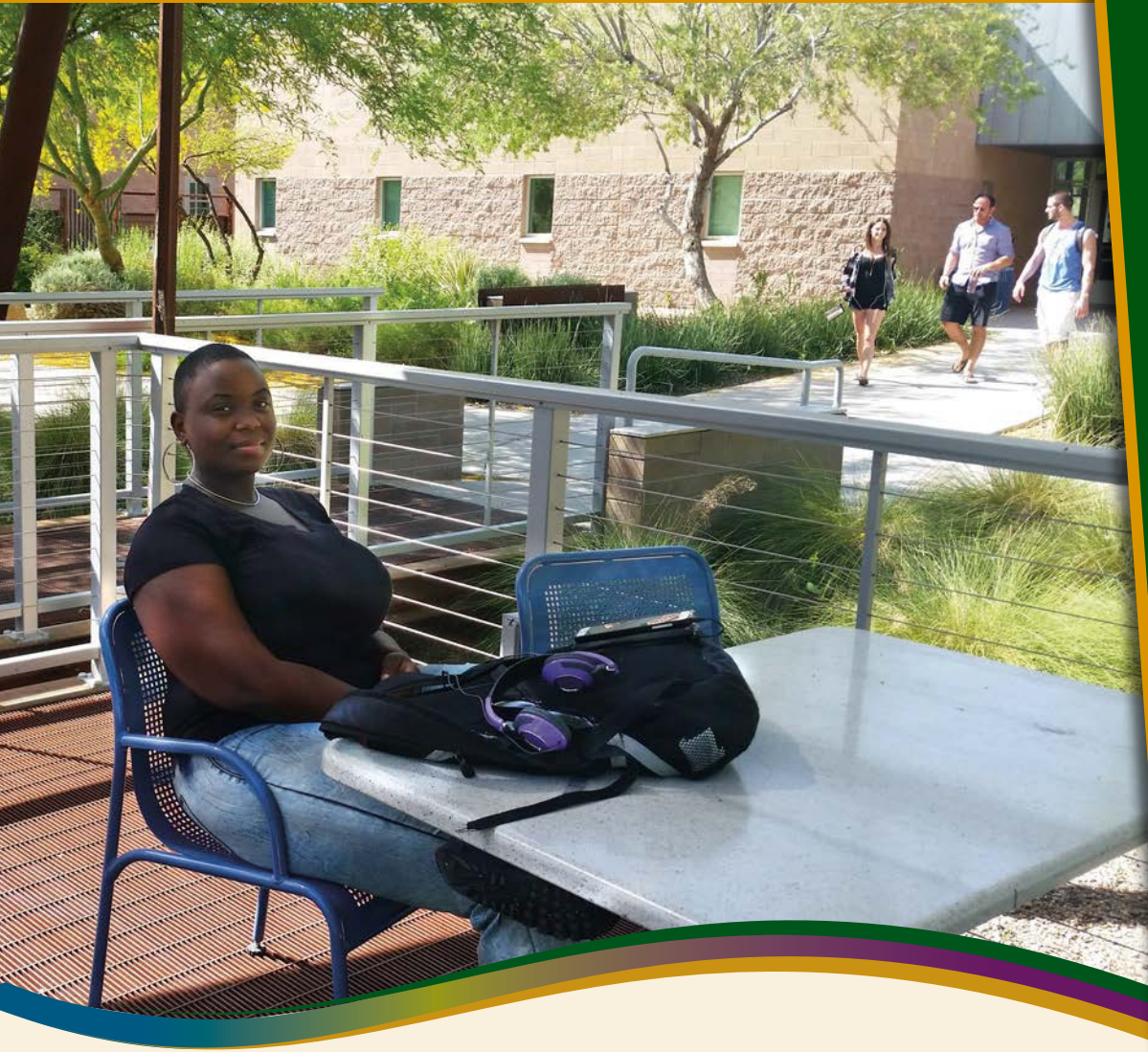




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SCOTTSDALE COMMUNITY COLLEGE



ADDENDUM TO
2016/17

GENERAL CATALOG & Student Handbook



ABOUT THE ADDENDUM

The contents of this addendum supersede the content specified in the 2016-2017 catalog where noted. Contents of the 2016-2017 catalog not revised in this addendum remain in effect. The unrevised content of the 2016-2017 catalog and the revised content of this addendum are valid for the 2016-2017 academic year.

The Maricopa Community Colleges reserve the right to change, without notice, any materials, information, curriculum, requirements, and regulations published in this catalog addendum.

Published: January 13, 2017

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PROGRAM MODIFICATIONS, ADDITIONS, AND DELETIONS **SUMMARY**

This section supplements the program information in the 2016-2017 General Catalog, pages 70-126. The full text of new programs and modifications to existing SCC programs follows this summary.

