduct

Disciplinary actions include, but are not limited to:

i. Warning,
ii. Loss of privileges,
iii. Suspension, or
iv. Expulsion.

D. Legal Sanctions

Local, state, and federal law prohibit the unlawful possession, use or distribution of illicit drugs and alcohol. Conviction for violating these laws can lead to imprisonment, fines, probation, and/or assigned community service. Persons convicted of a drug-and/or alcohol related offense will be ineligible to receive federally funded or subsidized grants, loans, scholarships, or employment.

Any employee is subject to disciplinary action, up to and including employment termination, for any of the following: reporting to work under the influence of alcohol and/or illegal drugs or narcotics; the use, sale, dispensing, or possession of alcohol and/or illegal drugs or narcotics on MCCCD premises, while conducting MCCCD business, or at any time which would interfere with the effective conduct of the employee’s work for the MCCCD; and use of illegal drugs.

3. MCCCD Program Standards

The Maricopa Community College District is committed to establishing a preventative substance abuse program at each college designed to affect positively the problems of irresponsible use of alcohol and the use and abuse of illegal substances. A main focus of the program will be on education of the campus community and assistance to individuals.

A. Identify a key individual, at each college, to provide emergency services and/or to contact and work with outside agencies that provide drug and alcohol counseling, treatment or rehabilitation programs that may be available to students and employees.
B. Support disciplinary action for misconduct and the enforcement of state laws governing the use of alcohol and the use, abuse, possession or distribution of controlled substances or illegal drugs.
C. Establish a preventative substance abuse program at each college designed to affect positively the problems of irresponsible use of alcohol and the use and abuse of illegal substances.

4. Alcoholic Beverages—Usage Regulation (AR 4.13)

This Administrative Regulation prohibits the use of District funds to purchase alcoholic beverages or services related to them except in small amounts to be used in cooking for the District's culinary programs. Additionally, it generally prohibits the presence of alcoholic beverages on premises owned by the District, or those leased or rented by the institution. It permits a few, narrow exceptions to that latter prohibition. The exceptions are not available to the general population of District employees or officials. More importantly, they are established to ensure that the District's actions stay within the boundaries of state law and the District's insurance coverage. Therefore, strict compliance with this regulation is essential.

A. **No Funds.** No funds under the jurisdiction of the governing board of the District may be used to purchase alcoholic beverages, except for the limited purposes of purchasing small amounts of them for use solely as ingredients in food preparation for classes and at the District's culinary institutes. Alcoholic beverages may not be stored on premises owned, leased, or rented by MCCCD except as provided in Paragraph H.
B. **No Service or Sale of Alcoholic Beverages.** The law of the state of Arizona strictly regulates the service, sale, distribution and consumption of alcoholic beverages. In light of that law, the District does not permit alcoholic beverages to be served, sold or distributed on or in the premises owned by the District or leased or rented by the Maricopa Community Colleges for District-approved educational, fund-raising or other community purposes, except as provided in Paragraphs C and G.
C. **Service at District Events on District-owned Property.** The Chancellor has the sole authority to approve the service, but not the sale or other distribution, of wine or beer at District events on district-owned property that the Chancellor either sponsors or approves. The only District employees authorized to request the Chancellor's approval are the College Presidents and the Vice Chancellors. Additionally, the law strictly limits the service of wine or beer by the District on District-owned property, and those restrictions are specified in Paragraph E. Unless approved by the Chancellor in compliance with the law and this regulation, alcoholic beverages may not be served on District-owned property.
D. **Event Form Required.** A College President or Vice Chancellor who wishes to obtain the Chancellor's approval for the service of wine or beer at a District-sponsored event on District-owned property shall forward a completed written request to the Chancellor no later than 30 days before the event. The request form is available at: AS-6 Notice of Intent to Serve Beer and Wine Form . On signing the form, the Chancellor will provide a copy of it to the requestor and to the MCCCD Risk Manager. For events that the Chancellor sponsors, he or she will complete the form, sign it and provide it to the MCCCD Risk Manager no later than 10 business days before the event.
E. **Service restrictions required by law.** An event approved under Paragraph D must, by law, comply with the all of the following restrictions:
    i. The only alcoholic beverages that may be served and consumed are wine and beer. Wine consumption is limited to 6 oz. per person, and beer consumption is limited to 24 oz;
    ii. The gathering must be by invitation only, and not open to the public;
    iii. The gathering may not exceed 300;
    iv. Invitees may not be charged any fee for either the event or the beer or wine; and

v. The consumption may only take place between noon and 10:00 p.m.

Additionally, beer and wine may only be served by a beverage service contractor whose liquor license with the state of Arizona is in good standing, except as provided in Paragraph F. The contractor must provide all of the beverages served and well as the servers or bartender. Before the event, the contractor must provide a certificate of insurance that meets the requirements of the District's Risk Manager and that adds the District as an additional insured. The contractor must also agree in writing to indemnify the District regarding the service of the beverages.

F. **Culinary Institutes.** The Chancellor may sponsor or approve an event at one of the District's culinary institutes. Students may serve wine and beer at the event as part of their class requirements, subject to the limitations of Paragraph E. Any student serving those beverages must, by law, be 19 years or older.

G. **Third-Party Event.** The Maricopa County Community College District Foundation and the Friends of Public Radio Arizona may, with the approval of the Chancellor, sponsor an event on District-owned property under this regulation. The City of Phoenix and the Friends of the Phoenix Public Library may also do so, with the approval of the Chancellor, at the joint library on the campus of South Mountain Community College. These third-party, non-district entities are solely responsible for determining the steps that they are required to take to comply with Arizona's alcoholic beverages laws. Additionally, they must comply with the following steps:
   i. The entity obtains a liquor license, if required by law, from the Arizona Department of Liquor Licenses and control for each event and fully complies with the laws, rules and other requirements applicable to that license;
   ii. The entity completes the form available at AS-7 Request to Serve Beer and Wine — Third Party Form . And provides it to the Chancellor for approval along with a copy of the liquor license no later than 30 days before the event, unless the Chancellor approves a shorter period of time in a particular case;
   iii. The entity provides or currently has on file with the District a certificate of insurance demonstrating that it has liquor liability coverage and that adds the District as an additional insured;
   iv. The entity agrees in writing to indemnify the District from any claims of any kind arising out of the event;
   v. Beer and wine are the only alcoholic beverages served and only served through a beverage service contractor whose liquor license with the state of Arizona is in good standing;
   vi. The contractor provides all of the beverages served and well as the servers or bartenders;
   vii. Before the event, the contractor provides a certificate of insurance that meets the requirements of the District's Risk Manager and that adds the District as an additional insured; and
   viii. The contractor agrees in writing to indemnify the District regarding the service of the beverages.

H. **Receipt of beverages; storage.** It is not permissible to store wine or beer on premises owned, leased or rented by MCCCD, except as provided in this paragraph. Alcoholic beverages purchased for use in cooking in District culinary courses must be stored in such a way that it is inaccessible to anyone except the Director or designee of the culinary program. For wine and beer to be used for receptions at the district's culinary institutes, as authorized by this administrative regulation, the following storage requirements apply:
   i. Wine and beer to be served may only be brought to MCCCD property no sooner than four hours prior to the event, and remain there no longer than four hours after the event; and
   ii. Once the wine and beer arrives on MCCCD property, the Director the culinary program shall assign an MCCCD employee to ensure that it is not stolen or that it is not opened until ready to be served.

I. **Compliance with law.** In compliance with applicable law, any persons planning an event under this administrative regulation are required to familiarize themselves with the pertinent laws and other requirements established by the state of Arizona for the service of alcoholic beverages, particularly those in Arizona Revised Statutes Title 4 (Alcoholic Beverages) Chapters 1 (General Provisions), 2 (Regulations and Prohibitions) and 3 (Civil Liability of Licensees and Other Persons) as well as Arizona Administrative Code Title 19, Articles 1 (State Liquor Board) and 3 (Unlicensed Premises Definitions and Licensing Time-Frames).

J. **Residential Housing.** Lawful occupants of residential housing under the jurisdiction of the Governing Board, if over the age of 21 years and not otherwise lawfully barred from such practice, may possess and consume alcoholic beverages in the privacy of their respective leased housing facility. Guests of such occupants over the age of 21 years shall have the same privilege. No alcohol is permitted in public areas (nor common areas of a dormitory) at any time.

K. **Personal Responsibility.** The personal or individual purchase of alcoholic beverages by individuals attending District-approved functions held in places serving alcoholic beverages is a personal and individual responsibility. Administrative discretion shall be exercised in the approval of the location of such activities, as such decision pertains to the nature of the group involved.

L. **Miscellaneous Usage Issues.** Any issues that are not specifically addressed within this regulation require the review and determination by the Chancellor or Executive Vice Chancellor and Provost on matters related to culinary programs, academic or student affairs.

5. Other Health Concerns

General Guidelines Concerning AIDS

Neither a diagnosis of AIDS nor a positive HIV antibody test will be part of the initial admission decision for those applying to attend any of the Maricopa Community Colleges. The Maricopa Community Colleges will not require screening of students for antibody to HIV.

Students with AIDS or a positive HIV antibody test will not be restricted from access to student unions, theaters, cafeterias, snack bars, gymnasiums, swimming pools, recreational facilities, restrooms, or other common areas, as there is not current medical justification for doing so.

Where academically and logistically feasible, students who have medical conditions, including AIDS, may seek accommodation in order to remain enrolled. Medical documentation will be needed to support requests for accommodation through the Office of Disabled Resources and Services or the Office of Vice President of Student Affairs.

The Maricopa Community Colleges acknowledge the importance of privacy considerations with regard to persons with AIDS. The number of people who are aware of the existence and/or identity of students who have AIDS or a positive HIV antibody test should be kept to a minimum. When a student confides in an faculty member, knowledge of the condition should be transmitted to the appropriate vice president or designee who will make the determination if the information should be further disseminated. It should be remembered that mere exposure to the person in a classroom does not constitute a need to know the diagnosis. It is, therefore, unnecessary to document in a student's file the fact that he or she has AIDS unless the information is to be used for accommodation reasons. Sharing confidential information without consent may create legal liability.

Students are encouraged to contact the Office of Disabled Resources and Services and/or the vice president of student affairs or designee for the types of services available in the district or community on matters regarding AIDS or the HIV virus.

4.12 Smoke-Free/Tobacco-Free Environment

The Maricopa County Community College District is dedicated to providing a healthy, comfortable, and educationally productive environment for students, employees, and visitors. In order to promote a healthy learning and work environment, the Chancellor has directed that the Maricopa County Community College District serve as a total smoke free and tobacco free environment, effective July 1, 2012. Smoking (including the use of “e-cigs”) and all uses of tobacco shall be prohibited from all District owned and leased property and facilities, including but not limited to parking lots, rooftops, courtyards, plazas, entrance and exit ways, vehicles, sidewalks, common areas, grounds, athletic facilities, and libraries.

Support signage prohibiting the use of smoking instruments and tobacco shall be placed throughout all college and District locations.

Continued violations by an employee or student shall be handled through the respective conduct procedures established for employees and students.

Appendix S-16: Statement on the Arizona Medical Marijuana Act (Proposition 203)

In 2010, Arizona voters approved the Arizona Medical Marijuana Act (Propositions 203), a state law permitting individuals to possess and use limited quantities of marijuana for medical purposes. Because of its obligations under federal law, however, the Maricopa Community Colleges will continue to prohibit marijuana possession and use on campus for any purpose.

Under the Drug Free Workplace Act of 1988, and the Drug Free Schools and Communities Act of 1989, "…no institution of higher education shall be eligible to receive funds or any other form of financial assistance under any federal program, including participation in any federally funded or guaranteed student loan program, unless it has adopted and has implemented a program to prevent the use of illicit drugs and abuse of alcohol by students and employees." Another federal law, the Controlled Substances Act, prohibits the possession, use, production, and distribution of marijuana for any and all uses, including medicinal use. This law is not affected by the passage of the Arizona Medical Marijuana Act. Because Maricopa Community Colleges could lose its eligibility for federal funds if it fails to prohibit marijuana, it is exempt from the requirements of the Arizona Medical Marijuana Act. Therefore, Maricopa Community Colleges will continue to enforce its current policies prohibiting the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance on its property or as part of any of its activities.

