

GATEWAY COMMUNITY COLLEGE

2023-2024 Student Catalog Addendum 1/26/2024

This addendum includes content which has changed since the 2023 -2024 GWCC Student Catalog was published in July, 2023.

Trade & Technical Training Instructional Divisions

Healthcare

Program Manager: Jennifer Kline
602-392-5381



ECG - EKG Technician
EMC - Emergency Medical Tech
HMC - Billing & Coding
MDC - Medical Assisting
MIC - Medical Interpreting
OPH - Ophthalmic
PLC - Phlebotomy
PHC - Pharmacy Tech

GWCC Degrees and Certificates

Certificates of Competency

Electrocardiogram (ECG) Technician

1119N - Certificate of Competency (CCT) - (325 Clock Hours)

Field of Interest: **Health Sciences**

For Information: Daniel Davis

Phone: 602-392-5354

<https://www.gatewaycc.edu/degrees-certificates/health-sciences/electrocardiogram-ecg-technician-1119n-cct>

Description:

The Certificate of Competency (CCT) in Electrocardiogram (ECG) Technician is a 325-hour program that prepares students to perform the daily duties and responsibilities related to cardiac monitoring and telemetry. This program introduces students to keyboarding, electronic patient records, record keeping, patient assessment, basic knowledge of medical terminology, anatomy and physiology of the cardiovascular system, cardiac conduction system, 12-lead ECG acquisition and rhythm interpretation, basic life support and advanced cardiac life support skills, telemetry, holter monitoring, conducting stress tests and artificial pacemaker evaluation.

This program also serves as a stackable credential for students who have completed a Medical Assisting, Phlebotomy, EMT or CNA program and wish to acquire additional skills that may be suited for positions such as a patient monitor technician, ECG/cardiac technician, telemetry technician, and stress test technician.

Program Notes:

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

The Electrocardiogram (ECG) Technician program tuition and fees includes CPR and ACLS certification through the American Heart Association (AHA), and the Certified ECG Technician (CET) exam by the National Healthcareer Association (NHA).

Admission Criteria:

1. Background check requirements: Admission to an Allied Health program requires that students be in compliance with the Maricopa County Community College District Background Check Standards. Upon conditional program enrollment, the student must comply with all requirements of the MCCCCD Background Check Policy.
2. Clinical health and safety requirements must be met. Upon conditional program enrollment, the student must comply with all requirements of the MCCCCD Clinical Health and Safety Policy.
3. Inability to comply with background check requirements and/or clinical health and safety requirements at the start of classes may result in cancellation of enrollment.
4. 18 years of age to enroll.

Program Prerequisites: None

Required Courses (325 Clock Hours):

- + ECG100 Introduction to Healthcare; Medical, Legal, Ethics 25
- + ECG101 The Cardiovascular System: Anatomy & Physiology and Pathophysiology of Cardiovascular Disease 30
- + ECG102 Introduction to ECG 40
- + ECG103 Applied ECG: Atrial, Junctional, Ventricular Rhythms and Heart Blocks 50
- + ECG104 Advanced Cardiac Life Support 20
- + ECG105 Advanced ECG: Diagnostic Procedures, Certification Prep and Exam 80
- + ECG106 Clinical Practicum 80

Clock Curriculum Committee Approval Date: 4-14-2023

Spanish Interpreting for Healthcare Professionals ⓘ

1143N - Certificate of Competency (CCT) - (120 Clock Hours)

Field of Interest: **Health Sciences**

For Information: Daniel Davis

Phone: 602-392-5354

<https://www.gatewaycc.edu/degrees-certificates/health-sciences/spanish-interpreting-healthcare-professionals-6-hoursweek-1143n-cct>

Description:

The Certificate of Competency (CCT) in Spanish Interpreting for Healthcare Professionals prepares bilingual healthcare workers with the knowledge and skills necessary to gain certification as a Spanish medical interpreter. Program participants will be introduced to the field of interpreting, professional ethics, legal issues, standards of practice, and cultural awareness across both languages during this 120-hour program that includes a 40-hour clinical practicum through either clinical simulation or at a clinical site. Emphasis is placed on practicing interpretation in the consecutive, simultaneous, and sight translation modes. Upon successful completion of the program, students will have exceeded the minimum training requirements for certification and will be eligible to take national certification examinations through the Certification Commission for Healthcare Interpreters (CCHI).

