COBRE VALLEY INSTITUTE OF TECH

Student Handbook

2026-2027

Public Notification of Nondiscrimination: Cobre Valley Institute of Technology does not discriminate on the basis of race, color, national origin, gender, age, or disability in admission to its programs, services, in access to them, in treatment of individuals, or in any aspect of their operations. Cobre Valley Institute of Technology does not discriminate in its hiring or employment practices. The following employee has been designated to handle inquiries regarding the nondiscrimination policies and can have all materials translated upon request:

Title IX Coordinator
Name: Donna Roach
Address: 501 Ash Street Globe, AZ 85501
Telephone Number: 928-542-9640
Email: droach@cvit81.org

Section 504/ADA Coordinator
Name: Mike O'Neal
Address: 501 Ash Street Globe, AZ 85501
Telephone Number: 928-242-1907
Email: mo'neal@cvit81.org

Cobre Valley Institute of Technology- CVIT

District Office – Finance
Mailing Address: PO Box 176
Physical Address: District Office-Finance
1500 Panther Dr.
Bldg. 3, Room 206
Superior, AZ 85173
Phone: 928-542-9640
droach@cvit81.org
Web site : www.cvit81.org

Globe Office – Administrative Office
Mailing Address: PO Box 42
Physical Address: 8274 S. Six Shooter Canyon Rd.
Globe, AZ 85501
Cell: 928-242-1907
Email: mo'neal@cvit81.org

Governing Board

Anna Flores – Chair
Franceen Gregovich - Vice Chair
Maria Munoz - Member
Louie Rabago – Member
Gary Jeltsch – Member
Mike Fane - Member

Administrative Team

Mike O'Neal– Superintendent
Donna Roach- Business Manager/Operations Specialist

About CVIT

Cobre Valley Institute of Technology (CVIT) was established in November 2000. It is one of 14, voter approved, Career & Technical Education Districts (CTED) in Arizona. The CTED system along with community colleges, universities and primary and secondary schools is one of four pillars of Arizona's educational system. Each CTED takes on a challenge to prepare Arizona students for a highly competitive workforce. As a result of the efforts of the CTED system, school districts have the opportunity to provide innovative Career and Technical Education (CTE) programs for students.

CVIT provides support for CTE programs to member school districts. Member districts are Globe, Hayden, Miami, Ray, San Carlos, and Superior. CVIT's Central Campus at Gila Community College is where we provide expanded educational opportunities to the students of the member districts. In addition to educational institutions, CVIT partners with local health care industries to provide work-based learning opportunities. Our cooperation with local industry partners allows us to bring additional industrial programs to Copper Corridor students.

Our Vision

Our primary goal is preparing students for tomorrow's workforce. We are focused on preparing students for where the jobs are locally and globally.

Our Mission

To upgrade and enhance existing CTE (Career and Technical Education) courses and programs.
To provide innovative training for students to enter the workforce.
To provide a community resource to enhance career skills and improve employability opportunities.
To provide students the opportunity to earn industry recognized certification for entry into the workforce upon program completion.

2026-2027

CTE Program Schedules

Cosmetology I & II
Monday thru Thursday 1:30-5:30
Friday 9:00AM-3:00PM
Saturday (1 per month)

Dental Assistant I & II
Monday - Thursday 1:30-4:10

Early Childhood Education I, II & III
Monday & Wednesday 5:00-7:30

Electrical Installation
First Year
Monday & Tuesday 1:30-4:00
Second Year
Wednesday & Thursday 1:30-4:00

Fire Service
Friday 8:30-3:00 (beginning 10/4/24)

HVAC- R I & II
Wednesday & Thursday 1:30-4:00

Medical Assistant I & II
Monday & Wednesday 1:30-4:00
Tuesday 1:30-3:10
Thursday 1:30-4:00

Medical Assistant III & IV
Monday & Wednesday 1:30-4:00
Tuesday 1:30-3:10
Thursday 1:30-4:00

Mental/Social Health Tech I & II
Monday & Wednesday 1:30-4:00
Tuesday 1:30-3:10
Thursday 1:30-4:00

Nursing Assistant I & II
Monday & Wednesday 1:30-4:00
Tuesday 1:30-3:10
Spring Lab/Clinicals Friday or Saturday 7:00am-5:00pm

Welding I
Intro to Welding Tuesday 1:30-6:00
Intro to Welding Tuesday 4:30-9:00
Arc Welding Wednesday 4:30-9:00
Arc Welding Friday 10:00am-2:30pm

Welding II
MIG Welding Tuesday 1:30-6:00
MIG Welding Wednesday 4:30-9:00
TIG Welding Thursday 4:30-9:00
TIG Welding Friday 10:00am-2:30pm

**Welding process courses (ARC, MIG, TIG, Pipe, Technical & Flux-Core) are offered on different days. All students' schedules are determined on course(s) needed for program completion.

Attendance

Regular and timely attendance is a determining factor in educational success. Critical academic information is lost each time a student is out of the classroom. For this reason, Cobre Valley Institute of Technology believes all students should be in school every day, unless there is a valid reason for an excused absence.

Cobre Valley Institute of Technology defines an excused absence as being an absence due to illness, doctor appointment, bereavement, family emergencies, and school sponsored activities (i.e. athletic games and other school sponsored academic related activities). **Students that are currently failing their CVIT course(s) at the time of absence for any satellite school sponsored activities will not be excused.**

1. Any time your child will not be in school on any specific day, you must email the Superintendent at moneal@cvit81.org or place a phone call/text to 928-242-1907 or submit an excusal note within 24 hours of the absence.
2. All unreported absences will be documented as "unexcused" absences.
3. A parent/guardian is the only person who may verify an unexcused absence. Unexcused absences may be verified by the parent/guardian by phone, in person, text, or email to the Superintendent within 24 hours of a student returning to school from an absence.
4. Any absence that has not been verified by a parent/guardian within 24 hours may be considered unexcused.
5. A student who independently chooses not to attend school is considered truant and cannot be excused by the parent.
6. A student that is excessively absent will be dropped from their CVIT Central Campus Program.
7. If your child is leaving school early for an appointment, he/she must notify the Superintendent and student's instructor.

*****Students accumulating 3 or more unexcused absences during a semester may be dropped from their course(s).***

Special arrangements will be made for student athletes and other school related educational activities if student is in good academic standing in all their CVIT course(s).

Chronic Health Condition: Should a student have a chronic health condition that affects his/her regular school attendance, which is identified by a licensed medical professional, CVIT will provide reasonable and appropriate educational opportunities for that student. Please contact the

Counselor to set up a 504-determination meeting. The Section 504 Coordinator for CVIT is Mike O'Neal.

Students with Disabilities: A student with a disability as defined by federal law: "An individual with a disability means any person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment". Students with disabilities are strongly encouraged to request an accommodation plan with the community college. For information on how to initiate this process, please contact Mike O'Neal at 929-242-1907

Grading/Evaluation

Grading Criteria: Individual teachers establish the grading criteria for their specific courses taught. Students are awarded one (1) high school credit per semester for successfully completing at least four (4) college credits, or the equivalent for their CVIT Central Campus courses. Students are awarded one-half (.5) high school credits per semester for successfully completing three (3) or less college credits, or the equivalent.