Employees and students who violate Maricopa Community Colleges policy prohibiting the use or possession of illegal drugs on campus will continue to be subject to disciplinary action, up to and including expulsion from school and termination of employment.

2.8 Students with Disabilities

2.8.1 Eligibility for Accommodations & Required Disability Documentation

This policy is intended to specify the disability documentation required that will qualify Maricopa County Community College District (MCCCD) students for reasonable and appropriate academic adjustments through each college's Disability Resources And Services (DRS) office.

Only accommodations granted by the respective college drs office and communicated to faculty through a Faculty Notification Letter (FNL) will be recognized by the District as approved accommodations for students with disabilities.

Faculty are not required to provide reasonable accommodations/academic adjustments to students with disabilities unless the student has registered with drs and engages in the interactive process.

I. General Eligibility Requirements

1. To receive services from the DRS, a student must be admitted and enrolled as an MCCCD student.

2. The student must provide the DRS office with documentation of a qualifying disability that verifies the nature and extent of the disability prior to receiving any accommodation or academic adjustment.

a. Any of the following submitted by an individual seeking admission to MCCCD is sufficient to establish that the individual is an individual with a disability:

1. Documentation that the individual has had an individualized education program in accordance with Section 614(d) of the Individuals with Disabilities Education Act, including an individualized education program that is not current on the date of the determination that the individual has a disability. MCCCD may ask for additional documentation from an individual who had an individualized education program but who was subsequently evaluated and determined to be ineligible for services under the Individuals with Disabilities Education Act, including an individual determined to be ineligible during elementary school.

2. Documentation describing services or accommodations provided to the individual pursuant to a Section 504 plan as defined in Section 15-731.

3. A plan or record of service for the individual from a private school, a local education agency, a state educational agency or an institution of higher education provided in accordance with the Americans with Disabilities Act of 1990.

4. A record or evaluation from a relevant licensed professional finding that the individual has a disability.

5. A plan or record of disability from another institution of higher education.

6. Documentation of a disability due to service in the uniformed services.

b. If a student does not have documentation, they are still required to follow the application and intake process, which includes meeting with a DRS representative and participating in the interactive process. Additional documentation may be required to establish the need for an academic adjustment/accommodation after a student has been identified as a student with disabilities (see section IV1(F)).

c. Provisional accommodations may be granted to a student by DRS to assist students while they collect appropriate documentation to support their eligibility for accommodations/academic adjustments. such provisional accommodations must not exceed thirty (30) days, unless such extensions are granted due to extenuating circumstances. In these cases, an additional thirty (30) days of provisional accommodations may be granted. Any extension request beyond the additional thirty (30) days must be reviewed by the District ADA/504 Coordinator. Such extension must be based on extenuating circumstances beyond the control of the requesting student, and is not guaranteed.

d. In the case of compressed classes (classes shorter than the standard 14 or 16-week schedule), provisional accommodations (as defined in 2.3 above) should be granted when the student has provided proof of a disability (as outlined in 2(A)(1-6)) and either supporting documentation regarding the need for academic adjustments/accommodations or other information at the intake meeting (or other meeting/email exchange with the DRS office) to support the need for academic adjustments/accommodations in order to access education and/or the educational environment. Reasonable provisional accommodations should be granted for compressed classes until such time as formal approval of academic adjustments can be arranged, a determination is made that the student is not eligible for reasonable accommodations/academic adjustments, or thirty (30) days of provisional accommodations have passed. The DRS office and the student requesting accommodations/academic adjustments should work together to ensure reasonable accommodations are granted promptly. Nothing in this paragraph is intended to disturb DRS processing of accommodation requests or the need for reasonable documentation to support the request for accommodations/academic adjustments.

II. Who Is Eligible For Services

1. To be eligible for DRS support services, a student must have a disability as defined by federal law (Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA).

2. An individual with a disability is a person who has a physical or mental impairment which substantially limits one or more major life activities. These persons are protected by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Individuals with a record of such an impairment and individuals who are regarded as having such an impairment are also protected by these federal laws.

3. The definition of “disability” in Section 504 and the ada should be interpreted to allow for broad coverage.

III. Definitions

1. **Academic Adjustment** means: a modification of a non-essential academic requirement, an examination, or an institutional rule that is necessary to provide access to the academic and educational environment. Academic adjustments may include changes in the length of time permitted for completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. academic adjustments may not substantially or materially alter the course modality, curriculum, competencies or degree requirements.

2. **Accommodation** means: An alteration of environment, curriculum format, or equipment that allows a student with a disability to gain access to content and/or complete assigned tasks. accommodations allow students with disabilities to pursue a regular course of study. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.

   Examples of accommodations include, but are not limited to, sign language interpreters for students who are hearing impaired, computer text-to-speech, computer-based systems for students with visual impairments or dyslexia; extended time for students with fine motor limitations, visual impairments, or learning disabilities, and large-print books and worksheets for students with visual impairments.

3. **Current Documentation** means: documentation of a diagnosed physical or mental impairment that is dated within 5-7 years. Adult norms must be used for all testing provided as documentation.

4. **Major Life Activities** include, but are not limited to: functions such as caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. Major life activities also include major bodily functions such as functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive function.

5. **Mental Impairment** means: any mental or psychological disorder, including but not limited to, intellectual disabilities (intellectual developmental disorder), organic brain syndrome, emotional or mental illness, specific learning disabilities, post-traumatic stress disorder, depression and bipolar disorder. The phrase substantially limits must be interpreted without regard to the ameliorative effects of mitigating measures, other than ordinary eyeglasses or contact lenses. Mitigating measures are things like medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications that an individual may use to eliminate or reduce the effects of an impairment. These measures cannot be considered when determining whether a person has a substantially limiting impairment. an impairment that is episodic or in remission is a disability if, when in an active phase, it would substantially limit a major life activity. For example, a student with bipolar disorder would be covered if, during manic or depressive episodes, the student is substantially limited in a major life activity (e.g., thinking, concentrating, neurological function, or brain function).

6. **Physical Impairment** means: a physiological disorder or condition, a cosmetic disfigurement, or an anatomical loss, that affects one or more of the following body systems: neurological; musculoskeletal; special sense organs (which would include speech organs that are not respiratory such as vocal cords, soft palate, tongue, etc.); respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine. examples include, but are not limited to, orthopedic, visual, speech, and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, HIV (symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

IV. Procedures

1. General Procedures

a. The DRS office alone is responsible for evaluating documentation and determining eligibility and reasonable academic adjustments/accommodations.

b. Any instructor, academic staff member, or support staff (i.e., admissions of financial aid employees) who receives a request from a student for accommodations/academic adjustments due to a disability must refer the student to the college's DRS office.

c. All requests for academic adjustments/accommodations shall be considered on an individual, case-by-case basis and all reasonable and appropriate requests for academic adjustments/accommodations from eligible students shall be considered by DRS. DRS may exercise its right to require additional documentation in support of a request for academic adjustment/accommodation.

d. Academic adjustments/accommodations are determined by the DRS office through an interactive exchange (the interactive process) with the eligible student. The interactive exchange may continue during the course of the year and may involve faculty members' input regarding the terms and conditions of the course or program of study. Accommodations/ academic adjustments in the classroom environment shall require participation of course faculty.

e. MCCCD is not required to provide "best" or "most desired" accommodations, but rather a reasonable accommodation sufficient to provide the eligible student equal access to the educational environment/activities.

f. MCCCD shall continue the interactive process to establish a reasonable accommodation for an individual pursuant to Section 504 of the Rehabilitation Act of1973 and the Americans with Disabilities Act of 1990 until it finds an accommodation or accommodations that meet the needs of the individual and do not impose an undue burden on college/district.

2. Material Alteration of class or certification requirement
    a. If a faculty member believes the DRS approved academic adjustment/ accommodation would alter an essential academic course competencies, curriculum, or a licensing requirement, the instructor shall meet with the DRS office as part of the interactive process. In the event this issue was not previously addressed in the interactive process, a conversation with DRS should take place within five (5) days of the faculty member's receipt of the faculty notification letter outlining the approved academic adjustment/accommodation. The parties will attempt to resolve the concern.

    b. If the faculty member's concerns are not resolved after the meeting with the DRS Manager/Director, the faculty member and the DRS Manager/Director will meet with the Chief Academic Officer, or designee, and the District ADA/504 Coordinator to resolve the concern. This meeting should take place within three (3) days of the meeting between the DRS Manager/Director and the faculty member. The Chief Academic Officer's decision is final.

    c. Any change in the DRS office's initial recommendation resulting from the meeting with the Chief Academic Officer will be communicated to the student by the DRS office and the interactive process will continue in an effort to provide reasonable and appropriate academic adjustments/accommodations.

3. Recipients of federal funds are prohibited from intimidating, threatening, coercing, discriminating or otherwise retaliating against any individual for the purpose of interfering with any right or privilege secured by this policy or by federal and/or state law. Any retaliatory action by instructors, supervisors, managers, academic professionals, administrators, or other employees who have the authority to take adverse action against a complainant or witness is strictly prohibited and may be grounds for disciplinary action.

V. Rights And Responsibilities

1. Students served by Disability Resources and Services have the right:

    a. To an equal opportunity to access course information and materials

    b. To an equal opportunity to participate in and benefit from the college community

    c. To choose whether or not to disclose the nature of their disability to their professor(s). The information the student provides to DRS is protected by FERPA.

    d. To request reconsideration of accommodation determinations if dissatisfied with the granted accommodations because they believe their disability(ies) is/are not being properly accommodated or if they believe they have been discriminated against during the interactive process.

    e. To be free from retaliation for seeking redress under this or other district policy.

2. Students served by Disability Resources and Services responsibilities:

    a. Self-identify to DRS as having a disability and provide accurate, recent, and timely documentation.

    b. Check MCCCD email and/or DRS connect portal for updates and announcements.

    c. Request accommodations each semester in a timely manner and understand that a late request does not constitute retroactive adjustments.

    d. Notify DRS if classes are dropped or added.

    e. Ensure that instructors have received the Faculty Notification Letter once it has been issued through drs connect.

    f. Communicate directly with DRS regarding exam accommodations, such as taking exams in the testing center, and stay in communication about the time and place for such exams.

    g. Contact DRS in a timely manner if having any difficulty securing or arranging accommodations.

    h. Promptly return any borrowed or assigned equipment (as an accommodation) to DRS when it is no longer needed.

    i. If approved for note taking or audio recording services, understand that these services are for personal use only and may not be shared. In addition, the student must understand that you must be present in class to receive these services.

    j. Understand that requesting accommodations does not mean that the student's request will be approved.

    k. Meet the same standards—academic, technical, performance, and behavioral—expected of all Maricopa County Community College students.

    l. Accommodations may be granted on a provisional basis (30 days). This may be based on the need for additional documentation. In these cases, the student will need to update their documentation to

receive accommodations beyond the 30 days. The student must understand that approval will be based on a review of the new documentation and there is no guarantee that the provisional (or any) accommodations will be approved.

m. Understand that faculty are not required to provide any accommodation that fundamentally alters the nature of their course or lowers the academic standards.

VI. General Disability Documentation Guidelines

Physical Disabilities

Maricopa County Community College District, Disability Resources and Services will accept current diagnoses of physical disabilities that are based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified and/or licensed) professionals (e.g., medical doctors, ophthalmologists, psychologists, neuropsychologists, audiologists).

Learning Disabilities

Maricopa County Community College District, Disability Resources and Services will accept diagnoses of specific learning disabilities that are based on comprehensive, age-appropriate, psychoeducational evaluations that demonstrate current functional limitations of the disability.

The assessment must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, educational diagnostician) who has had direct experience with adolescents and adults with learning disabilities, including all battery scores in addition to evaluative notes.

Attention Deficit Hyperactivity Disorder (ADHD)/Attention Deficit Disorder (ADD)

Maricopa County Community College District, Disability Resources and Services will accept current diagnoses of adhd that are based on age-appropriate, diagnostic evaluations, administered by trained and qualified (i.e., certified or licensed) professionals (e.g., psychiatrists, psychologists, or neuropsychologists). submitted documentation must demonstrate current functional limitations of the disability.