Program Notes:

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

Program participants must demonstrate proof of prior healthcare work experience during the enrollment process. Clinical practicum hours are mandatory, and if attending an externship site, health and safety requirements must be met as a prerequisite to

enrolling. Clinical sites and simulation are location specific and may require attendance any day of the week, including during unscheduled days and times.

Admission Criteria:

Program Prerequisites: None.

Required Courses (120 Clock Hours):

+ MIC104 Medical Spanish/English Interpreting (80)

+ MIC105 Medical Interpreter Clinical Practicum (40)

OR

+ MIC106 Medical Interpreter Clinical and Simulated Hybrid Practicum (40)

Clock Curriculum Committee Editorial Date: 11-8-2023

Welding: Fundamentals (Day)

1110 - Certificate of Competency (CCT) - (720 Clock Hours) ⓘ

Field of Interest: **Applied Technology**

For Information: Al Gaiser

Phone: 602-238-4311

<https://www.gatewaycc.edu/degrees-certificates/applied-technology/welding-fundamentals-day-1110-cct>

Description:

The Certificate of Competency (CCT) in Welding: Fundamentals prepares students to work in industry using oxy-fuel welding and cutting (OFW) (OFC) and shielded metal arc welding (SMAW) processes. This certificate provides an introduction to the knowledge and skills required to work with modern industrial welding equipment using advanced welding techniques including gas metal arc welding (GMAW), flux core arc welding (FCAW) and gas tungsten arc welding (GTAW). An AAS in Welding as well as certificates in the following areas of specialization are also available: Welding: Gas Metal/Flux Cored Arc Welding (GMAW)/(FCAW), Welding: Gas Tungsten Arc Welding (GTAW) Ferrous, Welding: Gas Tungsten Arc Welding (GTAW) Non-Ferrous, Welding: Shielded Metal Arc Welding (SMAW) Plate, and Welding: Shielded Metal Arc Welding (SMAW) Pipe.

Program Notes:

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

Students must earn a grade of C or better in each course in the program.

Admission Criteria:

Program Prerequisites: None.

Required Courses (720 Clock Hours):

WTO106AA Introduction to SMAW 180

WTO206DA Introduction to GMAW/FCAW and GTAW 180

WTO206DB Advanced GMAW/FCAW 180

WTO208DB GMAW Code Welding 180

Clock Curriculum Committee Approval Date: 11-10-2022

Welding: Gas Tungsten Arc Welding (GTAW) Ferrous and Non-Ferrous (Day)

1116 - Certificate of Competency (CCT) - (720 Clock Hours) ⓘ

Field of Interest: **Applied Technology**

For Information: Al Gaiser

Phone: 602-238-4311

<https://www.gatewaycc.edu/degrees-certificates/applied-technology/welding-gas-tungsten-arc-welding-gtaw-ferrous-and-non-ferrous-day-1116-cct>

Description:

The Certificate of Competency (CCT) in Welding: Gas Tungsten Arc Welding (GTAW) prepares students for aerospace industry code certification testing in the gas tungsten arc welding process in carbon steel and stainless-steel (ferrous metals) and aluminum (non-ferrous). An AAS in Welding as well as certificates in the following areas of specialization are also available: Welding: Gas Metal / Flux Cored Arc Welding (GMAW)/(FCAW), Welding: Shielded Metal Arc welding (SMAW) Plate, Welding: Shielded Metal Arc Welding (SMAW) Pipe, and Welding: Shielded Metal Arc welding (SMAW) Plate and Pipe.

Program Notes:

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

Admission Criteria:

Program Prerequisites:

Required Courses (720 Clock Hours):

WTO206DA Introduction to GMAW/FCAW and GTAW 180

WTO206AC Advanced GTAW Non-Ferrous 180

WTO206AD Advanced GTAW Ferrous 180

WTO208AE GTAW Code Welding 180

Clock Curriculum Committee Editorial Date: 11-10-2022

Welding: Shielded Metal Arc Welding (SMAW) Pipe (Day)

1130 - Certificate of Competency (CCT) - (720 Clock Hours) ⌚

Field of Interest: **Applied Technology**

For Information: Al Gaiser

Phone: 602-238-4311

<https://www.gatewaycc.edu/degrees-certificates/applied-technology/welding-shielded-metal-arc-welding-smaw-pipe-day-1130-cct>