PROGRAM MODIFICATIONS			
Catalog Page	Program Title and Academic Plan Code	Program Elements Modified	First Effective Term
97	Personal Training Specialist CCL (5445)	Restricted Electives	Spring 2017
98	Exercise Science and Personal Training AAS (3059)	Restricted Electives	Spring 2017
118	Disc Jockey Techniques CCL (5957)	Restricted Electives	Spring 2017
119	Disc Jockey Techniques AAS (3812)	Restricted Electives	Spring 2017
PROGRAMS PLACED ON MORATORIUM			
Catalog Page	Program Title and Academic Plan Code	First Effective Term	
91	Culinary Arts Foundations CCL (5789)	Spring 2017	
92	Culinary Arts Foundations AAS (3156)	Spring 2017	
AAS = Associate in Applied Science Degree CCL = Certificate of Completion			

FITNESS/NUTRITION **EXS, FON, HES, WED**
 HPERD Division PE 155 480.423.6606
 Program Contact, Amy Goff PE 148 480.423.6685

HES++++ Any HES Health Science courses
 PED++++ Any PED Physical Education courses (maximum of 3 credits)
 WED++++ Any WED Wellness Education courses

Personal Training Specialist

Certificate of Completion - CCL 5445 (Shared)
 32-34.5 credits

Description: The Certificate of Completion (CCL) in Personal Training Specialist program is designed to help prepare students for employment in the fitness industry as a Personal Trainer. This curriculum provides students with a fundamental knowledge of human physiology and anatomy, introduction into career options in the field of Exercise Science, Kinesiology and Physical Education/ Coaching, emergency response readiness, health appraisals and assessments; application of exercise fitness principles and strength and cardiorespiratory training techniques; a fundamental knowledge of nutrition, exercise physiology, and biomechanics; skills in exercise testing and fitness measures as well as writing exercise prescriptions and program designs for diverse populations.

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

Admission Criteria: None
Program Prerequisites: None

Required Courses: 28-28.5 credits

BIO160	Introduction to Human Anatomy and Physiology (4) OR	
+ BIO156	Introductory Biology for Allied Health (4) OR	
+ BIO181	General Biology (Majors) I (4).....	4
EMT101	Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Health Care Providers (0.50) OR	
HES106	Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED) (0.50) OR	
	Current Basic Life Support (BLS) Health Care Provider/Professional Rescuer certification.....	0-0.50
EXS101	Introduction to Exercise Science	3
EXS112	Professional Applications of Fitness Principles	3
EXS125	Introduction to Exercise Physiology	3
EXS130	Strength Fitness: Physiological Principles/Trng Techniques.....	3
EXS132	Cardio. Fitness: Physiological Principles/Trng Techniques	3
EXS145	Guidelines for Exercise Testing and Prescription	3
FON100	Introductory Nutrition (3) OR	
FON105	Nutrition Principles for Fitness Professionals (3) OR	
FON241	Principles of Human Nutrition (3).....	3
+ EXS239	Practical Applications of Personal Trng Internship (3) OR	
+ EXS239AA	Practical Applications of Personal Trng Internship (1) OR	
+ EXS239AB	Practical Applications of Personal Trng Internship (2).....	1-3

Restricted Electives: 4-6 credits

Choose a total of 4-6 credits from EXS, FON, HES, PED, and/or WED courses except courses used to satisfy Required Courses area. Maximum of three (3) credits of PED courses may be counted toward the Restricted Electives.

EXS++++ Any EXS Exercise Science courses
 FON++++ Any FON Food and Nutrition courses

Exercise Science and Personal Training

Associate in Applied Science - AAS 3059 (Shared)
 64-69.5 credits

Description: The Associate in Applied Science (AAS) in Exercise Science and Personal Training program is designed to prepare students with the knowledge and experience required to be eligible for the American College of Sports Medicine (ACSM) personal trainer certification, the National Strength and Conditioning Association (NSCA) personal trainer certification, the National Academy of Sports Medicine (NASM) personal trainer certification and the American Council on Exercise (ACE) personal trainer certification. The curriculum is designed to strengthen students' educational background in fitness and nutrition potentially increasing their marketability in these fields. This degree may also meet the needs of individuals with existing degrees in such fields as Exercise Physiology, Nutrition, Athletic Training and other health related disciplines. Registered dietitians, clinical exercise physiologists, personal trainers, exercise specialists, strength and conditioning specialists, coaches, athletes and others interested in acquiring knowledge in exercise, nutrition and health may also find this program appropriate.

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

Admission Criteria: None
Program Prerequisites: None

Required Courses: 36-36.5 credits

EMT101	Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Health Care Providers (0.50) OR	
HES106	Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED) (0.50) OR	
	Current Basic Life Support (BLS) Health Care Provider/Professional Rescuer certification.....	0-0.50
EXS101	Introduction to Exercise Science	3
EXS112	Professional Applications of Fitness Principles	3
EXS125	Introduction to Exercise Physiology	3
EXS130	Strength Fitness-Physiological Principles/Trng Techniques.	3
EXS132	Cardio. Fitness: Physiological Principles/Trng Techniques	3
EXS145	Guidelines for Exercise Testing and Prescription	3
EXS214	Instructional Comp.: Flexibility/Mind-Body Exercises	2
EXS216	Instructional Comp.: Muscular Strength/Conditioning.....	2
EXS218	Instructional Comp.: Cardio. Exercises/Activities	2
+ EXS239	Practical Applications of Personal Trng Internship (3) OR	
+ EXS239AA	Practical Applications of Personal Trng Internship (1) AND	
+ EXS239AB	Practical Applications of Personal Trng Internship (2).....	3
FON100	Introductory Nutrition (3) OR	
FON105	Nutrition Principles for Fitness Professionals (3) OR	
FON241	Principles of Human Nutrition (3).....	3

(+) indicates course prerequisites/corequisites (++) indicates any module

- + FON210 Sports Nutrition and Supplements for Physical Activity3
- + FON247 Weight Management Theory3

Restricted Electives: 6 credits

Choose a total of six (6) credits from EXS, FON, HES, PED, and/or WED courses except courses used to satisfy Required Courses area. Maximum of three (3) credits of PED courses may be counted toward the Restricted Electives.