Psychiatric Disabilities

Maricopa County Community College District, Disability Resources and ServiceS will accept current diagnoses of psychiatric disabilities that are based on comprehensive and appropriate diagnostic evaluations completed by trained and qualified (i.e., licensed or certified) professionals (e.g., psychologists, psychiatrists, neuropsychologists, school psychologists).

Submitted documentation must demonstrate current functional limitations of the disability.

VII. Additional Documentation Guidelines and Resources

The Maricopa County Community College District, Disability Resources and Services can provide a “disability verification form” that can be completed by a trained and qualified professional, or the professional may choose to submit a letter. The letter must be on letterhead, with date and signature (including license number, if applicable), and must include the following:

1. a diagnostic statement identifying the disability (including the date of the diagnosis)

2. current severity/impact of the disability (mild/moderate/severe)

3. an assessment of major life activities that are impacted by the disability (e.g., learning, concentration, class attendance, social interactions, reading, walking, etc.) and

4. specific recommendations for accommodations. The DRS office alone is responsible for evaluating documentation and determining eligibility and reasonable academic adjustments/accommodations.

VIII. Request for Reconsideration and Grievance Procedure

1. Request For Reconsideration
   a. If a student is unsatisfied with either the academic adjustments/ accommodations granted by the DRS office or the denial of academic adjustments/accommodations, the student should submit **in writing** to the respective college DRS Manager/Director the specific reason(s) they are unsatisfied and the redress they seek. The DRS Manager/Director will respond to this communication within five (5) business days. The communication should outline the Manager/Director's response as well as if there has been a determination that an adjustment or change of accommodation status is warranted.
   b. If the student is still dissatisfied with their academic accommodations or the denial of their accommodations, the student may submit a formal request for reconsideration of accommodation to the accommodation review committee (ARC).
      1. The request for reconsideration must be made in writing within ten (10) business days of the mailing of the DRS response to the initial request for reconsideration.
      2. This written request should be delivered to the District ADA/504 Coordinator and must include a statement of desired outcome. In reviewing a request for reconsideration, the ARC will rely on the documentation available to the DRS at the time of the initial decision in making accommodation determinations.
      3. The ARC shall consist of two (2) DRS Managers/Directors from colleges unaffiliated with the student, and one Equal Opportunity & Title IX Regional Program Director.
   c. The ARC will respond to students within ten (10) business days of the district ADA/504 Coordinator receiving the request for reconsideration.
   d. **The ARC may uphold the original accommodation determination or may return the matter to the granting college's DRS team to revisit the interactive process.** The decision of the ARC Shall be final. any changes to accommodations will be communicated **to the student by the DRS office.** Accommodations are not retroactive.

2. Grievance Procedure
   a. If a student believes they have been subject to unlawful discrimination based on their disability, the student may file a complaint under the Discrimination Complaint Procedures for Students (Appendix ND-2).

TECHNICAL CHANGE, AMENDED through Direct Approval by the Chancellor, January 31, 2024
AMENDED through Direct Approval by the Chancellor, November 14, 2023
AMENDED through Direct Approval by the Chancellor, August 3, 2023
AMENDED through the Administrative Regulations Approval Process, June 12, 2023
AMENDED through Direct Approval by the Chancellor, September 14, 2022
AMENDED, November 15, 2021 (Office of Public Stewardship housekeeping update)
AMENDED through the Administrative Regulation Approval Process, June 24, 2021
AMENDED by Direct Approval from the Chancellor, January 4, 2017

2.8.2 Eligibility of Students Taking Reduced Course Loads

Although any student may register for fewer than twelve credit hours, a student with a disability may request a reduced academic load as a reasonable and appropriate accommodation. A college Disability Resource Services (DRS) professional may certify that a student who is afforded a reduced academic load as an accommodation for a disability shall nevertheless be deemed a full-time student. Such certification shall be solely to enable the student to seek eligibility for health insurance benefits and to seek eligibility to comply with mandates of the National Junior College Athletic

Association. The college DRS professional will certify that a student may be deemed a full-time student as provided under this regulation only on a semester-by-semester basis.
The appropriate college offices will receive documentation of the DRS professional's certification from the professional or the student. An incoming student may apply for such certification upon acceptance to the college. Requests for certification must be made prior to the beginning of each semester. Every attempt will be made to accommodate these requests.

The following criteria also apply:

1. Students taking a reduced course load must register for at least 6 credit hours (based on DRS approval) during the regular fall and spring semesters. It is recommended that students register for at least three (3) credit hours during the summer to offset the impact of academic eligibility.

2. Students taking a reduced course load must maintain satisfactory academic progress standards as defined by the College catalog.

3. The reduced credit load may result in an adjusted financial aid package. There may be additional ramifications including, but not limited to, extra time to complete college, insurance coverage, Vocational Rehabilitation funding, etc.

4. Eligibility for Federal Stafford Loans may be reduced according to the total number of credit hours taken in the full academic year. A student, taking a reduced course load, must be at least half time in a semester (6 credits) in order to receive a Stafford Loan.

5. The amount of Federal Financial Aid (Title IV) awarded is based on the actual number of credit hours taken.

6. Requirements for continuation of funding through Vocational Rehabilitation may differ. The student must contact his/her VR counselor to determine how a reduced course load will impact their funding.

7. The National Junior College Athletic Association (NJCAA) has published standards in regard to the designation of Certified Disabled Student-Athlete in Article V Section J of the NJCAA bylaws. This procedure addresses the NJCAA criteria for reduced course loads.

Application Process

1. Applications for reduced course loads must be submitted to the Disability & Services professional with supporting documentation. Requests must be made prior to the beginning of each semester.

2. Supporting documentation must include a diagnostic evaluation from an appropriate professional. The documentation must meet the guidelines set forth by the Maricopa Community College District's Documentation Policy in order to evaluate the current impact of the disability in regards to the request. Students are required to complete an application form for this status every semester, but do not need to re-submit their documentation. Continuation of this status is not automatic. Each case will be re-evaluated at the end of the semester to determine if this accommodation is still appropriate.

3. Students requesting a reduced course load should consult with their academic advisor regarding the consequences of this status for making progress toward graduation requirements and eligibility for various academic distinctions and designations.

4. Students registered in occupational and/or academic programs that have specific block formats will not be considered for reduced course loads.

5. Students who are approved for a reduced course load will be required to sign the Reduced Course Load Approval Form (see Appendix S-10), which includes a statement acknowledging that he or she has reviewed the consequences that go with reduced load status and accepts them.

6. When a reduced course load status is granted by the Disability Resources & Services professional, a copy of the Reduced Course Load Approval Form will be sent to the appropriate individuals.

2.3.11 Academic Misconduct

1. Definitions

A. Academic Misconduct - includes any conduct associated with the classroom, laboratory, or clinical learning process that is inconsistent with the published course competencies/objectives and/or academic standards for the course, program, department, or institution. Examples of academic misconduct include, but are not limited to: (a) cheating and plagiarism (including any assistance or collusion in such activities, or requests or offers to do so); (b) excessive absences; (c) use of abusive or profane language; and (d) disruptive behavior.

B. Cheating is any form of dishonesty in an academic exercise. It includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, examinations, or any other form of assessment whether or not the items are graded; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; (c) the acquisition, without permission, of tests or other academic material belonging to or administered by the college or a member of the college faculty or staff; (d) unauthorized (as determined by instructor) collaboration, contract cheating, or engaging a third-party individual or service (e.g. ghostwriting) to complete an assignment or exam without the approval of the instructor of the class; (e) unauthorized use of generative Artificial Intelligence (AI) tools to complete an assignment or exam without the approval of the instructor of the class; and (f) fabrication of data, research, facts, or information.

C. Plagiarism is the act of using the ideas, words, or creative work generated by another person or entity without proper attribution. It includes, but is not limited to: (a) the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; (b) unacknowledged use of materials prepared by another person or unauthorized (as determined by instructor) collaboration, contract cheating, or engaging a third-party individual or service (e.g. ghostwriting) to complete an assignment or exam without the approval of the instructor of the class; (c) information gathered from the internet and not properly identified; and (d) the unauthorized use of generative AI tools to complete some or all of an assignment or exam without the approval of the instructor of the class.

2. Academic Consequences

Any student found by a faculty member to have committed academic misconduct may be subject to the following academic consequences, based on the faculty member's judgment of the student's academic performance including, but not limited to:

- **Warning** - A notice in writing to the student that the student has violated the academic standards as defined in 1.A.
- **Grade Adjustment** - Lowering of a grade on a test, assignment, or course.
- **Discretionary Assignments** - Additional academic assignments determined by the faculty member.
- **Course Failure** - Failure of a student from a course where academic misconduct occurs.

3. **Disciplinary Sanctions**

A faculty member may remove a student from one (1) class meeting for disciplinary reasons. For involuntary removal from more than one (1) class period, the faculty member should invoke the procedures outlined in AR 2.5.2.

If the misconduct is sufficiently serious to warrant course failure, and if either:

(a) the failure results in a student being removed from an instructional program, or

(b) the student refuses to accept responsibility for the misconduct and its academic consequences, the faculty member will, in addition to awarding the course grade, consult the department chair and the vice president of academic affairs as to whether institutional sanctions set forth below should be sought under AR 2.5. Regardless of whether the student has accepted responsibility for academic consequences, in all cases of academic misconduct the faculty member may make recommendations for sanctions and may file a written complaint of misconduct. The vice president of academic affairs will serve as the Student Conduct Administrator in all academic misconduct cases, and will follow the procedure established in AR 2.5.2 to evaluate whether disciplinary sanctions are warranted. College probation, suspension, or expulsion will be imposed only by the vice president of academic affairs or designee, and only after the student has received the procedural rights provided in AR 2.5.2.

Disciplinary Probation - Disciplinary probation is for a designated period of time and includes the probability of more severe sanctions if the student commits additional acts of academic misconduct.

College Suspension - Separation of the student from the college for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified. (A suspension from one Maricopa Community College will apply to all other colleges/centers in the District.)

College Expulsion - Permanent separation of the student from the college. (Expulsion from one Maricopa Community College will apply to all colleges/centers in the District.)

4. Appeal of Sanctions for Academic Misconduct

Students can appeal academic consequences by following the instructional grievance procedure (AR 2.3.5; Appendix S-6). Students can appeal Students may appeal disciplinary sanctions as provided in AR 2.5.2. If the student appeals through both processes, the instructional grievance process will be suspended until a final decision is reached in the student discipline procedure. In all cases in which financial aid has been adversely affected by academic consequences or disciplinary sanctions that are the subject of ongoing hearing or appeal proceedings, the student may appeal the financial aid determination on the grounds that a final decision has not been made. In such an event, a final decision on financial aid will not be made until after the final decision on consequences and/or sanctions.

Also See:

2.3.4 Academic Standing, Warning, and Probation

2.3.5 Instructional Grievance Process (Appendix S-6 Instructional Grievance Process)

2.5.2 Student Conduct Code

AMENDED through the Administrative Regulation Approval Process, June 4, 2024
AMENDED through the Administrative Regulation Approval Process, May 24, 2022
Amended through Direct Approval from the Chancellor and Executive Vice Chancellor & Provost on August 7, 2013

2.11 Student-Athlete Name, Image, Likeness Activity

The purpose of this regulation is to define the institutional guidelines and limitations relating to Maricopa County Community College District (MCCCD) student-athletes who use their name, images, or likenesses (NIL) for monetary compensation.

Regulation

1. **Scope and Definition** – For the purpose of this regulation, an "NIL activity" is any business activity in which a student-athlete is compensated in any way by a third party (not related to the Maricopa County Community College District) for the use of the student-athlete's name, image, or likeness.

2. **Permissible NIL Activities** – Student-athletes may be compensated for participation in NIL activities so long as those activities are permissible under NJCAA and MCCCD/college policies and regulations, federal regulations,

and comply with Arizona law.

3. **Student-Athlete Disclosure of NIL Activities** – Student-athletes must disclose the details of any NIL inquiry to their respective college's Athletic Director prior to entering into any agreement. Once an NIL agreement is signed, a copy of the agreement must be given to the student-athlete's Athletic Director for recordkeeping purposes. Any modifications to an existing agreement must be reported to the Athletics Director prior to the change being implemented and a copy of the signed, modified agreement must be delivered to the student athlete's Athletic Director for recordkeeping purposes.

