

Northland Pioneer College provides, supports and promotes lifelong learning.

Instructional Council Meeting
April 10, 2020 ZOOM Meeting, 8:00-10:45 a.m.

Click to Join: <https://zoom.us/j/267677552> or <https://bit.ly/NPC-IC>

Agenda

- I. Roll Call
- II. Approval of 3/27/20 IC Minutes (action)
 - A. https://drive.google.com/file/d/1_KIQLIAjZzA4QsHRax3YDc_E-wFwEQ6X/view?usp=sharing
- III. IC Subcommittees/Task Forces Reports (action as needed)
 - . Academic Standards - No Report
 - A. ASK - No Report
 - B. LT - No Report
- IV. Curriculum (action as needed)
 - . ACRES – none
 - A. New Programs-None
 - B. Program Modifications - None
 - C. Program Deletions – None
 - D. Program Suspensions – None
 - E. Request to Proceed - None
 - F. Misc. Curriculum - None
- V. Old Business Not Related to Curriculum (action as needed)
 - A. IC Calendar Draft Proposals - Eric Bishop
 - B. Online Proctor Testing-Amelinda Webb
 - VI. New Business Not Related to Curriculum (action as needed)
 - A. Placement Handbook 2020-2021
 - B. LMS Choices Discussion-Rickey Jackson
 - C. Co-requisite Remediation-Gail Campbell
 - D. 2019-2020 College Catalog Changes – Informational-Jeremy Raisor
 - E. Student Success Alliance Proposal - Ryan Jones
 - F. Creation of Instructional Innovation Division-Jessica Clark
 - G. IS Matters
- VII. Other (action as needed)
 - . Announcements and reporting of previous tasks
- VIII. Adjournment - (action)

Northland Pioneer College Instructional Council (IC) 4-10-20 Meeting Minutes

Voting Members Present: Eric Bishop, Ruth Creek-Rhodes, Brian Gardner, Rickey Jackson, Dawn Johnson, Wes King, Pat Lopez, Madilyn Marshall proxy for Deb McGinty, Mike Solomonson, Gary Santillanes, and Ruth Zimmerman

Non-Voting Members Present: Jessica Clark, Jeremy Raisor, Josh Rogers, Rebekah Wilson, and Anne Lang (recorder)

Guests: Gail Campbell, Scott Estes, Susan Hoffman, Ryan Jones, Donna Krieser, Lia Keenan, Melody Niesen, Amelinda Webb, and Judy Yip-Reyes

- I. Roll Call
- II. Approval of meeting minutes for 3/27/20-Eric Bishop
 - a. Due to the last minute change made by Anne Lang and the grammar errors, IC needs a chance to make edits.
 - b. Google Doc was not set up in a way for people to edit.
 - c. Pat Lopez **MOVED** to table the 3/27/20 Minutes until the 4/24/meeting.
 - d. **SECOND** by Wes King.
 - e. Motion **APPROVED** by unanimous vote.
 - f. **TASK:** Eric will show Anne how to make the Google Doc editable in the settings.
 - g. **TASK:** Anne will make 3/27/20 and 4/10/20 Minutes editable on Google Docs.
- III. IC Subcommittees/Task Forces Reports
 - a. Academic Standards-No Report
 - b. ASK-No Report
 - c. LT-No Report
- IV. Curriculum
 - a. ACRES-None
 - b. New Programs-None
 - c. Program Modification-None
 - d. Program Deletions-None
 - e. Program Suspensions-None
 - f. Request to Proceed-None
 - g. Misc. Curriculum-None
- V. Old Business Not Related to Curriculum
 - a. IC Calendar Draft Proposals - Eric Bishop
 - i. Eric created two calendar options.
 - ii. "Course Forms" has been changed to "All Forms."
 - iii. The first calendar is like the calendar we have currently.

- iv. The second calendar shows all Subcommittee Reports to be when IC meets on the Connected Classroom 2 system. To allow the Subcommittee Chairs to not have to drive to SCC to report.
 - v. Eliminate the sentence “However these types of course forms must be approved prior to offering the course.”
 - vi. Remove heading “Advice on moving material through Instructional Council” and move the paragraph to the top of the document.
 - vii. Rickey Jackson **MOVED** to approve the second version with suggested changes.
 - viii. **SECOND** by Ruth Creek-Rhodes.
 - ix. Motion **APPROVED** unanimously.
 - x. **TASK:** Eric will make suggested changes to 2020-2010 IC Calendar version two.
- b. Online Proctor Testing-Amelinda Webb
- i. Respondus pilot has been used during our pandemic transition.
 - ii. Chromebooks and some tablets are not compatible with Respondus.
 - iii. So far it seems to be a smoother roll out than Proctorio.
 - iv. A decision needs to be made on which program is to be use for Summer assessments.
 - v. There is potential to use ZOOM for testing, Amelinda Webb and Wei Ma will be testing this option.
 - vi. Bandwidth could be an issue when using ZOOM, but any program will use up the Bandwidth.
 - vii. Proctorio is the only program that works with the Chromebooks.
 - viii. Chromebooks need to be put into an individual kiosk mode to work with Respondus.
 - ix. Amelinda Webb will ask Respondus if the pilot can resume through the summer and report back at the next meeting.
- VI. New Business Not Related to Curriculum
- a. Placement Handbook 2020-2021
- i. IC does not typically review the Placement Handbook.
 - ii. Placement Handbook has been indirectly approved by IC when courses are approved through ACRES.
 - iii. “Satisfactory Placement” does not seem to be consistent for all courses.
 - iv. Currently the form in ACRES requires the specific placement requirements.
 - v. Anne Lang will ask Records and Registration, Deans, and Advising to review for grammar or typographical errors, and/or missed updates approved from the last year.
 - vi. Content changes cannot be made to the Placement Handbook; all changes go through ACRES.
 - vii. Rickey Jackson **MOVED** to table this until the next meeting to give departments an opportunity to review.
 - viii. **SECOND** by Dawn Johnson.
 - ix. Discussion: IC should look over it annually; we want to make sure that the advisors have the right information in their hands when advising our students. Placement Handbook completion is needed before registration, preferably by May 11.
 - x. **TASK:** Anne will work with the Deans and Directors to review and collect any suggested changes, through Google Docs.
 - xi. Motion **APPROVED** unanimously.

- b. LMS Choices Discussion-Rickey Jackson
 - i. There are different systems out there now for us to investigate.
 - ii. We do not have a consistent way to communicate with students.
 - iii. We need to continually evaluate our system.
 - iv. Price point is always something to look at.
 - v. Moodle is an older system; we have had it for 8 or 9 years.
 - vi. LT can investigate it and move it forward to IC, this can be added to subcommittee charges for next year.
 - vii. **TASK:** Rickey will get some information together on LMS choices and bring it to the next meeting.
- c. Co-requisite Remediation-Gail Campbell
 - i. Gail Campbell has been working on a trial with Co-Requisite Remediation 101 and is looking to now formalize a pilot.
 - ii. To make this a formalized class to pair with English 101 in Whiteriver and Hopi.
 - iii. Working to determine who the students will be to attend these classes.
 - iv. Planning a pilot course to be with Math 142 and 109.
 - v. CCP 109 Pilot project taught by Harshika Blatt.
 - vi. Total of 5 credits, 3 for the course and 2 for the Co-requisite. Students will not be paying for the Co-requisite.
 - vii. Updates about the pilot will be in Spring 21.
- d. 2019-2020 College Catalog Changes – Informational-Jeremy Raisor
 - i. This change in the Catalog gives us the flexibility for students to choose the Pass/Fail Grades. Adding the information that was sent out to the students.
 - ii. Striking from the catalog on page 57 Degree Exclusion and Expectation: ~~3. Students who complete an AA, AAEC, AAE, AS, ABUS, or AAS degree or higher degree at NPC or another regionally accredited institutions are not required to complete the General Education requirements of a second AAS or CAS to be earned at NPC.~~
 - iii. Change on page 31-32 in Satisfactory Academic Progress: Students had to complete 70% of their credits each semester, the change is from a semester to a cumulative requirement. Other changes are to clarify incomplete grades and P grades.
 - iv. Change in the first paragraph Corona Virus to Pandemic
 - v. Students need to know that they can still fail.
 - vi. In the Pandemic section change to say, by the end of Summer 2021 Term.
 - vii. Pat Lopez and Jeremy Raisor will work on some of the wording and errors.
- e. Student Success Alliance Proposal - Ryan Jones
 - i. Formally known as “Guided Pathways”.
 - ii. This group was put together to make sure there was representation across the college.
 - iii. The question to be asked: Does everything we do benefit students or not?
 - iv. Questions to be asked: What data do we need to figure this out? Where we are as an institution and how do we help student to be successful?
 - v. Tutoring-some students use it and some do not, co-requisites can help with this.
 - vi. Looking into OERs to help students be more successful.
This plan will roll out over 6 to 7 years.
 - vii. Meda-Major-recommended sequence of the courses to be taken.

- viii. There are 300 plus colleges that are on board with Guided Pathways, about 200 doing what we are doing and not using a set guideline.
- ix. National data suggests when students are polled about what they need to be successful in college they state that they need more direction on what to take and in what order. The more advice that a student gets, the more likely they are to complete.
- f. Creation of Instructional Innovation Division-Jessica Clark
 - i. Looking to create a division to fully support instruction.
 - ii. It was stressed to Dr. Clark that this needs to be an institutional priority.
 - iii. It looks like a hodge-podge of positions that the VPLSS wants off of her desk.
 - iv. We are looking for an overall envisioning to support instruction.
 - v. Advising is in two different divisions, this does not make sense.
 - vi. A decision has not completely been made on the placement of all Advising.
 - vii. We want to make sure that our Early College Students are receiving Advising.
 - viii. Deans believe strongly that Advising belongs in this area.
 - ix. IC wants to revisit at the next meeting for discussion.
- g. TAS Matters
 - i. Due to a lack of time TAS will be invited to the next meeting.
 - ii. Thank you, TAS staff for all of the work this week to keep everything running.
- VII. Other (action as needed)
 - a. Announcements and reporting of previous tasks
 - b. Thank you to Eric Bishop and Anne Lang and everyone for keeping IC running during this time.
- VIII. Adjournment – Eric Bishop
 - a. Mike Solomonson **MOVED** the meeting to be adjourned.
 - b. **SECOND** by Pat Lopez.
 - c. Motion **APPROVED** unanimously.

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Instructional Council Calendar

2020-2021

*** DRAFT PROPOSAL #1 ***

Deadlines for Faculty & Deans

- All planned new programs, program modifications, and program deletions must be presented as a written **Request to Proceed** to the Instructional Council (IC). Please provide the Request to Proceed to the Instructional Council Chair (or designee) no later than the Monday preceding the IC meeting at which you would like it to be discussed. The Request to Proceed should summarize what you plan to do, how your plans will/will not affect any other departments or programs, and what rationale you have for your request. These are the last meetings that IC will review and approve Requests to Proceed:
 - **November 13 - CTE and EDU/CCP** – (first meeting in November)
 - **December 11 - N&AH and A&S** – (first meeting in December)
- **ALL FORMS (of any type except 099, 199, or 299 course forms) MUST BE AT THE IC VOTING MEMBER LEVEL IN ACRES BY THESE DATES:**
 - **December 11 - CTE** (first meeting in December)
 - **January 22 - N&AH and EDU/CCP** (second meeting in January)
 - **February 12 - A&S** (first meeting in February)
- Deadlines for 099, 199 or 299 courses forms (for Faculty & Deans)
 - IC does not approve these types of forms, so there are no deadlines. However, these types of course forms must be approved prior to offering the course.

Deadlines for IC to Approve

- **February 26** (second IC meeting in February) for the following:
 - all new courses and course modifications that affect NPC programs of study
 - all **GENERAL EDUCATION** new programs and program modifications
 - **ALL program deletions**
- **March 12** (first meeting in March) for the following:
 - all course prerequisite changes
 - all new programs and program modifications (except general education)
 - all new courses and course modifications that **do not** affect NPC programs of study
 - **ALL** course deletions
 - all academic changes that affect the NPC Catalog

Advice on moving material through Instructional Council

The **Instructions for Course Forms in ACRES** gives detailed instructions for developing curriculum and entering it into forms in ACRES. Please contact your Dean or the Curriculum Coordinator for assistance and/or to obtain a copy of the Instructions for Course Forms in ACRES.

2020-2021 IC Meeting Calendar

September 11, 8:30-1:00 p.m. – SCC, PAC 124 (Retreat)

September 25, 8:30-11:30 a.m. – SCC, PAC 124

October 9, 8:00-10:45 a.m. – Connected Classroom 2

October 23, 8:30-11:30 a.m. – SCC, PAC 124

November 13, 8:00-10:45 a.m. – Connected Classroom 2

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January 8, 8:00-10:45 a.m. – Connected Classroom 2

January 22, 8:30-11:30 a.m. – SCC, PAC 124

February 12, 8:00-10:45 a.m. – Connected Classroom 2

February 26, 8:30-11:30 a.m. – SCC, PAC 124

March 12, 8:00-10:45 a.m. – Connected Classroom 2

March 26, 8:30-11:30 a.m. – SCC, PAC 124

April 9, 8:00-10:45 a.m. – Connected Classroom 2

April 23, 8:30-11:30 a.m. – SCC, PAC 124

May 14, (if necessary), 8:00-10:45 a.m. – Connected Classroom 2

Draft Proposal #1 - 3/27/2020

Subcommittee Report Schedule (see above for times and places, reporting schedule below):

First IC Meeting of Each Month – Academic Standards (AS), Assessment of Student Knowledge (ASK) and Learning Technology (LT)

Last IC Meeting of Each Month - Dual Enrollment (DE) and Professional Development (PD)

NOTE: It is the responsibility of the Subcommittee Chair to submit a written report and attend the designated IC Meeting to answer questions. Reports must be submitted before the deadline specified in the call for agenda items email message. (If the Chair is unable to attend the meeting, it is his/her obligation to appoint someone from their subcommittee and notify the Instructional Council Chair or designee.)

September 11 – None

September 25 – None

October 9 – AS, ASK and LT

October 23 – DE and PD

November 13 – AS, ASK and LT

December 11 – DE and PD

January 8 – None

January 22 – AS, ASK and LT

February 12 – DE and PD

February 26 – AS, ASK and LT

March 12 – DE and PD

March 26 – AS, ASK and LT

April 9 – DE and PD

April 23 – AS, ASK and LT

May 14 – None

Instructional Council Calendar

2020-2021

*** DRAFT PROPOSAL #2 ***

Deadlines for Faculty & Deans

- All planned new programs, program modifications, and program deletions must be presented as a written **Request to Proceed** to the Instructional Council (IC). Please provide the Request to Proceed to the Instructional Council Chair (or designee) no later than the Monday preceding the IC meeting at which you would like it to be discussed. The Request to Proceed should summarize what you plan to do, how your plans will/will not affect any other departments or programs, and what rationale you have for your request. These are the last meetings that IC will review and approve Requests to Proceed:
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 - **ALL** course deletions
 - all academic changes that affect the NPC Catalog

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April 23, 8:30-11:30 a.m. – SCC, PAC 124

May 14, (if necessary), 8:00-10:45 a.m. – Connected Classroom 2

Subcommittee Report Schedule

Academic Standards (AS), Assessment of Student Knowledge (ASK), Dual Enrollment (DE), Learning Technology (LT), and Professional Development (PD)

All subcommittees are scheduled to report when IC meets on the Connected Classroom 2 system. Please find those dates above.