CVIT awards certificates of completion to students who successfully complete their CVIT program. A program completer is defined by the Arizona Department of Education as having successfully completed at least two high school credits in one program. Industry recognized certifications are awarded by State Boards and or testing agencies upon student's successful passing of their required certification exam(s). Students may also be invited to participate in the CVIT Completion Ceremony if they successfully achieve one or more industry recognized certifications, with or without the completion of two high school credits.

GRADES: The grading scale consists of:
A: Regularly exceeds skill requirements 90%-100%
B: Meets and often exceeds skill requirements 80%-89%
C: Meets minimum skill requirements 70%-79% **(Medical Assistant and Nursing Assistant 75%-79%)**
D: Failure 69%-0% **(Medical Assistant and Nursing Assistant 74.9%-0%)**
Students must earn an average grade of an A, B, or C each semester in their program's course of study to continue their enrollment. Students receiving an averaged failing grade of their courses will not be enrolled the following semester unless special arrangements to make up the lost credit are made.
If a single course required for program completion is failed, CVIT will cover the expense for a student to repeat that course one time. If the student is not successful taking the course a second time, they will need repeat the course at their own expense.

Student Conduct

Conduct Code

Students are expected to arrive to class on time prepared to engage in learning activities with the appropriate materials, including textbooks, paper, pencil or pen, and project materials.
Cheating will not be tolerated, and students caught cheating may be subject to withdrawal.
Students are expected to do their own work.
Students are expected to follow directions given by any instructional staff member.
Students are expected to demonstrate courtesy and respect for other students, guests, and instructional staff members.
Students are expected to refrain from using inappropriate language, including profanity, both in and out of the classroom. Inappropriate displays of affection will not be tolerated.
While attending central campus classes at the Community College, students are expected to abide by the Student Code of Conduct and the Scholastic Code of Conduct found in the College's Student Handbook. Copies are available at campuses.

Appeal procedure for CVIT Central Program Students

After an instructor removes a student from a class, the student will have an opportunity to appeal the decision to a committee. The committee will consist of at least one Cobre Valley Institute of Technology (CVIT) representative, at least one Community College dean, instructor for the class, and at least one additional person who cannot be a parent or a relative/friend of a student.
Student will have one week from the date of removal to appeal the decision in writing to CVIT Superintendent.
The committee will hear the student and will decide by simple majority vote. Student will receive decision in the mail within a week from the hearing. Decision of the committee is final.

Respect Code

Every person has the right to learn in a comfortable and safe environment. At CVIT, we expect all staff members, students, and visitors to encourage positive self-esteem by:
Practicing courtesy and friendliness at all times.
Being cooperative, attentive, and supportive in class and in all school related activities.
Being supportive of one another in pursuit of academic activities and related activities.
CVIT relies on community-based organizations to provide facilities and instructors for our high-quality programs; therefore, we support the organization's directors/instructors in matters involving student misconduct.

Textbooks

CVIT will provide required textbooks and related materials for all students. It is the student's responsibility to take care of his/her issued textbooks. Textbooks and materials must be kept clean and unmarked. Students are responsible for proper care of their issued textbooks and will pay for the replacement cost of damaged or lost textbooks.

Release of Student Photos

Throughout the school year CVIT may take photographs of students during their learning experiences. Please inform CVIT Superintendent Mike O'Neal in writing if your child is not to

be photographed. These student identifiable photographs may be used in the district newsletters, local newspaper, district website, and social media. Highlighting school achievement in media services is a way of sharing the successes of our school and students.

Transportation

CVIT does not provide student transportation. However, satellite schools may provide transportation, and it is the student's responsibility to become familiar with their satellite school's transportation policy and procedures.

2026-2027

CVIT Central Programs

Globe Central Campus Programs

NOTE: ORDER OF A PARTICULAR COURSE SEQUENCE MAY CHANGE BASED ON AVAILABILITY OF INSTRUCTIONAL STAFF.

COSMETOLOGY

Cosmetology
12.0400

The Cosmetology program provides students an opportunity to apply Cosmetology practices and principles in a simulated salon environment. Upon successful completion of the program, students will be eligible to take the Arizona State Board of Cosmetology Examination.

Cosmetology I

12.0400.10
Prerequisite: None

COS 101
Cosmetology I PT
GCC Credits- 7
Cosmetology I is the first block in the part-time cosmetology program. In this block, the student will learn professional foundations and basic skills. Theory will include industry history and career paths, Arizona State Board rules and regulations, professional image development, life skills, professional communication, safety and infection control, professional ethics, hair and scalp science including anatomy, professional analysis, structure and growth cycles, diseases and

disorders and terminology. Practical skills learned will include safety and sanitation, shampooing and conditioning, foundational styling techniques, haircutting, perm wrapping, and facial waxing.

COS 102
Cosmetology II PT
GCC Credits- 6
Cosmetology II builds on the foundations learned in Cosmetology I. Part-time students in this class will begin practicing services on clients in the student salon while continuing to learn new practical skills. Theory topics will include trichology and skin science, as well as hair color chemistry, formulation and application techniques.

Cosmetology II

12.0400.20

Prerequisite: Cosmetology I

COS 103
Cosmetology III PT
GCC Credits- 6
Students in this class will practice services on clients in the student salon while continuing to learn new practical skills. Building on the concepts learned, students in this course will study chemistry and electrical safety, chemical texture services, nail science and nail services.

COS 104
Cosmetology IV PT
GCC Credits- 6
Students in this class will continue practicing services on clients in the student salon, focusing on advanced techniques, timing, safety and sanitation. Theory topics include principles of hair design, braiding, wigs and extensions, anatomy and physiology as well as career planning and beauty business fundamentals.

Cosmetology III

12.0400.25

Prerequisite: Cosmetology II

COS 201
Cosmetology V PT
GCC Credits- 7
Cosmetology V begins the second year of the part-time cosmetology program. Building upon foundational principles, second-year students revisit core theoretical concepts with enhanced comprehension while refining technical skills through practical client services in our student salon.

COS 202
Cosmetology VI PT
GCC Credits- 6
Students expand their theoretical foundation through comprehensive review and advanced exploration of key cosmetology concepts. This deeper understanding is reinforced through hands-on experience in our student salon, where learners develop professional confidence and technical precision.

Cosmetology IV

12.0400.40

Prerequisite: Cosmetology III

COS 203
Cosmetology VII PT
GCC Credits- 6
In this course, students continue to strengthen their theoretical knowledge through review of prior learning and in-depth exploration of cosmetology principles, including chemical texture and nail services. This enhanced understanding is complemented by practicing services on clients in our student salon, where students develop craftsmanship and proficiency.

COS 204
Cosmetology VIII PT
GCC Credits- 6
This concluding phase focuses on employment readiness and exam preparation. Students create resumes, practice interview techniques, and undergo mock state board examinations. This focused preparation ensures graduates are fully equipped to obtain licensure and secure employment in the cosmetology industry.

