**GateWay Community College**

Phoenix, Arizona

**Alcohol and Other Drug Programs (AOD)**

**December 2020**

Biennial Review



**Maricopa Community Colleges**

**Alcohol and Other Drug (AOD) Biennial Report**

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# Preface

#### The Drug Free Schools and Campuses Regulations (34 CFR Part 86) of the Drug-Free Schools and Communities Act (DFSCA) require an Institution of Higher Education (IHE) to certify it has adopted and implemented programs to prevent the abuse of alcohol and use or distribution of illicit drugs by both GateWay Community College students and employees on its premises or as a part of any of its activities. At a minimum, each IHE must annually distribute the following in writing to all students and employees:

* + - Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities.
    - A description of the possible legal sanctions under local, state, or federal law for the unlawful possession or distribution of illicit drugs and alcohol.
    - A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
    - A description of any drug or alcohol counseling, treatment, or rehabilitation, or re-entry programs that are available to employees or students.
    - A clear statement that the institution will impose sanctions on students and employees (consistent with local, state and federal law), and a description of those sanctions, up to and including expulsion from school or termination of employment and referral for prosecution, for violations of the standards of conduct. A disciplinary sanction may include the completion of an appropriate rehabilitation program.

The law further requires that the IHE conduct a biennial review of its program with the following objectives: (1) determining the effectiveness of the policy and implementing changes to the Alcohol and Other Drug (AOD) program if they are needed; and (2) to ensure that the disciplinary sanctions developed are enforced consistently.

The biennial review must also include a determination as to: (1) the number of drug and alcohol related violations and fatalities occurring on the campus or as part of their activities that are reported to campus officials; and (2) the number and type of sanctions the IHEs impose on students or employees as a result of such violations or fatalities.

GateWay Community College, a college of Maricopa County Community College District (MCCCD), acknowledges its legal obligation to conduct a biennial review of compliance with the Drug-Free Schools and Communities Act and authorized an administrative review to be conducted to determine if the College fulfills the requirements of the aforementioned Federal regulations.

GateWay Community College Administration appointed a College Compliance Committee to review and provide input to this report. The Committee reviewed goals from the prior AOD biennial report and assessed whether those goals were met. Additionally, the Committee reviewed AOD program strengths and weaknesses and established new goals.

The members of GateWay Community College’s Compliance Committee for 2020-2021 included:

* + - Charla Hunting, Program Manager Compliance, Institutional Effectiveness (Co-Chair)
    - Kristy Warfield, Project Manager Senior, Institutional Effectiveness (Co-Chair)
    - Kyran “Joe” Brennan, Police Commander
    - Teresa Munoz Morales, Fiscal Analyst
    - Gary Marabella, Student Services Specialist, Veteran Services
    - Kristie Fok, Director, Enrollment Services
    - Tom Kusek, Manager, Disability Resources & Services
    - Suzanne Ringle, Director, Financial Aid
    - Shala Dveirin, Associate Dean, Student Affairs
    - Larry “Bruce” Martz, Faculty
    - Zach Romo, Coordinator, Diversity, Equity & Inclusion; Center for Student Life

Others who were consulted or contributed to the content of this biennial report included:

* + - Jessica Brosillo, Coordinator, Service-Learning & Civic Engagement
    - Jessie Palacio, Student Services Manager, Student Life & Leadership
    - Sydney Craig, Administrative Specialist Senior, Student Affairs
    - Cathy Hernandez, Associate Vice President, Institutional Effectiveness
    - Eva Buholte, Associate Vice President, Administrative Services
    - Symphony Ivory, Senior HR Analyst
    - Melissa Flores, MCCCD Associate General Counsel Sr
    - Stephnie Hopple, District Director, Compliance Reporting and Accreditation Support
    - Sara McCarthy, Instructional Designer/Tech, District Employee & Organizational Learning
    - Andre Henderson, Student Services Analyst Sr, District Enrollment Services
    - Karen DeLa Vina, Business Systems Analyst Sr, District ITS ERP Production & Support

The intent of this document is to:

1. Meet the legal requirement of conducting a biennial review.
2. Review the college’s programs and activities related to alcohol and drug prevention during 2018-2019 and 2019-2020.

# Descriptions of the AOD Program Elements

## Alcohol-Free Options

### Alcohol-Free Events

As stated in AR 2.4.7 Abuse-Free Environment, Maricopa Community Colleges closely align with the Drug-Free School and Communities Act of 1989 and other relevant substance abuse laws. As a college of the Maricopa County Community College District (MCCCD), GateWay Community College upholds all federal, state, and district laws and policies limiting or restricting drug and alcohol use and abuse on campus. Adherence to these standards ensures that students and staff are provided a learning and working environment that is healthy and safe.

GateWay Community College offers many alcohol-free events and activities for students, staff, and the community. These are promoted via social media, emails, posters, fliers, TV screens, video monitors, information tables, and classroom announcements. General categories of these activities and events include, but are not limited to:

* Welcome Week Activities
* Gecko Gear Up
* New Student Orientations
* Student Clubs and Activities
* Student Leadership Retreats
* Sponsored Student Government Events
* Movie Nights
* Earth Day/Sustainability Events
* Building or Relocation Openings/Dedications
* International Events
* Diversity Awareness Activities and Events
* Cultural Activities and Events
* GateWay to the Arts Events
* Veterans Evets
* Constitution Day and Citizenship Day Activities
* Sexual Assault and Domestic Violence Awareness Activities
* Wellness Events
* Health Screenings
* Service-Learning Activities
* Civic Engagement Opportunities
* Volunteer Fairs
* United Way Events and Fund-Raising Activities
* Fund-raising Events for Various Charities
* Food, Water, Clothing Drives
* Maricopa Learns through Service (MLTS)
* Project Connect
* Community Events
* I Will Graduate Student Success and Transfer Fairs
* GeckoLand
* Community Resource Fairs, Job Fairs, and Open Houses
* Career Days and Resource Fairs
* Workforce Development/Outreach Events
* Symposiums, Lectures, Workshops
* University Visits, Transfer Events
* Graduations and Graduation Celebrations
* Alumni Committee/Group Activities On and Off Campus
* Holiday Events

Refer to Appendix L for a detailed listing of specific alcohol-free events and wellness activities that occurred during the timeframe covered by this report, the 2018-2019 and 2019-2020 academic years.

### Service-Learning, Volunteer Opportunities, or Community Service

Students and staff are encouraged to participate in a wide variety of community service activities. Additionally, a number of special events were held on campus locations to collect money, food, water, clothing, personal items, and so forth for those less fortunate.

United Way support is encouraged via many fund-raising activities during the month of October. A number of special events were held on campus to gather donations, including a BBQ, selling Boo Grams, Halloween baking challenge, online auction, and massages. Monetary pledges from staff are accommodated in several ways, including payroll deduction.

Student service-learning or volunteer opportunities are created, and publicized. Promotion occurs in classrooms, on social media, flyers, word of mouth, and TV monitors around campus. Closed captioning and sign language are available upon request by contacting Disability Resources.

Specific classes integrate service-learning into their programs, and some classes require community service as part of the academic curriculum.

* Service-learning integrates community service with instruction to enrich the learning experience, teach civic responsibility, and strengthen communities.
* Co-curricular service-learning provides opportunities for on-campus clubs to participate in service that is based on that group’s mission and skills.
* Civic engagement involves instruction and activities to encourage students to promote the quality of life in our communities while developing knowledge, skills, values, and motivation to become morally and civically responsible citizens.
* Optional service-learning provides students with an option or alternative to a traditional assignment.
* Virtual service-learning entails projects that occur in remote or virtual environments.

The HUG (Healthcare United at GateWay) Clinic is a significant community service-learning project. The HUG Clinic enables students enrolled in Diagnostic Medical Sonography (Ultrasound), Physical Therapy Assisting, and Respiratory Care to gain hands-on experience with real patient interaction on a pro-bono basis for the community.

MCCCD’s Creative Pathways Maricopa Learns through Service programs provide employees up to a total of six hours per month in learning through community-based service. Participants select from a list of non-profit agencies where they wish to serve by volunteering to the agency and simultaneously gaining new knowledge, skills, and abilities.

GateWay Community College was recognized as the first well-being community college in the world for implementing a 5C’s of Well-Being Culture:

* Character – Developing strengths of character that enable us to do our best
* Care – Taking care of emotional, physical, and environmental needs to cultivate conditions for flourishing
* Connection – Fostering and maintaining close, positive relationships; a sense of belonging
* Contribution – Being a part of something bigger than ourselves; finding a purpose for learning and for life
* Career – Making decisions that contribute both to career and life success

Positive outcomes include increased happiness, self-esteem, strong relationships, decreased anxiety and stress, increased motivation, and focus.

Refer to Appendix L for a detailed listing of alcohol-free events including community service and wellness activities. Appendix M provides a detailed listing of classes that integrated service-learning into their curriculum during the timeframe covered by this report.

### Alcohol-Free Campus Facilities

All campus spaces and facilities are alcohol and drug free in accordance with the Drug Free Schools and Communities Act Amendments of 1989, Public Law 101-226, and comply with all federal, state, and local laws, and MCCCD policies pertaining to controlled substances, including alcohol.

Alcohol-free settings with expanded hours may include a student center, library, cafeteria, and outdoor amphitheater.

### Nonalcoholic Beverages Promoted at Events

For the most part, events are nonalcoholic. The sole exception is the annual Runway to Success event, held in April 2019 and in March 2020, to raise money for scholarships and programs to support GWCC student success and retention. The Maricopa Community Colleges Foundation holds this annual event at an external third-party location where alcohol is available. The events were approved per Administrative Regulation 4.13 Alcoholic Beverage Usage Regulation. Proper paperwork is on file with the Maricopa Community Colleges Foundation concerning this event.

GateWay Community College is dedicated to alcohol-free events and activities for our students. No event held on any campus location promotes alcohol or other drugs.

## Normative Environment

### Pro-health Messages Publicized on Campus

Pro-health messages are publicized through social media, posters, emails, fliers, TV screens, information tables, and classroom announcements.

Maricopa BreatheEasy is a healthy-living initiative that eliminated the use of tobacco products from all MCCCD property. “No Smoking” signs are posted in several locations on campus, including entrances to buildings.

Events were held to educate students about misperceptions of drinking norms, alcohol, and drug abuse. Newsletters posted around campus advised that all grounds including parking lots and sidewalks are smoke-free and tobacco-free, including “e-cigs”. Pamphlets cautioning about the dangers of vaping were distributed.

The mission of Wellness Maricopa is to empower employees and students to make healthier lifestyle choices and informed healthcare decisions by providing comprehensive wellness opportunities through communication, education, and screenings. Programs are offered at each college throughout the year.

GWCC’s Wellness Committee provides staff with a variety of healthful promotions including information on healthy eating alternatives, wellness walks and other activities. Flu and pneumonia shots were available on campus for students and staff.

In response to the COVID-19 pandemic, Wellness Maricopa Coordinators created #YouMatter in April 2020 to continue to promote health and well-being, while also inspiring connectivity amidst social distancing protocols. The integration of health and wellness focused on eight dynamic interdependent dimensions: Spiritual, Emotional, Environmental, Occupational, Financial, Intellectual, Physical, and Social Wellness.

The GeckoGab for students and the INews for staff provided information on the proper disposal of unused or expired prescription medications. Proper disposal of medicine saves lives by avoiding potential accidental poisoning, misuse, and overdose.

Employees who complete a Health Risk Assessment and who test tobacco free receive annual wellness incentive dollars in their paychecks.

Colleges notify MCCCD's Risk Management Office immediately in the event anyone becomes aware of a communicable disease situation, so they can collaborate with Maricopa County Public Health to help those who may have been exposed to the pathogen, and to direct mitigation efforts to protect those uninfected. Additional protocols were implemented beginning in May 2020 to address the COVID-19 pandemic.

Refer to Appendix L which includes a detailed listing of specific alcohol-free events and pro- health activities that occurred during the timeframe covered by this report.

### Academic Standards

GWCC provides certificates and degrees in academic and professional education or trade and technical training. The academic schedule includes course offerings during evenings and weekends. Classes may be credit hour, clock hour, non-credit, or continuing education.

Instruction may be provided in person, online, or in hybrid format.

Maricopa Colleges strive to create a productive learning environment for all students. Students are advised of course content, instructor expectations, student responsibilities, and academic standards via the syllabus and student handbook/catalog.

Students are expected to come to all classes, to come to class prepared, to be on time, to have all required materials, to complete all homework, and to be ready to participate in classroom discussions and learning activities.

