



Course Guide

2026 - 2027

CACTUS SHADOWS
HIGH SCHOOL

Cave Creek Unified School District

High School Course Guide
Grades 9-12
2026-27

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Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

School officials with legitimate educational interest;
Other schools to which a student is transferring;
Specified officials for audit or evaluation purposes;
Appropriate parties in connection with financial aid to a student;
Organizations conducting certain studies for or on behalf of the school;
Accrediting organizations;
To comply with a judicial order or lawfully issued subpoena;
Appropriate officials in cases of health and safety emergencies; and
State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTO bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Cave Creek Unified School District is committed to the policy of providing equal opportunity in all areas of student services and affirms that there shall be no discrimination against any person or persons because of race, creed, age, color, handicap, sex, religion, or national origin.

In accordance with the federal regulations governing Title IX and Section 504, a school district receiving federal funding must designate a responsible person to coordinate its effort to comply with and carry out the responsibilities of the legislation and regulations. In compliance with the federal regulations, an employee of the Cave Creek Unified School District has been officially designated by the Board as the Title IX/Section 504 coordinator. If you have a concern, please contact the Cave Creek Unified School District Office (480) 575-2000. If your concerns have not been addressed, or if you would like more information on FERPA, please contact:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Annual Public Notification of Nondiscrimination

The Cave Creek Unified School District does not discriminate on the basis of race, color, national origin, sex (including sexual orientation and gender identity and expression), age, disability, veteran or military status, religion, or genetic information in the admission or access to, treatment or employment in its educational programs or activities.

Table of Contents

Cave Creek Unified School District	1
Family Educational Rights and Privacy Act	2
Annual Public Notice of Nondiscrimination	3
Table of Contents	4
Graduation Requirements	5
College Requirements	6
General Information	7
Credits	9
Course Information	14
CCUSD Seals	19
Fee Schedule	22
Curriculum Catalog	24
English	24
Math	27
Science	32
Social Studies	36
Physical Education	40
CTE	43
Fine Arts & Performing Arts	47
World Language	54
Exceptional Student Services	64
EVIT Course Guide	65

GRADUATION REQUIREMENTS

All students, grades 9-11, must take six subjects per semester on the Cactus Shadows campus.

During senior year, students that are on track for graduation may be eligible for early release or late arrival. Students must be pre-approved for this privilege. All students will be required to register for 6 classes and upon approval, a student's senior schedule will be adjusted. No student may be enrolled in fewer than 4 credit-earning classes on campus per semester.

A student who does not meet the minimum requirements is strongly encouraged to attend summer school to acquire the necessary credits. **All off campus work must have pre-approval by a counselor and administration. Students may not be concurrently enrolled in Cactus Shadows and another high school.**

Required Coursework	Credits
English	4.0
Mathematics	4.0
Science	3.0
Fine Art or Career/Technical	1.0
Physical Education	1.0
World History/Geography	1.0
American/AZ History	1.0
American/AZ Government	0.5
Economics	0.5
Electives	6.0
Pass Civics Test	
Total Credits	22.0

State Sanctioned Competency Assessment

In addition to these credits, the State of Arizona requires that all graduates participate in the state assessments and competencies. For specific details please see the Arizona Department of Education's website www.azed.gov.

College University Admission

Admission requirements vary among universities and these requirements change frequently. It is recommended that students consult college catalogs, college websites, or contact college admissions officers for specific information pertaining to that college.

Arizona Universities

General requirements for Arizona Universities are listed below. Basic competency requirements for each of the areas below (16 core):

Subject	Credits
English	4.0
Mathematics	4.0
Laboratory Science	3.0
Social Studies (Am. History + one other)	2.0
World Language	2.0 of same language
Fine Arts/CTE	1.0

Standards for Admission to Arizona Public Universities

Specific entrance requirements for Arizona State University (ASU), University of Arizona (U of A), and Northern Arizona University (NAU) can be found on their websites linked below:

- [ASU Admission Requirements](#)
- [U of A Admission Requirements](#)
- [NAU Admission Requirements](#)

College Athletics

If you anticipate participating in college athletics, there are additional considerations that must be monitored by the student and parent. Prior to or during your freshman year, be sure to reference the National Collegiate Athletic Association (NCAA) eligibility website:

www.ncaaclearinghouse.net.

GENERAL INFORMATION

Education Career Action Plan (ECAP)

Arizona Education and Career Action Plan (ECAP – State Board Rule # R7-2-302.05)

An Arizona Education and Career Action Plan shall, at minimum, allow students to enter, track and update the information below. This is a requirement for students to complete by the end of their senior year.

ACADEMIC

- Plan coursework
- Meet high school requirements
- Document postsecondary education goals
- Review academic progress to include needed interventions or advisements
- Record academic achievement or awards

CAREER

- Identify postsecondary career plans, options, interests or skills
- Explore career opportunities
- Explore needed educational requirements to meet the career option

POSTSECONDARY

- Explore admissions requirements
- Complete necessary applications
- Create a financial assistance plan

EXTRACURRICULAR

Documentation for participation in:

- Clubs or organizations
- Athletics
- Recreational activities
- Fine arts opportunities
- Community service or volunteer activities
- Work experiences, internships, job shadow, etc.
- Leadership opportunities
- Other activities the student wishes to note

Who is Involved in the ECAP Process?

Students, parents, and school personnel (i.e. counselors, teachers, and administration) work together to help guide the student in his/her choices for career and educational experiences. When students, parents, and the school staff plan together, each student receives the necessary support to meet his/ her Education and Career Action Planning (ECAP) goals.

Competency Requirements - Special Education

Students placed in special education classes, grades 9-12, are eligible to receive a high school diploma. The individual education plan that is developed for each student will document the student's eligibility to receive a diploma.

Residence Requirements for Graduation

A senior (to graduate from CSHS) must be enrolled in and successfully complete the last full semester in the Cave Creek Unified School District High School (CSHS). The senior must be scheduled for a minimum of 2.0 credits each semester the year he/she plans to graduate. The 2.0 credits are equivalent to four classes. At least two of the courses must be in core academic areas.

Fifth year seniors and/or early graduates may complete all graduation requirements during the fall semester. All state and school requirements for graduation must be met successfully to participate in the commencement ceremony.

Commencement Participation

A student may not participate in the commencement ceremony until counselors have verified that all graduation requirements have been met. There are fees involved with the commencement program. Information regarding these fees will be distributed to seniors annually. Seniors who have outstanding school debts, including book fees, course fees, and/or lunch charges, may not participate in the commencement ceremony until the principal or administrative designee clears all debts.

National Honor Society

Edward Ryneerson founded the National Honor Society in 1921, to create an organization that would recognize and encourage academic achievement while also developing other characteristics essential to citizens in a democracy. The Cactus Shadows High School National Honor Society is an organization of junior and senior high school students who have shown evidence of outstanding achievement in scholarship, leadership, service, and character. A student will receive an invitation to complete the National Honor Society Application if the student has a 3.85 unweighted GPA after his/ her fourth or sixth semester. Initial eligibility is determined by academic qualifications: the academic requirement is 3.85 grade point average – yet the three factors – leadership, service and character – are weighted equally in making final selections. The CSHS faculty review committee will review academic rigor, community service hours or project support and service above self. Freshmen and sophomores are strongly encouraged to enroll in academically challenging courses.

State Assessment / PSAT / ACT / SAT / ASVAB Testing Programs Each year the high school counseling department provides information on careers, college entrance, financial aid and other related information to all students via class presentations. In addition, the CSHS Testing Coordinator promotes relevant test dates based on local and national test offerings. All students are encouraged to participate in multiple testing programs throughout their high school career. Resources are available on the following websites and through the CSHS Testing Coordinator's office. high school counseling office

Grade 9 - State Assessments: ACT Aspire; optional assessments: PSAT 8/9

Grade 10 - State Assessments: none, optional assessments: PSAT 10/11

Grade 11 - State Assessments: ACT and AzSCI; CSHS required ASVAB, optional assessments: PSAT 10/11 / SAT

Grade 12 - State Assessments: none, optional assessments or retakes: ACT / SAT / ASVAB

For more information on the ACT test, go to: www.act.org. For more information on the SAT and PSAT test, go to: www.sat.org. www.collegeboard.org

Course Descriptions

All courses listed in this course catalog are offered subject to availability of qualified instructors and adequate student enrollment, as determined at the time of registration. The administration and faculty of Cactus Shadows High School ask parents to advise students to give careful consideration to the courses requested since many critical decisions are made based on the information provided during the registration procedure.

International Exchange Students

To ensure successful experiences for our exchange students, CCUSD will accept exchange students whose mastery of the English language is sufficient to permit successful participation in the instructional programs at the appropriate level. CCUSD partners with professional organizations that provide exchange program experiences. An up-to-date agreement between both CCUSD and third parties must be on file in order to accept international students at CSHS. More information is available by contacting the Educational Services Department at 480.575.2000.

Early Graduation Policy

Students interested in applying for early graduation must complete an Early Graduation Plan form. Students must have the following qualifications to graduate early from Cactus Shadows High School:

- Maintain 2.5 GPA
- Complete graduation plan with parent permission (if under the age of eighteen).
- Successfully meet the standards for all state mandated tests prior to completion of their course requirements.
- Successfully meet all the district standards for high school graduation as prescribed by CSHS.
- Early graduates will not be eligible for Valedictorian honors.
- Early graduates are ranked with their cohort year, not with their graduation class cohort year. Students who elect to graduate up to one year early are encouraged to participate in the regular graduation ceremonies provided they agree to adhere to all high school graduation policies and expectations.

CREDITS

Transfer Credit: Calculation

- Fractional course credit of less than .5 (one semester) will receive no credit. Fractional course credit of .66 or greater, transferred from other high schools, shall be evaluated, and adjusted to the nearest half credit. Three (3) trimesters, two (2) semesters, or the equivalent hourly course time will transfer as 1.0 credit to CCUSD. The adjustment will always be made with the student's best interest in mind. Upon presenting a transcript, students will be registered in the grade level indicated by the record in accordance with their cohort/graduation year.
- Students entering with a record indicated by a Credit/No Credit format will show Pass/Fail on the CCUSD transcript. Students entering with letter grades will receive those letter grades on the CCUSD transcript. Credits and/or grades will be accepted as they appear on the students' transcript.
- Letter grades are transferred per the A-F CCUSD grading scale. No plus or minus marks are transferred to CCUSD transcripts or used in the weighting of grades.

- Numbers identifying courses that correspond to courses taken in a previous school will be used when possible. Transfer numbers for the various departments will be used when course descriptions do not match the course in our system.
- Credits from other accredited summer and evening brick and mortar high schools may be accepted, so long as a high school transcript for credit is provided and the course has been identified by the student's school counselor as a graduation requirement. If CCUSD does not offer the course through one of the District learning platforms, elective credit will be awarded. For online programs, see Transfer Credit: Online Providers.
- To determine credits accepted by CCUSD, international transfer students must provide the grades, number of hours per week, and descriptions of the courses taken at previous schools. A translated transcript is required, provided by the party seeking enrollment.
- CCUSD does not accept credit from non-accredited schools; thus, those credits are not reflected on a student's transcript.
- It is the student's responsibility to present official verification of courses taken at institutions outside of their high school before the completion of arrangements for graduation exercise. Official proof of course completion must be received by the Registrar by the last day of school in April. Seniors not completed by this date will be placed on the non-graduate list and appeals made to the Assistant Principal. **As a reminder, any courses taken outside of Cactus Shadows High School MUST have prior school counselor approval.**

Transfer students are advised to meet with their counselor for questions or concerns regarding transfer credits.

Transfer Credits: Middle School

CCUSD does not recognize middle school coursework from non-CCUSD schools unless they are on an official high school transcript.

STMS students taking courses at CSHS will have the courses placed on the high school transcript and be figured into their GPA. All students entering the ninth (9th) grade must be enrolled in four consecutive years of mathematics during their 9-12 grade years at CSHS to meet graduation requirements.

Transfer Credits: Home Schooling

The Cave Creek Unified School District does not automatically award credit for students entering high school from home schools. Students who enter from home schooling must provide information regarding the accreditation of the home schooling and verification of registration from the County Superintendent's office before credit is granted.

The school counselor, in collaboration with the school registrar, will determine the following:

1. Parents used an accredited high school curriculum and provided the name
2. Curriculum was utilized
3. List of courses taken was provided
4. Standardized assessments have been provided by the home school service
5. Grades were awarded
6. A transcript was issued by the accredited home school

Based on the criteria above, credit could be awarded for courses taken through the home school service. (Upon review, "Pass" or "No Credit" will be indicated on the transcript).

If transfer criteria (1-6 above) are not met, a home school student may request to take an end of course/semester exam within ten days of enrollment in Cave Creek Unified School District. CCUSD is not responsible for providing curriculum or testing preparation materials for the requested courses for the student. Course descriptions are available to students through the CCUSD High School Course Catalog. Arizona State standards are followed in all core curriculum areas. All tests will be administered and taken only once. There will be no retakes. Upon demonstrating minimum competency (70%) on the exam, a mark of “Pass” will be issued on the transcript.

For placement purposes, ARS 15-745 determines, “A child who enrolls in a kindergarten program or grades one through twelve after receiving credit in a home school program shall be tested pursuant to this article to determine the appropriate grade level for educational placement of the child”.

Transfer Student Credits: Transcript Evaluation

ARS 15-701.01 allows Districts to evaluate the transcript of transfer students for the assignment of credits toward graduation. Each course will be awarded as either core or elective credit. A transfer student that has core credit rejected may, within ten (10) school days of notification, request to take a challenge examination or End of Course exam provided by CSHS. If the student achieves a score of seventy percent (70%) or better on the exam, core credit shall be awarded.

Transfer Credit, Current Students: Online Providers

Online courses from non-CCUSD accredited high schools are accepted by CCUSD as elective credit. A request must be made for consideration as core credit (Mathematics, English, Social Studies, Science) on a CCUSD Off Campus Approval Form. Students enrolled at CSHS must receive approval from administration and their school counselor to take online courses during the summer and school year. Forms are approved and signed per term and do not carry forward. Students need to adhere to the timelines for summer and graduation course completion deadlines and ensure official transcripts are received by the CSHS registrar. Seniors are required to complete all credit evaluation requirements no later than four weeks before graduation. All summer coursework transcripts need to be received by CSHS one (1) week prior to the first day of school.

An end of course (EOC) exam will be required to demonstrate mastery in a core subject area—when a student is requesting core, not elective credit, for courses taken outside of CCUSD. In these cases, the student has ten school days to request and schedule an end of course (EOC) semester exam to qualify for consideration of core credit. Upon demonstrating minimum competency (70%) on the exam, core credit will be granted, and the outside provider school’s letter grade will appear on the CCUSD transcript. If the minimum competency requirement is not met, the online provider grade will be awarded as an elective credit.

It is the responsibility of high school athletes (NCAA college-bound student athletes) and their parents to check the www.ncaaclearinghouse.net website to ensure that providers outside CCUSD are NCAA approved and their course offerings are accepted by NCAA.

Credit Recovery

Prior to enrollment in any course for retake, parent, counselor and administrative permission must be obtained. Credit recovery courses are for students who have failed a core course and are therefore not on track to graduate. Students have the opportunity to attend in person classes at CSHS for credit recovery. Alternatively, CSHS partners with ECS to offer fee-based credit recovery courses online as independent study. Online courses do not count as daily seat time in a student's schedule.

High School Students in College Classes

Credits received for attending university or college courses while enrolled at CSHS must be approved by administration prior to the beginning of the course. According to ARS 15-701.01, "Graduation requirements established by the Governing Board may be met by a pupil who passes courses in the required or elective subjects at a community college or university, if the course is not taught in the high school and the level of course is equal to or higher than the level of a high school course." Classes not needed for graduation requirements may not be accepted.

GRADES

Grade Change Policies

Teachers have provided many opportunities for students to demonstrate learning throughout the grading period. Teachers have worked diligently all semester long to assure that each student is treated equitably. In order to maintain the integrity of our grades, requests to change or "bump up" grades will not be considered. A student's grade is a snapshot of mastery of content during a relatively narrow time frame of Semester 1 or Semester 2, and does not represent future potential. If a teacher has made a clerical error in calculating semester grades, he/she is able to make the appropriate changes next semester for the single previous semester.

Grade Point Average Overview

The implementation of a cumulative Grade Point Average (GPA) and a weighted Grade Point Average (GPA) for each student is reflected on the first semester report card beginning with his/her freshman year. The Grade Point Average (GPA) is determined by dividing the number of classes taken into the total number of grade points earned. Cumulative grade points are counted as follows:

Percentage	Letter Grade	Regular Scale	Honors/AP/IB (Weighted)
90 -100	A	4.0	5.0
80 - 89	B	3.0	4.0
70 - 79	C	2.0	3.0
60 - 69	D	1.0	1.0
0 - 59	F	0.0	0.0

The weighted Grade Point Average is determined by dividing the number of classes taken into the total number of weighted points earned. Courses designated Honors, AP (Advanced Placement), and IB (International Baccalaureate), have a weighted grade value. Student transcripts will detail both weighted and cumulative Grade Point Averages. Arizona universities do not recognize weighted grades. Grades transferred in from other educational institutions as weighted (5.0 scale) are recalculated as “non-weighted” (4.0 scale) except for those courses matching the CCUSD Honor or Advanced Placement coursework.

Progress Reports/Report Cards

Student grades can be viewed online. We suggest that students and parents check grades at least once a week. Consistent parent and student conversation about grades is one of the best methods to help students stay on track. Semester report cards will be available through the online student/parent portal. Individual transcripts reflect cumulative and weighted Grade Point Averages.

Transcripts

A transcript of grades is available to all students who have no school debts from outstanding textbooks or other school activities. Official senior transcripts reflect the eighth semester cumulative GPA. Students may request official transcripts be sent to colleges and universities through Parchment. Summer transfers will use previous school’s transcript ranking for college applications until a full semester has been completed at CSHS.

Class Rankings

CSHS provides class rankings for all full-time students. Students transferring to CSHS must complete one full semester before being ranked. These rankings are provided to colleges, universities, Honor Societies and are used for administrative purposes. Rankings are completed at the closure of 6th and 8th semester. Course work submitted after the last day of each semester will not be reflected in that semester ranking. The eighth semester rankings will be printed on the final transcript.

Valedictorian and Salutatorian

The Valedictorian and Salutatorian of the graduating class are the number one and number two ranking scholars respectively, as determined by their seventh-semester high school weighted grade point average. Students must have completed at least two out of the last three core credits while attending Cactus Shadows to be eligible to serve in these capacities. The weighted GPA is rounded off to the nearest .01 of a point. In the case of a tie, the students will share the Valedictorian title. Early graduates will not be eligible for Valedictorian honors. The CSHS administration and faculty will recognize the top ten (10) percent of the graduates:

Top 2% High Distinction

Top 3% Distinction

Top 5% Honors

Top 10% Honors

COURSE INFORMATION

Course Selection

Course selection materials will be distributed to all students. Students will be able to select and enroll in classes through their counseling departments and/or online processes. For students new to the school, the registration process begins when the forms and supporting paperwork have been completed. The student will then meet with a counselor for course selection and to develop a program for the coming year.

Withdrawing from School

If a student withdraws from school prior to the end of a semester, he/she will receive transfer grades to be sent to the receiving school. CSHS credit will not be earned in any course which is not completed at the end of the semester.

Course Withdrawal

If a student withdraws from a semester course after the 20th day, the student will receive a grade of WF (withdrawal/failure) that will appear on the permanent record and be calculated into their GPA. The WF grade will be used for Honor Roll and class rank calculations. The WF will be replaced with the new grade once the student successfully completes the dropped course. Administrative approval is required for late withdrawal. Note: Signatures on Honors/AP/IB course requests by parent and student indicate the family view is that the student is appropriately placed.

Late Enrollment “With Credit”

Transfer students enrolling after the ten days with the transfer classes matching CSHS, will be able to earn credit. Transfer students who arrive within the final four weeks of any semester must pass the CSHS finals and pass the required authentic assessments to qualify for the semester course credit.

If a student registers at CSHS after the 20th day of the semester and has not attended any school during the past twenty school days, the student may be registered and have the opportunity to earn credit if missed work is made up according to the requirements of the classroom teacher.

Audit

Students will be placed on audit for the following reasons:

1. Attendance audit - due to excessive absences and/or tardies
2. Late enrollment audit - due to student enrollment after the start of the semester without prior course enrollment of an equivalent course

Note: students are placed on audit if they have missed thirteen or more days of class. However, students placed on audit may earn credit in a course if it is determined that the student has met the requirements of the course. Students entering a course without prior enrollment after the first day of the second or fourth quarters will not earn credit due to the amount of instructions that has been missed in the course. Students placed on audit and who are not eligible to earn credit will be encouraged to enroll in CCUSD eLearning courses, subject to availability, to allow students the opportunity to earn credits. The guidance counselors may provide other opportunities for credit recovery options.

Testing Out Policy

Students may apply to test out of one core class. Students may use the testing out format only once per core area. Students submit a written request to “test out” to the Assistant Principal, in charge of academic services, within the first two weeks of their arriving semester. Students must score seventy percent (70%) or higher on the designated assessment tools for a course. A “P” (passing) grade will be posted for those students who earn a credit through testing out. The grade “Pass” will earn credit however no GPA will be reflected. Students who are homeschooled may use the “test out” option to gain credit or show placement for core scope and sequence. Testing out is not available for grade replacement or improving GPA.

Retaking Classes: Grade Replacement

Prior to enrollment in any course for grade improvement or retaking a course for credit to apply for graduation, parent permission, counselor and administrative permission must be obtained by completing the Off Campus Approval Form.

- Transcripts for students repeating a required course will reflect the original grade and the most recent grade earned.
- The highest grade earned will be calculated in the cumulative GPA.
- All off campus credits for failing graduation requirement courses must be completed PRIOR to when the course will be offered on campus.

Summer School Opportunities

Summer school opportunities are available and are intended for credit recovery, grade replacement, or students with an early graduation plan. Summer school courses taken at any accredited educational institution **must have prior written approval** from the counseling department and administration if these credits are to be used toward high school graduation. Students should submit an Off Campus Approval Form to their counselor for approval prior to registering for the class. Students who meet the proficiency standard on an end of course exam will earn core credit. Summer school courses must be completed before the fall semester begins at CSHS – otherwise the course will be reflected on the student’s CSHS schedule. For scheduling purposes, all transcripts need to be received by CSHS one (1) week prior to the first day of school.

Contact your post high school institution to determine whether the off-campus coursework is acceptable. Any student with an open period in their schedule must take all graduation requirements on the CSHS campus.

Course Online Options

CSHS partners with ECS to offer fee based online core courses for credit retrieval. Alternatively, students have the option to attend in-person classes at CSHS at no cost. Online credit recovery is available to students who have failed two or more courses on campus. To qualify for credit recovery, students have already completed the course on campus and have fewer than the required number of credits to be on track for graduation.

Course Cancellation Policy

The school reserves the right to cancel a course offering after registration if:

- a) The course enrollment is less than twenty-five students
- b) A teacher is not available to teach the course
- c) Physical facilities are not available for the class.

Course Changes

Student initiated requests for course changes MUST be received prior to the 5th day of the course. Please choose your course selections carefully during the registration process. Requests for course changes are evaluated and approved ONLY on the following conditions:

- Senior student requiring a course to fulfill a graduation requirement
- Course was completed in summer school
- Student failed to meet the prerequisite

Readiness and Placement for Advanced Courses

Honors courses offer an advanced and rigorous academic experience for students who demonstrate strong motivation, academic readiness, and a commitment to learning. These classes move at an accelerated pace and emphasize higher-level thinking, problem-solving, and independent inquiry.

Students placed in honors courses are expected to:

1. Maintain a high level of effort and responsibility in completing assignments.
2. Engage actively in class discussions and collaborative learning.
3. Demonstrate curiosity, initiative, and perseverance in challenging coursework.
4. Manage time effectively to meet increased academic demands.

Honors coursework prepares students for future advanced study, including Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, and college-level courses. Enrollment in honors classes reflects a student's readiness to take on a rigorous academic challenge and their commitment to academic excellence.

CSHS will review the following factors when considering a student's placement in honors level courses, students that do not meet the below requirements may be moved to a different level to ensure success:

1. Previous coursework.
2. Grades/ grade point average (GPA)
3. Achievement/State Assessment scores (i.e. proficient, highly proficient required)
4. Summer work successfully completed by the class due date.
5. Teacher recommendation regarding ability, aptitude, and attitude.

Advanced Placement/ Dual Enrollment/ Early College /EVIT/ Honors/International Baccalaureate

Advanced Placement (AP)

Advanced Placement (AP) is a program of college-level courses and examinations administered by the College Entrance Examination Board. Successful completion of the coursework and an appropriate score on the AP exam may earn college credit. Specific prerequisites and course requirements are stated in the course descriptions. Due to the amount of work required to prepare for the Advanced Placement exam, the AP course may be weighted based upon grade earned and if the AP test is taken. AP courses are weighted on a 5.0 scale. Students opting not to take the AP exam will not receive weighted course credit. Students must consult with a counselor/teacher before enrolling in an AP class. Students may be required to complete an Honors/AP/IB contract, which

includes state assessment scores and teacher recommendations for consideration of appropriate placement. See High School Course Fee Schedule for AP exam costs. Exam fee is due prior to the first day of class.

Students must be enrolled at Cactus Shadows High Schools to take AP exams at CSHS.

Dual Enrollment

Dual Enrollment classes are college courses that are available on the high school campus.

These classes enable students to:

- Earn college and high school credit simultaneously
- Save money on college tuition and textbooks
- Reduce college completion time
- Eliminate duplication of coursework during the freshman year of college
- Grant funding is available to those who meet income eligibility requirements

Enrollment for each dual enrollment course is contingent on a minimum 2.6 unweighted GPA/ACT/SAT scores, and/or EdReady computerized placement scores, as well as the CSHS entrance requirements. Prior approval is required by CSHS and the Maricopa Community College Liaison. Application forms are available in the main office at the beginning of each semester.

Dual enrollment offerings are based on teacher certification, education, and experience as evaluated and approved by Maricopa Community College.

Puma Early College (PVCC)

Puma Early College is an exciting program designed for motivated high school students (juniors and seniors) with good academic and attendance records who wish to get a jump-start on college. Students must also possess the readiness for and commitment to rigorous college coursework. While still in high school, students will make progress toward earning their Arizona General Education Curriculum (AGEC) Certificate or Associate's Degree, typically enrolling in 6-9 credits per semester. The Puma Early College program/coursework begins the summer prior to junior year.

- Earn college and high school credit simultaneously.
- Save money on college tuition and textbooks.
- Reduce college completion time
- Eliminate duplication of coursework during the freshman year of college.
- Receive Tutoring services via PVCC's Learning Success Center
- Financial support is available to those who meet income and/or eligibility requirements.

East Valley Institute of Technology (EVIT)

A public education system of career training options for East Valley high school students: Aviation, Culinary Arts, Health Care, Cosmetology, Fashion Design, Welding & much more! *Tuition-FREE* for high school students. Courses taken at EVIT are elective credits and count toward high school graduation. In some cases, courses may offer dual enrollment for college credit.

Cactus Shadow's students that wish to attend EVIT should consider the following:

- CSHS students are eligible to attend EVIT afternoon (PM) sessions only
- CSHS students must be enrolled in 4 classes (including one online course) at CSHS (periods 1-3 plus one online course)

- Transportation is provided to EVIT; CCUSD provides one bus route daily to both Main and Power campuses; the bus route runs everyday EVIT is in session regardless of CCUSD's schedule
- Students enrolled in a 4 hour program at EVIT must provide their own transportation, these programs are noted in EVIT's course catalog
- EVIT programs have course fees
- Students enrolling at EVIT are enrolled in two schools with two school calendars, students should expect to communicate and advocate for themselves at both schools and expect some concessions in making the choice to attend an off campus program
- Students with an IEP or 504 must send their accommodations to EVIT: ESS@evit.edu

For more information about admissions, course schedules, course fees, and the full course catalog visit the EVIT website at www.evit.edu.

Honors (H) Classes

Honors (H) classes are for students identified as academically talented as well as for students who display high achievement, work ethic and/or interest in specific areas. These in-depth classes provide a more challenging program with a focus on critical thinking. Students may request honors classes each year through the regular registration process. Each teacher provides a detailed course syllabus with expectations specific to the class that are signed by both students and parents. Consideration for appropriate placement in Honors coursework includes state assessment scores, GPA, and teacher recommendation. Honors courses are on a weighted 5.0 scale.

International Baccalaureate Diploma Program (IB)

International Baccalaureate Diploma Program (IB) International Baccalaureate Diploma Program (IB) is a rigorous, two-year pre-university course of study for juniors and seniors. All classes are taught from a global perspective, with an emphasis on critical thinking, independent learning and community involvement.

There are two options for participating in the Diploma Program at Cactus Shadows:

- Diploma Candidate: the student takes six IB courses, in addition to the three DP core requirements (CAS, Theory of Knowledge, and the Extended Essay). Upon successful completion of the full Diploma option, the student earns an IB Diploma, which is a recognized international qualification.
- Course (or certificate)Candidate: the student takes one or more IB courses based on the student's interests, aspirations, and responsibilities after school. Upon successful completion of these courses, the student earns an IB Certificate.

Both options provide the student with the opportunity to earn college credits.

In most cases, students take exams at the end of their Senior year. There is a fee for each exam, see exam fee schedule.

CCUSD SEALS

CCUSD Service Learning Honor for Excellence Seal and Superintendent's Challenge

Students will be eligible for the Honor for Excellence in Service Learning seal on their diploma upon completion of approved service learning throughout their four years of high school. Beginning with the graduating class of 2024-25, 200 hours will be required. Students may earn hours from a combination of curriculum based service learning and extracurricular service sponsored by school clubs or community organizations. Students who complete all 200 service hours and turn in required Superintendent's Challenge paperwork, will receive a certificate and honor cords to wear at the graduation ceremony.

Arizona Arts Proficiency Seal

The State Seal of Arts Proficiency is awarded to Arizona graduates who complete an arts pathway. The seal is meant to recognize mastery of Arizona arts education standards, cultivate artistic literacy and skills for 21st century success, promote increased access to well-rounded, high quality arts education and prepare students for college and career readiness including active participation in the creative industries sector. To qualify for the Arizona State Seal of Arts Proficiency, a student will complete the following requirements:

1. A final GPA of 3.0 or 4.0 in each of the qualifying arts/CTE courses
2. Four minimum credit requirements in one of the following ways:
 - a. A minimum of four credits in one artistic discipline
 - b. Three credits in one artistic discipline and one credit in a qualifying CTE course
 - c. Two credits in one artistic discipline and two credits in a qualifying CTE course
3. Thirty hours of arts related extracurricular activities (see school counselor for more information)
4. A student capstone project

CCUSD Seal of Biliteracy

CCUSD offers a higher-level Seal of Biliteracy than the AZ State Seal of Biliteracy. To acquire this CCUSD Seal students must have four years of World Language courses on their high school transcript (can be different languages during the four years). For French and Spanish, higher-level targets require an I5 score across all areas as measured by ACTFL's Assessment of Performance towards Proficiency in Languages (AAPPL). For Mandarin Chinese, an I4 or higher for Interpersonal Listening & Speaking (ILS) and Interpretive Listening (IL) and an I3 score for Reading (IR) and Writing (PW) will result in the CCUSD Seal of Biliteracy recognition. For students who take the Spanish, French or Chinese Advanced Placement (AP) exam prior to senior year, a 4 or higher will result in the CCUSD Seal of Biliteracy.