DENTAL ASSISTING

Dental Assistant

51.0600

The Dental Assisting program prepares students to perform technical services involved with planning, organizing, researching, directing and controlling functions and processes related to the provision of dental assisting health-care services—both front office and clinical responsibilities. An integrated approach to teaching and learning is provided as students develop interpersonal relations, career development skills and technical knowledge and skills associated with a dental assistant. Students completing this program will be prepared to participate in teams, solve problems, think critically and implement effective solutions. The program will be designed and delivered as a coherent sequence of experiences using technical instruction, and experiential learning.

Dental Assistant I

51.0600.10

DAE 100
Introduction to Dental Assisting
GCC credits-3
This course covers the history of dentistry, the education and characteristics of the dental assisting professional, members of the dental healthcare team, professional code of ethics in the field of dentistry, and the statutory law for the field of dentistry.

DAE 101
Dental Health and Safety
GCC credits - 3
This course provides training to help the student understand the difference between regulations and recommendations pertaining to health and safety for employees and patients. The students will also identify professional organizations for dentists, dental assistants, and dental hygienists relative to safety training. Students will be given the opportunity to identify the government agencies and their function in relation to dentistry.

DAE 105
Oral Health and Dental Disease Prevention
GCC credits - 3
The learner will classify dental caries, discuss early childhood caries, and explain the importance of saliva related to tooth decay, explain the goal of CAMBRA, describe the prevalence of periodontal disease, identify the two basic types of periodontal disease and list and describe the seven basic care types.

DAE 109
Patient information and Assessment
GCC credits - 3
This course focuses on the pre-clinical skills needed for delivered dental care including the importance of managing patient records. Students will be trained on patient vital signs assessments and the role of the dental assistant in a medical emergency. Students will be introduced to the principles of pharmacology.

Dental Assistant II

51.0600.20

Prerequisite: Dental Assistant I

DAE 107
Science in Dentistry
GCC credits - 4
This is an introductory course to bio-sciences as it relates to the oral embryology and histology, hand and neck anatomy, and tooth morphology. This course provides information on regions of

the face (landmarks) and oral cavity. Upon completion, students will identify planes and associated body direction used to divide the body into sections and describe the four levels of organs of organization of the human body.

HCE 156
Science for Allied Health
GCC credits-4
Introduction to biology for the health professions. Includes principles of science, the chemistry of life, cell anatomy and physiology, cellular respiration, the making of proteins, cellular reproduction, and patterns of inheritance, embryonic development, and human tissues.

EMT 121
Cardiopulmonary Resuscitation
GCC credits-.5
This one-day course follows the American Heart Association guidelines for knowledge and skill in cardiopulmonary resuscitation and AED at the healthcare provider level. Learning focuses on the skills involved in helping an individual with airway obstruction, respiratory arrest, and/or cardiac arrest. Students whom successfully complete the course will earn American Heart CPR and Basic Life Support certification.

DAE 112
Radiographic Imaging in Dentistry
GCC credits - 4
This course provides the student uses of dental imaging, explains how x-rays are produced, and identifies types of radiation. The student will also understand the effects of radiation and how radiation is measured. Radiation safety is discussed in this course.

DAE 114
Foundations of Clinical Dentistry
GCC credits - 4
This course focuses on the pre-clinical skills needed for delivered dental care including dental headpieces and dental hand instruments. Topics also include moisture control, anesthesia and pain control.

EARLY CHILDHOOD EDUCATION

Early Childhood Education
13.1210

The Early Childhood Education program is designed to prepare students for employment in early childhood settings. The Early Childhood Education program includes instruction in child growth and development, child health, nutrition, safety, planning, and supervision of developmentally appropriate practices and learning activities. Child guidance, family relationships, parenting, and applicable legal and administrative requirements are also

addressed. Preparation for the development and management of effective early childhood programs and facilities is included. The Early Childhood Education instructional program prepares students for entry-level employment, further training, and/or post-secondary education for these and other occupations: Preschool Teacher, Day Care Worker, Paraprofessional, Instructional Assistant, After School Program Assistant, and Kindergarten Teacher.

Early Childhood Education I

13.1210.11

Prerequisite: None

ECE 100
Foundations of Early Childhood Education
GCC--3 credits
Introduction to the field of Early Childhood Education including history, philosophy, and the application of child development techniques. Includes assessment techniques for observing and recording behaviors, communication skills, guidance techniques, developmentally appropriate practices and the role of the teacher in early childhood settings. Off campus observation and participation hours in a licensed childcare, or public-school birth through age eight.

ECE 102
Early Childhood Curriculum
GCC—3 credits
This course provides the student with an introduction to methods and materials to assist young children three to five years of age in the learning process. Emphasis will be placed on assessment of children's learning, arrangement of indoor/outdoor space, music and movement, dramatic play and creative media. Students will locate, plan, implement, and evaluate creative learning activities using a variety of methods and materials.

Early Childhood Education II

13.1210.20

Prerequisite: Early Childhood Education I

ECE 105
Health, Safety, and Nutrition
GCC--3 credits
Nutrition education, menu planning, childhood diseases and illness, and sanitation and safety in group settings will be introduced. Protecting the health and safety of young children and promoting the development of lifelong health habits. Communication with health professionals and parents on health, safety, and nutrition issues will be included for children birth through age eight.

EAC 110
Infants and Toddlers Development
GCC—3 credits
This course will provide the students with an introduction to the principles of development in children from birth through 36 months. Emphasis will be placed on individuality of child and the adult role in providing a safe, stimulating environment for the development of the very young child.

Early Childhood Education III

13.1210.25

Prerequisite: Early Childhood Education II

ECE 120
GCC—3 credits
Guiding Children's Social Development
Students will gain knowledge in a study of positive guidance and discipline techniques that can be used to encourage children to develop self-discipline and responsibility for their own actions. Students will also learn the importance of assessing, understanding, and enhancing the development of communication skills of young children to help guide and develop a child's self-image. Students will learn how to translate information presented into related skills and procedures that support children's social development.

ECE 210
GCC—3 credits
Home, School, and Community Relations
This course will stress the importance of family. The course objectives will include the specific attitudes, philosophies, and practical techniques that teachers in any setting can find useful in building relationships with families.

Early Childhood Education IV

13.1210.40

Prerequisite: Early Childhood Education III

ECE 220
GCC—3 credits
Introduction to Early Childhood Special Education
An introductory level course with an emphasis on current educational practices and related educational theories including identification, causes, and characteristics of exceptional learners' birth through age eight. An overview of the history of special education, assessment, intervention and curriculum will be introduced. Observation and participation hours in a special education setting required.

ECE 150
GCC—2 credits
Practicum: Direct Field Experience Birth to Preschool

Supervised experience in the education, guidance and care of young children birth through age eight. Course begins with four weeks of classroom instruction on developmentally appropriate curriculum, guidance techniques, and age appropriate activities. Students will complete first aid certification and must show proof of fingerprint clearance before student is placed at a center for lab.