### Faculty Encouraged to Engage in Higher Level Contact with Students

All students are valued, and student success is of utmost importance. GWCC provides an Early Alert System to facilitate student success and retention through early detection and intervention when students experience problems affecting academic performance. Faculty and staff are educated about behavioral indicators, student norms, and cultural attitudes related to high-risk or illegal alcohol or drug use. Appropriate referrals are made to GWCC’s Counseling Department or external agencies for assistance with issues arising from smoking, drugs, or alcohol.

The “I Will Graduate” fair encourages students to get to know faculty, staff, and classmates. Students who are connected are more likely to find support and encouragement resulting in successful completion of their educational goals.

Faculty provide students with enriched learning experiences and opportunities by incorporating service-learning, community service, and civic responsibility into their curriculum.

Refer to Appendix M for a detailed listing of specific classes where faculty have integrated service-learning into their curriculum during the timeframe covered by this report.

### Student Leadership Promotes Positive, Healthy Norms

Student leadership (e.g. orientation leaders, athletes, student organizations, and so forth) promotes positive, healthy norms.

Student leadership hosted several events during this timeframe that provided information on drug and alcohol abuse, smoking/vaping, domestic violence, sexual assault awareness, and prevention. Students are educated about misperceptions of drinking norms.

### Students Have Opportunities to Advise and Mentor Peers

Students collaborate on group projects, form study groups, and otherwise support each other. GWCC offers a Peer Mentor program to support student success.

## Alcohol Availability

### Alcohol is Banned or Restricted on Campus

Serving of alcoholic beverages is restricted at all GateWay Community College locations. In the years covered by this report, zero events occurred in which alcohol was available on campus.

GWCC personnel are not permitted to purchase or transport alcohol. Administrative Regulation

* 1. prohibits the use of funds to purchase alcohol and the use of alcohol at College sponsored events. State law also regulates the service, sale, distribution, and consumption of alcoholic beverages. In light of the law, GWCC does not permit the use, sale, or distribution of alcoholic beverages at any college site.

GWCC does not have any dormitories or other living arrangements for students on campus.

### Alcohol Use Is Prohibited in Public Places

GateWay Community College maintains a drug, alcohol, and tobacco free campus. No alcohol is permitted in public places or elsewhere on any campus.

The number and concentration of legal drug, alcohol, and tobacco vendors near campus locations are regulated by the state.

### Delivery or Use of Kegs or Other Common Containers

Delivery or use of kegs or other common containers is prohibited on campus. GateWay Community College prohibits alcohol on campus in any form.

## Marketing and Promotion of Alcohol

### Alcohol Advertising on Campus

GateWay Community College bans all advertisements of alcohol or alcoholic beverages on campus locations.

### Alcohol Industry Sponsorship for On-Campus Events

There are no events on campus which are sponsored by the alcohol industry.

### Alcohol Promotions with Special Appeal to Underage Drinkers

GWCC main campus and sites are located in neighborhood settings, including bars, restaurants, hotels, and other establishments that are licensed to serve liquor to their customers. However, GWCC does not participate in any promotions related to drinking, underage or otherwise.

### Alcohol Promotions that Show Drinking in High-Risk Contexts

GateWay Community College does not participate in promotions related to drinking.

### Pro-Health Messages that Counterbalance Alcohol Advertising Are Required

GateWay Community College maintains a drug, alcohol, and tobacco free campus. This includes

a ban on any advertisements for those products. Therefore, there is no need to counterbalance alcohol advertising with pro-health messages.

### Sale of Shot Glasses, Beer Mugs, and Wine Glasses at Campus Bookstore

GateWay Community College’s Bookstore does not offer drinkware such as beer mugs, wine glasses, or shot glasses for sale, either instore or online.

## Policy Development and Enforcement

### Policy

#### Listed below are the Administrative Regulations and Policies documenting MCCCD’s commitment to an Abuse-Free Environment and addressing the Use of Alcoholic Beverages. Regulations and policies may change over time. See Appendices for the complete content of these Administrative Regulations and Policies that were in effect when this document was created:

* + - AR 2.4.7 – Abuse-Free Environment
    - AR 4.12 - Smoke-Free/Tobacco-Free Environment
    - 4.21 Breathe Easy Tobacco Free | Smoke Free
    - AR 4.13 – Use of Alcoholic Beverages
    - AS-6 Notice of Intent to Serve Beer and Wine Form
    - AS-7 Request to Serve Beer and Wine – Third Party Form
    - S-16 - Statement on the Arizona Medical Marijuana Act (Proposition 203)
    - AR 4.14 - Motor Vehicle Usage
    - AR 2.5.2 – Student Conduct Code
    - Staff Policy Manual A-4 Employment Standards
    - Staff Policy Manual A-18 Drug Free Workplace
    - Staff Policy Manual C-4 Progressive Discipline

Campus Police presence is evident. College grounds and buildings are patrolled on a regular basis by College Police with assistance from staff hired from a private security firm. On-campus events must be registered.

Any possession or sale of alcohol and drugs, including medical marijuana, is prohibited. Smoking, including electronic cigarettes, on campus is not allowed.

Disciplinary sanctions are imposed for violation of campus Alcohol and Drug policies. In addition to Student Conduct or Human Resource proceedings, penalties may include referral for criminal prosecution. Disciplinary sanctions for violations are increased for repeat offenses.

Disciplinary sanctions for violation of Student Code of Conduct include, but are not limited to: Warning, Probation, Loss of Privileges, Restitution, Discretionary Sanctions, Suspension, or Expulsion.

Athletics and some programs of study have a No Tolerance policy for violations. Specific expectations, requirements, and sanctions are covered during orientation for those programs.

Local, state, and federal law prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol. Conviction for violating these laws can lead to assigned community service, fines, probation, and/or imprisonment. Persons convicted of a drug and/or alcohol related offense may be ineligible to receive financial aid from federally funded or subsidized grants, loans, scholarships, or employment.

Employees are subject to disciplinary action, up to and including employment termination, for any of the following: reporting to work under the influence of alcohol and/or illegal drugs or narcotics; the use, sale, dispensing, or possession of alcohol and/or illegal drugs or narcotics on MCCCD premises, while conducting MCCCD business, or at any time which would interfere with the effective conduct of the employee’s work for MCCCD; use of illegal drugs or testing positive for illegal drugs.



### Statistics

GateWay Community College is committed to assisting all members of the GWCC community in providing for their own safety and security. As required by the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, or the “Clery Act,” GWCC College Police Department prepares and publishes an Annual Security Report. GWCC’s current Annual Security Report can be accessed in its entirety on GWCC’s website at

<https://www.gatewaycc.edu/police> or at <http://www.gatewaycc.edu/disclosures>

The following three-year summary of specific crime offenses was taken from GateWay Community College’s 2020 Annual Security Report.

For purposes of this Alcohol and Other Drug Biennial Report, statistics are combined for all college locations. More detailed crime statistics delineated by geographic location for on-campus property, non-campus property, and public property can be found in the Annual Security Report referenced above.

|  |  |  |  |
| --- | --- | --- | --- |
| **GateWay Community College** | | | |
| **Offense** | **(2017)** | **(2018)** | **(2019)** |
| Murder/Non-Negligent Manslaughter | 0 | 0 | 0 |
| Manslaughter by Negligence | 0 | 0 | 0 |
| Rape | 0 | 0 | 0 |
| Fondling | 0 | 0 | 0 |
| Incest | 0 | 0 | 0 |
| Statutory Rape | 0 | 0 | 0 |
| Robbery | 0 | 1 | 0 |
| Aggravated Assault | 0 | 0 | 0 |
| Burglary | 3 | 1 | 2 |
| Motor Vehicle Theft | 1 | 0 | 4 |
| Arson | 0 | 0 | 0 |
| VAWA – Domestic Violence | 0 | 0 | 0 |
| VAWA – Dating Violence | 0 | 0 | 0 |
| VAWA – Stalking | 0 | 0 | 0 |
| **Arrests** | **(2017)** | **(2018)** | **(2019)** |
| Weapon Law Arrests | 0 | 0 | 0 |
| Drug Arrests | 0 | 1 | 5 |
| Alcohol Arrests | 3 | 0 | 0 |
| **Referrals** | **(2017)** | **(2018)** | **(2019)** |
| Weapon Law Referrals | 0 | 0 | 0 |
| Drug Referrals | 0 | 0 | 0 |
| Alcohol Referrals | 5 | 0 | 0 |
| **Hate Crimes** | **(2017)** | **(2018)** | **(2019)** |
| Hate Crimes Reported | 0 | 0 | 0 |

|  |
| --- |
| **College Addresses** |
| **GateWay Community College – Washington Campus 108 North 40th Street**  **Phoenix, AZ 85034** |
| **GateWay Community College – Central City Campus 1245 East Buckeye Road**  **Phoenix, AZ 85034** |
| **GateWay Community College – Deer Valley Campus 2931 West Bell Road**  **Phoenix, AZ 85053** |
| **GateWay Community College – Southwest Skill Center**  **3000 North Dysart Road**  **Avondale, AZ 85392** |

### Consistency of Enforcement

When necessary to apply sanctions for violations involving alcohol, drugs, or vaping/smoking, GWCC does so consistently for similar offenses.

During 2018-2019 and 2019-2020, there were no reported offenses involving alcohol, drugs, or vaping/smoking among GWCC employees. Therefore, no employees were sanctioned for such offenses.

During 2018-2019 and 2019-2020, there were no reported offenses involving alcohol, drugs, or vaping/smoking among GWCC students. Therefore, no students were sanctioned for such offenses.

The following tables list offenses involving alcohol, drugs, or vaping/smoking and sanctions involving non-students during 2018-2019 and 2019-2020. These statistics were provided by GateWay’s Dean of Student Affairs Office.

**2018-2019**

|  |  |  |  |
| --- | --- | --- | --- |
| **Offense** | **Offender** | **Circumstance** | **Sanction** |
| Alcohol | Non-student | Intoxication. | Trespassed. |
| Alcohol | Non-student | Under the influence. | Trespassed. |
| Alcohol | Non-student | Consuming alcohol on campus property. | Trespassed. |
| Drugs | Non-student | In possession of drug paraphernalia, possible drug usage, and tobacco usage. | Trespassed. |
| Drugs | Non-student | Drug usage. | Trespassed. |
| Drugs | Non-student | In possession of drug paraphernalia. | Trespassed. |
| Drugs | Non-student | In possession of drugs and drug paraphernalia. | Trespassed. |
| Drugs | Non-student | In possession of drugs. | Trespassed. |
| Drugs | Non-student | Criminal littering and probable drug paraphernalia. | Trespassed. |
| Drugs | Non-student | In possession of drugs and drug paraphernalia. | Trespassed. |
| Drugs | Non-student | Admitted drug use on campus. | Trespassed. |
| Drugs | Non-student | In possession of drug paraphernalia. | Trespassed. |
| Drugs | Non-student | In possession of drugs. | Trespassed. |
| Drugs | Non-student | In possession of drugs. | Trespassed. |
| Drugs | Non-student | In possession of drugs. | Trespassed. |
| Drugs | 3 Non-students | In possession of drug paraphernalia. | Trespassed. |
| Drugs | Non-student | Under the influence of drugs. | Trespassed. |
| Drugs | Non-student | In possession of drug paraphernalia. | Trespassed. |
| Drugs | Non-student | Under the influence of drugs. | Trespassed. |
| Drugs | Non-student | In possession of drug paraphernalia. | Trespassed. |
| Tobacco | Non-student | Smoking in a restroom. | Trespassed. |

**2019-2020**

|  |  |  |  |
| --- | --- | --- | --- |
| **Offense** | **Offender** | **Circumstance** | **Sanction** |
| Alcohol | Non-student | Public intoxication. | Trespassed |
| Alcohol | Non-student | Alcohol consumption. | Trespassed |
| Alcohol | Non-student | Intoxication. | Trespassed |
| Alcohol | Non-student | Liquor violation. | Trespassed |
| Drugs | Non-student | Under the influence of drugs. | Trespassed |
| Drugs | Non-student | In possession of drug paraphernalia. | Trespassed |
| Drugs | Non-student | In possession of drug paraphernalia. | Trespassed |
| Drugs | Non-student | In possession of drug paraphernalia. | Trespassed |
| Drugs/  Alcohol | Non-student | Public intoxication and drug paraphernalia. | Trespassed |

# Statement of AOD Program Goals and Goal Achievement

GateWay Community College established the following Alcohol and Other Drug Program Goals during the 2018 biennial review. Goal achievements during the timeframe covered by this report are indicated below.