NOTE: It is the responsibility of the Subcommittee Chair to submit a written report and attend the designated IC Meeting to answer questions. Reports must be submitted before the deadline specified in the call for agenda items email message. (If the Chair is unable to attend the meeting, it is his/her obligation to appoint someone from their subcommittee and notify the Instructional Council Chair or designee.)

Co-requisite Remediation for Instructional Council Meeting 04/10/2020

It is important to recognize nationwide data also indicate the approach of remediating students by enrolling them in developmental education courses and subsequently enrolling them in 100 level college courses is an ineffective way to ensure success in students. National data presented by Complete College America (2017), in the *Corequisite Remediation: Spanning the Completion Divide* study indicate that only 20% of students enrolled in a standalone remedial class go on to the college level course, and only 17% will graduate.

This trend is clear at NPC. Students who are enrolled in CCP classes with the intention to better prepare them for college level classes in either math or English have, typically, shown low success rates beyond their CCP courses. According to IR reports, students who enrolled in developmental math courses in fall of 2015, and two years later successfully complete a college level math course is 55.6%. Similarly, those who take an English course after taking a developmental English class have a 59% successful completion rate within two years. While the number of overall number of students enrolling CCP courses is decreasing, student success in CCP courses is decreasing, too (See Charts 1-4 below).

There is a better way. Students who enroll in a co-requisite course, where students enroll in a 100-level course with customized ongoing support have a success rate as summarized in the aforementioned study, of over 60%. There are a variety of models, but the underlying characteristic is the ongoing support (required) while students are enrolled in the college level math or English class.

In the long run, these courses help students both enroll and succeed in college-level courses more quickly, which saves the students, and the college, time and money. As well, it helps our students truly see themselves as college students.

What are the next steps at NPC?

- The pilot planned for Fall 2020 will include ENL 101 as a face-to-face, 109 over the distance system, and 142 face-to-face; basically, this will allow students to enter the college-level class with extended time (lab) with the instructor.
- Deans Jackson and Campbell presented information about the corequisite pilot to the Advisor's Meeting on 03/12/2020.
- ENL and MATH 099 Corequisite Lab courses have been submitted through ACRES prior to this meeting.
- English, Math, and CCP faculty are determining placement guidelines for use by advisors. These guidelines will be determined and distributed to advisors by the end of the spring semester.

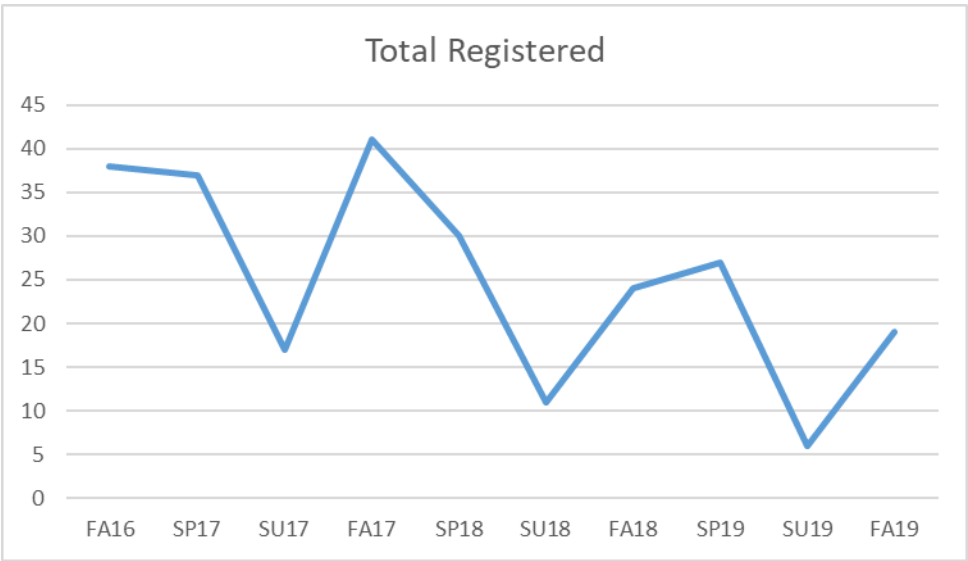


Chart 1 –Registration Information for CCP 082

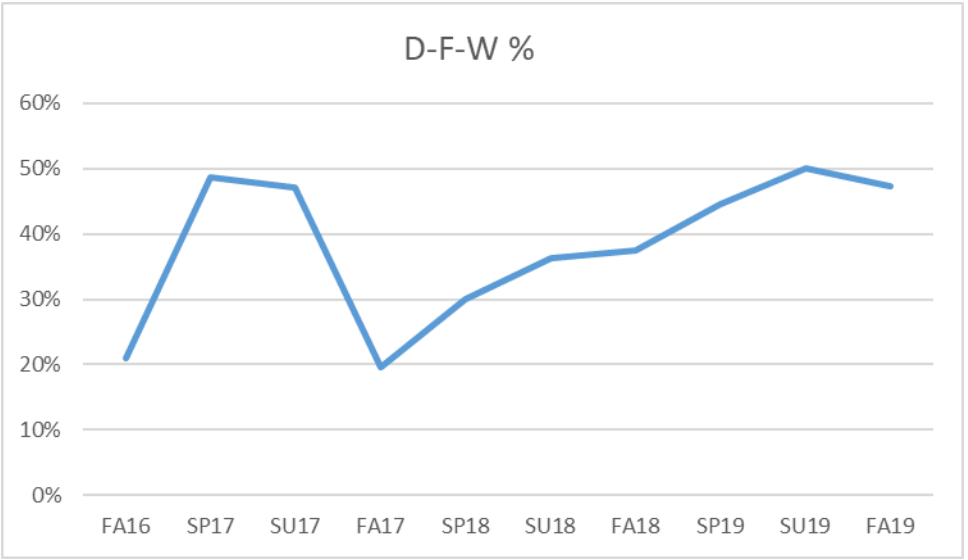


Chart 2 –DFWW Information for CCP 082

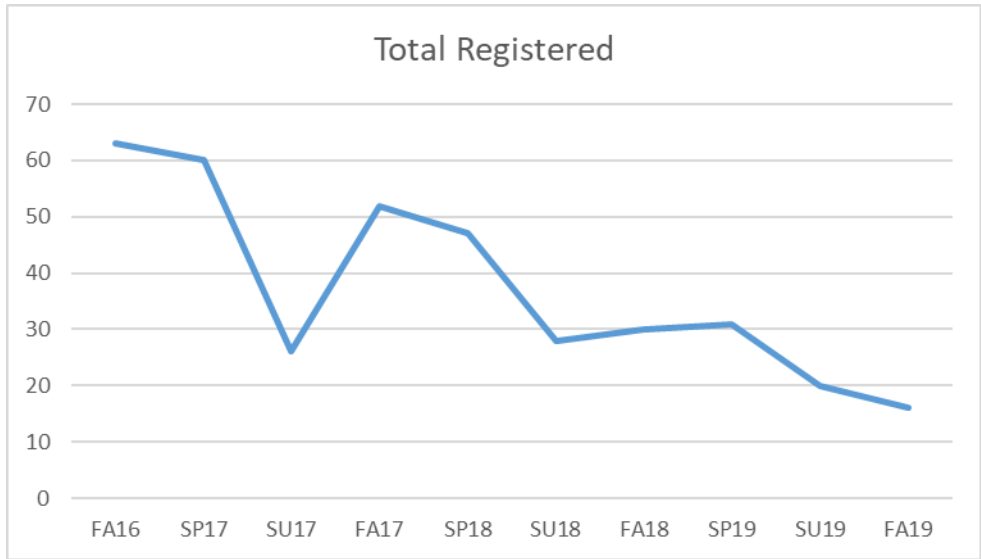


Chart 3 –Registration Information for CCP 088

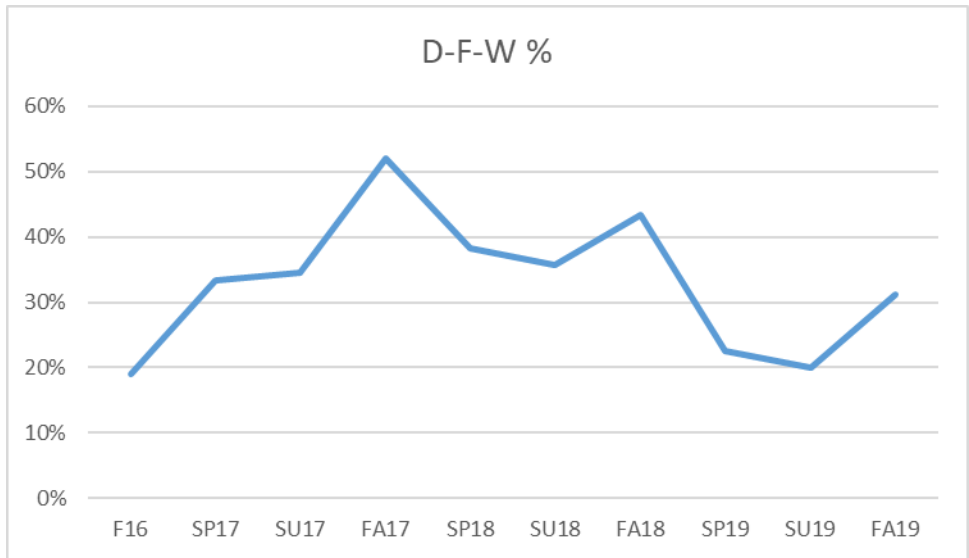


Chart 4 –DWF Information for CCP 088

Math 109 Data from 2014-2019

Pass(ABC)	64%
Fail(DFW)	36%

Math 142 Data from 2014-2019

Pass(ABC)	86%
Fail(DFW)	14%

English 101 Data from 2014-2019

Pass 81%

DFW 19%



Northland Pioneer College

EXPANDING MINDS • TRANSFORMING LIVESSM

Placement Handbook

2020-2021

Our Mission: *Northland Pioneer College Provides, Supports and Promotes Lifelong Learning*

INSTRUCTIONAL DIVISIONS
ACADEMIC ADVISERS
VICE PRESIDENT FOR LEARNING AND STUDENT SERVICES
4/1/20

ACCUPLACER-ASSET-COMPASS PLACEMENT CHART, 2020-2021

Next Generation ACCU PLACER	ACCU PLACER	ASSET	COMPASS	ACT	PLACEMENT & COMMENTS
Sentence Skills	Sentence Skills	Writing Skills	Writing Skills	English	
0-235	0-65	23-39	0-59	0-13	CCP Writing Placement: CCP Instructor Recommends Placement, student may opt up 1 course level from recommendation. Student is not eligible for ENL101.
236-249	66-83	40-41	60-70	14-17	Student Decision Zone: CCP082 or ENL101 ¹ per student decision (ENL 101 enrollment requires Reading Skills score of 250+ for ACCUPLACER)
250+	84+	42+	71+	18+	ENL101 ¹ (Reading minimum score also required, see below)
Reading	Reading	Reading Skills	Reading Skills	Reading	
0-220	0-49	23-37	0-70	0-13	CCP Reading Placement: CCP Instructor Recommends Placement, student may opt up 1 course level from recommendation
221-249	50-73	38-41	71-81	14-17	Student Decision Zone: Student may enroll in CCP087, CCP082, or no CCP – based on ENL decision and advising recommendation
250+	74+	42+	82	18+	ENL101 ¹ (Writing minimum score also required, see above)
Arithmetic	Arithmetic	Numeric Skills	Pre-Algebra	Math	
0-240	0-30	23-33	0-34	0-12	CCP Math Placement: CCP Instructor Recommends Placement, student may opt up 1 course level from recommendation
241-262	31-74	34-41	35-45	13-16	Student Decision Zone: CCP078 or 088. Student may opt up to MAT101, 103, or 109 ²
263+	75+	42+	46+	17+	MAT101, 103, 109 ² ; if student wishes to place higher, must take Qualitative Reasoning, Algebra & Statistics (QAS) or higher on ACCUPLACER
QAS	Elem. Algebra	Elem. Algebra	Algebra	Math	
0-210	0-30	23-33	0-24	-----	Take Arithmetic test using ACCUPLACER
211-249	31-56	34-40	25-45	18-19	MAT109 ² ; student may opt up to MAT112 or MAT 142
250-273	57-90	41+	46-65	20+	MAT112; student may opt up to MAT125, 142, 152
QAS	Elem. Algebra	Intermed. Algebra	Algebra	Math	
-----	-----	23-28	-----	-----	Take Elementary Algebra Test using ACCUPLACER
250-273	57-90	29-40	46-65	20-21	MAT112; student may opt up to MAT125, 142, 152
274+	91+	41+	66+	22+	MAT125, 142, 152; student may opt up to MAT 189, 211

Advanced Algebra & Functions	College Math	College Algebra	College Algebra	Math	
200-236	-----	23-39	0-45	-----	Take QAS Next Generation ACCUPLACER
237-263	61-80	40-45	46-55	25-26	MAT189, 211; student may opt up to MAT221
263+	81+	46+	56+	27+	MAT221

NOTE¹: ENL 101 automatic placement requires a placement score in the required range in **both** Reading and Writing placement areas. Scoring in the Student Decision Zone range in Reading **or** Writing places a student in the “student decision category”. Scoring in the CCP Reading **or** Writing Placement range makes a student ineligible for ENL 101.

NOTE²: MAT 109 has a **Reading** skill prerequisite. The minimum score is 208 (ACCUPLACER)/41 (ASSET) /81 (COMPASS). Students with 202-207 (ACCUPLACER)/35-40 (ASSET)/61-80 (COMPASS) may take MAT 109 if they co-enroll in an appropriate CCP course.

NOTE REGARDING SAT SCORES: SAT Composite of 1050 waives Placement for Math, English, and General Education courses. We do not have enough SAT data to include SAT scores in the Placement Chart. Therefore, students scoring below 1050 composite on the SAT must take the ACCUPLACER test and use those results for placement.

2020-2021 PLACEMENT RULES AND PROCEDURES

Placement Rules (the short version)

1. NPC students who meet certain conditions must follow the placement rules outlined below. Students who must take the placement test and follow the results are:
 - a) Students enrolling in courses with placement prerequisites who have not previously taken a placement test or;
 - b) Students pursuing a NPC Associates Degree, Certificate of Applied Science, or AGECE (Arizona General Education Curriculum).

2. Students may be exempt from the placement system if they meet one or more of the following criteria:
 - a) Students providing proof of an accredited associates degree or higher, unless the degree includes no college level math;
 - b) Students providing Next Generation ACCUPLACER, ASSET or COMPASS scores from another institution;
 - c) Students providing official transcripts listing a grade of "C" or higher for College Composition I (reading/writing requirement) and/or college level math (math requirement);
 - d) Students providing ACT or SAT scores which meet NPC placement minimum standards (see placement chart);
 - e) Students taking courses for Audit grade only. The Audit grade exemption applies only to courses with a placement prerequisite. Courses with course prerequisites may not be waived by this exemption.

IMPORTANT PLACEMENT NOTES

- Students may test a maximum of three full tests per academic year. This means no more than 3 full tests or 3 tries at any one portion of the test. ACCUPLACER will monitor test takes and notify the student when they have reached 2 retakes (3 takes total) since their first attempt.
- Placement test scores are effective for a maximum of five years. If more than five years have elapsed since a student tested, and the student now needs to use those test results to enroll in a class, the student must retest.
- Students pay an annual (Fall to Fall) \$20 Placement Testing Fee if they need to test in a given year. The campus/center office will collect the fee. Please follow upcoming Business Office procedure to determine if student has paid fee. This fee went into effect on August 1, 2009.

Placement Procedures

When a student announces the intention to take a class that may have a course or placement prerequisite, please use the tables in this manual to identify the correct prerequisite. Courses in this manual are listed alphabetically by department. Simply look up the course in question and see if a placement or course prerequisite is listed.