4. **No Impermissible Recruitment or Benefits through NIL Activities**– NIL activities may not be used by MCCCD or any of its representatives to recruit prospective student-athletes to MCCCD or for the purposes of compensating student-athletes for their athletic performance. Among other things, this means:
    a. Compensation for NIL activities must be commensurate with the going rate for similar services in the relevant market.

    b. Student-athlete staff members, including active outside consultants, may not assist student-athletes in the development, operation, or promotion of NIL activities.

    c. Athletics staff members may not provide apparel or gear to student-athletes for purposes of NIL activities.

    d. Student-athlete access to MCCCD resources and facilities for purposes of NIL activities is provided at the same level of availability and cost as to the public.

5. **Restrictions on Types of Businesses or Activities** – Student-athletes may not engage in NIL activities with people, institutions, businesses, or other entities in the following categories:
    a. Alcohol and alcohol products;

    b. Casinos, gambling, and sports betting/wagering;

    c. Cannabis and marijuana in any form, along with associated products, dispensaries, or paraphernalia;

    d. Firearms and other weapons;

    e. Gentlemen's clubs, adult entertainment, and/or escort services;

    f. NJCAA banned substances;

    g. Political purposes or causes;

    h. Post-Secondary educational institutions or online educational organizations;

    i. Pharmaceuticals;

    j. Sexually explicit materials; and/or

    k. Tobacco products.

6. **NIL activities while participating as a student-athlete**– Student-athlete may not engage in NIL activities during required team activities or while representing MCCCD in any capacity, including during travel related to MCCCD athletics competition(s).

   Student-athlete may not miss class to participate in NIL activities.

   Student-athlete may not sell items provided by MCCCD and/or the NJCAA until the student-athlete has exhausted all team eligibility. "Items," for purposes of this regulation includes jerseys, gear, apparel, equipment, or awards. After the student has exhausted their eligibility, the student-athlete may sell items that are not required to be returned to the college, the NJCAA, or the college's athletics department.

7. **Professional Service Providers**– Student-athletes may use professional service providers (e.g., marketing agents, brand managers) to assist with the management and procurement of NIL activities and to review NIL agreements. Such providers' engagement must be limited to NIL activities and may not be used to secure opportunities as professional athletes. Professional services providers must be duly licensed as per state law requirements.

8. **Use of Institutional Marks** – Student-athletes may not use MCCCD and college-specific intellectual property in connection with NIL activities without permission. Permission to use such intellectual property may be requested via the individual use of Intellectual Property Request form (see Appendix S-19). Student-athletes must request the use of protected marks at least five (5) days before the activity is scheduled to occur. Student-athletes cannot resell institutional marks (such as apparel) or copyrighted material that belongs to the college, district, or NJCAA.

9. **Review** – The respective college Athletics Director will review NIL activities for conflict with this regulation and NJCAA regulation. Neither the Athletics Director, nor any other MCCCD entity will perform a legal review of the student-athlete NIL agreement.

10. **International Student-Athletes** – International student-athletes are not eligible to receive compensation for NIL agreements in the United States due to their visa status and lack of work authorization. International student-athletes should consult with MCCCD'S District Compliance office to discuss whether they are eligible to receive NIL compensation from a United States company when the student-athlete is in their home country.

11. **Violations**– Violations of this regulation may result in a variety of penalties depending on the nature and type of regulation deviation. The most egregious deviations (i.e., proof that an NIL activity was used to compensate a student-athlete for performance or to induce a prospect to attend) may lead to termination of employment for staff members, booster dissociation, and student-athlete scholarship and athletic participation modification. Violations of NJCAA regulation will be reported to NJCAA and could result in additional NJCAA-mandated penalties. Penalties for student-athletes who violate this regulation will be commensurate with the nature and type of regulation deviation and will be addressed via the Student Code of Conduct.

12. The terms of this regulation may be modified at the discretion of the MCCCD.

ADOPTED by Direct Chancellor Approval, September 14, 2022

DISCIPLINARY STANDARDS

2.5.1 Conduct Standards and Authority

Disciplinary Probation and Suspension Standards

According to the laws of the State of Arizona, jurisdiction and control over the Maricopa County Community College District (MCCCD) are vested in the MCCCD Governing Board. The MCCCD Governing Board and its agents-the

Chancellor, administration, and employees are granted authority to regulate student behavior subject to basic standards of reasonableness.

In developing responsible student conduct, the MCCCD prefers mediation, guidance, and admonition. However, when these means fail to resolve problems of student conduct and responsibility, appropriate disciplinary procedures will be followed. The MCCCD reserves the right to levy discipline rather than attempt mediation and guidance, based on the severity of the conduct.

AMENDED through the Administrative Regulation Approval Process, May 24, 2022
AMENDED by Direct Approval from the Chancellor, August 11, 2020

2.5.2 Student Conduct Code

The purpose of this Student Code of Conduct is to help ensure a productive and safe environment for students, employees, and visitors. This conduct code is not a stand-alone policy. This code is subject to the provisions outlined in AR 5.1.16, generally known as the Title IX policy, and AR 6.24, generally known as the Free Expression policy, and AR 5.1, generally known as the Non-Discrimination policy. There are other policies that may intersect with other administrative regulations.

Article I: Definitions

The following are definitions of terms or phrases contained within this Code:

1. "**College**" means a Maricopa County Community College District (MCCCD) College or center/ site.

2. "**College premises**" means all land, buildings, facilities and other property in the possession of or owned, used, or substantially controlled by the college or MCCCD.

3. "**College official**" means any person employed by the college or MCCCD, performing assigned administrative or professional responsibilities pursuant to this Student Conduct Code. The college president shall designate the college/center official who is responsible for the administration of the Student Conduct Code.

4. "**Complainant**" means any person who submits a complaint alleging that a student violated this Student Conduct Code. When a student believes they have been a victim of another student's misconduct, the student who believes they have been a victim will have the same rights under this Student Conduct Code as are provided to the Complainant, even if another member of the college community submitted the Complaint itself.

5. "**Day**" means business day when college is in session, and shall exclude weekends and college/MCCCD holidays.

6. "**Disruptive behavior**" means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting/facility, which includes educational or professional internships, clinical placements, or other experiential learning opportunities. Disruptive behavior also includes conduct that materially interferes with or obstructs college business operation.

7. "**District**" means the Maricopa County Community College District (MCCCD).
8. "**Faculty member**" means any person hired by the college or MCCCD to conduct classroom or teaching activities or who is otherwise considered by the college to be a member of the faculty in credit / non-credit courses and clock hour courses and programs.

9. "**Member of the college community**" means any person who is a student, faculty member, college official, or any other person employed by the college or center/site. A person's status in a particular situation shall be determined by the college President.
10. "**Organization**" means any number of persons who have complied with the formal requirements for college recognition.

11. "**Policy**" is defined as the written regulations of the college and/or MCCCD as found in, but not limited to, this Student Conduct Code and MCCCD Governing Board policy.
12. "**Respondent**" means any student accused of violating MCCCD's Student Conduct Code. Respondents enjoy the presumption of innocence until such time as the respondent is adjudicated to have violated the Student Conduct Code.

13. "**Student**" means any individual who is currently admitted or registered in credit or non-credit college programs on a full or part time basis, or who participates in a college function (such as orientation, in anticipation of enrollment) or who was enrolled in the immediate previous term or is registered for a future term, including college employees so admitted, registered, or enrolled.

14. "**Student Conduct Administrator**" means a college official authorized by the college official responsible for administration of the Student Conduct Code to impose sanctions upon students found to have violated this Student Conduct Code.
15. "**Threatening behavior**" means any written or oral statement, communication, conduct or gesture directed toward any member of the college community, which causes a reasonable apprehension of physical harm to self, others, or property. It does not matter whether the person communicating the threat has the ability to carry it out, or whether the threat is made on a present, conditional, or future basis.

Article II: Judicial Authority

1. Decisions made by a Student Conduct Administrator shall be final, pending the normal appeal process.
2. Matters pertaining to sexual harassment must always be referred first to the college Title IX Coordinator for review under AR 5.1.16. Conduct that does not meet the definition of sexual harassment as outlined in AR 5.1.16, or otherwise do not meet the definition of an educational program or activity, do not occur against a person within the United States, or are otherwise dismissed either under the mandatory or discretionary dismissal provisions will be referred by the Title IX Coordinator back to the college's respective Student Conduct Administrator for investigation and adjudication under the Student Conduct Code.

Article III: Prohibited Conduct

1. Jurisdiction

The Student Conduct Code shall apply to conduct that occurs on any college or MCCCD premises, or at any center/site or MCCCD-sponsored event or activity that adversely affects the college community and/or the pursuit of its objectives

A. Jurisdiction may be applied against student behavior conducted online, via email, or other electronic medium provided that it meets the criteria listed above. Further, jurisdiction under this policy applies to any person who is currently admitted or in credit or non-credit college programs or who participates in a college function (such as orientation, in anticipation of enrollment) or who was enrolled in the immediate previous term or is registered for a future term, including college employees so admitted, registered, or enrolled.

B. The Student Conduct Code shall apply to a student's conduct even if the student withdraws from school while a disciplinary matter is pending.

2. Title IX Sexual Harassment.

Matters pertaining to sexual harassment/misconduct that do not meet the definition of sexual harassment as outlined in Administrative Regulation 5.1.16 or otherwise do not meet the definition of an educational program or activity and do not occur against a person within the United States will be referred by the Title IX Coordinator to the College's respective Student Conduct Administrator for investigation and adjudication under the Student Conduct Code.

3. **Disruptive Behavior in Class (Temporary Removal of Student)**

Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to a faculty member's appropriate classroom rules or instructions, or

interferes with the normal operations of the college. Students who engage in disruptive behavior or threatening behavior may be directed by the faculty member to leave the classroom or by the college official responsible for administration of the Student Conduct Code to leave the college premises. (Academic Misconduct AR 2.3.11). If the student refuses to leave after being requested to do so, college police may be summoned to provide assistance. For involuntary removal from more than one (1) class period, the faculty member should invoke the procedures outlined below.

4. Conduct - Rules and Regulations

Any student found to have committed the following misconduct is subject to the disciplinary sanctions outlined in Article IV:

A. Acts of dishonesty, including but not limited to the following:

i. Knowingly furnishing false information to any college official or officer (including filing a false report or complaint), including during an official investigation (i.e., Title IX, conduct, or campus police investigation).

ii. Forgery, alteration or misuse of any college document, record or instrument of identification, even if there is no reliance on the forged or altered document in the posting of grades or other academic/financial benefit.

iii. Tampering with the election of any college-recognized student organization.

iv. Financial aid fraud or corresponding behaviors that would allow a student to receive a monetary benefit for which they are not eligible.

v. Misrepresentation of one's identity (see also Identity Theft Red Flag and Security Incident Reporting AR 6.11).

vi. Misuse of the colleges copyrighted content and trademark (Copyright Act Compliance AR 2.4.5).

vii. Knowingly filing a false report (Title IX, conduct, or campus police investigation) to a college official or campus police.

B. Obstruction or disruption of teaching, research, administration, disciplinary proceedings or other college activities, including its public service functions on campus, in clinical settings or other authorized non-college activities;

C. Conduct that intentionally or recklessly causes physical harm or that otherwise threatens or endangers the health or safety of any person.

i. Physical abuse – hitting, pushing, use of a weapon, beating or other such activity resulting in or, intended to cause physical harm.

ii. Making a threat(s) of violence (including verbal, written, or virtual communication) that does or could cause(s) a reasonable expectation of harm to the health or safety of a specific person.

iii. Substantial or repeated acts and/or harassment directed at a person or group of people that would cause a reasonable person to feel fearful and/or find intimidating, hostile, or offensive, including but not limited to, bullying, stalking, and hazing (Hazing Prevention Regulation AR 2.6) as defined in Article I.

iv. Any form of retaliation towards a complainant or any participant in an investigation or conduct process.

D. Attempted or actual theft of, damage to, or unauthorized use of property of the college or property of a member of the college community or other personal or public property.

E. Trespassing or unauthorized access to physical or virtual/cyber property or services of the college.

F. Having an animal in a campus building, other than in accordance with MCCCD policy (Domesticated Animals on Campus AR 3.9 and Guidelines for Service Animals on Campus) and ADA laws, such as permitted service animals individually trained to perform tasks for the benefit of an individual with a disability.