1. Goal: Discuss and review AOD goals, strengths, and weaknesses each semester.
   * Outcome: There were no student violations for smoking, drugs, or alcohol during the timeframe covered by this report. Therefore, there was no need for GWCC’s Compliance Committee to make any changes to AOD prevention measures.
2. Goal: Explore and implement more outreach opportunities to increase student and staff mindfulness concerning alcohol, drug, and smoking awareness.
   * Outcome: Student Life and Leadership held several events providing information on alcohol, drugs, and smoking/vaping awareness.
   * Outcome: Articles were published in the GeckoGab for students and in the INews for staff announcing National DEA Prescription Take Back Day and advising on the proper disposal of medicines. Flyers were posted around campuses.
3. Goal: Review New Student Orientation (NSO) regarding AOD and make recommendation if needed.
   * Outcome: NSO materials were reviewed and found to be deficient in alcohol and other drug awareness information. An eye-catching brochure was created, and copies provided to the NSO Coordinator to disseminate to new students. The brochure advises of the negative effects of alcohol and drugs that impact student success, student conduct standards and possible disciplinary sanctions, and available resources for help.
4. Goal: Continue to monitor student conduct incidents involving alcohol, drugs, or smoking.
   * Outcome: No student conduct incidents involving alcohol, drugs, or smoking were reported during the two academic years covered by this AOD report.
5. Goal: If there is an increase in the number of incidents involving alcohol, drugs, or smoking, assess any gaps in AOD efforts to try to reduce occurrences.
   * Outcome: Since there were no student conduct incidents, there was no need to consider modifications to increase preventative measures.

GWCC’s Compliance Committee established the following goals for the next reporting cycle:

1. Goal: Continue to monitor student conduct incidents involving alcohol, drugs, or smoking on a semesterly basis.
2. Goal: If there is an increase in the number of incidents involving alcohol, drugs, or smoking, assess any gaps in AOD efforts to try to reduce occurrences.
3. Goal: Implement more outreach opportunities to increase student and staff mindfulness concerning alcohol, drug, and smoking awareness.

# AOD Program Strengths and Weaknesses

## Summary of AOD Program Strengths

MCCCD has established alcohol, drug, and tobacco policies that pertain to students, employees, and visitors (see Appendices C-K).

* + 1. MCCCD emails an AOD notification to students and staff annually.
    2. GateWay Community College main campus and all locations are alcohol, drug, and tobacco free.
    3. Employees exhibit a strong commitment to student success, including support of an alcohol, drug, and tobacco-free learning environment.
    4. MCCCD policies and local laws are consistently enforced.
    5. Employees have Mental Health benefits including 24/7 access to alcohol and drug abuse counseling through an Employee Assistance Program (EAP).
    6. Students have access to Counseling services, which could include referrals to external agencies addressing alcohol and drug abuse.
    7. A number of resources are listed in GWCC’s Annual Security Report.
    8. As indicated in Appendix L, GWCC provides a large number of activities and events that are alcohol, drug, and tobacco-free.
    9. Faculty and staff can report concerns about a student, which could include being under the influence of drugs or alcohol, through the Early Alert program.

## Summary of AOD Program Weaknesses

* + 1. More could be done by GWCC to increase student and staff awareness of alcohol, smoking, and drug use.
    2. Due to staff turnover, we didn’t have Student Life and Leadership representation on GWCC’s Compliance Committee during much of the timeframe covered by this AOD. anymore, making it difficult to do more as mentioned in preceding item.

# Notification to Students and Employees

## Policy Contents

Listed below are the MCCCD Administrative Regulations and Policies that address an Abuse- Free Environment and the Use of Alcoholic Beverages. Regulations and policies may change over time. See Appendices for the contents of these Administrative Regulations and Policies that were in effect when this document was created:

* AR 2.4.7 – Abuse-Free Environment
* AR 4.12 - Smoke-Free/Tobacco-Free Environment
  + - 4.21 Breathe Easy Tobacco Free | Smoke Free
* AR 4.13 – Use of Alcoholic Beverages
  + - AS-6 Notice of Intent to Serve Beer and Wine Form
    - AS-7 Request to Serve Beer and Wine – Third Party Form
* S-16 - Statement on the Arizona Medical Marijuana Act (Proposition 203)
* AR 4.14 - Motor Vehicle Usage
* AR 2.5.2 – Student Conduct Code and Sanctions
* Staff Policy Manual A-4 Employment Standards
* Staff Policy Manual A-18 Drug Free Workplace
* Staff Policy Manual C-4 Progressive Discipline

MCCCD Administrative Regulations and Policies include the following information:

* Health risks associated with alcohol abuse and the use of illegal drugs.
* Disciplinary measures regarding alcohol and illegal drug use by students and employees.
* Applicable legal sanctions under local, state, and federal laws.
* Available treatment, counseling, rehabilitation, or re-entry programs.

## Policy Distribution

Awareness of AOD and applicable notifications to students and employees include the following:

* MCCCD sends the Drug and Alcohol Prevention Programs Notification electronically to all students and to all staff annually in August.
* See Appendix A and Appendix B for content of the Notification.
* After the Annual Notification process is run, MCCCD sends new students and new staff the Notifications.
* All notifications are sent to student and staff official MCCCD email addresses.
* MCCCD maintains a record of sent Notifications.
* MCCCD provides a new hire orientation within an employee’s first 10-30 days. The New Employee Orientation identifies where policies and regulations are located on MCCCD’s website, including expectations and possible sanctions pertaining to alcohol, drugs, and smoking violations.
* MCCCD provides an Employee Assistance Program (EAP) to employees as part of the health benefit package. Behavioral health assistance is available by phone 24/7 for relationship challenges, workplace issues, anxiety or stress, drug or alcohol use, or grief consultations.
* MCCCD provides employees access to Wellness 360, a secure HIPAA-compliant comprehensive wellness portal for employees and spouses/partners to maintain or improve their overall health and well-being. Information available at this site includes resources for assistance with alcohol, drug, or smoking concerns.
* Articles are submitted in iNews, an e-news bulletin for GWCC faculty and staff, to recognize the serious effects of alcohol and drug abuse on a student's academic performance and on a person's general well-being, and to remind them where they can access GWCC's AOD Biennial Report on our website.
* Similar articles are submitted in GeckoGab, an e-news communication to GWCC students.

# Recommendations for Revising AOD Programs

* 1. GWCC’s Compliance Committee will continue to review, monitor, and adjust our AOD Program as warranted.
  2. We will continue to follow guidance received from MCCCD’s Office of General Counsel and from MCCCD’s Compliance Office.