Arizona State Seal of Biliteracy

The Arizona State Seal of Biliteracy recognizes students who graduate from a school operated by a school district and who have attained a high level of proficiency in one or more languages in addition to English. The Seal of Biliteracy encourages students to pursue biliteracy, honors the skills students attain, and can be evidence of skills that are attractive to future employers and college admissions offices. The seal requires students to show high levels of proficiency in English by successfully completing all English Language Arts requirements for graduation with an overall grade point average in those classes of 2.0 or higher on a 4.0 scale, or the equivalent. Students must also show high levels of proficiency in English by receiving a passing score in English Language Arts on the state assessment. The student must attain the required score on a language assessment as adopted by the State Board of Education. CCUSD students interested in The Arizona State Seal of Biliteracy will need to meet the state requirements and apply through the district's World Languages Department by the end of the first quarter of their Senior Year. Visit the World Languages website for more information and the complete application process.

Global Seal of Biliteracy

We credential with the Global Seal of Biliteracy for the WORKING FLUENCY certificate. The Global Seal of Biliteracy is an international credential that conveys proficiency with language skills in two or more languages for our qualifying candidates. The Global Seal of Biliteracy enables programs across the world to quickly validate a student's language skills to provide recognition, appropriate and or advanced placement in a language program, and even help earn scholarships and job opportunities. The Global Seal of Biliteracy allows employers to easily verify our students' language skills and be confident that they possess valuable soft skills linked to language learners. We believe language credentials will result in pay differentials and increased employment opportunities for bilinguals. The Global Seal of Biliteracy is serial-numbered and can be added to a resume or LinkedIn under "Licenses & Certifications."

To qualify, the student must perform at the Advanced Low level of proficiency in all areas of communication in the target language as demonstrated on ONE of the following tests:

- A score of 5 on the Advanced Placement test
- A score of 6 on the International Baccalaureate Higher Level test
- A score of A1 on the ACTFL Assessment of Performance towards Proficiency in Languages exam (AAPPL)

In addition, the student will need to submit a transcript having met all requirements for 11th grade English requirements, or proof of a score of 21 on the ACT, or 540 on the SAT.

Seal of Personal Finance

The Arizona Seal of Personal Finance program recognizes high school students who achieve a high level of proficiency in Personal Finance. The seal is placed on the student's diploma and noted on their transcript. At CSHS, students can earn the Personal Finance Seal within the Career and Technical Education Business program and completing the following requirements in grades 9-12:

- Complete all Social Studies Courses with a GPA of 3.0 on a 4.0 scale
- Students must complete 1 activity from each of the 4 categories below:
 - Passage of an assessment of personal finance
 - Completion of an approved personal finance program
 - Participation in a co-curricular or extracurricular program
 - Completion of a college and/or career readiness plan

Please visit ADE's [website](#) for more detailed information about the Seal of Personal Finance.

Seal of Civics Literacy

The Arizona Seal of Civics Literacy program recognizes high school students who achieve a high level of proficiency in Civics. The seal is placed on the student's diploma and noted on their transcript. Students must complete the following requirements in grades 9-12:

- Pass Arizona Civics Exam (can occur in grades 7 or 8)
- Complete all Social Studies Courses with a GPA of 3.0 on a 4.0 scale
- Students must complete activities from each of the 3 categories:
 - Category 1: Civic Learning Program (select any 3 activities)
 - Category 2: Civic Engagement (30 hours), 10 hours must be dedicated to civic specific activities
 - Can include community services
 - Category 3: Written reflection of program
 -

Please visit ADE's [website](#) for more detailed information about the Seal of Civics Literacy.



Cactus Shadows Course Fee Schedule 2026-27

Per Board Policy 5-214 and A.R.S. 15-342, a school district may charge fees for optional extracurricular activities, optional programs, fine arts courses, vocational education courses, and other courses, fees for optional services, equipment, and materials offered to students beyond those required to successfully complete the basic requirements of the course.

NOTE: Any student or family not able to pay these fees because of economic hardship should contact the site administrator.

High School Course Fees	
<p>AP Exams</p> <ul style="list-style-type: none"> ● Computer Science ● English Language and Composition ● English Literature and Composition ● Studio 2D Art & Design ● Studio 3D Art & Design ● Spanish Language and Culture ● French Language and Culture ● Mandarin Language and Culture ● Calculus AB ● Statistics ● Biology ● Physics 1 Algebra-based ● Physics 2 Algebra-based ● Human Geography ● World History: Modern ● US History ● US Government ● Macroeconomics ● Global Politics ● Business with Personal Finance 	<p>\$100/exam fee</p>
<p>CTE:</p> <ul style="list-style-type: none"> ● Business 101 & 102 ● AP Business with Personal Finance ● Culinary Arts I & II (Block Schedule: \$100 a year or \$50 per semester) ● Digital Communications I & II ● Sports Medicine I & II (Block Schedule: \$100 a year or \$50 per semester) ● Software and App Design II ● Video Production I & II ● CTE Internship (If enrolled in CTSO) or CTE completers that wish to participate in CTSO 	<p>\$50/year</p>

<p>IB Exams</p> <ul style="list-style-type: none"> ● English 11 (HL) ● English 12 (HL) ● Dance (SL) ● Theater Arts (SL) ● Visual Art (SL) ● Visual Art (HL) ● Spanish (SL or HL) Srs ● French (SL or HL) Srs ● French Immersion Capstone ● Mandarin (SL or HL) Srs ● Mathematics: Analysis and Approaches (HL) ● Math (SL) with Pre-Calculus Honors ● Biology (SL or HL) Srs ● Physics (SL or HL) Srs ● World History (HL) ● History of the Americas (HL) ● Global Politics SL ● Theory of Knowledge 	<p>\$130/ exam fee</p>
<p>Visual Arts</p> <ul style="list-style-type: none"> ● Beginning Draw/Paint I & II & III ● Beginning Sculpture I & II & III ● AP Studio 2D Art & Design ● AP Studio 3D Art & Design 	<p>\$100/year or \$50/semester</p>
<p>Performing Arts</p> <ul style="list-style-type: none"> ● Choir 	<p>\$20/year + \$80 club fee</p>
<p>Honors and Performing Arts</p> <ul style="list-style-type: none"> ● Honors Choir ● Falcon Band 	<p>\$70/year + \$80 club fee</p>
<p>Student Leadership</p>	<p>\$80/club fee</p>

Curriculum Catalog

English

Graduation Requirement: The CCUSD graduation requirement is four (4.0) English credits.

English courses that meet graduation requirements are yearlong courses. For example, English 9 is Freshman English. CSHS has reviewed and implemented the Arizona College and Career Readiness Standards and six traits-writing skills throughout English curriculum grades 9-12. The four-year English graduation requirements include English 9, English 10, English 11 and one year of Senior English or post-secondary English. See your counselor for more options.

1851 English 9

Students perfect the reading process, including grade-level vocabulary and comprehension strategies. Students learn the narrative and expository elements, historical and cultural aspects of literature, and analyze, interpret, and evaluate a variety of texts including narrative, expository, functional, and argumentative/persuasive. Students will use the writing process and the 6-Traits to create all forms of discourse including narrative, expository, functional, argumentative/persuasive, literary response, and research.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9

1853 Honors English 9

High school English Honors curriculum is rigorous. Students are expected to comprehend and interact with the text at a deeper level of thinking. Students will be challenged to master advanced reading, writing, listening and speaking skills. The pace is fast. Students should allow more time for homework. Most reading will be done outside of class. Strong reading skills, a high work ethic, and the ability to self-motivate are needed for success. Students use the reading process, including advanced level vocabulary and comprehension strategies. Students learn the narrative and expository elements, historical and cultural aspects of literature, and analyze, interpret, and evaluate a variety of challenging texts including narrative, expository, functional, and argumentative/ persuasive. Students will use the writing process and the 6-Traits to create all forms of discourse including narrative, expository, functional, argumentative/persuasive, literary response, and research. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9

1861 English 10

Students read and write a variety of expository and argumentative/persuasive essays, mastering different writing techniques, organizational patterns and editing skills. They complete a research project that demonstrates mastery in all areas of the research process. A wide base of world literature complements the skills learned. Students study grade-level vocabulary.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10

Prerequisite: English 9

1863 Honors English 10

High school English Honors curriculum is rigorous. Students are expected to comprehend the material at a deeper level of thinking. Students are challenged to master advanced reading, writing, listening and speaking skills. The pace is fast. Students should allow more time for homework. Most reading will be done outside of class. There are required summer assignments. Strong reading skills, a high work ethic, and the ability to self-motivate are required for success. Students read, discuss, and analyze poetry, plays, drama, non-fiction works and novels. In addition, they study English usage, develop critical thinking skills, and practice a variety of writing techniques including formal essay and research paper formats. Students continue the study of advanced vocabulary, figurative language and public speaking skills. Summer reading prior to taking this class is required. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10

Prerequisite: English 9, Honors English 9 recommendation

1871 English 11

This course integrates writing for a variety of purposes and audiences with literature study. Writing includes a focus on “real world” skills, including expository, communication, and research and analysis modes. Universal themes in literature are explored in a variety of fiction, non-fiction, poetry and drama selections. Readings from a broad variety of authors (western civilization, world and English literature, multicultural literature, mythology, science fiction and fantasy literature) are surveyed.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11

Prerequisite: English 10

1875 English 12

Students read, analyze and discuss a variety of classic literature selections, with a strong emphasis on British Literature. The course emphasizes critical thinking, writing and literary analysis through multiple methods. A research project is required.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 12

Prerequisite: English 11

1881 AP English Language and Composition

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts – including images as forms of text from a range of disciplines and historical periods.

Non-refundable exam fees for Advanced Placement courses are due prior to the first day of class. See fee schedule. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11 (grade 12

upon approval)

Prerequisite: English 9 & 10

(Honors highly recommended)

1885 AP English Literature and Composition

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. **Non-refundable exam fees for Advanced Placement courses are due prior to the first day of class. See fee schedule.** *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters
upon approval)

Credit: 1.0

Grade Level: 12 (grade 11

Prerequisite: English 9,10, & 11
(Honors highly recommended)

DE1730 English 101 First Year Composition – Dual Enrollment

First-Year Composition courses emphasize skills necessary for college-level expository writing, including correct grammar and punctuation, logical organization of ideas, and identification of supporting documentation. Due to space limitations, enrollment in PVCC's dual enrollment program is required. Students that do not want to earn college credit shall enroll in English 12. **This course has an additional fee.** *Please review: Factors considered for honors level placement.*

Course Length: 1 Semester

Credit: 0.5

Grade Level: 12

Prerequisite: Minimum Asset English
Placement Test / 2.6 GPA

DE1731 English 102 First Year Composition – Dual Enrollment

Continued development of Standard English writing skills. First-Year Composition courses emphasize skills necessary for college-level expository writing, including correct grammar and punctuation, logical organization of ideas, and identification of supporting documentation. Due to space limitations, enrollment in PVCC's dual enrollment program is required. Students that do not want to earn college credit shall enroll in English 12. **This course has an additional fee.**

Course Length: 1 Semester

Credit: 0.5

Grade Level: 12

Prerequisite: English 101 with a "C" or better

IB21 IB English 11 (HL)

IB English 11 HL is the first year in a two-year course of advanced literature study. It is a required course for IB diploma scholars but may be taken as a certificate course as well. The course is designed to develop scholars' reading and writing skills through a close study of literature from various periods, genres, cultures and literary styles. Scholars will be asked to prepare both written and oral persuasive arguments and learn to present their ideas with clarity, coherence, and fluency. The course will also provide scholars with a broad perspective on literary traditions from around the world and deepen their empathy for people of other cultures and differing perspectives. **IB exam fee due prior to the first day of class. See fee schedule.** *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11

Prerequisites: Honors English 9
and Honors English 10

IB23 IB English 12 (HL)

IB English 12 HL is the second year in a two-year course of advanced literature study. It is a required course for IB diploma scholars but may be taken as a certificate course as well. The course is designed to develop scholars' reading and writing skills through a close study of literature from various periods, genres, cultures, and literary styles. Scholars will be asked to prepare both written and oral persuasive arguments and learn to present their ideas with clarity, coherence, and fluency. Scholars will be completing the course exam in May. **IB exam fee due prior to the first day of class. See fee schedule.** *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 12

Prerequisites: IB English 11 HL

Electives: English Language Arts

Courses in this section count for elective credit. Students need six (6.0) elective credits to graduate.

1841 Creative Writing I

This elective course in creative writing requires students to produce poetry, short stories and personal narrative essays. A strong emphasis is placed on word choice and development of the writer's voice. Students will critique and interpret literature to enable them to transfer successful literary techniques to their own writing.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

1847 English Lab

This course will provide students with an identified English language need with access to high quality education and the supports for success to include, at a minimum, integrated and targeted English Language Development as well as providing extracurricular academic support, and adopting a program focused on postsecondary readiness. This course will provide competency in academic subjects such as mathematics, science, and social studies.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9, 10,11,12

Mathematics

Graduation Requirement: The CCUSD graduation requirement is four (4.0) mathematics credits.

All students entering ninth grade must be enrolled in four sequential years of mathematics at CSHS to meet graduation requirements.

2851 Algebra I

This course introduces students to the use of variables as a tool in the study of functions. Emphasis is placed on the development of equation solving and graphing techniques for both linear and quadratic equations. Additional concepts introduced at this level include exponents, polynomials, radicals, and rational functions. Applications are integrated throughout the course. Curriculum is aligned with both national and state math standards.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

2853 Honors Algebra I

The Honors Algebra program allows a student to demonstrate outstanding achievement in the study of algebra by demonstrating cognitive ability above and beyond the challenges of normal algebra coursework. This course introduces students to the use of variables as a tool in the study of functions. Emphasis is placed on development of equation solving and graphing techniques for both linear and quadratic equations. Additional concepts introduced at this level include exponents, polynomials, radicals, and rational functions. Applications are integrated throughout the course. Curriculum is aligned with both national and state math standards. There is an additional project each semester in which students will be asked to demonstrate a topic of study from that semester. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9

2861 Geometry

This is a course in the development of logical thinking, deductive reasoning, and applications for two- and three-dimensional geometric figures. All concepts are presented as tools to be used in either algebraic or geometric applications. Topics include lines and angles, triangles, polygons, circles, similarity, congruence, area, volume, perimeter, coordinate geometry, and an introduction to trigonometry. The use of algebraic equation solving techniques is integrated throughout the coursework. Curriculum is aligned with national and state math standards.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

Prerequisite: Algebra I

2863 Honors Geometry

The Honors Geometry program allows a student to demonstrate outstanding achievement in the study of geometry by demonstrating cognitive ability above and beyond the challenges of the normal geometry course work. This is a challenging course in the development of logical thinking, deductive reasoning, and proof. All concepts are presented as tools to be used in either algebraic or geometric applications and formal proofs. Topics include lines and angles, triangles, polygons, circles, similarity, congruence, area, volume, perimeter, coordinate geometry, and an introduction to trigonometry. Curriculum is aligned with national and state math standards. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

Prerequisite: H Algebra I w/ C or better/Alg I w/ B or better
&/or teacher recommendation

2871 Algebra II

This course continues the study of functions begun in Algebra I with further development of equation solving techniques, graphing techniques and critical thinking skills. The topics of logarithms, exponential functions, rational functions, complex numbers, conic sections, sequences, series and probability are introduced at this level. Curriculum is aligned with national and state math standards. Graphing calculator recommended.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

Prerequisite: Geometry

2879 Honors Algebra II

The Honors Algebra II program allows a student to demonstrate outstanding achievement in the study of Algebra by demonstrating cognitive ability above and beyond the challenges of the normal Algebra II course work. The study of functions begun in Algebra I continues with further development of equation solving techniques and critical thinking skills. The topics of logarithms, exponential functions, rational functions, complex numbers, coordinate geometry, matrices, systems of equations, conic sections, sequences, series, probability, and higher level applications are introduced at this level. The use of graphing calculators is integrated throughout the course work. The curriculum is aligned with national and state math standards. Graphing calculator recommended. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

Prerequisite: Honors Geometry w/ C or better & teacher recommendation

2875 College Algebra

Analysis and interpretation of the behavior and nature of functions including linear, quadratic, higher-order polynomials, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, using multiple methods including matrices, and modeling and solving real world problems. May be offered as dual enrollment, dual enrollment fee required.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 12

Prerequisite: Algebra I, Geometry, Algebra II

2843 College Mathematics

Analysis and interpretation of the behavior and nature of functions including polynomial, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, modeling and solving real world problems. Additional topics may include matrices, combinations, sequences and series, and conics. May be offered as dual enrollment, dual enrollment fee required.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisite: Algebra I, Geometry, Algebra II

2881 Pre-Calculus

This course continues the study of functions with an extended development of algebraic equation solving techniques and analytical geometry. All concepts are investigated both algebraically and graphically with an emphasis placed on applications. Graphing calculators will be used extensively to facilitate analytical solutions. An extensive study of trigonometry and analysis as a prelude to the study of first-year calculus is incorporated within this course. This course is highly recommended for all college-bound students. Graphing calculator recommended.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

Prerequisite: Algebra I, Geometry, Algebra II

2873 AP Pre-Calculus

The AP Pre-Calculus program allows a student to demonstrate outstanding achievement in the study of algebra by demonstrating cognitive ability above and beyond the challenges of the normal pre-calculus course work. Graphing calculators will be used extensively to facilitate analytical solutions to questions involving higher level thinking skills. The study of functions is continued with an extended development of algebraic equation solving techniques and analytical geometry. All concepts are investigated both algebraically and graphically with an emphasis placed on applications. An extensive study of trigonometry and analysis as a prelude to the study of first-year calculus is incorporated within

this course. This course is highly recommended for all college-bound students. For weighted credit, students must take the AP exam. **Non-refundable exam fees for Advanced Placement courses are due prior to the first day of class. See fee schedule.** May be offered as dual enrollment, dual enrollment fee required. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

Prerequisite: Honors Algebra II w/ C or better, Algebra II w/ B or better

2885 AP Calculus AB

AP Calculus AB focuses on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. For weighted credit, students must take the AP exam. **Non-refundable exam fees for Advanced Placement courses are due prior to the first day of class. See fee schedule.** May be offered as dual enrollment, dual enrollment fee required. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisite: Pre-Calculus or AP Pre-Calculus

2887 AP Calculus BC

AP Calculus BC focuses on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. For weighted credit, students must take the AP exam. **Non-refundable exam fees for Advanced Placement courses are due prior to the first day of class. See fee schedule.** May be offered as dual enrollment, dual enrollment fee required. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisite: AP Pre-Calc

2891 AP Statistics

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. **Non-refundable exam fees for Advanced Placement courses are due prior to the first day of class. See fee schedule.** May be offered as dual enrollment, dual enrollment fee required. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisite: Pre-Calculus,

AP Pre-Calculus or Algebra II Honors

IB19 IB Mathematics: Analysis and Approaches (HL)

Students who choose Mathematics; analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns, and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at a higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems. . **Registration for the IB exam is required and exam fee is due prior to the first day of class. See fee schedule.** *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 12

Prerequisite: Mathematics: Analysis and Approaches SL

IB31 IB Math (SL) with Pre-Calculus Honors

This course is a one-year sequence of advanced mathematical topics designed to provide the IB student with logical, critical, and creative thinking skills that meet the necessary prerequisite skills for placement in IB Math SL w/Elements of Calc during their senior year. Topics include advanced level work on algebraic functions, trigonometry, matrices, vectors, statistics, and probability. The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and mathematical modeling. Students are provided with opportunities to take a considered approach to these activities and to explore different ways of approaching a problem. The portfolio also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas. The student is prepared to take the IB Math SL exam in May of the senior year. **Registration for the IB exam is required and there is an exam fee due prior to the first day of class. See fee schedule.** Honors/AP/IB Contract. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisite: Honors Algebra II

Electives: Mathematics

Courses in this section count for elective credit. Students need six (6.0) elective credits to graduate.

2849 Algebra I Math Lab

Algebra Math Lab will provide more instruction time using hands-on approach for the student who needs additional mathematics support in Algebra I. Students will be placed in Algebra I Lab according to 8th grade teacher recommendations, test results and/or 9th grade teacher recommendations. Only elective math credit is awarded for this course. It will follow the same scope and sequence outlined for our students in Algebra. Must be enrolled in Algebra I concurrently with Algebra I Math Lab.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10

Prerequisite: District approval to be placed in class

8855 AP Computer Science Principles

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems – including the internet – work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. **Non-refundable exam fees for Advanced Placement courses are due prior to the first day of class. See fee schedule.** *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Science

Graduation Requirement: The CCUSD graduation requirement is three (3.0) science credits.

CCUSD provides three sequences that meet the state requirements for learning the 28 AZSS High School Essential Standards in three years. These sequences prepare students for success with: post-secondary education; local, state and national assessments; advanced coursework; Dual Enrollment course competencies; and AP exams. CCUSD encourages students to pursue an optional 4th year of science coursework.

ARIZONA GRADUATION REQUIREMENT: The Arizona State Board of Education and the Arizona Department of Education require: “Three credits of science in preparation for proficiency at the high school level on the statewide science assessment” (State Board Rule R7-2-302). The State of Arizona requires students to earn a minimum of 3 science credits that address all of the 28 Essential Science Standards specified in the Arizona Science Standards (AZSS). All 28 AZSS High School Essential Standards must be learned by every high school student before the statewide science assessment at the end of their Junior year.

ARIZONA BOARD OF REGENTS ADMISSION REQUIREMENTS (ASU, NAU, UofA): Laboratory Science - three (3) credits/years. “By completing at least 1 credit in each of 3 different laboratory sciences selected from the following: chemistry, physics, earth science, or biology. A laboratory-based integrated science course may be allowed to substitute for 1 of the 3 required courses. It is strongly recommended that students take 3 years of different laboratory science subjects before taking an advanced/honors course in the same subject” (ABOR Policy 2-121).

CCUSD Science Pathways

	Introductory	Recommended	Advanced
Grade 9	Bio-Physical Science	Biology	H Biology
Grade 10	Biology	Physics	Physics*, AP Physics 1
Grade 11	Chemistry or Physics	Chemistry	H Chemistry
Grade 12	EVIT**, Sports Medicine**, Chemistry or Physics	AP Biology, AP Physics 1, EVIT**, Sports Medicine**	AP Biology, IB Physics, AP Physics 1, AP Physics 2

* Students will receive weighted credit for Physics upon enrollment and completion of the 7th semester of AP Physics.

**Do not count as science credit, but are career related courses with science themes

3803 Bio-Physical Science

This foundational course offers an engaging introduction to the core sciences of Chemistry, Biology, and Physics. Students will explore the structure of matter, chemical reactions, ecosystems, genetics, energy transfer, motion, and waves through interactive lessons, hands-on labs, and collaborative projects. Emphasizing real-world applications and scientific inquiry, this course develops critical thinking, problem-solving, and data analysis skills. It is designed to prepare students for advanced STEM coursework while fostering an appreciation for the interconnected nature of the sciences.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9

3861 Biology

This is an introductory course in the biological sciences. Students learn biological principles and theories, and learn to recognize the relationships of biology to oneself and the environment. The impact on society of heredity, disease, ecology, and conservation is also discussed. Classroom work includes lecture, demonstrations, films, discussions, research projects, and laboratory activity.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10

3863 Honors Biology

The Honors Biology program is distinguished from regular level Biology by a deeper level of exploration and analysis. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9

3869 AP Biology

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. **Non-refundable exam fees for Advanced Placement courses are due prior to the first day of class. See fee schedule.** *Please review: Factors considered for honors level placement.* May be offered as dual enrollment, dual enrollment fee required.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisite: Biology or Honors Biology, Chemistry

IB43 IB Biology (SL or HL) Jrs

This is year one of a two-year course, equivalent to a college level introductory Biology course. IB Biology covers three main areas: Molecules and Cells, Heredity and Evolution, and Organisms and Populations. The student is prepared to take the IB Biology HL exam in May of senior year. Must start in 11th grade. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11

Prerequisites: Honors Biology and Honors Chemistry

IB48 IB Biology (SL or HL) Srs

This is year two of a two-year course, equivalent to a college level introductory Biology course. AP/ IB Biology covers three main areas: Molecules and Cells, Heredity and Evolution, and Organisms and Populations. The student is prepared to take the IB Biology HL exam in May of senior year. Must start in 11th grade. **Registration for the IB exam is required and exam fee is due prior to the first day of class. See fee schedule.** *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 12

Prerequisites: Honors Biology & Honors Chemistry

3871 Chemistry

Chemistry is a course that enables students to learn about the particle nature of matter through varied classroom and laboratory activities. A focus is placed upon attention to modeling, strategic use of mathematics, and an emphasis on analytical reading and writing. Students develop an understanding of the structure and properties of matter, the integral relationship between energy and change, and rearrangements or transformations of matter. A focus on macroscopic observation and measurement to explain submicroscopic behavior of particles in matter is emphasized in the laboratory. Major topics of focus include atomic structure, nuclear reactions, structure and properties of matter, energy and change, chemical bonding, chemical quantities, and chemical reactions.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisites: Algebra I & Biology

3875 Honors Chemistry

Chemistry is a course that enables students to learn about the particle nature of matter through varied classroom and laboratory activities. A focus is placed upon attention to modeling, strategic use of mathematics, and an emphasis on analytical reading and writing. Students develop an understanding of the structure and properties of matter, the integral relationship between energy and change, and rearrangements or transformations of matter. A focus on macroscopic observation and measurement to explain submicroscopic behavior of particles in matter is emphasized in the laboratory. Major topics of focus include atomic structure, nuclear reactions, structure and properties of matter, energy and change, chemical bonding, chemical quantities, and chemical reactions. The Honors Chemistry program is distinguished from regular level Chemistry by a deeper level of exploration, analysis, and mathematical application. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisites: Algebra I & Biology

3881 Physics

Physics is a course that enables students to learn about the behavior of the physical world through conceptual analysis, graphical and mathematical modeling, and hands-on experimentation. Major topics include the description of motion, forces, work, energy conservation, momentum conservation, electricity, and sound and light waves. The emphasis is on understanding and applying concepts rather than memorization of formulas.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

Prerequisite: Algebra I

3891 AP Physics 1: Algebra-Based

AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. **Non-refundable exam fees for Advanced Placement courses are due prior to the first day of class. See fee schedule. Please review: Factors considered for honors level placement.**

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10, 11, 12

Prerequisite: Geometry or Honors Geometry, Physics, Teacher recommendation

3893 AP Physics 2: Algebra-Based

Have you ever wondered how the interactions of microscopic particles cause observable phenomena like static electricity, thermodynamic processes, nuclear reactions, and atomic emission lines? In AP Physics 2: Algebra-Based, you'll learn about thermodynamics, electricity and magnetism, and quantum, atomic, and nuclear physics. While learning about the key course concepts, you'll do hands-on laboratory work to investigate specific phenomena. **Non-refundable exam fees for Advanced Placement courses are due prior to the first day of class. See fee schedule. Please review: Factors considered for honors level placement.**

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11, 12

Prerequisite: AP Physics 1: Algebra based

IB41 IB Physics (SL or HL) Jrs

Year one of this course provides a systematic introduction to the main principles of physics and emphasizes the development of problem solving abilities. This course includes topics in both classical and modern physics. **The student is preparing, but does not take the IB Exam until senior year.** Please review: Factors considered for honors level placement.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11

Prerequisite: Honors Algebra II

IB45 IB Physics (SL or HL) Srs

Year two of this course provides a systematic introduction to the main principles of physics and emphasizes the development of lab investigation skills. To demonstrate their skills in scientific research, each senior student must develop, carry out, and report on an individual investigation. The student is prepared to take the IB Exam in May of senior year. **Registration for the IB exam is required and exam fee is due prior to the first day of class. See fee schedule.** Please review: Factors considered for honors level placement.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 12

Prerequisite: Honors Algebra II with a B or higher

Social Studies

Graduation Requirement: The CCUSD graduation requirement is three (3.0) social studies credits. Specific requirements include: 1.0 World History, 1.0 AZ/American History, .5 Economics, .5 US Government

4851 World History/Geography

This course is a survey of ancient and modern world history. During the first semester, this course is a historical study of ancient European, Asian, middle eastern, African and Latin American cultures. During the second semester, modern history of each region is studied. Each semester's study places emphasis on the economic, political and social aspects of the cultures and countries in these continents with the integration of geography throughout.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

4841 AP World History: Modern

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians; analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. **Non-refundable exam fees for Advanced Placement courses are due prior to the first day of class. See fee schedule. Please review: Factors considered for honors level placement.**

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

4861 American/Arizona History

This is a study of the growth and development of the United States from prehistoric cultures of North America to the present. Emphasis is on the founding principles of democracy and the experiences of the American people in transforming their society from colonies to a responsible world power. This course builds on an understanding of the cultural patterns and economic trends that are responsible for our present American character. The focus will be from the American Revolution to the present day. Special emphasis on the impact relating to Arizona will be included.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisites: World History/Geography or AP World History: Modern

4863 AP US History

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore

throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. **Non-refundable exam fees for Advanced Placement courses are due prior to the first day of class. See fee schedule. Please review: Factors considered for honors level placement.**

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

4812 Am/AZ Government

U.S. Government is the study of the historical backgrounds, governing principles, and institutions of the government of the United States. The focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. The principles of popular sovereignty, separation of powers, checks and balances, republicanism, federalism, and individual rights will be examined as will the roles of individuals and groups in the American political system. Students will compare the American system of government with other modern systems and assess the strengths and problems associated with the American system.

Course Length: 1 Semester

Credit: 0.5

Grade Level: 12

4835 AP U.S. Government and Politics*

AP U.S. Government provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. **Non-refundable exam fees for Advanced Placement courses are due prior to the first day of class. See fee schedule. Please review: Factors considered for honors level placement.**

Course Length: 1 Semester IB

Credit: 0.5

Grade Level: 12

8811 Economics

This course is required for graduation. Familiarizes the student with the essentials of the free enterprise system and other economic systems of the world. Included are the principles of supply and demand, and the economic problems of resource allocation. A substantial portion of course content will emphasize financial literacy and personal financial management to align with the new legislation requirement. This emphasis will highlight economic skills necessary for real life applications.

Course Length: 1 Semester

Credit: 0.5

Grade Level: 12

8849 AP Macroeconomics

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

Non-refundable exam fees for Advanced Placement courses are due prior to the first day of class. See fee schedule. Please review: Factors considered for honors level placement.

Course Length: 1 Semester

Credit: 0.5

Grade Level: 12

IB53 IB World History (HL)

IB World History is a college level course that is one of a two part sequence (IB World History and IB History of the Americas-offered in alternating years) in the CSHS IB History program. The course is based on a comparative and multi perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Students are required to take the IB history exam in May of their Senior year. **Registration for the IB exam is required and exam fee is due prior to the first day of class. See fee schedule. Please review: Factors considered for honors level placement.**

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

IB55 IB History of the Americas (HL)

IB History of the Americas is a college level course that is one of a two part sequence (IB World History and IB History of the Americas - offered in alternating years) in the CSHS IB History program. The course is based on a comparative and multi perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Students are required to take the IB history exam in May of their Senior year. **Registration for the IB exam is required and exam fee is due prior to the first day of class. See fee schedule. Please review: Factors considered for honors level placement.**

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

IB13 IB Global Politics SL

IB Global Politics is a college-level course that explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. This course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective. The core units of study include: "Power, sovereignty, and international relations; human rights; development; and peace and conflict. **Registration for the IB exam is required and exam fee is due prior to the first day of class. See fee schedule. Please review: Factors considered for honors level placement.**

Course Length: 2 semesters

Credit: 1.0

Grade Level: 11,12

IB80 (grade 11) IB81 (grade 12) Theory of Knowledge

Theory of Knowledge is a required two-semester, interdisciplinary study within the IB curriculum. Students engage in critical reflection and analysis as they explore relationships and philosophical perspectives across multiple disciplines. The course is focused on a self-study of learning theory, thought, and written expression. The year includes didactic teaching of subject matter, coaching that produces the skills of learning, and Socratic questioning in seminar discussion. Extended Essay

guidance will be included in this course. **Registration for the IB exam is required and exam fee is due prior to the first day of class. See fee schedule.** *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Electives: Social Studies

Courses in this section count for elective credit. Students need six (6.0) elective credits to graduate.