ELECTRICAL INSTALLATION

Electrical and Power Transmission Installation
46.0301

The Electrical and Power Transmission Installation program prepares individuals to apply technical knowledge and skills to install indoor and outdoor residential, commercial, and industrial electrical systems, and associated power transmission lines. The program includes instruction in electricity, safety procedures, wiring, insulation and grounding, schematic blueprint interpretation, equipment operation and maintenance, and applicable codes and standards. The Electrical and Power Transmission Installation instructional program prepares students for entry-level employment, further training, and/or postsecondary education for these and other occupations: First-Line Supervisors of Mechanics, Installers, and Repairers, and Electrical Power-Line Installers and Repairers

Electrical Installation I

46.0301.11

Prerequisite: High School Algebra I

ELC 101
Fundamentals of DC & AC Electrical Systems
GCC credits-4
An introductory course focused on direct current and alternating current theory and electrical safety with emphasis on industrial applications. The course will begin with the basics of lockout/tagout and cover the hazards and procedures within the NFPA 70E (standards for electrical safety in the workplace). With the use of a 12 and 24-volt DC and AC simulator, students will gain practice with basic electrical components, digital multimeter use and trouble shooting.

TEC 132
OSHA 10 Certification
GCC--.5 credits
This course presents fundamental safety and health concepts in accordance with OSHA general industry regulations, emphasizing key policies, procedures, and requirements outlined in OSHA Act Part 1910. The program adheres to all relevant OSHA guidelines. Participants who successfully complete the course receive a 10-hour OSHA General Industry Safety and Health completion card from the U.S. Department of Labor.

Electrical Installation II

46.0301.20

ELC 105
Electric Relay Controls and Electrical Fabrication
GCC credits-4
This course introduces the student to both Electric Relay Controls and Electrical fabrication. Electric Relay Control introduces the functions of relay logic control circuits used in industrial, commercial and residential applications, describing functions and application of functions covered in control logic including logic elements such as AND, OR, NOT, NOR, and NAND. Ladder Diagrams are explained and learners connect, operate, and design a ladder diagram using one or more logic elements. Electrical fabrication introduces electrical system wiring and develops fundamental knowledge of electrical wiring and components. Covers basic electrical system wiring, interpreting wire installation plans, handling non-metallic cable, understanding application of basic components such as switches, outlets, and lighting, and connecting electrical services**.**

EMT 120
Community Training in Basic Life Support
GCC--.5 credit
This course equips participants with the knowledge and skills to respond to medical emergencies safely, promptly, and effectively. It is designed for individuals with little or no medical training and is not designed for health care providers. The course covers essential first aid procedures, cardiopulmonary resuscitation (CPR) for adults, children, and infants along with proper use of the automated external defibrillator (AED). Upon successful completion of the course, participants will be prepared to act confidently in emergency situations at home, work, or in the community. Successful completion of the course will enable the student to receive a valid Basic Life Support (BLS) with AED and CPR card from the American Heart Association (AHA).

Electrical Installation III

46.0301.25

ELC 110
Electric Motor Control
GCC credits-4
This course will be broken into four sections: NFPA 70E (standards for electrical safety in the workplace), 600 volts switching, meter safety, and electric motor control. NFPA 70E will review safety related work practices. 600-volt switching is for non-electricians to learn how to operate identified switches. This portion of the course is designed to help the learner determine what role they play in interacting with switches, breakers, disconnects, and resets. Meter safety will teach operation of the fluke 87 and review digital multimeter use. Electric motor control introduces electric relay control of AC electric motors found in industrial, commercial, and residential applications. Learner's gain understanding of the operation, installation, design, and

troubleshooting of AC electric motor control circuits for many common applications. Learners develops skills in interpreting schematics, system design, motor start / stop circuits, motor sequence control, reversing motor control, and motor jogging. Safety is emphasized throughout, highlighting motor safety, lockout/ tagout and safety interlocks.

Electrical Installation IV

46.0301.40

ELC 115
Variable Frequency Drives and Electrical Raceways
GCC credits-4
This course introduces the student to both Variable Frequency Drives and Electrical Raceways. Variable Frequency AC Drives teaches variable frequency AC solid-state control of 3-phase electric motors. Learners develop knowledge in the operation, installation, performance analysis, troubleshooting, and design of AC solid state control using 2-wire, 3-wire, manual, and open-loop speed control. Motor jogging and dynamic braking as well as programmable acceleration and deceleration are highlighted. The Electrical Raceways concepts taught includes an introduction to raceways including conduit basics, EMT conduit cutoff and preparation, conduit bodies and boxes, and conduit fittings. Basic conduit bending includes conduit benders, basic conduit bending, and offset bends. This course leads into more in depth topics such as advanced raceways including IMC conduit and flexible conduit, conductors, disconnects, over current protection, conduit sizing, and wire pulling techniques.

FIRE SERVICE

Fire Science - Level I
43.0200.00

The Fire Science – Level I Certificate program, in cooperation with the Arizona Center for Fire Service Excellence (AZCFSE), prepares students for service as firefighters in rural settings. This certification emphasizes professional firefighting skills corresponding to the everyday demands of the profession. It is designed for both individuals already serving in the profession as firefighters and as a preparatory program for those who seek a career in firefighting. Students will take classes alongside adult learners.

Fire Service I

43.0200.10

FSC 150
Basic Wildland Firefighting
GCC credits-3
The course is presented with a strategic approach with hands on learning to be a successful first year wildland firefighter. A variety of field exercises, classroom lectures, group presentations a full day field exercise with wildland fire equipment involved. A few quizzes, 10 & 18's test and a final exam will be used to evaluate students' academic portion of the course.

EMT 122
First Aid and CPR
GCC credits-2
This course provides comprehensive instruction in first aid and basic life support, including scene assessment, cardiopulmonary resuscitation (CPR), bleeding control, wound care, and the management of trauma, sudden illnesses, and environmental emergencies. Participants develop competencies in injury immobilization, emergency childbirth assistance, and communication with emergency medical services (EMS). The course prepares learners to respond effectively and safely in emergency situations. This course is equivalent to HCE 101.

FSC 100
Fire and Emergency Services
GCC credits-3
This introductory course provides a comprehensive overview of fire protection and emergency services, designed for students pursuing careers in the fire service or related emergency response fields. The curriculum aligns with the Fire and Emergency Services Higher Education (FESHE) model and meets foundational standards outlined in NFPA 1001, with content supporting certification pathways recognized by IFSAC and the Arizona Center for Fire Service Excellence (AzCFSE).

Fire Service II

43.0200.20

Prerequisite: Fire Service I

FSC 101
Fire Department Operations I
GCC credits-6
This course is primarily designed for new fire department recruits or students wishing to become structural firefighters. This course covers all aspects of fire department operations including equipment and personnel policies. Preparation for Arizona Structural Fire Fighter certification through the Arizona Center for Fire Service Excellence (ACFSE) using International Fire Service Accreditation Congress (IFSC) standards and testing.