# Appendix A

## Student Notification on Drug and Alcohol Abuse Prevention

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| **From: Maricopa Community Colleges**<noreply@myschoolcast.com> |  |
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This notification summarizes MCCCD’s programs, resources, policies, and standards of conduct; discusses health risks; highlights treatment options; and provides an overview of sanctions.  **STANDARDS OF CONDUCT**  It is the goal and policy of Maricopa County Community College District to provide a drug-free environment for all college students and employees. To achieve this goal and to comply with federal law, MCCCD prohibits the unlawful sale, distribution, dispensation, possession, and use of controlled substances on MCCCD property or as part of any of its programs and/or activities.  Students, faculty, staff and visitors of any MCCCD campus are advised to become familiar with federal, state and local laws regarding alcohol and other drugs in accordance with the campus location. Students, faculty, staff, and visitors on any MCCCD campus must: 1) abide by MCCCD policies regarding alcohol abuse and illicit drugs; 2) abide by local, state and federal laws regarding alcohol, drugs, and controlled substances; and 3) act to reduce the risks associated with the use and abuse of these substances.  MCCCD students and employees are subject to all applicable drug and alcohol policies including, but not limited to:  [AR 2.4.7 – Abuse-Free Environment](http://clickthrough.mysecurelinks.net/ls/click?upn=bnZYSf-2F3i7YyQBVMm3iHNAdHoEkXQpUyYmnzO3GGdKgiXbG5VkvwtBKasfqvyNXKpyVcB9Ga-2FtX5Xkj2tfoYQBqU2-2BT7V81YuxtJOP6aTH0-3DzRuZ_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGieh5D77ernvveLmfmQe0H6C1z3GfEZYCv-2FRspvR-2B2FjoNlJ0YqzD2V92gY1vh3dyqLBiFMimXnIn-2BvXFW3Owka0WWbvWaVIbmBVuPhnyJsSqoqLgEHdpwkWJP8C64MQg4zwatK8neUAi6BcDcIH2LazOE-3D)  [AR 4.13 – Use of Alcoholic Beverages](http://clickthrough.mysecurelinks.net/ls/click?upn=bnZYSf-2F3i7YyQBVMm3iHNAdHoEkXQpUyYmnzO3GGdKgiXbG5VkvwtBKasfqvyNXKpyVcB9Ga-2FtX5Xkj2tfoYQBvyIvjpObzGNMVyZZ9J9m8-3DS19i_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGiehyQXRJ6KA7465hmirvOBeTs7fnaYEJdtU8ral011Oveks1VEga8nVN2D6Ugkn9yGQjA0q32p63dMJjsU3pX4L7LOl3sFYNsGb4Epmv35rrQwZAYARrQsRMLl7-2BEKQ7Z5YqLPiJxFD0AcY83nGa0UGKQ-3D)  See also the **Auxiliary Services** section for [Tobacco-Free Environment](http://clickthrough.mysecurelinks.net/ls/click?upn=bnZYSf-2F3i7YyQBVMm3iHNAdHoEkXQpUyYmnzO3GGdKgiXbG5VkvwtBKasfqvyNXKpyVcB9Ga-2FtX5Xkj2tfoYQOu5PFSUa5-2FTP37fLeX9-2BPQ-3DX9I3_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGieh1Nn9sWH8ROf-2F4ZumdgzEql9ryAl0LDLLuL0Q6u-2F81P0owWSM50iE6sugB9ptNeP4oUhOL-2FFWGPxNF7xBUqdPI-2BoUljxuhds8EqyoZ4CApPwQbJmsC3Wv2oN87VHNa4hYloknt9CMab9VwhanCWoR4Q-3D) and the **Appendices/Student Section** [Medical Marijuana Act](http://clickthrough.mysecurelinks.net/ls/click?upn=bnZYSf-2F3i7YyQBVMm3iHNAdHoEkXQpUyYmnzO3GGdKgiXbG5VkvwtBKasfqvyNXK9vnHEiD8GZag2sJ4L2KCb6BeurE7WHm0moL-2BhYi2Iu5pF2M0DaSRNJwnXzS2vKikiJg6_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGiehxyUGRMLxl4YCM69J4Rj1Czv6tWoWUomuiZh1Wku-2B12TR8CbuNcUrz-2F9nWjyu24vGp0RZS6EFJNqBNs4GI-2BPBRmEmXmq-2FKkxLo9-2ByxOWrTFCpbGEHnSL2lCOHStvYXH5PKvcKboj-2Bk-2BxQ9wdxC3aBBU-3D) of the Administrative Regulations.  Possession or consumption of alcohol, tobacco, and illegal drugs on MCCCD campus is prohibited. Pursuant to federal law, cannabis (marijuana) use is prohibited on MCCCD property, even for those who have a medical marijuana card.  The MCCCD Public Safety Department actively enforces laws pertaining to underage drinking, public consumption of alcohol, the furnishing of alcohol to underage individuals, and other alcohol laws. MCCCD Police also enforces drug laws.  For more information about the Maricopa County Community College District DAAPP content, contact the MCCCD Public Safety Department at [https://police.maricopa.edu/](http://clickthrough.mysecurelinks.net/ls/click?upn=5QU7u-2Bo7e6nOroCkOC7hu6DRZXOyvlMa-2FQ2rk259gPm4-2B5cNbT4In0gfLWN6VV8BEXTt_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGiehwQlvFJ-2BPvAHo0eKAUhGOmCS7PsWqW4Ygs7FCfaXLSZX1K8nAF5SitZvz3PWtiQe8tg30Y4M4An7dr6xD6dh76MSyCLAH1D209VDZw4PO4o1bNTFXQ13HahtD30X5iY-2F074ampLLBvJoMUfq0PQidZc-3D)or Chief David Denlinger at [David.Denlinger@domail.maricopa.edu](mailto:David.Denlinger@domail.maricopa.edu).  **Overview of State Laws and Legal Sanctions**  An overview of alcohol and drug offenses for Arizona is herein provided. Sanctions under federal, state, and local laws for the unlawful possession or distribution of illicit drugs and alcohol are serious and can range from civil sanctions to criminal convictions including fines and imprisonment.  **Arizona Alcohol Offenses:**  A person who is under the legal drinking age and who misrepresents the person’s age to any person by means of written instrument of identification with the intent to induce a person to sell, serve, give or furnish liquor contrary to law is guilty of a class 1 misdemeanor.[A.R.S. § 4-241](http://clickthrough.mysecurelinks.net/ls/click?upn=n6E8htTbYeH5EYWwZAkjyYvU9zRDfiSmFQuKYrtIGwrHiJfIq8ig9dwEwTGQi0-2BExYEU_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGieh0LjuMSjeG1i1lMmjQ65cw8hw9Gi-2BD4m-2BE767fLnveHqk9rtHZqov7gA3VTXXM7l5OCQrjPUPWsPEaAdvYwdHJ7Kce1lG-2Bk0M-2Bu8HXeO9ezHSYtQvKjuTmOOqMb8vfRDpZpfwQEfx9mSnqzpL0cYXWg-3D). In addition to any other penalties prescribed by law, a person shall pay a fine of at least two hundred fifty dollars. [A.R.S. § 4-246](http://clickthrough.mysecurelinks.net/ls/click?upn=n6E8htTbYeH5EYWwZAkjyYvU9zRDfiSmFQuKYrtIGwoMJ-2Bc3xM0R2CFoCkDj6dZsRmDs_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGieh3YGWvfj60uwNmGCi8GBNmH-2F1FUD7nbQ-2BEbKsL7fzqYBG-2F7H5DQAXBSKAKYvabG-2BwlqoFWfhsuoLyjQa6Ogq9GfoMXSFUvm0zXK3dNIx0lhZ7x9WbNv0fb-2F9DsclGgGAs6DUA4MAcdLS-2FjAINJRndmk-3D).  A person who is under the legal drinking age and who solicits another person to purchase, sell, give, serve or furnish spirituous liquor contrary to law is guilty of a class 3 misdemeanor.[A.R.S. § 4-241](http://clickthrough.mysecurelinks.net/ls/click?upn=n6E8htTbYeH5EYWwZAkjyYvU9zRDfiSmFQuKYrtIGwrHiJfIq8ig9dwEwTGQi0-2BEiTBY_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGiehyrUweDsC7quOedSMlVPRUtuOUkyrH3c4qZlUs71Bay8QYk5nTob7w1Ia2ZvtamVykXWgfMlUU-2F-2Bo4h7B7W3nvRy1rqFNDUS1MX-2Flm3QFAll4HS1QI5GbFWdJxkOcJIanc765-2FUt1mNuyEvsICQr9gM-3D). In addition to any other penalties prescribed by law, a person shall pay a fine of at least two hundred fifty dollars.[A.R.S. § 4-246](http://clickthrough.mysecurelinks.net/ls/click?upn=n6E8htTbYeH5EYWwZAkjyYvU9zRDfiSmFQuKYrtIGwoMJ-2Bc3xM0R2CFoCkDj6dZsxpwu_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGieh2wRMSAQhWO3J5GBjYxwJLkgqPPqlOtJRXE4CcDAv0mK0hgMoI0tNWyIFZ647SfC4TRsbo-2FWMDLiyjsXRfRpMAGT-2BBcdelbsNuuxi68MmUuGDLGIW5hpVmdOgm5-2Ffoo1uKMbyv1fuyLNELb4RzEW9ho-3D).  A person who is under the legal drinking age and who uses a fraudulent or false written instrument of identification or identification of another person or uses a valid license or identification of another person to gain access to a licensed establishment is guilty of a class 1 misdemeanor.[A.R.S. §](http://clickthrough.mysecurelinks.net/ls/click?upn=n6E8htTbYeH5EYWwZAkjyYvU9zRDfiSmFQuKYrtIGwrHiJfIq8ig9dwEwTGQi0-2BEnc3F_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGieh5GDs-2FL4ak7TrKWz9KvoIGLFf324BjantNMCYHgGFDZamp4bV1LK0Mmd9IO3h7GItUx6Ao14B3JNpb7k-2BJJ5JF7M8mtWB-2Fsm-2FsroJIRVmG00pg2wOv10Tdtbrf-2FBan3u5uI-2FDDjK0rWz8FPmtTpqV2c-3D)    [4-241](http://clickthrough.mysecurelinks.net/ls/click?upn=n6E8htTbYeH5EYWwZAkjyYvU9zRDfiSmFQuKYrtIGwrHiJfIq8ig9dwEwTGQi0-2BE1toF_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGiehyRmzTqwy23UcjHQ1cic0nZqbAPZ2hkeWtX6CA0Qvb070cdXgnCQHDspWyaGLi4I4djoGrRhzmZInlYFjFpd0kXKibbcZz3INzRUY26NActBLNk4OdqNeJ61Fw1Y2RTpml4gxt6ouASuHAp2wv1s8W4-3D). In addition to any other penalties prescribed by law, a person shall pay a fine of at least two hundred fifty dollars.[A.R.S. § 4-246](http://clickthrough.mysecurelinks.net/ls/click?upn=n6E8htTbYeH5EYWwZAkjyYvU9zRDfiSmFQuKYrtIGwoMJ-2Bc3xM0R2CFoCkDj6dZsEmvn_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGieh9KdAR-2BNuTQ1XxA3i5SpV-2F2Mrp4KadRzXJJ81LA4aS5NKGW9uA83veIppeEkTQ3b9xUUIJGQIzZHl2PcNIZ4L5GwXpNttSJ276Q-2FLF7tYRRglmiiNaDXlY5c5ymkzsZqG-2Fk-2FA0BLtn7a9Uv7fHlwtkU-3D).  A person who knowingly influences the sale, giving, or serving of spirituous liquor to a person under the legal drinking age by misrepresenting the age of such person or who orders, requests, receives or procures spirituous liquor from any licensee, employee or other person with the intent of selling, giving or serving it to a person under the legal drinking age is guilty of a class 1 misdemeanor. [A.R.S. § 4-241](http://clickthrough.mysecurelinks.net/ls/click?upn=n6E8htTbYeH5EYWwZAkjyYvU9zRDfiSmFQuKYrtIGwrHiJfIq8ig9dwEwTGQi0-2BEklld_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGieh-2BdWIpqchQofxEc8-2BcdQojoRkIvQ4ibkKd9IeHOYpAvLLL8eTFQnnc3nv0IVPkZO6wRBJk2vKvJZ8NHVZKZYBPWQY-2FkJv8q-2F9j6JgapI37-2B76BLPE56CIbp7GM7QIUAmr9flpKCYvMJhP5IxP6bJ02g-3D).  It is a class 1 misdemeanor for a person under the legal drinking age (21 years of age) to buy, receive, or have in the person’s possession or to consume spirituous liquor.[A.R.S. § 4-244](http://clickthrough.mysecurelinks.net/ls/click?upn=n6E8htTbYeH5EYWwZAkjyYvU9zRDfiSmFQuKYrtIGwp835umA-2Bf9G4mPmHaQeC5gFWbP_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGieh6mRPvX9CjhXdSm5aYiXtsLRcUPewVdRAJwxiSH3mI8riz926fGcltlM657Qjlq9ijdQLXl3-2Fj5MeKHTvY-2Fv7-2BZVo4fMRqPQBCDEMvopAoxS57wIEfwuKnmksjpLcBdKrfmirrqyoDGxDJBttlc5UOw-3D). It is a class 1 misdemeanor for any person to sell, furnish, dispose of or give or cause to be sold, furnished, disposed of or given, to a person under the legal drinking age (21 years of age) any spirituous liquor.[A.R.S. § 4-244](http://clickthrough.mysecurelinks.net/ls/click?upn=n6E8htTbYeH5EYWwZAkjyYvU9zRDfiSmFQuKYrtIGwp835umA-2Bf9G4mPmHaQeC5ge_K7_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGieh59-2FuSUznJljNueUCtaWWoz3Yu4vOSbUFrEcXik-2FfUpTkKoBurU-2FLb65eGN4gFS7Un0kVu2BWwi-2FX89HU54JDia-2FWPBuNeU-2BP9JyiMfs-2FSKnRadL0M8MiIvBhi5-2FbeFVxF0m37xyx0d7i5CVS6XrkQk-3D).  Alcohol violations that qualify as a class 1 misdemeanor are punishable by up to six months in jail, can include a hefty fine, may involve probation, or a combination of these.  **Drug Offenses:**  A person shall not knowingly possess or use marijuana, possess marijuana for sale, produce marijuana, or transport marijuana for sale.[A.R.S. § 13-3405](http://clickthrough.mysecurelinks.net/ls/click?upn=n6E8htTbYeH5EYWwZAkjyYvU9zRDfiSmFQuKYrtIGwq0FPe2ANAj9aeZX1RbVwB2mvps_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGieh3exQhd1vEAWz6CEReFkPXX6CfBj5c5Ig6VgesWuBlyQWc6i4lQTuQ4Y-2FEc37kf9BXTI1NKU5URS5FeR7JyNWf3jDiN5njs-2FzQkMyeG78BLqTH530iXiUCLm1nc2VfcQHtyF-2BhRsdvHyucjwbaKo7s4-3D). A person who possesses marijuana weighing less than two pounds is guilty of a class 6 felony, weighing less than four pounds is guilty of a class 5 felony, and weighing over four pounds is guilty of a class 4 felony. The various offenses in this statute range in severity of punishment from a class 6 felony to a class 2 felony with a range of up to 15 years imprisonment.[A.R.S. § 13-3405](http://clickthrough.mysecurelinks.net/ls/click?upn=n6E8htTbYeH5EYWwZAkjyYvU9zRDfiSmFQuKYrtIGwq0FPe2ANAj9aeZX1RbVwB2vhKM_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGieh2unaIL3V4X-2FlKcwOVWhRiGBbFimPujzJqS9cnUjQheu-2FuWWK910G8BY2QFxAatb8LRzy6egzxzDyiDO9qziwZ4or4mf47hFUwocghvTmsK5p-2BtSibvYZeWqu0AYiuZXG-2BROKo6ozTzwJrUeqYkWIFA-3D).  A person shall not knowingly possess or use a narcotic drug; possess a narcotic drug for sale; possess equipment or chemicals for the purpose of manufacturing a narcotic drug; manufacture a narcotic drug; administer a narcotic drug to another person; obtain or procure the administration of a narcotic drug by fraud, deceit, misrepresentation or subterfuge; or transport for sale, import into this state, offer to transport for sale or import a narcotic drug.