4836 AP Comparative Government and Politics

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how the different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications and develop evidence-based arguments. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

4849 AP Human Geography

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). **Non-refundable exam fees for Advanced Placement courses are due prior to the first day of class. See fee schedule.** *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

4814 AP Psychology

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. **Non-refundable exam fees for Advanced Placement courses are due prior to the first day of class. See fee schedule.** *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

4820 Criminal Justice and 4821 Applied Psychology

Students that enroll in these courses will have one semester of Criminal Justice and one semester of Applied Psychology.

These introductory courses will offer a comprehensive overview of the American criminal justice system and the fundamental principles of applied psychology as they relate to crime, law, and justice. Within the Criminal Justice course, students will explore the core components of criminal justice-including law enforcement, the courts, and corrections. In Applied Psychology, students will be introduced to the study of mental disorders. Students will examine the causes, presentation, diagnosis, and treatments of various disorders. Students will learn the fundamentals of research methods along with the foundational theories in psychology and how these frameworks continue to influence the study and treatment of mental disorders.

Course Length: 2 Semesters (1 semester of each course) Credit: 1.0 Grade Level: 11,12

4843 Student Government

Student leadership class, when offered, is a leadership opportunity for students who are dedicated to making a difference in the student experience at Cactus Shadows. Students enrolled in the Leadership Class identify, plan, and facilitate meaningful activities for the student body that aim to build culture, community, and Falcon Pride. **Club fee due before the first day of class. See fee schedule.**

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

Prerequisite: Teacher approval/application

Physical Education

Graduation Requirement: The CCUSD graduation requirement is one (1.0) physical education credit.

6832 Physical Education

This course is designed to provide the student with in-depth and practical knowledge, development, and maintenance of health-related fitness components: cardiovascular fitness, CPR, muscular strength, muscular endurance, flexibility, and body composition. Class activities include development of individualized exercise training and aerobic sports, field sports, racket sports and team sports. Recreational activities, contract work, and individual study will supplement the program. Knowledge is gained in the physiological and physical aspects of movement. CPR training will be included per the state requirement.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

Electives: Physical Education

Courses in this section count for elective credit. Students need six (6.0) elective credits to graduate. Physical Education elective courses may be taken once.

6861 Recreation Sports

This course focuses on enhancing the students' physical fitness and motor skills, self-confidence, and social skills. Students will also participate in both team and individual sports.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

Prerequisite: Physical Education

6827 Strength & Conditioning I

This strength and conditioning course introduces students to the different strength training techniques with emphasis on students learning proper form, program design, spotting, and safety. Fitness Cross training techniques are explored. Goal setting and record keeping are also included as part of assessment.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

Prerequisite: Physical Education

6825 Advanced Strength & Conditioning

Advanced Strength and Conditioning is a class tailored for Cactus Shadows athletes looking to develop their sports performance and overall well-being. This class teaches the importance of proper warm-up and stretching, correct lifting technique, strength training principles, flexibility, and cardiovascular conditioning. Students will become more familiar with exercises that can be used to maintain a healthy lifestyle as well as improve strength, conditioning, and sport-specific skills that are key to improving performance.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

Prerequisite: Strength & Conditioning I

6871 Yoga/Flexibility

This course focuses on improving students' flexibility, muscular strength and endurance, and balance in a group fitness setting. Elements of Yoga, Pilates, body weight exercises, breathing and stress management techniques will be utilized to increase students' overall level of physical fitness and well being.

Course Length: 2 semester

Credit: 1.0

Grade Level: 10,11,12

Prerequisite: Physical Education

6851 Unified Adapted Physical Education

Unified Adapted Physical Education combines Youth Leadership, Advocacy, and Inclusive sports, to give students with and without disabilities an opportunity to work together in an academic setting. This course introduces students to five pillars of learning that include inclusion, co-leadership, teamwork, communication, and environment. Within these pillars, students will learn how to become agents of change, fostering respect, dignity, and advocacy for individuals with and without intellectual disabilities. In addition, students will gain physical literacy in fitness, sports specific skills, and lifetime health and

wellness. Students in this course will have the opportunity to become certified volunteers and/or athletes with Special Olympics Arizona. Students must complete the application and be approved for this course.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9, 10, 11, 12

Prerequisite: Teacher recommendation

9001 Peer Tutor

The Peer Tutor experience provides opportunities for students to assist other students in the learning process; specifically, to provide tutoring services in high school classes for students who have a disability. The course is roughly divided into two areas: (1) information and discussion in the peer tutoring process and (2) teacher-directed tutoring experience with high school disabled students. The overall expectation of this course is to increase awareness of individuals who have special needs. Contract with teacher required prior to enrolling. Pass or fail grade only.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisite: Teacher recommendation and/or application

9000 Student Assistant (Teacher Aide)

The student assistant program provides an opportunity for students to earn elective credit while working in a non-academic work capacity. The student is required to attend the same number of hours as a regular high school course. Supervision of a Student Assistant is the responsibility of the area supervisor. Course can be taken for two semesters ONLY - one period per semester. Pass or fail grade only.

Course Length: 1 Semester

Credit: 0.5

Grade Level: 12

Prerequisite: Teacher recommendation and/or application

Career and Technical Education (CTE)

Classes in this section count towards the 1.0 CTE or Fine Arts graduation requirement.

Program Sequence for 2026-27

CTE programs are two years and offer students the opportunity to gain specialized skills, earn industry certification, and take dual enrollment credits. Students that complete the two-year CTE program sequence are eligible for CTE Work Based Learning, the CTE Internship in grade 12.

CTE Programs begin in grades 10 or 11.

Business and Finance
H8891-H8802 Business 101 H8893-H8894 Business 102 H8892 AP Business with Personal Finance
Communications Media Technology
8897-8898 Digital Communication I 8834-8839 Digital Communication II
8873-8874 Video Production I 8873-8874 Video Production II
Health Sciences
H3805 Sports Medicine I H3806 Sports Medicine II *The program is completed in one year as it is offered in a two-period block.
Hospitality and Tourism
H8835 Culinary Arts I H8836 Culinary Arts II *The program is completed in one year as it is offered in a two-period block.
Information Technology
8826-8827 Software & App Design II
CTE Work Based Learning
CTE Work Based Learning: CTE Internship ***Students that meet requirements are emailed an application or alerted by their CTE teacher.

H8891 Business 101

Business 101 prepares students to plan, manage, and analyze the financial and monetary aspects and performance of business enterprises, banking institutions, or other organizations. Students who successfully complete Business 101 and Business 102 will develop an in-depth understanding of business and financial management principles and practices as well as the fundamentals of personal finance. Business 101 and 102 include instruction in principles of accounting, banking, financial instruments, capital planning, funds acquisition, asset and debt management, insurance, budgeting, financial analysis, investments and portfolio management, and customer service for financial and business operations. Students learn and practice valuable real-world skills using industry standard spreadsheets to manage financial information. **Class fee due prior to the first day of class. See fee schedule.**

Course Length: 2 Semesters

Credits: 1.0

Grade Level: 10, 11

H8893 Business 102

Business 102 prepares students to plan, manage, and analyze the financial and monetary aspects and performance of business enterprises, banking institutions, or other organizations. Students who successfully complete Business 101 and Business 102 will develop an in-depth understanding of business and financial management principles and practices as well as the fundamentals of personal finance. Business 101 and 102 include instruction in principles of accounting, banking, financial instruments, capital planning, funds acquisition, asset and debt management, insurance, budgeting, financial analysis, investments and portfolio management, and customer service for financial and business operations. Students learn and practice valuable real-world skills using industry standard spreadsheets to manage financial information. Students have the opportunity to earn the Seal of Personal Finance. **Class fee due prior to the first day of class. See fee schedule.**

Course Length: 2 Semesters

Credits: 1.0

Grade Level: 11,12

Prerequisite: Business 101

H8892 AP Business with Personal Finance

AP Business with Personal Finance is an introductory, college-level business and personal finance course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business application, case studies, and project-based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump\$tart Coalition for Personal Financial Literacy. **Class fee due prior to the first day of class. See fee schedule.**

Please review: Factors considered for honors level placement.

Course Length: 2 Semesters

Credits: 1.0

Grade Level: 12

Prerequisite: Business 101 and Business 102

8826 Software and App Design II

Students will continue their learning in programming, programming languages, databases, user interfaces, networking and warehousing, encryption and security, software testing and evaluation and customization. By the end of the course, students will prepare for and take an industry credential.

Class fee due prior to the first day of class. See fee schedule.

Course Length: 2 Semesters

Credits: 1.0

Grade Level: 11,12

Prerequisite: Software and App Design I

8835 Culinary Arts I, 8836 Culinary Arts II

This laboratory course is designed for students who have a sincere interest in learning to cook and the culinary field. Students will learn food safety/sanitation, nutrition, menu planning, food costing, food preparation and professionalism within the industry. Students will also learn knife skills, terminology, various cooking methods, with an introduction to baking and pastry arts, and a heightened awareness of industry specific roles in the culinary field. Students will be offered the option to take the National Restaurant Association (NRA) Servsafe Certification Exam and/or the CFC (Certified Fundamental Cook) exam, which are both recognized Industry Certifications in this field of employment. This is a two (2) hour block class which means it meets for two periods, back-to-back, each day. Students will earn 1.0 credit each semester for a total of 2.0 credits for program completion at the end of one year.

Class fee due prior to the first day of school. See fee schedule.

Course Length: 2 Semesters

Credit: 2.0

Grade Level: 10,11,12

8873 Video Production I

Students will gain industry skills and be able to explore areas of interest in filmmaking, photography, social media design, website content and more. This first year will focus on industry terminology, basic editing and photography, and familiarization with Adobe Premiere, Adobe Lightroom and Adobe Photoshop. **Class fee due prior to the first day of school. See fee schedule.**

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11

8875 Video Production II

Students will create a digital portfolio and work at a more advanced level to create short films, utilize more advanced photo editing techniques, create marketing clips, implement the use of microphones and lighting, and work with more advanced industry equipment (cameras, etc.) in order to create more fully developed projects. Students will take various ACA (Adobe) certification tests which are recognized Industry Certifications in this field of employment. **Class fee due prior to the first day of school. See fee schedule.**

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisite: Video Production I

8897 Digital Communication I

The primary activity of this class is the publication of The Shadow, our annual yearbook. Classroom activities include digital photography, writing, layout and design, budgeting, timeline management and use of applicable software programs such as Adobe Photoshop and InDesign. There is an emphasis on the writing process, research and editing. Most students find it necessary to attend periodic workdays to meet production deadlines. Students will learn basic design concepts, digital photography methods, industry vocabulary and introduction to software necessary for production. **Class fee due prior to the first day of school. See fee schedule.**

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11

8834 Digital Communications II

Students continue to refine the mechanics of creating a yearbook, including design, themes and mini themes, copy, graphics, and photography. Specialty positions on staff include advertising manager, business manager and artist. The class operates on a budget with income primarily from prior year and advertising sales. Second year students will take an active role in managing the budget, identifying revenue opportunities and more. Students will be offered the option to test for various ACA(Adobe) certifications, recognized Industry Certifications in this field of employment. **Class fee due prior to the first day of school. See fee schedule.**

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisite: Digital Comm. Yearbook I

H3805 Sports Medicine I, H3806 Sports Medicine II

Students will practice evaluating and applying first aid for athletic injuries. Instruction will include basic knowledge of the human body and its functions, procedures followed for common athletic injuries, CPR training and information on diets for athletes. Students will advance learning in anatomy, injury evaluation/rehabilitation and emergency situation training. For anyone interested in the field of medicine, this series of courses is highly recommended. This is a two (2) hour block class which means it meets for two periods, back-to-back, each day. Students will earn 1.0 credit each semester for a total of 2.0 credits for program completion at the end of one year. **Class fee due prior to the first day of school. See fee schedule.**

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

Prerequisite: Biology

CTE Work Based Learning

Senior students that have completed a two year CTE program, passed an industry certification exam (administered in CTE class), and passed ADE's Technical Skill Assessment (administered spring of year 2 of CTE program) will be eligible to apply for the internship program. Eligible students may earn one full credit while working. Students work a minimum of 90 hours/semester (180 hours total/year) in a job utilizing their completed CTE course skills. Eligible students will receive an application in their CTE class or via student email to apply. Course work will consist of periodic meetings with the CTE WBL teacher, student/teacher documentation, and employer documentation. Students are responsible for finding their internship placement. Internship placements must be secured in early July for any schedule adjustments to occur. If a student is interested in learning about potential internships/Work Based Learning opportunities, please contact your level 2 CTE teacher.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 12

Prerequisite: Pass CTE Program (2 years) with C or better, Pass Technical Skill Assessment, Pass Industry Certification exam

Fine Arts/Performing Arts

Graduation Requirement: Classes in this section count towards the 1.0 CTE or Fine Arts graduation requirement.

The following courses will satisfy the CSHS Fine Arts/CTE requirement. See counselor for university acceptance of Fine Art requirement. All Performing Arts classes are co-curricular. Commitment to participation in the performances outside of the school day will be used to help determine the student's grade. All competitive groups will abide by the AIA Eligibility rules as well.

6811 Dance Beginning Techniques

Students will have the opportunity to develop an understanding and appreciation for dance as an art form through participation, observation and self-assessment. This course will introduce the student to basic theories, fundamental concepts, movements, and terminology of classical ballet, hip hop/ jazz, and modern dance as well as improvisation and choreography. Students will work on enhancing their strength, flexibility, coordination, musicality, endurance, balance and focus. Students will also develop an understanding of anatomy and proper alignment as it applies to the technical aspects of classical ballet, hip hop/jazz and modern dance. Students will work towards increased versatility of their movement range as well as performance quality. Out of school rehearsals and performances are required. This is a Fine Arts elective course.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

6819 Dance Intermediate Techniques

Students will have the opportunity to continue to develop an understanding and appreciation for dance as an art form through participation, observation and self- assessment. This course will re-introduce the student to basic theories, fundamental concepts, movements, and terminology of classical ballet, modern, and jazz as well as improvisation and choreography. Students will work on enhancing their strength, flexibility, coordination, musicality, endurance, balance and focus. Students will also develop an understanding of anatomy and proper alignment as it applies to the technical aspects of classical ballet, hip hop/jazz, and modern dance. Students will work towards increased versatility of their movement range as well as performance quality. Out of school rehearsals and performances are required. This is a Fine Arts elective course.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

Prerequisite: Dance Beginning Techniques
and approval by instructor
and/or audition

6845 Dance Advanced I: Techniques

The course is for students who are beyond the intermediate Dance Techniques but not quite ready for the Advanced Dance Company. Out of school rehearsals and performances are required. This is a Fine Arts elective course.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

Prerequisite: Intermediate Dance Techniques
and approval by instructor and/or audition

6843 Honors Dance Company

Students will have the opportunity to continue to refine their understanding and appreciation for dance as an art form through participation, observation and self-assessment. This course will give the student the opportunity to master the basic theories, fundamental concepts, movements, and terminology of classical ballet, hip hop/jazz, tap and modern dance as well as improvisation and choreography. Students will work on enhancing their strength, flexibility, coordination, musicality, endurance, balance and focus. Students will also develop an understanding of anatomy and proper alignment as it applies to the technical aspects of classical ballet, hip hop/jazz, and modern dance. Students will work towards increased versatility of their movement range as well as performance quality and musicality. Out of school rehearsals and performances are required. This is a Fine Arts Honors elective course. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

Prerequisite: Extensive dance training
and instructor approval and/or audition

IB57 IB Dance (SL)

In IB dance students will continue to refine their understanding and appreciation for dance as an art form through participation, observation, and self-assessment. Students will master the basic theories, fundamental concepts, movements, and terminology of classical ballet, modern dance, jazz/hip hop, improvisation, and choreography. Students are required and encouraged to explore dance from cultures and/or traditions distant from their areas of familiarity. Several times a semester, students will attend and participate in cultural dance forms -hands on experiences and explorations will take place outside of class time. Students will create two choreographic compositions and analyze their work. Additionally, students will be required to participate in performances out of class time. The performance component is based on the practice and presentation of dance. The primary intention is to engage students in elements of dance artistry from classroom practice through to the performance of dance for viewing by others. Students will also focus on the world dance investigation, a written essay detailing through dancing, classroom activity and individual investigation a developed appreciation of the diversity of dance practices throughout the world, the ability to investigate dance cultures and/or traditions, both familiar and unfamiliar to the students, and a theoretical knowledge and practical experience of selected dances from two cultures and/or traditions. Also, students will work on enhancing their strength, flexibility, coordination, musicality, endurance, balance and focus, in order to prepare for a performance filming. Students will also develop an understanding of anatomy and proper alignment as it applies to the technical aspects of classical ballet, hip hop/jazz, and modern dance. Students will work towards increased versatility of their movement range as well as performance quality and musicality. This course is combined with the Advanced Dance Company Fine Arts Honors elective course. **Registration for the IB exam is required and there is an exam fee** due prior to the first day of class. See fee schedule. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisite: Extensive dance training and
instructor's approval and/or audition

7801 Beginning Draw/Paint

This is a year-long introductory course to drawing, painting, printmaking, sculpture and ceramics. A variety of media are used such as; pencils, markers, charcoal, chalk, oil pastels, pen and ink, watercolor, tempera, collage methods, printmaking, found objects, clay, glazes and firing techniques.

Art history, aesthetic literacy, and critical appreciation are interwoven with production skills. The search for ideas and creative problem solving are stressed. Semester one covers the basic Art Elements and Principles of Design to prepare students for semester two, which expands students' ability to express themselves and communicate with visual arts skills. **Class fee due prior to the first day of class.**

See fee schedule.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

7809 Draw/Paint II

This is a yearlong Intermediate course. Draw/Paint is structured to increase the student's perception, technique and color sense. It is an in-depth study with drawing and painting media that includes pencil, graphite, markers, pen and ink, colored pencil, charcoal, pastel, oil pastel and painting media.

Students study techniques in watercolor, tempera, acrylic and oils on a variety of surfaces which include, paper, canvas and scratchboard. Creative self-expression, problem solving, and personal style are encouraged. Art history, aesthetic literacy, and critical appreciation are interwoven within Draw/Paint. Students are encouraged to search for ideas and subject matter. Students will have the opportunity to work with realistic, abstract and non-objective styles. Study and application of Art Elements and Principles of Design are the foundation for this Draw/Paint class. **Class fee due prior to the first day of class. See fee schedule.**

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

Prerequisite: Beginning Draw/Paint

7863 Beginning Sculpture

This is a yearlong beginning course. This class explores the various materials used to create sculptures, which include wood, plaster, cardboard, found objects, and clay. Students learn how to manipulate these materials and use sculpting tools safely. They analyze other works of sculpture through reading, discussion and critique and examine geometric, abstract, and organic forms. The students will learn how the art elements and Principles of Design apply to three-dimensional art work.

Class fee due prior to the first day of class. See fee schedule.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

7859 Sculpture II

This is a yearlong intermediate course. Fall semester focuses on three-dimensional design using a variety of media such as paper mâché, wood, plaster, found objects and clay to create functional and non-functional work. The students learn how the art elements and the principles of design apply to three-dimensional art work. The spring semester builds on their understanding of the concepts, form follows function and surface is integral to form as it applies to functional ceramics. Students learn about the nature of clay, glazes, and the firing of kilns. The goal is to increase all students' technical skills and abilities so they will be proficient in hand building and throwing on the potter's wheel. The students will learn about art history through research on artists and time periods as it relates to the content being covered. Creative self-expression, problem solving, and personal style are encouraged.

Class fee due prior to the first day of class. See fee schedule.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

Prerequisite: Beginning Sculpture

7883 Sculpture III

This course is for students who are beyond the intermediate Ceramics techniques but not quite ready for AP/Honors Studio Art. Students will have the opportunity to continue to refine their understanding and appreciation for 3-D design with an emphasis in ceramics through concepts, expression, and creativity. **Class fee due prior to the first day of class. See fee schedule.**

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisite: Sculpture II

7869 Draw/Paint III

This course is for students who are beyond the intermediate Draw/Paint techniques but not quite ready for the AP/Honors Studio Art. Students will have the opportunity to continue to refine their understanding and appreciation for Draw/Paint through concepts, expression, and creativity. **Class fee due prior to the first day of class. See fee schedule.**

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisite: Draw/Paint II

7873 AP Studio 2D Art and Design

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. **Class fee and non-refundable exam fees for Advanced Placement courses are due prior to the first day of class. See fee schedule. Please review: Factors considered for honors level placement.**

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisite: Draw/Paint III

7875 AP Studio 3D Art and Design

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. **Class fee and non-refundable exam fees for Advanced Placement courses are due prior to the first day of class. See fee schedule. Please review: Factors considered for honors level placement.**

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisite: Sculpture III

7815 Choir

This course is open to all students who like to sing, regardless of experience. Students will learn how to read music, beginner music theory, sight reading and use proper vocal production. This course is designed to develop quality singers and to enjoy music. This is not a sing along class. There are at least 2 formal concerts a year, each focusing on a theme. We sing all genres of music — pop hits, jazz, traditional, classic and others. There may be some rehearsals outside of class time, but anything mandatory students will be told 30 days or more in advance. Students participate in fundraisers as determined by the instructor for the needs of the program. Students may be added at semester or repeat for credit with teacher approval. Students who do not meet the requirements above may be removed from the class at semester. Students have 48 hours from the time an extra performance or rehearsal is proposed or scheduled to check their calendar/ family schedule for conflicts. Dates for the main concerts are given at the beginning of the school year. Concerts are mandatory and only family emergencies or illness requiring absence from school the day of the event will be excused with an alternate performing assignment given. **Course fee and club fee due prior to the first day of class. See fee schedule.**

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

7817 Honors Choir

This course is an upper division vocal class and will be filled with advanced level vocalists who love to sing. This is a vocal class for which members receive honors credit and an audition is MANDATORY. Students will develop advanced reading and vocal skills and develop leadership skills. They will participate in concerts and festivals as part of the grading process. There are at least 2 formal concerts as well as singing at graduation that will take place outside of the school day, each based around a theme. We may enter state choir and/or solo competitions. All out-of-school practices, performances and competitions are required and part of the student's grade. Students are required to participate in fundraisers as determined by the instructor for the needs of the program. Students may only be added at the semester with an audition. Students may repeat for credit with teacher approval. Students are expected to clear family and/or work schedules to meet all choir class obligations. Only those students with illness or family emergency that requires them to miss school the day of the performance may be excused with an alternate performance assessment. **Course fee and club fee due prior to the first day of class. See fee schedule. Please review: Factors considered for honors level placement.**

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

Prerequisite: Audition

7821 Falcon Band

The Falcon Band plays in support of our athletic programs, as well as community events and possibly for competition. This group plays music with units in marching, symphonic, and jazz. Previous band experience is required for enrollment in this course, as students are expected to demonstrate proficiency on their instrument and the ability to read music at the high school level.

This class may participate in marching band contests, festivals, and concert programs. We will perform at all home football games and other home sporting events as requested by coaches. It may be necessary for students to change instruments for group balance as evaluated by the director. Out-of-school practices, performances, and competitions are required.

48 Hour Rule: Students have 48 hours from the time a performance or rehearsal is proposed or scheduled to check their family schedule for conflicts. If one exists they must report it to the Director within 48 hours to be excused. Students are expected to clear family and/or work schedules to meet all band class obligations.

Course fee and club fee due prior to the first day of class. See fee schedule.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

7857 Guitar - Beginning

This course is open to all students who desire to learn Guitar. The students will learn the basics of music theory, reading music, rhythm, tablature and playing skills. We have a class set of guitars that may be used. Students must purchase the prescribed book and any accessories necessary to complete the course. If a student would like to use their own guitar, they may bring it, however, the school district takes no liability for the care or security of the instrument. We have no locker facilities. Students will be evaluated on written and performance exams. There are no public performances that will be mandatory. This is not a performance class outside of school hours.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

7885 Guitar - Intermediate

This course is open to all students who have taken beginner guitar and are looking to further their understanding and playing skills. The students will build on the basics of music theory, reading music, rhythm, tablature and playing skills. There are 2-3 main units of study — Classical and Blues, with time given throughout for exploring other styles in which the students are interested. Students will be evaluated on written and performance exams. This is NOT a performance class and will not have concerts. We have a class set of guitars to be used. Students may choose to bring their own, however, the school district takes no liability for the care or security of the instrument. Students will need to purchase the Classical and Blues books of study.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

Prerequisite: A grade of 80% or higher in Beginning Guitar

7835 Theater Stagecraft

Theater Stagecraft is designed as a highly interactive course that will introduce students to the art of technical theater while exploring the development of theater technology and the role of theater in society. Theater Stagecraft is very heavily participation based. Students will build, construct, sew, paint, design, and create within all aspects of technical theater as well as prepare presentations as part of the class experience.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

Prerequisite: Theater I or instructor approval

7832 Theater Arts I

Theater Arts is a lab course, which includes reading plays, preparing roles, and studying beginning acting techniques. An ability to work well in a group is necessary. Students must accept responsibility for learning lines and meeting group rehearsal schedules. Different approaches for preparing a role are studied, and both stage and television acting are taught. Theater Arts is a prerequisite for advanced Theater Arts classes.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

7837 Theater Arts II

Theater Arts play production is an advanced drama class, which emphasizes advanced acting skills and play directing. Students receive instruction and experience in different techniques of acting and literature analysis. Each student is also required to direct a short play including the design and production aspects of such production. All performances are public; therefore, time outside of class is required.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

Prerequisite: Theater Arts I or teacher recommendation

7871 Honors Theater Arts III

Theater Arts 3 is a highly performance and theory based course. Students will rehearse and perform several full-length plays and one-acts to the class, school and public. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisite: Theater Arts II or recommendation

7879 Honors Theater Arts IV

A vein of Theater Arts III and is available with instructor approval. Students are expected to participate in the internal IB exams. Out of school rehearsals and performances are required. Honors/ AP/IB Contract. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 12

Prerequisite: Theater Arts III or recommendation

IB59 IB Theater Arts (SL)

IB Theater Arts is a highly performance and theory based course. Students will rehearse and perform several full length plays and one-acts to the class, school, and public. Students are expected to participate in the internal and external IB exams. Receiving a certain score on the IB exam may earn the student college credit. Honors/AP/IB Contract. **Registration for the IB exam is required and course fee and exam fee are due prior to the first day of class. See fee schedule.** *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisite: Teacher recommendation with audition

IB61 IB Visual Art (SL)

SL International Baccalaureate Studio Art is based upon the study of the Art Elements and the Principles of Design. Students research and do independent investigation of contemporary artwork, artistic styles and trends, multi-cultural contributions, as well as historical time periods. The course of study embraces independent study and personal discovery. The grades are based on a portfolio of work (60%) and the research notebook/sketchbook (40%). These scores are determined by internal and external assessments. **Registration for the IB exam is required and course fee and exam fee are due prior to the first day of class. See fee schedule.** *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisites: Beginning Draw/Paint and teacher recommendation

IB63- IB Visual Art (HL)

HL International Baccalaureate Studio Visual Art is intended for the highly motivated visual arts student who is committed to serious study, personal investigation and independently driven work. The foundation of the course is based on the Art Elements and Principles of Design. Students research and investigate contemporary art work, styles and trends, multi-cultural contributions, as well as historical time periods. The students are not limited to one discipline or medium; they may work in both two and three dimensions, such as drawing, painting, ceramics, sculpture, jewelry or even clothing design. The candidates must prepare an exhibition of their art work and research notebook/sketchbook. A visiting examiner will view and discuss the artwork made over a two- year period, after which photos of the artwork and research notebook/sketchbook are graded by a second external examiner. **Registration for the IB exam is required and course fee and exam fee are due prior to the first day of class. See fee schedule** *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisites: Beginning Draw/Paint and teacher recommendation

World Language

Junior and senior year placement based on proficiency level. Students may test for various levels of Seals of Biliteracy during their junior & senior year.

5851 Spanish I

This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course does not overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in the target language. The course engages students in an exploration of culture of both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The targeted proficiency level is Novice Mid- Novice High.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

5861 Spanish II

This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course does not overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in the target language. The course engages students in an exploration of culture of both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws,

conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The targeted proficiency level is Novice High - Intermediate Low (I1) Students who have taken 2 years of Spanish at the middle school level will be placed in this course.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

Prerequisite: Spanish I

5877 Honors Spanish III

This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course does not overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in the target language. The course engages students in an exploration of culture of both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The targeted proficiency level is Intermediate Low (I1-I2). Upon completion of this level, students are qualified to take college level placement exams for college credit, depending on the chosen institution. Immersion students entering from the middle school or those students with heritage or native abilities may be placed here. **May be offered as dual enrollment, dual enrollment fee required.** Ninth grade students that wish to pursue dual enrollment credit will need to take a placement test per Maricopa Community College. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

Prerequisite: Spanish II

5883 Honors Spanish IV

This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course does not overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in the target language. The course engages students in an exploration of culture of both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The targeted proficiency level is Intermediate Mid Intermediate High(I3-I4). Upon completion of this level, students are qualified to take college level placement exams for college credit, depending on the chosen institution. Students with heritage or native abilities may be placed here. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

Prerequisite: Honors Spanish III

5881 AP Spanish Language and Culture

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The AP Spanish Language and Culture Course is approximately equivalent to an upper-intermediate college or university course in Spanish language and culture.

Non-refundable exam fees for Advanced Placement courses are due prior to the first day of class. See fee schedule. Please review: *Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisite: Honors Spanish IV

IB75 IB Spanish (SL or HL) Jrs

In the IB Spanish (SL or HL) Jrs course, students develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a wide range of contexts and purposes that are appropriate to the level of the course. The study of language requires careful attention to forms, structures, functions, and conceptual understandings of language. Knowledge of vocabulary and grammar - the what of language-is reinforced and extended by understanding the why and how of language; audience, context, purpose, meaning. Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts, and purposes associated with academic and personal interests. For the development of receptive skills, language B students must study authentic texts that explore the culture(s) of the target language. In addition, the study of two literary works is required at HL. A key aim of the language IB course is to develop international-mindedness through the study of language, culture, and ideas and issues of global significance. Explicit links to TOK strengthen the ability to communicate in the target language by increasing students' self-awareness as inquirers in their own language learning process. As appropriate to the level of the course, communication skills are reinforced through the other categories of approaches to learning skills: thinking, research, social, and self-management skills. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11

Prerequisite: Honors Spanish III

IB77 IB Spanish (SL or HL) Srs

In the IB Spanish (SL or HL) Srs course, students develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a wide range of contexts and purposes that are appropriate to the level of the course. The study of language requires careful attention to forms, structures, functions, and conceptual understandings of language. Knowledge of vocabulary and grammar - the what of

language-is reinforced and extended by understanding the why and how of language; audience, context, purpose, meaning. Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts, and purposes associated with academic and personal interests. For the development of receptive skills, language B students must study authentic texts that explore the culture(s) of the target language. In addition, the study of two literary works is required at HL. A key aim of the language B course is to develop international-mindedness through the study of language, culture, and ideas and issues of global significance. Explicit links to TOK strengthen the ability to communicate in the target language by increasing students' self-awareness as inquirers in their own language learning process. As appropriate to the level of the course, communication skills are reinforced through the other categories of approaches to learning skills: thinking, research, social, and self-management skills. **Registration for the IB exam is required and exam fee is due prior to the first day of class. See fee schedule.**

Please review: Factors considered for honors level placement.