- EXS+++++ Any EXS Exercise Science courses
- FON+++++ Any FON Food and Nutrition courses
- HES+++++ Any HES Health Science courses
- PED+++++ Any PED Physical Education courses (maximum of 3 credits)
- WED+++++ Any WED Wellness Education courses

General Education Requirements: 22-27 credits

CORE: 12-17 credits

First-Year Composition

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

Oral Communication

- + COM225 Public Speaking3

Critical Reading

- + CRE101 College Critical Reading (3) **OR**
equivalent as indicated by assessment.0-3

Mathematics

Any approved general education course in Mathematics area, except MAT112.

The following courses or higher are recommended:

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

DISTRIBUTION: 10 credits

Humanities, Arts and Design

Any approved general education course in Humanities/Arts/Design area3

Social-Behavioral Sciences

- HES100 Healthful Living (3) **OR**
- PSY101 Introduction to Psychology (3)3

Natural Sciences

- BIO160 Introduction to Human Anatomy and Physiology (4) **OR**
- + BIO156 Introductory Biology for Allied Health (4) **OR**
- + BIO181 General Biology (Majors) I (4).....4

MUSIC

Music Department

MUS 144

MTC, MUC

480.423.6333

Program Director, Steven Chung and Blake Smith

Disc Jockey Techniques

**Certificate of Completion - CCL 5745 (Shared)
33 credits**

Description: The Certificate of Completion (CCL) in Disc Jockey Techniques is designed to prepare students for entry level employment as a live-performance disc jockey (DJ). This program will provide the student an understanding of how businesses related to the DJ profession are organized and operated in this highly competitive and rapidly changing profession.

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

Admission Criteria: None

Program Prerequisites: None

Required Courses: 27 credits

- MKT101 Introduction to Public Relations3
- MTC103 Introduction to Aural Perception1
- MUC109 Music Business: Merchandising and the Law.....3
- MUC110 Music Business: Recording and Mass Media.....3
- MUC135 Introduction to Disc Jockey Techniques3
- MUC136 Turntablism: The Art of the Scratch DJ.....3
- MUC137 Digital DJ Performance Techniques3
- MUC197 Live Sound Reinforcement I3
- + MUC198 Live Sound Reinforcement II3
- + MUC291AA Disc Jockey Internship.....1
- MUC295AA Self-Promotion for Music1

Restricted Electives: 6 credits

- COM/THP271 Voice and Diction.....3
- + COM225 Public Speaking3
- DAN102AA Hip Hop I.....1
- DAN103AA Break Dancing I1
- DAN106AA Latin I1
- HRM145 Events Management.....3
- MHL145 American Jazz and Popular Music3
- MHL153 Rock Music and Culture.....3
- MKT210 Applied Marketing Strategies.....3
- + MTC105 Music Theory I3
- + MTC106 Aural Perception I1
- MTC191 Electronic Music I.....3
- + MTC192 Electronic Music II.....3
- + MUC111 Digital Audio Workstation I (DAW I).....3
- + MUC112 Digital Audio Workstation II (DAW II).....3
- MUC130 Music Electronic Components3
- MUC139 Introduction to Emcee-Rapping Techniques.....3
- MUC194 Introduction to Audio Mixing Techniques.....3
- MUC195 Studio Music Recording I.....3

(+) indicates course prerequisites/corequisites (++) indicates any module

+ MUC196	Studio Music Recording II.....	3
+ MUC209	Music Industry Entrepreneurship.....	3
+ MUC237	Electronic Dance Music Production.....	3
+ MUC295	Studio Music Recording III.....	3
TCM100	Digital Multimedia.....	3
TCM101	Fundamentals of Radio and TV.....	3
+ MTC/TCM120	Introduction to Sound Design for Film and Video.....	3
TCM131AA	Radio-Television Announcing.....	4
+ TCM202	The Music Video.....	4
+ MTC/TCM220	Advanced Sound Design for Film and Video.....	3
+ TCM290	Professional Media Marketing.....	3

Disc Jockey Techniques

Associate in Applied Science - AAS 3159 (Shared) 60 - 65 credits

Description: The Associate in Applied Science (AAS) in Disc Jockey Techniques is designed to prepare students for employment as a live-performance disc jockey (DJ). This program is designed to provide the student an understanding of how businesses related to the DJ profession are organized and operated in this highly competitive and rapidly changing profession.

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

Admission Criteria: None

Program Prerequisites: None

Required Courses: 27 credits

MKT101	Introduction to Public Relations.....	3
MTC103	Introduction to Aural Perception.....	1
MUC109	Music Business: Merchandising and the Law.....	3
MUC110	Music Business: Recording and Mass Media.....	3
MUC135	Introduction to Disc Jockey Techniques.....	3
MUC136	Turntablism: The Art of the Scratch DJ.....	3
MUC137	Digital DJ Performance Techniques.....	3
MUC197	Live Sound Reinforcement I.....	3
+ MUC198	Live Sound Reinforcement II.....	3
+ MUC291AA	Disc Jockey Internship.....	1
MUC295AA	Self-Promotion for Music.....	1

Restricted Electives: 6-11 credits

Students should choose six (6) to eleven (11) credits from the following list of courses to complete a minimum of 60 credits for the AAS degree.