Description:

The Certificate of Competency (CCT) in Shielded Metal Arc Welding (SMAW) Plate & Pipe prepares students to complete industry certification on carbon steel plate and pipe. An AAS in Welding as well as certificates in the following areas of specialization are also available: Welding: Gas Metal / Flux Cored Arc Welding (GMAW)/(FCAW), Welding: Gas Tungsten Arc Welding (GTAW) Ferrous, Welding: Gas Tungsten Arc Welding (GTAW) Non-Ferrous.

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 (720 Clock Hours):

WTO106AA Introduction to SMAW 180

WTO106AB SMAW 6010 Plate 180

WTO106AD SMAW Introduction to Pipe 180

WTO208AD SMAW Code Welding Pipe 180

Clock Curriculum Committee Editorial Date: 11-10-2022

Maricopa Community College District

Administration

Dr. Steven Gonzales - Chancellor

Dr. Lisa Armour - Executive Vice Chancellor and Provost

Lee Ann Bohn - Chief Operating Officer

Dr. Heather Carter - Senior Vice Chancellor of External Affairs

Chuck Coolidge - Chief Communication Officer

Janice Falkenberg, Esq. - Interim Director of Public Stewardship; General Counsel

Kimberly Brainard Granio - Vice Chancellor of Business Services

Dr. Cathleen Hernandez - Associate Vice Chancellor of Enterprise Performance; and Chief of Staff

Dr. Georgetta Kelly - Vice Chancellor and Chief Human Resources Officer

Matthew Reeves - Interim Chief Information Officer

Brian Spicker - Foundation President and Chief Executive Officer

Darcy Renfro - Vice Chancellor of Community, Government Relations, and Economic Development

Deanna Villanueva-Saucedo - Associate Vice Chancellor of the Center for Excellence in Inclusive Democracy

College Presidents

Dr. Kimberly Britt - Phoenix College

Dr. Richard Daniel - South Mountain Community College

Dr. Amy Diaz - GateWay Community College

Dr. Tlffany Hernandez - Glendale Community College

Dr. Eric Leshinskie - Scottsdale Community College

Dr. Greg Peterson - Chandler-Gilbert Community College

Dr. Rey Rivera - Estrella Mountain Community College

Dr. Tammy Robinson - Mesa Community College

Dr. Jana Schwartz - Paradise Valley Community College, Interim

Dr. Kate Smith - Rio Salado Community College

GateWay Administration

Diaz, Amy - President; BSEd, in Secondary Math Education, University of Iowa; M.Ed. in Counseling for Student Development in Higher Education, Northern Illinois University, Ed.D., Educational Psychology, Northern Illinois University

Nevill, Tom - Vice President of Academic Affairs; B.A. in Music, Eastern Illinois University; M.M. and D.M.A. in Percussions from University of Nevada, Las Vegas

Vize, Ed - Vice President of Administrative Services; B.S. in Finance, Western Illinois University, M.B.A., Illinois State University, Ed.D. in Higher Education Administration, Illinois State University.

Wilson, Delfina - Vice President of Student Affairs; B.S.I.S. in Multi/Interdisciplinary Studies, M.A.T. in Educational Psychology, Ph.D. in Higher Education Administration, Community College Education, Mississippi State University

Ashcroft, Matt - Associate Vice President of Research, Planning, and Effectiveness; BA, Psychology, Arizona State University; MC, Community Counseling, University of Phoenix

Gubser, Kristin - Associate Vice President of Workforce Strategies and External Affairs; B.A. in Communication, University of New Mexico; M.P.A., Arizona State University

Aiello, Ryan - Dean of Student Engagement & Retention; B.S. in Psychology, Washington State University; M.A. in Counseling Psychology, Pacific University; Ph.D. in Education & Leadership, Pacific University

Brown, Terese - Dean of Student Affairs; B.A. in English, Morgan State University; J.D., University of Maryland School of Law

Fisher, Daniel - Dean of Business Professions, Technology, and Trades; B.A. in Business Administration, M.A. in Secondary Education and Teaching, Westminster College; M.A. in Educational Leadership and Policy, University of Utah

Greene, Kelly - Dean of Liberal Arts and Learning Support; B.A. in Mass Communication/Media Studies, M.S.Ed. in Secondary Education and Teaching, University of South Florida; Ed.D. in Innovation and Leadership, Arizona State University

Sudeall, Monica - Dean of Student Enrollment; Ed.D. in Educational Leadership, Nova Southeastern University.