G. Failure to comply with direction of college officials or law enforcement officers in the performance of their duties and/or failure to properly identify oneself to these persons when requested to do so.

H. Unauthorized possession, duplication or use of keys to any college premises, or unauthorized entry to or use of college premises.

I. Violation of any college or MCCCD policy, rule or regulation published in hard copy or online, such as a college catalog, handbook, etc. or available electronically on the college's or District's MCCCD'S website.

J. Violation of federal, state or local law.

K. Use, possession, manufacturing or distribution of illegal or other controlled substances except as expressly permitted by law, unless such use is prohibited due to a program of study for fields that are deemed safety sensitive positions. (Abuse-Free Environment AR 2.4.7, S-16 Statement on the Arizona Medical Marijuana Act Proposition 203).

L. Illegal use, possession, manufacturing or distribution of alcoholic beverages or public intoxication.

M. Smoking tobacco products, using e-cigarettes, or any other violation of the Smoke-Free/Tobacco-Free Environment policy (AR 4.12).

N. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on college premises, or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others, or property damage (Weapons policy AR 4.6).

O. Participation in a demonstration, riot or activity that disrupts the normal operations of the college and infringes on the rights of other members of the college community; leading or inciting others to disrupt scheduled and/or normal activities within any college building or area.

P. Obstruction of the free flow of pedestrian or vehicular traffic on college premises or at college-sponsored or supervised functions.

Q. Conduct that is disorderly, lewd or indecent; breach of the peace; or aiding, abetting or procuring another person to breach the peace on college premises or at functions sponsored by or participated in by the college or members of the academic community. Disorderly conduct includes but is not limited to: any unauthorized use of electronic or other devices or to make an audio or video record of any person while on college or MCCCD premises without their prior knowledge, or without their effective consent or when such a recording is likely to cause injury or distress. This includes, but is not limited to, secretly taking pictures of another person in a gym, locker room, or restroom.

R. Engaging in individual conduct that materially and substantially infringes on the rights of other persons to engage in or listen to expressive activity is subject to discipline under this conduct code. (Free Expression policy AR 6.24).

S. Attempted or actual theft or other abuse of technology facilities or resources, including but not limited to:

i. Unauthorized entry into a file, to use, read or change the contents or for any other purpose
ii. Unauthorized transfer of a file
iii. Unauthorized use of another individual's identification and/or password
iv. Use of technology facilities or resources to interfere with the work of another student, faculty member or college official
v. Use of technology facilities or resources to send obscene or abusive messages
vi. Use of technology facilities or resources to interfere with normal operation of the college technology system or network

vii. Use of technology facilities or resources in violation of copyright laws (Copyright Act Compliance AR 2.4.5)
viii. Any violation of the MCCCD'S technology resource standards (Technology Resource Standards AR 4.4)
ix. Use of technology facilities or resources to illegally download files
x. Unauthorized use of intellectual property (Intellectual Property policy)

T. Abuse of the Student Conduct system, including but not limited to:
i. Falsification, distortion or misrepresentation of information before a Student Conduct Official.
ii. Invoking a Student Conduct Code proceeding with malicious intent or under false pretenses
iii. Attempting to discourage an individual's proper participation in, or use of, the Student Conduct system
iv. Attempting to influence the impartiality of the member of a judicial body prior to, and/or during the course of, the Student Conduct proceeding
v. Harassment, either verbal or physical, and/or intimidation of a Student Conduct Administrator prior to, during and/or after a Student Conduct proceeding
vi. Failure to comply with the sanctions imposed under this Student Conduct Code
vii. Influence or attempting to influence another person to commit an abuse of the Student Conduct Code system
viii. Failure to obey the notice from a Student Conduct or college official to appear for a meeting or hearing as part of the Student Conduct system.

U. Engaging in irresponsible social media conduct. All Student Conduct policies apply to social networking platforms.

V. Attempt to bribe a college or MCCCD employee.

W. Stalking behavior, which occurs if a student intentionally or knowingly maintains visual or physical proximity toward another person on two (2) or more occasions over a period of time and such conduct would cause a reasonable person to fear for their safety.

X. Sexual misconduct, including but not limited to:
i. The use or display in the classroom, including electronic, of pornographic or sexually harassing materials such as posters, photos, cartoons or graffiti without pedagogical justification.
ii. Explicit sexual comments by one (1) or more students about another student, or circulating drawings or other images depicting a student in a sexual manner.
iii. Unwelcome sexual advances, repeated propositions or requests for a sexual relationship to an individual who has previously indicated that such conduct is unwelcome, or sexual gestures, noises, remarks, jokes, questions, or comments by a student about another student's sexuality or sexual experience.
iv. Harassment based on sex, pregnancy, gender identity, gender expression, or sexual orientation that creates a hostile environment. A hostile environment exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefitting from the MCCCD education programs and/or activities. The existence of a hostile environment is to be judged both objectively (meaning a reasonable person would find the environment hostile) and subjectively (meaning the impacted individual felt the environment was hostile).

Y. Sexual Exploitation
i. Taking non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited. Examples of behavior that could rise to the level of Sexual Exploitation include:
a. Recruiting, harboring, transporting, providing, or obtaining another person for the purpose of sexual exploitation;
b. Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
c. Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
d. Going beyond the bounds of consent (such as letting your friends hide in the closet to watch you having consensual sex);
e. Engaging in non-consensual voyeurism;

f. Knowingly transmitting an STI (sexually transmitted infection), such as HIV, to another without disclosing one's STI status;
g. Exposing one's genitals in non-consensual circumstances, or inducing another to expose their genitals;
h. Possessing, distributing, viewing or forcing others to view obscenity.

5. Violation of Law and College Discipline

A. Disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both the criminal law and this Student Conduct Code (that is, if both possible violations result from the same factual situation) without regard to pending civil or criminal litigation. If a criminal investigation and/or prosecution results from the same factual situation, proceedings under this Student Conduct Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of the college official responsible for administration of the Student Conduct Code. Determinations made or sanctions imposed under this Student Conduct Code shall not be subject to change because criminal charges arising out of the same facts giving rise to violation of college rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

B. When a student is charged by federal, state or local authorities with a violation of law, the college will not request or agree to special consideration for that individual because of their status as a student. If the alleged offense is also being processed under this Student Conduct Code, however, the college may advise external law enforcement and other authorities of the existence of this Student Conduct Code and of how such matters will be handled internally within the college community. The college will cooperate fully with the law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators. Individual students and faculty members, acting within their personal capacities, remain free to interact with governmental representatives, as they deem appropriate.

C. The Student Code of Conduct may apply to off-campus behavior that affects a substantial interest of the college. A substantial college interest means:

i. Any situation where it appears that the student's conduct may present a danger or threat to the health or safety of themselves or others; and/or

ii. Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly breaches the peace and/or causes social disorder; and/or

iii. Any situation that is detrimental to the educational mission and/or interests of the college, unless it is protected by a student's constitutional right to free expression.

Article IV: Student Conduct Code Procedures

1. Allegations And Resolution Options

A. Any member of the college community may file a complaint against a student for violations of this Student Conduct Code. A complaint may be in writing or verbally given to the Student Conduct Administrator. Once the complaint has been made, it shall be put in writing and a notice of allegation should be submitted to the Respondent. A Respondent must receive written notice of the allegations before a meeting is held with the Respondent regarding the conduct. The notice of allegations should outline the particulars of the complaint, the presumption of innocence, an outline of the Respondent's due process rights, and the contact information for the Student Conduct Administrator.

B. There is no statute of limitations for bringing a complaint under the Student Conduct Code, but it is advisable to bring a complaint as soon after the conduct being reported occurred.

C. Both the Complainant and the Respondent shall have the right to be assisted by an Advisor of their choosing. A

party who elects to be assisted by an Advisor must notify the Student Conduct Administrator of the name and contact information of the Advisor not less than two (2) days before the scheduled meeting with the party. Advisors may not be an attorney. Both the Complainant and the Respondent are responsible for presenting their own information during the course of the meeting. Advisors are not permitted to speak or participate directly in any Student Conduct meeting or proceeding and can be removed from proceedings by not abiding by these parameters.

D. Misconduct that would fall under the jurisdiction of AR 5.1.16, meaning it alleges sexual harassment, discrimination, sexual assault, dating/domestic violence, or stalking should be forwarded to the Title IX Coordinator for a jurisdictional review. In such cases where the conduct alleged does not meet the definition of sexual harassment, as outlined in the Title IX Regulations (and MCCCD policy AR 5.1.16) or is otherwise subject to mandatory or discretionary dismissal, the alleged conduct will be referred back to the Student Conduct Code for investigation and adjudication.

E. After receiving information on alleged violations of the Student Conduct Code, the Student Conduct Administrator will review the information, gather facts, and make a determination on the appropriate next steps. Documentation regarding the aforementioned steps must be maintained. Next steps are:

i. Dismiss the case due to insufficient evidence, lack of jurisdiction, or the alleged behavior, even if proven true, would not violate the code.

ii. Proceed with a full, thorough, and impartial investigation with formal disciplinary proceedings.

iii. Initiate an informal resolution outside of formal disciplinary proceedings provided involved parties mutually agree and the Student Conduct Administrator determines this option is appropriate given the nature of the allegations. An informal resolution can also be an option when the Respondent accepts responsibility for the behavior.

iv. If the informal resolution option is initiated, the determination with regard to responsibility and sanctions is final and cannot be appealed.

2. Informal Resolution Options

A. Informal resolution options include, but are not limited to: administrative dispositions, mediation, facilitated dialogue, and restorative justice practices.

B. Determinations regarding the type of informal resolution offered in a particular case will be made in consultation with the Student Conduct Administrators, other MCCCD leadership, as necessary, and the students at issue. Staff outside of the Student Conduct Administrator's office may be involved in facilitating the agreed upon option.

C. Informal resolutions can result in the same sanctions and institutional responses as are reserved for matters that have been addressed through a full investigation.

D. The Student Conduct Administrator will make the determination with regard to responsibility.

E. Should new facts come forward during the informal resolution process that significantly alter the nature of the allegations, the Student Conduct Administrator has the discretion to initiate a full investigation. If one of the involved parties decides that the informal resolution option is not appropriate, they may request a full investigation. This request must be submitted to the Student Conduct Administrator before the conclusion of the informal resolution process. If this action is taken, the Student Conduct Administrator will document the end of the informal resolution process and shall initiate a formal investigation.

F. Both the Complainant and the Respondent must sign an agreement to engage in the informal resolution process.

3. Interim Actions

A. If the Student Conduct Administrator is in receipt of information indicating that the Respondent poses a threat of harm or substantial disruption, the Student Conduct Administrator may take administrative action(s) to restrict, suspend, or alter the rights of a student for a temporary period. The interim action(s) will be communicated in writing to involved parties and will remain in place until a final decision on the pending allegations has been made or until the Student Conduct Administrator believes the reason(s) for issuing the interim action(s) no longer exists. These administrative actions are not designed to be punitive, and they are not issued as sanctions.

B. A student who is restricted from campus or suspended due to interim action(s) may appeal the interim action(s) in writing to the Dean or Vice President of Student Affairs (VPSA) who is over the Student Conduct Administrator, and in the case that a VPSA is the Student Conduct Administrator, to the President of the college, no later than five (5) business days following the effective date of the interim action(s). This person will determine, within five (5) business days of receipt of the appeal, if the interim action(s) should remain in place, be modified, or lifted.

C. Examples of interim actions include, but are not limited to, no contact directives, removal from a class or classes or specific MCCCD locations, administrative removal from campus, administrative/enrollment holds, and temporary suspension.

D. Factors considered before issuing interim actions include, but are not limited to, individual safety, community safety, and the need to maintain an academic and work environment free from disruption. If the interim action is temporary suspension or removal from campus, the Student Conduct Administrator will consult with the college's behavioral assessment team as part of the decision-making process.

4. Notice Of Allegations And Investigation

A. The notice of allegations letter sent to the Respondent will also be sent to the Complainant. The notice of allegation should specify that the investigation will be done to determine, under the preponderance of the evidence standard, if a violation of the policy has taken place. The notice of allegations should outline the particulars of the complaint, the presumption of innocence, an outline of the Respondent's due process rights, and the contact information for the Student Conduct Administrator.