[A.R.S. § 13-3408](http://clickthrough.mysecurelinks.net/ls/click?upn=n6E8htTbYeH5EYWwZAkjyYvU9zRDfiSmFQuKYrtIGwpARrfbRD-2F2gnjK40QhrLL3GTG1_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGieh5A5xzQZppour13KHJutZ93MzJYuMpcm525yOQwfSmk6Sw0aM27e0zKQID-2Fqr3xqC5l7mn3ik4jhJLNMbV-2Fc2kx3hyMdPIvKmjc2YyWoHnseHXBt4-2FypCpMkHfMZZ0nifwWT4Y5z8RScM2VX0l7L7r4-3D). Violations include a class 4 felony to a class 2 felony with a range of up to 15 years imprisonment. Additionally, a fine of not less than $2000 or three times the value of the narcotic drugs involved, whichever is greater (up to a statutory maximum)[A.R.S. § 13-3408](http://clickthrough.mysecurelinks.net/ls/click?upn=n6E8htTbYeH5EYWwZAkjyYvU9zRDfiSmFQuKYrtIGwpARrfbRD-2F2gnjK40QhrLL3O0jm_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGieh9nAP0EryK-2B4TXj2TrO9ZXC3jwy4LBpnd5oSQPtDOpgCvHrGEjLuHzLvM3FlvVUe4Lm3xKzfsN6DLMeuyb84DL51ZqFeUVfE-2F3DkPX7Q-2B-2BRk7XjaYWWGG6w7Cc6SeAd44PdYlggltXzU-2BypZBZfDqB8-3D).  It is unlawful for any person to use, or to possess with intent to use, drug paraphernalia to plant, propagate, cultivate, grow, harvest, manufacture, compound, convert, produce, process, prepare, test, analyze, pack, repack, store, contain, inject, inhale or otherwise introduce into the human body a drug. “Drug” means any narcotic drug, dangerous drug, marijuana or peyote. “Drug paraphernalia” means all equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body a drug violation. Violators are guilty of a class 6 felony.[A.R.S. § 13-3415](http://clickthrough.mysecurelinks.net/ls/click?upn=n6E8htTbYeH5EYWwZAkjyYvU9zRDfiSmFQuKYrtIGwpWDIQLyFk7dEryOzY2vIE8S6ir_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGieh1ELphCP-2BUwF7Ja6v026Oj-2Fupi5qPbqz-2FDLPRwIf-2FWgwylzC0MXk1u6G7lhnYkfyHJY7FMt1HNEVQlOILWNrj5ehED52ylkoZ1c7NG3ySzMNEJoLdqsCdYfWrvK5yfHdyUDt-2BhZ3ICS2cjQlW-2B6WzQE-3D).  Additional information on Arizona drug offenses and penalties can be found at[A.R.S. §§ 13-3401](http://clickthrough.mysecurelinks.net/ls/click?upn=n6E8htTbYeH5EYWwZAkjyYvU9zRDfiSmFQuKYrtIGwqrh6nL9sEQG3te2YxqroqQQeO4_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGiehz8MMHLMw8U7Y2xhwZ-2BzBSpAjkT2TNF2duauXkhr32qLKal5zN-2FtiNfgofCngCRsowaUAznCL7iz1qlnBXhoXq9gI6AgwDSGdVBVwo6k9IHpfgzC4gSpcgtSTBPkKE9-2F5nDI-2FC-2BqiG4yJPFcoymnTtY-3D)– [13- 3423](http://clickthrough.mysecurelinks.net/ls/click?upn=n6E8htTbYeH5EYWwZAkjyVC67MYZejZ19DTuW0LZrAzs4C3Pxk1NeuinhiQkmDblkJImVIOMkACrd-2FYb5-2Ff0OigIvydMkUhS93uNySWEVGdN8gTY2WVX9RZ3QVhR3e4sDRGe_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGiehxc10MYagO2BiQpwOfDahEBCL0eFO0OsyHVI4OU9tqwjGTGG68pFuvhIDpGGstTmwtpPO9hZPtCSCKoXzxy0Kc-2BWcRDeB6OGb-2BBSQ-2FPVY81WPit6B-2B4OuUTr6CJhkzVbCvvXt8GkHPCGEl4ZDnVvc30-3D).  **Federal Law and Legal Sanctions**  It is unlawful for any person knowingly or intentionally to possess a controlled substance unless such substance was obtained directly or pursuant to a valid prescription or order from a practitioner. Federal penalties include, but are not limited to:   * For first conviction of simple possession, up to one year of imprisonment, a fine of $1000, or both. Length of imprisonment and fines increase with further convictions. 21 U.S.C. § 844. * Forfeiture of property. 21 U.S.C. § 853. * Discretionary denial of federal benefits, including student loans or professional license. 21 U.S.C. § 862.   Additional offenses and penalties can be reviewed at [https://www.deadiversion.usdoj.gov/21cfr/21usc](http://clickthrough.mysecurelinks.net/ls/click?upn=n6E8htTbYeH5EYWwZAkjyfIJM9-2FCUpiDgbwdOGHxwYAYGmP4JXliHLopabLSDv-2FgD05b9N4698vlxzVGum7aBA-3D-3DyJ45_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGieh6dl6Z8W3JAeXT4Wb13ralWGKgD4liDyR5z-2F2cinrAINscr-2BpjgtQzmwjt3Z5soMsOcI-2BCZ88g0Ua0oi8ruvFmU256mgV4McmJ6SoUJfIhIjRb93o4SzGcYVBg9-2BjYelIBkh8EXq45n5PVGjKgmGQH4-3D).  According to 21 U.S.C. § 1091(r), a student who is convicted of any offense under federal or state law, involving the possession or sale of a controlled substance, for conduct that occurred during a period of enrollment for which the student was receiving any federal grant, loan, or work assistance will not be eligible to receive any grant, loan, or work assistance from the date of conviction for the period of time specified:   |  |  | | --- | --- | | **Conviction for Possession of a Controlled Substance** | **Period of Ineligibility** | | 1st Offense | 1 year | | 2nd Offense | 2 years | | 3rd Offense | Indefinitely | | **Conviction for Sale of a Controlled Substance** | **Period of Ineligibility** | | 1st Offense | 2 years | | 2nd Offense | Indefinitely |     See [21 U.S.C. § 802(6)](http://clickthrough.mysecurelinks.net/ls/click?upn=n6E8htTbYeH5EYWwZAkjyfIJM9-2FCUpiDgbwdOGHxwYAYGmP4JXliHLopabLSDv-2FgW64VTf740mnWJb086QKrgQ-3D-3DxMiE_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGieh5O8pgQgc-2BAKt7wgmkbRWJOS0QxLX1EVkL6X-2BwXdjfMbq7T5iN-2FrAQNS-2FXTDunUBJyoqXCxa51teHCdlfgyGLQ7ZXDty1CxBgxdv1w2Zqoq2I8Upt6wNeZGQYO4xcMdA4AG8-2BqNzqJt-2F5P4LdofVwOM-3D) for the definition of “controlled substance.”  **Disciplinary Sanctions, Educational Interventions, and Administrative Actions**  **Students**  Students who violate the college drug or alcohol policy are subject to disciplinary sanctions, educational interventions and/or administrative actions. Disciplinary sanctions include expulsion or suspension. Educational interventions may include the requirement to participate in individual or group learning sessions, community service experiences and/or risk assessments addressing alcohol or other drug abuse. Administrative actions may include warnings, probation, interim suspension, or completion of a drug or alcohol education or rehabilitation program. Violators may also be referred for prosecution.  **Employees**  Sanctions will be imposed on an employee who violates college drug or alcohol policies, which may include progressive discipline, a written reprimand, suspension, demotion, or termination of employment. Sanctions may also include the requirement that the employee complete a drug or alcohol education or rehabilitation program. Violators may be referred for prosecution.  **Health Risks**  **Alcohol**  Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person’s ability to learn and remember information. Very high doses can cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.  Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver.  Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other people of becoming alcoholics. For more information see [here](http://clickthrough.mysecurelinks.net/ls/click?upn=n6E8htTbYeH5EYWwZAkjySHdx2Z5YqLkMErtQwRtCbbvKIe6r9kx3rr2VPj2DLmubKJrwDrWGys9RMIwAbq1aaH5SQ5oJu1iUBvKUr2k4zI-3Dys0z_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGiehy2-2FAzkpK7xkvAYLCTZuj9S062C6POYZ2WWEMLwOdX0gBGhdlbY03mLjC1kPCv87guo7meY-2BIXDtLgUbxPQrEOf86iMep4IdrO60BpuCBriAM-2F94mDVyWpJ-2F1InWPheXndR-2B-2BGGg5xrlfASbBo4gcyE-3D).  **Illicit Drugs**  The use of illicit drugs can lead to a variety of health risks, depending on the drug or combination of drugs used. A description of common drugs of abuse, their uses and effects are provided in  Appendix A.  For further information, visit the campus drug prevention website at [https://www.campusdrugprevention.gov/drugshttps://district.maricopa.edu/consumer-information/alcohol-drug-abuse-prevention](%20https://www.campusdrugprevention.gov/drugshttps://district.maricopa.edu/consumer-information/alcohol-drug-abuse-prevention).  Drug and alcohol treatment and rehabilitation programs are available for students through MCCCD community partnerships and for employees through the Employee Assistance Program. Prevention and Education:  MCCCD uses a comprehensive approach to alcohol and other drug abuse prevention that:   * Addresses multiple factors that influence student alcohol and other drug use including individual, peer, institutional, and community factors. * Provides a continuum of programs and services that range from prevention through treatment. * Establishes goals, specific outcomes and relevant strategies that are grounded in campus specific data. * Implements evidence-based strategies and best practices. * Incorporates education, environmental management, early intervention and enforcement strategies. * Integrates proactive prevention and intervention strategies. * Develops collaborations and coalitions, and forms partnerships with academic and student affairs, management, students, parents and the surrounding community. * Incorporates evaluation as a meaningful tool for planning and program improvement.      |  |  |  |  |  | | --- | --- | --- | --- | --- | | **DRUG CATEGORY** | **What is it?** | **Street Name** | **How is it used?** | **How does it affect the body?** | | Cannabis (Marijuana) | Marijuana –  Mind-altering  psychoactive drug.  Dry, shredded,  green/brown mix of  flowers, stems, seeds  and leaves from the  cannabis sativa plant.  THC (delta-9-  tetrahydrocannabinol)  is the main ingredient  that produces the  psychoactive effect.  Addictive. | Marijuana – Aunt  Mary, BC Bud,  Chronic, Dope,  Gangster, Ganja,  Grass, Hash, Herb,  Joint, Mary Jane,  Mota, Pot, Reefer,  Sinsemilla, Skunk,  Smoke, Weed,  Yerba | Smoked as a  cigarette or in a pipe or bong • Smoked in blunts (cigar  emptied of tobacco  and filled with  marijuana, and  sometimes mixed  with additional  drugs) • Mixed with  food (edibles) •  Brewed as tea | Relaxation,  disinhibition,  increased appetite,  sedation, increased  sociability • Effects  memory and learning  • Difficulty in thinking  and problem solving  • Hallucinations •  Impaired judgment,  reduced coordination  • Distorted  perception •  Decreased blood  pressure, increased  heart rate, dizziness,  nausea, tachycardia  • Confusion, anxiety,  paranoia, drowsiness  • Respiratory  ailments | | Depressants includes Barbiturates, Benzodiazepines, GHB-GammaHydroxybutyric Acid, Ryohyponl | Barbiturates – Depressant drug used to help sleep, relieve anxiety and muscle spasms, prevent seizures. Prescribed names: Fiorina®, Pentothal®, Seconal®, or Nembutal® | Barbiturates – Barbs, Block Busters, Christmas Trees, Goof Balls, Pinks, Red Devils, Reds & Blues, Yellow Jackets | Barbiturates • Swallowing a pill or injecting a liquid | Barbiturates • Lack of inhibition, relief of anxiety, sleepiness; impairment of memory, judgment and coordination; irritability • Paranoia and suicidal thought • Tolerance is easily developed, requiring larger doses each time • Overdose can occur easily and can be fatal. Signs: Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma | | Depressants includes Barbiturates, Benzodiazepines, GHB-GammaHydroxybutyric Acid, Ryohyponl | Benzodiazepines – Depressants that produce sedation, induce sleep, relieve anxiety and prevent seizures. Available in prescription pills, syrup and injectable preparation. Prescribed as Valium®, Xanax®, Restoril®, Ativan®, Klonopin® | Benzodiazepines – Benzos,Downers, Nerve Pills, Tranks | Benzodiazepines • Orally or crushed and snorted | Benzodiazepines • Calming, euphoria • Vivid or disturbing dreams • Amnesia, hostility, irritability • Overdose may be fatal. Signs: shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma | | Depressants  Includes  Barbiturates,  Benzodiazepines,  GHB-GammaHydroxyb  utyric Acid,  Ryohyponl | GHB – Gamma –  Hydroxybutyric Acid  Prescribed as Xyrem,  it is also known as the “date rape drug.” It comes in liquid or as a white powder that is dissolved in water, juice, or alcohol. In liquid form, GHB is  clear and colorless  and slightly salty in  taste. | GHB – Gamma –  Hydroxybutyric  Acid – G, Georgia  Home Boy, Goop,  Grievous Bodily  Harm, Liquid X,  Scoop, Liquid  Ecstasy | GHB – Gamma –  Hydroxybutyric Acid  • Usually a liquid,  mixed in a beverage  • White powder  normally dissolved  in a liquid | GHB – Gamma –  Hydroxybutyric Acid •  Hallucinations •  Euphoria,  drowsiness,  decreased anxiety,  excited and  aggressive behavior  • Overdose  symptoms:  unconsciousness,  seizures, slowed  heart rate, greatly  slowed breathing,  lower body  temperature,  vomiting, nausea,  coma, death •  Addictive.  