Timmons, Lora - Dean of Nursing and Healthcare; B.S. in Exercise Science, Iowa State University; M.A. in Public Health, Northern Illinois University; Doctorate of Health Professions Education (DHPE), Health/Health Care Administration/Management, Logan University

Courses

Course	Course Title	Cross References	Description	Requisite	Course Note	Subject Type	Credits Periods Load
MIC105	Medical Interpreter Clinical Practicum		Practical training and application of healthcare interpreting under direct supervision of clinical or hospital preceptor. Students will train with staff interpreters or dual-role interpreters. Documentation of daily interpreter attendance logs and a satisfactory performance evaluation are required to successfully complete the practicum. Students must meet the clinical facilities requirements prior to beginning. Practicum hours will vary and students are expected to travel and have reliable transportation.	Prerequisites: A grade of C or better in (MIC101 and MIC103), or (SPA205 and SPA206), or MIC104, or permission of Program Manager. 2. Background check requirements in compliance with the Maricopa County Community College District Supplemental Background Check Policy. 3. Students also must provide a copy of an Arizona Department of Public Safety Level One Fingerprint Clearance Card. Students must maintain current fingerprint clearance	Practicum hours are site specific and may require attendance any day of the week, including during unscheduled days and times. Students must have reliable transportation.	CLK	40

				<p>throughout the practicum(s).</p> <p>4. Complete and submit the Allied Health Student Health and Safety Documentation Checklist, with included documentation</p> <p>5. Students are responsible to meet the requirements of the background check, fingerprint clearance card, and health and safety documentation</p> <p>.</p>			
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MIC106	Medical Interpreter Clinical and Simulated Hybrid Practicum		<p>Practical training and application of healthcare interpreting through professional and/or simulated clinical practicum experiences. Students will conduct a total of 40 hours of professional/simulated clinicals where they will interpret on behalf of the patient and healthcare staff. Students will receive daily performance evaluations and must successfully complete all competencies and attendance requirements to successfully complete this course. Students who are enrolled in the Medical Interpreter-Spanish program or the Spanish Interpreting for Healthcare Professionals program are required to complete a practicum at a clinical site and/or a simulated clinical interpreting experience as part of the certificate of competency as well as maintain eligibility for the national certification exam through the Commission of Certified Healthcare Interpreters (CCHI).</p>	<p>Prerequisites: A grade of C or better in (MIC101 and MIC103), or (SPA205 and SPA206), or MIC104, or permission of Program Manager.</p>	<p>Simulated clinical hours are campus location specific and conducted in a face-to-face or virtual modality. This may require attendance any day of the week, including evenings or weekends.</p>	CLK	40
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Updates to Catalog Common Pages 2023-2024

Administrative Regulation 2.2.4

Transfer Credit and Prior Learning Assessment Policy

TRANSFER CREDIT

A student enrolling at one of the Maricopa Community Colleges after having attended other post-secondary institutions can have coursework evaluated for transfer credit. To be eligible for evaluation, coursework must appear on official transcripts from the source institutions. The official transcripts must be mailed or sent through an approved electronic transfer method directly from the source institutions to the Admissions and Records/Enrollment Services Office of the receiving institutions. Hand-carried and emailed transcripts cannot be accepted for an official evaluation. Students should allow approximately 10 days before confirming with your Maricopa Community College that the transcript(s) was received. The Admissions and Records/Enrollment Services Office at the receiving institutions will complete course-by-course evaluations for all submitted transcripts upon student request. The award of transfer credit shall not express or imply that all transfer credit will be fully accepted or applied toward all Maricopa degree and certificate requirements.

The Maricopa Community Colleges will evaluate coursework from institutions listed in the *database of institutions and programs accredited by recognized U.S. accrediting organizations* at the time the coursework was taken. To be “recognized” means that the accreditors in the database have been reviewed by the Council For Higher Education Accreditation (CHEA) or by the U.S. Department of Education (USDE) or both and meet the quality standards of the respective organizations.