B. Investigations will be conducted in a fair and impartial manner. Respondents are treated with a presumption of innocence until such time as it has been adjudicated that a violation of the Student Conduct Code has taken place.

C. If during the investigation additional allegations are presented or if allegations outlined in the original notice of allegations have been retracted, the Respondent must receive an amended notice of allegations and shall be allowed to address the new allegations.

5. Investigation Process

A. At the beginning of the investigation interview, the Student Conduct Administrator will review with the party being interviewed:

- the Student Conduct Code,
- the investigation process,
- how determinations are made,
- possible sanction(s),

- the prohibition against retaliation,
- and appeal options.

B. Students are expected to comply with requests and directives issued by the Student Conduct Administrator performing duties connected to an investigation. Should a student choose to not participate in the conduct process, the Student Conduct Administrator will proceed with the investigation and make determinations without gaining input from the non-participating student.

C. After the investigative interview, respondents will be given up to five (5) days to reflect upon and respond to the allegations(s) in writing. The written response should be delivered to the Student Conduct Administrator within that time period. Likewise, Complainants and witnesses will be given up to five (5) days to reflect upon and respond to the information presented and outlined during the investigative interview. The Student Conduct Administrator does not need to provide interview notes or additional information to the student to facilitate this process.

D. A student can have an advisor present in all conduct proceedings, but the advisor cannot speak on the student's behalf.

E. Involved parties can identify witnesses who have information relevant to the investigation. These witnesses will be contacted by the Student Conduct Administrator who will assess the relevance of the witnesses and conduct interviews as appropriate.

F. Complainants and Respondents will be notified in writing when an investigation has concluded and the investigative report has been completed, which will encompass all information except for a final determination.

6. Determinations

A. The Student Conduct Administrator will determine whether it is more likely than not that a student and/or student organization violated the Student Conduct Code.

B. The Student Conduct Administrator will consider any mitigating or aggravating factors and determine the appropriate sanctions.

C. Within five (5) business days of the determination, the Student Conduct Administrator will provide the parties a written decision. The written decision will indicate whether or not the charge(s) was substantiated and, if the charge(s) was/were substantiated, will outline the remedial action(s) taken including sanctions if applicable, to be issued by the college. The determination letter will summarize the investigation and outline the determination made regarding the allegations outlined in the complaint, as well as state any issued sanction(s) based on a finding of responsibility.

D. Respondent will be informed of the right to appeal the determination and will be given instructions on how to do so in the decision letter.

7. Appeals

A. The Respondent must submit a written appeal request to the supervising Dean Of Students or Vice President of Student Affairs (VPSA), or in the case that the Student Conduct Administrator is the VPSA, the President, no later than five (5) days from the date of the written determination.

B. If no appeal is filed within the five (5) day window, the determination regarding responsibility for a violation under this policy and sanctions is final.

C. Pending the filing of a timely appeal request, the decision by the Dean of Students or VPSA will delay the effective date of the disciplinary sanction.

D. The grounds for an appeal are restricted to the following:

I. Procedural irregularity that affected the outcome of the matter, and

II. New evidence that was not reasonably available at the time determinations regarding responsibility was made, or that could affect the outcome of the matter.

E. The Dean of Students or VPSA will notify the involved parties of a decision regarding the appeal within five (5) days of receiving the appeal request. Both parties to the original investigation will be notified of the appeal decision.

I. If the appeal is denied, the decision by the Student Conduct Administrator shall be considered final and binding upon all concerned.

II. If the appeal is granted, the rationale for the decision will be outlined in the decision letter as will the next steps in the process.

A. The appellate body has discretion upon granting an appeal to refer the matter back to the Student Conduct Administrator for re-consideration, or alter the sanction(s) only (including issuing more severe sanctions).

8. Matters Related to Infringement of the Right to Free Expression

A. As outlined in Arizona Revised Statute 15-1866, any student who engages in individual conduct that materially and substantially infringes on the rights of other persons to engage in or listen to expressive activity is subject to discipline under this conduct code.

B. In all disciplinary proceedings involving students, including proceedings involving expressive conduct, a student is entitled to a disciplinary hearing under published procedures that include, at a minimum, all of the following:

i. The right to receive advanced written notice of the allegations.
ii. The right to review the evidence in support of the allegations.
iii. The right to confront witnesses who testify against that student.
iv. The right to present a defense.
v. The right to call witnesses.
vi. A decision by an impartial person or panel.
vii. The right to appeal.
viii. If either a suspension of more than thirty (30) days or expulsion is a potential consequence of a disciplinary proceeding under this section, the right to active assistance of counsel.

9. Sanctions

A. The following sanctions may be imposed upon any student found to have violated the Student Conduct Code:

i. **Warning** - a written notice to the student that the student is violating or has violated institutional rules or regulations.
ii. **Disciplinary Probation** - a written reprimand for violation of specified rules or regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional rules or regulation(s) during the probationary period.

iii. **Loss of Privileges** - denial of specified privileges for a designated period of time which can include, but is not limited to, eligibility for some leadership roles, scholarships, membership in college-affiliated organizations, programs, and activities, and restricted access to college premises.

iv. **Restitution** - compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.

v. **Discretionary Sanctions** - work assignments, essays, service to the college or community, apology letters, educational programs, or other related discretionary assignments. (Such assignments must have the prior approval of the Student Conduct Administrator And will have specific due dates).

VI. **Behavioral Requirement** - engagement with services or programs designed to address behaviors of concern through education and skill-building.

VII. **College Suspension** - separation of the student from all the colleges in MCCCD for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified. Suspension from **ONE** college means a suspension from **ALL** colleges in MCCCD.

viii. **College Expulsion** - permanent separation of the student from all the colleges in MCCCD. expulsion from one college means expulsion from all MCCCD colleges.

IX. **Degree/Certificate Revocation** - permanent revocation of a student's degree and/or certificate.

X. **Other Sanctions** - additional or alternative sanctions may be created and designed as deemed appropriate to the offense with the approval of the Student Conduct Administrator.

B. More than one of the sanctions listed above may be imposed for any single violation.

C. Disciplinary sanctions are part of a student's educational record.

10. Miscellaneous

A. Administrative Hold

The Student Conduct Administrator may place a temporary administrative hold preventing a student's registration, transcript release, or graduation if it is necessary to secure the student's cooperation in the investigation or compliance with an administrative direction. This hold is not a sanction but a necessary step to resolve the complaint promptly.

B. Academic Consequences

Violations of the student conduct code can have academic consequences if the violation also constitutes failure to meet standards of performance or professionalism set by the instructor or the program, or if it constitutes cheating, plagiarism, falsification of data, or other forms of academic dishonesty. In such cases, the instructor may award a failing grade for the assignment or the course in such cases, and the program faculty may decide that the student is ineligible to continue in the program. Academic consequences are determined by the faculty and academic administration, and are not dependent on the decisions of the college officials charged with the administration of the Student Conduct Code.

Article V: Interpretation and Revision

Any question of interpretation regarding the Student Conduct Code shall be referred to the college official responsible for administration of the Student Conduct Code for final determination.

AMENDED through the Administrative Regulation Approval Process, May 24, 2022
AMENDED by Direct Approval from the Chancellor, August 11, 2020

2.5.3 Student Records

1. Definitions

For the purposes of this policy, the Maricopa County Community College District has used the following definition of terms.

A. "College" includes all colleges, educational centers, skill centers and District office.

B. "Educational Records" are any record (in handwriting, print, tapes, film, or other media) maintained by the college or an agent of the college which is directly related to a student, except:

i. A personal record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute

ii. An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment

iii. Records maintained by the colleges security unit, if the record is maintained solely for law enforcement purposes, is revealed only to law enforcement agencies of the same jurisdiction and the security unit does not have access to education records maintained by the community college.

iv. Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional, if the records are used *only* for treatment of a student or made available only to those persons providing treatment.

v. Alumni records which contain information about a student after he or she is no longer an attendant of the community college and the records do not relate to the person as a student

2. Records Request

Official verification of educational records is issued by the Admissions and Records Office/Office of Student Enrollment Services.

3. Fees

If a copy(ies) of a portion or all of the records in a student's file is requested, the custodian of the records may charge a fee for copies made. However, the willingness or ability to pay the fee will not effectively prevent students from exercising their right to inspect and review (under supervision of a college employee) their records. A fee will not be charged to search for or to retrieve records. Standard fees for printing and duplication services will apply.

4. Annual Notification (SEE ALSO FERPA EXPLANATION)

Students will be notified of their rights annually by electronic mail in a FERPA Annual Notification. Students rights may also be provided via the following means: FERPA Annual Notification placement on the college website, publication in the college catalog and/or the student handbook:

Individuals requesting admission or enrollment at any of the Maricopa County Community Colleges are asked to provide certain contact information that is collected and used for the purpose of responding to the request. The information collected may include your name, address, telephone number or email address. Maricopa county community colleges and/or its agents, including attorneys and/or collection agencies, may use this information to contact you through various means, including phone calls, text messages, e-mail and postal mail. Communication may include, but is not limited to, information regarding account balances, programs and services that MCCCD offers.

5. Rights of Access to Educational Records

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (FERPA defines an "eligible student" as a student who has reached 18 years of age or is attending a postsecondary institution at any age). These rights include:

A. The right to inspect and review the student's education records within 45 days after the day the college receives a request for access.

1. Students should submit to the Admissions & Records Office/Enrollment Services written requests that identify the record(s) they wish to inspect at each college they attend. The form to do so may be found HERE. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. There may be occasions when a record may not be copied, especially if doing so may compromise another student or faculty member's privacy. The college or district may deny access to the following records:
    a. Parents' financial statements;
    b. Letters of recommendation, if the student has waived his or her right of access;
    c. Records filed before January 1, 1975; or
    d. Records not included in the FERPA definition of educational records.
3. The Maricopa County Community College District and its associated colleges reserve the right to deny copies of records, including transcripts, in any of the following situations:
    a. There is an unresolved disciplinary action against the student; or
    b. The educational record requested is an exam or set of standardized test questions.

B. The right to request the amendment of the student's education records that the student believes is inaccurate, or misleading.

1. Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
2. A proper request to correct a student education record must:
    a. Be written to the College Registrar;
    b. Clearly identify the part of the record they want to be changed; and
    c. Specify why the record is inaccurate or misleading.
3. Any written request which does not include the required information will not be considered. The requestor will be notified in writing that their request was not properly submitted and they will receive directions on how to resubmit it.
4. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. The FERPA Appeal Process is also outlined in the student handbook and in Appendix S-17 of the MCCCD Administrative Regulations.

C. The right to provide written consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

1. With the exception of directory information and the various FERPA authorized disclosures without consent, the Maricopa County Community College District or its associated colleges must receive written consent from students before disclosing any personally identifiable information from educational records. The FERPA Release Of Information Consent MAY BE FOUND HERE.

CONDITIONS OF DISCLOSURE WITHOUT CONSENT

FERPA permits the disclosure of personally identifiable information (PII) from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA Regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

1. To other school officials, including instructions, administrators, supervisors, Governing Board members, academic or support staff, law enforcement and health staff, within the MCCCD whom the college or District has determined to have legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities. This includes contractors, attorneys, auditors, collection agents, consultants, volunteers, or other parties to whom the college has outsourced institutional services or functions, provided that the conditions listed in §99.31(A)(1)(I)(B)(1) – (A)(1)(I)(B)(2) are met. (§99.31(A) (1))

2. To officials of another school where the student seeks to or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(A) (2))
3. To authorized representatives of the US Comptroller General, the US Attorney General, and the US Secretary of Education, or State and Local Educational Authorities, such as a state postsecondary authority that is responsible for supervising the college's state supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of federal-or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement, or compliance activity on their behalf (§§99.31(A) (3) AND 99.35)
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(A) (4))
5. To organizations conducting studies for, or on behalf of, the college, in order to: (A) Develop, Validate, or Administer Predictive Tests; (B) Administer student aid programs; or (C) Improve instruction (§99.31(A) (6))
6. To accrediting organizations to carry out their accrediting functions. (§99.31(A) (7))
7. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(A) (8))
8. To comply with a judicial order or lawfully issued subpoena.(§99.31(A) (9))
9. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(A) (10))
10. Information the college has designated as "Directory Information" under §99.37. (§99.31(A) (11))
11. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(A) (13))
12. To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the college's rules or polices with respect to the allegation made against him or her.(§99.31(A) (14))
13. To parents of a student regarding the student's violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(A) (15))

Students who believe that MCCCD or an agent of the college has disclosed information contrary to the provisions outlined in this section may submit a grievance via the non-instructional complaint resolution process. The process is posted at: S-8 Non-Instructional Complaint Resolution

D. The right to file a complaint with the US Department to Education concerning alleged failures by the college to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5920

E. ***2012 FERPA AMENDMENT***: As of January 3, 2012, the U.S. Department of Education's FERPA Regulations expand the circumstances under which your education records and Personally Identifiable Information (PII) contained in such records—including social security number, grades, or other private information—may be accessed without student consent. For more information on this amendment, please see: FERPA HTTPS://DISTRICT.MARICOPA.EDU/CONSUMER-INFORMATION/FAMILY-EDUCATIONAL-RIGHTS-PRIVACY-ACT-FERPA

F. Student Directory Information

1. A Maricopa County Community College may release directory information about any student who has not specifically requested the withholding of such information. Students who do not want directory information released may so indicate during the admissions process or notify the Admission & Records Office/Enrollment Services.