If there is a placement prerequisite, then:

- Determine if the student meets any of the exemptions listed in Section 2, Placement Rules;
- Determine if the student is eligible to use their high school grade point average to place into the course. High school grade point average criteria are as follows;
 - High school transcript with a 2.6 GPA or above
 - Last date of attendance/graduation is within the last five (5) years
 - For **MATH placement only**, consult the following table:

If student has HS GPA of 2.6 or above and receives an A or B grade in these high school classes, they may enroll in the corresponding NPC class or lower	NPC Class
Pre-Algebra	MAT101/103/109
Algebra I	MAT112
Algebra II	MAT125/142/152
Advanced Algebra	MAT189/211
Precalculus	MAT221
<i>Please consult math chart for local high schools on page six (6) of this handbook for more detailed information.</i>	

- Determine if the student has a completed GED transcript dated after 1/1/14. Such students may place into ENL101, MAT109, and all general education courses with a Math prerequisite of MAT109 or lower.
- If not, then refer the student to an academic adviser for placement testing;
- The adviser will administer the placement test, notify the student of the results, and assist the student in registering for appropriate courses.

If you have any questions regarding a student's placement status, please refer the student to an academic adviser.

If there is a course prerequisite, then:

1. Determine if the student has met the course prerequisite, or;
2. Refer the student to an academic adviser, so the adviser may make that determination.

If you have any questions regarding a student's course prerequisite status, please refer the student to an academic adviser.

If the course prerequisite lists "instructor permission" as an option, please note that the instructor must communicate permission for enrollment to an adviser either in person, via the telephone, or through written and signed communication. Advisers will not accept a student's statement that the student has spoken with the instructor and received permission. Advisers will list the instructor permission in the appropriate area of the registration form (box next to student signature line) or course change form (comments section at bottom of form).

Prerequisite Overrides

Only the Dean of the department in question may override a prerequisite. Instructors, department chairs, or deans from other divisions may not override prerequisites.

If you have any questions regarding placement, prerequisites, or the use of this manual, please contact the VPLSS office at 928-532-6141.

Ability to Benefit

Ability to Benefit (ATB) test is used for Financial Aid, once completed, it may also be used for placement.

Passing Score:

Reading Comprehension: 55

Sentence Skills: 60

Arithmetic: 34

The student must take and pass all three in one administration. You cannot mix the passing scores of two different administrations.

Re-Testing:

Within a three-month period, ATB candidates are permitted an initial test and one retest. There must be a two-week waiting period between the initial test and the retest,

Navajo/Apache County High School Math Equivalency (Grade of A or B Transfer)

High School	Course(CCP 088)	Course(Mat 109)	Course(Mat 112)	Course(Mat 152)	Course(Mat 189)	Course(Mat 221)
Alchesay		Algebra 1	Algebra 2		Pre-Calculus	
Blue Ridge	Pre-Algebra	Algebra 1	Algebra 2	Advanced Algebra	Pre-Calculus	Calculus
Chinle						
Ganado	Pre-Algebra	Algebra 1/Honors	Algebra 2/Honors		Pre-Calculus	Calculus
Greyhills		Algebra 1	Algebra 2			
Holbrook	Pre-Algebra	Algebra 1	Algebra 2	Trigonometry	Pre-Calculus	Calculus
Hopi		Algebra 1	Algebra 2	Advanced Algebra	Pre-Calculus	Calculus
Joseph City		Algebra 1	Algebra 2	College Algebra	Pre-Calculus	
Mogollon	Pre-Algebra	Algebra 1	Algebra 2	Advanced Algebra	Pre-Calculus	Calculus
Monument Valley		Algebra 1/Honors	Algebra 2/Honors	Advanced Algebra	Trig./Pre-Calculus	Calculus
Pinon		Algebra 1	Algebra 2			
Red Mesa		Algebra 1	Algebra 2		Pre-Calculus	
Round Valley		Algebra 1	Algebra 2		Pre-Calculus	Calculus
Shonto Prep		Algebra 1/Honors	Algebra 2/Honors		Pre-Calculus	Calculus
Show Low	Algebra 1.1/1.2	Algebra 1	Algebra 2	College Algebra	Pre-Calculus	Calculus
Snowflake	Algebra 1A/1B	Algebra 1	Algebra 2/Honors	College Algebra	Trigonometry	Honors Calculus
St. Johns	Pre-Algebra	Algebra 1	Algebra 2	College Algebra	Pre-Calculus	
Valley Sander High		Algebra 1	Algebra 2	Advanced Algebra	Trig./Pre-Calculus	
Window Rock						
Winslow		Algebra 1	Algebra 2	Advanced Algebra	Pre-Calculus	Calculus
NPC	Mat 101/103/109	Mat 112	Mat 142/Mat 152	Mat 189	Mat 221	Mat 231
Math Score	10	20	30	40	50	60

You have to take the amount per grade add them together and divide by the number of grades you are averaging. i.e., $b - (2.67)$ and $c + (2.33) = C$ due to this answer ($5.00/2 = 2.50$)

Grade Equivalent

Grade equivalents included in calculation of averages:

A+ = 4.33	A = 4.00 Excellent	A- = 3.67
B+ = 3.33	B = 3.00 Good	B- = 2.67
C+ = 2.33	C = 2.00 Fair	

DEPARTMENTAL REQUIREMENTS FOR MINIMUM SKILL LEVEL ENTRY

The faculty members of each department have established minimum skill levels for entry into each course offered in the department. Many courses do not have any minimum skill level requirements. This booklet is the most current source of placement recommendations and course prerequisites; it will be used to determine eligibility for course enrollment.

An "X" in the column of the skill required indicates the minimum test score necessary to enter each course. If the student exceeds the minimum score listed or if no minimums are listed the student may enroll in the course if the listed prerequisite courses have been successfully completed. Required ACCUPLACER scores are listed first in each column, followed by equivalent ASSET and COMPASS scores, followed by equivalent ACT scores.

If the student scores below the minimum listed in the skill level, in some courses the student may enroll in the course if he/she co-enrolls in a relevant CCP course. If the course is open for co-enrollment, it will have a "Yes" in the Co-enroll column.

A minimum of one relevant skill building CCP course will be required each semester for co-enrollment in courses designated by the "Yes" until the student has; (1) re-tested on the ASSET or COMPASS and scored above the minimum skill levels required, or (2) satisfactorily completed the recommended CCP course or course sequence.

All appeals for exceptions to the skill levels presented in this booklet will be referred to the Vice President of Learning and Student Services.

NOTE REGARDING GENERAL EDUCATION COURSE PLACEMENT: Most General Education transfer courses have placement score minimums for Writing, Reading, and/or Numerical Skills (PreAlgebra). Those general cut scores are:

- Writing – 230 ACCUPLACER/35 ASSET/38 COMPASS/14 ACT
- Reading – 221 ACCUPLACER/38 ASSET/71 COMPASS/14 ACT
- Numeric Skills/Pre-Algebra – 241 ACCUPLACER/34 ASSET/35 COMPASS/13 ACT.

NOTE: Please note that all new or modified courses have been **bolded** in the tables that follow. Any courses with new or modified prerequisites also have the prerequisite **bolded**.

NOTE: General Education courses use the new Reading minimum scores. Other courses with Reading requirements may have different (usually lower) scores. Please look carefully when checking Reading placement minimums in the following tables.

NOTE: Next Generation ACCUPLACER minimum score is listed first in each column, followed by Classic ACCUPLACER, followed by equivalent ASSET and COMPASS score, followed by equivalent ACT score. ACCUPLACER Arithmetic and COMPASS PreAlgebra tests are equivalent to ASSET Numerical Skills test and ACT Math test.

DEPARTMENT: ADMINISTRATION OF JUSTICE STUDIES

AJS102 Intensive Police Academy	Student must be sponsored by AZ law enforcement agency prior to starting the class.
Remainder of AJS curriculum currently under redevelopment	

DEPARTMENT: ANTHROPOLOGY

COURSE	Writing 230/35/38/14	Reading See below	Numerical 241/34/35/13	Co-enroll
ANT102 Cultural Anthropology	X	221/38/71/14		Yes
ANT104 Biological Anthropology and Human Origins	X	221/38/71/14	X	Yes
ANT120 Buried Cities and Lost Tribes	X	218/38/71/14		Yes
ANT205 Native American Cultures of the Southwest	X	221/38/71/14		Yes
ANT210 Southwestern Archaeology	X	218/36/65/13		Yes

DEPARTMENT: ART

COURSE	Writing 230/35/38/14	Reading 221/38/71/14	Numerical 241/34/35/13	Co-enroll
ART101 Understanding Art	X	X		Yes
ART103 Basic Design				
ART105 Beginning Drawing I				
ART110 Figure Draw I	Prerequisite: ART105 is recommended			
ART115 Art History I	X	X		Yes
ART116 Art History II	X	X		Yes
ART 121 Digital Photography I				
ART150 Advertising Design	Prerequisite: ART103 is recommended			
ART155 Printmaking	Prerequisite: ART105 is recommended			
ART170 Sculpture I				
ART175 Painting I	Prerequisite: ART105 is recommended			
ART180 Watercolor I	Prerequisite: ART105 is recommended			
ART185 Handbuilding Pottery				

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ART186 Clay Sculpture				
ART190 Ceramics I				
ART205 Drawing II	Prerequisite: ART105			
ART206 Figure Drawing II	Prerequisite: ART110			
ART215 Native American Art	X	X		
ART220 Painting II	Prerequisite: ART175			
ART 221 Digital Photography II	ART121 or Instructor permission			
ART 222 Digital Photography Practicum	ART221 or Instructor permission			
ART225 Watercolor II	Prerequisite: ART180			
ART245 Ceramics II	Prerequisite: ART190			
ART246 Ceramics III	Prerequisite: ART245			
ART247 Ceramics IV	Prerequisite: ART190, ART245, ART246			
ART 251 Photography as an Art Medium				
ART280 Art Studio-Two Dimensional	Prerequisite: Minimum of six hours in a specific two-dimensional medium			
ART281 Art Studio-Three Dimensional	Prerequisite: Minimum of six hours in a specific three-dimensional medium			
ART289 Figurative Ceramics				

DEPARTMENT: AUTOMOTIVE TECHNOLOGY

COURSE	Writing 230/35/3 8/14	Reading 221/36/65/13	Numerical 241/34/35/13	Co-enroll
ATO103 Safety and Hazardous Materials		X		
ATO107 Engine Repair I		X		
ATO108 Engine Repair II	Prerequisite: ATO107			
ATO109 Engine Performance I		X		
ATO110 Engine Performance II	Prerequisite: ATO109			
ATO111 Engine Performance III	Prerequisite: ATO110			
ATO112 Auto Transmission Systems I		X		
ATO113 Auto Transmission Systems II	Prerequisite: ATO112			
ATO114 Brake Systems I				

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ATO115 Brake Systems II	Prerequisite: ATO114			
ATO116 Intro to Auto and Safety				
ATO118 Electrical I	Prerequisite: ATO 116 or instructor's permission			
ATO120 Electrical II	Prerequisite: ATO 118 or instructor's permission			
ATO122 Electrical III	Prerequisite: ATO 120 or instructor's permission			
ATO124 Engine Repair I	Prerequisite: ATO 116 or instructor's permission			
ATO126 Engine Repair II	Prerequisite: ATO 124 or instructor's permission			
ATO128 Engine Performance I	Prerequisite: ATO116 or instructor's permission			
ATO130 Engine Performance II	Prerequisite: ATO128 or instructor's permission			
ATO134 Fundamentals of Plastic Welding	Prerequisite: WLD100 or CON100 or 107 or ATO103 or instructor permission			
ATO175 GMAW Plate	Corequisite: WLD 100 or instructor's permission (cross-listed w/ WLD175)			
ATO201 Auto Fundamentals & Basic Services				
ATO203 Exploring Employment Opportunities	Prerequisite: instructor's permission			
ATO205 Suspension and Steering		X		
ATO207 Electrical and Electronics Systems I		X		
ATO208 Electrical and Electronics Systems II	Prerequisite: ATO207			
ATO209 Electrical and Electronics Systems III	Prerequisite: ATO208			
ATO210 Heating and Air Conditioning Systems		X		
ATO212 Manual Drive Train and Axles		X		
ATO216 Suspension and Steering	Prerequisite: ATO116 or instructor's permission			
ATO218 Auto Transmissions	Prerequisite: ATO116 or instructor's permission			
ATO220 Manual Transmissions and Drive Trains	Prerequisite: ATO116 or instructor's permission			
ATO222 Brake Systems	Prerequisite: ATO116 or instructor's permission			
ATO224 HVAC Systems	Prerequisite: ATO116 or instructor's permission			
ATO226 Automotive Diesel	Prerequisite: ATO116 or instructor's permission			
ATO230 Hybrid Vehicles	Prerequisite: ATO116 or instructor's permission			
ATO234 High Performance Engines	Prerequisite: ATO130 or instructor's permission			

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DEPARTMENT: BIOLOGY

COURSE	Writing 230/35/3 8/14	Reading 221/38/71/14	Numerical 241/34/35/13	Co-enroll
BIO100 Biology Concepts	X	X	X	Yes
BIO105 Environmental Biology	X	X	X	Yes
BIO145 Marine Biology	X	X	X	Yes
BIO160 Intro. to Human Anatomy and Physiology	X	X	X	Yes
BIO181 General Biology I	X	X	X	Yes
BIO182 General Biology II	Prerequisite: BIO181			
BIO201 Human Anatomy and Physiology I	Prerequisite: BIO181; Corequisite: CHM130 or CHM152			
BIO202 Human Anatomy and Physiology II	Prerequisite: BIO201			
BIO205 Microbiology	Prerequisite: BIO181 and either CHM130 or CHM152			
BIO241 Human Genetics	Prerequisite: BIO181 or instructor permission			

DEPARTMENT: BUSINESS

COURSE	Writing 230/35/38/14	Reading 221/38/71/14	Numerical 241/34/35/13	Co-enroll
BUS100 Intro. to Business				
BUS103 Success on Your Job				
BUS105 Techniques of Supervision				
BUS106 Techniques of Personal Finance				
BUS108 Basic Keyboarding & Doc Processing				
BUS110 Small Business Mgmt.				
BUS118 Computerized Medical Billing				
BUS119 Medical Office Admin. Procedures	Prerequisite: BUS108 or instructor permission			
BUS122 Computerized Accounting				
BUS123 Income Tax Accounting				
BUS125 Payroll Accounting				

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BUS128 Microsoft Excel Applications for Business	
BUS131 Medical Transcription Fundamentals	Prerequisite: BUS108 and HES 170 or instructor permission
BUS133 Business Math	Prerequisite: CCP088 or satisfactory placement (use MAT103 placement guide)
BUS144 Professional Office Skills	Prerequisite: Keyboarding (20+ words per minute)
BUS149 MS Publisher Basics	Prerequisite: Keyboarding skills of 20+ words per minute
BUS151 MS Excel Basics	
BUS152 MS Word Basics	
BUS155 MS Word Level 1	Prerequisite: Keyboarding (20+ words per minute)
BUS182 Records Management	
BUS183 Electronic Medical Records	Prerequisite: HES 170 or instructor permission
BUS184 Medical Scribe	Prerequisite: BUS 183
BUS185 Intro to Ethics in Mgmt.	
BUS188 Medical Transcription	Prerequisite: BUS183 - Electronic Medical Records
BUS189 Computerized Medical Billing	Prerequisite: BUS183 - Electronic Medical Records
BUS201 Quant Methods	Prerequisite: MAT112
BUS202 Professional Customer Service	
BUS203 Intro to Business Communication	
BUS206 Environment of Business	
BUS210 Principles of Mgmt.	
BUS214 Exec. Office Admin.	Prerequisite: BUS100 or BUS144 or BUS119
BUS 217 Principles of Financial Accounting	
BUS218 Principles of Managerial Accounting	Prerequisite: BUS 217
BUS220 Principles of Marketing	
BUS225 Human Resources Management	