College-level courses completed outside the United States and recorded on official transcripts will be evaluated for transfer credit, provided that the institution where the courses were taken is accredited by the Ministry of Education in that country. It is the student’s responsibility to submit all foreign and international transcripts to an approved international credential evaluation service to be translated into English (when applicable), evaluated on a course-by-course-basis, and sent directly to the receiving college(S). Contact your College Admissions and Records/Enrollment Services Office to obtain a list of recommended evaluation services.

CONDITIONS OF TRANSFER CREDIT:

- Credits transferred from outside of MCCCCD graded on a plus/minus grading scale are converted based on the grading scale of the transferring institution. Only courses with a grade of "C" (2.0 on a 4.0 scale) or better are transferable. Course credit below 100 level, earned at an MCCCCD institution prior to August 2020 or at a sending institution, cannot be used to calculate grade level.
- 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.
- 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.
- Courses accepted as equivalent do not necessarily apply toward the requirements for the student's declared degree or certificate at MCCCCD.

REVERSE TRANSFER OF CREDIT

In an effort to assist former Maricopa students who have transferred to a university, the Maricopa Community Colleges offer reverse transfer of credit with participating universities. Former Maricopa students may use this opportunity to fulfill previously incomplete coursework requirements. Interested students at participating universities must meet university criteria to qualify for free transcript exchange when available. Participation in reverse transfer of credit does not guarantee coursework applicability or degree or certificate eligibility. Students participating in reverse transfer of credit must meet all curriculum and college requirements.

PRIOR LEARNING ASSESSMENT (PLA)

The Maricopa Community Colleges are committed to the idea that people deserve credit for verifiable college-level learning, no matter how it was acquired. Many people have developed learning outside of the traditional classroom. This evaluation of credit is referred to as Prior Learning Assessment, or PLA. Prior learning can be identified and

assessed in a variety of ways to determine if college credit should be awarded. Credit is awarded only to certificate or degree seeking students who:

1. plan to enroll, and
2. are admitted and matriculated within the college awarding the credit.

Exceptions can be made for contractual agreements. One such exception includes evaluation of journeymen cards for apprentices from current or former apprenticeship partners, or other registered apprenticeship sponsors and intermediaries. 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, concentration, and general electives that count toward the student's elected pathway. Some restrictions may apply depending on the specific program of study. PLA credit may satisfy prerequisite requirements using the same policy that applies to other course equivalencies.

Associate degree seeking students 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 policy 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. 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 nationally recognized institutions, international coursework that has been officially evaluated by a foreign evaluator service (such as Educational Credential Evaluators), 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

Evaluation of journeymen cards for credit requires a specific evaluation process and a different fee schedule.

CREDIT BY EXAM (COLLEGE-LEVEL EQUIVALENCY EXAMINATIONS)

ACE has published credit recommendations for a number of national standardized examinations such as the ones listed below in the *Guide To Educational Credit By Examination*. The Maricopa Community Colleges use these recommendations as guidelines to award credit for equivalent coursework as well as elective credit. The number of credits listed in the *ACE guide* are recommendations only. A college is not required to grant a student the number of credits recommended.

Scores must be sent directly to the Admissions and Records/Enrollment Services Office from the specific testing 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 Credit for Prior Learning Assessment policies at any college or university outside of the Maricopa Community Colleges to which they plan to transfer. Credit By Exam is awarded based on equivalencies in effect at the time of evaluation. Changes to exams and scores are determined by the respective Maricopa Instructional Councils (ICS) and/or Statewide Articulation Task Forces (ATFS).

Maricopa recognizes the following examinations:

- Advanced Placement (AP)
- American College Testing Proficiency Examination Program (ACT-PEP)
- Cambridge International Exams (CIE), A and AS LEVEL
- College-Level Examination Program (CLEP)
- Departmental Exams (also known as “CHALLENGE EXAMS”)
- Defense Activity For Non-Traditional Education Support [DANTES] Subject Standardized Tests (DSST)
- GED, College Ready + Scores
- International Baccalaureate (IB) Diploma/Certificate
- PEARSON VUE Exams

Fees for standardized exams are the responsibility of the student.

[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, Rio Salado College, Paradise Valley Community College, and Mesa Community College are CLEP test sites. For more information on registering for the CLEP examinations, contact the Testing Centers at these colleges.