COM/THP271	Voice and Diction.....	3
+ COM225	Public Speaking.....	3
DAN102AA	Hip Hop I.....	1
DAN103AA	Break Dancing I.....	1
DAN106AA	Latin I.....	1
HRM145	Events Management.....	3
MHL145	American Jazz and Popular Music.....	3
MHL153	Rock Music and Culture.....	3
MKT210	Applied Marketing Strategies.....	3
+ MTC105	Music Theory I.....	3
+ MTC106	Aural Perception I.....	1

MTC191	Electronic Music I.....	3
+ MTC192	Electronic Music II.....	3
+ MUC111	Digital Audio Workstation I (DAW I).....	3
+ MUC112	Digital Audio Workstation II (DAW II).....	3
MUC130	Music Electronic Components.....	3
MUC139	Introduction to Emcee-Rapping Techniques.....	3
MUC194	Introduction to Audio Mixing Techniques.....	3
MUC195	Studio Music Recording I.....	3
+ MUC196	Studio Music Recording II.....	3
+ MUC209	Music Industry Entrepreneurship.....	3
+ MUC237	Electronic Dance Music Production.....	3
+ MUC295	Studio Music Recording III.....	3
TCM100	Digital Multimedia.....	3
TCM101	Fundamentals of Radio and TV.....	3
+ MTC/TCM120	Introduction to Sound Design for Film and Video.....	3
TCM131AA	Radio-Television Announcing.....	4
+ TCM202	The Music Video.....	4
+ MTC/TCM220	Advanced Sound Design for Film and Video.....	3
+ TCM290	Professional Media Marketing.....	3

General Education Requirements: 22-27 credits

CORE: 12-17 credits

First-Year Composition

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

Oral Communication

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

Critical Reading

+ CRE101 College Critical Reading (3) OR
equivalent as indicated by assessment.0-3

Mathematics

+ Any approved general education course in Mathematics area3-5

DISTRIBUTION: 10 credits

Humanities, Arts and Design

Any approved general education course in Humanities/Arts/Design area3

Social-Behavioral Sciences

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

Natural Sciences

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

(+) indicates course prerequisites/corequisites (++) indicates any module

COURSE MODIFICATIONS, ADDITIONS, AND DELETIONS SUMMARY

This section supplements the course information in the 2016-2017 General Catalog, pages 128-216. The full text of new and modified courses follows this summary.

COURSE MODIFICATIONS			
Catalog Page	Course	Course Elements Modified	First Effective Term
132	AIS160 <i>American Indian Law (SOC160)</i>	Prerequisites	Summer 2017
132	ASB102 <i>Culture in a Globalizing World</i>	Title to: <i>Introduction to Cultural Anthropology</i> ; description	Spring 2017
132	ASM275 <i>Forensic Anthropology (FOR275)</i>	Periods reduced from 6 to 5	Spring 2017
142	BPC170 <i>Computer Maintenance: A+ Exam Prep Level I</i>	Title to: <i>A+ Exam Prep: Computer Hardware Configuration and Support</i>	Spring 2017
142	BPC270 <i>Computer Maintenance A+ Exam Prep Level II</i>	Title to: <i>A+ Exam Prep: Operating System Configuration and Support</i> ; prerequisite	Spring 2017
162	EDU222 <i>Introduction to the Exceptional Learner</i>	Description	Spring 2017

AMERICAN INDIAN STUDIES

American Indian Studies Office SBE 129 480.423.6221
 AIS Course Coordinator, Manuel F. Pino

AIS160 **3 credits** **3 periods**

American Indian Law (SOC160)

Analyzes the legal system of the United States Government as it applies to American Indian Nations. Examines how United States legal institutions have impacted Indian sovereignty. Units of analysis include the development of Indian law, United States Supreme Court decisions, Congressional Acts, treaty rights and the development of tribal governments. Focuses on legal institutions that have abridged the property rights of Indian Nations. Prerequisites: None.

ANTHROPOLOGY

Social/Behavioral Sciences Division SBE 130 480.423.6206

ASB102 **3 credits** **3 periods**

Introduction to Cultural Anthropology

Principles of cultural anthropology, with illustrative materials from a variety of cultures. The nature of culture; social, political, and economic systems; religion, aesthetics and language. Prerequisites: None.

ASM275 **4 credits** **5 periods**

Forensic Anthropology (FOR275)

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. *(ASM275 is not offered every semester.)*

BUSINESS-PERSONAL COMPUTERS

CIS Department Office CM 404 480.423.6588

BPC170 **3 credits** **4 periods**

A+ Exam Prep: Computer Hardware Configuration and Support

Explore technical aspects of personal computers, including system components, installation, system configuration, peripheral devices,

and notebooks. Emphasis placed on hardware installation, maintenance, mobile devices, and hardware troubleshooting. Helps prepare students for the CompTIA A+ examinations. Prerequisites: CIS105 or permission of Instructor.