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BUS227 Medical Coding	Prerequisite: HES 170 or instructor permission
BUS230 Organizational Leadership	
BUS231 MS Office Level 1	Prerequisite: Keyboarding (20+ words per minute)
BUS234 MS Office Level II	Prerequisite: BUS231
BUS240 Entrepreneurship	Prerequisite: BUS110
BUS250 Medical Administration Capstone	Prerequisite: BUS 118, 119, 131, 184, and 227.
BUS255 MS Word Level II	Prerequisite: BUS155 or instructor permission

DEPARTMENT: CHEMISTRY

COURSE	Writing 230/35/38/14	Reading 221/38/71/14	Numerical 241/34/35/13	Co-enroll
CHM130 Fund Chemistry	Prerequisite: MAT109 or; Next Gen ACCUPLACER: QAS 250 +, Reading 247+, Writing 232+ Classic ACCUPLACER: Elem Alg 57+, Reading 73+, Writing 66+ ASSET Elem Alg. 41+, Intermed Algebra 29+, Reading 41+, Writing 40+; COMPASS Algebra 46+, Reading 81+, Writing 60+; ACT: Math 20+, Reading 14+, Writing 14+			No
CHM151 General Chemistry I	X	X	MAT112 or MAT121, or placement into MAT152	Yes
CHM152 General Chemistry II	Prerequisite: CHM151			

DEPARTMENT: COLLEGE AND CAREER PREPARATION

COURSE	Writing 230/35/38/14	Reading 221/36/65/13	Numerical 241/34/35/13	Co-enroll
CCP103 Workforce Readiness I				
CCP104 Workforce Readiness II (for NAVIT)	X	X	X	
CCP106 Workforce skills I				
CCP107 Workforce skills II	Prerequisite: Successful completion of CCP106/HDE103 or instructor permission			
All other CCP courses require				

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Diagnostic Testing	
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DEPARTMENT: CHILD AND FAMILY STUDIES

COURSE	Writing 230/35/38/14	Reading 221/36/65/13	Numerical 241/34/35/13	Co-enroll
CFS100 Infant-Toddler Social & Emotional Development	Prerequisite: ECD 250 or ECD 147, 148, 149 combined or department permission			
CFS101 Infant-Toddler Cognitive Development	Prerequisite: ECD 250 or ECD 147, 148, 149 combined or department permission			

DEPARTMENT: COMPUTER INFORMATION SYSTEMS

COURSE	Writing 230/35/38/14	Reading 221/38/71/14	Numerical 241/34/35/13	Co-enroll
CIS103 Intro. to Windows				
CIS105 Computer Apps. and Information Technology	X	X	X	Yes
CIS111 Intro. to Programming I	Prerequisite: CIS105, placement equivalent to completion of MAT112, or instructor permission			
CIS112 Intro to Programming II	Prerequisite: CIS111 or instructor permission			
CIS125 Digital Media	Prerequisite: CIS105 or instructor permission			
CIS130 Info Security Fundamentals	Prerequisite: CIS105 or instructor permission			
CIS135 IT Assessment, Audit, and Controls	Prerequisite: CIS130 or instructor permission			
CIS141 A+ Certification Preparation I	Prerequisite: CIS105 or instructor permission			
CIS142 A+ Certification Preparation II	Prerequisite: CIS141 or instructor permission			
CIS145 Network+ Certification Preparation	Prerequisite: CIS141 or instructor permission			
CIS146 Security+ Certification Preparation	Prerequisite: CIS130 or instructor permission			
CIS150 Digital Culture				
CIS161 Microsoft Operating Systems	Prerequisite: CIS105 or instructor permission			
CIS162 Linux+ Certification Preparation	Prerequisite: CIS105 or instructor permission			

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CIS171 Linux Operating System	Prerequisite: CIS105 or instructor permission
CIS187 Intro. to Web Development	Prerequisite: CIS105 or instructor permission
CIS190 JavaScript Programming	Prerequisite: CIS 111 and CIS187 or instructor permission
CIS217 JAVA Programming	Prerequisite: CIS111 or instructor permission
CIS225 C Programming	Prerequisite: CIS111 or instructor permission
CIS226 C++ Programming	Prerequisite: CIS111 or instructor permission
CIS227 C# Programming	Prerequisite: CIS111 or instructor permission
CIS230 Operating System Security	Prerequisite: CIS130, 161, and 171 or instructor permission
CIS231 Digital Forensics	Prerequisite: CIS130 and CIS171 or instructor permission.
CIS232 Network Security	Prerequisite: CIS130 and 145 or instructor permission
CIS233 Ethical Hacking	Prerequisite: CIS230 or instructor permission Corequisite: CIS232 or instructor permission
CIS243 Database Driven Websites	Prerequisite: CIS111 and 187 or instructor permission
CIS245 Database Management Concepts	Prerequisite: CIS105 or instructor permission
CIS265 Web Programming	Prerequisite: CIS190 or instructor permission
CIS280 Systems Analysis and Design	Prerequisite: CIS111 or instructor permission
CIS286 Educational Technology	

DEPARTMENT: CONSTRUCTION TECHNOLOGY

COURSE	Writing 230/35/38/14	Reading 221/36/65/13	Numerical 241/34/35/13	Co-enroll
CON100 Construction Math and Safety				
CON101 Jobsite Layout				
CON102 Intro. to Construction Methods				
CON105 Engineering Principles				

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& Const. Methods	
CON107 Safety & Job Hazard Recognition	
CON111 Plan Reading and Employment	
CON120 Concrete and Masonry Systems	Prerequisite: CON 102 or 107, or instructor's permission
CON121 Cabinetmaking I	Prerequisite: CON 102 or 107, or instructor's permission
CON126 Framing Systems	Prerequisite: CON100 or 102 or 107
CON134 Fundamentals of Plastic Welding	Prerequisite: WLD100 or CON100 or 107 or ATO103 or instructor permission
CON140 Computer Apps. in Construction	
CON145 Roofing, Thermal, and Moisture Protection Systems	Prerequisite: CON100 or 102 or 107, or instructor permission
CON150 Interior Finish Systems and Weatherization	Prerequisite/Corequisite: CON100 or 102 or 107 or instructor permission
CON180 Construction Service Learning	
CON181 Building Maintenance	
CON200 Integrated Const. Mgmt. and Design	Prerequisite: CON140 or Instructor's permission
CON205 Masonry Fundamentals	Prerequisite: CON102 or Instructor's permission
CON206 Masonry Installation	Prerequisite: CON102 or Instructor's permission
CON207 Residential Masonry	Prerequisite: CON120 or instructor's permission
CON208 Structural Masonry	Prerequisite: CON206 or instructor's permission
CON221 Cabinetmaking II	Prerequisite: CON121
CON222 Cabinetmaking III	Prerequisite: CON221
CON228 Electrical Systems	Corequisite: CON100 or 102 or 107 or instructor permission
CON229 Plumbing and Mechanical Systems	Prerequisite: CON100 or 102 or 107 or instructor permission
CON230 Sustainable Const.	Corequisite: CON102 or instructor permission
CON263 Cost Estimating, Scheduling, Planning	Prerequisite: CON140 or instructor permission
CON265 Construction Capstone Portfolio	Prerequisite: CON101, 102, 111, 120, 126, 145, 228, 229 or instructor permission

DEPARTMENT: COSMETOLOGY

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
COS107 Business Skills I				
COS108 Business Skills II	Prerequisite: COS107			

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COS142 Intro to Hair Care	The minimum of 16 years of age with official high school transcript with 10th grade equivalency; 2 English courses, 1 math, 1 science and a minimum of 10 credits, or; proof the prospective student is at least 18 years old with satisfactory proof of age is shown by government-issued driver's license or identification card, birth certificate, or; a transfer application.
COS143 Intro to Basic Skin Care	
COS144 Intro to Basic Nail Care	
COS145 Law and Ethics for a Beauty Professional	
COS146 Sci Concepts I	
COS147 Sci Concepts II	Prerequisite: COS146
COS231 Adv Hair Care I	Prerequisite: COS142
COS232 Adv Hair Care II	Prerequisite: COS231
COS233 Adv Hair Care III	Prerequisite: COS232
COS234 Adv Skin Care I	Prerequisite: COS143
COS235 Adv Skin Care II	Prerequisite: COS234
COS236 Adv Skin Care III	Prerequisite: COS235
COS237 Adv Nail Care I	Prerequisite: COS144
COS238 Adv Nail Care II	Prerequisite: COS237
COS239 Adv Nail Care III	Prerequisite: COS238
COS240 Prep for Licensure	
COS241 COS Spec Topics I	Prerequisite: Student must have completed 1600 hours of State Board documented cosmetology training.
COS242 COS Spec Topics II	Prerequisite: COS241
COS243 Law and Ethics for a COS Instructor	Licensed as a cosmetologist with one year work experience form; from the Arizona State Board of Cosmetology.
COS244 Safety Concepts for a COS Educator	Prerequisite: COS243
COS245 Basic Teaching Skills for a Cosmetology Educator	
COS 246 Beauty and Wellness Disciplines for a Cosmetology Educator	

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COS 247 Professional Development for a Cosmetology Educator	
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DEPARTMENT: DRAFTING

Minimum Skill Levels are HIGHLY RECOMMENDED for all DRF Courses

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
DRF120 Technic. Drf. I				
DRF130 Arch. Drf. I	Prerequisite: DRF120 or instructor permission			
DRF150 AutoCAD I				
DRF200 Appl. DRF & Design	Prerequisite: 15 credit hours of drafting core courses			
DRF230 Arch. Drf. II	Prerequisite: DRF130			
DRF250 AutoCAD II	Prerequisite: DRF150 or instructor's permission			

DEPARTMENT: EARLY CHILDHOOD DEVELOPMENT

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
ECD100 Providing a Healthy Environment 1	Corequisite: ECD102			
ECD102 Ensuring a Safe Environment 1	Corequisite: ECD100			
ECD105 Understanding Behavior	Corequisite: ECD120			
ECD108 Observation and Assessment	Corequisite: ECD147, 148, and 149, or ECD250			
ECD112 Enhancing Family and Community Engagement				
ECD120 Guidance and Development	Corequisite: ECD105			
ECD136 Understanding How Children Learn 1	Prerequisite: ECD250 OR ECD 147, 148, AND 149			
ECD139 Curriculum and Env. for Infants and Toddlers	Prerequisite: ECD250 or equivalent (ECD 147, 148, 149)			

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ECD 141 Healthy and Safe Early Childhood Practices				
ECD142 Designing Effective Learning Environments	Corequisite ECD 136 - may be taken concurrently or prior to ECD 142			
ECD147 Prenatal Dev.	Must complete ECD147, 148, 149, 150 in numerical order			
ECD148 Toddler Dev.				
ECD149 Dev. Presch. Child				
ECD 163 Supporting Infant-Toddler Cog. Dev 1	Corequisite: ECD 164 and ECD 169			
ECD164 Practical App. for Infant-Toddler Cog. Dev 1	Corequisite: Concurrent enrollment in ECD 163 and ECD 169			
ECD166 Infant-Toddler Social and Emotional Dev 1	Corequisite: Concurrent enrollment in ECD 167 and ECD 168			
ECD167 Guiding Behavior: Infants and Toddlers 1	Corequisite: Concurrent enrollment in ECD 166 and ECD 168			
ECD168 Supporting Social and Emotional Competence: Infants and Toddlers 1	Corequisite: Concurrent enrollment in ECD 166 and ECD 167			
ECD169 Sensory Learning and Cognitive Dev 1	Corequisite: Concurrent enrollment in ECD 163 and ECD 164			
ECD184 Early Social & Emotional Development				
ECD187 Supporting STEM in Early childhood	Prerequisite: ECD 200 or ECD 136 and ECD 142			
ECD200 Introduction to Early Childhood Development	X	X		Yes, or instructor's permission
ECD217 Early Childhood Language and Literacy	Corequisite: ECD136 and 142 or 200; or ECD 200			
ECD220 Presch Beh. Prob.		X		Yes
ECD221 Stress Mgmt. for Educators		X		Yes
ECD 222 Introduction to Early Childhood Special Ed.				
ECD 232 Play and Learning Environments				
ECD250 Survey of Child Development	X	X		Yes, or instructor's permission

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DEPARTMENT: ECONOMICS

COURSE	Writing 230/35/38/14	Reading 221/38/71/14	Numerical 241/34/35/13	Co-enroll
ECN211 Macroeconomics	X	X	X	YES
ECN212 Microeconomics	X	X	X	YES

DEPARTMENT: EDUCATION

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
EDU101 Effective Tutoring				
EDU 102 Laubach Literacy Tutor Training	Prerequisite: EDU101			
EDU200 Intro. to Ed.	X	X		Yes
EDU220 Diversity in Education	X	X		Yes
EDU222 Intro. to Special Ed.	X	X		Yes
EDU223 Classroom Obs. Skills	Concurrent enrollment in EDU200			
EDU250 Crit. & Eval. Reading for Educators	Prerequisite: "C" or better in ENL101			
EDU275 Instructional Skills Workshop				
EDU276 Manage Learning Env.	X	X		Yes
EDU280 Intro. to SEI - Augmented				
EDU282 Structured SEI/ESL Teaching Methods				
EDU286 Ed. Technology				
EDU291 Children's Lit.	Prerequisite: ENL101 or instructor approval			

DEPARTMENT: ENERGY AND INDUSTRIAL TECHNICIAN

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
EIT100 Introduction to Advanced Manufacturing				
EIT120 Industrial Mech I	X	X		
EIT130 Ind. Elec Systems	X	X		
EIT140 Intro to Prog Logic Controllers	Prerequisite: EIT130			

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EIT150 Industrial Mech II	Prerequisite: EIT120
EIT151 Electrical Level I	Corequisite: EIT 201 or Instructor Approval
EIT152 Electrical Level II	Prerequisite: EIT151 or Instructor Approval
EIT153 Electrical Level III	Prerequisite: EIT152 or Instructor Approval
EIT154 Electrical Level IV	Prerequisite: EIT153 or Instructor Approval
EIT155 Instrumentation Level I	Corequisite: EIT 201 or Instructor Approval
EIT156 Instrumentation Level II	Prerequisite: EIT155 or Instructor Approval
EIT157 Instrumentation Level III	Prerequisite: EIT156 or Instructor Approval
EIT158 Instrumentation Level IV	Prerequisite: EIT157 or Instructor Approval
EIT160 Rotating Electrical Machines	Prerequisite: EIT130
EIT200 Robotics and Motion Control	Prerequisite: EIT 140, EIT 160
EIT201 Introduction to an Industrial Environment	
EIT205 Process Control and Instrumentation	Prerequisite: EIT130
EIT208 Energy Generation and Distribution I	
EIT211 Energy Generation and Distribution II	Prerequisite: EIT208 or Instructor Approval
EIT212 Energy Generation and Distribution III	Prerequisite: EIT211 or Instructor Approval
EIT213 Energy Generation and Distribution IV	Prerequisite: EIT212 or Instructor Approval
EIT214 Advanced Power Plant Specific Training Course	Prerequisite: EIT212 or Instructor Approval and Corequisite: EIT213 or Instructor Approval
EIT215 Introduction to Steam Systems	
EIT216 Natural Gas Combustion Turbine & Heat Recovery Steam Generation Theory	
EIT220 Advanced Programmable Logic Controllers	Prerequisite: EIT140 and Corequisite: EIT200 and 205