Withdrawal  symptoms: insomnia,  anxiety, tremors,  increased heart rate  and blood pressure,  psychotic thoughts | | Depressants  Includes  Barbiturates,  Benzodiazepines,  GHB-GammaHydroxyb  utyric Acid,  Ryohyponl | Rohypnol –  Depressant and  benzodiazepine with  generic name  Flunitrazepam. It is  not approved for  medical use in the  United States. Used  by cocaine abusers to relieve side effects,  and also used as a  “date rape” drug. | Rohypnol – Circles,  Forget Me Pill, La  Rocha, Lunch  Money Drug,  Mexican Valium,  Pingus, R2, Roach  2, Ruffles, Rophies,  Wolfies | Rohypnol • Oblong  olive green tablet,  swallowed, crushed  and snorted • Can  be dissolved in  liquids When placed  in light colored drink, will dye it blue | Rohypnol • Muscle  relaxant, decreased  anxiety •  Drowsiness,  amnesia, sleep •  Slurred speech, loss  of coordination •  Impaired mental  function, confusion  Addictive | | Designer Drugs  Includes Bath Salts,  Flakka (alpha-PVP),  Spice/K2, Synthetic  Marijuana, U-47700 | Spice/K2, Synthetic  Marijuana – A  synthetic version of  tetrahydrocannabinol  (THC), the  psychoactive  ingredient in  marijuana, K2/Spice is a mixture of plant and material sprayed with synthetic psychoactive  chemicals. Often looks like potpourri and typically labeled “not for human  consumption.”  Dangerous to  purchase from Internet because its origins and chemical amounts are unknown. The  ingredients and  strength of products  containing synthetic  cannabinoids are  almost impossible for  the user to know. | Spice/K2, Synthetic  Marijuana – Bliss,  Black Mamba,  Blaze, Bombay  Blue, Fake Weed,  Legal Weed,  Genie, Zohai, Red  X, Dawn Scooby  Skunk, Snax | Spice/K2, Synthetic  Marijuana • Smoked  using “joints”, pipes,  E-cigarettes, as a  tea | Spice/K2, Synthetic  Marijuana •  Paranoia, anxiety,  panic attacks,  hallucinations, and  giddiness • Addictive  • Increase in heart  rate and blood  pressure •  Convulsions, organ  damage, or death | | Designer Drugs  Includes Bath Salts,  Flakka (alpha-PVP),  Spice/K2, Synthetic  Marijuana, U-47700 | Bath Salts – Synthetic  stimulants sold online,  convenience stores  and “head shops”  under various brand  names. Resemble  Epsom salts and  labeled “Not for  human consumption.”  Erroneously sold as  bath salts, plant food  and research  chemicals. | Bath Salts – Bliss,  Blue Silk, Cloud  Nine, Drone,  Energy-1, Ivory  Wave, Lunar  Wave, Meow  Meow, Meph,  Ocean Burst, Pure  Ivory, Purple Wave,  Red Dove, Snow  Leopard, Stardust,  Vanilla Sky, White  Dove, White  Knight, White  Lightning | Bath Salts •  Sniffing/snorting,  orally, smoke, or put  into a solution and  injected. | • Insomnia, irritability,  dizziness • Feelings  of empathy,  stimulation,  alertness, euphoria  and sensory  awareness •  Paranoia,  hallucinations,  delusions, suicidal  thoughts, seizures •  Rapid heart rate that  may lead to stroke or  heart attack •  Sweating, nausea,  and vomiting •  Prolonged panic  attacks • Death | | Designer Drugs  Includes Bath Salts,  Flakka (alpha-PVP),  Spice/K2, Synthetic  Marijuana, U-47700 | Flakka (alpha-PVP) –  is a dangerous drug  that is similar to the  street drug commonly  known as bath salts.  Flakka is typically  white or pink in color,  and is found in crystal  form. | Flakka (alpha-PVP)  – Gravel | Flakka (alpha-PVP)  • The drug may be  eaten, snorted,  injected, or  vaporized in  ecigarettes. | Flakka (alpha-PVP) •  Paranoia and  hallucinations that  may lead to violent  aggression and  self-injury. •  Overdose and death  have been linked to  use of this drug. | | Designer Drugs  Includes Bath Salts,  Flakka (alpha-PVP),  Spice/K2, Synthetic  Marijuana, U-47700 | U-47700 - nicknamed  “U4,” “pink,” or “pinky,”  is a highly potent  synthetic opioid that  looks like a white or  light pink powder. A lot of times, if is often  either sold in baggies  or pressed into pills to look like legal  painkillers. Abuse of  this drug is similar to  heroin, and  prescription and  designer opioids. | U-47700 – Pinky,  Pink or U4 | U-47700 This drug  is usually snorted,  swallowed or  injected. | U-47700 This drug  poses the same risks  as heroin and many  other designer  opioids. The drug’s  effects include: •  Numbness •  Sedation • Cold and  clammy skin • Coma  • Respiratory failure  leading to death This  drug is 7-8 times  more potent than  morphine, according  to the National  Institute of Drug  Abuse (NIDA). Not to  mention, buyers  can’t be certain  exactly what they are  getting when they  purchase the drug  online. | | Drugs of Concern  Includes DXM  (Dextromethorphan),  Kratom, Salvia  Divinorum | DXM  (Dextromethorphan)  Cough suppressor  found in many  over-the-counter  medications, such as  cough syrup, tablets,  capsules, or powder.  Popular  over-the-counter  brands: Robitussin,  Coricidin NBP | DXM  (Dextromethorphan  ) – CCC, DXM,  Poor Man’s PCP,  Robo, Skittles,  Triple C | DXM  (Dextromethorphan)  • DXM is taken by  drinking cough syrup  or swallowing  tablets, capsules, or  powder. Extensive  “how to” abuse  information on  various websites.  Preferred by  teenagers and  younger for its easy  accessibility. Tablets  are easy to conceal  and students will  take them in school. | DXM  (Dextromethorphan)  • Increase in  perceptual  awareness, altered  time perception •  Hallucinations,  confusion • Addictive  • Loss of  coordination, slurred  speech, sweating,  lethargy • High doses  of DXM with alcohol  or other drugs,  including  antidepressants, can  cause death. | | Drugs of Concern  Includes DXM  (Dextromethorphan),  Kratom, Salvia  Divinorum | Kratom – Leaves from  the tropical tree  Kratom in Southeast  Asia, which causes  stimulant, and  sedative effects in  different doses. More  commonly abused in  the Asia Pacific region than the United  States. | Kratom – Thang,  kakuam, thom,  ketum, and biak | Kratom • Swallowed  as a pill, crushed  and smoked,  brewed as a tea,  chewed raw leaves | Kratom • At low  doses, increased  alertness, physical  energy, and  talkativeness • At  high doses, sedation  • Addictive: cause  hallucinations,  delusion, and  confusion • Nausea,  itching, sweating, dry  mouth, constipation,  increased urination,  and loss of appetite •  Long-term use can  cause anorexia,  weight loss, and  insomnia | | Drugs of Concern  Includes DXM  (Dextromethorphan),  Kratom, Salvia  Divinorum | Salvia Divinorum –  Psychoactive plant  from the mint family,  abused for its  hallucinogenic effect. | Salvia Divinorum –  Maria Pastora,  SallyD, Salvia | Salvia Divinorum •  Chewing fresh  leaves, drinking  extracted juices,  smoking or inhaling  vapors | Salvia Divinorum •  Perceptions of bright  lights, vivid colors  and shapes • Body  or object distortions •  Uncontrollable  laughter, fear, panic •  Loss of coordination,  dizziness, slurred  speech •  Hallucinations | | Hallucinogens Includes  Ecstasy or MDMA (also  known as Molly),  Ketamine, LSD, PCP  (Phencyclidine), Peyote  and Mescaline,  Psilocybin | Ecstasy or MDMA –  Known as a party  drug, ecstasy comes in pill or powder form; pill has a variety of logos and colors. | Ecstasy or MDMA  – Adam, Beans,  Biscuit, Clarity,  Disco Biscuit, E,  Eve, Go, Hug Drug,  Lover’s Speed,  MDMA, Peace,  STP, X, XTC | Ecstasy or MDMA  • Swallowing gel  capsules  (Molly), pills, tablets  • Powder, Crystal,  liquid  • Crushed or snorted  • Occasionally  smoked | Ecstasy or MDMA •  Increased motor  activity, alertness,  heart rate, blood  pressure • Muscle  tension, tremors,  teeth clenching,  nausea, sweating •  Euphoria, empathy,  reduced inhibition •  Chills, blurred vision  • Confusion, anxiety,  depression,  paranoia, severe  dehydration • Sharp  increase in body  temperature  (hyperthermia),  which can lead to  liver, kidney and  cardiovascular failure  and death | | Hallucinogens Includes  Ecstasy or MDMA (also  known as Molly),  Ketamine, LSD, PCP  (Phencyclidine), Peyote  and Mescaline,  Psilocybin | Ketamine – General,  short-acting anesthetic  with hallucinogenic  effects. Sometimes  used to facilitate  sexual assault crimes. | Ketamine – Special  K, Cat Valium, Kit  Kat, K, Super Acid,  Super K, Purple,  Special La Coke,  Jet, Vitamin K | Ketamine • Injected  • Liquid mixed with  liquids • Powder that is snorted, mixed in drinks, or smoked | Ketamine  • Hallucinatory  effects last 30-60  minutes  • Distorts sights and  sounds  • Induces feelings of  calmness and  relaxation, relief from  pain  • Immobility and  amnesia  • Body feels out of  control  • Agitation,  depression,  unconsciousness  • Hallucinations | | Hallucinogens Includes  Ecstasy or MDMA (also  known as Molly),  Ketamine, LSD, PCP  (Phencyclidine), Peyote  and Mescaline,  Psilocybin | LSD – Very strong  hallucinogen sold on  streets that is odorless  and colorless with  high potential for  abuse. | LSD – Acid, Blotter  Acid, Dots, Mellow  Yellow, Window  Pane | LSD • Added to  absorbent paper  such as blotter  paper divided into  square dosage units  • Tablets or  capsules •  Occasionally in  liquid form | LSD  • Hallucinations  • Distorted  perception of shape  and  size of objects,  colors, and  sounds  • Acute anxiety and  depression  • Flashbacks days  and even  months after  • Elevated heart rate,  higher body  temperature,  increased blood  pressure, dilated  pupils  • Overdose  symptoms: longer,  more intense  episodes, psychosis  and death | | Hallucinogens Includes  Ecstasy or MDMA (also  known as Molly),  Ketamine, LSD, PCP  (Phencyclidine), Peyote  and Mescaline,  Psilocybin | PCP (Phencyclidine) –  Synthetically produced  hallucinogen | PCP  (Phencyclidine)  Angel Dust, Boat,  Crystal, Embalming  Fluid, Hog, Ozone,  Rocket Fuel,  Shermans,  Supergrass, Tic  Tac, Wack, Zoom | PCP (Phencyclidine)  • Tablets, capsules  are swallowed • In  powder form,  snorted • Leafy  material sprayed or  dipped in liquid and  smoked | PCP (Phencyclidine)  • Dissociative drug,  induces distortion or  sight and sound and  produces feelings of  detachment •  Disorientation,  delirium • Sedation,  immobility, amnesia •  Numbness, slurred  speech, loss of  coordination •  Feeling of strength,  power, and  invulnerability •  Increased blood  pressure, rapid and  shallow breathing,  elevated heart rate  and temperature •  Addictive | | Hallucinogens Includes  Ecstasy or MDMA (also  known as Molly),  Ketamine, LSD, PCP  (Phencyclidine), Peyote  and Mescaline,  Psilocybin | Peyote and Mescaline  – Small spineless  cactus with active  ingredient mescaline,  a hallucinogen. Has  disc-shaped “buttons”  that are cut off and  used. | Peyote and  Mescaline Buttons,  Cactus, Mesc,  Peyoto | Peyote and  Mescaline • Fresh or dried buttons are  chewed • Buttons  soaked in water to  produce intoxicating  liquid • Ground into  powder for capsules  and swallowed •  Smoked with  marijuana and  tobacco | Peyote and  Mescaline •  Hallucinations •  Altered perceptions  of space and time •  Nausea and  vomiting, increased  heart rate • Rise in  body temperature •  Impaired motor  coordination •  Euphoria, anxiety | | Hallucinogens Includes  Ecstasy or MDMA (also  known as Molly),  Ketamine, LSD, PCP  (Phencyclidine), Peyote  and Mescaline,  Psilocybin | Psilocybin –  Hallucinogenic  chemical obtained  from certain types of  fresh and dried  mushrooms. Has  slender stems topped  by caps with dark gills  on the underside. | Psilocybin – Magic  mushrooms,  Shrooms,  Mushrooms | Psilocybin • Ingested  orally • Brewed as  tea • Added to foods to mask bitter flavor | Psilocybin •  Hallucinations •  Large amounts can  cause panic attacks  and psychosis •  Nausea and vomiting  • Muscle weakness,  lack of coordination •  Overdose may result  in psychosis or death | | Inhalants | Inhalants – invisible,  volatile substances  found in common  household products,  e.g., felt tip markers,  spray paint, air  freshener, typewriter  correction fluid,  butane, computer  cleaners, glue.  