A. Students should consider very carefully the consequences of a decision to withhold directory information. A privacy block will call for the college or District to not release this directory information. Therefore, any future requests for such information from non-institutional persons or organizations will be refused.

2. Students may request their college to withhold the sharing of directory information by filing out a Request To Withhold Directory Information form and submitting that form to the college Admission & Records Office/Enrollment Services.

3. Directory information is considered public information. At any Maricopa County Community College, directory information is defined as a student's:

A. Name
B. Address
C. Phone Number
D. MCCCD Email Address
E. Photograph/Electronic Image
F. Place of Birth
G. Major Field of Study
H. Current Enrollment Status
I. Participation in Officially Recognized Activities
J. Dates of Attendance
K. Degrees Awarded
L. Awards and Academic Honors Received/Dean's List Selection
M. Previous Institutions Attended
N. Program and promotional materials on participants in various sports and similar public activities, including weight and height of athletic team members.

G. Disclosure to Parents

In accordance with federal law, college officials may disclose educational records to parents of a student who have established the student's status as a dependent according to the Internal Revenue Code of 1986, section 152, without the written consent of the student.

RELEASE OF DIRECTORY (PUBLIC) INFORMATION

At its discretion, the college or District may provide *Directory Information* in accordance with the provisions of FERPA. Types of information considered As *Directory Information* are listed below. additional information may be found at: DISTRICT.MARICOPA.EDU under Consumer Information.

BLOCKING THE RELEASE OF DIRECTORY (PUBLIC) INFORMATION

By default, a college or District may release a student's directory information. Students may prohibit (or block) the public disclosure of directory information by completing a ***PRIVACY BLOCK*** form.

Students should consider *very carefully* the consequences of a decision to withhold directory information. A privacy block will call for the college or District to not release this *directory information*. Therefore, any future requests for such information from non-institutional persons or organizations will be refused.

Although the college or District will honor a student's request to withhold directory information, it cannot *assume responsibility* to contact the student for subsequent permission to release this information. Regardless of the effect upon the student, the college or District assumes no liability as a result of honoring a student's instructions to withhold such information.

ADDITIONAL INFORMATION:

- If a student blocks directory information, it still may be inspected by those MCCCD officials authorized by law to inspect education records without consent.
- If a student chooses to block directory information, it cannot be released to friends, family, prospective employers, the news media, advisors, student activities, and honors societies.
- Some reasons for considering a privacy block on directory information include harassment or the advice of a legal or medical professional.
- If a student wishes to keep public data private but release information so it can be published in commencement programs and honors lists, contact the office of Admissions & Records/Enrollment Services at the appropriate college(s).

If a student wishes to remove the privacy block, he or she must rescind the previous block. The college and District cannot assume responsibility to contact students for subsequent permission to release this information. It is the sole responsibility of the student to initiate the release of blocked information.

USING SOCIAL SECURITY NUMBERS

Due to identity theft concerns and privacy issues, students will no longer be asked to provide a social security number as a personal identifier. Instead, students will be assigned a student id number upon enrollment that can be used to access education records, as needed.

AMENDED through Direct Approval by the Chancellor, June 17, 2024
TECHNICAL CORRECTION made to remove duplicative and contradictory language (DOB), October 26, 2021
AMENDED through the Administrative Regulations Approval Process, June 4, 2019

Appendix S-17: FERPA Appeal Process

FERPA APPEAL PROCESS

In instances where the college decides not to amend an education record as requested by the student, the college will notify the student of the decision and advise him/her of the right to an appeal hearing according to the following process:

- The student must have first presented the issue in writing to the college's Admissions/Enrollment Office or designee identifying the records that he/she wishes to have amended and provided any supporting documentation. Note: With the exception of clerical errors, requests that are expressly related to grade disputes are not subject to this process and must be vetted through the Instructional Grievance Process.

- If the request to change the record was deemed unsubstantiated by the college designee and the institution was able to demonstrate that the record was accurate, the student will be informed of the right to a formal appeal hearing.

- Students must request a formal hearing within 10 business days from the date they are informed of the right to an appeal hearing.

- The request for a formal hearing must be in writing and delivered to the [Dean of Admissions/Enrollment Services, Vice President of Student Affairs] or designee.

- The college official who receives the formal hearing request will either review the case personally or designate a hearing committee if the issue involves a matter not clearly established by current policy or administrative regulation.

- A written decision will be delivered to all parties summarizing the evidence and stating the reason(s) for the decision. If the decision is in favor of the student, the education record will be amended. If the decision is for the record to remain the same, the student may place a statement commenting on or disagreeing with the decision in the education record.

STUDENT HANDBOOK

2.5.4 Student Employment

1. District Student Employees

A. Introduction
Students may be employed by the college as student help. District regulations require that students be hired in essential jobs and that they be properly trained and supervised.

B. Philosophy and Workload for Student Employees
   i. It shall be the philosophy of Maricopa Community College District that a student may work to augment college and living expenses, however, the scholastic endeavor should be foremost. Sufficient time should be allotted for classroom attendance, homework, out-of-class study and participation in activities.
   ii. A workload of twenty (20) hours per week should be established as the maximum number of hours a student employee may work on campus. All student employees shall be enrolled in a minimum of three (3) semester credit hours. Any combination of day and evening hours would meet this requirement. Any student employee having special reasons to work over 20 hours per week or having dropped below three (3) credit hours should request his/her immediate supervisor to obtain approval from the College president or his/her designee.
   iii. During the summer sessions, students may be eligible for employment if they were enrolled for a minimum of three (3) semester credit hours at the end of the spring semester, or if they have been accepted for admission for the fall semester. Exceptions to the three (3) semester credit hours may be made by the president or his/her designee. Summer shall be designated as the time from the official end of the spring semester to the beginning of classes for the fall semester.

C. Student Employee Benefits
As student employees, there are no entitlements to employee benefits; i.e., vacation, retirement, sick leave, health and life, or disability insurance. Students will, however, be covered under Worker's Compensation Insurance.

D. Student Employment Records
Student employee records will be maintained at the Financial Aid office, the office of the fiscal agent or the Career/Placement Office and will be reviewed periodically by the Vice President of Students Affairs.

E. Student Compensation
The hourly rate of pay for student employees shall coincide with the policies of the District Salary Schedule.

F. Employee Contracts and Forms (See Appendix FM-3)
Student Employee Grievance Procedure

G. Part-time student employees working for one of the Maricopa Community Colleges may wish to file a grievance relating to certain working conditions or violation of student employment regulation. Please refer to the Non-Instructional Complaint Resolution Process (AR 2.3.12)

2. Student Security Guards

A. Introduction and Philosophy
Students may be employed by the college as student help. If student guards do not come from the ranks of Administration of Justice classes, they must undergo appropriate training to qualify them as student guards. This training program is outlined in the regulation.

B. Workload of Student Security Guards

i. Student security guards shall be enrolled for a minimum of three (3) semester hours.
ii. Student security guards shall be limited to 20 hours per week when the workweek starts at 7:00 a.m. on Monday and concludes at 11:00 p.m. on Friday. Additional hours may be worked if guards are assigned special duty at games or activities held on campus during the weekend, or if guards are assigned a shift on Saturday and Sunday, between 7:00 a.m. and 11:00 p.m.

C. Students not in Administration of Justice Program
   i. Use of student other than those in Administration of Justice Program:
      1. Selection of the student must be personally approved by the vice president of students affairs and chief of security.
      2. Selection of a student should not extend beyond one semester without the approval of the vice president of students affairs.
      3. Selected student must undergo a special training program directed by the chief of security and approved by the vice president of student affairs.
   ii. Recommended program for students other than those in Administration of Justice programs: Students employed by campus security who are not majors in the Administration of Justice program should be given at least twenty (20) hours of training with pay before being allowed to function independently as a campus security guard. This training should include, but not be limited to instruction in:
      1. Wearing of the uniform, general appearance, and demeanor
      2. The use of the various security report forms and how to properly complete them to provide requested information; General report writing methods
      3. Public relations methods used on the campus
      4. Crime prevention methods used on the campus; Patrol methods used in buildings and grounds.
      5. Basic techniques for interviewing students, faculty and visitors relative to the incidents
      6. Laws and regulations governing the actions of campus security personnel concerning rendering of assistance to students, faculty and visitors on the campus
      7. Basic first aid

D. Student Security Guards Employee Benefits
   As student employees there are not entitlements to employee benefits; i.e., vacation retirement, sick leave, health and life, or disability insurance. Students will, however, be covered under Worker's Compensation Insurance.

E. Student Employment Records
   The student security guard's employment records will be maintained at the office of the chief of security and reviewed periodically by the Vice President of Student Affairs.

2.5.5 Student Governance

Student governing bodies derive their authority from the Maricopa County Community College District Governing Board that exists in accordance with Arizona Revised Statutes. The administration of the District is vested in the Chancellor who delegates responsibility for each college to the College President who serves in a management and policy implementation capacity having the ultimate responsibility for all activities of the college. The President shall designate the administrator(s) (i.e., directors of student leadership) at each college who will be charged with the responsibility for working with the college student governing body(ies) in the development of college student activities and programs.

A representative form of student governance may exist at each college/center as well as district wide to provide an effective means of communication among students, faculty, staff and administration and to provide student input in college and District matters. Eligibility requirements are to be met and spelled out in detail in each student governance constitution. These constitutions shall establish the minimum requirements for the elective/appointive officers. All student government constitutions shall be submitted to the Governing Board General Counsel to ensure compliance with federal and state laws, the Maricopa Community Colleges Governing Board Policies and the Chancellor’s Administrative Regulations. Since Rio Salado Community College is a countywide non-campus college, the president shall ensure that opportunities exist for student involvement.

College student constitutions should be reviewed annually by student governance. The appropriate vice president or designee of each college shall be responsible for submitting any changes to the president of the college for transmittal to the Governing Board General Counsel.

1. **Officers/Members**
   All reference in this document to positions will designate whether the position is an officer position or a member position.

   Each student governance constitution shall define which of its elected positions (maximum of 5) within its structure shall be designated as officers. The persons filling those positions shall be referred to, in this document, as officers. Persons filling all other positions, elected or appointed, shall be referred to as members (excluding non-voting committee members).