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EIT230 Mechanical Maintenance I	Corequisite: EIT201 or Instructor Approval
EIT231 Mechanical Maintenance II	Prerequisite: EIT 230 or Certified in NCCER Industrial Maintenance Mechanic Level ONE
EIT232 Mechanical Maintenance III	Prerequisite: EIT 231 or Certified in NCCER Industrial Maintenance Mechanic Level TWO
EIT233 Mechanical Maintenance IV	Prerequisite: EIT 232 or Certified in NCCER Industrial Maintenance Mechanic Level THREE
EIT235 Integrated Manufacturing Systems	Prerequisite: EIT200 and Corequisite: EIT220
EIT241 Hydraulic Troubleshooting	
EIT242 Industrial Maint Elec and Instrumentation Tech Level I	Corequisite: EIT201 or Instructor Approval
EIT243 Industrial Maint Elec and Instrumentation Tech Level II	Prerequisite: EIT242 or Instructor Approval
EIT244 Industrial Maint Elec and Instrumentation Tech Level III	Prerequisite: EIT243 or Instructor Approval
EIT 245 Industrial Maint Elec and Instrumentation Tech Level IV	Prerequisite: EIT244 or Instructor Approval

DEPARTMENT: EMERGENCY MEDICAL TECHNOLOGY

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
EMT104 Healthcare Provider First Aid/CPR				
EMT130 Emergency Medical Technician Preparatory Course	Next Gen. ACCUPLACER Reading of 253+, COMPASS Reading of 81+ or ASSET reading of 41+ or "C" or better in ENL101			
EMT131 Emergency Medical Technician Basic	Prerequisite: Current Healthcare Provider CPR cert. & satisfactory placement (required reading score of Next Gen. Accuplacer 249+, Classic Accuplacer 73+, Asset 41+, Compass 81+). Successful completion of EMT 130 EMT Preparatory Course is required unless documented proof of prior experience or equivalent class and successful completion of course final. Must be 18 years of age to test NREMT.			
EMT133 Emergency Medical Technician Basic Refresher	Prerequisite: Must be currently certified as an EMT-B with NREMT or the State of Arizona			

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EMT135 Emergency Medical Technician EMT IVC	Prerequisite: Current certification as an EMCT-B in the State of Arizona. Require written approval from EMCT EMS provider agency and from an administrative medical director who agrees to provide medical direction.
EMT240 Basic Electrocardiogram (ECG) and Pharmacology	
EMT241 ALS Refresher	Prerequisite: Must be certified as an EMT-P or EMT-I in the State of Arizona
EMT246 Paramedic Training I	Prerequisite: EMT 240, current Arizona State certified EMT for at least 1 year, satisfactory placement (requires reading score of Next Gen. Accuplacer 249+, Classic Accuplacer 73+, Asset 41+, Compass 81+, ACT 17+) or 'C' or better in ENL101, current Healthcare provider CPR, negative TB test result in the last 6 months, MMR, Hep B immunization or signed waiver, current Tdap.
EMT247 Paramedic Training II	Prerequisite: EMT246. Current AZ state EMCT Certification

DEPARTMENT: ENGLISH

COURSE	Writing 250/35/38/14	Reading 250/38/71/14	Numerical 241/34/35/13	Co-enroll
ENL101 College Comp. I	Prerequisite: For ENL101 placement, please follow COMPASS results or COMPASS/ASSET placement levels in the front of this booklet.			No
ENL102 College Comp. II	Prerequisite: A grade of "C" or better in ENL101			
ENL109 Technical Writing	Prerequisite: A grade of "C" or better in ENL101			
ENL110 Scriptwriting				
ENL210 Screenplay Writing				
ENL220 World Lit. I	X	X		Yes
ENL221 World Lit. II	X	X		Yes
ENL224 English Lit. I	X	X		Yes
ENL225 English Lit. II	X	X		Yes
ENL230 Amer. Lit. I	Prerequisite: C or better in ENL101 or instructor permission			
ENL231 Amer. Lit. II	Prerequisite: C or better in ENL101 or instructor permission			
ENL233 Lit. of SW	X	221/36/65/13		Yes
ENL234 Nat-Amer. Lit.	X	221/36/65/13		Yes
ENL236 Creative Writing I	Prerequisite: ENL101			
ENL237 Creative Writing II	Prerequisite: ENL236			
ENL 238 Women's Literature	X	X		Yes
ENL291 Children's Lit.	Prerequisite: ENL101 or instructor approval			

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DEPARTMENT: FILM AND DIGITAL VIDEO

COURSE	Writing 230/35/38/14	Reading 221/38/71/14	Numerical 241/34/35/13	Co-enroll
FDV115 Intro to Graphic Communication Technology				
FDV116 Computer Photographic Imaging				
FDV118 Two-Dimensional Computer Design				
FDV119 Digital Page Layout & Design				
FDV130 Video Production				
FDV140 Video Editing				
FDV150 Intro to Film	X	X		
FDV160 Digital Audio For Film/TV				
FDV210 Screenplay Writing				
FDV220 Film Aesthetics	X	X		
FDV 260 Digital Video Production Projects	Instructor Permission			
FDV 270 Digital Video Post-Production Projects	Instructor Permission			

DEPARTMENT: FIRE SCIENCE

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
FRS101 Principles of Fire & Emerg. Svcs. Admin.				
FRS103 Firefighter I				
FRS105 Firefighter II	Corequisite: FRS110			
FRS110 Hazardous Materials for First Responder				
FRS126 Rope Rescue I				
FRS127 Rope Rescue II	Prerequisite: FRS126			
FRS128 Rope Rescue III	Prerequisite: FRS127			
FRS130 Incident Command Syst.				

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FRS132 Fire Investigation I	Prerequisite: FRS200, 202, 207 or instructor permission
FRS135 Fire Protection Hydraulics & Water Supply	Prerequisite: Demonstration of a competency in high school level algebra (or the equivalent) at a grade of C or better or instructor's permission.
FRS137 Strategies and Tactics	
FRS138 Legal Aspects of Emergency Services	
FRS139 Confined Space Operations	
FRS141 Fire Svcs. Communication	Prerequisite: ENL101
FRS150 Wildland Fire	
FRS200 Fire Behavior & Combustion	
FRS201 Fire Prot. Systems	
FRS202 Principles of Emerg. Services	
FRS203 Fire Prevention	
FRS207 Building Construction for Fire Prevention	
FRS208 Principles of Fire & Emerg. Svcs. Safety	

DEPARTMENT: FRENCH

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
FRE100 Beg. French Conver.				
FRE101 Elem. French I	X	X		
FRE102 Elem. French II	Prerequisite: FRE101			

DEPARTMENT: GEOGRAPHY

COURSE	Writing 230/35/38/14	Reading 221/38/71/14	Numerical 241/34/35/13	Co-enroll
GEO110 World Regional Geography	X	X		Yes
GEO111 Physical Geography	X	X	X	Yes
GEO120 Human Geography	X	X	X	Yes

DEPARTMENT: GERMAN

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COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
GER100 Beg. German Conversation				
GER101 Elem. German I	X	X		
GER102 Elem. German II	Prerequisite: GER101			

DEPARTMENT: GEOLOGY

COURSE	Writing 230/35/38/14	Reading 221/38/71/14	Numerical 241/34/35/13	Co-enroll
GLG101 Intro Geology I Physical Geology	X	X	X	Yes
GLG102 Intro Geology II Historical Geology	Prerequisite: GLG101			
GLG203 Dinosaurs	X	X	X	
GLG110 Natural Disasters	X	X	X	Yes

DEPARTMENT: HEALTH, PHYSICAL EDUCATION, AND RECREATION

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
HPE - No minimum academic requirements for any course; no course prerequisites unless specifically listed here				
HPE101C Intermediate Yoga				

DEPARTMENT: HEALTH SCIENCES

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
HES101 Basic Technical Mathematics	Prerequisite: CCP088 or satisfactory placement			
HES102 Health Care Occupations				
HES103 Direct Care Worker	Prerequisite: Reading score of 230+ ACCUPLACER/35+ ASSET/61+ COMPASS and current CPR card			
HES109 Phlebotomy	Prerequisite: HES170, ACCUPLACER reading 250+, ASSET reading 38+ or COMPASS reading 71+; DPS Level I Fingerprint Clearance Card; current health care provider CPR card, current negative TB skin test or negative chest X-ray; hepatitis B series proof of immunity or waiver; MMR and varicella immunization proof of immunity or waiver, be 18 years of age with high school diploma or equivalent, or instructor permission.			
HES120 Law and Ethics for the				

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Health Care Professional	
HES145 Nutrition	
HES170 Med. Term	
HES180 Basic Pharmacology	Prerequisite: HES101 or MAT101 or MAT109 or higher
HES 190 Human Body in Health and Disease	Corequisite: HES 170

**DEPARTMENT: HEAVY EQUIPMENT OPERATION
(PROGRAM INACTIVE)**

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
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DEPARTMENT: HISTORY

COURSE	Writing 230/35/38/14	Reading 221/38/71/14	Numerical 241/34/35/13	Co-enroll
HIS101 World History to 1450	X	X	X	Yes
HIS102 World History since 1450	X	X	X	Yes
HIS105 US History to 1877	X	X		Yes
HIS106 US History since 1877	X	X		Yes
HIS110 SW History	X	230/36/65/13		Yes
HIS115 Navajo History	X	X		
HIS155 West Civ. to 1700	X	X		Yes
HIS156 West Civ. since 1700	X	X		Yes
HIS201 History of Women in US	X	X	X	Yes

DEPARTMENT: HONORS COLLOQUIA

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
HON101 Honors Colloquium I	HON - Restricted enrollment – Awarding of NPC President's Scholars			
HON102 Honors Colloquium II				
HON201 Honors Colloquium III				
HON202 Honors Colloquium IV				

DEPARTMENT: HUMAN DEVELOPMENT

COURSE	Writing	Reading	Numerical	Co-enroll
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	230/35/38/14	218/36/65/14	241/34/35/13	
HDE103 Workforce Readiness I (NAVIT)				
HDE104 Workforce Readiness II (NAVIT)	X	X	X	
HDE 105 Success Strategies for College				
HDE106 Workforce skills I				
HDE107 Workforce skills II	Prerequisite: Successful completion of CCP/HDE106 or CCP/HDE103 or instructor permission			

DEPARTMENT: HUMANITIES

COURSE	Writing 230/35/38/14	Reading 218/38/71/14	Numerical 241/34/35/13	Co-enroll
HUM150 Humanities in Western World I	X	X		Yes
HUM151 Humanities in Western World II	X	X		Yes

DEPARTMENT: HUMAN SERVICES

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
HUS courses	NO Prerequisites			

Department: Information and Communication Technology

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
ICT095 Skills for online learning				
ICT096				

DEPARTMENT: INDUSTRIAL ARTS

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
INA103 Furniture Making I				
INA104 Furniture Making II	Prerequisite: INA103			
INA105 Woodwk. I				

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INA106 Woodwk. II	Prerequisite: INA105
INA205 Woodwk. III	Prerequisite: INA106
INA206 Woodwk. IV	Prerequisite: INA205

DEPARTMENT: LANGUAGES

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
LAN120 Conver. Navajo I				
LAN121 Conver. Navajo II	Prerequisite: LAN120			
LAN125 Conver. Apache I				
LAN126 Conver. Apache II	Prerequisite: LAN125			
LAN130 Conver. Hopi I				
LAN131 Conver. Hopi II	Prerequisite: LAN130			
LAN160 Beg. Amer. Sign Lang.				
LAN161 Inter. Amer. Sign Lang.	Prerequisite: LAN160			
LAN171 Navajo I				
LAN172 Navajo II	Prerequisite: LAN171			
LAN201 Navajo III	Prerequisite: LAN1712			
LAN202 Navajo IV	Prerequisite: LAN201			
LAN261 ASL Grammar/Culture	Prerequisite: LAN161			
LAN262 Conversational ASL	Prerequisite: LAN260			

DEPARTMENT: MATHEMATICS

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
MAT101 Basic Tech. Math	Prerequisite: "C" or better in CCP088 or satisfactory placement [use chart in front of Placement Handbook].			
MAT103 Bus. Math	Prerequisite: CCP088 or satisfactory placement. For Math placement, please consult ACCUPLACER, COMPASS & ASSET scoring chart in front of handbook.			
MAT109 Algebra I: Intro.	Prerequisite: "C" or better in CCP082 & 088 or satisfactory placement. For Math placement, please consult ACCUPLACER, COMPASS & ASSET scoring chart in front of handbook.			

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MAT112 Algebra II: Inter.	Prerequisite: Satisfactory placement or MAT109 with a "C" or better. For Math placement, please consult ACCUPLACER, COMPASS & ASSET scoring chart in front of handbook.
MAT125 Intro. Statistics	Prerequisite: "C" or better in MAT112 or satisfactory placement. For Math placement, please consult ACCUPLACER, COMPASS & ASSET scoring chart in front of handbook.
MAT142 College Math with Contemporary Applications	Prerequisite: MAT109 or satisfactory placement.
MAT152 Advanced Algebra Graphing calculators required	Prerequisite: "C" or better in MAT112 or satisfactory placement. For Math placement, please consult ACCUPLACER, COMPASS & ASSET scoring chart in front of handbook.
MAT161 Algebra-based Math Elem. Teach I	Prerequisite: "C" or better in MAT142 or MAT152.
MAT162 Algebra-based Math Elem Teach II	Prerequisite: "C" or better in MAT161.
MAT189 Precal Alg/Trig. Graphing calculators required	Prerequisite: MAT152 with a "C" or better or satisfactory placement. For Math placement, please consult ACCUPLACER, COMPASS & ASSET scoring chart in front of handbook.
MAT211 Technical Calculus	Prerequisite: MAT152
MAT221 Calculus I	Prerequisite: MAT189 with a "C" or better or satisfactory placement. For Math placement, please consult ACCUPLACER, COMPASS & ASSET scoring chart in front of handbook.
MAT231 Calculus II	Prerequisite: MAT221 with a "C" or better
MAT241 Calculus III	Prerequisite: MAT231 with a "C" or better

DEPARTMENT: MEDICAL ASSISTANT

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
MDA124 Clinical Procedures I	Prerequisite: BIO160 or HES190, HES170.			
MDA125 Clinical Procedures II	Prerequisite: MDA 124, EMT 104 or equivalent, HES 101 or MAT 101 or MAT 109 or higher Corequisites: BUS119, HES180			
MDA126 Medical Assistant Externship	Prerequisite: MDA 125 with grade of 'C' or better no earlier than the previous academic year or instructor permission; proof of required immunizations; DPS Level I Fingerprint Clearance Card			

DEPARTMENT: MUSIC

COURSE	Writing 230/35/38/14	Reading 221/38/71/14	Numerical 241/34/35/13	Co-enroll
MUS100 Northland Master Chorale	Prerequisite: Instructor permission.			
MUS118 Performance Techniques	Prerequisite: Concurrent enrollment in MUS100; audition and instructor permission required			