FSC 102
Fire Department Operations II
GCC credits-5
This advanced-level course is intended for certified Fire Fighter I personnel who aim to broaden their operational skills and obtain Fire Fighter II certification. The curriculum extends foundational firefighting knowledge and introduces advanced competencies necessary for leadership positions and complex incident response. The course aligns with NFPA 1001, 2019 Edition standards.

FSC 106
Hazardous Materials First Responder Operations
GCC credits-3
This course prepares students to function effectively as First Responders at the Operations Level, in accordance with NFPA 1072 and IFSAC-accredited certification standards. Emphasis is placed on:

- Identification and classification of hazardous materials,
- Understanding hazardous materials laws and regulations,
- Risk assessment and defensive response strategies,
- Implementation of basic control, containment, and decontamination procedures,
- Use of personal protective equipment (PPE),
- Integration into a coordinated emergency response plan.

HEATING, VENTILATION AND AIR CONDITIONING

HVAC-R Services
47.0200.00

The HVAC-R Program is designed to prepare students to work in a heating or refrigeration business . The HVAC-R program includes basic instruction in heating, ventilation, air conditioning and refrigeration systems and their maintenance to help students develop a career in the HVAC-R field.

HVAC-R I

47.0200.10
Prerequisite: None

HVA 101
Principles of HVAC-R
GCC credits - 3
This course provides an introductory overview of HVAC-R systems, including their historical development and foundational scientific principles. Emphasis is placed on the relationship between pressure, temperature, and heat transfer, as well as the identification and basic function of major HVAC-R unit types.

HVA 103
HVAC-R Controls
GCC credits – 3
This course provides an introduction to the control systems used in HVAC-R equipment. Students learn the functions of thermostats, sensors, relays, contactors, and other control components, as well as basic system sequencing and wiring diagram interpretation. Emphasis is placed on understanding how controls regulate system operation and on developing foundational troubleshooting skills.

HVA 110
Electricity for HVAC-R
GCC credits – 3
This course covers detailed electrical procedures, fundamental electrical principles, circuit and meter reading, component identification, and the interpretation of symbols and wiring diagrams in air conditioning control systems. It also includes installing contacts, relays, and overloads, as well as troubleshooting techniques relevant to HVAC-R technology. The course emphasizes the practical application of HVAC-R concepts.

HVAC-R II

47.0200.20

Prerequisite: HVAC-R I

HVA 105
Heating System Basics
GCC - 3 credits
This course introduces the basic principles and components of residential and light commercial heating systems. Students learn how heat is produced and transferred, how common heating equipment operates, and the safety practices required for working with heating systems. The course provides essential foundational knowledge for continued study in HVAC-R heating technologies.

HVA 109
Troubleshooting HVAC-R Systems
GCC – 3 credits
This course introduces the essential methods and practices for diagnosing and solving problems in HVAC-R systems. Students learn systematic troubleshooting techniques, proper use of diagnostic tools, and the interpretation of electrical and refrigeration schematics. Emphasis is placed on safety, accurate problem identification, and developing practical skills for real-world service situations.

HVA 115
EPA Certification
GCC – 1 credit
This course provides instruction on the proper use of environmentally safe refrigerants, with emphasis on their recovery, recycling, and reclamation. Successful completion qualifies students to take the nationally recognized EPA Universal certification, enabling them to perform system evacuations of various cooling gases in refrigeration technology.

HVAC-R III

47.0200.25

Prerequisite: HVAC-R II

HVA 201
Advanced HVAC-R Commercial Air Conditioning
GCC - 3 credits
This course addresses fundamental principles of heat theory and gas laws as they pertain to refrigeration systems. It provides an overview of commercial package units and examines the roles of fresh air mixing, variable air volume, and variable refrigerant flow. The course includes the operation of commercial walk-in coolers and freezers, commercial ice machines, air conditioners, and heat pumps, as well as accessory components and piping methods for installation and maintenance. Safety is emphasized throughout the course.

HVA 203
Refrigeration and Heat Exchange Components
GCC - 3 credits
This course introduces the fundamentals of refrigeration and heat-exchange systems used in HVAC-R. Students learn the refrigeration cycle, key system controls, and essential safety and testing procedures. The course also covers basic troubleshooting and service practices for residential air-conditioning and heating systems, along with the operation of commercial refrigeration components such as evaporators and condensers.

HVA 205
Refrigeration Flow and Flow Devices
GCC - 3 credits
This course covers the essentials of refrigerant flow in vapor-compression systems. Students learn the roles of compressors, condensers, metering devices, expansion devices, and evaporators, and practice safe refrigerant evacuation and recovery procedures. The course also includes hands-on work with compressor disassembly and system troubleshooting to identify and correct common refrigeration problems.

HVAC-R IV

47.0200.40

Prerequisite: HVAC-R III

HVA 207
Commercial Refrigeration Applications
GCC - 3 credits
This course provides an overview of commercial refrigeration systems and their applications. Students learn system components, construction basics, and the refrigerants used in different commercial settings. Emphasis is placed on safety practices, environmentally responsible refrigerant handling, and professionalism in HVAC-R work. The course also covers proper care and maintenance of essential HVAC-R tools.

HVA 209
Commercial Ice Makers
GCC - 3 credits

This course provides an overview of commercial ice maker assembly, explores various industrial applications, examines common maintenance issues, and outlines diagnostic and repair procedures. The course includes a detailed study of commercial ice makers currently used in the industry. Students will study, analyze, connect, and operate electrical, mechanical, and water systems. Emphasis is placed on proper troubleshooting and safety procedures. Acquired knowledge will be applied during system testing. Prior knowledge of electrical circuits, refrigeration theory, controls, and refrigeration sealed systems are recommended for success.

HVA 211
Commercial Refrigeration Troubleshooting
GCC - 3 credits
This course covers the essential skills for troubleshooting commercial refrigeration systems. Students practice diagnosing refrigerant and air-pressurized systems, assembling basic refrigeration components, and applying key safety principles across classroom, lab, and job-site settings. The course also introduces proper refrigerant-handling protocols, compares common commercial applications, and reinforces professional conduct and basic HVAC-R tool maintenance.

MEDICAL ASSISTANT

Medical Assistant Services
51.0800

This program prepares the student for an entry-level position as a medical assistant. Emphasis is on preparation to perform both clerical duties and medical duties in a medical office. Medical Assistants perform administrative and certain clinical duties under the direction of a physician. Administrative duties may include scheduling appointments, maintaining medical records, billing, and coding information for insurance purposes. Clinical duties may include taking and recording vital signs and medical histories, preparing patients for examination, drawing blood, and administering medications as directed by physician.

Medical Assistant/Phlebotomy I

51.0800.15
Prerequisite: None

HCE 100
Basic Health Care Components
GCC credits–4
This introductory course provides students with a foundational knowledge of health care concepts, practices, and systems. It explores essential topics such as human anatomy and physiology, common medical terminology, basic patient care, infection control, and the roles and responsibilities of health care professionals. Students will also examine health promotion, ethical and legal considerations in health care, and effective communication within clinical settings.

Designed for students pursuing health-related fields, this course lays out the groundwork for more advanced study and practical training in health care careers.