Course Length: 2 semesters

Credit: 1.0

Grade Level: 12

Prerequisite: IB Spanish Jrs

5895 Spanish Capstone

This course is for those students who have successfully completed the AP Spanish Language and Culture curriculum. This course is designed to keep students developing their proficiency by emphasizing communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions) as students work on projects developed to match student interest, and current events. The course is approximately equivalent to an upper-intermediate college or university course in Spanish language and culture.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 12

Prerequisite: AP Spanish Language and Culture

5853 French I

This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course does not overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in the target language. The course engages students in an exploration of culture of both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The targeted proficiency level is Novice Mid Novice High.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

5863 French II

This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course does not overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in the target language. The course engages students in an exploration of culture of both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The targeted proficiency level is Novice High- Intermediate Low (I1). Students who have taken two years of French at the middle school level will be placed in this course.

Course Length: 2 Semesters
Prerequisite: French I

Credit: 1.0

Grade Level: 9,10,11,12

5875 Honors French III

This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course does not overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in the target language. The course engages students in an exploration of culture of both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The targeted proficiency level is Intermediate Low (I1-I2). Upon completion of this level, students are qualified to take college level placement exams for college credit, depending on the chosen institution. Immersion students entering from middle school of those students with heritage or native abilities may be placed here. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters
Prerequisite: French II

Credit: 1.0

Grade Level: 9,10,11,12

5885 Honors French IV

This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course does not overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in the target language. The course engages students in an exploration of culture of both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The targeted proficiency level is Intermediate MidHigh (I3-I4). Upon completion of this level, students are qualified to take college level placement exams for college credit, depending on the chosen institution. Students with heritage or native abilities may be placed here according to proficiency level. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters
Prerequisite: Honors French III

Credit: 1.0

Grade Level: 10,11,12

5889 AP French Language and Culture

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture of both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The AP French Language and Culture course is approximately equivalent to an upper-intermediate college or university course in French language and culture.

Non-refundable exam fees for the Advanced Placement courses are due prior to the first day of class. See fee schedule. Please review: *Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisite: Honors French IV

IB71 IB French (SL or HL) Jrs

In the IB French (SL or HL) Jrs course, students develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a wide range of contexts and purposes that are appropriate to the level of the course. The study of language requires careful attention to forms, structures, functions, and conceptual understandings of language. Knowledge of vocabulary and grammar - the what of language-is reinforced and extended by understanding the why and how of language; audience, context, purpose, meaning. Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts, and purposes associated with academic and personal interests. For the development of receptive skills, language B students must study authentic texts that explore the culture(s) of the target language. In addition, the study of two literary works is required at HL. A key aim of the language B course is to develop international mindedness through the study of language, culture, and ideas and issues of global significance. Explicit links to TOK strengthen the ability to communicate in the target language by increasing students' self awareness as inquirers in their own language learning process. As appropriate to the level of the course, communication skills are reinforced through the other categories of approaches to learning skills: thinking, research, social, and self-management skills. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11

Prerequisite: Honors French III

French II with approval

IB73 IB French (SL or HL) Srs

In the IB French (SL or HL) Srs course, students develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a wide range of contexts and purposes that are appropriate to the level of the course. The study of language requires careful attention to forms, structures, functions, and conceptual understandings of language. Knowledge of vocabulary and grammar - the what of language-is reinforced and extended by understanding the why and how of language; audience, context, purpose, meaning. Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts, and purposes associated with academic and personal interests. For the development of receptive skills, language B students must study authentic texts that explore the culture(s) of the target language. In addition, the study of two literary works is required at HL. A key aim of the language B course is to develop international mindedness through the study of language, culture, and ideas and issues of global significance. Explicit links to TOK strengthen the ability to communicate in the target language by increasing students' self awareness as inquirers in their own language learning process. As appropriate to the level of the course, communication skills are reinforced through the other categories of approaches to learning skills: thinking, research, social, and self-management skills.

Registration for the IB exam is required and exam fee is due prior to the first day of class. See fee schedule. Please review: Factors considered for honors level placement.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 12

Prerequisite: IB French (SL or HL) Jrs

IB08 IB French (HL) Immersion Capstone

This course is for those students who have successfully completed the AP French Language and Culture curriculum. This course is designed to keep students developing their proficiency by emphasizing communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions) as students work on projects developed to match student interest, and current events. The course is approximately equivalent to an upper-intermediate college or university course in French language and culture. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisite: AP French Language & Culture

5841 Mandarin I

This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course does not overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in the target language. The course engages students in an exploration of culture of both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The targeted proficiency level is Novice Mid.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

5843 Mandarin II

This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course does not overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in the target language. The course engages students in an exploration of culture of both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The targeted proficiency level is Novice High. Students who have taken two years of Chinese at the middle school level will be placed in this course.

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

Prerequisite: Mandarin I

5845 Honors Mandarin III

This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course does not overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in the target language. The course engages students in an exploration of culture of both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The targeted proficiency level is Intermediate Low (I1-I2). Upon completion of this level, students are qualified to take college level placement exams for college credit, depending on the chosen institution. Immersion students entering from the middle school or those students with heritage or native abilities may be placed here. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 9,10,11,12

Prerequisite: Mandarin II

5847 Honors Mandarin IV

This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course does not overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in the target language. The course engages students in an exploration of culture of both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The targeted proficiency level is Intermediate Mid (I2-I4). Upon completion of this level, students are qualified to take college level placement exams for college credit, depending on the chosen institution. Students with heritage or native abilities may be placed here according to proficiency level. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 10,11,12

Prerequisite: Honors Mandarin III

5849 AP Chinese Language and Culture

The AP Chinese Language and Culture course in Mandarin emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Mandarin Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Mandarin. The AP Mandarin Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The AP Mandarin Language and Culture course is designed to be comparable to fourth semester. **Non-refundable exam fees for the Advanced Placement courses are due prior to the first day of class. See fee schedule.** *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11,12

Prerequisite: Honors Mandarin IV

IB83 IB Mandarin (SL or HL) Jrs

In the IB Mandarin (SL or HL) Jrs course, students develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a wide range of contexts and purposes that are appropriate to the level of the course. The study of language requires careful attention to forms, structures, functions, and conceptual understandings of language. Knowledge of vocabulary and grammar (the what of language) is reinforced and extended by understanding the why and how of language; audience, context, purpose, meaning. Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts, and purposes associated with academic and personal interests. For the development of receptive skills, language B students must study authentic texts that explore the culture(s) of the target language. In addition, the study of two literary works is required at HL. A key aim of the language B course is to develop international-mindedness through the study of language, culture, and ideas and issues of global significance. Explicit links to TOK strengthen the ability to communicate in the target language by increasing students' self-awareness as inquirers in their own language learning process. As

appropriate to the level of the course, communication skills are reinforced through the other categories of approaches to learning skills: thinking, research, social, and self-management skills. *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 11

Prerequisites: Honors Mandarin III Mandarin II with approval

IB87 IB Mandarin (SL or HL) Srs

In year two of this class, students will further develop language skills, enabling them to effectively communicate in a variety of situations. This includes not only correct grammatical structure of the language but also the ability to negotiate meaning for comprehension and communication in the appropriate cultural and social context. Students will use their skills in the language to research, describe, discuss, analyze and evaluate their perspectives along with those of the target culture on a range of global, thematic topics. The students will work in the language and use authentic texts and resources. Students are required to contribute to daily discussion, debates, role-plays and collaborative projects and presentations. They are also required to spend time outside of class in contact with the language through radio, television, CD's, special events (plays, concerts, and shows), personal contacts, etc. to provide them with the opportunities to pursue individual interests. The targeted proficiency level is Intermediate Mid-High. Upon completion of this level, students are qualified to take college level placement exams for in-state college credit. The student is prepared to take the IB Mandarin exam in May of the senior year. Registration for the IB exam is required and there is an exam fee. **Registration for the IB exam is required and exam fee is due prior to the first day of class. See fee schedule.** *Please review: Factors considered for honors level placement.*

Course Length: 2 Semesters

Credit: 1.0

Grade Level: 12

Prerequisite: IB Mandarin (SL or HL) Jrs

Exceptional Student Services

The Cave Creek School District provides a full range of special education services for students with disabilities. The Cave Creek Unified School District, as required by the Office of Special Education (OSEP) and Arizona Department of Education (ADE), is responsible for ensuring that all children with disabilities age three (3) through twenty-one (21) years be located, identified, and evaluated for a potential need for special education and related services. A full and individual evaluation encompassing existing and additional data, shall be conducted for each child to determine if the child is a child with a disability and the educational needs of the child before the initial provision of a special education and related services. If eligible for special education, a team will develop an appropriate Individual Education Plan (IEP). The intent of the IEP is to provide specially designed instruction in the least restrictive environment. Related service staff (i.e. nurses, counselors, physical therapists, vision consultants, etc.) aid in the identification and remediation process. If you believe that a student is eligible for special education services, contact the school psychologist to obtain more information.

Special Education Resource Program

Special education resource is a cross curriculum program that provides a continuum of services in the general education classroom or resource room in the areas of reading, mathematics, written expression, behavior support and study skills based on the student's needs.

Special Education Life Skill Program

Self-Contained I and Self-Contained II (9-12) are programs that provide students an opportunity to learn academics, socialization, communication skills, pre-vocational/vocational skills, community based instruction, and daily living skills, enabling students to function at their most independent level.

Youth Transition Program

Youth Transition Program (YTP) is an optional school-to-work initiative for students with disabilities. It is designed to assist eligible students during their last 18 months of education to transition from school into competitive employment. Cave Creek Unified School District has a collaborative agreement with Vocational Rehabilitation to offer vocational services and support to students that have a barrier to employment.

NOTE: Case Managers will work with students for placement in suitable courses.

Athletes and University Students: Courses may not meet NCAA requirements or college readiness standards.

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COLLEGE AND CAREER

Secondary Catalog 2025-2026

June 5, 2025

Contents

Leadership.....	1
Board Members.....	1
Board Secretary.....	1
Executive Leadership.....	1
Campuses.....	1
Campus Support Contacts.....	2
Special Education & Tech Support Contacts.....	2
EVIT Social Media.....	2
Academic Leadership.....	3
Mission, Vision, Philosophy.....	4
Institutional Mission Statement.....	4
District Vision.....	4
Institutional Philosophy.....	4
Accreditation.....	4
Admissions.....	4
Admission Requirements and Procedures.....	4
Basic Admission Requirements.....	5
Application Process.....	5
Refusal to Readmit.....	5
Expulsion.....	5
Schedule Changes.....	5
Withdrawal Process.....	5
Policies & Procedures.....	6
Attendance.....	6
Notification.....	6
Absence/Tardy.....	6
Early Release.....	6
Attendance/ Absentee / Credit Procedures.....	6
Chronic Illness Information.....	7
Regular Bell Times.....	8

Additional Class Times	8
Alternate Class Schedules	8
Academic Requirements	8
State Performance Measures and Standards.....	8
Arizona State Adopted Competencies.....	8
Academic Load	8
Credits.....	8
Transcripts	9
Schedule Changes.....	9
Dual Enrollment	9
Prior Learning Assessment.....	9
Bookstore	9
Grading	9
Grading Scale	9
Grading Scale Category Weighting.....	10
Grades/Report Cards	10
Missed Assignment/Exam Policy.....	11
Late Work.....	11
Incomplete Grade	11
Audit Status.....	12
General Information.....	12
Dress Code	12
Student ID Cards	13
Eligibility for EVIT Program Completion	13
Food and Drink in EVIT Buildings.....	14
Student Counseling	14
Visitors on Campus	14
Job Placement Services	14
Health & Safety.....	15
Immunizations*	15
Medication.....	15
Possible Drug or Alcohol Impairment	15

Vehicles & Transportation.....	16
Buses	16
Driving and Parking on Campus	16
Skates (Roller or In-Line), Skateboards, Scooters, and Hoverboards.....	17
Public Transportation	18
Co-Curricular & Extra-Curricular Activity	18
Career and Technical Education Student Organizations (CTSO).....	18
Field Trips	18
Personal Property	18
Lockers	18
Lost and Found.....	18
Nuisance Items	19
Cell Phones.....	19
School and Public Safety	19
Emergency/Fire Drills.....	19
Hall Passes.....	19
Lock-Down.....	19
Search and Seizure	20
Non-Permissible Activity.....	20
Dangerous Instruments and Deadly Weapons	20
Gang Activity and Secret Societies.....	20
Harassment, Bullying, and Cyberstalking.....	20
Consequences	21
Procedure for Reporting	21
Timelines	21
Parent Notification.....	21
Tobacco, E-Cigarettes, and Vape Devices	22
Tuition, Fees, & Refunds	22
Fees, Supplies, and, Uniforms.....	22
Tuition Refunds.....	22
Withdrawals	23
Program Class Fees, Refunds or Transfers	23

Hardships.....	23
Non-Sufficient Funds (NSF)	23
Technology Requirements & Usage	24
Minimum Computer Requirements.....	24
Educational Purpose.....	24
Electronic Library	24
Student Electronic Access.....	24
Student Email	25
Unacceptable Uses	25
Personal Safety	25
Illegal Activities	25
System Security	25
Inappropriate Language.....	26
Respect for Privacy.....	26
Respecting Resource Limits	26
Plagiarism and Copyright Infringement	26
Inappropriate Access to Material.....	27
Disciplinary Information.....	27
Student Support Leadership	27
Student Success Plan (SSP)	27
Student Success – a progressive intervention opportunity	27
Disciplinary Action Definitions	28
Informal Talk.....	28
Conference.....	28
Conference Involvement.....	28
Referral for Additional Services.....	28
Short-Term Suspension	29
Long-Term Suspension.....	29
Expulsion.....	29
Police Involvement	29
Disciplinary Offense and Descriptions	29
Grievances.....	34

Informal Grievance	35
Formal Grievance	35
Legal Notices	36
Accommodations for Disabled Students	36
Anti-Discrimination Policy	36
Licensure Disclaimer.....	36
Policies for Minors and Adults	37
EVIT Course Catalog.....	37
Service Animals	37
Tuition and Fees	37
Adult Students in Secondary Classes	37
Custody.....	38
Student Rights and Responsibilities.....	38
Due Process	38
Notice of Confidentiality of Records	39
Parent’s Right to Know	40
FERPA	40
Program-Specific Expectations.....	40
Health Sciences Programs.....	41
(Dental Assisting, Emergency Medical Technician, Massage Therapy, Medical Assistant, Mental and Social Health, Nursing Assistant, Pharmacy Technician, Physical Therapy Technician, and Veterinary Assistant).....	41
Grading	41
Professional Appearances.....	41
Professional Conduct.....	42
Clinical Practicum Opportunity.....	42
Health Declaration.....	44
Guidelines Regarding Exposure to Bodily Fluids	45
Illness and/or Disabilities	45
Insurance.....	45
Emergency Contacts	46
Drug Screening Guidelines and Consent.....	46
Absent Students on the Day of Drug Screening	46

Emergency Medical Technician.....	47
Academic Grading.....	47
Exams.....	47
Skills Evaluation.....	47
Physical Fitness & Readiness Training.....	48
EMT Immunization Requirement.....	48
EVIT Secondary Program Offerings.....	49
Secondary Programs.....	50
Aesthetics.....	50
Aircraft Mechanics.....	51
Automotive Technologies.....	52
Aviation.....	53
Barbering.....	54
Collision Repair.....	55
Commercial Baking & Pastry Arts.....	56
Construction Technologies.....	57
Cosmetology.....	58
Criminal Justice.....	59
Culinary Arts.....	60
Dental Assistant.....	61
Diesel Technologies.....	62
Digital Animation.....	63
Early Childhood Education.....	64
Electrical and Power Transmission.....	65
Emergency Medical Technician.....	66
Engineering.....	67
Fashion Design and Merchandising.....	68
Film & TV Production (formerly Video Production).....	69
Fire and Emergency Services.....	70
Graphic Design.....	71
Heating, Ventilation, Air Conditioning, and Refrigeration.....	72
High-Tech Manufacturing.....	73

Interior Design.....	74
Massage Therapy.....	75
Massage Therapy – 4 Hour Accelerated Program	76
Medical Assistant	77
Medical Assistant – 4 Hour Accelerated Program	78
Mental & Social Health Technician	79
Nail Technician	80
Network Security.....	81
Nursing Assistant	82
Pet Grooming	83
Pharmacy Technician	84
Physical Therapy Technician	85
Plumbing Service and Repair Technician	86
Radio/Audio Production.....	87
Software & App Design	88
Sterile Processing Technician (High-School Program)	89
Technology Device Maintenance.....	90
Veterinary Assistant	91
Welding Technologies.....	92

Leadership

Board Members

Peter Boyle- Clerk	District 1
William R. Hobson	District 2
Robert T. Covington	District 3
Jared Hancock	District 4
Dr. Laura Metcalfe	District 5
David Lane	District 6
Amber McAfee- President	District 7
LaMar Watkins	District 8
Jayson Hunt	District 9

Board Secretary

Tammy Norris	480-461-4150	tnorris@evit.edu
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Executive Leadership

Dr. Chad Wilson, Superintendent	480-461-4102	cwilson@evit.edu
Dr. Ronda Doolen, Chief Academic Officer	480-461-4040	rdoolen@evit.edu
Dr. Tracy Schreiner, Chief Operations Officer	480-461-4059	tschreiner@evit.edu
Edith Perez, Chief Financial Officer	480-461-4104	edperez@evit.edu
CeCe Todd, Public Information Officer	480-461-4032	ctodd@evit.edu
Dr. Stephaine Frimer, Associate Chief Academic Officer	480-461-4175	sfrimer@evit.edu
John Corsaro, Associate Chief Operations Officer	480-461-4605	jcorsaro@evit.edu
Kevin Koelbel, Director of Legal Services	480-461-4106	kkoelbel@evit.edu

Campuses

Dr. A. Keith Crandell	Power Campus	EVIT – Coronado High
(Main) Campus	6625 South Power Road	School Academy
1601 West Main Street	Mesa, Arizona 85212	7501 E. Virginia Avenue
Mesa, Arizona 85201	480-308-4600	Scottsdale, Arizona 85257
480-461-4000		480-484-6800

Campus Support Contacts

Receptionist/Attendance

General questions/attendance

Attendance: 480-461-4026

attendance@evit.edu

Main Campus: 480-461-4002

Power Campus: 480-308-4602

Registration/Registrar

General advisement & student records

480-461-4108

registration@evit.edu, Registrar@evit.edu

Cosmetology Building, Main Campus

480-461-4033

Cosmetology Building, Power Campus

480-308-4680

Health Building, Main Campus

480-461-4001

Emergencies/Issues after 3:00 PM

480-612-5787

Special Education & Tech Support Contacts

Special Education (SPED)

480-461-4155, 480-461-4165, ess@evit.edu

Tech Support (Help Desk line)

480-461-4074, support@evit.edu

EVIT Social Media

Facebook

<https://www.facebook.com/EVITnews>

X, Formerly Twitter

<https://twitter.com/EVITNews>

Linked In

<https://www.linkedin.com/school/east-valleyinstitute-of-technology>

Pinterest

<https://www.pinterest.com/evitnews/>

Instagram

<http://instagram.com/evitnews>

YouTube

<http://www.youtube.com/user/EVITNews>

Tik Tok

https://tiktok.com/@evitnews_

Podcast

<https://anchor.fm/evitnews>

Academic Leadership

Lisa French , Dean of Cosmetic Arts	480-461-4075	lfrench@evit.edu
Yvette Jaimes , Associate Dean of Cosmetic Arts	480-461-4009	yjaimes@evit.edu
Brian Bannon , Counselor	480-461-4159	bbannon@evit.edu
Victoria Tonemaker , Instructional Specialist	480-461-4099	vtonemaker@evit.edu
<u>Programs</u> : Aesthetics, Barbering, Cosmetology, Nail Technology		

Jon Howell , Dean of Culinary & Industrial Trades	480-461-4030	jhowell@evit.edu
Monica Benson , Counselor	480-461-6710	mbenson@evit.edu
Nikki Micale , Instructional Specialist	480-461-4030	nmicale@evit.edu
<u>Programs</u> : Collision Repair, Commercial Baking, Construction Technologies, Culinary Arts, Electrical and Power Transmission, HVACR, Plumbing, Welding		

Paula Corbin , Dean of Interdisciplinary Studies	480-461-4173	pcorbin@evit.edu
Courtney Conroy , Counselor	480-461-4166	cconroy@evit.edu
Eric Stevens , Instructional Specialist	480-461-4031	estevens@evit.edu
<u>Programs</u> : Dental Assisting, Digital Animation, Early Childhood Education, Fashion Design, Film & TV, Fire Science, Graphic Design, Interior Design, Pet Grooming, Pharmacy Technician, Radio and Audio Production, Veterinary Assistant		

Eric Middleton , Dean of Applied Sciences and Technology	480-461-4011	emiddleton@evit.edu
Jennifer Johnson , Counselor	480-308-4633	jjohnson@evit.edu
Rebecca Thorpe , Instructional Specialist	480-461-4615	rthorpe@evit.edu
<u>Programs</u> : Aircraft Mechanics, Intro to Aircraft Mechanics, Auto Technology, Aviation, Intro to Aviation, Diesel Technologies, Engineering, High-Tech Manufacturing, Home School Equivalency, Network Security, Software & App Design, Technical Device Maintenance		

Jennifer Schwartz , Dean of Health Sciences	480-461-4610	jschwartz@evit.edu
Lorna Jones , Counselor	480-461-4607	ljones@evit.edu
Sharon Black , Instructional Specialist	480-461-4058	sblack@evit.edu
<u>Programs</u> : Emergency Medical Technician, Medical Assisting, Nursing Assistant		

Stacey Etherington , Dean of Instructional Programs	480-461-4015	setherington@evit.edu
Lorna Jones , Counselor	480-461-4607	ljones@evit.edu
Kelsey Rowe , Instructional Specialist	480-461-4187	krowe@evit.edu
<u>Programs</u> : Criminal Justice, Intro to Medical, Massage Therapy, Mental and Social Health Technician, Physical Therapy		

Mission, Vision, Philosophy

Institutional Mission Statement

To change lives by loving our students and serving our communities with a career and college preparatory training experience that produces a qualified workforce, meeting the market-driven needs of business and industry.

District Vision

Students successfully complete their EVIT experience with industry credentials, college credit and hands-on training, allowing them to become competitive in the global workforce.

Institutional Philosophy

East Valley Institute of Technology (EVIT) exists to create a better workforce for the future. The EVIT Faculty and staff take great pride in educating this workforce.

EVIT is a community of active learners working in concert for the development of individual success and self-esteem. It employs comprehensive curricula, which seek to develop individuals intellectually, physically, socially, aesthetically, and emotionally. Creative and critical thinking, intellectual curiosity, and a love for learning are major objectives. EVIT values and encourages a sense of responsibility, respect for diversity, service to others, moral integrity, environmental awareness, and sensitivity to issues of global significance.

An EVIT education is an active partnership of learning among parents, students, faculty, the community, and businesses. The faculty and staff serve as positive role models with their commitment to continuing growth and development. They are dedicated to encouraging, supporting, and nurturing students in pursuit of excellence.

Accreditation

EVIT is a public non-profit institution recognized by the Arizona Department of Education as a Cognia accredited Career and Technical Education institution: <https://www.cognia.org>.

Admissions

Admission Requirements and Procedures

Admission decisions are based on the applicant's fulfillment of the following requirements: a review of the applicant's previous educational records, and a review of the applicant's career

interests. It is the responsibility of the applicant to ensure that EVIT Admissions Office receives all required documentation. All records received become property of EVIT.

Basic Admission Requirements

High School Students*

- 2.0 GPA (recommended)
- Turning 16 years of age during the school year or older
- No suspensions during the school year prior to attending EVIT (recommended)

Application Process

The application portal for high school students is: <https://focus.evit.edu/focus/apply/>.

If students or parents/guardians have any questions about the process, please call the Admissions Office at 480-461-4108.

Refusal to Readmit

State law A.R.S. § 15-841 allows a faculty member to request that a student not be re-admitted to class following a suspension if it can be documented that the student's behavior repeatedly interferes with the faculty member's ability to communicate with the class or inhibits the learning of other students in class.

Expulsion

EVIT will not enroll and will unenroll any student expelled from the student's home school district.

Schedule Changes

Before changing EVIT programs, students must meet with an EVIT Counselor. Minors must have parental or guardian permission to change programs. Students will remain in their current program until notified by the counselor.

Withdrawal Process

If withdrawal from a program is necessary, the student must email their [counselor](#). Notifying the faculty member is not enough. If the student is an unemancipated minor, parental or guardian permission is required. Parents or guardians may complete the withdrawal paperwork at the school office during regular school hours.

If it becomes necessary for a student to withdraw from school during the school term, the student, or a parent/guardian if the student is under the age of 18, should notify your counselor two days in advance to prepare transfer records. Notifying the student's faculty member does not initiate a proper withdrawal from the program.

Policies & Procedures

Attendance

Notification

Regular class attendance is required of all students. Promptness and dependability are qualities that are very important in all occupations. Students should begin to develop these qualities the day they begin their training. When attendance is not possible, the student (or parent/guardian if the student is a minor) must contact the Attendance Office to excuse the absence, tardiness, or early release from class. Absences must be excused prior the student's return to class after an absence. The attendance telephone lines include 24-hour voice mail services to allow for messages at any time.

Absence/Tardy

Students are required to be on time and stay for the entire duration of class. Students assume the responsibility for making arrangements with individual faculty members for any and all eligible make-up of work missed as a result of being late for classes or leaving early. Please see "[Missed Assignment/Exam Policy](#)" regarding eligible make up work.

Students are considered tardy when they are not in the proper class with all materials necessary for that class period when the bell rings. Every eighth tardy will be referred for discipline.

Students are considered late when arriving 35 minutes after the bell rings. Every late will be counted as an absence and contribute to the student's potential to enter audit status.

Early Release

To be released early from class a minor student's parent or guardian must call the Attendance Office. Students 18 years of age and older may release themselves early by contacting the Attendance Office prior to the start of class. Campus policy restricts the use of cell phones during academic instructional time, and faculty do not have the authority to release students from campus. Faculty will be contacted at the requested time for the released student(s) to report to the Attendance Office and sign out. The release becomes a record of the date and time a student signed out for the day. Students will not be dismissed early from class 15 minutes or less from their scheduled class dismissal time.

Attendance/ Absentee / Credit Procedures

EVIT's vision is to prepare students for competitive employment. Therefore, it is extremely important that EVIT policy reflects the values and needs of our local employers, who overwhelmingly agree that attendance and punctuality are two of the most important qualities we can teach our students. In an effort to meet this challenge, EVIT uses the following policy:

- High school students are expected to attend all of their scheduled classes to receive credit. Grades and/or credit can be withheld if the student is absent fifteen or more excused or unexcused days in a semester. Home School Activities (HSA) and suspensions count as excused absences. If a student is absent for five days (excused/unexcused), a truancy letter will be sent home. If the student is absent for ten

days (excused/unexcused), a second letter will be sent home with a warning that the student's ability to pass the program could be threatened by the student's lack of hands-on training. 15 absences in a semester (excused/unexcused) will result in the student's status change to audit. In audit status, the student will continue attending class but will not earn credit for the program.

- At any time in the semester, if a student is absent for ten consecutive days (excused/unexcused), the student will be dropped from the program. This may put the student in jeopardy of graduating from high school later than the expected time.
- On occasion, a Home School may need the student to remain at the Home School for the day instead of attending class at EVIT. These events will be recorded as an HSA. Examples of an HSA include but are not limited to: athletic event or practices, field trips at home school, mandatory testing, or other mandatory home school events.
- Within five school days of the HSA absence, the home-school attendance clerk or administration must email attendance@evit.edu with the following information: student name, activity description, and date of activity. No exceptions will be made.
- All unexcused absences will receive an automatic phone call to the home number.

Chronic Illness Information

Students who have chronic or recurring illnesses must have a completed and approved Chronic Illness Form signed by a doctor and on file in the Health Office. Any absences prior to having a chronic illness form on file are not eligible to be coded as a chronic illness. The Chronic Illness Form is only valid for the school year in which it is completed. A new form is required for each school year. Parents need to specify that the absence is due to a chronic illness that is on file when calling in their student's absence.

- If the student's home school has a Chronic Illness Form on file, parents will need to request a copy and send it to EVIT's School Nurse or obtain a Chronic Health Form from EVIT's Admissions Office. Please allow two weeks for the approval process.
- Homework and class assignments shall be made available to students with chronic health problems so they can complete coursework. Individual instructional arrangements shall be made to ensure that continuous learning is integrated as much as possible with the regular attendance program. Credit awarded shall be based upon completed course requirements.
- Having a current Chronic Illness Form on file does not excuse class work or assignments. Additionally, CTE programs are required to have 51% hands-on learning. Therefore, a student could receive a failing grade if work is incomplete.
- Absences related to chronic illness may impact a student's ability to receive an industry certification. They can receive credit for high school graduation, but the certification associated with the program is not guaranteed as student's ability to sit for certification in some programs is dependent on attendance.

Regular Bell Times

Class Schedule	Start of Class Bell	End of Class Bell
Regular AM Session	8:00 AM	10:35 AM
Regular PM Session	12:00 PM	2:35 PM
4-hour AM Session	7:00 AM	11:00 AM
4-hour PM Session	12:00 PM	4:00 PM

Additional Class Times

Some classes at EVIT start and end on a different schedule (i.e., Cosmetology, Accelerated Massage Therapy Course, Accelerated Medical Assisting Course, etc.). Students enrolled in these classes are responsible for making appropriate arrangements to avoid tardiness.

Alternate Class Schedules

EVIT does not adjust high school schedules to reflect late starts, early release, alternate schedules or half-days, regardless of homeschool schedules.

Academic Requirements

Instruction and training in all EVIT programs meet Arizona Department of Education Career and Technical Education (CTE) Standards, as well as the specific licensing/certification standards as required by the third-party organizations related to the respective program e.g., AZ Board of Nursing. Additionally, each program is evaluated through State Performance Measures and Standards.

State Performance Measures and Standards

Please visit <https://www.azed.gov/cte> or <https://www.azed.gov/cte/data> for further information.

Arizona State Adopted Competencies

To view competencies for a particular program, go to <https://www.azed.gov/cte/programs>.

Academic Load

Credits

Credit can be earned each session provided attendance requirements are met and a passing grade is achieved. High school credits are reported to home school Registrars at the end of each quarter.

Passing a class and receiving credit does not guarantee the student to be a State Completer or Program Completer; the student must successfully complete a required number of competencies to be a completer.

Transcripts

Official transcripts are available to students. There is no charge for the first transcript. Subsequent official transcript requests can be purchased via FOCUS for \$5.00 each. The release of transcripts is governed by the guidance of the Family Education Rights and Privacy Act of 1974. There is no charge for unofficial transcripts. EVIT credits/courses are not automatically transferred to other schools. All schools have their own set of policies for accepting transfer credits.

Schedule Changes

It is the student's responsibility to notify the faculty(s) and their program counselor if the student will no longer be attending class.

Dual Enrollment

Secondary students have the unique opportunity to participate in dual enrollment. This program allows students to earn college credits while still in high school, giving them a head start on their postsecondary education. By enrolling in select EVIT courses, students can simultaneously gain hands-on career training and academic credits that count toward both their high school diploma and a college degree. This collaboration provides a seamless transition to higher education and a significant cost savings on college tuition, making it an excellent pathway for ambitious students aiming to further their education and career prospects.

Prior Learning Assessment

Many EVIT programs offer instructional content that allows students to receive credit for knowledge and skills they have already acquired from various educational institutions. This opportunity, known as Prior Learning Assessment (PLA), enables students to demonstrate their proficiency in specific subjects or technical areas, potentially earning advanced standing or college credits. PLA recognizes the value of students' previous experiences, whether gained through work, military service, or independent study, and can accelerate their educational and career goals. By taking advantage of PLA, students can save time and money, making their educational journey more efficient and tailored to their individual needs.