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MUS121 Soundcheck				
MUS123 Musical Theatre Ensemble				
MUS129 Vocal Ensembles	Prerequisite: Instructor permission			
MUS130 Instrumental Ensembles	Prerequisite: Audition required			
MUS135 Mus. Theory I				
MUS136 Mus. Theory II	Prerequisite: MUS135. Concurrent enrollment in MUS138			
MUS137 Ear Training I				
MUS138 Ear Training II	Prerequisite: MUS137			
MUS150 Music Appreciation	X	X		Yes
MUS155A Music Applied-Voice	Prerequisite: Audition and instructor permission			
MUS155B Music Applied-Piano	Prerequisite: instructor permission			
MUS155C Music Applied-Guitar	Prerequisite: instructor permission			
MUS155D Music Applied-French Horn	Prerequisite: Audition and instructor permission			
MUS155E Music Applied-Trumpet	Prerequisite: Audition and instructor permission			
MUS155F Music Applied-Violin	Prerequisite: Audition and instructor permission			
MUS155G Music Applied-Flute	Prerequisite: Audition and instructor permission			
MUS160 Intro. to Conducting	Prerequisite: MUS135 or instructor permission			
MUS200 Advanced Northland Master Chorale	Prerequisite: MUS100 and instructor permission			
MUS221 Soundcheck II	Prerequisite: MUS121			
MUS235 Mus. Theory III	Prerequisite: MUS136. Concurrent enrollment in MUS237			
MUS236 Mus. Theory IV	Prerequisite: MUS235. Concurrent enrollment in MUS238			
MUS237 Ear Training III	Prerequisite: MUS138			
MUS238 Ear Training IV	Prerequisite: MUS237			
MUS250 World Music	X	X		
MUS261 Adv. Choral Conducting	Prerequisite: MUS160			
MUS262 Adv. Instrument Conducting	Prerequisite: MUS160			

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MUS275 Mus. Comp I	
MUS276 Mus. Comp II	Prerequisite: MUS275
MUS285 Band	Prerequisite: Audition required
MUS287 Jazz Band	Prerequisite: Audition required

DEPARTMENT: NURSING ASSISTANT TRAINING

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
NAT101 Nurse Asst. Training	Prerequisite: ACCUPLACER, reading score 218+, ASSET reading score 36+, or COMPASS reading score 65+; math placement into CCP078 or higher (ACCUPLACER arithmetic score 241+) Corequisite: Healthcare Provider CPR and First Aid certification (EMT 104, or equivalent)			

DEPARTMENT: NURSING

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
NUR105 Nursing Calculations	Prerequisite: Admission to LPN-RN program			
NUR116 LPN to RN Transition	Prerequisite: Admission to LPN-RN program			
NUR117 Pharmacology I	Prerequisite: Enrollment in Nursing Program or Instructor Permission			
NUR118 Pharmacology II	Prerequisite: NUR117 and enrollment in Nursing Program or Instructor Permission			
NUR121 Nursing I	Prerequisite: Admission into Nursing Program			
NUR122 Nursing II	Prerequisite: NUR117, NUR121			
NUR123 Paramedic to Nurse Bridge Program	Prerequisite: Paramedic to Nurse program admission; contact Nursing Department for information Corequisite: NUR117, 118			
NUR125 Practical Nurse Completion	Corequisite or completion of NUR122			
NUR219 NCLEX Review	Co-enrollment or completion of NUR 222			
NUR221 Nursing III	Prerequisite: Successful completion with a "C" or better in NUR122, BIO205, and PSY240			
NUR222 Nursing IV	Prerequisite: NUR221			
NUR291 RN Refresher	Prerequisite: Student must acquire a temporary RN license for refresher prior to the first day of class.			

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DEPARTMENT: PHILOSOPHY

COURSE	Writing 230/35/38/14	Reading 221/38/71/14	Numerical 241/34/35/13	Co-enroll
PHL101 Intro. to Philosophy	X	X		Yes
PHL103 Intro. to Logic and Critical Thinking	X	X		Yes
PHL105 Intro. to Ethics	X	X		Yes
PHL150 Comp. World Relig.	X	218/36/65/13		Yes

DEPARTMENT: PHOTOGRAPHY

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
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DEPARTMENT: PHARMACY TECH

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
PHT102 Pharmacy Technician Training	<p>Prerequisite: Satisfactory Placement (requires reading score Next Gen. ACCUPLACER 249+/ Classic ACCUPLACER 73+/ ASSET 41+/COMPASS 81+ and numerical score 241; must be 18 years of age and have a high school diploma or equivalent.</p> <p>Corequisite: EMT104 or equivalent. Internship Requirements: Prior to starting the clinical internship, DPS Level 1 Fingerprint Clearance Card and Pharmacy Technician Trainee license from the Arizona State Board of Pharmacy must be obtained. Proof of legal US residency is required to obtain trainee license.</p>			
PHT103 Pharmacy Technician I	<p>Prerequisite: Satisfactory Placement [requires reading score Next Gen. ACCUPLACER 249+/Classic Accuplacer 73+/ASSET 41+/COMPASS 81+ and numerical score 241]; must be at least 18 years of age and have a high school diploma or equivalent. Keyboarding skills equivalent to 20 words per minute.</p> <p>Corequisite: EMT104 Healthcare Provider CPR and First Aid and HES 170 Medical Terminology for Clinical Health Professionals or equivalent</p>			
PHT104 Pharmacy Technician II	<p>Prerequisite: EMT104 Healthcare Provider CPR and First Aid or equivalent, HES170 Medical Terminology for Clinical Health Professionals or equivalent, PHT103 Pharmacy Technician I. Current DPS Fingerprint Clearance Card and a Pharmacy Technician Trainee license issued by the Arizona State Board of Pharmacy. Proof of legal US residency is required to obtain trainee license.</p>			

DEPARTMENT: PHYSICS

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
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NOTE: Next Generation ACCUPLACER minimum score is listed first in each column, followed by Classic ACCUPLACER, followed by equivalent ASSET and COMPASS score, followed by equivalent ACT score. ACCUPLACER Arithmetic and COMPASS PreAlgebra tests are equivalent to ASSET Numerical Skills test and ACT Math test.

PHY111 Gen. Physics I	Prerequisite: MAT152. MAT189 recommended.	Yes
PHY112 Gen Physics II	Prerequisite: PHY111	

DEPARTMENT: POLITICAL SCIENCE

COURSE	Writing 230/35/38/14	Reading 221/38/71/14	Numerical 241/34/35/13	Co-enroll
POS110 United States Government	X	X		Yes
POS112 Navajo Gov.				
POS221 AZ Const. & Gov.				
POS222 U S Constitution				

DEPARTMENT: PSYCHOLOGY

COURSE	Writing 230/35/38/14	Reading See below	Numerical 241/34/35/13	Co-enroll
PSY101 Intro Psy.	X	221/38/71/14		Yes
PSY230 Intro. Psy. Stats.	Prerequisite: PSY 101 or 240 and MAT 142 or 152 or equivalent placement scores in mathematics (QAS 274+)			
PSY240 Develop Psy.	X	221/38/71/14		Yes
PSY250 Social Psy.	X	221/38/71/14		Yes
PSY270 Abnormal Psy.	X	218/36/65/13		Yes
PSY290 Research Methods in Psychology	Prerequisite: PSY230			

DEPARTMENT: SURGICAL TECHNOLOGY

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
SGT117 Pharmacology for Surgical Technology	Prerequisite: Admission to Surgical Technology Program			
SGT121 Surgical Sterile Techniques and Instrumentation	Prerequisite: EMT104 or equivalent; DPS fingerprint clearance card; immunization records			
SGT122 Surgical Techniques	Corequisite: SGT121			
SGT221 Perioperative Procedure	Corequisite:SGT121			
SGT222 Surgical Concepts & Specialty Procedures	Prerequisite: SGT221			
SGT223 Surgical Technology Clinical Practicum I	Prerequisite: SGT 117, 122, 222			

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SGT224 Surgical Technology Clinical Practicum II	Prerequisite: SGT223
SGT229 Surgical Technologist Review Seminar	Prerequisite: SGT223

DEPARTMENT: SOCIOLOGY

COURSE	Writing 230/35/38/14	Reading 221/38/71/14	Numerical 241/34/35/13	Co-enroll
SOC101 Intro to Sociology	X	X	X	Yes
SOC121 Soc. Problems	X	X		Yes
SOC212 Sex and Gender in Society	X	X		Yes
SOC215 Ethnicity and Race	X	X		Yes
SOC225 Soc. of Family	X	X		Yes

DEPARTMENT: SPANISH

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
SPA100 Beg Spa. Conver.				
SPA101 Elem Spa. I	X	X		Yes
SPA102 Elem Spa. II	Prerequisite: SPA101			
SPA201 Inter. Spa. I	Prerequisite: SPA102			
SPA202 Inter. Spa. II	Prerequisite: SPA201			
SPA218 Adv. Spa. Prac.	Prerequisite: SPA202			

DEPARTMENT: SPEECH, THEATRE, & FILM

COURSE	Writing 230/35/38/14	Reading 221/38/71/14	Numerical 241/34/35/13	Co-enroll
SPT110 Fund. Oral Comm.				
SPT115 Interpreter's Theatre				
SPT120 Public Speaking	X	X		Yes
SPT130 Intro. Theatre	X	X		Yes
SPT140 Princ. of Drama				
SPT150 Intro. Film	X	X		
SPT155 History of TV	X	X		

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SPT170 Intro. Acting	
SPT171 Inter. Acting	Prerequisite: SPT170 or instructor permission
SPT175 Theatre Dance	
SPT178 Stage Makeup	
SPT180 Intro. to Stage Light.	
SPT185 Intro. to Scene Design	
SPT190 Intro. to Costume Design	
SPT200 Play Production I	
SPT201 Play Production II	Prerequisite: SPT200 or instructor permission
SPT210 Inter. Pub. Speaking	Prerequisite: SPT120 or instructor permission
SPT220 Tech. Theatre	
SPT230 Video Production	
SPT240 Video Editing	
SPT251 Teaching Theatre for Youth	
SPT252 Playwriting	
SPT265 Directing	Prerequisite: SPT200, SPT220 or instructor permission
SPT 275 Acting for the Musical Theatre	

DEPARTMENT: THERAPEUTIC MASSAGE

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
TMP107 Overview for Alternative and Complementary Medicine				
TMP108 A & P with Kinesiology Techniques I	Prerequisite: DPS Fingerprint clearance card			
TMP109 A & P with Kinesiology Techniques II	Prerequisite: TMP108			
TMP111 Pathology for Massage Therapists				
TMP112 Business & Communication for Massage Therapy				
TMP205 Applied Therapeutic Massage	Corequisite: TMP 107, 109, 111, 112			

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TMP214 Massage Techniques	Prerequisite: TMP205
TMP221 Body/Mind Therapy	
TMP240 Massage Therapy Clinical Practice	Prerequisite: TMP 214 & 221

DEPARTMENT: WELDING TECHNOLOGY

COURSE	Writing 230/35/38/14	Reading 218/36/65/13	Numerical 241/34/35/13	Co-enroll
WLD100 Safety & Math				
WLD130 Metal Art				
WLD131 Metal Armor Fabrication	Prerequisite: WLD130			
WLD134 Fundamentals of Plastic Welding	Prerequisite: WLD100 or CON100 or 107 or ATO103 or instructor permission			
WLD170 Metal Prep, Quality and Alignment	Corequisite: WLD100 or instructor permission			
WLD171 Welding Cutting Processes	Corequisite: WLD100 or instructor permission			
WLD172 SMAW ARC	Corequisite: WLD100 or instructor permission			
WLD173 SMAW Open Root Plate	Corequisite: WLD100 and 172 or instructor permission			
WLD174 SMAW V-Groove with Backing	Corequisite: WLD100 and 172 or instructor permission			
WLD175 GMAW Plate	Corequisite: WLD100 or instructor permission (cross-listed w/ ATO175)			
WLD176 FCAW Plate	Corequisite: WLD100 or instructor permission			
WLD177 GTAW (TIG) Plate	Corequisite: WLD100 or instructor permission			
WLD178 Metallurgy, Drawings, and Symbols	Corequisite: WLD100 and 170 or instructor permission			
WLD179 AWS Prep.	Prerequisite: Level I&II Certs of Proficiency or instructor permission			
WLD200 AWS Certification	Prerequisite: All WLD 100 level courses in the Level I&II Certs of Proficiency or instructor permission			
WLD280 GMAW (MIG) Plate	Corequisite: WLD100 and 175 or instructor permission			
WLD281 FCAW Plate	Corequisite: WLD100 and 176 or instructor permission			
WLD282 GTAW CS Pipe	Corequisite: WLD100 and 177 or instructor permission			
WLD283 GTAW LA and SS Pipe	Corequisite: WLD100 and 177 or instructor permission			

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WLD284 SMAW CS Pipe	Corequisite: WLD100 and 173 or instructor permission
WLD288 Advanced Topics in Welding: Aluminum	Prerequisite: All courses in the WLD Level I, II, III Certs of Proficiency or instructor permission
WLD290 Weld Fabrication	Prerequisite: Instructor's permission
WLD291 Internship for Welding	Prerequisite: WLD100 and instructor's permission

2019-2020 College Catalog Changes – Informational

Page 58 – P Grades

In certain classes it is possible to obtain a ‘P’ or Passing grade. The following information should help the student decide when considering the ‘P’ option:

- A ‘P’ grade is NOT available in any course designated as general education courses.
- All ‘P’ grades taken in the core requirement area of a degree must be approved by the appropriate dean.
- A ‘P’ grade MAY not be accepted for transfer credit to postsecondary institutions, nor does NPC accept ‘P’ grades from other institutions for credit at NPC.
- No ‘P’ credits are allowed for the following degrees: AA, AAEC, AAEE, ABUS or AS.
- For AGS or AAS degrees, the maximum number of ‘P’ credits allowed by NPC is 12.
- Because ‘P’ grades will satisfy course prerequisites as a “‘C’ or better,” the minimum requirements for a ‘P’ grade are those regularly required for a ‘C’ grade in any class in which the ‘P’ grade option is allowed.”
- A ‘P’ grade cannot be later changed to a letter grade, nor can a letter grade be later changed to a ‘P’ grade.

Due to the COVID-19 pandemic, additional flexibility will be granted to students for the Spring 2020 semester. Students will be allowed to chose a Pass/Fail grade for each course instead of a standard letter grade on the assumption that the coronavirus has had negative impacts on student performance beyond their control. Students have until the end of the semester to decide whether they want a ‘P’ or a letter grade.

Grades of ‘P’ earned in Spring 2020 only will be allowed to count toward a degree or certificate requirement and will be accepted in transfer by Arizona universities. However, a grade of ‘P’ will not satisfy a course or program prerequisite where the requirement is a grade of ‘B’ or higher. In addition, college’s outside of Arizona may not accept a grade of ‘P’ when a NPC student transfers or applies for a professional or graduate program.

For students enrolled in a Career and Technical Education course, a grade of ‘P’ may be awarded to signify successful completion of all coursework, except the final certification assessment required by accrediting agencies. Grades will be change from a ‘P’ to the appropriate letter grade, for all students who complete this in-person assessment by Summer 2021.

2020-2021 College Catalog Changes – Informational

Page 57 – Degree Exclusions and Exceptions (point #3)

~~3. Students who complete an AA, AAEC, AAEE, AS, ABUS, or AAS degree or higher degree at NPC or another regionally accredited intitution are not required to complete the General Education requirements of a second AAS or CAS to be earned at NPC.~~

Satisfactory Academic Progress

All students, ~~including those~~ who receive federal financial aid, are required to maintain certain standards of academic performance called Satisfactory Academic Progress (SAP). A student must make satisfactory academic progress toward the completion of his or her degree or certificate program. Academic progress toward the degree/certificate program will be measured at the end of each semester.