HCE 112
Medical Terminology
GCC credits-2
This course introduces students to the language of medicine, focusing on the word structures and vocabulary used in health care settings. Students learn to identify and interpret prefixes, suffixes, root words, and abbreviations commonly used in medical terms. Emphasis is placed on spelling, pronunciation, and the correct usage of terminology related to body systems, diseases, diagnostics, procedures, and treatments. Through practical application and case studies, students will develop the foundational language skills needed for effective communication in health care professions.

EMT 122
First Aid and CPR
GCC credits-2
This course provides comprehensive instruction in first aid and basic life support, including scene assessment, cardiopulmonary resuscitation (CPR), bleeding control, wound care, and the management of trauma, sudden illnesses, and environmental emergencies. Participants develop competencies in injury immobilization, emergency childbirth assistance, and communication with emergency medical services (EMS). The course prepares learners to respond effectively and safely in emergency situations. This course is equivalent to HCE 101.

HCE 186 Phlebotomy
Phlebotomy and Medical Laboratory
GCC credits–2
This course offers a thorough study of current, practical information and instruction in phlebotomy procedures and techniques, complemented by a solid foundation in phlebotomy theory and principles. Skills developed include drawing blood, obtaining blood cultures, utilizing a lancet or Microlance for micro-draws or infant heel sticks, and measuring bleeding time. Successful completion of the course requires performing thirty-five (35) invasive intravenous draws, using a vacutainer system, along with five (5) capillary sticks. For those wishing to meet the requirements set by the American Medical Technologists, additional invasive draws can be completed in HCE 189.

Medical Assistant/Phlebotomy II

51.0800.60

Prerequisite: Medical Assistant I

HCE 116
Medical Dosage Calculation
GCC credits-2

This course provides students with the knowledge and skills necessary to accurately calculate medication dosages used in healthcare settings. Emphasis is placed on understanding measurement systems (metric, apothecary, and household), interpreting drug labels and physician orders, and performing dosage calculations for oral, injectable, and intravenous medications. Students will learn dimensional analysis, ratio-proportion methods, and formula-based calculations to ensure patient safety and accuracy in medication administration. This course is essential for those entering nursing, medical assisting, or other allied health professions.

HCE 156
Science for Allied Health
GCC credits-4
This course offers an overview of human anatomy and physiology. It is designed for non-science majors in occupational programs. The course provides a broad overview of all major body systems—including the integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, endocrine, and reproductive systems, with emphasis on structure and function.

HCE 189 Phlebotomy
Phlebotomy Certification
GCC credits–2
This course offers an in-depth review of contemporary phlebotomy theory and a structured study plan for certification through the American Medical Technologist (AMT). Students will assess and apply their knowledge of phlebotomy theory in both classroom and online settings to prepare for certification and professional advancement. Successful completion of the course requires a minimum of 15 venipunctures and 5 capillary punctures performed on human subjects.

Medical Assistant III

51.0800.65
Prerequisite: Medical Assistant II

HCE 130
Medical Assisting: Administrative Competencies
GCC credits-4
This course is designed to provide the essential knowledge needed to perform the administrative duties of a medical assistant. The curriculum includes an introduction to common equipment used for filing and maintaining medical records, as well as defining and outlining the security and safety measures necessary for handling these records. It also identifies and distinguishes between active, inactive, and closed medical records while explaining how to establish a medical record retention system for a healthcare office.

HCE 171
Introduction to Pharmacology
GCC credits-3
This course provides a foundational overview to pharmacology within the context of healthcare practice. It covers drug classifications, mechanisms of action, therapeutic and adverse effects,

and drug interactions. The course emphasizes commonly prescribed medications, safe administration protocols, and the significance of pharmacology in disease prevention and management. Legal and ethical considerations in medication use are also addressed. The course is intended for students preparing for careers in nursing, medical assisting, or allied health professions, equipping them to apply pharmacological principles in clinical environments.

HCE 186
Phlebotomy and Medical Laboratory
GCC credits–2
This course offers a thorough study of current, practical information and instruction in phlebotomy procedures and techniques, complemented by a solid foundation in phlebotomy theory and principles. Skills developed include drawing blood, obtaining blood cultures, utilizing a lancet or Microlance for micro-draws or infant heel sticks, and measuring bleeding time. Successful completion of the course requires performing thirty-five (35) invasive intravenous draws, using a vacutainer system, along with five (5) capillary sticks. For those wishing to meet the requirements set by the American Medical Technologists, additional invasive draws can be completed in HCE 189.

HCE 190
Human Body in Health and Disease
GCC credits–4
This course provides an overview of the structure and function of the human body, examining the integration of body systems in maintaining health and the consequences of disease-related disruptions. The course covers fundamental concepts in anatomy and physiology, introduces prevalent diseases, and analyzes the impact of illness on various body systems. The course emphasizes mastery of medical terminology, identification of disease signs and symptoms, and application of this knowledge in healthcare contexts. This foundational content equips students for advanced study in health sciences and allied health fields.

Medical Assistant IV

51.0800.68

Prerequisite: Medical Assistant III

HCE 160
Medical Assisting–Clinical Competencies
GCC credits–6
The course provides foundational knowledge required to perform clinical competencies as a professional medical assistant in diverse healthcare settings. Key clinical skills include conducting patient physical examinations, obtaining vital signs, compiling patient histories, and applying clinical judgment to determine when to alert healthcare providers to potential or apparent medical concerns. The course highlights medication administration under the supervision of a licensed physician or healthcare provider, covering oral, intradermal, subcutaneous, and intramuscular routes. Additional competencies include assisting with general and specialty examinations, supporting patients throughout the lifespan, collecting laboratory specimens, processing point-of-care tests, and educating patients regarding disease processes,

medication regimens, diagnostic procedures, and nutrition. The course also addresses sterile technique, first aid, and electrocardiogram (ECG) procedures. Emphasis on cultural diversity and strict adherence to HIPAA guidelines are integral to the course.

HCE 189
Phlebotomy Certification
GCC credits–2
This course offers an in-depth review of contemporary phlebotomy theory and a structured study plan for certification through the American Medical Technologist (AMT). Students will assess and apply their knowledge of phlebotomy theory in both classroom and online settings to prepare for certification and professional advancement. Successful completion of the course requires a minimum of 15 venipunctures and 5 capillary punctures performed on human subjects.

MENTAL AND SOCIAL HEALTH TECHNICIAN

Mental and Social Health Technician
51.1502.00

This program is an introduction to social work, mental health case work, clinical interviewing techniques, 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 Mental and Social Health Technician 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. The program will be designed and delivered as a coherent sequence of experiences using technical instruction, experiential learning, and leadership and personal development through the career and technical student organization HOSA.

Upon completion of this course, students can be certified in Psychological First Aid and Basic Life Support/CPR.