Bookstore

The bookstore on Main Campus is open to the public; the bookstore on Power Campus will be open beginning July 23rd. Students can purchase school supplies, program uniforms and more. The bookstore is located on the first floor of Building One on the EVIT Main Campus and on the first floor of Building Five on the Power Campus.

Grading

Grading Scale

All EVIT high school and certificate classes adhere to the following grading Scale*

Grade	Percentage	Brief Description	GPA	Note(s)
A	90-100	Excellent	4.0	
B	80-89.9	Good	3.0	
C	70-79.9	Average	2.0	
D	60-69.9	Below Average	1.0	
F	0-59.9	Failing	0.0	
I	N/A	Incomplete	N/A	Not computed in grade point average an Incomplete (I) grade will turn to a Failing (F) grade if the incomplete work or project is not completed within 8 weeks of the last date of the class term
P/Z	N/A	Pass/No Grade	N/A	P may be considered a Passing grade
W	N/A	Withdrawn	N/A	Passing, not computed in grade point average
Y	N/A	Withdrawn	0.0	Failing, computed in grade point average
AUD	N/A	Audit	N/A	The student will maintain course attendance but will not receive credit for the course and will not be eligible for completion

All grades are as earned. EVIT does not round grades.

Grading Scale Category Weighting

Grades will be weighted based on the following categories:

- Assignments: 20%
- Lab/Practical Applications: 20%
- Summative Assessments: 60%

***Additional Grading Requirements:** Many programs such as Emergency Medical Technician, Fire Sciences and Nursing Assistant enforce a stricter grading policy due to State, Federal or National accreditation, and/or certification requirements. Confer with your faculty or admissions specialist for details.

Grades/Report Cards

Report cards are published online following each nine-week period. Hard copies are available by request. Subjects are marked in five grades: “A” and “B” grades are above average; a grade of “C” is considered average, while a “D” is passing but below the average. Failure is marked with

an “F”. Student grade cards may also reflect “I” an Incomplete, “AUD” an Audit, or “W” a Withdrawal. An ‘I’ will turn to an ‘F’ if the incomplete work or project is not completed within eight (8) weeks. Any single assessment cannot count for more than 20% of the student’s final grade. Reporting periods may differ based on the program. All student grades are available via FOCUS.

Missed Assignment/Exam Policy

- Students must make-up any work that is missed due to an excused absence within as many days as the student was absent, plus one. Make-up work for assignments will only be allowed for an excused absence. It is the responsibility of the student to have the absence excused (a parent or guardian must excuse the absence if the student is under 18) before make-up work will be accepted. Bell work assignments cannot be made up if a student is tardy or absent. Exit ticket assignments cannot be made up if a student leaves early or is absent. There will be no makeup opportunity for missed labs.
- If a student was unable to submit an assignment due to an excused absence, the assigned work is due the day the student returns. Late work without penalty will only be allowed for an excused absence if turned in the day the student returns; it is the responsibility of the student to submit late work for credit the day they return. It is the responsibility of the student to have the parent or guardian excuse the absence before the student returns.
- Missed exams must be taken the day the student returns. Make-up exams will only be allowed for an excused absence; it is the responsibility of the student and teacher to schedule the exam the day the student returns. It is the responsibility of the student to have the parent or guardian excuse the absence before the rescheduled test date.

Late Work

Late work is defined as any work completed and turned in after a designated due date. Work is also late when a student turns in assignments after the equal number of days allowed for excused absences.

- Once the deadline of an assignment has been reached students may submit assignments for 50% credit of points earned up to 14 days past the due date. After this time period, students may submit assignments for 25% credit of points earned up to one week prior to the end of the grading period.

Incomplete Grade

Students who are performing acceptable work may request an incomplete grade "I" if they are unable to complete the course requirements by the end of the term because of illness or other extenuating circumstances. If the dean approves the request, the dean shall define, in a written/electronic contract, how the course will be completed. Students must be passing the course in order to qualify for an incomplete.

Students must complete the requirements within the contracted time period. The maximum time allowed is eight weeks from the last date of class in which the grade of incomplete was assigned.

Students who do not complete the requirements within eight weeks will have their grade recorded in accordance with the written contract. Students should NOT re-register for the course to complete the contract.

Audit Status

Involuntary audit status at EVIT is a designation applied to secondary students who do not meet the attendance standards required. Students placed on involuntary audit status are allowed to attend classes and participate in learning activities but do not receive credit for the coursework.

Voluntary audits (taking the class, but not receiving credit) must be approved through the program dean.

General Information

Dress Code

EVIT students must dress appropriately for their program industry standard and according to EVIT policy. Class and industry uniforms, safety shoes, or other professional dress are required for all courses. Students are not permitted to participate in classroom, lab, or shop activities when out of uniform.

During class time, the EVIT uniform must remain fully visible. If additional warmth is needed, students may wear a solid-color, long-sleeve shirt/sweatshirt underneath the uniform. EVIT-branded zip-up sweatshirts/jackets, which can be worn over the uniform, are available for purchase through the EVIT Bookstore.

When on campus and not in uniform students should adhere to the following when uniform is not specified:

Students may not wear clothing that causes annoyance, disrupts, agitates, interrupts, or interferes with others who are on the school premises for the lawful purpose of pursuing or providing a public-school education. Therefore, the following are prohibited:

- shirts and tops exposing a bare midriff (no skin revealed between the bottom of the shirt or blouse and the top of pants, skirts, or shorts);
- bare shoulders, spaghetti straps, halter-tops, and tops deeply or narrowly cut in the front, back, or under the arms. Shoulder straps on shirts or tops must be a minimum of 1.5 inches wide;
- clothing not covering buttocks, genital area, or underwear (e.g., baggy or saggy pants, shorts, and short skirts);
- clothing, backpacks, binders, or other accessories, jewelry, or skin markings with symbols or messages regarding tobacco, alcohol, drugs, race, gambling, gang affiliation, obscenities, nudity, profanity, or sexual connotations;

- clothing identified by law enforcement agencies as being popular with gangs or negative student groups such as clothing with gang names, slang street names, eight ball markings (it suggests drug use or feelings of being discriminated against), or satanic markings;
- ribbed white tank top underwear;
- pajamas or slippers;
- hats not related to an EVIT Uniform;
- bare feet;
- anything that presents a hazard to the health or safety of the student or to others in the school;
- bandanas of any color, size, or shape may NOT be carried or displayed in any classroom or at any school activity; and,
- students may not wear items (shirts, hats, jackets, etc.) that identify themselves as Staff, Security, Police, SWAT, FBI, or any related law enforcement agencies (poses a safety concern in the event of an actual emergency).

Failure to follow the dress code is a coaching opportunity that may result in a Student Success Plan progressive intervention form being put into place. School administrators will make the final decision regarding the appropriateness of student appearance.

Student ID Cards

An initial student ID will be issued to students at no cost. Students are required to wear photo identification at all times while on campus. Each student must properly identify themselves when asked to do so by school personnel. Failure to do so may result in disciplinary action.

Replacement IDs are available in the Bookstore for an additional fee. Fee payments are as follows:

- First Replacement ID cost is \$5.00
- Second Replacement ID cost is \$10.00
- Third Replacement ID cost is \$15.00
- Any additional replacements will need a dean's approval and will cost \$25.00

Eligibility for EVIT Program Completion

EVIT student completers in good standing will be invited to participate in the annual Completion Ceremony and receive a Certificate of Program Completion. Good standing criteria will be based upon, but not limited to, the following:

- Students must have successfully completed an EVIT program, including receiving a passing score on Technical Skills Assessment (TSA) or an approved quality industry certification.

- Students must have passed all EVIT course work in which they are enrolled, including an internship or clinical experience where applicable.
- Students must have paid all fees prior to program completion to be eligible for a Certificate of Program Completion.
- Students must not have received an attendance audit for any quarter of their EVIT program.

Food and Drink in EVIT Buildings

Food and drink may not be brought into EVIT classrooms or labs. Student lounges are provided for this purpose; the only exception is bottled water. Students are not permitted to use the student lounge or vending machines during class times unless they are on a state-mandated break. Students are not permitted to order food delivery services during class hours. If food is delivered, it will not be accepted or it will be disposed of. Disciplinary action will be imposed for violations.

Student Counseling

Counselors meet with students to assist in their career planning and class selection, as well as post-secondary placement. The counselor may arrange to meet with students at key times during the year to discuss class progress, scheduling of classes, attendance, etc. Counselors are available to both daytime and evening programs.

Visitors on Campus

All visitors MUST report to the front desk and sign in. Visitor passes will be issued for school business only. Passes require valid ID. Social or “unstructured” visits are not allowed. High school students who are interested in enrolling at EVIT are encouraged to arrange a technical class visitation through EVIT Counseling. Visitors may be restricted from lab areas for safety reasons.

Clients utilizing one of EVIT’s program services such as Auto, Cosmetology, Massage, etc. may report to the front desk of the main building, or they may report directly to the specific program area when an appointment has already been made for a specific service to sign-in for that service.

Job Placement Services

EVIT offers comprehensive job placement services for secondary students enrolled in its programs. These services include resume building, interview preparation, and access to a network of local employers seeking skilled candidates. Students may receive career counseling to help them identify job opportunities in their field of study and secure employment after completing their courses. EVIT's strong industry connections and partnerships provide students with valuable resources and support to transition smoothly from education to the workforce.

Health & Safety

Immunizations*

A form, with immunization dates for Measles, Mumps, and Rubella (MMR), Poliomyelitis, and Tetanus-Diphtheria must be completed and in home school files before students can enroll. Students who attend only EVIT must have an immunization record on file with the Admissions Office. Although the law allows exemptions, the County Health Department may tell us to exclude students who are not immunized if there is an outbreak of these diseases.

* Some programs may require documentation of additional immunizations. See “Program-Specific Expectations” section in this catalog.

Medication

A student who needs medication while on campus has the following options:

1. Prescription or over-the-counter medication may be distributed by the Health Office located on campus, providing that the following requirements are met:
 - a. The parent or guardian has provided written permission to allow the District to administer the medication to the student. The medication must be in the original container. If the medication is prescription, the container must have an appropriate label identifying the student, the medication, the route, the dosage, and the time to be given.
 - b. Students may also self-carry and administer medication, providing the parent or guardian has written permission on the correct form. The form to self-carry and administer medication is available through the Health Office. Students are only allowed to self-carry medicines in the original container and only the amount needed for that day.
2. The District reserves the right to circumscribe or disallow the use or administration of any medication on District premises if the threat of abuse or misuse of the medication poses a risk of harm to others.

Possible Drug or Alcohol Impairment

Being under the influence of drugs or alcohol can pose significant health or safety risks to students or those around them. If school administration has reasonable suspicion that a student is impaired, the student may need to be removed from the campus. Reasonable suspicion may be related to a student's:

- Lack of coordination (such as loss of balance, stumbling, leaning on objects for support)
- Notable alteration in ability to speak (such as slurring of words)
- Physical changes (such as red or glassy eyes or pupillary changes)
- Odor of prohibited substance (alcohol or drugs)

If any staff or faculty, and an administrator, confirm a student's risk for impairment, local law enforcement may be contacted to assess the situation. The parent of a minor student will be notified.

Vehicles & Transportation

Buses

The students' sending school districts provide bus transportation. Refer any concerns or questions on busing to the transportation office of your home school district. Riding the bus is a privilege and can be removed at any time for disruptive and/or unsatisfactory conduct. All riders are under the authority of the bus driver, and District rules apply. Students must provide their own transportation for 4-hour class sessions.

Driving and Parking on Campus

Students who drive to school must have an annual parking permit. Each parking permit is associated with a specific student ID.

- The fee for a parking permit is \$60 per school year (July 1st - June 30th).
- Parking permit fees are non-refundable. If the parking permit is lost, another one must be purchased for \$60.
- Parking permits are available for purchase in the bookstore.
- The fee may be waived in appropriate cases of need or economic hardship.
- Students who drive vehicles to school and park on District premises must follow all state laws and District guidelines.
- Parking on District premises is a privilege and may be revoked at any time for violations of District policy. The parking permit fee will not be refunded.
- Vehicles parked on District premises must display a current and valid student parking permit hung on the rear-view mirror once parked. Students may not drive with the parking permit in place as it can restrict the drivers view of the road.
- Students may only park in the assigned parking areas.
- If a student requires a parking permit for another vehicle, the student must remove the tag hanging in their vehicle and place it in the new vehicle.
- Parking on District premises without a parking permit or visitor parking permit is prohibited. In order to support our heightened security measures, you must have a parking permit displayed. In the event that you do not:
 - First offense will be a written warning and the vehicle's license plate, make and model will be recorded.
 - Second offense will result in the vehicle being booted.

- Third offense will result in the vehicle being towed at the owner's expense.
- Parking on District premises outside of your designated parking area, speeding, or driving recklessly will result in the following:
 - First offense will be a written warning.
 - Second offense will be a citation and a \$15 fine attached to the student account.
 - Third offense will result in a \$25 fine attached to the student account.
 - Fourth offense will result in a parking boot being placed on the vehicle.
 - A fine of \$50 will be imposed to remove the boot.
 - Booted vehicles left on District premises for more than 48 hours will be towed at the owner's expense.
 - Additional violations will result in the suspension of driving privileges on District premises.
 - Grades, transcripts, and certificates of completion can be withheld if parking fines are not paid
- All fines will be recorded as discipline.
- Violations may be appealed to the associate chief operating officer whose decision is final.
- The District is not responsible for property damage or expenses caused by booting or towing or to vehicles left on campus overnight whether voluntarily or because of booting.
- The District may visually inspect the interiors of a student's vehicle whenever a District official has reasonable basis to believe illegal or unauthorized material or evidence of conduct in violation of District policy or the law is inside the vehicle.
 - Visual inspections may be conducted without notice, without student consent, and without a search warrant.
 - If a visual inspection provides a reasonable basis to believe that the student is in possession of illegal or unauthorized material or has violated the law or District policy, the District may conduct a physical search of the vehicle without a search warrant. A student who fails to provide access to the interior of the car upon request by a District official will lose parking privileges and be subject to school disciplinary action.

Skates (Roller or In-Line), Skateboards, Scooters, and Hoverboards

EVIT prohibits the use of roller skates, roller blades, skateboards, scooters, and similar devices on school property. However, students may use these items as transportation to and from school. Students must stop riding skateboards or scooters once they reach school property. When using skates of any kind, students must stop at the first available seat or bench on campus and remove the skates.

Public Transportation

EVIT is fortunate to have various public transportation options to help students commute conveniently. Valley Metro provides bus and light rail services with routes that connect to EVIT's campuses. Several bus lines have stops near the Main Campus, making it accessible from different parts of the East Valley. Additionally, the light rail has nearby stations that can be used in conjunction with bus services for a seamless commute. For students who are unable to take their home school bus, students can use the Valley Metro website or app to plan their trips and find the most efficient routes to reach EVIT.

Co-Curricular & Extra-Curricular Activity

Career and Technical Education Student Organizations (CTSO)

Participation in a career and technical student organization is part of the curriculum. Secondary and post-secondary are welcome to participate. CTSOs are organized to promote leadership, personal development, and career exploration. The CTSOs on the EVIT campus include:

- FCCLA – Family Career and Community Leaders of America
- HOSA – Future Health Professionals
- SkillsUSA

Field Trips

EVIT supports class field trips as a means of providing students with curriculum-related experiences in the community. Field trips should supplement, extend, or enrich the instructional program in a manner not possible to achieve on campus. Before any minor student is taken from the school grounds on a field trip, written permission must be obtained from a parent/guardian.

Transportation shall be provided only by District approved conveyance, driven by authorized personnel. The District does not support trips designed primarily for recreation, reinforcement, or recruitment purposes.

Personal Property

Lockers

Some EVIT programs furnish lockers for safe storage of students' personal items. Lockers are district property and remain under district control. The district retains the right to inspect student lockers for any reason at any time without notice, without student consent, and without a search warrant. This may be accomplished whenever reasonable suspicion exists that a law or school rule has been violated, or that the health, safety, or welfare of students or staff may be in danger.

Lost and Found

Clothing and other articles found at school will be placed in an area at the front desk closest to where the articles were found. We encourage students to label all clothing, tools, and other

personal items. EVIT employees will return all items labeled. All unclaimed inventory is donated to charity periodically throughout the year.

Nuisance Items

Use of electronic devices, headphones, cameras, musical instruments, Meta or smart glasses, iPad-type tablets, or other distracting items are prohibited and should not be visible during instructional times. The district shall not assume responsibility for the loss or theft of, or damage to, personal property brought to EVIT, stored, installed, or used on school premises. This is included but is not limited to: skateboards, iPads, cell phones, PDAs, roller blades, and handheld game devices.

Cell Phones

Cell phones may NOT be used during class time. EVIT is a cell phone free zone bell to bell.

School and Public Safety

Emergency/Fire Drills

In the event of a fire drill: follow staff directions who have been trained for such emergencies. Proceed to the assigned area as instructed. Not following staff instructions and fire drill procedures can endanger everyone's safety. Failure to comply with instructions and procedures may be cause for suspension. Pulling a fire alarm when an emergency does not exist is against the law. Students involved will be suspended from school.

Emergency drills will be scheduled and conducted each month during the school year. The purpose of a drill is to train students, under staff direction, to move safely, quickly, and quietly from any location within the building to an assigned evacuation area outside.

Evacuation routes are posted in each room. These routes will indicate the primary and alternate exits and the evacuation area to which the student should proceed upon leaving the building. During the first week of the school year, rules for emergency evacuation will be discussed in each class.

Hall Passes

Any student who is out of their classroom during class time must be in possession of a hall pass. It is mandatory for them also to have a student ID clearly visible. Hall passes will not be issued during the first 30 minutes or the last 15 minutes of class. Each student will be allotted a maximum of 10 hall passes per quarter. Students with documented extenuating medical issues that require excessive bathroom use may be granted additional hall passes.

Lock-Down

In the event of a lock-down, follow the directions of your faculty member who has been trained to provide you with the safest environment for your protection. Not following the instructions of your faculty and established lockdown procedures can endanger your safety and that of your classmates. Failure to comply with instructions and procedures can be cause for suspension.

Search and Seizure

Students possess Constitutional right to privacy and against unreasonable search and seizure of property. These individual rights, however, are balanced by the school's responsibility to protect the health, safety, and welfare of all students and staff. A search of a student's person, bag, or purse shall be undertaken only if there is reasonable suspicion that the search will reveal evidence that the student is violating the law or Board policy.

General searches of student property (including personal items found on school property) may be conducted at any time when there is reasonable suspicion for school employees to believe that something that violates a law or school rule is on school property.

The search of student property may be made without the student being present. School employees may seize illegal items or other possessions determined to be a threat to the safety and security of others, or might possibly interfere with school purposes. Items which are used to disrupt or interfere with the educational process may be temporarily removed from a student's possession.

Non-Permissible Activity

Dangerous Instruments and Deadly Weapons

Any student in possession of a firearm or other weapon on school grounds is subject to an immediate one-year expulsion.

Gang Activity and Secret Societies

Gang activity of any kind is not tolerated at EVIT. This includes the verbal or visual advertising of gang affiliation.

Harassment, Bullying, and Cyberstalking

EVIT is committed to providing an educational setting that is safe, secure, and free from harassment and bullying for all of its students. See Board Policy at www.evit.edu/about/governing_board. Conduct that constitutes bullying or harassment may also violate federal and state anti-discrimination statutes. The District does not tolerate unlawful bullying and harassment of any type. Bullying and harassment, as defined herein, is prohibited during any District program, activity, or provided service, including transportation.

Bullying is typically chronic and systematic. Its perpetrators can be adults or minors. Bullying can involve the physical, psychological, or emotional harm, abasement, dehumanization, or embarrassment of a student or employee. It includes repeated and unwanted written, oral, or physical behavior that threatens, insults, or dehumanizes and is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonable interference with the individual's school performance or participation. Bullying includes but is not limited to the following behaviors:

- Teasing
- Threats
- Intimidation
- Stalking
- Cyberstalking
- Cyberbullying
- Physical Violence
- Theft
- Public Humiliation
- Destruction of Property
- Sexual, religious, or racial harassment

Bullying also includes retaliation against a person who has asserted or alleged an act of bullying or harassment. A report of bullying or harassment that is not made in good faith is considered retaliation.

Cyberstalking is the use of the Internet, email, instant messages, phone calls, or other electronic means to stalk, harass, intimidate, or frighten an individual, group, or organization. It may include false accusations, defamation, posting derogatory statements, monitoring someone’s online activity or physical location, identity theft, threats, solicitation, or gathering information that may be used to threaten, embarrass, or harass.

Consequences

Consequences and appropriate remedial action for students who commit acts of bullying or harassment or who are found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion.

Procedure for Reporting

Any person who feels they have been the victim of bullying or harassment or has witnessed bullying or harassment should file an incident report with the dean. The student may also report concerns to faculty and other school staff who will be responsible for notifying the appropriate administrator. If the dean is the respondent, the grievance shall be filed with the next higher administrator. The Superintendent is the compliance officer and ultimate decision maker, unless the superintendent is the respondent, then the grievance shall be filed with the Board President.

False reports may be cause for discipline.

Timelines

The student grievance must be filed within 30 calendar days after the grievant knew or should have known that there were grounds for a grievance. Once the written grievance has been filed, the dean will initiate an investigation and administer discipline according to EVIT policy.

If an investigation reveals no reasonable cause to believe that this regulation has been violated, the investigator shall inform the complaining party in writing. All decisions may be appealed in writing to the next higher administrative level within five business days.

Parent Notification

Administration shall report the occurrence of an incident of bullying as defined by District policy to the parent or guardian of all minor students known to be involved in the incident on the same day an investigation of the incident is initiated. Notification shall be by telephone or by personal

conference and in writing by first-class mail and shall be consistent with FERPA. The notice shall advise the individuals involved of their respective due process rights including the right to appeal any resulting determination or action to the State Board of Education.

Tobacco, E-Cigarettes, and Vape Devices

The use of any tobacco, e-cigarette, or vape device on any campus is prohibited at all times. The prohibition applies to faculty, staff, students, and visitors. Violations are referred directly to Administration.

Tuition, Fees, & Refunds

Fees, Supplies, and, Uniforms

Students enrolled in EVIT must attend OFI Days (Outfitting, Fees, IDs) scheduled every summer on multiple days to pay fees, get supplies and uniforms for the upcoming school year, and take photos for their IDs if new to EVIT. There will be several communications sent announcing the dates and times.

Tuition Refunds

The District will automatically refund tuition to any tuition-paying student for the following reasons at the following rates:

One-hundred percent (100%) refund if:

- The course is cancelled.
- The student withdraws before the start of the course, or
- The student is called to active military duty.

Any course less than 8 weeks, no refund after the course starts.

Time	100% Refund	Prorated Refund Due to Hardship
8-week course	Student withdraws within five calendar days of start of course	Based on number of course days
Semester-length course	Student withdraws within ten calendar days of start of course	
Hours-based course	Student withdraws prior to 10% of the course hours	Based on number of course hours

Failing to attend class does not entitle a student to a refund.

Any amounts student may owe the District will be deducted from the refunded amount.

Withdrawals

To withdraw for any reason a student must email their counselor, with supporting documentation, if necessary.

Program Class Fees, Refunds or Transfers

The Financial Aid Office will automatically issue a refund within 45 days of the withdrawal request. Students do not need to request a refund.

Fees for consumable supplies and books will not be refunded once the student receives them. Registration, parking, and student ID fees are non-refundable.

For Post-Secondary Blended students on a monthly tuition payment plan, please refer to the 2025-2026 Post-Secondary Catalog for policy and procedure.

Hardships

Hardships include:

- a doctor verified serious illness
- serious illness or death in the family
- involuntary change in residence or job transfer
- divorce
- unexpected loss of income
- documentation required for all hardship withdrawals

Non-Sufficient Funds (NSF)

EVIT accepts cash, cashier's check, money order, or personal check for the payment of tuition, class fees, books, supplies, or other related costs. A receipt is given for each transaction.

Students may also pay by MasterCard or VISA.

If a personal check is returned due to the fact of Non-Sufficient Funds (NSF) or a credit card charge is disputed inaccurately, then the following procedures shall apply:

1. The initial charge, including a \$25 NSF Fee, will be added to the account.
2. Repayments to EVIT will be made by money order, cashier's check or cash.
3. *Checks will not be accepted for any subsequent payment.*

Technology Requirements & Usage

Minimum Computer Requirements

Windows-based laptop that meets these requirements:

- Windows Version: Windows 11 23H2 or newer (as supported by Microsoft)
- CPU: Intel or AMD processor (ARM-based processors are not supported)
- RAM: 8GB or higher
- Drive: 10 GB or more
- Other hardware: Webcam & Microphone
- Other software: Adobe Acrobat & anti-virus protection

MacBook will not support all software programs at EVIT.

Educational Purpose

The term “educational purpose” includes classroom activities, career development, and limited high-quality personal research. The *Network* has been established for a limited educational purpose. The *Network* has not been established as a public access service or a public forum.

EVIT has the right to place reasonable restrictions on the materials students will access or post through the System. Students are also expected to follow the rules set forth in the District Student Code of Conduct rules and the law in their use of the *Network*.

Students shall not use the *Network* for commercial purposes. This means they shall not offer, provide, or purchase products or services through the *Network*.

Students shall not use the *Network* for political lobbying. But they may use the System to communicate with elected representatives and to express their opinion on political issues.

Electronic Library

EVIT provides to students, staff, and faculty a highly specialized database of full-text electronic information to support the needs of secondary and post-secondary education. Six (6) databases offer a comprehensive collection of full-text reference resources including books, journals, magazines, news publications and other sources covering topics relevant to all disciplines. Students and faculty can access the online library 24/7 through the intranet or Canvas.

Student Electronic Access

EVIT students will receive an EVIT-issued student email account and access to the Network when they enroll in an EVIT program. All students will follow the Governing Board policies and acceptable use guidelines while using electronic resources, including the internet.

Student Email

Students are required to check their EVIT issued email daily according to their regular school schedule.

Unacceptable Uses

Personal Safety

- Users will not post personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, work address, etc.
- Users will not use chat rooms or messaging communications, i.e., Instant Messaging, when it is not school related and not authorized by the faculty member.
- Users will promptly disclose to their faculty or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

Illegal Activities

- Users will not attempt to gain unauthorized access to the *Network* or to any other computer system through the *Network*, or go beyond their authorized access. This includes attempting to log in through another person's account or accessing another person's files, or engaging in "hacking". These actions are illegal, even if only for the purpose of "browsing".
- Users will not make deliberate attempts to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- Users will not use the *Network* to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of others, etc.

System Security

- Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide their password to another person.
- Users will immediately notify the Information Systems Department (Support) if they have identified a possible security problem. However, users will not go looking for security problems, because this may be construed as an illegal attempt to gain access.
- Users will avoid the inadvertent spread of computer viruses by following the standard virus protection procedures established in Board Policy: Chapter 6- Instruction: Use of Technology in Instruction.
- Users will not download software into District computers without expressed permission from the Information Systems Director.

Inappropriate Language

- Restrictions against inappropriate language apply to public messages, private messages, and materials posted on web pages.
- Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- Users will not post information that, if acted upon, could cause damage or a dangerous situation.
- Users will not engage in personal attacks, including prejudicial or discriminatory attacks.
- Users will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending them messages, they must stop.
- Users will not knowingly or recklessly post false or defamatory information about a person or organization.

Respect for Privacy

- Users will not re-post a message that was sent to them privately without permission of the person who sent them the message.
- Users will not post private information about another person.

Respecting Resource Limits

- Users will use the *Network* only for educational and professional or career development activities (no time limit), and limited, high-quality program related personal research.
- Users will not download large files unless faculty approved. If necessary, users will download the file at a time when the System is not being heavily used. The file must be removed from the System at the earliest opportunity.
- Users will not post chain letters or engage in “spamming”. Spamming is sending an annoying or unnecessary message to a large number of people.

Plagiarism and Copyright Infringement

- Users will not plagiarize works that they find on the internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.
- Users will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the users shall follow the expressed requirements. If the users are unsure whether or not they can use a work, they shall request permission from the copyright owner. If there are questions, ask your instructor.

Inappropriate Access to Material

- Users will not use the District System to access material that is profane or obscene (pornography) that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (hate literature).
- If users inadvertently access inappropriate materials information, they shall immediately disclose the inadvertent access following District procedures. This will protect users against allegations that the policy has been intentionally violated.

Parents of students using the *Network*, should instruct their student, if there are additional materials that they think would be inappropriate for their access. The District fully expects that students will follow their parents' instructions in this matter.

Disciplinary Information

Student Support Leadership

John Zuccato , Director of Safety and Student Support	480-461-4090	jzuccato@evit.edu
Kenneth Peterson , Student Conduct and Support Coordinator	480-461-4149	kpeterson@evit.edu

Student Success Plan (SSP)

Student Success – a progressive intervention opportunity

Academic and behavioral policy infractions lead to consequences across a continuum.

EVIT follows a progressive intervention process that progresses through four steps. Depending upon the circumstances, one or more steps may be omitted with approval of the program dean and the Student Conduct and Success Coordinator. This process will be implemented when a student fails to meet the expectations of the school. Some of these behaviors include:

- Maintaining academic integrity
- Exhibiting professional behavior
- Prioritizing safety
- Meeting dress code requirements
- Following all technology mandates
- Demonstrating responsible social networking

There are up to four steps to the process:

Step One: Verbal Counseling or Coaching– A discussion will be held with a student if the student fails to meet school or program expectations. Proper expectations will be outlined and agreed upon by the student and faculty. This communication will be documented on the Student Success Plan and a copy of the success plan will be submitted to email addresses on file.

Step Two: First Written Warning– The student will be counseled in writing regarding an area already discussed in the coaching session or another area where the student fails to meet school or program expectations. A second Student Success Plan will be completed. Specific tasks or behaviors expected will be included, as well as a clear deadline for completion. This document will be signed by the student and faculty.

Step Three: Final Warning– This warning will be issued, discussed, documented, and signed when the student continues to fail to meet a challenge previously discussed or demonstrates another behavior that violates school or program expectations. Again, specific tasks or behaviors expected will be included, as well as a clear deadline for completion. This document will be signed by the student and faculty.

Step Four: Final Action– Should a student continue to fail to meet school or program expectations, the student will meet with administration to discuss next steps. These might include course failure or program dismissal.

Minor offenses that show a pattern of inappropriate behavior may result in an escalation of the SSP process.

Dismissing a student from a program is a serious consequence and only considered if the student fails to demonstrate the desire, ability, or willingness to improve the behaviors expected of an EVIT student.

Disciplinary Action Definitions

Students involved in inappropriate behavior are subject to certain disciplinary actions. Depending upon the behavior problem of the student, one or more of the following actions may be taken by school officials.

Informal Talk

A school official (faculty, administrator, or counselor) talks to the student and tries to reach an agreement regarding how the student should behave.

Conference

A conference is held between the student and the appropriate school personnel.

Conference Involvement

Parent(s) or guardian(s) are notified by telephone, personal contact, letter, or certified letter of a conference. A conference may be conducted between the student, parent(s) or legal guardian(s), appropriate school personnel, and other individuals concerned.

Referral for Additional Services

Some circumstances may warrant, in addition to or in lieu of suspension, that students be referred for additional services such as referral to school counseling programs, case managers, or off-campus agencies.