Includes more than  1,000 products that  are harmful when  inhaled. | Inhalants – Huff,  Rush, Whippets,  Gluey | Inhalants • Inhaled  through nose or  mouth • Huffing  inhalant-soaked rag  stuffed in mouth •  Inhaling from  balloon with nitrous  oxide • Sniffing or  snorting the  substance from a  container or  dispenser • Inhaling  fumes from  substances in a bag | Inhalants • Slight stimulation, feeling less inhibition, loss of consciousness • Damages sections of brain controlling thinking, moving, seeing • Slurred speech, loss of coordination, euphoria, dizziness • Long term use may cause damage to nervous system and organs • Sudden sniffing death may occur from suffocation or asphyxiation | | Narcotics (Opioids)  Includes Fentanyl,  Heroin,  Hydromorphone,  Methadone, Morphine,  Opium, Oxycodone | Fentanyl – Fentanyl is a synthetic opioid that is 80- 100 times  stronger than  morphine.  Pharmaceutical  fentanyl was  developed for pain  management  treatment of cancer  patients, applied in a  patch on the skin.  Because of its  powerful opioid  properties, Fentanyl is also diverted for  abuse. Fentanyl is  added to heroin to  increase its potency,  or be disguised as  highly potent heroin.  Many users believe  that they are  purchasing heroin and  actually don’t know  that they are  purchasing fentanyl –  which often results in  overdose deaths.  Clandestinely-produce  d fentanyl is primarily  manufactured in  Mexico. | Fentanyl – Apace,  China Girl, China  Town, China White,  Dance Fever,  Goodfellas, Great  Bear, He-Man,  Poison and Tango  & Cash | Fentanyl •  Clandestine fentanyl  is typically injected,  or inhaled like heroin | Fentanyl • Intense,  short-term high •  Temporary feelings  of euphoria • Slowed  respiration and  reduced blood  pressure • Nausea •  Fainting • Seizures •  Death | | Narcotics (Opioids)  Includes Fentanyl,  Heroin,  Hydromorphone,  Methadone, Morphine,  Opium, Oxycodone | Heroin – An opiate  (narcotic) drug  processed from  morphine and  extracted from certain  poppy plants. Heroin  comes in white or  brownish powder, or a black sticky substance  known as “black tar  heroin.” Often “cut”  with other drugs or  substances such as  sugar or powdered  milk. User is unaware  how much actual  heroin is being used,  creating likelihood of  overdose. | Heroin – Big H,  Black Tar, Chiva,  Hell Dust, Horse,  Negra, Smack,  Thunder | Heroin • Injected,  smoked, or  sniffed/snorted. High  purity heroin is  usually snorted or  smoked. | Heroin • Highly  addictive. • Initial  surge of euphoria or  “rush,” followed by a  twilight state of sleep  and wakefulness •  Physical symptoms  of use include:  drowsiness,  respiratory  depression,  constricted pupils,  nausea, a warm  flushing of the skin,  dry mouth, and  heavy extremities. •  Overdose symptoms:  slow and shallow  breathing, blue lips  and fingernails,  clammy skin,  convulsions, comma,  and possible death. | | Narcotics (Opioids)  Includes Fentanyl,  Heroin,  Hydromorphone,  Methadone, Morphine,  Opium, Oxycodone | Hydromorphone –  Prescribed at  Dilaudid®, it is used  as a pain reliever.  Hydromorphone is  2-8x more potent than  morphine but shorter  duration and greater  sedation. Available in  tablets, rectal  suppositories, oral  solutions, and  injectable  formulations. | Hydromorphone –  D, Dillies, Dust,  Footballs, Juice,  Smack | Hydromorphone •  Orally or by injecting  tablets dissolved in  solution. | Hydromorphone •  Euphoria, relaxation,  sedation, and  reduced anxiety. It  may also cause  mental clouding,  changes in mood,  nervousness, and  restlessness •  Constipation,  nausea, vomiting,  impaired  coordination, loss of  appetite, rash, slow  or rapid heartbeat,  and changes in  blood pressure. •  Overdose symptoms:  severe respiratory  depression, stupor or  coma, lack of  skeletal muscle tone,  cold and clammy  skin, constricted  pupils, and reduced  blood pressure and  heart rate. | | Narcotics (Opioids)  Includes Fentanyl,  Heroin,  Hydromorphone,  Methadone, Morphine,  Opium, Oxycodone | Methadone –  Synthetic opioid  prescribed as  Methadose® and  Dolphine®. Tablet,  capsule, any liquid,  used for detoxification  and maintenance of  opioid addiction and  as a pain reliever for  moderate to severe  pain. | Methadone –  Amidone,  Chocolate Chip  Cookies, Fizzies,  Maria, Pastora,  Salvia, Street  Methadone, Water | Methadone •  Swallowed as pill or  liquid or injected. | Methadone •  Sweating, itchy skin,  or sleepiness •  Addictive • Overdose  effects include  shallow breathing,  stomach spasms,  clammy skin,  convulsions, weak  pulse, comma, and  death | | Narcotics (Opioids)  Includes Fentanyl,  Heroin,  Hydromorphone,  Methadone, Morphine,  Opium, Oxycodone | Morphine –  Non-synthetic narcotic  (opioid) made from  opium, prescribed as  Kadian®, MSContin®,  Oramorph®, MSIR®,  RMS®, Roxanol®.  Very effective for pain  relief, high potential  for abuse. | Morphine –  Dreamer, Emsel,  First Line, God’s  Drug, Hows, MS,  Mister Blue,  Morpho, Unkie | Morphine • Injected •  Oral Solutions •  Tablets, capsules,  suppositories | Morphine • Euphoria  and relief of pain •  Addictive • Overdose  signs: cold and  clammy skin,  sleepiness, lowered  blood pressure and  slow pulse rate,  comma and possible  death | | Narcotics (Opioids)  Includes Fentanyl,  Heroin,  Hydromorphone,  Methadone, Morphine,  Opium, Oxycodone | Opium –  Non-synthetic narcotic  extracted from the  poppy plant, made  into a liquid, powder or  solid. Opium poppy is  key source for many  narcotics. | Opium – Aunti,  Aunti Emma, Big  O, Black pill,  Chandu, Chinese  Molasses, Dopium,  Dream Gun,  Fi-donie, Gee,  Guma, Midnight  Oil, Zero | Opium • Can be  smoked or injected  intravenously •  Taken in pill form •  Used in combination  with other drugs,  such as marijuana  and/or  methamphetamine | Opium • Euphoric  rush, relaxation and  relief of physical pain  • Slow breathing,  seizures, loss of  consciousness •  Addictive • Coma or  death | | Narcotics (Opioids)  Includes Fentanyl,  Heroin,  Hydromorphone,  Methadone, Morphine,  Opium, Oxycodone | Oxycodone –  Semi-synthetic opioid  drug prescribed for  pain as Tylox®,  Percodan®,  OxyContin®. | Oxycodone –  Hillbilly Heroin,  Kicker, OC, OX,  Roxy, Perc, Oxy | Oxycodone • Pills  and tablets chewed  or swallowed •  Inhaling vapors by  heating tablet on foil  • Crushed and  sniffed or dissolved  in water and injected | Oxycodone •  Feelings of  relaxation, euphoria,  pain relief • Addictive  • Chronic use of  oxycodone with  acetaminophen may  cause severe liver  damage • Overdose  may lead to comma  and possible death | | Steroids | Steroids –  Synthetically produced  versions of  testosterone, the male  hormone used to  promote muscle  growth, enhance  athletic performance,  improve physical  appearance. | Steroids – Arnolds,  Gear, Gym Candy,  Juice, Pumpers,  Roids, Stackers,  Weight Gainers | Steroids • Injected  intramuscularly •  Gels, creams,  transdermal patches  • Tablets,  sublingualtablets  and capsules | Steroids • Many  effects depending on  age, sex, the type,  length of time used. •  In males: stunts  growth, acne, shrinks  testicles, enlarges  breasts • In women,  deepens voice,  increases facial and  body hair, acne,  menstrual  irregularities •  Dramatic mood  swings, impaired judgment, increased  levels of aggression  and hostility •  Increased risk of  heart disease, liver  damage • Addiction | | Stimulants Includes  Amphetamines,  Cocaine, Khat,  Methamphetamine | Amphetamines –  Prescription stimulants  used to treat  Attention-deficit  hyperactivity disorder  (ADHD). Used as a  study aid, to stay  awake, and to  suppress appetites.  Prescribed as  Adderall®, Concerta®,  Dexedrine®,  Focalin®, Metadate®,  Methylin®, Ritalin® | Amphetamines –  Bennies, Black  Beauties, Crank,  Ice, Speed, Uppers | Amphetamines •  Orally or injected.  “Ice” or crystallized  methamphetamine  hydrochloride is  smoked | Amphetamines •  Similar to cocaine,  but slower onset and  longer duration •  Increased body  temperature, blood  pressure and pulse  rates, insomnia, loss  of appetite, physical  exhaustion • Chronic  abuse produces a  psychosis that  resembles  schizophrenia:  paranoia,  hallucinations,  violent and erratic  behavior • Overdose  can be fatal | | Stimulants Includes  Amphetamines,  Cocaine, Khat,  Methamphetamine | Cocaine – White,  crystalline powder  derived from coca  leaves. Cocaine base  (crack) looks like  small, irregularly  shaped white rocks. | Cocaine - Coca,  Coke, Crack,  Crank, Flake,  Rock, Snow, Soda  Cot | Cocaine • Snorted •  Dissolved in water  and injected • Crack  cocaine is smoked •  Cocaine users  usually binge on the  drug until they are  exhausted or run out  of cocaine | Cocaine • Smoking  or injection creates  an intense euphoric  “rush” • Tolerance  builds quickly, easy  to overdose •  Cardiac arrhythmias  • Increased blood  pressure and heart  rate • Restlessness,  irritability, anxiety,  paranoia • Insomnia,  loss of appetite •  Stroke or death •  Sudden cardiac  arrest • Convulsion  • The crash that  follows a high is  mental and physical  exhaustion,  sleep, and  depression lasting  several days.  Following the  crash, users crave  cocaine again. | | Stimulants Includes  Amphetamines,  Cocaine, Khat,  Methamphetamine | Khat – Stimulant drug  made from the leaves  and twigs, evergreen  shrub. Active  ingredients are  cathine and cathinone. | Khat – Abyssinian  Tea, African Salad,  Catha, Chat, Kat,  Miraa, Oat, Qat,  Quaadka | Khat • Chewed •  Dried Khat is used  as a tea or chewable  paste • Smoked,  sprinkled on food | Khat • Manic  behavior with  grandiose delusions  • Chronic use can  cause depression  and suicide •  Hallucinations,  paranoia, nightmares  • Euphoria,  increased alertness  and energy,  hyperactivity •  Increase in blood  pressure and heart  rate • Cardiac  complications •  Insomnia, gastric  disorders | | Stimulants Includes  Amphetamines,  Cocaine, Khat,  Methamphetamine | Methamphetamine –  Stimulant that speeds  up body’s system that  comes as pill or  powder. Available in  prescription as  Desoxyn®, to treat  obesity and ADHD.  Crystal meth  resembles glass  fragments and is an  illegally altered  version of the  prescription drug that  is cooked with  over-the-counter  drugs in meth labs | Methamphetamine  – Meth, Speed, Ice,  Shards, Bikers  Coffee, Stove Top,  Tweak, Yaba,  Trash, Chalk,  Crystal, Crank,  Shabu | Methamphetamine •  Powder, pill •  Smoked, snorted,  injected • To  intensify the effects,  users may take  higher doses of the  drug, take it more  frequently, or  change their method  of intake | Methamphetamine •  Highly addictive •  Agitation, increased  heart rate and blood  pressure • Increased  respiration and body  temperature •  Anxiety, paranoia •  High doses can  cause convulsions,  cardiovascular  collapse, stroke or  death | | |  | |  | | Chandler-Gilbert | Estrella Mountain | GateWay | Glendale | Mesa | Paradise Valley Phoenix College | Rio Salado | Scottsdale | South Mountain | | The Maricopa County Community College District (MCCCD) is an EEO/AA institution and an equal opportunity employer of protected veterans and individuals with disabilities. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, age, or national origin. A lack of English language skills will not be a barrier to admission and participation in the career and technical education programs of the District.  The Maricopa County Community College District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. For Title IX/504 concerns, call the following number to reach the appointed coordinator: (480) 731-8499. For additional information, as well as a listing of all coordinators within the Maricopa College system, visit [**http://www.maricopa.edu/non-discrimination**](http://clickthrough.mysecurelinks.net/ls/click?upn=f5LhNJ7eQSB9IXZMunfPi-2B0UpSfi-2FbLDIel9P520tf9xgsdVZjbV2gwy86sPy1gOi1a8Z-2Bgv2skb-2Fy3LsfHzIQ-3D-3Dn2qI_G7u7ogjThgc75PHP1bmeLcqhKLqA7IgerlW-2BD7hH6wgWHk24-2B3YjAr3PsoVHskva7XD8u5M6VfD-2Bd3NYnqRnqHRjSVUusQhAfviodluUJg-2FYw8PqaK3-2FRblp-2BeUwMVKLdH9OqwjAAd2mRC0NPiPM-2BkD4l-2BZyvbqZSqSRaSC5uyJtZGDUsTP91c-2Bsn0avD1FmRdA8rFQt9-2BYyTEi7Zwe56nZFuu4NJc9hjNnQuxklatUGX-2Ba6wRoyezx2TO0YG3D7gEsProz3rw2EpEJ9iGieh-2Bo8msObfcV0TtgXx-2FAguZ7uRm8NdvkSWZ1db0dr1udJmRaNdCp6WXm3KGGZPM09soalsXNONDXt8kvqlbm3CvDuh72A-2FnvsdnTjDB6DTLcx-2BxpuigVJbOp81WP4rEYro5zpXKk03RGROVV53B7O5bg-3D)**.** | | | |