DEPARTMENTAL EXAMS (Also known as CHALLENGE EXAMS)

Students may apply for Departmental Credit By Examination in certain courses by obtaining the appropriate form in the Admissions and Records/Enrollment Services, paying the required fee, and completing the examination and other requirements of the college. See fee schedule for appropriate fees. Students may not request:

- To challenge a course a second time;
- To challenge a course while currently enrolled in the course;
- To establish credit in a previously completed course; and
- To establish credit for a lower level of a course in which credit has been received.

Additionally:

- Exceptions may be granted at some of the Maricopa Community Colleges for their unique programs of study. Specialized programs may allow courses to be repeated due to the student needing to have recent knowledge of the content in order to progress in the program.
- Academic departments may have additional requirements that must be met before credit may be granted through Departmental Credit By Examination.
- Only grades of A, B, C, D or P earned as a result of this examination will be recorded on the student's transcript. Fees are not refundable after the examination has been administered, regardless of results.
- When credit is granted as outlined above, a notation of "Credit By Examination," a grade and the number of credits will appear on the student's transcript. The grade is used in computing the grade point average.

DSST (Formerly DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT or DANTES)

The Maricopa Community Colleges may award credit for DSST Examination Program to individuals who meet or exceed the ACE recommended scores for awarding credit on the DSST Exams. The Maricopa Community Colleges do not award credit for ENG 102 through DSST Examination. Credit received through DSST is transferable within the Maricopa Community Colleges, but is not necessarily transferable to other colleges and universities.

The assessment center at Rio Salado College is a DSST test site. For additional information on registering for DSST Examinations, call (480) 517-8560.

Students who have taken a DSST Examination may receive college credit. Scores must be received directly from DSST before credit is awarded.

GED EXAMS

The Maricopa Community Colleges may award credit for GED subject area scores designated as College Ready + In Accordance with the ACE recommended scores. The transcript needs to be sent directly by the Department Of Education to the Admissions and Records Office /Enrollment Services in order to be awarded credit. Disclaimer: test scores are continually reviewed and may be updated at any time.

EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES

The Maricopa Community Colleges may award credit for military experiences based on the ACE Guide To The Evaluation Of Educational Experiences In the Armed Services. A student may receive college credit if:

- Training parallels a discipline area offered through the Maricopa Community Colleges, and
- Credit meets a program requirement or is used as elective credit.

Upon request, individuals who have successfully completed basic training, four (4) credit hours in physical education will be awarded as indicated in the ACE Guide and the Community College of The Air Force Catalog. Official documentation of military training is required.

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA/CERTIFICATE

Students who present an International Baccalaureate Diploma/Certificate may qualify for college credit. Maricopa grants credit for college-level courses only. Scores must be

received directly from the institution where the exams were administered before credit is awarded.

CREDIT BY EVALUATION

COLLEGE CREDIT RECOMMENDATION SERVICE

ACE evaluates training programs offered by business, industry, and government and publishes its credit recommendations in *The National Guide*. If a student has received training that appears in the guide, he or she may receive college credit if:

- Training parallels a discipline area offered through the Maricopa Community Colleges, and
- Credit meets a program requirement or is used as elective credit.

DEPARTMENTAL CREDIT BY EVALUATION

Students may apply for Departmental Credit By Evaluation in certain courses by obtaining the appropriate form in the Admissions and Records /Enrollment Services Office.

Some academic departments may have additional requirements that must be met before credit may be granted through Departmental Credit By Evaluation. When credit is granted a notation of "Credit By Evaluation," and the number of credits will appear on the student's transcript. These credits are not used in computing the grade point average. Credit By Evaluation is transferable within the Maricopa Community Colleges, but is not necessarily transferable to other colleges and universities. Students may not request:

- To challenge a course a second time;
- To challenge a course while currently enrolled in the course;
- To establish credit in a previously completed course; and
- To establish credit for a lower level of a course in which credit has been received.

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.