Short-Term Suspension

The student is informed that the student is subject to a short suspension, which is ten (10) days or less. The student is given verbal notice of the behavior deemed inappropriate and an informal hearing, that is, the chance to tell his or her side of the story. If the Superintendent then determines that short suspension is the appropriate disciplinary action, such suspension shall become effective immediately. The administrator shall notify the parent(s) or guardian(s) by telephone or letter that a short suspension has been imposed. This action shall be recorded in the student's file. During the suspension, the student is not permitted on district property or at district functions. The student's home school district will be immediately notified.

Long-Term Suspension

In addition to imposing a short suspension, the administrator may give notice to the student and parent(s) or guardian(s) that a long suspension, eleven (11) days or more, is being recommended to the Superintendent. In accordance with the due process procedure for a long suspension, the parent(s) or guardian(s) may request either an informal meeting with the Superintendent or a formal hearing. This action shall be recorded in the student's file. Parents will be informed of the appeal process in writing at the time of the recommendation. During the suspension, the student is not permitted on district property or at district functions. The student's home school district will be immediately notified.

Expulsion

The student and parent(s) or guardian(s) shall be given notice that the administrator is recommending expulsion of the student to the Governing Board. In accordance with the due process procedure for expulsion, a formal hearing shall be held by the Governing Board or by a Board-designated hearing officer(s) who shall bring a recommendation to the Board. Only the Governing Board can expel a student. While awaiting Due Process, the student is not permitted on district property or at district functions. This action shall be recorded in the student's file. Parents will be informed of the appeal process in writing at the time of the recommendation. The student's home school district will be immediately notified.

Police Involvement

School officials are not required to initiate or complete due process procedures prior to notifying law enforcement officers. If law enforcement officers are notified, parents of students under 18 will be contacted by telephone or certified letter. Any action taken by law enforcement officers will be separate from disciplinary action taken by the school district.

Disciplinary Offense and Descriptions

Disciplinary Offense/Description	Minimum Consequence	Maximum Consequence
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<p>Academic Misconduct or Cheating</p> <p>Cheating, plagiarism or any other type of academic misconduct that enables a student to receive a grade or score that was not or would not have been earned legitimately are grounds for dismissal from a program of study and the Institution. Faculty members will provide guidelines and answer all student academic integrity questions.</p>	<p>Parent involvement/ zero grade</p>	<p>Expulsion</p>
<p>Alcohol Violation</p> <p>Use, possession, sale, purchase, or distribution of alcoholic substances. This violation includes being under the influence of alcohol at school, any school sponsored event, or school-sponsored transportation. An alcohol violation preceded by a drug violation will be treated as a repeated occurrence for disciplinary action.</p>	<p>Short-term suspension</p>	<p>Expulsion</p>
<p>Arson</p> <p>Damaging or attempting to damage property by fire or incendiary device.</p>	<p>Short-term suspension</p>	<p>Expulsion</p>
<p>Assault</p> <p>A physical attack on a person who does not wish to fight or did not provoke it. This violation includes a student who encourages another to commit an assault.</p>	<p>Short-term suspension</p>	<p>Expulsion</p>
<p>Automobile Violation</p> <p>Misuse of an automobile on school property, including unauthorized parking.</p>	<p>Informal talk</p>	<p>Expulsion</p>
<p>Bullying</p> <p>See section on Non-Permissible Activity.</p>	<p>Parent/Student Conference</p>	<p>Expulsion</p>
<p>Bus Violation</p> <p>Violation of bus rules.</p>	<p>Informal talk</p>	<p>Expulsion</p>
<p>Dangerous Weapon or Instrument</p> <p>Use, display, or possession of a knife, ice pick, CO₂ - or spring powered pellet or BB gun, laser beam pointer, brass knuckles, nun-chucks, club, fireworks, explosive ammunition, or any other instrument not designed for lethal use but which may be capable of causing death or other serious physical injury. This violation also includes anything perceived by a reasonable person to be capable of causing injury, given the manner in which it is used or threatened to be used, such as a toy gun or a starter gun. This also includes any student who assists another in using any of the above weapons previously listed.</p>	<p>Short-term suspension</p>	<p>Expulsion</p>

<p>Deadly Weapon or Firearm</p> <p>Use, display, or possession of any operable or inoperable, loaded or unloaded (1) weapon including a starter gun, which will or is designed to, or may readily be converted to, expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) a firearm muffler or firearm silencer; (4) any destructive device, including (a) any explosive, incendiary, or poison gas device, (b) any weapon that will, or may readily be converted to, expel a projectile by the action of an explosive or other propellant and that has any barrel with a bore or more than one-half inch in diameter, and (c) any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may be readily assembled. A destructive device is any bomb, grenade, mine, rocket, missile, or pipe bomb or similar device containing some type of explosive that is designed to explode and is capable of causing bodily harm or property damage. This violation includes handguns, pistols, rifles, shotguns, starter guns, and flare guns. Any student who knowingly assists another in using, displaying, or knowingly carrying or possessing a deadly weapon/firearm on district property or at district functions shall be subject to the same disciplinary action as is the student using, displaying, or knowingly carrying or possessing a weapon as defined above.</p>	<p>Short-term suspension</p>	<p>Expulsion</p>
<p>Defiance of Authority</p> <p>Failure to comply with reasonable requests of school officials. This includes leaving campus or class without permission and ditching. Physical resistance to school officials may result in expulsion regardless if such resistance is a first occurrence.</p>	<p>Informal talk</p>	<p>Expulsion</p>
<p>Discrimination</p> <p>Mistreatment based upon race, ethnicity, gender, religion, or disability. This violation includes false accusations of discrimination or harassment.</p>	<p>Short-term suspension</p>	<p>Expulsion</p>
<p>Disorderly Conduct</p> <p>Conduct that disrupts the orderly operation or educational environment or mission of the school, and poses a threat to the health, safety, and/or welfare of students, staff, and others (A.R.S. 13-2904). This violation may include profanity, obscene gestures, and excessive public displays of affection.</p>	<p>Informal talk</p>	<p>Expulsion</p>
<p>Dress Code</p> <p>Failure to comply with district & school dress standards.</p>	<p>Informal talk</p>	<p>Short-term suspension</p>
<p>Drug Violation</p> <p>The unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug or narcotic substance OR equipment and devices used for preparing or taking drugs or narcotics on district property or traveling between school and home (includes lunch period).</p>	<p>Short-term suspension</p>	<p>Expulsion</p>

<p>Distribution, manufacture, or sale of marijuana, other illegal drugs and inhalants, and other noxious substances. It also includes distribution, manufacture, or sale of drug paraphernalia and imitations of illegal drugs and other noxious substances. Distribution of a medication or a dietary supplement for recreational use will be treated as a drug violation (distribution).</p> <p>Use, possession, or purchase of marijuana, other illegal drugs and inhalants, and other noxious substances. This also includes off-campus use and then being on district property or at a district function. It also includes use, possession, or purchase of drug paraphernalia and imitations of illegal drugs and other noxious substances. Possession of medication or a dietary supplement for recreational use will be treated as a drug violation (possession). A drug violation preceded by an alcohol violation will be treated as a repeated occurrence for disciplinary action, and vice versa.</p>		
<p>Fighting</p> <p>Mutual participation in a physical altercation involving violence against a person or persons.</p>	Short-term suspension	Expulsion
<p>Forgery</p> <p>Using the signature or initials of another person.</p>	Informal talk	Long-term suspension
<p>Gambling</p> <p>Participating in games of chance for money.</p>	Informal talk	Long-term suspension
<p>Gang Activity or Association</p> <p>Gang-related behavior that threatens the safety of persons or property, creates an atmosphere of intimidation, or substantially disrupts the educational environment or mission of the school. This includes students who imply gang membership or affiliation by written communication, marks, drawing, painting, design, or emblem upon any school or personal property or on one's person (Board Policy Chapter 7 § 14).</p>	Informal talk	Expulsion
<p>Harassment and Bullying</p> <p>See section on Harassment and Bullying.</p>	Parent/Student Conference	Expulsion
<p>Horseplay</p> <p>Any rough and/or boisterous play that disrupts the classroom or campus.</p>	Informal talk	Long-term suspension
<p>Information Systems and Electronic Devices Violation</p> <p>Inappropriate use of electronic devices, such as computers, personal digital assistants (PDAs), cell phones, cameras, and audio/video recorders, and other information system devices, such as the Internet and e-mail. This violation</p>	Parent/ Student Conference	Expulsion

includes the use of any recording or video device in such a way that it violates the privacy of others.		
Lying or False Accusation Knowingly giving false or misleading information, information calculated to mislead, including false accusations against others.	Informal talk	Long-term suspension
Medication or Dietary Supplement (Unauthorized Possession) Unauthorized possession or distribution of a medication or dietary supplement on school grounds or while traveling between school and home. Possession or distribution of medication or a dietary supplement for recreational use will be treated as a drug violation.	Parent/Student Conference	Expulsion
Profane Language/Disrespect Verbiage, tone, and language deemed inappropriate in the classroom, on school property, or at school functions.	Parent/ Student Conference	Expulsion
Robbery/Extortion The taking, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of violence and/or putting the victim in fear; includes “extortion.”	Short-term suspension	Expulsion
Safety Issues Violations of campus, classroom, and/or shop safety rules, policies, and procedures. Violations beyond what would be considered horseplay.	Parent/ Student Conference	Long-Term Suspension
Sexual Abuse Sexual contact without consent.	Short-term suspension	Expulsion
Sexual Harassment Unwanted or unwelcome conduct of a sexual nature, regardless of whether the conduct is verbal or physical. Sexual harassment may also constitute sexual abuse.	Short-term suspension	Expulsion
Sexual Offense Sexual conduct on school property or during school-related activities that is immoral by community standards. This violation includes indecent exposure, sexual activity, lewd phone calls, and possession of pornographic materials.	Short-term suspension	Expulsion
Student Speech	Short-term suspension	Expulsion

Prohibited speech or violation of valid school restrictions on the time, place, or manner of speech or other communications. This violation includes speech that causes a material and substantial disruption, lewd, or plainly offensive speech, “fighting words,” and threats of violence.		
Tardiness Late arrival to a scheduled class or appointment.	Informal talk	Short-term suspension
Threats Threatening the safety of persons or property. This includes violations of A.R.S. 13-2911: (1) bomb threats and other actions that disrupt or interfere with normal operations through either threats of physical injury to a student, employee, or other person on district property; or threats to cause damage to district property or to the property of any student or employee; (2) going on or remaining on district property for the purpose of disrupting or interfering with the use of district property by students or staff; and (3) disobeying a lawful order to leave district property.	Informal talk	Expulsion
Tobacco Violation The use, distribution or possession of a tobacco product. This includes vapor pens and E-cigarettes.	Parent/ Student Conference	Expulsion
Trespassing Unauthorized presence on district property.	Informal talk	Long-term suspension
Truancy or Unexcused Absence Any absence that is not excused by the student’s parent or legal guardian and approved by the appropriate school official.	Informal talk	Expulsion
Vandalism Destroying or defacing property of the district, staff or students, including graffiti. Students may be liable for destruction of school property.	Parent/ Student Conference	Expulsion

Grievances

Students, and the parents or guardians of a minor, with complaints or grievances against the institution other than bullying or harassment (see the Procedure for Reporting section for bullying or harassment), have the right to present their concerns for resolution. The East Valley Institute of Technology grievance process consists of two processes, the informal and formal grievance. All concerns must be addressed via the informal process before moving to a formal grievance process. The institution adheres to the following procedure for resolving grievances.

Informal Grievance

The informal grievance process is intended to allow students and/or parents to dispute an EVIT policy and/or decision made by EVIT staff. The informal grievance process must be initiated within 20 calendar days of the time the student knew or should have known that there were grounds for the grievance.

The informal grievance process has two steps. Many complaints or concerns can be resolved through open communication with the instructor. **Step One:** Discuss the concern with the student's instructor, or counselor, who will contact the grievant, either via email, over the phone, or in person, within five class days of receiving the informal grievance. **Step Two:** If a resolution is not achieved during step one the grievant should contact the appropriate dean either via email, over the phone, or in person to discuss their grievance. The dean will render a decision within five work days. The grievant must exhaust the informal grievance process before filing a formal grievance. If the informal grievance is not resolved to the grievant's satisfaction at the informal stage, it may be escalated to the formal grievance process.

An informal grievance may be withdrawn at any time before a final decision is made at this level. Once withdrawn, the process cannot be reopened if the resubmission is longer than 30 calendar days from the date of the occurrence of the alleged incident.

Formal Grievance

The formal grievance process must be submitted within ten calendar days of the outcome of the informal process. The dean will provide the form for submitting a formal grievance. The form must be submitted to the dean who will convene a grievance committee. The grievance committee will consist of another instructor, staff member, and a different dean. The grievance committee will review the grievance and any supporting documentation. This review may include additional investigation and interviews of individuals with relevant information. The committee will make a recommendation to the Superintendent within ten calendar days of receiving the formal grievance. The Superintendent will render a final decision, in writing, to the grievant within five work days.

- A formal grievance may be withdrawn at any time before a final decision is made at this level. Once withdrawn, the process cannot be reopened unless still within ten calendar days of the decision made at the informal level.
- Retaliatory or intimidating acts against any student who has made a complaint, or against a student who has testified, assisted, or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.
- Student work will not be reassessed or re-evaluated. Only documented clerical or procedural errors will alter the grade.
- When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

If the grievant is still dissatisfied with the outcome of the grievance process, the grievant can contact the following agency:

- Arizona Department of Education (ADE). Complaints may be submitted online at <https://www.azed.gov/adeinfo/about-ade/submit-complaint>

Legal Notices

Accommodations for Disabled Students

EVIT will provide accommodations and support services as required by the Individuals with Disabilities Education Act ("IDEA"), the Americans with Disabilities Act ("ADA"), and Section 504 of the Rehabilitation Act ("Section 504"). High school students seeking accommodations should contact their home school. Postsecondary students seeking accommodations should apply through FOCUS.

Anti-Discrimination Policy

EVIT does not discriminate on the basis of race, color, national origin, sex, disability, age, or sexual orientation in its programs or activities. CTE program offerings include: Arts, Audio/Video Technology & Communications; Auto & Transportation Services; Construction Technologies; Culinary Arts & Hospitality; Education; Engineering; Health Sciences; Human Services; Information Technology; Manufacturing Trades; and Public Safety. For a full listing of programs, go to evit.edu/programs. The lack of English language skills will not be a barrier to admission and participation in EVIT CTE programs. The following employees have been designated to handle inquiries regarding non-discrimination policies: Title IX/Title VII/EEOC Coordinator, EVIT Superintendent, 1601 W. Main St., Mesa, AZ 85201 or call 480-461-4000, or by email at Superintendent@evit.edu; IDEA Coordinator, Tony Niccum, STEPS, 1601 W. Main St., Mesa, AZ 85201, or call 480-461-4154 or by email tniccum@evit.edu. Postsecondary ADA or 504 accommodations are submitted through FOCUS.

Licensure Disclaimer

EVIT courses and programs prepare students for entry into a variety of professions. Many of these professions require an occupational license or certificate to work in a particular field. Typically, a person must meet certain legal requirements before obtaining such a license or certificate. These requirements are established by county, state, or federal agencies and are often based on a person's character and documented criminal history. It is possible for a student who has obtained a certificate from EVIT to be denied the right to work in a particular profession after completing the certificate because of concerns over the student's character or criminal background. Any student preparing to enter a field for which a professional license or certificate is required is strongly advised to consult with the appropriate government agency that issues such credentials. That agency can provide the student complete information about any requirements the law imposes for working in a particular occupation.

Policies for Minors and Adults

EVIT delivers educational programs to minors (i.e., people under the age of 18 years), and adults (i.e., people 18 years of age or older). Except when otherwise specified, the policies within this document apply to all students enrolled in a secondary program regardless of age. In accordance with state and federal law, however, parents or guardians must be included in decisions related to minors.

EVIT Course Catalog

The EVIT Catalog is reviewed with an annual update every summer. The updated catalog will be posted on the EVIT website following the administrative review and approval process. EVIT reserves the right to modify policies, course schedules, curriculum, or courses due to program upgrades or content changes. When catalog changes occur between annual updates, students will be notified of a catalog update via FOCUS.

Service Animals

Service dogs are permitted in district vehicles and in classrooms to perform the functions for which they are trained. Under Title II and III of the ADA, service animals are limited to dogs. Per ADA guidelines, emotional support animals (ESA) are not considered service animals.

Examples of animals that fit the ADA's definition of "service animal" because they have been specifically trained to perform a task for the person with a disability:

- Guide Dog or Seeing Eye® Dog
- Hearing or Signal Dog
- Psychiatric Service Dog
- A Sensory Signal Dog or Social Signal Dog (SSigDOG)
- Seizure Response Dog
- Diabetic Alert Dog
- Disability Assistance Dog

Tuition and Fees

Tuition and fees are approved by the EVIT Governing Board and are subject to change without notice.

Adult Students in Secondary Classes

Career technical education districts may offer CTE programs to adult students. At EVIT, Students over 22 years of age may attend CTE programs (other than massage therapy) during regular school hours on any of EVIT's central campuses, if the CTE program has additional student capacity after the enrollment of persons who are 22 years of age or younger. A person over twenty-two years of age cannot be admitted to or attend EVIT during regular school hours unless the person has a valid fingerprint clearance card.

Custody

In cases where custody or visitation affects the district, the school will follow the most recent court order on file with the district. It is the responsibility of the custodial parent or parents having joint custody to provide the district with the most recent court order.

Student Rights and Responsibilities

All students are entitled to enjoy the basic rights of citizenship that are recognized and protected by laws of this country and state for persons of their age and maturity. Each student is obligated to respect the rights of classmates, teachers, and other school personnel. The school shall foster a climate of mutual respect for the rights of others. Such an environment will enhance both the educational purpose for which the District exists and the educational program designed to achieve that purpose. All District personnel shall recognize and respect the rights of students, just as all students shall exercise their rights responsibly, with due regard for the equal rights of others and in compliance with the rules and regulations established for the orderly conduct of the educational mission of the District. Students who violate the rights of others or who violate rules and regulations of the District or of their school are subject to appropriate disciplinary measures designed to correct their own misconduct and to promote adherence by them and by other students to the responsibilities of citizens in the school community.

Users' rights to free speech, as set forth in the District student conduct regulations, also apply to their communication on the Internet. The District will not restrict the users' speech on the basis of a disagreement with the opinions being expressed.

- Users should expect only limited privacy in the contents of their personal files on the District System and records of their online activity.
- Routine maintenance and monitoring of the Network may lead to discovery that a user may have violated Policy IJNDB, the District student disciplinary code, or the law.
- An individual search will be conducted if there is reasonable suspicion that a user may have violated Board Policy, the District student conduct regulations, or the law. The investigation will be reasonable and related to the suspected violation.

Due Process

- The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities.
- In the event there is an allegation that a student has violated District Policy, the student will be provided with a notice and opportunity to be heard in the manner set forth in the student disciplinary code.
- Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave. If the alleged violation also involves a violation of other provisions of the student disciplinary code, the violation will be handled in accordance with the applicable provision of the code.

Notice of Confidentiality of Records

The Governing Board has established written policies regarding the collection, storage, retrieval, use, and transfer of student educational information collected and maintained pertinent to the education of all students to ensure the confidentiality of the information and to guarantee parents' and students' rights to privacy. These policies and procedures are in compliance with:

- The Family Education Rights and Privacy Act; Title 20, United States Code, Sections 1232g and 1232h; and the Federal Regulations (34 C.F.R., Part 99) issued pursuant to such act;
- The Individuals with Disabilities in Education Act; 20 U.S.C. Chapter 33; and the Federal Regulations (34 C.F.R. Part 300); and
- Arizona Revised Statutes, Title 15, Section 141.

Student education records are collected and maintained to help in the instruction, guidance, and educational progress of the student, to provide information to parents and staff members, to provide a basis for the evaluation and improvement of school programs, and for legitimate educational research. The students' records maintained by the District may include – but are not necessarily limited to – identifying data, report cards and transcripts of academic work completed, standardized achievement test scores, attendance data, reports of psychological testing, health data, faculty or counselor observations, and verified reports of serious or recurrent behavior patterns.

These records are maintained in the District under the supervision of the building administrator and are available only to the faculty and staff members working with the student. If your student should transfer to another school, these records will be sent to the new school upon its request. Otherwise, records are not released to most agencies or persons without prior written consent of the parent.

Parents and guardians have the right to inspect and review any and all records related to your child, including a listing of persons who have reviewed or have received copies of the information. Parents who wish to review their children's records should contact the dean for an appointment. School personnel will be available to explain the contents of the records to you. Copies of student education records will be made available to parents when it is not practicable for you to inspect and review the records at the school. Charges for the copies of records will be costs of copying unless the fee prevents the parent from exercising rights to inspect and review those records.

If you believe information in the record file is inaccurate or misleading, you have the right to request that a correction be made and to add comments of your own. If at any time an agreement between the dean and parent cannot be reached, you may contact the Chief Academic Officer or the superintendent and request a hearing.

Copies of the district student education record confidentiality policies and procedures may be reviewed in the assigned office at the Main campus. Federal law also permits a parent to file a

complaint with the Family Education Rights and Privacy Act Office in Washington, D.C., if you feel the school is violating public school records policies and statutes.

Parent's Right to Know

Pursuant to requirements of the "No Child Left Behind Act" of 2001, parents of students attending EVIT may request information regarding the professional qualifications of their child's program faculty. Upon such request, information will be provided in a timely manner.

FERPA

Federal Education Rights and Privacy Act ("FERPA") (34 C.F.R. § 99.3) provides certain rights to parent(s) and eligible students. An eligible student is one who has reached age 18 or is enrolled as a postsecondary student. The rights belong to the parent(s) until a student becomes an eligible student. An eligible student may sign a form to allow a parent(s) or guardian(s) access to educational records. The rights include:

- the right to inspect and review the student's education records;
- the right to consent to disclosure of personally identifiable information, except as permitted by FERPA, the PATRIOT Act, or the NCLB Act;
- the right to seek to correct education records believed to be inaccurate, misleading, or in violation of student rights and a hearing if the District declines to alter the record; and
- the right file a complaint with the U.S. Department of Education if they believe the District violated FERPA.

Requests to inspect records should be submitted in writing to the student's dean. The dean will arrange for the inspection. If paper copies of records are requested, there may be a charge for the cost of copying. The dean will explain information in the records, if necessary.

More detailed information can be found in the District's Policy Manual, Chapter 7 § 49

Program-Specific Expectations

Many EVIT programs have specific requirements that students must meet to ensure compliance with industry standards and certification requirements. These include drug screenings, immunization compliance, and clinical practicum requirements. These measures are essential to prepare students for their future careers, ensuring they meet the professional standards required for certification in their chosen fields. Students should be prepared to fulfill these requirements as part of their training at EVIT.

Health Sciences Programs

(Dental Assisting, Emergency Medical Technician, Massage Therapy, Medical Assistant, Mental and Social Health, Nursing Assistant, Pharmacy Technician, Physical Therapy Technician, and Veterinary Assistant)

Grading

Students must pass all quarters of their Health Sciences Course with a 70% (C, average) or greater and complete a clinical internship (if applicable) to receive a Certificate of Completion.

*Additional Grading Requirements: Many programs such as Emergency Medical Technician and Nursing Assistant enforce a stricter grading policy due to State, Federal or National accreditation, and/or certification requirements. Confer with your faculty or admissions specialist for details.

Professional Appearances

The Health Science department at EVIT believes in preparing students for postsecondary education and the workforce. Professionally presenting oneself is an employability skill and will be graded. Students shall comply with the following rules every day:

- Students should be in full uniform every day. Full uniform is defined as EVIT-provided scrubs/uniform, medically appropriate shoes, working watch with a second hand, pen, EVIT-issued ID, professional appearance, and home school district-issued laptop.
- During class time, the EVIT uniform must remain fully visible. If additional warmth is needed, students may wear a solid-color, long-sleeve shirt/sweatshirt underneath the uniform. EVIT-branded zip-up sweatshirts/jackets, which can be worn over the uniform, are available for purchase through the EVIT bookstore.
- Closed-toe, completely enclosed medically appropriate, flat, nonslip shoes, such as tennis shoes or medical clogs with an enclosed back are the only approved EVIT Health Science footwear.
- Uniforms should be clean and well-kept.
- Acceptable jewelry that may be worn with the uniform includes wedding rings, engagement rings, one thin, simple chain necklace with a single discreet charm, and a wristwatch. Smartwatches are not allowed in the classroom, lab, or clinical setting.
- One pair of earrings, not hanging below the lobe, may be worn; one pair of small plain posts may be worn along the external perimeter of the ear; a small hoop daith piercing may be worn in the cartilage of the inner portion of the ear, but may not protrude outside of the ear. A small nose ring stud, not larger than 3mm, may be worn in one nostril. Other facial piercings may have a clear or flesh-toned piercing retainer, or must not be visible.
- Bluetooth, AirPods, and wireless headphones are prohibited.

- Hair shall be worn neatly and professionally. Hair and bangs that are longer than shoulder length should be pulled back off the face or put completely up. Facial hair should be kept neat and trimmed.
- Nails should be a clean and manageable length. Nails longer than ¼” are not permitted. Artificial nails and nail coverings are prohibited as they can harbor infectious agents.
- Personal hygiene shall be maintained. Students will bathe regularly and use deodorant. Offensive body odors, cigarette odor, or similar are prohibited. Cologne, after-shave, or perfumes are not permitted while attending a clinical practicum.

There will be occasions when students will be asked to wear professional dress.

Professional Conduct

Professionalism is an employability skill and will be graded. Points are earned by being on time, prepared for class each day, and following the policies and procedures outlined in the EVIT Catalog. In addition, students are expected to show respect for the classroom and the program and treat all EVIT personnel, patrons, patients, and equipment with respect and dignity. Students are expected to perform their duties inside and outside of the classroom. Inappropriate behavior will result in the loss of employability points and possible disciplinary action for all students involved. Students subjected to disciplinary action for violating the EVIT code of conduct may be ineligible to participate in a clinical practicum experience.

Clinical Practicum Opportunity

Work-based Learning Experiences:

- Qualified students will participate in a work-based clinical practicum experience at a private medical office or other designated facility.
 - Students must pass a clinical skills assessment to qualify for a clinical practicum experience.
 - Students must maintain a 70% or greater in each segment/quarter to be eligible for the clinical practicum experience. If the student’s grade drops below 70% while on their clinical practicum experience, the student will no longer be able to continue at the site until their grade is above 70%.
 - Students must maintain a 70% average assessment score each quarter to participate in a work-based clinical practicum experience. If the student’s assessment score drops below 70% while on their clinical practicum experience, the student will no longer be able to continue at the site until their score is above 70%.
 - Students must maintain an 80% average lab/practicum score each quarter to participate in a work-based clinical practicum experience. If the student’s lab/practicum score drops below 80% while on their clinical practicum experience, the student will no longer be able to continue at the site until their score is above 80%.

- Only students with good attendance records will be placed at a work-based learning clinical practicum site; this includes excessive absence and tardiness concerns. Absences (excused, unexcused, Home School Activity/HSA, suspension) cannot exceed 10% of the total class sessions offered each quarter to remain eligible to attend a clinical practicum experience. Tardiness cannot exceed 10% of the total class sessions offered each quarter to remain eligible to attend a clinical practicum experience.
- Students subjected to disciplinary action for violating the EVIT code of conduct may be ineligible to participate in a clinical practicum experience.
- EVIT will secure a shadowing/clinical practicum site for students. Students are NOT to contact sites individually unless they are specifically requested to do so by their instructor. If it has been found that a student contacted a site without prior authorization they will be in violation of this handbook and the student will not be able to complete a clinical practicum experience.
- Transportation is not provided to the clinical practicum site. The student must arrange transportation. Students should anticipate up to a 30-minute/15-mile drive to their site. There are a limited number of clinical sites available for shadowing/clinical experiences. Placement of students will be based on classroom attendance, on-time performance, classroom grade, employability skill grade, maturity level, and timely completion of required paperwork.
- Unsafe or unethical conduct, including, but not limited to, consistent unsatisfactory work-based evaluations, violation of principles of confidentiality, failing to respect client/patient rights and dignity, soliciting, borrowing, or removing property or money from clients and/or the facility, assuming care tasks for which the student lacks the education or competence to perform, removing drugs, supplies, equipment, or medical records from the medical setting, abandonment (leaving the clinical site or patient without notification), absence from a clinical assignment without proper notification to the agency, EVIT instructor, and EVIT attendance office, lying about any incident that occurs or hours of participation at a clinical practicum site, will become the basis for suspension and/or immediate dismissal from the program. The clinical practicum site/and or classroom instructor has the right to revoke at any time the student's clinical practicum experience.
- Medical records, accounting information, patient information, and conversations between or among healthcare professionals about patients are confidential under law. Students may never discuss or review any information regarding a patient at a clinical site with anyone other than the medical staff of the clinical site. Students are obligated to know and adhere to the privacy policies and procedures of the clinical site they are assigned.
- Students are supervised by the staff at the private offices/hospitals/facilities. It is the responsibility of the student to report to the classroom instructor any problems, including experiences that do not meet learning objectives.

- Medical insurance is not provided should the student become injured at EVIT or the work-based learning clinical practicum site. The student should carry health care insurance.
- Uniform expectations for the clinical practicum experience are the same as those for in-classroom and lab instruction. Students who arrive at the clinical site in violation of the dress code will be sent home, (this day will be recorded as an absence), and will be removed from the clinical practicum experience – this includes no name badge.
- Clinical sites have program/site-specific health and safety requirements (e.g., vaccinations, background checks, fingerprint clearance cards). Documentation of clinical requirements (immunization record, fingerprint clearance card, background check, etc.) must be on file by one week before the end of the second quarter. Students unable or unwilling to provide documentation of compliance will not be eligible to participate in a clinical practicum.
- EVIT may share personal information, including name, date of birth, and documentation of health-related information, including drug screen results, immunization records, titer results, and verification of a TB disease state to clinical agencies requesting this information.
- Clinical sites have the same expectations of students that they have from employees. Students who have more than three absences at the clinical site may be removed from the site.
- If a student fails to notify their clinical practicum site of an absence (no call, no show) they will be removed from the site.
- Early departure from a clinical site without the permission of the clinical instructor is considered to be abandonment of patient care and is strictly prohibited. Students who voluntarily leave clinical early for any reason will be placed on clinical attendance probation and could be dismissed from the program.

Health Declaration

It is essential that Health Sciences students be able to perform a number of physical activities in the clinical/extern portion of their program. At a minimum, students will be required to lift patients, stand for several hours at a time and perform bending activities. Students who have a chronic illness or condition that necessitates ongoing treatment must be able to meet all program objectives/expectations relative to direct patient care. The Health Sciences clinical/extern experience places students under considerable mental and emotional stress as they undertake responsibilities and duties impacting patients' lives. Students must be able to demonstrate rational and appropriate behavior under stressful conditions. Individuals should give careful consideration to the mental and physical demands of the program prior to making an application.

Guidelines Regarding Exposure to Bodily Fluids

All students are professionally and ethically obligated to provide client care with compassion and respect for human dignity. Hence, they may not ethically refuse to care for clients solely because the client is at risk of contracting, or has, an infectious disease such as HIV, AIDS, or HBV.

Standard Precautions

- All blood and body fluids are considered potentially infectious and are treated as if known to be infectious for HIV, HBV, and other blood-borne pathogens. Students will follow OSHA Blood-borne Pathogens Section 1910.1030 Exposure Guidelines.
- Contaminated sharps shall not be bent, recapped, or removed. Shearing or breaking of contaminated needles is prohibited.
- Contaminated sharps must be placed in the appropriate container as soon as possible.
- Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in the work area where there is a likelihood of occupational exposure.
- Students must wear appropriate protective clothing/equipment when performing any task(s) that may involve exposure to body fluids.