BPC270 **3 credits** **4 periods**

A+ Exam Prep: Operating System Configuration and Support

Explore advanced technical aspects of maintaining and servicing computers. Emphasis placed on OS installation, maintenance, mobile devices, security, software troubleshooting, and on proper usage of tools, safety procedures, and professionalism. Helps prepare students for the CompTIA A+ examinations. Prerequisites: CIS105 or permission of Instructor.

EDUCATION

Social/Behavioral Sciences Division SBE 130 480.423.6206

EDU222 **3 credits** **3 periods**

Introduction to the Exceptional Learner

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 Note: EDU222 requires an approved field experience.*

AMENDMENTS TO ADMINISTRATIVE REGULATIONS

This section supplements the administrative regulation information in the 2016-2017 General Catalog by providing updates to the regulations listed below, which were adopted by Direct Chancellor Approval on January 4, 2017, in order to begin immediate implementation during the 2016-17 Academic Calendar Year.

ADMINISTRATIVE REGULATION UPDATES			
Catalog Pages	Administrative Regulation	Description	First Effective Term
234-235	AR 2.2.4 Credit for Prior Learning <i>Section 4. Transferring to the Maricopa Community Colleges</i>	Amended to allow Maricopa colleges to evaluate coursework and intake transfer credit from any institution included in the current Directory of Council for Higher Education Accreditation (CHEA)-Recognized Organizations, which is published by the American Council on Education (ACE), and/or the U.S. Department of Education's Database of Accredited Programs and Institutions.	Spring 2017
276	AR 2.8.1 Eligibility for Accommodations and Required Disability Documentation <i>Specific Eligibility Requirements</i>	Amended <i>Specific Eligibility Requirements</i> to update references to obsolete eligibility requirements.	Spring 2017

ADMISSIONS, REGISTRATION & ENROLLMENT

2.2.4 Credit for Prior Learning

(AMENDED: 4. *Transferring to the Maricopa Community Colleges*; changes noted in red.)

4. Transferring to the Maricopa Community Colleges

A student enrolling at one of the Maricopa Community Colleges after having attended other post-secondary institutions can have coursework evaluated for transfer credit. To be eligible for evaluation, coursework must appear on official transcripts from the source institutions. The official transcripts must be mailed directly from the source institutions to the Admissions and Records/Enrollment Services Offices of the receiving institutions. The Admissions and Records/Enrollment Services Offices at the receiving institutions will complete course-by-course evaluations for all submitted transcripts upon student request.

Conditions of Transfer Credit:

- The coursework was completed at colleges and/or universities accredited by the following regional accrediting agencies: New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and/or Western Association of Schools and Colleges.
- **Coursework from other institutions may be considered for evaluation on a case-by-case basis.**
- The coursework was earned with a grade of C or better.
- The coursework was taken at another Arizona community college to fulfill general education requirements for the Arizona General Education Curriculum (AGEC).
- Acceptance and applicability of courses from another Maricopa Community College that fulfill requirements other than general education is determined by individual Maricopa Community Colleges.
- The award of transfer credit shall not express or imply that all transfer credit will be fully applicable toward all Maricopa associate's degree and certificate requirements.
- Developmental coursework (below 100-level) is accepted for the purpose of fulfilling course prerequisites. The credit does not apply toward a degree or certificate.
- Courses with different credit systems (quarter hours, units) are converted to semester hours of credit. The semester conversion of quarter credits is at a rate of .67 semester credit hours for each quarter hour.
- The age of credit may be considered in applying credit toward degrees and certificate programs.
- College-level courses completed outside the United States and recorded on official transcripts will be evaluated for transfer credit, provided that the institution where the courses were taken is accredited by the ministry of education in that country. It is the student's responsibility to submit all foreign and international transcripts to one of the international credential evaluation to be translated into English, evaluated on a course-by-course basis, and sent directly to the receiving colleges. Contact your college admissions and records/enrollment services office to obtain a list of approved agencies.
- For military credit, credit by examination, credit by evaluation, and CLEP/AP/IB see the section for *Credit For Prior Learning*.

A. Transfer Credit from MCCC and Established Articulation Agreements

The Maricopa Community Colleges have developed formal agreements to facilitate the transfer of credit to four-year colleges and universities. This is accomplished through the development of course and program articulation agreements. The Maricopa Community Colleges articulate with private, public, and international baccalaureate degree granting institutions that have achieved full accreditation or candidacy status with a regional accreditation commission. Maricopa transfer agreements are on behalf of the District as a whole and not with individual colleges within the district. Courses taken at any of the Maricopa Community Colleges are equally transferable by institutions wishing to articulate. Students planning to transfer to a university may be required to submit official transcripts from all institutions attended.

Articulated transfer programs and pathways between the Maricopa Community Colleges and baccalaureate-granting institutions (such as the Maricopa-ASU Pathway Program (MAPP), the U of A Bridge Program, Connect2NAU and 90/30 transfer agreements) are official, recognized programs of study that fulfill both associate's degree and bachelor's degree requirements. These articulated programs and pathways are designed to aid in a smooth transition for a student planning to transfer to a four-year college or university by identifying the required, transferable, and applicable coursework for that student's specific program of study.