Technical change made on November 9, 2023

AMENDED through the Administrative Regulation Process, June 12, 2023

Technical change made on September 30, 2021

AMENDED through the Administrative Regulation Process, June 24, 2021

AMENDED through the Administrative Regulation Process, June 30, 2020

AMENDED through the Administrative Regulation Process, November 5, 2019

AMENDED through Direct Approval by the Chancellor, August 10, 2018

AMENDED through Direct Approval by the Provost, May 8, 2018

AMENDED through Direct Approval by the Chancellor, June 28, 2017

AMENDED through Administrative Regulation Process, June 5, 2017

AMENDED through Direct Approval by the Chancellor, January 4, 2017

AMENDED through Direct Approval by the Chancellor, May 16, 2016

AMENDED through the Administrative Regulation Process, May 20, 2014

AMENDED through the Administrative Regulation Process, March 25, 2013

AMENDED through the Administrative Regulation Process, June 27, 2012

AMENDED through the Administrative Regulation Process, March 13, 2012

AMENDED through the Administrative Regulation Process, May 17, 2011

AMENDED March 22, 2011, Motion No. 9791, 9792, 9793

AMENDED through the Administrative Regulation Process, March 4, 2011

AMENDED through the Administrative Regulation Process, February 23, 2010

AMENDED through the Administrative Regulation Process, March 5, 2009

AMENDED December 9, 2008, Motion No. 9524

AMENDED through the Administrative Regulation Process, August 18, 2008

AMENDED through the Administrative Regulation Process, June 12, 2008

AMENDED through the Administrative Regulation Process, January 24, 2008

Administrative Regulation 2.3.6

Withdrawal

The Office of Admissions and Records/Office of Student Enrollment Services provides information about the withdrawal process. To withdraw from a course or courses from the college, students must follow approved procedures as outlined below. The official date of withdrawal is the date the withdrawal is received in the Admissions and Records Office/Office of Student Enrollment Services. Withdrawal from a course (or courses) does not automatically qualify for a refund of tuition and fees. Tuition and fee refunds will be calculated based on [2.2.10 Refund Policy](#) or reviewed under the refund appeal

process. Never attending is not an allowable refund exception or an excuse of the debt incurred through registration.

TYPES OF WITHDRAWALS

STUDENT WITHDRAWAL: Is a change in the student's course schedule where one or more courses are withdrawn before the end of the term.

FACULTY WITHDRAWAL: Occurs when a faculty member withdraws a student.

COMPASSIONATE WITHDRAWAL: Is considered when a sudden emergency or severe change in personal circumstances, result in an inability to continue/complete courses. The student provides a written statement of their situation and any documentation to support this request if applicable (e.g. death certificate, accident report, etc.).

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 special note line indicating the nature of the withdrawal on the student's official transcript. 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.

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](#)

TECHNICAL CHANGE thorough Direct Approval by the Chancellor, September 28, 2023

TECHNICAL CHANGE, September 25, 2023

TECHNICAL CHANGE, July 11, 2023

AMENDED through the Administrative Regulation Process, June 12, 2023

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AMENDED through the Administrative Regulation Process, March 4, 2011

AMENDED through the Administrative Regulation Process, February 23, 2010

AMENDED through the Administrative Regulation Process, March 3, 2009

AMENDED through the Administrative Regulation Process, January 24, 2008

Administrative Regulation 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.
- All new to Maricopa students who declare a degree, or intend to transfer to a college/university, will be required to successfully complete a first-year experience course (FYE101 or FYE103) within the first two semesters at a MCCCDC college.
- Meet the general education, program requirements, and electives for the certificate or degree required. Requirements can be satisfied by MCCCDC coursework, prior learning assessment, and transfer credit. Transfer credit from outside of MCCCDC or from Maricopa Community Colleges not awarding the degree or certificate and prior learning assessment does not count as hours in residence for graduation requirements.
- Earn a minimum grade point average (GPA) of 2.0 on a four-point grading scale in the coursework (100-level and above) used to satisfy degree or certificate requirements completed in residence and accepted in transfer) Some awards may specify additional GPA requirements.
- Remove all deficiencies (e.g. incomplete grades, missing transcripts, national test results, etc.) on the record to use those courses toward program completion.
- Fulfill any financial obligations with the college.
- File a Petition for Graduation with the Admissions, Records, & Registration/Enrollment Services office with the exception of auto award programs as outlined further in this policy.
- The following information outlines the Maricopa Community College District standards for awarding certificates and degrees:
 - Students can only earn one bachelor's degree of any type in the Maricopa Community Colleges
 - Students can only earn one Associate of Arts (AA) with or without emphasis in the Maricopa Community Colleges
 - Students can only earn one Associate of Arts, Elementary Education (AAEE) in the Maricopa Community Colleges