Any direct exposure to body fluids occurring while functioning as a student must be reported immediately to the faculty member.

Illness and/or Disabilities

Students are expected to participate fully in activities required by the program. This includes, but is not limited to, lifting patients, standing for several hours a time and bending. Students must also exhibit stable mental processes by being able to function appropriately under stressful conditions.

- Any student having a temporary medical condition inhibiting/restricting their activities must supply a written explanation from their physician. Should a student become unable to participate fully in the program's activities, they may be withdrawn.
- Should the student require any type of special accommodation, the student must notify the instructor before clinical arrangements are made.
- Special accommodations for testing will be given only with appropriate documentation of special needs. Individual faculty will not provide extra time, different environments, or dictionaries during testing without official documentation of disability.

Insurance

The student should carry health care insurance while participating in any academic or clinical learning experience. Student accident insurance, which covers the student while in school, is available for purchase if you have no primary insurance.

- If a student is injured during clinical, the student should notify the instructor, fill out an incident form at the clinical site, and also one at EVIT Health Sciences Office or the campus instructor's office.

Emergency Contacts

It is essential for students to complete the proper forms with up-to-date emergency contact information i.e., parent's/guardian's full name, place of work and telephone numbers, home telephone number, home address, cell phone number, and who to contact if a parent cannot be reached.

Drug Screening Guidelines and Consent

All students are required to submit to a random urine drug screening during the fall semester as a condition of continued enrollment, clinical placement, and certification testing in the Health Science programs.

1. EVIT's contracted outside vendor will conduct the screening and will mail negative results to the EVIT Program Dean. If a student tests positive, the lab will contact the parent/guardian to verify. The Program Dean will contact the student and parent to discuss the results and consequences of the positive result.
2. Only students receiving negative drug screens as reported by EVIT's designated contracted outside vendor may be permitted to remain enrolled in health science courses. Students testing positive for drugs that are illegal substances, non-prescribed legal substances, or deemed unsafe for the clinical setting by the faculty member and/or Program Dean will not be permitted to attend the Health Science courses including the required clinical rotation.
3. Students will not be allowed to use previous drug screens requested by any person or agency outside the East Valley Institute of Technology.

Absent Students on the Day of Drug Screening

Any student who is absent on the day the drug screening is conducted will have 24 hours to have this screening performed. Students will be given information on what clinic to go to for drug testing.

** Students who are under 18 years of age must have a parent or legal guardian present at the clinic, if testing is missed at EVIT. Guidelines

- All students are required to submit to a random urine drug screening during the fall semester as a condition of continued enrollment, and clinical placement, in the health sciences program.
- Students will submit a permission form signed by parents if the student is under the age of 18.
- An EVIT approved third party contractor will conduct the screening and will send results to the Program Dean.

- Only students receiving negative drug screens as reported by EVIT's chosen third party contractor are permitted to remain enrolled in health science courses.
- Students testing positive for drugs that are illegal substances, non-prescribed legal substances, or deemed unsafe for the clinical setting by the instructor will not be permitted to attend health science courses. The instructor will contact the student and parent to discuss the results and consequences of the positive result.
- Students will not be allowed to use previous drug screens requested by any person or agency outside the East Valley Institute of Technology.

Emergency Medical Technician

Academic Grading

Students must pass all segments/quarters of their Emergency Medical Technician (EMT) course with a 70% or greater, pass the midterm and final exam with a 75% or greater, and receive a negative drug screen result to be eligible for the National Registry of Emergency Technicians (NREMT) Practical Skills and Certification Exam.

Exams

Students scoring less than 75% on the midterm or the final exam are considered to have failed the exam and may petition the instructor to retake the exam the next day. The maximum score obtained on the retake exam is 75%. Students with less than 75% on the midterm exam retake or 75% on the final are not eligible to take the credentialing exams.

Skills Evaluation

Skills evaluations are based on clinical objectives and guidelines. EMT instructors have the responsibility of evaluating a student's clinical performance and will complete evaluations for students enrolled in their clinical assignment. Students must pass each skill to receive credit. This is a pass or fail grade. A failing grade for any skill will result in a failing grade for the segment/quarter in which the skill was assigned.

To complete a clinical skills assignment, EMT students are required to demonstrate competence in an entry-level set of skills for their program area. If a student demonstrates unsatisfactory or unsafe clinical performance, the student will be referred for mandatory remediation. Mandatory remediation may include:

- Completing mandatory skills practice in the skills laboratory with an instructor
- Evaluation of clinical performance by another clinical instructor
- Clinical probation
- A failing grade if remediation attempts fail

Before registering for the National Registry of Emergency Technicians (NREMT) Certification Exam, students are required to pass a skills final exam and receive a negative drug screen. If the

student does not pass the skills exam, they will get a chance for a retake exam. The maximum score they can obtain is 75%.

Physical Fitness & Readiness Training

Physical Training (PT) is a fundamental aspect of our Emergency Medical Technician (EMT) program, ensuring students maintain optimal physical fitness essential for the demanding challenges of emergency response. Throughout the week, students will engage in a variety of exercises and activities designed to enhance strength, endurance, and agility, equipping them with the physical readiness required in the field.

EMT Immunization Requirement

All students entering the Emergency Medical Technician (EMT) course must meet all immunization requirements to participate in the clinical practicum portion (if applicable) of the course.

Students must have an immunization record with documentation of:

- MMR
- DPT
- Current tetanus
- Chickenpox (Varicella) titer from your doctor showing immunity OR vaccination
- TB test (must be completed annually)
- Hepatitis B vaccination/signed declination form
- Annual flu vaccination (if required by clinical facility site)
- COVID vaccination/COVID booster (if required by clinical facility site)

Students unable or unwilling to provide documentation of compliance with the immunization requirements will not be eligible to participate in the clinical practicum experience.

EXEMPTIONS, for any reason, are not accepted (except signed declination form for Hepatitis B vaccination).

EVIT Secondary Program Offerings

Certificate Programs	Campus
Aesthetics	Main & Power
Aircraft Mechanics (NEW Program for 25-26)	Power
Automotive Technologies	Main
Aviation	Power
Barbering	Main
Collision Repair	Main
Commercial Baking	Main
Construction	Main
Cosmetology	Main & Power
Criminal Justice	Main
Culinary Arts	Main
Dental Assisting	Main
Diesel Technologies	Main
Digital Animation	Main
Early Childhood Education	Main
Electrical & Power Transmission	Main
Emergency Medical Technician	Main
Engineering	Power
Fashion Design & Merchandising	Main
Film & TV (formerly Video Production)	Main
Fire & Emergency Services	Main & Coronado High School
Graphic Design	Main
High-Tech Manufacturing (NEW Program for 25-26)	Power
HVACR	Main
Interior Design	Main
Massage Therapy	Main
Medical Assistant	Main & Power
Mental & Social Health Technician	Main
Nail Technician (New Program for 25-26)	Main
Network Security	Main
Nursing Assistant	Main & Power
Pet Grooming	Power
Pharmacy Technician	Main
Physical Therapy Technician	Main
Plumbing	Main
Radio & Audio Production	Main
Software & App Design	Main
Sterile Processing Technician	Main
Technology Device Maintenance	Main
Veterinary Assistant	Power
Welding	Main & Power

Secondary Programs

Aesthetics

DESCRIPTION				
<p>The Aesthetics program prepares individuals to apply technical knowledge and skills in the science of skin care and develop a thorough understanding of all aspects of the industry basics including: waxing, makeup techniques, facials, and general knowledge of the spa industry. Students will learn techniques for skin analysis, deep pore cleansing, exfoliation, and specialized treatments, including dermaplaning, peels, and body treatments. The program is heavily focused on the practical application of skills.</p> <p>Additional information is located in the program handbook.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Arizona Board of Cosmetology Aesthetics Licensure</p> <p>Career Pathway: Aesthetician, Makeup Artist, Manufacturer or Product Representative, Salon Receptionist, Medical Aesthetician, Salon Manager entrepreneur or Owner.</p> <p>Occupational Profile: www.onetonline.org/link/summary/39-5094.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence	Aesthetics I - 1 semester - 2 credits Aesthetics II - 1 semester - 2 credits			
Pre/Co Requisite	6 high school credits (required) and a 2.0 GPA (recommended)			
Length of Program	2 semesters (716 clock hours). **Students attend 4 hours each day & may be required to provide their own transportation.			
College Credit	College credit may be available.			
Technology Requirements	Refer to the Technology Requirements & Usage section.			
Supply Fees	Year 1 - estimated supply fee \$285			
ESA & Out-of-Boundaries Tuition	Year 1 - \$7,590			
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	7:00am - 11:00am	Main, Power
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 4:00pm	Main, Power

Aircraft Mechanics

DESCRIPTION				
<p>The Aircraft Mechanics program prepares individuals to apply technical knowledge and skills to repair, service, and maintenance all aircraft components. The Aircraft Mechanics program includes instruction in turbine layout, fabrication of sheet metal and other materials into structural members, parts and fittings, and replacement of damaged or worn parts such as control cables and hydraulic units. Students who successfully complete the first two years of this program AND the two-year apprenticeship will gain the knowledge and hours needed for an A&P License.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Federal Aviation Administration (FAA) – Airframe Mechanic or Federal Aviation Administration (FAA) – Powerplant Mechanic</p> <p>Career Pathway: Aircraft Mechanic, Airframe Mechanic</p> <p>Occupational Profile: Aircraft Mechanics and Service Technicians 49-3011.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Introduction to Aircraft Mechanics I - 1 Semester - 1.5 credits Introduction to Aircraft Mechanics II - 1 Semester - 1.5 credits Airframe Mechanics III - 1 semester - 1.5 credits Airframe Mechanics IV - 1 semester - 1.5 credits Airframe Mechanics Apprenticeship - 2 Years - 6 credits		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		4-8 semesters		
College Credit		College credit may be available.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 – estimated supply fee \$290 Year 2 – estimated supply fee \$102		
ESA & Out-of-Boundaries Tuition		Year 1 – \$5,690 Year 2 - \$5,690 estimated Apprenticeship - \$2,500		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Power
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Power

Automotive Technologies

DESCRIPTION				
<p>The Automotive Technologies program prepares individuals to apply technical knowledge and skills in the repair, service, and maintenance of all types of automobiles. The Automotive Technologies program includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drivetrains, and heating and air conditioning systems.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Automotive Service Excellence (ASE) is the primary industry certification (ASE.com), 8 Student Certifications are offered.</p> <p>Career Pathway: Automotive Technician, Mechanic Technician, Parts Technician, Service Writer</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/49-3023.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Automotive Technologies I - 1 semester- 1.5 credits Automotive Technologies II - 1 quarter - 0.75 credits Automotive Technologies III - 1 quarter - 0.75 credits Automotive Technologies IV - 2 Semesters - 3 Credits* <i>*can replace last semester with an Internship</i>		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended).		
Length of Program		2 - 4 semesters		
College Credit		College credit may be available through PLA.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$122 Year 2 - estimated supply fee \$122		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Aviation

DESCRIPTION				
<p>The Aviation program prepares individuals to apply technical knowledge and skills in the areas of air transportation (flying and/or navigation of aircraft) and hands-on applications, leading to a private pilot certification or skills and certification in specialized aviation areas. Instruction includes: principles of aircraft design and performance, aircraft flight systems and controls, flight crew operations and procedures, radio communications, navigation procedures and systems, airways safety and traffic regulations, governmental rules and regulations. In Year 2 of the program, students will choose to focus on Flight (which will require completion of external courses and added cost) or Non-Flight in which students will select from a variety of topics to focus on each quarter.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Federal Aviation Administration (FAA) Ground School, Unmanned Aircraft Systems Pilot, Private Pilot, Ground Instruction Basic</p> <p>Career Pathway: Airline Pilot, Air Traffic Controller, Unmanned Aircraft Systems Operations, Flight Attendant, Aircraft Maintenance Technician, Airport Manager</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/49-3011.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		<p><u>Year 1 - All Students:</u> Introduction to Aviation I - 1 Semesters - 1.5 credits Introduction to Aviation II - 1 Semester - 1.5 credits <u>Year 2 - Flight:</u> Aviation III (Flight) - 1 Semester - 1.5 credits, then Aviation IV (Flight) - 1 Semester - 1.5 credits <u>Year 2 – Non-Flight:</u> Aviation III (Non-Flight) - 1 Semester - 1.5 credits Aviation IV (Non-Flight) - 1 Semester - 1.5 credits or Aviation Internship - 1 semester - 1.5 credits</p>		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		4 semesters		
College Credit		College credit may be available		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$290 Year 2 - estimated supply fee \$60		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Power
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Power

Barbering

DESCRIPTION				
<p>The Barbering program prepares individuals to apply technical knowledge and skills in the fundamentals of barbering. The program includes instruction in sterilization, sanitation and safety, massage and skin care, chemical texture services, shampoo and scalp treatments, hair coloring and cutting, styling, shaving, honing, and stropping.</p> <p>Additional information is located in the program handbook.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Arizona Board of Barbering Barber Licensure</p> <p>Career Pathway: Barber, Barber Shop Operator, Master Barber, Stylist, Platform Artist, Product/tool representative, Barber Instructor</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/39-5011.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Barbering I - 1 semester - 2 credits Barbering II - 1 semester - 2 credits Barbering III - 2 semesters - 4 credits		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		4 semesters (1200 clock hours)		
College Credit		College credit may be available through PLA.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$490 Year 2 - estimated supply fee \$600		
ESA & Out-of-Boundaries Tuition		Year 1 - \$7,590 Year 2 - \$7,590		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	7:00am - 11:00am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 4:00pm	Main

Collision Repair

DESCRIPTION				
<p>The Collision Repair program prepares individuals to apply technical knowledge and skills in collision repair shop operations, materials handling, and safety practices. Students will be introduced to basic operations in many areas of the collision repair industry with a focus on entry-level position skills. Students will gain basic understanding of safety practices, tool and equipment usage, maintenance, basic repair processes and procedures, damage assessment, metal repair, structural realignment, welding techniques, paint preparation, painting, and detailing. Students will also experience structural and plastic repair techniques. In addition, students will gain knowledge of the mechanical and electrical components of late model automobiles and experience a well-balanced mix of classroom lecture, lab, and shop activities for hands-on, real-life practice.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Automotive Service Excellence (ASE/I-CAR) Student Certifications in Non-Structural ProLevel 1, Intro to Collision Repair, Refinish ProLevel 1.</p> <p>Career Pathway: Automotive Painter, Collision Repair Technician, Light Assembler, Damage Appraiser</p> <p>Occupational Profile: www.onetonline.org/link/summary/49-3021.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Collision Repair I - 1 semester - 1.5 credits Collision Repair II - 1 quarter - 0.75 credits Collision Repair III - 1 quarter - 0.75 credits Collision Repair IV - 2 semesters- 3 credits* <i>*can replace last semester with an Internship</i>		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		2 - 4 semesters		
College Credit		College credit may be available.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$198 Year 2 - estimated supply fee \$148		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Commercial Baking & Pastry Arts

DESCRIPTION				
<p>The Commercial Baking & Pastry Arts program prepares individuals to gain employment as a baker, pastry chef, or business owner. Instruction focuses on making cookies, cakes, chocolate confections, tarts, breads, and plated desserts. Students in this program will also have the opportunity to advance into cake decorating, pastries, plate painting, individual desserts, and wedding cakes.</p>				
CAREER CONNECTION				
<p>License or Certification Information: ServSafe Manager, ACF Certification</p> <p>Career Pathway: Hotel, Restaurant, Bake and Pastry Shop, Apprentice Cooks, Bakers, Decorators, Assistants and Stewards</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/51-3011.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Commercial Baking & Pastry Arts I - 1 semester - 1.5 credits Commercial Baking & Pastry Arts II - 1 semester - 1.5 credits Commercial Baking & Pastry Arts III - 2 semesters - 3 credits		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		2 - 4 semesters		
College Credit		College credit may be available through PLA.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$260 Year 2 - estimated supply fee \$60		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Construction Technologies

DESCRIPTION				
<p>The Construction Technologies program prepares individuals to apply technical knowledge and skills in residential and commercial building construction and remodeling. The program includes instruction in construction equipment and safety; site preparation and layout; construction estimating; blueprint reading; building codes; framing; masonry heating, ventilation, and air conditioning; electrical and mechanical systems; interior and exterior finishing; and plumbing.</p>				
CAREER CONNECTION				
<p>License or Certification Information: OSHA 10, NCCER Core and Construction Level 1 Career Pathway: Electrician, Plumber, Frammer, Mason, Blueprint Reader, Apprentice/Helper Occupational Profile: https://www.onetonline.org/link/summary/47-3019.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		<p>Construction I - 1 semester - 1.5 credits Construction II - 1 semester - 1.5 credits Construction Internship - 2 semesters - 3 credits (AM only)</p>		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		2 - 4 semesters		
College Credit		College credit may be available through PLA.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		<p>Year 1 - estimated supply fee \$82 Year 2 - estimated supply fee \$32</p>		
ESA & Out-of-Boundaries Tuition		<p>Year 1 - \$5,690 Year 2 - \$5,690</p>		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Cosmetology

DESCRIPTION				
<p>The Cosmetology program prepares individuals in the foundations of haircutting, hair styling, hair color, chemical texture services, makeup application, manicures and pedicures, waxing, and facials. The program prepares students for practice as licensed cosmetologists in specialized or full-service salons. This program includes instruction in hair services, basic nail applications, basic aesthetics, business management, sanitation and safety, customer service, and applicable professional and labor laws and regulation.</p> <p>Additional information is located in the program handbook.</p>				
CAREER CONNECTION				
<p>License or Certification Information: AZ Cosmetology License</p> <p>Career Pathway: Cosmetologist, Hair Stylist, Salon Owner, Platform Artist, Manager, Entrepreneur, Sales Distributor, Educator, and More.</p> <p>Occupational Profile: www.onetonline.org/link/summary/39-5012.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Cosmetology Fundamentals - 1 semester - 2 credits Cosmetology Clinical- 1 semester - 2 credits Cosmetology Clinical II- 2 semesters- 4 credits		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		4 semesters - 4 hours/day (total of 1500 clock hours)		
College Credit		College credit may be available through PLA.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$460 Year 2 - estimated supply fee \$560		
ESA & Out-of-Boundaries Tuition		Year 1 - \$7,590 Year 2 - \$7,590		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	7:00am - 11:00am	Main, Power
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 4:00pm	Main, Power

Criminal Justice

DESCRIPTION				
<p>The Criminal Justice program prepares individuals to apply relevant theories and practices in the various criminal justice fields, including law enforcement, law, corrections, and technical non-sworn positions. The program includes instruction in: substantive law, law enforcement history and theory, operational command leadership, incident response strategies, legal and regulatory responsibilities, public relations, and organizational leadership</p>				
CAREER CONNECTION				
<p>License or Certification Information: Psychological First Aid Certification</p> <p>Career Pathway: Police Officer, Police Aide, Corrections Officer, Probation Officer, Federal Agent, Attorney, Crime Scene Specialist, Forensics Scientist, Public Safety Telecommunications</p> <p>Occupational Profile: https://www.onetonline/link/summary/33-3021.02</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Criminal Justice I - 1 semester - 1.5 credits Criminal Justice II - 1 semester - 1.5 credits Criminal Justice III - 2 semesters - 3 credits		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		2 - 4 semesters		
College Credit		College credit may be available through Dual Enrollment and/or PLA.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$50 Year 2 - estimated supply fee \$50		
ESA & Out-of-Boundaries tuition		Year 1 - \$5,690 Year 2 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Culinary Arts

DESCRIPTION				
<p>The Culinary Arts program prepares individuals to apply technical knowledge and skills required for food production and service occupations in commercial foodservice establishments. The program includes instruction in the technical knowledge and skills required for planning, selecting, storing, purchasing, preparing and serving quality food products, nutritive values, safety and sanitation procedures, use of commercial equipment, serving techniques and management of food establishments will also be studied. Throughout the program, students will develop advanced critical thinking, applied academic, career development, life and employability skills, business, economic, and leadership skills required for culinary arts occupations.</p>				
CAREER CONNECTION				
<p>License or Certification Information: ServSafe Manager, ACF Certification, Food Handlers Certificate Career Pathway: Banquet Cook, Prep Cook, Server, Chef, Restaurant Management Occupational Profile: https://www.onetonline.org/link/summary/11-9051.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence	Culinary I - 1 semester - 1.5 credits Culinary II - 1 semester - 1.5 credits Culinary III - 2 semester - 3 credits* <i>*can replace last semester with an Internship</i>			
Pre/Co Requisite	6 high school credits (required) and a 2.0 GPA (recommended)			
Length of Program	2 - 4 semesters			
College Credit	College credit may be available through Dual Enrollment and/or PLA.			
Technology Requirements	Refer to the Technology Requirements & Usage section.			
Supply Fees	Year 1 - estimated supply fee \$255 Year 2 - estimated supply fee \$160			
ESA & Out-of-Boundaries Tuition	Year 1 - \$5,690 Year 2 - \$5,690			
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Dental Assistant

DESCRIPTION				
<p>The Dental Assistant program prepares individuals to provide patient care, conduct dental radiographs (x-ray photographs), prepare patients and equipment for dental procedures, and discharge office administrative functions under the supervision of dentists and dental hygienists. The program includes instruction in: medical recordkeeping, general office duties, reception and patient intake, scheduling, equipment maintenance and sterilization, basic radiography, pre- and post-operative patient care and instruction, chairside assisting, performing tooth and mouth impressions, and supervised practice. National Board, Inc. Students will complete the Radiation Health and Safety (RHS) Exam prior to clinical internship.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Radiation Health and Safety (RHS) (DANB), American Heart Association Basic Life Support (CPR and AED) Certified, Bloodborne Pathogen Certificate</p> <p>Career Pathway: Dental Assistant, Dental Receptionist, Dental Lab Technician, Dental Hygienist, Dentist in any of the nine dental specialties</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/31-9091.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Intro to Dental Assisting - 2 semesters - 3 credits Dental Assisting I - 1 semester - 1.5 credits Dental Assisting II - 1 semester - 1.5 credits		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended). Seniors only - Successful completion of Intro to Dental Assisting, or 1 credit of Biology, or 1 credit of Anatomy & Physiology		
Length of Program		2 - 4 semesters		
College Credit		College credit may be available through PLA.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$175 Year 2 – estimated supply fee \$230		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Diesel Technologies

DESCRIPTION				
<p>The Diesel Technologies program prepares individuals to apply technical knowledge and skills to repair, service, and maintain diesel engines in vehicles such as automobiles, buses, ships, trucks, railroad locomotives, and construction equipment as well as stationary diesel engines in electrical generators and related equipment. The program includes instruction in: automotive safety, vehicle inspection, engine performance and repair, fuel systems, drive train, brake systems, suspension and steering systems, and electrical systems.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Automotive Service Excellence (ASE) is the primary industry certification (ASE.com), 5 Student Certifications are offered.</p> <p>Career Pathway: Diesel Technician, Heavy Assembler, Field Operator</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/49-3031.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Diesel Technologies I - 1 semester - 1.5 credits Diesel Technologies II - 1 quarter - 0.75 credits Diesel Technologies III - 1 quarter - 0.75 credits Diesel Technologies IV - 2 semesters - 3 credits* <i>*can replace last semester with an Internship</i>		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		2 - 4 semesters.		
College Credit		College credit may be available through PLA.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$122 Year 2 - estimated supply fee \$122		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Digital Animation

DESCRIPTION				
<p>The Digital Animation program prepares individuals to use computer applications and related visual and sound imaging to create animations and other visual effects for television, movies, video games, and other media. Students will develop in-depth understanding of 2D and 3D image capture, creation, and manipulation; audio and video recording and editing techniques; media management, distribution, and delivery; and specialized equipment operation and maintenance. 3D Animation students will explore the history and societal and economic impact of the animation industry and will examine legal and ethical considerations and business best practices unique to animation and related industries.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Adobe Illustrator, Adobe Premiere Pro, Adobe After Effects, Visual Design using Photoshop</p> <p>Career Pathways: Digital Animator, Game Designer, Character Animator, Interactive Media Designer, Modeling, Texturing, Animation, Rigging, Dynamic Effects, Environmental Design, Visual Effects, Scientific Illustration, Architectural Visualization, Interior Design Visualization, Product Prototype Visualization, Training Simulation, and Courtroom Reenactment Visualization</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/27-1014.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Digital Animation I - 1 Semester - 1.5 Credits Digital Animation II - 1 Semester - 1.5 Credits Digital Animation III - 2 Semesters - 3 Credits* <i>*can replace last semester with an Internship</i>		
Pre/Co Requisite		6 high school credits (required) and 2.0 GPA (recommended)		
Length of Program		2 – 4 semesters		
College Credit		College credit may be available Dual Enrollment and/or PLA.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$250 Year 2 - estimated supply fee \$80		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Early Childhood Education

DESCRIPTION				
<p>The Early Childhood Education program is designed to prepare individuals for employment in early childhood settings. This includes: instruction in child growth and development, child health, nutrition, safety, planning, supervision of developmentally-appropriate practices and learning activities, child guidance, family relationships, and parenting. Applicable legal and administrative requirements are also addressed. Preparation for the development and management of effective early childhood programs and facilities is included.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Para Professional Praxis Certification (Seniors only), Food Handlers Certificate, CPR and First Aid Certificate, Bloodborne Pathogens certification, Child Find certification and Mandatory Reporting training</p> <p>Career Pathway: Preschool or Child Care Assistant Teacher, Recreation/Activities/Party Coordinator, Nanny, Family Care Provider, Elementary Education Aide, Certified Elementary Education Teacher (Early Childhood Endorsement)</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/25-9042.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence	<p>Early Childhood I - 1 semester - 1.5 credits</p> <p>Early Childhood II - 1 semester - 1.5 credits</p> <p>Early Childhood III - 1 semester – 1.5 credits</p> <p>Early Childhood Internship – 1 semester – 1.5 credits</p>			
Pre/Co Requisite	6 high school credits (required) and a 2.0 GPA (recommended)			
Length of Program	2 - 4 semesters			
College Credit	College credit may be available.			
Technology Requirements	Refer to the Technology Requirements & Usage section.			
Supply Fees	<p>Year 1 - estimated supply fee \$181</p> <p>Year 2 - estimated supply fee \$55</p>			
ESA & Out-of-Boundaries Tuition	<p>Year 1 - \$5,690</p> <p>Year 2 - \$5,690</p>			
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Electrical and Power Transmission

DESCRIPTION				
<p>The Electrical and Power Transmission program prepares individuals to apply technical knowledge and skills to install indoor and outdoor residential, commercial, and industrial electrical systems. The program includes instruction in electricity, safety procedures, wiring, insulation and grounding, schematic blueprint interpretation, equipment operation and maintenance, and applicable codes and standards.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Occupational Safety & Health Administration (OSHA) 10, Lock Out Tag Out certification, NCCER Electrical Level 1, NCCER Core</p> <p>Career Pathway: Electrician, Power Line Worker</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/49-9051.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Electrical and Power Transmission I - 1 semester - 1.5 credits Electrical and Power Transmission II - 1 semester - 1.5 credits Electrical Apprenticeship - 8 semesters - 3 credits/year		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		2 semesters plus optional 4-year Apprenticeship		
College Credit		College credit may be available through PLA.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$82 Year 2 – estimated supply fee \$32		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690 estimate Apprenticeship - \$2,500		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Emergency Medical Technician

DESCRIPTION				
<p>The Emergency Medical Technician program prepares individuals to recognize, assess, and manage medical emergencies in the pre-hospital environment. This program will develop the student's confidence, knowledge, and skills in performing critical assessment and management of patients with medical and trauma-related life threats. It also focuses on the development of an EMT's critical role as a team member during patient crisis situations. This program includes instruction in: emergency medical services, medical, legal and ethical issues, pharmacology, anatomy and physiology, medical terminology, patient assessment and treatment, and emergency medical services operations.</p>				
CAREER CONNECTION				
<p>License or Certification Information: EMT Certification; Certification available through the National Registry of Emergency Medical Technicians (NREMT). Students under the age of 18 may complete the NREMT exam but will not be able to apply for EMT certification in the State of Arizona until they turn 18 years of age. For more information on the NREMT, visit nremt.org **Students must be 18 years of age by November 1 following course completion and a US citizen or legal resident and provide proof of status to take the certification exam. American Heart Association Basic Life Support (CPR and AED) Certified, Bloodborne Pathogen Certificate</p> <p>Career Pathway: Emergency Medical Technician, Emergency Room Tech, Firefighter, Paramedic</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/29-2042.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Intro to Emergency Medical Technician - 2 semesters - 3 credits Emergency Medical Technician I - 1 semester - 1.5 credits Emergency Medical Technician II - 1 semester - 1.5 credits		
Pre/Co Requisite		6 high school credits (required) and 2.0 GPA (recommended) Seniors only – successful completion of Intro to Emergency Medical Technician, or 1 credit of Biology, or 1 credit Anatomy & Physiology		
Length of Program		2 - 4 semesters		
College Credit		College credit may be available through PLA.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fees \$175 Year 2 - estimated supply fees \$355		
ESA & Out of Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Engineering

DESCRIPTION				
<p>The Engineering program prepares individuals to apply basic engineering principles and technical skills in support of engineers engaged in a wide variety of projects. The program includes instruction in various engineering support functions for research, production, and operations, and applications to specific engineering specialties. Throughout the program, students learn and develop problem solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Certified SolidWorks Associate (CSWA) and National Institute for Metal Workings Skills (NIMS)</p> <p>Career Pathway: Environmental Engineering, Biomechanical Engineering, Electrical and Electronics Engineering, Industrial Engineering, Manufacturing Engineering and Technology, Mechanical Engineering, Specialties and Emerging Technologies</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/17-2199.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Engineering I - 1 semester - 1.5 credits Engineering II - 1 quarter - 0.75 credits Engineering III - 1 quarter - 0.75 credits Engineering IV -2 Semesters - 3 Credits* <i>*can replace last semester with an Internship</i>		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		2 - 4 semesters		
College Credit		College credit may be available through Dual Enrollment and PLA.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$95 Year 2 - estimated supply fee \$105		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Power
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Power

Fashion Design and Merchandising

DESCRIPTION				
<p>The Fashion Design and Merchandising program prepares individuals for employment or advanced post-secondary coursework in fashion design production, apparel sales, custom fashion design, supervisory positions in apparel manufacturing, and as buyers for retail establishments. The program includes instruction in fashion design, production and selection, wholesale purchasing, sales and promotion. Throughout the program, students will develop advanced critical thinking, career development, applied academic skills, employability skills, basic business practices and leadership skills required for entry into fashion design and merchandising occupations.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Retail Industry Fundamentals, Customer Service and Sales, The Business of Retail</p> <p>Career Pathway: Visual Merchandiser, Fashion Designer, Sales and Distribution, Fabric/Textile Designer, Fashion Journalist, Retail Management</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/27-1022.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Fashion Design & Merchandising I - 1 semester - 1.5 credits Fashion Design & Merchandising II - 1 semester - 1.5 credits		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		2 semesters		
College Credit		College credit may be available.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$175		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Film & TV Production (formerly Video Production)