B. Articulation and Transfer Agreements

- i. **Maricopa Skill Center and the Southwest Skill Center:** The Maricopa Community Colleges have articulation agreements with the Maricopa Skill Center and the Southwest Skill Center in limited areas of study. Students who have participated in these agreements may be granted credit for prior learning. No fees will be assessed for credits awarded for prior learning. Articulated course/program credit is transferable within the Maricopa Community Colleges, but may not necessarily be transferable to other universities and colleges. Students should contact the admissions and records office/office of student enrollment services for specific information related to these agreements.
- ii. **Arizona Public Community Colleges and Universities:** Maricopa is a participant in the Arizona statewide transfer system. The aztransfer.com website is the official source of information for the statewide articulation agreements between the Arizona public community colleges and universities (Arizona State University, Northern Arizona University, and University of Arizona). Included on aztransfer.com is the course equivalency guide (CEG), which shows how institutions have agreed to transfer coursework from Arizona public community colleges and tribal institutions to Arizona State University, Northern Arizona University, and the University of Arizona. The transferability of a course does not indicate directly how the course will apply to meet requirements for specific bachelor's degrees.
<https://aztransmac2.asu.edu/cgi-bin/WebObjects/CEG>
- iii. **Domestic (U.S) and International Institutions:** The Maricopa Community Colleges have transfer agreements with U.S. universities and colleges that are regionally accredited as well as international institutions that have been approved by the Ministry of Education. These partnerships are formalized through district-wide articulation agreements and are designed to help students maximize their transfer credit toward a bachelor's degree. To access a list of institutions with which Maricopa has established articulation agreements, visit:
<https://asa.maricopa.edu/departments/center-for-curriculum-transfer-articulation/transfer-partners/partner-universities/maricopa-university-partner-list>

C. Limitations on the Transfer of Credit

Generally, the following types of courses are not intended for transfer. Contact the Admissions and Records office at your college for specific information.

- i. Remedial/developmental courses or courses numbered below 100
- ii. Arizona government university courses
- iii. Cooperative education
- iv. Experimental courses
- v. Post baccalaureate courses
- vi. Contractual training for business, industry, and government
- vii. Some forms of credit for prior learning
- viii. Non-credit courses

D. Time Limit for Transfer Coursework

Students should be aware other colleges and universities may have age of credit limits on certain coursework to be used in transfer. Students should refer to the policy of their intended transfer institution regarding time limits for transfer coursework.

E. Shared Unique Numbering (SUN) System Course Information

Senate Bill 1186, which passed into law in 2010, mandated the creation of a shared numbering system for public college and university courses in Arizona to identify courses that transfer from community colleges to universities toward a baccalaureate degree. The shared unique number (SUN) system is a college course numbering system designed to help students locate and enroll in courses that have direct equivalents for transfer among Arizona's public community colleges and three state universities. However, even if a course at the Maricopa Community Colleges is not designated as a SUN course, it could still transfer to other Arizona public institutions with a direct equivalent as per the course equivalency guide on aztransfer.com. The SUN system does not address the applicability of courses. Students are encouraged to work with an academic advisor on course selections. To access a list of SUN courses, visit www.aztransfer.com/sun/.



STUDENT RIGHTS AND RESPONSIBILITIES

(AMENDMENTS TO: *Specific Eligibility Requirements*; changes noted in red, see page 14.)

2.8.1 Eligibility for Accommodations and Required Disability Documentation

Purpose

To specify the disability documentation requirements that will qualify (i.e., support current and essential needs) Maricopa County Community College District students for reasonable and appropriate academic adjustments through each college's Disability Resources and Services (DRS) office or designated professional.

General Eligibility Requirements

DRS applicants must be admitted or enrolled as an MCCCDC student, and must provide the Disability Resources and Services (DRS) office with qualifying disability documentation, verifying the nature and extent of the disability prior to requesting or receiving any academic adjustment.

Who Is Eligible for Services?

To be eligible for DRS support services, a student must have a disability as it is defined by federal law (section 504 of the 1973 Rehabilitation Act, the Americans with Disabilities Act of 1990 (ADA), and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA)).

Definitions

- Disability: A disability is any physical or mental condition which causes substantial limitation to the ability to perform one or more major life activities.
- Academic adjustment: An academic adjustment is a modification of a non-essential academic requirement, an examination, or an institutional rule that is necessary to avoid discriminating on the basis of handicap against qualified students with disabilities. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

**Documentation can be transferred within MCCCDC for current consideration for eligibility.

**Determination made by another institution or organization does not guarantee eligibility.

Special Considerations

Any employee who receives a request for academic adjustment must refer the student to the DRS Office. The DRS Office alone is responsible for evaluating documentation and determining eligibility and academic adjustments. All situations shall be considered on an individual, case-by-case basis, and all requests for academic adjustments from qualified students with a disability shall be considered by DRS. DRS may exercise its right to require additional documentation.

Academic adjustments are determined by the DRS Office through an interactive exchange with the eligible student. The DRS Office will give priority to the request of the student, but will also consider the instructor's perspective when it is offered. The interactive exchange may continue during the course of the year, and the DRS may make reasonable alterations in approved academic adjustments based on input from the student and the faculty member. Academic adjustment determined by the DRS Office are required except when the institution subsequently determines that an adjustment would alter an academic requirements that is essential to the instruction being pursued by the student, or to a directly related licensing requirement. MCCCDC is not required to provide "best" or "most desired" accommodations but rather a reasonable accommodation sufficient to meet accessibility needs.