Mental and Social Health Care Technician I

51.1502.10
Prerequisite: None

HCE 100
Basic Health Care Components
GCC credits–4
This introductory course provides students with a foundational knowledge of health care concepts, practices, and systems. It explores essential topics such as human anatomy and physiology, common medical terminology, basic patient care, infection control, and the roles and responsibilities of health care professionals. Students will also examine health promotion, ethical

and legal considerations in health care, and effective communication within clinical settings. Designed for students pursuing health-related fields, this course lays out the groundwork for more advanced study and practical training in health care careers.

PSY 101
Introduction to Psychology
GCC credits-3
This course introduces the important concepts in psychology with traditional theories and modern developments. It includes, but is not limited to, such topics as the history of psychology, the biological foundations of behavior, learning, memory, problem solving, sensation and perception, states of consciousness, motivation, emotions, personality, intelligence, gender and sexuality, and abnormal behavior.

Mental and Social Health Care Technician II

51.1502.20

Prerequisite: Mental and Social Health Care Technician I

HCE 112
Medical Terminology
GCC credits-2
This course introduces students to the language of medicine, focusing on the word structures and vocabulary used in health care settings. Students learn to identify and interpret prefixes, suffixes, root words, and abbreviations commonly used in medical terms. Emphasis is placed on spelling, pronunciation, and the correct usage of terminology related to body systems, diseases, diagnostics, procedures, and treatments. Through practical application and case studies, students will develop the foundational language skills needed for effective communication in health care professions.

PSY 250
Developmental Psychology
GCC credits-3
This course examines individual behavior from conception through childhood, adolescence, adulthood, middle and old age. Determiners of psychological growth: motor, social, emotional, intellectual, language, and personality development are presented.

Mental and Social Health Care Technician III

51.1502.25

Prerequisite: Mental and Social Health Care Technician II

EMT 122
First Aid and CPR
GCC credits-2
This course provides comprehensive instruction in first aid and basic life support, including scene assessment, cardiopulmonary resuscitation (CPR), bleeding control, wound care, and the management of trauma, sudden illnesses, and environmental emergencies. Participants develop

competencies in injury immobilization, emergency childbirth assistance, and communication with emergency medical services (EMS). The course prepares learners to respond effectively and safely in emergency situations. This course is equivalent to HCE 101.

PHI 105
Introduction to Ethics
GCC credits-3
This course introduces students to ethical theories, cultural perspectives, and structured decision-making models used to analyze moral issues in personal, professional, and civic life. Students will examine the historical development of ethical thought, evaluate ethical dilemmas across diverse contexts, and construct reasoned ethical arguments. Emphasis is placed on critical thinking, cultural awareness, and the application of ethical frameworks to real-world scenarios involving competing values and stakeholder interests. Applied case studies may include examples from community, organizational, and service-oriented settings.

Mental and Social Health Care Technician IV

51.1502.40

Prerequisite: Mental and Social Health Care Technician II

PSY 240
Abnormal Psychology
GCC credits-3
This course examines the historical and contemporary definitions of the theories and research regarding the field of abnormal psychology. It includes assessment, diagnosis, and treatment of anxiety disorders, mood disorders, dissociative disorders, stress and physical health, personality disorders, body disorders, schizophrenic disorders, and life-span disorders.

COM 110
Interpersonal Communications
GCC credits-3
This course will enhance students' understanding of interpersonal communication and help improve their ability to communicate effectively in diverse situations. Topics will include foundational elements of communication, perceptions, self-concepts, verbal and nonverbal behaviors, active listening, conflict resolution, feedback, and developing and maintaining personal and professional relationships.

NURSING ASSISTANT

Nursing Services

51.3900

This program prepares the student for an entry level position as a nursing assistant. Emphasis is on basic patient care skills, based on the knowledge of universal precautions, asepsis, basic human needs, body mechanic, treatments and procedures, patient admission, transfer, discharge

and eldercare. Students are eligible to take the Arizona State Board of Nursing Licensed Nursing Assistant (LNA or CNA) examination upon completion of the NUR 100, nursing assistant course.

Nursing Assistant I

51.3900.10

Prerequisite: None

HCE 100
Basic Health Care Components
GCC credits–4
This introductory course provides students with a foundational knowledge of health care concepts, practices, and systems. It explores essential topics such as human anatomy and physiology, common medical terminology, basic patient care, infection control, and the roles and responsibilities of health care professionals. Students will also examine health promotion, ethical and legal considerations in health care, and effective communication within clinical settings. Designed for students pursuing health-related fields, this course lays out the groundwork for more advanced study and practical training in health care careers.

HCE 112
Medical Terminology
GCC credits-2
This course introduces students to the language of medicine, focusing on the word structures and vocabulary used in health care settings. Students learn to identify and interpret prefixes, suffixes, root words, and abbreviations commonly used in medical terms. Emphasis is placed on spelling, pronunciation, and the correct usage of terminology related to body systems, diseases, diagnostics, procedures, and treatments. Through practical application and case studies, students will develop the foundational language skills needed for effective communication in health care professions.

EMT 122
First Aid and CPR
GCC credits-2
This course provides comprehensive instruction in first aid and basic life support, including scene assessment, cardiopulmonary resuscitation (CPR), bleeding control, wound care, and the management of trauma, sudden illnesses, and environmental emergencies. Participants develop competencies in injury immobilization, emergency childbirth assistance, and communication with emergency medical services (EMS). The course prepares learners to respond effectively and safely in emergency situations. This course is equivalent to HCE 101.

Nursing Assistant II

51.3900.20

Prerequisite: Nursing Assistant I

NUR 100
Nursing Assistant

GCC credits -6
This course prepares students with the knowledge and hands-on skills needed to provide safe, compassionate care as a nursing assistant in a variety of healthcare settings. Students will learn basic patient care procedures, infection control practices, communication skills, and the principles of patient rights and safety. Instruction covers assisting with daily living activities, measuring vital signs, positioning and transferring patients, and supporting patients' physical and emotional well-being. Classroom learning is reinforced through supervised clinical experiences, enabling students to develop competence and confidence in providing care. Completion of this course prepares students for state certification and entry-level employment in long-term care, hospitals, and other healthcare facilities.

NUR 100 G
Nursing Assistant LAB
GCC credits-0
Skills/Clinical.
Students must attain a minimum of 120 hours of total instruction, which must include a minimum of 40 hours of classroom instruction, 20 hours in the skills lab, and 40 clinical hours in a skilled nursing facility. Students are required to meet the clinical requirements of the clinical facility prior to attending clinicals. Skills lab and clinical days will typically fall on Friday or Saturday depending upon availability of both the skills lab and clinical facility.

HCE 116
Medical Dosage Calculation
GCC credits-2
This course provides students with the knowledge and skills necessary to accurately calculate medication dosages used in healthcare settings. Emphasis is placed on understanding measurement systems (metric, apothecary, and household), interpreting drug labels and physician orders, and performing dosage calculations for oral, injectable, and intravenous medications. Students will learn dimensional analysis, ratio-proportion methods, and formula-based calculations to ensure patient safety and accuracy in medication administration. This course is essential for those entering nursing, medical assisting, or other allied health professions.