- Students can only earn one Associate of Business (ABUS) either General Requirements (GR) or Special Requirements (SR) in the Maricopa Community Colleges
- Students can only earn one Associate of Arts, Fine Arts (AAFA) with an emphasis in the Maricopa Community Colleges
- Students can only earn one Associate of Science (AS) with or without emphasis in the Maricopa Community Colleges
- Students cannot earn Academic Certificates (Ac), Certificates of Completion (CCL), Certificates of Competency (CCT), and Associate of Applied Science (AAS), and other certificate or degree types with the same academic plan code in the Maricopa Community Colleges
- Students can only earn one type of AGECE (A, B, and S) with the same academic plan code in the 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.

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

Maricopa Nursing Program

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

Graduation with Honors

All courses used to fulfill graduation and degree requirements, including courses from other institutions are used in the grade point average calculation (GPA) at graduation.

Degree-seeking students who have distinguished themselves with GPAs 3.50 and higher are recognized with the following graduation honors:

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

Certificate programs are not eligible for institutional honors.

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Technical change made on September 30, 2021

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Administrative Regulation 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 MCCCCD 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.
 1. Any of the following submitted by an individual seeking admission to MCCCCD 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. MCCCCD 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.
2. 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 IV(f)).
3. 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.
4. 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

1. The DRS office alone is responsible for evaluating documentation and determining eligibility and reasonable academic adjustments/accommodations.
2. 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.
3. 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.
4. 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.
5. MCCCCD 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.
6. MCCCCD shall continue the interactive process to establish a reasonable accommodation for an individual pursuant to Section 504 of the

Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 until it finds an accommodation or accommodations that meet the needs of the individual and do not impose an undue burden on college/district.

2. Material Alteration of class or certification requirement

1. 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.
 2. If the faculty member's concerns are not resolved after the meeting with the DRS Manager, the faculty member and the DRS Manager will meet with the Chief Academic Officer, or designee, and the District ADA/504 Coordinator to resolve the concern. This meeting should take place within three (3) days of the meeting between the DRS Manager and the faculty member. The Chief Academic Officer's decision is final.
 3. 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:
 1. to an equal opportunity to access course information and materials
 2. to an equal opportunity to participate in and benefit from the college community
 3. 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.
 4. 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.
 5. To be free from retaliation for seeking redress under this or other district policy.
2. Students served by Disability Resources and Services Responsibilities:
 1. Self-identify to DRS as having a disability and provide accurate, recent, and timely documentation.
 2. Check MCCCDC email and/or DRS Connect portal for updates and announcements.
 3. Request accommodations each semester in a timely manner and understand that a late request does not constitute retroactive adjustments.
 4. Notify DRS if classes are dropped or added.
 5. Ensure that instructors have received the Faculty Notification Letter once it has been issued through DRS Connect.
 6. 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.

7. Contact DRS in a timely manner if having any difficulty securing or arranging accommodations.
8. Promptly return any borrowed or assigned equipment (as an accommodation) to DRS when it is no longer needed.
9. 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.
10. Understand that requesting accommodations does not mean that the student's request will be approved.
11. Meet the same standards—academic, technical, performance, and behavioral—expected of all Maricopa County Community College students.
12. 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.
13. 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
 1. 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.
 2. If the student is still dissatisfied with their academic accommodations or the denial of their accommodations, the student may submit a formal request for reconsideration of accommodation to the accommodation review committee (ARC).
 1. The request for reconsideration must be made in writing within ten (10) business days of the mailing of the DRS response to the initial request for reconsideration.
 2. This written request should be delivered to the district ADA/504 coordinator and must include a statement of desired outcome. In reviewing a request for reconsideration, the ARC will rely on the documentation available to the DRS at the time of the initial decision in making accommodation determinations.
 3. The ARC shall consist of two (2) DRS managers from colleges unaffiliated with the student, and one equal opportunity & title IX regional program director.

3. The ARC will respond to students within ten (10) business days of the district ADA/504 coordinator receiving the request for reconsideration.
4. **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

1. 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](#).

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