NPC has ~~both~~ a qualitative, ~~and~~ quantitative, and maximum time frame measure of academic progress:

1. Qualitative Requirement: Maintain a minimum Cumulative grade-point average of 2.0 or above;
2. Quantitative Requirements: Satisfactorily complete at least 67 percent (rounded up) of the ~~courses-cumulative credits~~ in which the student is enrolled. , based on the following schedule: Satisfactory completion mean earning a passing grade of A, B, C, D, or P. Grades of I, W, or F are not considered passing grades.
3. Maximum timeframe for completion: Students may receive financial aid funding for up to 150 percent of the published length of a degree or certificate program.

Credit Hour Load

~~Full-time (F/T) based on 12 credits or more~~

~~3/4-time (T/T) based on 9 to 11.9 credits~~

~~1/2-time (H/T) based on 6 to 8.9 credits~~

~~67% Minimum Completion Each Semester~~

~~= complete 8 credits~~

~~= complete 6 credits~~

~~= complete 4 credits~~

~~Students enrolled Less than 1/2-time (P/T) in 5.9 or fewer credits must complete the number of hours funded (i.e., if a student is funded for four credit hours, the student must complete the four credit hours).~~

~~“Satisfactory Completion” means earning a passing grade of A, B, C, D or P. Grades of I, W or F are not considered passing grades.~~

~~• Academic Progress toward the degree/certificate program will be measured at the end of each semester.~~

~~Maximum Time Frame for Completion of a Degree or Certificate (150 percent Rule): Students may be funded up to 150 percent of published program length with financial aid assistance.~~

~~Theis quantitative and max time frame measures~~ includes all attempted NPC credits, as well as all accepted transfer and assessed credits. In addition, this includes all semesters with or without financial assistance.

NPC Program (examples) Length of Program 150 percent Rule = Length of Program x 150 percent

AA, AAEC, AAEE 64 credits ... maximum of 96 credits

*AAS Nursing 72 credits ... maximum of 108 credits

*Student must be enrolled and accepted into the NPC Nursing Program.

Transfer students applying for financial aid must submit official transcripts of all previous college work to the Records and Registration Office. Evaluated credits will assist advisement prior to enrolling in classes at NPC. Transferred credit hours will be counted as both attempted and completed hours.

1. A student may repeat a previously passed course one time only (letter grade of “D” or higher). Student may repeat a class four times (if a passing grade is not received) and receive financial aid funding provided all academic progress requirements are met. Also, students may receive funding for a maximum of six repeatable special projects or special classes.

2. Eligibility for federal financial aid is limited for students required to take “pre-college” remedial work at NPC. Students are limited to the equivalent of one year, or 30 credit hours of CCP courses. Ineligible CCP (formerly BSK and TLC) courses will not be funded and will be counted toward the 30-credit-hour limit.

The following CCP courses are eligible for funding:

Prefix # Course Title

CCP 072 Reading & Writing Applications III Science

CCP 074 Reading & Writing Applications III Social Science

CCP 078 Math Applications III

CCP 082 Reading & Writing Applications IV

CCP 088 Beginning Algebra with Applications

CCP 103 Workforce Skills

CCP 104 Workforce Skills II

The list of eligible CCP courses is also available online at www.npc.edu/college-preparation-adult-basic-education.

Incomplete Grades

Incomplete grades will not be factored into a student’s SAP calculation until a final grade has been posted to the student’s transcript. Changes to prior semester grades, including incomplete grades will be taken into account during the next SAP calculation following a completed semester. SAP calculations may be made earlier upon request by the student.

Repeated Coursework

For courses that are repeated, SAP calculations will only consider the GPA of the class with the highest grade.

Failure to Meet Satisfactory Academic Progress Requirements

If a student fails to meet Satisfactory Academic Progress requirements:

1. First time, student is placed on Financial Aid Warning.
2. Second time, the student is placed on Financial Aid Probation.
 - Appeal is required.
 - Student must submit a petition for re-instatement.

Financial Aid Warning

Recipients of Student Financial Aid Assistance will receive a Warning notification either by mail or email after any semester in which their cumulative grade-point average falls below 2.0 or they fail to satisfactorily complete 67 percent of the cumulative credit hours in which they are enrolled. The Warning letter serves as a caution to the student that he or she did not maintain satisfactory academic progress during the last semester of attendance at NPC. Students are eligible to continue to receive financial aid assistance while on warning status if all other eligibility requirements are met.

Students will be removed from the warning status once they meet the cumulative 2.0 GPA and 67 percent completion percentage requirements after completing the following semester in good academic standing as defined by NPC’s Satisfactory Academic Progress procedure (see page 60).

Financial Aid Probation

Recipients of financial aid assistance will be suspended from aid if they fail to meet the 2.0 minimum cumulative grade-point average, or satisfactorily complete 67 percent of their cumulative enrollment for two consecutive semesters of academic work. Students that are not able to meet the maximum time frame for completion of a certificate or degree program are put on probation from the time that it is mathematically impossible for them to complete the program within the max time frame. A student who has been suspended from financial aid assistance may continue to enroll in classes at NPC without receiving financial aid assistance.

Appeal is Required if Placed on Financial Aid Probation

Students who are placed on Probation status are required to appeal their eligibility status to the Financial Aid Office and further to the Satisfactory Academic Progress Committee by filing a Petition for Reinstatement. A student may submit a Petition for Reinstatement form for each appeal and should be based on extenuating circumstances as documented by the student. The student must complete the Petition for Reinstatement form, submit in writing the reason(s) the student did not meet Satisfactory Academic Progress, including how the condition or situation has been resolved, thus allowing the student the ability to meet Satisfactory Academic Progress. Students must submit a full degree audit and supporting documentation with their request. Petition for Reinstatement forms are available through the new Financial Aid Student Portal at npc.verifymyfafs.com. The outcome for a petition for reinstatement may include approval, ~~warning status,~~ in a restricted status (approved academic plan) or denied.

There are no further appeals for students who have met their Federal Pell Grant Lifetime Eligibility Used (LEU).

A student placed on “restricted status” will be placed on an academic plan toward successful completion of degree program. The student will be reviewed at the end of each semester for satisfactory academic progress ~~as well as making progress~~ towards their academic plan and completion of their degree program. The student making progress and meeting satisfactory academic progress will be considered an eligible student. A student may continue to receive financial aid assistance only as the result of a successful appeal. ~~A student who attends NPC for one semester AND maintains a cumulative 2.0 grade point average AND successfully completed six (6) credit hours at their own expense WITHOUT any third party assistance and meets all Satisfactory Academic Progress requirements could be considered an eligible student.~~

From: Ryan Jones, chair of NPC Student Success Alliance

To: Instructional Council

Date: April 7, 2020

Subject: Student Success Alliance (Formerly “Guided Pathways”)

Brief History to Date

As one of the eight action steps under the AY 2018-20 strategic priority “improving the NPC Student Experience”, NPC is to implement support service and instructional design elements of the American Association of Community Colleges guided pathways model that fits the college mission and improves NPC student success. At that time, Interim Vice President of Learning and Student Services Rickey Jackson was assigned as the person with the overall responsibility for this action step. Mr. Jackson posited that this initiative required additional evaluation of the appropriateness and applicability of adopting the Guided Pathways model to NPC’s educational context. In January, 2019, Mr. Jackson formed a group of faculty and staff to investigate whether or not NPC should join the Guided Pathways program. This ad hoc committee, chaired by English Department Chair Mr. Ryan Jones, completed the following activities in spring 2019.

- Evaluated NPC’s capability of adopting the model, using the Guided Pathways Essential Practices: Scale of Adoption Self-Assessment;
- Gathered information about completion and about the College’s current efforts to increase completion and retention;
- Contacted other community colleges in Arizona for information about their experiences with Guided Pathways/Pathways programs;
- Collected input from various shared governance groups (the Instructional Council, the Strategic Planning and Accreditation Steering Committee, and the NPC Faculty Association).

A report was presented to the College’s District Governing Board in June 2019. The report outlined the ad hoc committee’s efforts and findings, with a recommendation to design the College’s own version of pathway features to meet its needs.

Since Dr. Jessica Clark joined NPC as the new Vice President of Learning and Student Services in July 2019, a new committee was formed to continue the work associated with this initiative. Chaired by Mr. Ryan Jones, this committee consists of 7 faculty and 6 staff representing different instructional divisions and student support service areas within the college. The committee reviewed important literature written for implementing the pathway model and attended an event held by the Arizona Center for Student Success in early spring 2020. Based on the materials reviewed and ensuing discussion, the committee (renamed as NPC Student Success Alliance) developed an official proposal (this document) for the College.

Overarching Points of the Proposal

The Alliance recommends a multi-year college-wide structured effort aimed at enhancing student success with the following suppositions:

- Student success would be one of the institutional strategic directions.
- This effort would include the development NPC's own version of pathways for students as a core component.
- This effort will serve as an example of the College's systematic, integrated planning activities.
- Some elements of this effort would be considered by all stakeholder groups in the College as a potential Quality Initiative for the Higher Learning Commission's Open Pathway option.

Student Success: An Institutional Strategic Direction

In order to be successful, this effort needs to be aligned with the College's overarching vision. The Alliance realizes that as the College is planning to revise its vision and develop its strategy for the next 5-7 years, student success needs to be one of the strategic directions. Otherwise, misalignment would occur between this structured effort and the overall vision.

Develop Own Pathway Version

The Alliance continues to support and recommend that the College develops its own version of pathways as a core component of this effort. Based on a review of the pathway literature, lessons learned from various community colleges, and materials from the Arizona Center for Student Success, the concepts behind the Guided Pathway model make sense. The Alliance's recommendation to forgo joining the Guided Pathway group and move forward with developing a version that fits NPC's needs is based on the following reasons:

- Officially joining Guided Pathways is expensive (estimated \$30,000 a year).
- Most resources are available for free through the Columbia University's Community College Research Center (CCRC).
- The official Guided Pathways model focus primarily on retention and completion. With a diverse student population enrolling at NPC with various educational goals, we want to broaden this focus beyond retention and completion. This shift is also in line with one of our accreditor's strategic directions. (<https://www.hlcommission.org/About-HLC/strategic-plan.html>)
- By designing our own program, we address our own needs without wasting time and resources solving problems nonexistent to the College.
- Engaging faculty and staff in developing, commenting, and fine-tuning various features within this effort will significantly increase faculty and staff support, which all institutions identify as the key element for a successful program.

Being Part of NPC’s systematic, integrated planning effort

Although the College has not received the official action letter from the Higher Learning Commission regarding a recommendation to focus on improving its institutional planning process, the Alliance has taken consideration on how the proposed multi-year intervention would fit into the bigger picture of institutional planning. Since many features/components within this intervention involves collaborative and aligned planning and execution from functional units (e.g., all instructional divisions, student services departments, the Technology Advance and Support department, the Business Office, and the Facilities department), it presents a prime example of how NPC can advance its integrated planning.

A Potential Quality Initiative for Open Pathway

The Alliance understands that should the College choose to continue with the Open Pathway option, it needs to develop a Quality Initiative sometime during the fifth year of the accreditation cycle. The proposed college-wide redesign intervention requires substantial shifts in the mindset and organizational culture, as well as restructuring systems and processes in serving our students. Consequently, the Alliance anticipates a longer incubation/planning period to allow salient components of the intervention to be set in place for successful strategy execution. The longer incubation/planning period will most likely coincide with the development and implementation of the Quality Initiative cycle within the HLC accreditation process (Year 5 – Year 9). The broad timeline and approach (see below) will provide some perspective on how this is going to happen.

Current Efforts and Approach

The following goals have been set for the Alliance in academic year 2019-20:

1. Trained to be the go-to resources for NPC in learning about the latest national Guided Pathways movement and best practices
2. Gather information/data from the college on important pathway indicators
3. Begin building awareness of the needs for developing pathways within the group and also share with targeted groups
4. Develop clear message on building a culture of student success

These goals are aligned with the pre-planning stage described in the 30,000-foot level timeline. The Alliance has developed seven work groups with each member being responsible for at least one of the six areas within student educational journey at NPC (see table below). The seventh area is responsible for overseeing the communication component of the entire redesign effort.

Making Our Case, Buy-in, Communication – How Do We Share? (Ryan Jones, Judy Yip-Reyes)					
Onboarding	Mapping Pathways	Helping students enter a pathway	Keeping students on the path	Ensuring that students are learning	Exit Strategies – career, transfer etc.
Jennifer Bishop Renell Heister Mike Colwell Olivia Jaquez	Deena Gillespie Amelinda Webb Matthew Moore	Jennifer Bishop Harshika Bhatt Renell Heister Olivia Jaquez	Melody Niesen Mike Colwell Matthew Moore	Harshika Bhatt Melody Niesen Madilyn Marshall	Ben Sandoval Rebecca Hunt

A 30,000-Foot Level Timeline

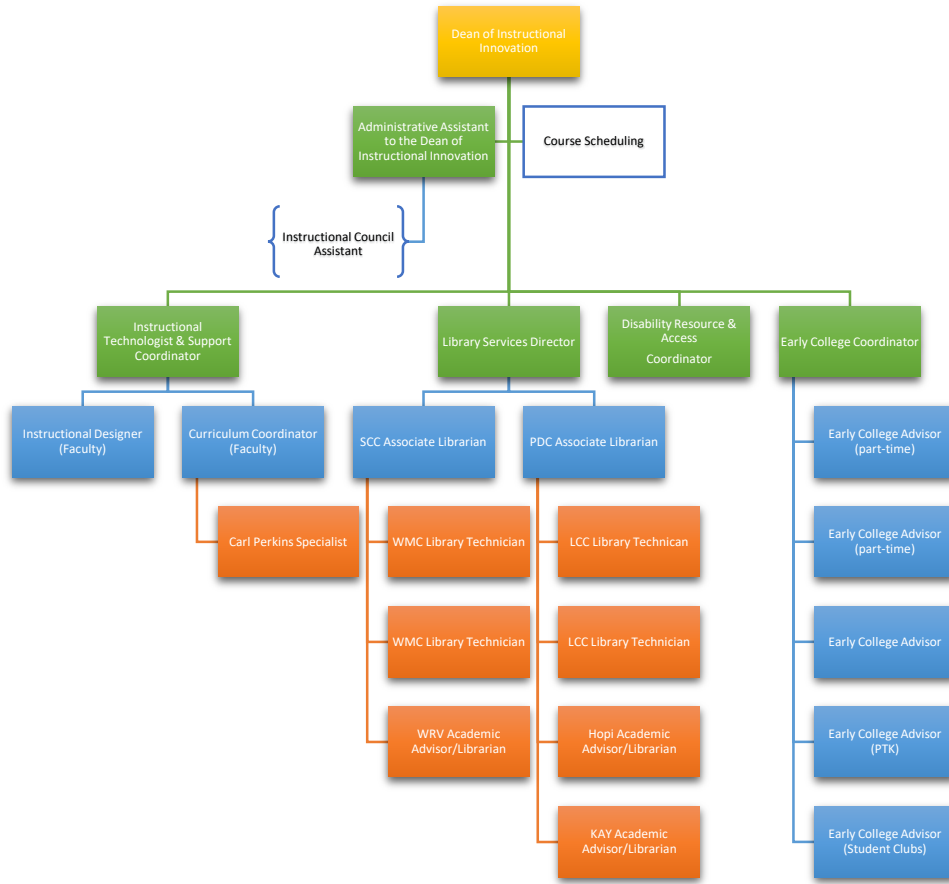
Although the Alliance proposed not to officially join the Guided Pathway group, it recognizes the value of adapting some features for the College's use. The following 30,000-level timeline was developed based on the signpost activities discussed in one of CCRC's September 2019 Report *Redesigning Your College Through Guided Pathways: Lessons on Managing Whole-College Reform From the AACC Pathways Project*.