WELDING TECHNOLOGY

Welding Technologies
48.0508

Welding Techniques & Processes I

48.0508.10

WLD 101
Welding
GCC 3 credits
This course introduces basic welding skills with an emphasis on safety, joint identification, accurate cutting, and proper layout techniques. Students practice welding in all standard

positions and gain hands-on experience with oxyacetylene and shielded metal arc welding, including electrode selection and the production of quality welds.

WLD 111
Arc Welding
GCC 3 credits
This course introduces the fundamentals of arc welding with a strong emphasis on safety and proper equipment operation. Students learn essential arc-welding concepts, practice equipment setup and adjustment, and develop basic skills for striking and maintaining a stable arc. Training includes safe oxyfuel and arc-cutting procedures, hazard recognition, and entry-level GTAW techniques.

TEC 132
OSHA 10 Certification
GCC--.5 credits
This course presents fundamental safety and health concepts in accordance with OSHA general industry regulations, emphasizing key policies, procedures, and requirements outlined in OSHA Act Part 1910. The program adheres to all relevant OSHA guidelines. Participants who successfully complete the course receive a 10-hour OSHA General Industry Safety and Health completion card from the U.S. Department of Labor.

Welding Techniques & Processes II

48.0508.20

Prerequisite: WLD Techniques & Processes I

WLD 124
MIG Welding
GCC 3 credits
This course introduces the fundamental concepts of inert gas welding with a metal inert gas (MIG) welder. Students will acquire foundational welding techniques applicable to various materials.

WLD 126
TIG Welding
GCC 3 credits
The course provides an overview of the fundamental principles of gas tungsten arc welding (GTAW), or TIG welding, which is an arc welding process that uses a non-consumable tungsten electrode to create an arc and join metal. It requires shielding gas, mostly pure argon or argon mixed with helium. Participants acquire TIG welding skills applicable to various materials and welding positions.

Welding Techniques & Processes III

48.0508.25

Prerequisite: None: WLD Techniques & Processes II

WLD 211
Pipe Welding
GCC credits – 3
This course introduces the fundamentals of pipe welding, including safe work practices, joint preparation, and welding in multiple positions. Students learn to follow WPS requirements, control heat input, and produce welds that meet AWS D1.1-style visual acceptance criteria. Hands-on practice emphasizes proper technique, weld quality, and basic inspection skills.

*NOTE: STUDENTS WILL ONLY TAKE ONE OF THE TWO ADVANCED WELDING COURSES: WLD 260 FLUX CORE AND GAS/METAL ARC WELDING OR WLD 270 TECHNICAL WELDING.

WLD 260
Flux Cored ARC Welding and Gas/Metal ARC Welding
GCC- 3 credits
This course introduces Flux Cored Arc Welding (FCAW) and Gas Metal Arc Welding (GMAW). Students learn basic equipment setup, safe operation, and welding techniques needed to produce quality welds in multiple positions. The course emphasizes proper heat control, consumable selection, and meeting industry visual standards through hands-on practice.

WLD 270
Technical Welding
GCC-3 credits
This course introduces the essential technical skills and knowledge used in AWS-based welding practice. Students learn safe equipment operation, joint preparation, and the fundamentals of common welding processes. Emphasis is placed on interpreting welding procedure specifications (WPS), understanding weld quality requirements, and producing welds that meet AWS-style visual acceptance standards through hands-on training.

Student Rights and Responsibilities

JICK-EB ©

EXHIBIT

STUDENT BULLYING / HARASSMENT / INTIMIDATION

The Governing Board of the Cobre Valley Institute of Technology believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying, harassment, or intimidation in any form will not be tolerated.

Bullying: Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that

A. has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,

B. is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,

C. occurs when there is a real or perceived imbalance of power or strength, or

D. may constitute a violation of law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to

A. verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying,

B. exposure to social exclusion or ostracism,

C. physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and

D. damage to or theft of personal property.

Cyberbullying: Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other Internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

Harassment: Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

Intimidation: Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Students are prohibited from bullying, harassment, or intimidation on school grounds, school property, school buses, at school bus stops, at school-sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying, harassment, or intimidation which occurs outside of the school and the school day when such acts result in a substantial physical, mental, or emotional negative effect on the victim, while on school grounds, school property, school buses, at school bus stops, or at school-sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Students who believe they are experiencing being bullied, harassed, or intimidated or suspect another student is bullied, harassed, or intimidated should report their concern to any staff member of the School District. School personnel are to maintain appropriate confidentiality of the reported information.

Reprisal by any student directed toward a student or employee related to the reporting of a case or a suspected case of bullying, harassment, or intimidation shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable District policies and administrative regulations.

Students found to be bullying, harassing, or intimidating others will be disciplined up to and including suspension or expulsion from school.

Knowingly submitting a false report under Policy JICK or this exhibit shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of Policy JICK or this exhibit, relevant District policies shall be followed.

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying, harassment, or intimidation is a violation of the law.

JICFA-EB ©

EXHIBIT

HAZING

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to schools within twelve (12) calendar months. For purposes of this policy a person as specified above shall be considered a "student" until graduation, transfer, promotion or withdrawal from the school.

Definitions

"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student and in which both of the following apply:

- The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution.

- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

"Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

Directions

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing.

In accord with statute, violations of this policy do not include either of the following:

- Customary athletic events, contests or competitions that are sponsored by an educational institution.

- Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program or a legitimate military training program.

All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this policy.

Reporting/Complaint Procedure

Students and others may report hazing to any professional staff member. Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with school policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

A person who complains or reports regarding hazing may complain or report directly to the school administrator or to a professional staff member. The professional staff member receiving the report/complaint shall retrieve sufficient detail from the person to complete the form designated for such purpose. At a minimum the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. When a professional staff member receives the information, the staff member will

transmit a report to the school administrator or supervising administrator not later than the next school day following the day the staff member receives the report/complaint.

The report/complaint will be investigated by the school administrator or a supervising administrator. The procedures to be followed are:

- An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) days during which the school offices are open for business when school is not in session. Extension of the time line may only be by necessity as determined by the Superintendent.

- The investigator shall meet with the person who reported the incident at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.

- The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the Superintendent.

All violations of this policy shall be treated in accord with the appropriate procedures and penalties provided for in School policies related to the conduct and discipline of students, staff, and others.

Acknowledgment of Receipt
Of
2026-2027 CVIT Student Handbook

Signatures below indicate that I have been given directions for the CVIT Student Handbook located on the district's website at cvit81.org
The Student Handbook describes important information about *Cobre Valley Institute of Technology, and* I understand that I should consult CVIT Superintendent– Mike O'Neal regarding any questions not answered in the Handbook.
Since the information, policies, and benefits described here are necessarily subject to change, I acknowledge that revisions to the Student Handbook may occur. All such changes will be communicated through official notices. I understand that revised information may supersede, modify, or eliminate existing policies.
I understand that it is my responsibility to read and comply with the policies contained in this Handbook and any revisions made to it.
Student's Name (printed): _____

Program:

_____
Student's Signature: _____ Date: _____
Parent's (guardian) Name (printed): _____
Parent's (guardian) Signature: _____ Date: _____