In the event the instructor believes the modification determined by DRS would alter an academic requirement that is essential to the instruction being pursued by the student, or to a directly related licensing requirement, the instructor will first meet with the director of the DRS office within three working days of receipt of the determination and attempt to resolve the issue informally. If the faculty member's concern remains unresolved, within three days of the above meeting he or she may submit a written request to the college's chief academic officer (or a comparably qualified administrator designated by the college president) for his or her academic judgment on the question.

Any change in the DRS Office's initial recommendation resulting from the above meeting or the Chief Academic Officer's decision will be communicated to the student by the DRS Office. The interactive exchange with the student will continue in an effort to achieve a mutually satisfactory outcome.

If a student is not satisfied with the academic adjustment provided, he or she may file a complaint under the Discrimination Complaint Procedures for Students. In such cases, the Vice President for Student Affairs will assign an investigator whose qualifications and experience include curriculum development and educational accommodations for students with disabilities.

In all cases in which academic adjustments are in controversy, whether as a student discrimination complaint or a faculty member's appeal to the Chief Academic Officer, the ultimate decision will be informed by consultation with the duly appointed faculty representatives who serve in the development of the curriculum for the institution and the program. The committee will study the requested academic adjustment and alternatives, their feasibility, cost and effect on the academic program, and come to a rationally justifiable conclusion as to whether the available alternatives would result either in lowering academic standards or requiring substantial program alteration. This conclusion will be submitted in writing to the Chief Academic Officer, who will consult with the Vice Chancellor and the Office of General Counsel before making the final determination.

Nothing in this policy prohibits a faculty member from making minor, commonsense alterations in the manner in which a course is presented. A student who asks the instructor to change the color of chalk used because he is colorblind may be so accommodated without registering with DSO. However, the faculty member must report making such accommodations to DSO.

Documentation Guidelines

Students requesting accommodations must provide documentation of their disability. Documentation consists of an evaluation prepared by a trained and qualified professional that identifies:

- Current level of functioning
 - o Current documentation
 - o All standardized testing must use adult-normed instruments
 - o Age of the documentation may vary for some disabilities, provided the presence of a substantial limitation(s) is adequately established
- How the disability impacts the student's learning
- Contain information supportive of the student's request for specific academic support, auxiliary aids, and accommodations

Specific Eligibility Requirements

1. Physical Disabilities

A. Required Documentation

The student must submit a written, current diagnostic report of any physical disabilities that are based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified and/or licensed) professionals (e.g., medical doctors, ophthalmologists, neuropsychologists, audiologists). Disability diagnosis categories include:

- i. Orthopedic Disability
- ii. Blind or Visual Impairment
- iii. Deaf or Hard-of-Hearing
- iv. Traumatic Brain Injury
- v. Other Health-Related/Systemic Disabilities

B. Diagnostic Report

The diagnostic report must include the following information:

- i. A clear disability diagnosis, history, and the date of diagnosis.
- ii. A description of any medical and/or behavioral symptoms associated with the disability.
- iii. Medications, dosage, frequency, and any adverse side effects attributable to use.
- iv. A clear statement specifying functional limitations.
- v. A recommendation for accommodation(s).

2. Specific Learning Disabilities

Diagnosis of specific learning disabilities that do not contain psycho-educational measures may not be sufficient for determining eligibility for academic accommodations. For example, school plans such as individualized

education plans (IEP) or 504 plans may not be sufficient documentation. DRS reserves the right to request reassessment when questions regarding previous assessment or previous service provision arise.

A. Required Documentation

Submit a written diagnostic report of specific learning disabilities that is based on age appropriate, comprehensive, psycho-educational evaluations using adult-normed instruments.

The assessment or evaluation which leads to the diagnosis must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, or educational diagnostician) who has had direct experience with adolescents and adults with learning disabilities.

An appropriate Psycho Educational Evaluation must include comprehensive measures in each of the following areas:

- i. Aptitude: evaluation must contain a complete intellectual assessment, with all sub-tests and standard scores reported.

Examples of Measures (including but not limited to):

1. Wechsler Adult Intelligence Scale (WAIS-R)
2. Stanford Binet Intelligence Scale
3. Woodcock-Johnson Psycho-Educational Battery
4. Kaufman Adolescent and Adult Intelligence Test

- ii. Academic Achievement: evaluation must contain a comprehensive achievement battery with all sub-tests and standard scores reported. The test battery should include current levels of functioning in the relevant area(s).

Examples of Achievement (including but not limited to):

1. Wechsler Individual Achievement Tests (WIAT)
2. Woodcock-Johnson Psycho-Educational Battery
3. Stanford Test of Academic Skills (TASK)
4. Scholastic Abilities Test for Adults (SATA)

- iii. Information Processing: evaluation should assess specific information processing areas such as short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive function, and motor ability.

Examples of Achievement (including but not limited to):

1. Wechsler Individual Achievement Tests (WIAT)
2. Woodcock-Johnson Psycho-Educational Battery
3. Stanford Test of Academic Skills (TASK)
4. Scholastic Abilities Test for Adults (SATA)

B. Diagnostic Report

The diagnostic report must include the following information:

- i. A diagnostic interview that addresses relevant historical information, past and current academic achievement, instructional foundation, past performance in areas of difficulty, age at initial diagnosis, and history of accommodations used in past educational settings and their effectiveness.