   All positions filled by election shall be considered as elected positions, even though the person filling the position may have been appointed to fill an unexpired term of another individual.
2. **Designation**
   Colleges with two (2) student governments shall designate the governments as "day" or "evening." Colleges with one (1) government shall be considered day students, for the purposes of this document.
3. **Eligibility for Office**
   All student governance constitutions shall prescribe that all persons elected or appointed as officers shall be enrolled in and maintain a minimum of six (6) credit hours for day student governments, three (3) credit hours for evening student governments. Officers shall have and maintain a minimum cumulative grade point average of 2.50 and be in good standing (not on probation) according to the written district policy. Convicted felons shall be ineligible for office (ARS § 13-904). The constitution may, however, set more rigid requirements, if so desired by college student governance.
4. **Tenure of Position**
   Tenure in any student governance position shall be determined by the respective student governance constitutions. In no case shall any student be allowed to serve in any combination of officer/member positions beyond a total of ten (10) semesters. Tenure in any combination of officer positions shall be limited to four (4) semesters.
5. **Removal from Office**
   Provisions shall be made in all student governance constitutions for removal for cause of individuals from elected or appointed student governance positions.
6. Remuneration Limitations
   A. Student body officers may receive financial support and/or a letter grade in a leadership class during their terms of office as authorized in their respective student governance constitutions. Student body officers (maximum 5) may receive up to twenty (20) hours per week in financial support and/or up to six (6) credit hours in leadership classes per semester. Remuneration shall be for services rendered and not for merely holding the office.
   B. For qualifying students, Federal Work Study (FWS) funds may be used in accordance with Federal guidelines.
   C. The allowance for awarding honorariums or scholarships for executive student officers is a maximum of $200.00.
   D. Compensation may be received for both honorariums/scholarships and college employment in the same semester.
7. **Amending Student Constitutions**
   College student constitutions should be reviewed annually by student governance. The appropriate vice president or designee of each college shall be responsible for submitting any constitutional changes to the President of the college for transmittal to the Governing Board General Counsel.
8. **Student Governance Advisors**
   College organization advisors will be provided for in each student governance constitutions. Such advisors shall be full-time or part-time employees of the Maricopa Community Colleges.

   Recommendations for appointment of an advisor may be submitted to the appropriate vice president or college president. Recommendations for dismissal of an advisor with just cause may be submitted to the appropriate vice president or college president.

9. **Legal/Fiscal/Financial Matters**
   Authority and responsibility beyond the scope specifically covered in student policies, or interpretation of such matters within laws, board policies, etc. shall rest with the offices of General Counsel and Chancellor, respectively.
10. **Final Authority**
    In the event of a complete breakdown of the governance body, the college president will serve as the final authority.

Student Clubs and Organizations
In addition to student governing bodies, student clubs and organizations may be formed that fall under the operational direction of the Office of Student Life and Leadership and the administrative direction of the Vice President of Student Affairs at each college. Student clubs and organizations are generally interest-based in nature (such as for a particular program, discipline, or college activity) and are considered to be an important part of the total college experience. Each college shall outline the requirements necessary to establish the formation of an interest-based student club and organization (i.e., mission/purpose, size, structure, advisors). Club advisors shall be employees of the Maricopa County Community College District.

In most instances, student clubs and organizations shall be open to all students who are enrolled in credit courses at a Maricopa Community College. Pursuant to ARS §15-1863, religious or political student organizations may determine that the organization's internal affairs, selecting the organization's leaders and members, defining the organization's doctrines, and resolving the organization's disputes are part of the organization's religious or political mission and that only persons committed to that mission should conduct such activities. For religious and political organizations, state statute recognizes the role that viewpoint serves in the mission and purpose of the organization's operations. Thus, such groups may elect to select members based upon organizational doctrine. The MCCCD may not deny recognition or any privilege or benefit to a religious or political student organization or group that exercises its rights pursuant to the statute.

Whereas ARS §15-1863 allows religious and political organizations to determine their internal affairs and the selection of their leaders and members, the MCCCD non-discrimination policy is applicable to all other aspects of these student clubs and organizations.

*******INSERT INTO PROGRAM SECTION OF THE CATALOG AS ALLIED HEALTH*******

Appendix S-13: The Maricopa Community Colleges Allied Health or Nursing Program
Allied Health or Nursing Assumption of Risk/Release of Liability
Most of the allied health or nursing program pathways include a program of study in a clinical training environment that may contain exposures to risks inherent in patient-oriented educational experiences (such as but not limited to bodily injury or communicable and infectious diseases). Students enrolling in clinical educational courses will be asked to sign a statement assuming all risks inherent in their coursework.

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

MCCCD Required Background Checks
Students enrolled in an MCCCD allied health or nursing program are required to complete and pass clinical learning experiences, working with children, elderly persons, and other vulnerable populations. MCCCD's major clinical agency partners now mandate that any college students assigned to them for clinical experiences submit to a comprehensive background clearance prior to entering such learning experiences. Because the clinical experience portion of the programs is critical to completing a program of study, MCCCD has instituted two specific background check requirements in order for a student to enroll in a program. First, the student must obtain, at his or her own cost, a Level I Fingerprint Clearance Card from the Arizona Department of Public Safety. Precluding offenses for a Level I card can be found in

Arizona Revised Statute § 41-1758.07 (https://www.azleg.gov/viewdocument/?docName=https://www.azleg.gov/ars/41/01758-07.htm). Additionally, students must also obtain a "pass" status on a MCCCD supplemental background check from MCCCD's authorized background check contractor. The student must also pay for this background check. The supplemental check will be based on the most stringent standards of MCCCD's clinical experience partners.

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

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

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

1. *National Federal Health Care and Abuse Databases*
2. *Social Security Verification*
3. *Residency History*
4. *Arizona Statewide Criminal Records*
5. *Nationwide Criminal Databases*
6. *Nationwide Sexual Offender Registry*
7. *Homeland Security Search*

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

1. *Social Security number does not belong to the applicant*
2. *Any inclusion on any registered sex offender database*
3. *Any inclusion on any of the Federal exclusion lists or Homeland Security watch lists*
4. *Any conviction of a felony no matter what age of the convictions*
5. *Any warrant any state*
6. *Any misdemeanor conviction for the following no matter how long ago:*
    - A. *Violent crimes*
    - B. *Sex crime of any kind including non consensual sexual crimes and sexual assault*
    - C. *Murder, attempted murder*
    - D. *Abduction*
    - E. *Assault*
    - F. *Robbery*
    - G. *Arson*
    - H. *Extortion*
    - I. *Burglary*
    - J. *Pandering*
    - K. *Any crime against minors, children, vulnerable adults including abuse, neglect, exploitation*
    - L. *Any abuse or neglect*
    - M. *Any fraud*
    - N. *Illegal drugs*
    - O. *Aggravated DUI*
7. *Any misdemeanor controlled substance conviction in last 7 years*
8. *Any other misdemeanor conviction within last 3 years*
   EXCEPTIONS: Any misdemeanor traffic (DUI is not considered traffic).

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

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

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

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

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

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

Changes to Admission or Background Check Requirements
MCCCD may change its program admission requirements or background check requirements without notice at any time.

No Guarantee of Receipt of Licensure/Certificate
Many of the nursing and allied health programs prepare graduates for application for State or National certificates or licenses. In some professions, such licensure and certification is required prior to employment or practice in the profession. Graduation from a nursing and allied health program does not guarantee the receipt of a license or certificate to practice in the field of study.
AMENDED by Direct Approval from the Chancellor, June 1, 2017

*****END OF ALLIED HEALTH SECTION*****

4.18 Consensual Relationships

1. **General**
   The existing Governing Board Policy on Hiring of Relatives prohibits employees from being involved in any employment or key decision that involves a relative. This would include work performance, job assignments, or pay related matters. In that such relationships can create a conflict with the interests of the Maricopa Community Colleges, and the increased potential for nepotism and favoritism, the same principles also apply in the case of consensual amorous, romantic and/or sexual relationships that occur between employees or between employees and students.

   In the work and academic environment, such a relationship that might be appropriate in other circumstances is inappropriate if one of the individuals in the relationship has a professional responsibility toward, or is in a position

of authority with respect to, the other, such as in the context of supervision, instruction, coaching, counseling or advisement. An element of power is present in such a context and it is incumbent upon those with authority not to abuse that power. In addition, consensual relationships may yield to third parties the appearance that unfair bias or favoritism towards the student or supervisee is taking place.

A. Definitions
    i. Consensual relationships are defined as romantic, amorous and/or sexual relationships between consenting employees or between employees and adult (18 years or older) college students currently enrolled at one of the community colleges.
    ii. An employee is any individual who is employed by the Maricopa County Community College District (MCCCD). An employee includes an individual who is subject to an established employee job group policy manual, whether regular, full-time board approved, at-will, part-time, and/or temporary. An employee also includes a contract worker (special services employment, request for personnel services) working or serving as an agent or designee on behalf of the MCCCD.
    iii. A student is considered to be any person currently enrolled in a credit or non-credit class at one of the colleges or centers within the Maricopa County Community College District.
    iv. A vendor is someone who sells or can sell products or services to the Maricopa County Community College District.
    v. A recent consensual relationship is considered to be one that has taken place within the past 24 months.
B. Prohibited Conduct
    i. An employee shall not maintain, engage in or be involved in a consensual relationship with another employee who is subject to that individual's supervision or with a student that is currently enrolled in the individual's class, or a student whom the individual otherwise instructs, coaches, counsels or advises, or with a vendor if the employee manages that contract or otherwise exerts influence over the contract.
    ii. The Governing Board recognizes that the personal life of its employees is not a concern of the institution, and therefore, this regulation does not seek to prohibit romantic relationships that exist between parties where the context of power-authority between employees or between employees and students is not present; and provided that the relationship does not affect the employee's effectiveness in fulfilling his or her professional obligation. For these instances, appropriate measures should still be taken in order to avoid conflicts of interest from occurring. For relationships that may exist prior to the time that either a student or employee is placed in a situation of instruction or supervision that is considered to be a conflict of interest, the employee(s) involved shall disclose and take immediate measures to avoid the conflict or appearance of conflict.

2. Procedures for Disclosure

Employees should first avoid allowing an inappropriate consensual, amorous or sexual relationship to develop with a supervisee or student.

A. Where the employee is already in or has had a recent consensual relationship with a supervisee, the following procedures shall be followed:
    i. Immediate disclosure by the employee of the relationship to their supervisor and to the appropriate Vice President or Vice Chancellor in order to ensure that any conflicts of interest have been adequately addressed.
    ii. The respective administrator responsible for the department or division shall place the subordinate under alternate supervision when a supervisor under his/her direction has or has had a recent consensual relationship with the employee.
    iii. The supervisor shall recuse himself or herself from any discussions or involvement with decisions related to evaluations, promotion, hiring, determination of salary, or continuation of contract or employment.
    iv. The respective Vice President or Vice Chancellor shall prepare and retain a report that specifies the appropriate alternate arrangements that have been made to eliminate the conflict of interest. The EEO/AA Office shall be provided a copy of the report along with the employees involved in the relationship.
B. Where the employee is already in or has had a recent consensual relationship with a student prior to enrollment in his or her class, the following procedures shall be followed:
    i. The faculty member shall counsel and advise the student not to enroll in his or her course.

ii. The Consensual Relationships Policy will be made available to students via the student handbook and other appropriate communications vehicles.
iii. If it is not possible for a student to enroll in another course, section, or course and section at another college due to a requirement for completion of a degree or certificate and no other academic option is available, disclosure of the relationship will be made to the appropriate Department Chair, Dean and Vice President of Academic Affairs or Vice President for Student Affairs as appropriate for review. The Vice President will refer the matter to the Vice Chancellor for Academic and Student Affairs for consideration. The Chancellor or his/her designee may allow a student to enroll in the class only upon a showing by the student that the enrollment is necessary to avoid an extreme hardship, and upon a showing by the college President or designee that the academic integrity of the student's enrollment in the class will nevertheless be maintained.

3. Persons who are married, or were married, are included within the definition of persons that have or who have had a consensual amorous relationship. Disclosure in this instance may be made via the Maricopa Disclosure process [The Annual Acknowledgement and Disclosures form may be found in the Employee Learn Center. Employee credentials are needed to enter secure site].
4. An employee who fails to follow the requirements established in this policy and who does not withdraw from participation in activities or decisions that may reward or penalize a supervisee or student with whom the employee has or has had a recent consensual amorous relationship, will be considered in violation of policy and will be addressed in accordance with established processes in job group policy manuals.

LANGUAGE ADOPTED BY DIRECT CHANCELLOR APPROVAL

2.8.3 Technology Accessibility

The Maricopa Community College District is committed to ensuring equal access to information, programs, services and activities through its technologies, Web pages, and resources both in the academic and work environments. This regulation establishes that Electronic and Information Technology (EIT) that are used to conduct the business of the Maricopa Community Colleges shall adhere to established accessibility standards and guidelines.

ADOPTED by Direct Approval from the Chancellor, April 1, 2015