Major Tasks Since Creation of the NPC Student Success Alliance	Implementation Consideration/Emphasis	Tentative Time Frame
A. Pre-planning - Laying the Groundwork for Whole-College Redesign		
1. Brainstorm major activities for academic Year 2019-20; recruit Alliance members; bring new members up to speed with latest progress made		Fall 2019
2. Develop knowledge and capacity within the Alliance; meet with Andre Clegg (Arizona Center for Student Success); discuss literature and data reports posted on Moodle Shell; attend spring 2020 event held by Arizona Center for Student Success		Fall 2019 – February 2020
3. Build college awareness of the need to move forward with whole-college redesign ➤ Dialogue with targeted groups regarding barriers to student success, impacts of the lack of program paths and supports on student success; communicate only large-scale, cross-college reforms will remove the barriers; invite faculty and staff to map the entire student experience –	Area workgroups make presentation to different shared governance groups and stakeholder groups; bring feedback to main group to update work plan and timeline.	February - August 2020

Major Tasks Since Creation of the NPC Student Success Alliance	Implementation Consideration/Emphasis	Tentative Time Frame
<p>both the status quo and what it should be</p> <ul style="list-style-type: none"> ➤ Collect college input on building a guiding vision, welcome any intervention recommendations from faculty and staff ➤ Recruit faculty and staff to get involved with redesign 		
<p>4. Develop redesign vision with redesign key performance indicators (KPIs); share both the vision and KPIs with the college</p>	<p>Redesign vision and KPIs needs to correspond with or to be aligned with College’s vision and KPIs (to be developed in late Spring/Summer 2020) by the Leadership Council</p>	<p>May – September 2020</p>
<p>B. Develop Student Success Area-Specific Initiatives to the College Community</p>		
<p>1. Based on approved redesign vision and redesign KPIs, develop area-specific KPIs</p>	<p>Area-specific KPIs and redesign KPIs may be the same</p>	<p>May – September 2020</p>
<p>2. Build a list of best practices; brainstorm innovative intervention in each area</p>	<p>Encourage creativity and experimentation in developing strategies to improve student success; experimentation in the form of pilot testing in small scale either in classroom or in specific student support area</p>	<p>February 2020 – August 2020</p>
<p>3. Out of the area-specific inventory list, propose a list of interventions; align interventions with redesign vision and area-specific KPIs</p>	<p>Most likely restrict to certain areas (mapping pathway will not be one); Establish some criteria to facilitate prioritize the roll-out of the selected interventions; this also requires working with the administration on decision-making roles and structures to ensure proper alignment with other college-wide change initiatives (e.g., restructuring)</p>	<p>September 2020 – April 2021</p>
<p>4. Engage faculty and staff from across divisions in mapping program</p>	<p>Requires working with the administration on decision-making roles and structures to</p>	<p>Fall 2020 – Fall 2021</p>

Major Tasks Since Creation of the NPC Student Success Alliance	Implementation Consideration/Emphasis	Tentative Time Frame
pathways to jobs and transfer in a major	ensure proper alignment with other college-wide change initiatives (e.g., restructuring)	
5. For each area, identify initiative leaders throughout the college; develop both project plan and change management plan to ensure successful implementation	Initiative leaders may be workgroup members or other recruits. The Alliance will support cross-functional leadership and collaboration in planning. Project development will involve evaluating how existing student success efforts are incorporated or absorbed and data collection/analysis process. Communication team focuses on combining the area-specific plans to ensure as much as possible gaps and redundancy in planning are avoided. Planning updates and finalization will be shared with the College periodically according to the change management plans. Project plans need to be developed to take into account of the College's newly integrated planning process and to be approved by appropriate entities within the College.	September 2020 – May 2021 for plan development and review in select areas (most likely all except the Mapping Pathway area). A few plans may be ready for the FY 21-22 budget review and approval cycle (January 2021 – May 2021). For plans where their implementation timelines are beyond FY21-22, plan and budget development may occur later.
C. Implementation		
1. Rollout area-specific initiatives based on project plans	The Alliance will provide change management-related support to ensure high adoption rate of the change within the College.	Fall 2021 for plans with approved FY21-22 – multi-year staggered implementation timeframe
2. Collect relevant data for KPIs	Regular sharing of KPIs with the College to build a data-informed culture.	Fall 2021 for plans with approved FY21-22– multi-year staggered implementation timeframe
D. Evaluation for Effectiveness and Sustainability		
1. Regular review based on implementation schedule, reflect on	Periodic updates, annual and final reports produced by initiative leaders, documenting	Spring 2022 for plans beginning implementation in Fall 2021

Major Tasks Since Creation of the NPC Student Success Alliance	Implementation Consideration/Emphasis	Tentative Time Frame
progress, and make adjustment on the initiative	progress against original timeline, evaluation of success experienced, lessons learned, and decision to sustain or remove initiative.	



NORTHLAND PIONEER COLLEGE

Position Description

JOB TITLE: Dean of Instructional Innovation	Classification: D1	LOCATION: WMC
MANAGER/REPORTS TO: Vice President for Learning and Student Services	OVERTIME ELIGIBLE: <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	# OF DIRECT REPORTS: 5

GENERAL STATEMENT OF RESPONSIBILITIES:

Northland Pioneer College seeks an innovative leader committed to the mission, vision, and values of the College to serve as Dean of Instructional Innovation. The Dean, who reports directly to the Vice President for Learning and Student Services, has oversight of the following departments Instructional design & Support, Library Services, Disability, Resource, and Access, and Early College Programs. The Dean also serves on various instructional and student service committees designed to assist with strategic initiatives and planning for the institution, including but not limited to the Vice President for Learning and Student Services Council and Leadership Council.

The Dean is tasked with providing institutional leadership for instruction across the four campuses and five centers. The Dean leads the faculty and staff in providing high quality education and support for students. The Dean has a responsibility to serve as a liaison with area high schools, affiliated institutions, professional organizations, and local, regional, and state agencies. The opportunities are vast and plentiful for the Dean of Instructional Innovation at Northland Pioneer College.

ESSENTIAL FUNCTIONS:

1. Positively supports and promotes college, governing board, administrators, faculty, staff, students and communities.
2. Provides transformational leadership, vision, and strategic direction for instruction in alignment with the institution's mission and various accrediting bodies (i.e. Higher Learning Commission).
3. Oversees the following departments Instructional design & Support, Library Services, Disability, Resource, and Access, and Early College Programs.
4. Directs, manages, and provides leadership in all instructional and academic support systems within the college's credit programs.
5. Develops a technologically integrated environment that fosters continuous innovation within a rural community college.
6. Promotes and coordinates programs, curriculum, and course development and evaluation.
7. Collaborates with the Dean of Arts & Sciences and Dean of Career & Technical Education in scheduling courses per institutional needs/data.

8. Organizes and conducts new faculty orientations, and provides leadership for the faculty mentoring program.
9. Orients faculty and staff to the inclusion of multiculturalism and diversity through instruction.
10. Serves on the Vice President for Learning and Student Services Council, Leadership Council and other shared governance committees.
11. Prepares departmental budgets and monitors expenditures, ensuring they are within budget parameters.
12. Works with the Director of Institutional Effectiveness in preparing college credit grant applications for innovative instructional or student services opportunities.
13. Travel between multiple campuses and locations.
14. Perform related work as required.

Standard Competencies:

COMPETENCIES	DESCRIPTION	PROFICIENCY
Communication	Ability to effectively communicate with students and colleagues.	Advanced
Teaching	Ability to engage the 21 st century community college student – i.e. traditional and non-traditional students. Ability to develop sound pedagogy.	Advanced
Leadership	Ability to embrace the servant leadership philosophy to serve the larger institution, and thereby the college community.	Advanced
Technology	Ability to teach faculty to utilize the Learning Management System, and to use Microsoft Word and Excel, and other computerized systems. Must have demonstrated experience with 21 st century teaching modalities that involve technology.	Advanced
Diversity & Multi-Culturalism	Ability to serve a diverse audience. Ability to incorporate multiculturalism approaches to instruction.	Advanced
Trust	Ability to encourage a trusting atmosphere by regularly communicating, being accountable and transparent, and acting with integrity and confidentiality.	Advanced
Flexibility & Adaptability	Ability to be continuously change ready to adjust approach and demeanor to match the shifting demands of different situations.	Advanced
Self-Awareness	Uses feedback and reflection to gain insight into personal strengths and areas of improvement and adjusting self as needed.	Advanced
Continual Improvement	Continuously and proactively identifies improvement needs and makes changes to departmental function and processes that result in better outcomes.	Advanced
Action Oriented	Taking action on new opportunities and challenges with a sense of urgency, high energy, and enthusiasm.	Advanced

Physical	Ability to perform the following physical requirements of the position with or without a reasonable accommodation: critical sensory requirements include general vision (corrected to 20/20), hear or listen in the normal range (corrected) and speak and give directions clearly.	Basic
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MINIMUM QUALIFICATIONS:

1. Master’s Degree from a Regionally Accredited Institution
2. Two Years Community College Teaching Experience
3. Experience with Higher Education Accreditation, Articulation, and Program Review
4. Two Years of Experience in Higher Education Leadership as Department Chair, Associate Dean, Assistant Dean, Director, or Program Coordinator.

PREFERRED QUALIFICATIONS:

1. Doctorate Degree from a Regionally Accredited Institution
2. Five Years Community College Teaching Experience
3. K-12 Teaching Experience
4. Library or Advising Experience
5. Synchronous and Asynchronous Online Teaching Experience
6. Experience with the Higher Learning Commission
7. Experience with National Alliance of Concurrent Enrollment Partnerships
8. Five Years’ Experience in Higher Education Leadership as Department Chair, Associate Dean, Assistant Dean, or Program Coordinator.

TERMS OF EMPLOYMENT:

- Exempt
- Single Coverage Medical Insurance
- Optional Employee Pay Dental/Vision Insurance
- 4 Personal Days
- 12 Holiday Days
- 5 Days Spring Break Leave
- 20 Days of Annual Leave
- 18 Sick Days that can accrue up to 130 Days
- Professional Development Opportunities
- Arizona State Retirement System membership
- Life Insurance
- Long Term Disability Insurance

BENEFITS:

Located in rural, Northern Arizona, Northland Pioneer College serves two counties (Navajo and Apache Counties) by providing a vast array of educational opportunities to a diverse population. The College consists of 4 campuses and 5 centers (which also serve communities within the Hopi Tribe, the Navajo Nation, and the White Mountain Apache Tribe). There is ample opportunity in this region to make a difference in students’/community members’ lives, while enjoying a rural lifestyle with outdoor recreation and wide-open, tranquil landscapes. Northland Pioneer College is committed to providing, supporting, and promoting lifelong learning.

*Navajo County Community College District, dba **Northland Pioneer College**, is an affirmative action/equal opportunity employer. Northland Pioneer College does not discriminate on the basis of race, color, national origin, veteran status, religion, marital status, gender, age or disability in admission or access to, or treatment or employment in its educational programs or activities. District grievance procedures will be followed for compliance with Title IX and Section 504 requirements. The Affirmative Action Compliance Officer is the **Director of Human Resources, 2251 E. Navajo Blvd., Holbrook, AZ 86025, (928) 524-7471**. The Section 504 Compliance Officer is the **Coordinator of Disability Resource and Access, 1001 W. Deuce of Clubs, Show Low, AZ 85901, (800) 266-7845**. The lack of English language skills will not be a barrier to admission and participation in vocational education programs. Revised 9-12-14.*

NORTHLAND PIONEER COLLEGE

Position Description

JOB TITLE: Administrative Assistant to Dean of Instructional Innovation	Classification: Non-Exempt, Level II	LOCATION: WMC
MANAGER/REPORTS TO: Dean of Instructional Innovation	OVERTIME ELIGIBLE: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	# OF DIRECT REPORTS: 0

GENERAL STATEMENT OF RESPONSIBILITIES:

Northland Pioneer College seeks a dedicated individual committed to the mission, vision, and values of the College to serve as the Administrative Assistant to the Dean of Instructional Innovation. The Administrative Assistant is responsible for assuring the smooth and efficient operation of the Instructional Innovation Division. The Assistant must a supportive relationship with students, faculty, staff, and community. They must work effectively and efficiently, while maintaining a high level of confidentiality.

ESSENTIAL FUNCTIONS:

1. Manages the day-to-day operations in the Division of Instructional Innovation (i.e. Dean calendar/schedule, phone, correspondence, travel, support tickets).
2. Receives phone calls, answers questions, takes messages.
3. Maintains budget records (chart of accounts) and prepares reconciliation.
4. Processes and tracks: leave requests, ESAF, travel requests, performance reviews, petitions, professional development, personnel requisitions, committee recommendations, adjustments, agreements, transfers, contracts, program reviews, teach-out plans, and reimbursements.
5. Prepares requisitions, repair requests, temp pre-enrollment data sheets, time sheets, asset dispositions, instructional division pay forms, tuition and media fee waiver, time and effort certification, electronic system application form, ISW certification, key request form.
6. Coordinates/inputs/edits semester course schedules.
7. Provides administrative support for Instructional Council (IC), including: maintains current and archived curriculum files, cross-referencing yearly with Jenzabar course bank and sending course bank to appropriate Department Chair and Dean; updates Instructions for Course Forms in ACRES, as needed; maintains IC SharePoint pages; reviews all incoming curriculum (running interference and making changes in ACRES, as directed); checks incoming programs for accuracy and formatting, as needed.
8. Maintains the Advising Handbooks, Course Prerequisite Handbooks and Eligible Training Provider List.
9. Performs related duties as assigned.

Standard Competencies:

COMPETENCIES	DESCRIPTION	PROFICIENCY

Communication	Ability to effectively communicate with students and colleagues.	Advanced
Technology	Ability to proficiently use Microsoft Office Products (i.e. Word, Excel, Outlook, PowerPoint) Adobe Products (Docu-Sign/E-Sign), Google Applications (Drive), SLACK, and various other Microsoft 365 programs.	Basic
Communication	Ability to communicate soundly orally and in writing. Ability to efficiently and effectively record and transcribe meeting minutes.	Advanced
Office Management	Ability to effectively manage an office, with sound work-flow processes.	Advanced
Diversity & Multi-Culturalism	Ability to work in a diverse, multi-cultural environment.	Advanced
Trust	Ability to inspire and uphold trust.	Advanced
Flexibility & Adaptability	Ability to adapt to the demands of any given day/time.	Advanced
Self-Awareness	Ability to reflect on self-performance and growth opportunities.	Advanced
Continual Improvement	Ability to seek opportunities for professional growth.	Basic
Action Oriented	Ability to make decisions and take action.	Basic
Confidentiality	Ability to maintain confidentiality.	Advanced
Physical	Ability to perform the following physical requirements of the position with or without a reasonable accommodation: critical sensory requirements include general vision (corrected to 20/20), hear or listen in the normal range (corrected) and speak and give directions clearly.	Basic

MINIMUM QUALIFICATIONS:

1. Associate's Degree
2. Three Years of Office Experience (some at an Educational Institution)
3. Valid Driver's License

PREFERRED QUALIFICATIONS:

1. Bachelor's Degree
2. Three Years of Educational Office Experience

TERMS OF EMPLOYMENT:

- Non-Exempt
- Single Coverage Medical Insurance
- Optional Employee Pay Dental/Vision Insurance
- 4 Personal Days
- 12 Holiday Days
- 5 Days Spring Break Leave
- 10 Days of Annual Leave
- 18 Sick Days that can accrue up to 130 Days
- Professional Development Opportunities
- Arizona State Retirement System membership
- Life Insurance
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