- ii. A list of all instruments used in the test battery.
- iii. Discussion of test behavior and specific test results.
- iv. A diagnostic summary or statement with the following information:
 1. **DSM V Classification**
 2. A clear and direct statement that a learning disability does or does not exist, including a rule-out of alternative explanations for the learning problems. Terms such as **appears**, **suggests**, or **probable** used in the diagnostic summary statement do not support a conclusive diagnosis.
 3. A clear statement specifying the substantial limitations to one or more major life activities.
 4. A psychometric summary of scores.
 5. A recommendation for accommodations, including rationale.

Diagnosis of specific learning disabilities that do not contain psycho-educational measures may not be sufficient for determining eligibility for academic accommodations. For example, school plans such as individualized education plans (IEP) or 504 plans may not be sufficient documentation. DRS reserves the right to request reassessment when questions regarding previous assessment or previous service provision arise.

3. Attention Deficit Hyperactivity Disorder (ADHD)/ Attention Deficit Disorder (ADD)

- A. Required Documentation

Submit a current diagnosis of Attention Deficit Hyperactivity Disorder (ADHD)/Attention Deficit Disorder (ADD) that is based on appropriate diagnostic evaluations.
- B. Diagnostic Report

Acceptable documentation must include:

 - i. **DSM V Classification**
 - ii. A summary or statement which includes the following information:
 1. A clear summary or statement specifying evidence of behavior that significantly impairs functioning, including degree of severity.
 2. A recommendation for accommodations, including rationale.

4. Psychological/Psychiatric Disabilities

- A. Required Documentation
 - i. Depression and/or bipolar disorder
 - ii. Generalized anxiety disorders
 - iii. Post traumatic stress disorder
 - iv. Psychotic disorders
 - v. Autism spectrum disorder

B. Diagnostic Report

If the diagnostic report is not current, a letter from a qualified professional that provides an update of the diagnosis may be requested.

The diagnostic report must include the following:

- i. **DSM V Classification**
- ii. A diagnostic summary or statement that includes the following:
 1. A clear summary or statement that a disability does or does not exist.
 2. A clear summary or statement specifying evidence of behavior that significantly impairs functioning including degree of severity.
 3. A discussion of medications and their possible impact on academic functioning.

5. Neurological Disorders

A. Required Documentation

Disorders of the central and peripheral nervous system, including but not limited to:

- i. Acquired Brain Injury/Traumatic Brain Injury
- ii. Epilepsy/Seizure Disorder
- iii. Stroke

B. Diagnostic Report

Written statement of diagnosis:

- i. Current functional limitations
- ii. Information regarding current symptoms
- iii. Information regarding prescribed medication(s) and possible side effect and impact on student academic performance
- iv. Restrictions on activities imposed by the condition
- v. Where learning has been affected, a recent neuro-psychological evaluation is requested

6. Temporary Disabling Conditions

A. Required Documentation

Temporary disabling conditions as a result of surgery, accident, or serious illness may require accommodations for a limited time. Acceptable documentation must include:

- i. Written statement of diagnosis
- ii. List of current symptoms and degree of severity
- iii. Information regarding functional limitations and impact within an academic environment
- iv. Medications and possible side effects
- v. Duration of symptoms and estimated length of time services will be needed



LEARN. GROW. ACHIEVE.

VISION:

Scottsdale Community College will be a premier educational and cultural center that serves the needs of its diverse communities by providing innovative and creative opportunities to learn, grow, and achieve.

MISSION:

Scottsdale Community College improves the quality of life in our communities by providing challenging, supportive, and distinctive learning experiences. We are committed to offering high-quality, collaborative, affordable, and accessible opportunities that enable learners to achieve lifelong educational, professional, and personal goals.

SCC fulfills this mission by:

- Delivering rigorous and relevant instruction
- Providing outstanding support to students, faculty, and staff
- Encouraging an open and dynamic exchange of learning among the college, tribal nations, and local and world communities
- Promoting civic responsibility, sustainability, and global engagement
- Fostering personal growth and connectedness

VALUES:

Excellence

We value excellence in all areas because it optimizes the ability to compete and achieve distinction academically, professionally, and personally. By setting high standards, SCC maximizes effectiveness and improves the quality of life for all. We honor our communities by expecting and recognizing exemplary performance.

Learning

We value learning because it broadens our experience and promotes lifelong growth and success. We are committed to providing opportunities for students, employees, and members of our communities to learn and to develop personally and professionally.

Integrity

We value integrity because it leads to a culture of respect and trust, resulting in a supportive environment in which people can thrive. SCC strives for integrity through decision making which is ethical, data informed, fiscally sound, and strategic. We uphold academic freedom. We expect personal responsibility and accountability from all individuals.

Innovation

We value a culture of innovation because we must anticipate and address the evolving needs of our communities. By encouraging and supporting appropriate risk taking and creative problem solving, we meet these needs and solidify our reputation as a premier community college.

Inclusiveness

We value inclusiveness because we all benefit by embracing a diversity of voices, viewpoints, and experiences. SCC cultivates success when individuals from a wide variety of backgrounds are respected and empowered to contribute.

Connectedness

We value connectedness because it creates a sense of belonging and establishes a community of learners. Through effective communication and collaboration among students, faculty, staff, and community members, we build a collective identity as well as the mutual understanding and respect necessary to achieve our mission.