DESCRIPTION				
<p>The Film & TV Production program prepares individuals to produce digital films and videos (including news broadcasts, commercials and public service announcements, feature films and documentaries, episodic serials, music videos, educational videos, and others) and to work in a variety of on- and off-camera positions within traditional and emerging video production industries. Students also explore the history and societal and economic impact of the video production industry and will examine legal and ethical considerations and business best practices unique to film and TV production and related industries. Throughout the program, students learn and practice valuable real-world skills using professional-grade video production equipment and industry standard video and audio editing software and visual effects, motion graphics, and compositing applications to create high-quality media products.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Adobe Certified Associate (ACA) Premiere Pro, ACA Visual Design using Photoshop, ACA Visual Effects and Motion Graphics, FAA Certification: Drones</p> <p>Career Pathway: Cinematographer, Editor, Director, Script Writer, Independent Filmmaker, Producer, Film/Video Production Crew E.g., Grip, Gaffer, Sound Mixer, Camera Operator, Production Assistant, Script Supervisor</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/27-4031.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Film & TV I - 1 semester - 1.5 credits Film & TV II - 1 semester - 1.5 credits Film & TV III - 2 semesters - 3 credits		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		2 - 4 semesters		
College Credit		College credit may be available.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$62 Year 2 - estimated supply fee \$227		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Fire and Emergency Services

DESCRIPTION				
<p>The Fire and Emergency Services program focuses on the principles, theory, and practices associated with the management of fire operations, firefighting services, and community fire issues. The Fire Service program includes instruction in: fire protection history and theory, incident command leadership, administration of public fire organizations, labor relations, emergency medical services management, fire emergency response strategies and mitigation, legal and regulatory responsibilities, budgeting, public relations, and organizational leadership.</p>				
CAREER CONNECTION				
<p>License or Certification Information: CPR, Wildland Fire Fighter Certificate, National Emergency Medical technician (NREMT), Fire 1 & Fire 2 certification, HAZMAT</p> <p>Career Pathway: Firefighter, EMT, Fire Inspector, Wildland Firefighter, Paramedic</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/33-2022.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Fire Science I - 1 semester - 1.5 credits Fire Science II - 1 semester - 1.5 credits Fire Science III - 1 semester - 1.5 credits Fire Science EMT - 1 semester - 1.5 credits		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		2 - 4 semesters		
College Credit		College credit may be available.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$420 Year 2 - estimated supply fee \$380		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Graphic Design

DESCRIPTION				
<p>The Graphic Design program prepares individuals to use technical expertise, creativity, and esthetic principles to design and create visual concepts that meet specific commercial or promotional needs, as well as inspire, inform, and captivate consumers. The program includes instruction in operations and maintenance of specialized computer hardware and design-related technology tools; the principles and elements of design; digital imaging; typographical concepts and techniques; page layout and design; the role of the graphic designer, the history and societal and economic impact of the graphic design industry, and legal and ethical considerations and business best practices unique to graphic design and related industries. Throughout the program, students learn and practice valuable real-world skills using industry standard graphic design software to create professional-grade design projects.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Adobe Certified Associate (ACA) Visual Design using Photoshop, Adobe Illustrator, Adobe In Design</p> <p>Career Pathway: Photographer, Videographer, Graphic Designer, Web Designer, Social Media Designer, Commercial Printer or Digital Pre-Press Artist</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/27-1024.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Graphics Design I - 1 semester - 1.5 credits Graphics Design II - 1 semester - 1.5 credits Graphics Design III - 2 Semesters - 3 Credits* <i>*can replace last semester with an Internship</i>		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		2 - 4 semesters		
College Credit		College credit may be available through Dual Enrollment.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$120 Year 2 - estimated supply fee \$95		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Heating, Ventilation, Air Conditioning, and Refrigeration

DESCRIPTION				
<p>The Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR) program prepares individuals to apply technical knowledge and skills to repair, install, service and maintain the operating condition of heating, air conditioning, and refrigeration systems. The program includes instruction in diagnostic techniques, the use of testing equipment and the principles of mechanics, electricity, and electronics as they relate to the repair of heating, air conditioning and refrigeration systems.</p>				
CAREER CONNECTION				
<p>License or Certification Information: OSHA 10, HVAC EPA 608, NCCER Core and HVAC Level 1 Career Pathway: HVAC Technician, Wholesale Factory Representative, Installer, Sales Representative Occupational Profile: www.onetonline.org/link/summary/49-9021.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		HVACR I - 1 semester - 1.5 credits HVACR II - 1 semester - 1.5 credits HVACR Apprenticeship - 8 semesters - 3 credits/year		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		2 semesters and optional 4-year Apprenticeship		
College Credit		College credit may be available.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$82 Year 2 - estimated supply fee \$32		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690 estimated Apprenticeship - \$2,500		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

High-Tech Manufacturing

DESCRIPTION				
<p>The High-Tech Manufacturing program provides students with hands-on experience to be able to apply tools and processes in working with equipment in various high-tech fields. This includes developing an understanding of scientific, industrial and engineering advances used to improve the efficiency, quality and productivity of operations. Being able to monitor processes, inspect produced goods and services, propose measures and process improvements to enhance operations, ensure reliability of systems, and to minimize downtime, errors, and defects to ensure products meet established quality standards and industry benchmarks. In year 2 of the program, students will choose a focus on either Manufacturing Technician or Quality Control Technician.</p>				
CAREER CONNECTION				
<p>License or Certification Information: OSHA 10, Six Sigma - White & Yellow Belts</p> <p>Career Pathway: Manufacturing Technician, Manufacturing Specialists, Machinist, Assembly Mechanic, Assembly Technician, Fabrications Specialist, Assembly and Test Technician, Composite Technician, Quality Control Technician, Quality Control Specialists, or Inspectors.</p> <p>Occupational Profile: Manufacturing Engineers 17-2112.03, Quality Control Analysts 19-4099.01</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		<p><u>Year 1 - All Students:</u></p> <p>Introduction to Manufacturing I - 1 Semester - 1.5 credits</p> <p>Introduction to Manufacturing II - 1 Semester - 1.5 credits</p> <p><u>Year 2 - Manufacturing Technician:</u></p> <p>Manufacturing Specialization -1 semester-1.5 credits</p> <p>Manufacturing/Quality Special Projects or Internship-1 semester-1.5 credits</p> <p><u>Year 2 - Quality Control Technician:</u></p> <p>Advanced Quality Control-1 semester-1.5 credits</p> <p>Manufacturing/Quality Special Projects or Internship-1 semester-1.5 credits</p>		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		4 Semesters		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		<p>Year 1 – estimated supply fee \$122</p> <p>Year 2 – TBD</p>		
ESA & Out-of-Boundaries Tuition		<p>Year 1 - \$5,690</p> <p>Year 2 – \$5,690</p>		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Power
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Power

Interior Design

DESCRIPTION				
<p>The Interior Design program prepares individuals for employment or advanced post-secondary coursework in applied sciences for design production, commercial or home furnishings sales, custom interior design, supervisory positions in furnishings manufacturing, and as buyers for retail establishments. The program includes instruction in interior design/production and selection, wholesale purchasing, sales, and promotion. Throughout the program, students will also develop advanced critical thinking, career development, applied academic skills, employability skills, basic business practices, and leadership skills required for entry into interior design and merchandising occupations.</p>				
CAREER CONNECTION				
<p>License or Certification Information: National Retail Federation (NRF) RISE-Up Retail Industry Fundamentals, Customer Service and Sales and Chief Architect Certified Apprentice</p> <p>Career Pathway: Interior Designer, Staging Designer, Interior Decorator, Store Window Designer, Color Consultant, Fabric/Textile Consultant, Interior Magazine Editor, Retail Management, Theater Stage Designer, Event Planning, CAD Designer, Interior Architect</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/27-1025.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Interior Design I - 1 semester - 1.5 credits Interior Design II - 1 semester - 1.5 credits		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		2 semesters		
College Credit		College credit may be available.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$150		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Massage Therapy

DESCRIPTION				
<p>The Massage Therapy program prepares individuals to provide relief and improved health and well-being to clients through the application of manual techniques for manipulating skin, muscles, and connective tissues. The program includes instruction in: Western (Swedish) massage, sports massage, myotherapy/trigger point massage, myofascial release, deep tissue massage, reflexology, massage safety and emergency management, client consultation, practice management styles, applicable state regulations, and professional standards and ethics.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Licensed Massage Therapist, CPR and First Aid</p> <p>Career Pathway: Massage Therapist in various settings such as day spas and resorts, Chiropractic Assistant, Private Practice owner</p> <p>Occupational Profile: www.onctonline.org/link/summary/31-9011.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Massage Therapy I - 1 semester - 1.5 credits Massage Therapy II - 1 semester - 1.5 credits Massage Therapy III - 2 semesters - 3.0 credits		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		4 semesters		
College Credit		College credit may be available.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$120 Year 2 - estimated supply fee \$150		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Massage Therapy – 4 Hour Accelerated Program

DESCRIPTION				
<p>The Massage Therapy program prepares individuals to provide relief and improved health and well-being to clients through the application of manual techniques for manipulating skin, muscles, and connective tissues. The program includes instruction in: Western (Swedish) massage, sports massage, myotherapy/trigger point massage, myofascial release, deep tissue massage, reflexology, massage safety and emergency management, client consultation, practice management styles, applicable state regulations, and professional standards and ethics.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Licensed Massage Therapist, CPR and First Aid</p> <p>Career Pathway: Massage Therapist in various settings such as day spas and resorts, Chiropractic Assistant, Private Practice owner</p> <p>Occupational Profile: www.onetonline.org/link/summary/31-9011.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Massage Therapy I: Block - 1 semester - 2 credits Massage Therapy II: Block - 1 semester - 2 credits		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		2 semesters		
College Credit		College credit may be available.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$150		
ESA & Out-of-Boundaries Tuition		Year 1 - \$7,590		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon) *Saturdays once a month for clinical	12:00pm -4:00pm *Saturday 8:00am - 2:00pm	Main

Medical Assistant

DESCRIPTION				
<p>The Medical Assistant program prepares individuals to provide medical office administrative services and perform clinical duties including patient intake and care, routine diagnostic and recording procedures, pre-examination and examination assistance, and the administration of medications and first aid. The program includes instruction in: basic anatomy and physiology, medical terminology, medical law and ethics, patient psychology and communications, medical office procedures, and clinical diagnostic, examination, testing, and treatment procedures.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Certifications include Bloodborne Pathogens, Clinical Medical Assistant, Registered Medical Assistant, American Heart Association (BLS), Certified EKG Technician, Certified Phlebotomy Technician</p> <p>Career Pathway: Upon completion of the Medical Assistant programs, students have an opportunity to acquire the following certification: Basic Life Support Cardiopulmonary Resuscitation, Certified Clinical Medical Assistant, Certified Phlebotomy Technologist, Certified Electrocardiograph Technologist</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/31-9092.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Intro to Medical Assisting - 2 semesters - 3 credits Medical Assisting I - 1 semester - 1.5 credits Medical Assisting II - 1 semester - 1.5 credits		
Pre/Co Requisite		At least 6 high school credits (required) and a 2.0 GPA (recommended). Seniors only - Successful completion of Intro to Medical Assisting, or enrolled in the 4-hour Accelerated Program.		
Length of Program		4 semesters Note: Students may be required to obtain a fingerprint clearance card for a clinical practicum. Students will need a negative TB test for a clinical practicum.		
College Credit		College credit may be available through PLA.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$175 Year 2 - estimated supply fee \$395		
ESA & Out of Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main, Power
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main, Power

Medical Assistant – 4 Hour Accelerated Program

DESCRIPTION				
<p>The Medical Assistant 4-Hour Accelerated Program prepares individuals to provide medical office administrative services and perform clinical duties including patient intake and care, routine diagnostic and recording procedures, pre-examination and examination assistance, and the administration of medications and first aid. The program includes instruction in: basic anatomy and physiology, medical terminology, medical law and ethics, patient psychology and communications, medical office procedures, and clinical diagnostic, examination, testing, and treatment procedures.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Certifications include Bloodborne Pathogens, Clinical Medical Assistant, Registered Medical Assistant, American Heart Association (BLS), Certified EKG Technician, Certified Phlebotomy Technician</p> <p>Career Pathway: Upon completion of the Medical Assistant programs, students have an opportunity to acquire the following certification: Basic Life Support Cardiopulmonary Resuscitation, Certified Clinical Medical Assistant, Certified Phlebotomy Technologist, Certified Electrocardiograph Technologist</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/31-9092.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence	Medical Assisting I Block - 1 semester - 2 credits Medical Assisting II Block - 1 semester - 2 credits			
Pre/Co Requisite	Seniors Only At least 6 high school credits (required) and a 2.0 GPA (recommended).			
Length of Program	2 Semesters Note: Students may be required to obtain a fingerprint clearance card for a clinical practicum. Students will need a negative TB test for a clinical practicum.			
College Credit	College credit may be available through PLA.			
Technology Requirements	Refer to the Technology Requirements & Usage section.			
Supply Fees	1 year program - estimated supply fee \$395			
ESA & Out-of-Boundaries Tuition	Year 1 - \$7,590			
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	7:00am - 11:00am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm – 4:00pm	Main

Mental & Social Health Technician

DESCRIPTION				
<p>The Mental & Social Health Technician program is an introduction to: social work, mental health case work, clinical interviews, therapeutic intervention strategies, patient testing and evaluation procedures, patient and family counseling, social rehabilitation, patient care planning, record-keeping, and support services liaison activities. The program includes instruction in mental health theory, applied psychopathology, patient communication and management, crisis intervention, psychotropic medication, mental health treatment procedures, substance abuse, record-keeping, clinical administrative skills, and applicable standards and regulations.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Mental Health Technician, Article 9 Certification, Psychological First Aid, CPR Career Pathway: Behavioral Health Technicians, Case Manager, Parent Aides, Family Advocates, Respite Care Worker and Paraprofessional Counselors Occupational Profile: https://www.onetonline.org/link/summary/21-1023.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Mental and Social Health Technician I - 1 semester - 1.5 credits Mental and Social Health Technician II - 1 semester – 1.5 credits		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		2 semesters. In the 4th quarter, students may complete Mental & Social Health Clinicals. Note: Students will be required to obtain a fingerprint clearance for their internship.		
College Credit		College credit may be available through PLA.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$245		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Nail Technician

DESCRIPTION				
<p>The Nail Technician program will provide students with an interest in cosmetic arts, to learn the skills needed to enter the industry and work in a salon and/or nail salon providing customers with manicures and pedicures and related services.</p>				
CAREER CONNECTION				
<p>License or Certification Information: AZ State Board of Barbering and Cosmetology certifications Career Pathway: Nail Technician Occupational Profile: Manicurists and Pedicurists 39-5092.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		<p>Nail Technician I - 1 semester - 2.0 credits Nail Technician II - 1 semester - 2.0 credits</p>		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended).		
Length of Program		2 semesters		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$330		
ESA & Out-of-Boundaries Tuition		Year 1 - \$7,590		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	7:00am - 11:00am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 4:00pm	Main

Network Security

DESCRIPTION				
<p>The Network Security program prepares individuals to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation and maintenance of security devices, systems, and procedures. The program includes instruction in analysis, testing, troubleshooting, and evaluating of existing network systems, such as local area network (LAN), wide area network (WAN), Internet systems or a segment of a network system, and performance of network maintenance to ensure networks operate correctly with minimal interruption. Throughout the program, students will enhance their technical knowledge and skills that are associated with functions of application integrity, cyber threat management, and infrastructure security within Network Technologies' occupations.</p>				
CAREER CONNECTION				
<p>License or Certification Information: CompTIA Network+, CompTIA Security +, CCNA</p> <p>Career Pathway: Network Technician, Network Administrator, Wireless Network Engineer, Networking Security Engineer, Network Architect, etc., Computer Network Support Specialists.</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/15-1231.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Network Security I - 1 semester - 1.5 credits Network Security II - 1 semester - 1.5 credits		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		2 semesters		
College Credit		College credit may be available through Dual Enrollment.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$128		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Nursing Assistant

DESCRIPTION				
<p>The Nursing Assistant program prepares individuals to perform routine nursing-related services to patients in hospitals or long-term care facilities; under the training and supervision of a registered nurse or licensed practical nurse. The program includes instruction in infection control, communication and interpersonal skills, safety and emergency procedures, personal care skills, and basic nursing skills. Direct patient care training & instruction is facilitated in the classroom, lab and clinical settings.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Bloodborne Pathogens, American Heart Association (BLS), CPR. Arizona State Board of Nursing Certified Nursing Assistant License Certification and licensure available through the Arizona State Board of Nursing. All nursing assistant applicants for certification must have legal presence in the United States, as defined in A.R.S. 32-1606 (B)(17), and will not be issued a nursing assistant certificate if they have one or more felony convictions and have not yet received an absolute discharge from the sentences for all felony convictions three or more years before the date of filing an application for certification. Applicants will be fingerprinted to permit the Department of Public Safety to obtain State and Federal criminal history information. All applications with a positive history or investigation may be ineligible for certification. All testing will be conducted on-site at EVIT. For more information on the Arizona State Board of Nursing Licensure requirements, visit www.azbn.gov . www.azbn.gov/licensure-certification/applications-forms</p> <p>Career Pathway: Nursing Assistant, Licensed Practical Nurse, Registered Nurse, Nurse Practitioner, Physician’s Assistant, Doctor</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/31-1131.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Intro to Nursing Assistant - 2 semesters - 3 credits (Optional) Nursing Assistant I - 1 semester - 1.5 credits Nursing Assistant II - 1 semester - 1.5 credits		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended). Seniors only – successful completion of Intro to Nursing Assistant, or 1 credit of Biology, or 1 credit of Anatomy & Physiology, or 1 credit of Chemistry		
Length of Program		2 - 4 semesters		
College Credit		College credit may be available through PLA.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$175 Year 2 - estimated supply fee \$295		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main, Power
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm – 2:35pm	Main, Power

Pet Grooming

DESCRIPTION				
<p>The Pet Grooming program will provide students with an interest in pet care with knowledge in Canine anatomy, pet health and safety, pet behaviors, pet grooming techniques, and pet grooming business planning skills. After completing this program students will have the skills needed to work in a pet grooming facility and possibly to start their own pet grooming business.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Cat and Dog First Aid Certification (through the Red Cross) https://www.redcross.org/take-a-class/first-aid/cat-dog-first-aid</p> <p>Career Pathway: Pet Groomer, Veterinary assistant, Kennel attendant, Receptionist, or a Pet sitter</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/39-2021.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Pet Grooming I - 1 semester - 1.5 credits Pet Grooming II - 1 semester - 1.5 credits		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended).		
Length of Program		2 semesters		
College Credit		College credit may be available through PLA.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$272		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Power
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Power

Pharmacy Technician

DESCRIPTION				
<p>The Pharmacy Technician program prepares individuals to prepare medications, provide medications and related assistance to patients, manage pharmacy clinical and business operations. The program includes instruction in medical and pharmaceutical terminology, principles of pharmacology and pharmaceutics, drug identification, pharmacy laboratory procedures, prescription interpretation, patient communication and education, safety procedures, recordkeeping, measurement and testing techniques, pharmacy business operations, prescription preparation, logistics and dispensing operations, and applicable standards and regulations.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Pharmacy Technician Certification available through the Pharmacy Technician Certification Board (PTCB). Students must be 18 years of age and within 60 days of high school graduation to apply to take the test and obtain a fingerprint clearance card. For more information on the PTCB, visit www.ptcb.org. Students who successfully pass the PTCB exam can apply for a Pharmacy Technician License with the State of Arizona at pharmacy.az.gov.</p> <p>Career Pathway: Pharmacy Technician, Pharmacist</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/29-2052.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence	Pharmacy Technician I - 1 semester - 1.5 credits Pharmacy Technician II - 1 semester - 1.5 credits			
Pre/Co Requisite	6 high school credits (required) and a 2.0 GPA (recommended)			
Length of Program	2 semesters			
College Credit	College credit may be available through PLA.			
Technology Requirements	Refer to the Technology Requirements & Usage section.			
Supply Fees	Year 1 - estimated supply fee \$120			
ESA & Out-of-Boundaries Tuition	Year 1 - \$5,690			
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Physical Therapy Technician

DESCRIPTION				
<p>The Physical Therapy Technician program prepares individuals to assist doctors of physical therapy or doctors of chiropractic in the treatment of patients with medical conditions and functionally-limiting injuries. The program includes instruction in medical terminology, principles of rehabilitation and physical therapy, outpatient care, long term care, home health care, personal training, patient communication and education. Students will participate in job shadowing and/or clinical practicum in physical therapy or chiropractic offices or clinics.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Certified Personal Trainer, Bloodborne Pathogen Certificate, American Heart Association (BLS)</p> <p>Career Pathway: Physical Therapy Technician, Physical Therapy Assistant, Chiropractic Assistant, Athletic Trainer, Personal Trainer, Certified Strength and Conditioning Specialist</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/31-2021.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Introduction to Physical Therapy - 2 semesters - 3 credits Physical Therapy Technician I - 1 semester - 1.5 credits Physical Therapy Technician II – 1 semester – 1.5 credits		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended) Seniors only – successful completion of Introduction to Physical Therapy, or a Sports Medicine program, or 1 credit of Anatomy and Physiology		
Length of Program		2 - 4 semesters		
College Credit		College credit may be available through PLA.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$175 Year 2 - estimated supply fee \$195		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Plumbing Service and Repair Technician

DESCRIPTION				
<p>The Plumbing Service and Repair Technician program will provide individuals with technical understanding and skills development and integrates theory with practical experience. Through the program, the student develops skills in piping techniques and procedures, plumbing and piping systems, residential and commercial system installations, blueprint reading and isometric interpretation.</p>				
CAREER CONNECTION				
<p>License or Certification Information: OSHA 10, NCCER Core, NCCER Plumbing Level 1</p> <p>Career Pathway: Plumbing Apprentice, Plumbing Specialist, Public or Private Water Treatment Engineer, Waste-Water Engineer</p> <p>Occupational Profile: www.onetonline.org/link/summary/47-2152.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Plumbing I - 1 semester - 1.5 credits Plumbing II - 1 semester - 1.5 credits Plumbing Apprenticeship - 8 semesters - 3 credits		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		2 semesters plus 4-year Apprenticeship		
College Credit		College credit may be available.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$82 Year 2 - estimated supply fee \$32		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690 estimated Apprenticeship - \$2,500		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Radio/Audio Production

DESCRIPTION				
<p>The Radio/Audio Production program prepares individuals to apply technical knowledge and skills to the production of sound recordings as either finished products or as components of traditional or emerging music productions, film and video productions, live sound productions, broadcasts, video game productions, or mixed media productions. The program includes instruction in the setup, operation, and maintenance of specialized audio equipment, including microphones, speakers, recording equipment, mixing boards, cables and connectors, and related electronic equipment; audio recording and editing techniques; sound engineering; and working with producers, editors, directors, artists, and production managers. Students will also explore the history and societal and economic impact of the music and audio production industry and will examine legal and ethical considerations and business best practices unique to music and audio production and related industries. Throughout the program, students learn and practice valuable real world skills using industry standard audio editing software to create professional grade media products.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Avid Associate Certification Pro Tools User, Certified Radio Operator</p> <p>Career Pathway: On-Air Talent, Sound Engineering, Marketing and Promotions professional, Commercial Production, Radio Journalism, Public Relations, Music Business Professional, Digital Media, Sales and Marketing Professional, Voice Over Artist, Broadcast Engineer, Recording Engineer, Radio Dean and many more.</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/27-4011.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence	Radio and Audio Production I - 1 semester - 1.5 credits Radio and Audio Production II - 1 semester - 1.5 credits Radio and Audio Production III - 2 semesters - 3 credits			
Pre/Co Requisite	6 high school credits (required) and a 2.0 GPA (recommended)			
Length of Program	2 - 4 semesters			
College Credit	College credit may be available through Dual Enrollment.			
Technology Requirements	Refer to the Technology Requirements & Usage section.			
Supply Fees	Year 1 - estimated supply fee \$95 Year 2 - estimated supply fee \$60			
ESA & Out-of-Boundaries Tuition	Year 1 - \$5,690 Year 2 - \$5,690			
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Software & App Design

DESCRIPTION				
<p>The Software & App Design program prepares individuals to apply basic engineering principles and technical skills to support engineers in developing, implementing, and evaluating computer software and program applications. Throughout the program, students learn how to program, programming languages, databases, user interfaces, networking and warehousing, encryption and security, software testing and evaluation, and customization.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Certified IT Specialist, Unity Certified Uses (UCU) Programmer</p> <p>Career Pathway: Software Engineering, Computer Programming, Information Technologies, Mobile Application Designer</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/15-1255.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Software & App Design I - 1 semester - 1.5 credits Software & App Design II - 1 semester - 1.5 credits		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		2 semesters		
College Credit		College credit may be available through PLA.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$62		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Sterile Processing Technician (High-School Program)

DESCRIPTION				
<p>The Sterile Processing Technician program prepares individuals to apply technical knowledge and skills for the decontamination, inspection, assembly, and sterilization of surgical instruments and surgical supplies. Instruction includes understanding of surgical instruments, general cleaning of equipment, package wrapping techniques, assembly of instruments on surgical trays, surgical supply, sterilization methods, sterile storage, patient care equipment, linen folding, and distribution. Once students understand the basic concepts and skills, they utilize what they have learned at a clinical site.</p>				
CAREER CONNECTION				
<p>Licensure or Certification Information: Year 1 - Basic Life Support, CPR, AHA; Year 2 - Sterile Processing Technician</p> <p>Career Pathways: Central Processing Technician (CPT), Central Service Technician (CST), Central Sterile Supply Technician (CSS Technician), Certified Registered Central Service Technician (CRCST), Instrument Technician, Sterile Preparation Technician, Sterile Processing and Distribution Technician (SPD Technician), Sterile Processing Technician, Sterile Technician, Sterilization Technician</p> <p>Occupational Profile: www.onetonline.org/link/summary/31-9093.00</p>				
POST-SECONDARY PROGRAM & COURSE INFORMATION				
Length of Program	<p>Year 1: Intro to Sterile Processing - 2 Semesters - 3 credits</p> <p>Year 2: Sterile Processing Technician - 2 Semesters* - 4 Credits</p> <p>*Note: Clinical rotations are required in Year 2 of the program (minimum 425 hours). Students will complete the program once the clinical hours are completed therefore this may go beyond the end of the second semester.</p>			
Prerequisites	<p>6 high school credits (required) and a 2.0 GPA (recommended).</p> <p>Seniors only – successful completion of Intro to Sterile Processing, or 1 credit of Biology, or 1 credit of Anatomy & Physiology, or 1 credit of Chemistry.</p>			
Length of Program	2-4 Semesters plus additional times to complete clinicals if needed			
Technology Requirements	Refer to the Technology Requirements & Usage section.			
Supply Fees	<p>Year 1 - estimated supply fee \$85</p> <p>Year 2 - TBD</p>			
ESA & Out-of-Boundaries Tuition Technology Requirements	<p>Year 1 – \$5,690</p> <p>Year 2 - \$7,590</p>			
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:30am (year 1) 7:00am - 11:00am (year 2)*	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:30 pm (year 1) 12:00pm - 4:00pm (year 2)*	Main

Technology Device Maintenance

DESCRIPTION				
<p>The Technology Device Maintenance program prepares individuals to design, develop, install, implement, use, and manage computers and various computer devices. Students will develop effective methods to troubleshoot problems using effective communication skills by asking key questions, listening for technical problems and, in turn, explaining problems in an understandable way. Throughout the program, students learn and use appropriate diagnostic tools to assess and diagnose problems on computers, laptops, iPads, printers and/or cellphones. Advanced critical thinking skills will be developed with applied interpersonal relations, life skills, business, economic, and leadership skills as well as workplace employability skills.</p>				
CAREER CONNECTION				
<p>License or Certification Information: Comp TIA A+ Certification; TestOut PC Pro</p> <p>Career Pathway: IT Technician, Computer Repair Technician, Help Desk, Network Technician</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/49-2011.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Technology Device Maintenance I - 1 semester - 1.5 credits Technology Device Maintenance II - 1 semester - 1.5 Technology Device Maintenance Internship - 2 semesters - 3 credits (AM only)		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		2 - 4 semesters		
College Credit		College credit may be available through Dual enrollment and/or PLA.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$130 Year 2 - estimated supply fee \$80		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main

Veterinary Assistant

DESCRIPTION				
<p>The Veterinary Assistant program prepares students to provide assistance in patient management, care, and clinical procedures. The program includes instruction in anatomy, physiology, medical terminology, nutrition, animal behavior and restraint, client communication, office administration, animal growth and development, animal diseases, infection control, animal reproduction, pharmacology procedures, surgical assisting procedures, diagnostic imaging procedures and dental assisting procedures.</p>				
CAREER CONNECTION				
<p>License or Certification Information: NAVTA Approved Veterinary Assistant, Burn Out Certificate, Fear Free, Certified Peace Euthanasia</p> <p>Career Pathway: Entry Level Careers: Veterinary assistant, Kennel attendant, Receptionist, Pet sitter, Groomer's assistant, Military, and Assistant laboratory animal technician (ALAT). Technical Level Careers: Veterinary technician, Animal control officer, Livestock officer, Laboratory animal technician (LAT), Groomer. Farrier, Field technician, Lab technician, Emergency animal medical technician (EAMT), Certified veterinary practice manager (CVPM), Animal trainer, Zoo guest services and Wildlife rehabilitation. Professional Level Careers: Pharmaceutical sales, Animal law, Veterinarian, Management, Research, Zoo keeper, Pathologist, and Epidemiologist</p> <p>Occupational Profile: https://www.onetonline.org/link/summary/31-9096.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence		Veterinary Assistant I - 2 semesters - 3 credits Veterinary Assistant II - 1 semester - 1.5 credits Veterinary Assistant III - 1 semester – 1.5 credits		
Pre/Co Requisite		6 high school credits (required) and a 2.0 GPA (recommended)		
Length of Program		4 semesters		
College Credit		College credit may be available.		
Technology Requirements		Refer to the Technology Requirements & Usage section.		
Supply Fees		Year 1 - estimated supply fee \$185 Year 2 - estimated supply fee \$142		
ESA & Out-of-Boundaries Tuition		Year 1 - \$5,690 Year 2 - \$5,690		
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Power
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Power

Welding Technologies

DESCRIPTION				
<p>The Welding Technologies program prepares individuals to acquire welding techniques and be product verified with weldment testing. They will develop a working knowledge of blueprint reading, and the welding processes for Shielded Metal ARC Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux Cored ARC Welding (FCAW), and Gas Tungsten ARC Welding (GTAW) with the use of thermal cutting equipment. Students will learn about the tools and equipment for the welding trade.</p>				
CAREER CONNECTION				
<p>License or Certification Information: https://www.aws.org/certification/page/home AWS Certifications and OSHA 10.</p> <p>Career Pathway: Apprenticeships, Cutter, Arc Welder, Combination Welder, Fitter Welder, Helper, MIG Welder, Pipe Welder, TIG Welder, Welder, Weld inspection, Sales</p> <p>Occupational Profile: www.onetonline.org/link/summary/51-4121.00</p>				
PROGRAM & COURSE INFORMATION				
Program Courses & Course Sequence	Welding I - 1 semester - 1.5 credits Welding II - 1 semester - 1.5 credits Welding IIIA - 2 Semesters - 3 Credits* <i>*can replace last semester with an Internship</i> <i>**Apprenticeships also available</i>			
Pre/Co Requisite	6 high school credits (required) and a 2.0 GPA (recommended)			
Length of Program	2 - 4 semesters. In the 4th semester, students may take Welding IIIB or Welding Internship.			
College Credit	College credit may be available through PLA.			
Technology Requirements	Refer to the Technology Requirements & Usage section.			
Supply Fees	Year 1 - estimated supply fee \$97 Year 2 - estimated supply fee \$97 Year 3 – estimated supply fee \$77			
ESA & Out-of-Boundaries Tuition	Year 1 - \$5,690 Year 2 - \$5,690 Year 3 - \$5,690			
Start Date	End Date	Days	Times	Campus
July 23, 2025	May 21, 2026	Monday - Friday, daily (morning)	8:00am - 10:35am	Main, Power
July 23, 2025	May 21, 2026	Monday - Friday, daily (afternoon)	12:00pm - 2:35pm	Main, Power