# Appendix B

## Employee Notification on Drug and Alcohol Abuse Prevention

MCCCD sends students and staff the same Annual Notification on Drug and Alcohol Abuse Prevention. See Appendix A for the contents of that notification.

# Appendix C

## Administrative Regulation 2.4.7 - Abuse-Free Environment

See also the **Auxiliary Services** section for [Tobacco-Free Environment](https://district.maricopa.edu/regulations/admin-regs/section-4/4-12) and the **Appendices/Student Section** [Medical Marijuana Act](https://district.maricopa.edu/regulations/admin-regs/appendices/students/s-16) of the Administrative Regulations.

1. **Substance Abuse/Misuse Statement**  
   Drug abuse and misuse has become a national issue and is receiving national attention, particularly in the academic community. The insidious effects of the abuse of these agents are also felt by all walks of life and economic levels. Therefore, as an education providing institution, we are responsible to provide knowledge and guidelines about prevention, control, and treatment of the abuse/misuse of alcohol, illegal and legal drug uses and misuses. Annual Acknowledgements for students and employees are provided through the online messaging accounts. Students who experiment with drugs, alcohol, and illegal substances or use them recreationally may develop a pattern of use that leads to abuse and addiction. Maricopa Community Colleges recognized drug and alcohol abuse as an illness and a major health problem as well as a potential safety and security issue. Part of the educational mission of the Maricopa Community Colleges is to educate students about positive self-development, the benefits of a healthy lifestyle and the health risks associated with substance abuse. This mission closely aligns with the Drug-Free School and Communities Act of 1989, and other relevant substance abuse laws.
2. **Student Program to Prevent Illicit Use of Drugs and Abuse of Alcohol**  
   The Maricopa Community College District fully supports disciplinary action for misconduct and the enforcement of state laws governing the use of alcohol and the use, abuse, possession or distribution of controlled substances or illegal drugs.
   1. Introduction and Purpose

The Federal Drug-Free Schools and Communities Act of 1989 (Public Law 101-226) requires federal contractors and grantees to certify that they will provide a drug-free school. As a recipient of federal grants, the District must adopt a program toward accomplishing this goal. While federal legislation has been the impetus for creation of the program, the administration and Governing Board recognize that substance abuse is a problem of national proportions that also affect students at the Maricopa Community Colleges.

The Maricopa Community Colleges are committed to maintaining learning environments that enhance the full benefits of a student's educational experience. The Maricopa County Community College District will make every effort to provide students with optimal conditions for learning that are free of the problems associated with the unauthorized use and abuse of alcohol and drugs.

* 1. Standards of Conduct  
     In the student handbooks of the Maricopa Community Colleges under codes of conduct, the following are examples of behavior that is prohibited by law and/or college rules and policies:
     1. Drinking or possession of alcoholic beverages on the college campus.
     2. Misuse of narcotics or drugs.
  2. Sanctions for Violation of Standards of Conduct  
     ​Disciplinary actions include, but are not limited to:
     1. Warning,
     2. Loss of privileges,
     3. Suspension, or
     4. Expulsion.
  3. Legal Sanctions
     1. Local, state, and federal law prohibit the unlawful possession, use or distribution of illicit drugs and alcohol. Conviction for violating these laws can lead to imprisonment, fines, probation, and/or assigned community service. Persons convicted of a drug-and/or alcohol related offense will be ineligible to receive federally funded or subsidized grants, loans, scholarships, or employment.

Any employee is subject to disciplinary action, up to and including employment termination, for any of the following: reporting to work under the influence of alcohol and/or illegal drugs or narcotics; the use, sale, dispensing, or possession of alcohol and/or illegal drugs or narcotics on MCCCD premises, while conducting MCCCD business, or at any time which would interfere with the effective conduct of the employee’s work for the MCCCD; and use of illegal drugs.

1. **MCCCD Program Standards**  
   The Maricopa Community College District is committed to establishing a preventative substance abuse program at Each college designed to affect positively the problems of irresponsible use of alcohol and the use and abuse of illegal substances. A main focus of the program will be on education of the campus community and assistance to individuals.
   1. Identify a key individual, at each college, to provide emergency services and/or to contact and work with outside agencies that provide drug and alcohol counseling, treatment or rehabilitation programs that may be available to students and employees.
   2. Support disciplinary action for misconduct and the enforcement of state laws governing the use of alcohol and the use, abuse, possession or distribution of controlled substances or illegal drugs.
   3. Establish a preventative substance abuse program at each college designed to affect positively the problems of irresponsible use of alcohol and the use and abuse of illegal substances
2. **Use of Alcoholic Beverages**  
   [See Section 4.13 of the Administrative Regulations](https://district.maricopa.edu/regulations/admin-regs/section-4/4-13)
3. **Other Health Concerns**  
   General Guidelines Concerning AIDS  
   Neither a diagnosis of AIDS nor a positive HIV antibody test will be part of the initial admission decision for those applying to attend any of the Maricopa Community Colleges. The Maricopa Community Colleges will not require screening of students for antibody to HIV.

Students with AIDS or a positive HIV antibody test will not be restricted from access to student unions, theaters, cafeterias, snack bars, gymnasiums, swimming pools, recreational facilities, restrooms, or other common areas, as there is not current medical justification for doing so.

Where academically and logistically feasible, students who have medical conditions, including AIDS, may seek accommodation in order to remain enrolled. Medical documentation will be needed to support requests for accommodation through the Office of Disabled Resources and Services or the Office of Vice President of Student Affairs.

The Maricopa Community Colleges acknowledge the importance of privacy considerations with regard to persons with AIDS. The number of people who are aware of the existence and/or identity of students who have AIDS or a positive HIV antibody test should be kept to a minimum. When a student confides in an faculty member, knowledge of the condition should be transmitted to the appropriate vice president or designee who will make the determination if the information should be further disseminated. It should be remembered that mere exposure to the person in a classroom does not constitute a need to know the diagnosis. It is, therefore, unnecessary to document in a student's file the fact that he or she has AIDS unless the information is to be used for accommodation reasons. Sharing confidential information without consent may create legal liability.

Students are encouraged to contact the Office of Disabled Resources and Services and/or the vice president of student affairs or designee for the types of services available in the district or community on matters regarding AIDS or the HIV virus.

**AMENDED through the Administrative Regulations Process, March 25, 2013**

**AMENDED through the Administrative Regulation Process, March 13, 2012  
AMENDED through the Administrative Regulations approval process, October 22, 2008**

# Appendix D

## Administrative Regulation 4.12 - Smoke-Free/Tobacco-Free Environment

The Maricopa County Community College District is dedicated to providing a healthy, comfortable, and educationally productive environment for students, employees, and visitors. In order to promote a healthy learning and work environment, the Chancellor has directed that the Maricopa County Community College District serve as a total smoke free and tobacco free environment, effective July 1, 2012. Smoking (including the use of “e-cigs”) and all uses of tobacco shall be prohibited from all District owned and leased property and facilities, including but not limited to parking lots, rooftops, courtyards, plazas, entrance and exit ways, vehicles, sidewalks, common areas, grounds, athletic facilities, and libraries.

Support signage prohibiting the use of smoking instruments and tobacco shall be placed throughout all college and District locations.

Continued violations by an employee or student shall be handled through the respective conduct procedures established for employees and students.

[See also 4.21 Breathe Easy Tobacco Free | Smoke Free](https://district.maricopa.edu/regulations/admin-regs/section-4/4-21)

**AMENDED through the Administrative Regulation Process, March 13, 2012  
AMENDED through the Administrative Regulation Approval process, October 22, 2008  
AMENDED through the Administrative Regulation Approval process, August 11, 1998**

**ADOPTED into Governance, September 24, 1996  
AMENDED Motion No. 8894  
AMENDED Motion No. 8895  
AMENDED Motion No. 8896**

**Founding Source:  
Governing Board Minutes, March 26, 1991, Motion No. 7531**

# Appendix D.1.

## Administrative Regulation 4.21 – Breathe Easy Tobacco Free | Smoke Free

**Enforcement Guidelines**

The Maricopa County Community College District has made the commitment toward a healthier environment for employees, students and guests. On July 1, 2012, all district colleges and district-owned facilities will become tobacco-free. Although the district has undertaken an expansive educational campaign, including a broad cessation component, we recognize that violations of the regulation will occur.

The MCCCD Department of Public Safety has been tasked with enforcing the new regulation. Public Safety recognizes its responsibility to enforce this regulation and similar policies with restraint and diplomacy. In enforcing the Smoke Free/Tobacco Free regulation, employees of Public Safety will consider first and foremost the educational component of compliance. The enforcement guidelines below are meant to assist Public Safety employees in their interactions with smokers that will result in a positive experience for violators.

Despite extensive efforts to make our populations aware of the new regulation, Public Safety realizes that some people will be unaware of the change. Initial contact with violators of the Smoke Free/Tobacco Free regulation will be used as an opportunity to educate smokers of the regulation’s existence and solicit voluntary compliance. The Public Safety employee making initial contact with the violator will offer information about the regulation and provide cessation resource information if the violator is interested in receiving it. In order to properly track violators and enforce the regulation, the following guidelines will be followed by Public Safety.

All violators will receive an initial warning about the prohibition of tobacco use on district property. For students, subsequent violations by the same offender will result in a referral of the student to the Dean of Student Affairs or designee. This referral will be made via a Public Safety Incident Report outlining the circumstance of the violation, including the date, time and location of the initial warning. All Smoke Free/Tobacco Free violations should be treated in the same manner as any other Student Code of Conduct violation. For employees, subsequent violations by the same offender will result in a referral of the employee to the Vice President of Administrative Services or designee. This referral will be made via a Public Safety Incident Report outlining the circumstance of the violation, including the date, time and location of the initial warning. All Smoke Free/Tobacco Free violations should be treated in the same manner as any other Human Resource policy or regulation violation. For visitors, subsequent violations by the same offender will result in the violator being escorted from district property and a no-trespass order issued for a period of 30 days. This ban will be documented via a Public Safety Incident Report outlining the circumstance of the violation, including the date, time and location of the initial warning. Visitors subjected to the no-trespass order may apply for reinstatement of their privilege to visit district property through the office of the Commander of Public Safety at that facility. Repeated violations by visitors will result is a no-trespass order being issued for extended time periods.

[See also 4.12 Smoke-Free/Tobacco-Free Environment](https://chancellor.maricopa.edu/public-stewardship/governance/administrative-regulations/4-auxiliary-services/4.12-smoke-free-tobacco-free-environment)

**ADOPTED through the administrative regulation approval process, June 13, 2012**

# Appendix E

## Administrative Regulation 4.13 - Alcoholic Beverage Usage Regulation

This Administrative Regulation prohibits the use of District funds to purchase alcoholic beverages or services related to them except in small amounts to be used in cooking for the District's culinary programs. Additionally, it generally prohibits the presence of alcoholic beverages on premises owned by the District, or those leased or rented by the institution. It permits a few, narrow exceptions to that latter prohibition. The exceptions are not available to the general population of District employees or officials. More importantly, they are established to ensure that the District's actions stay within the boundaries of state law and the District's insurance coverage. Therefore, strict compliance with this regulation is essential.

1. **No Funds.**No funds under the jurisdiction of the governing board of the District may be used to purchase alcoholic beverages, except for the limited purposes of purchasing small amounts of them for use solely as ingredients in food preparation for classes and at the District's culinary institutes. Alcoholic beverages may not be stored on premises owned, leased, or rented by MCCCD except as provided in Paragraph 8.
2. **No Service or Sale of Alcoholic Beverages.** The law of the state of Arizona strictly regulates the service, sale, distribution and consumption of alcoholic beverages. In light of that law, the District does not permit alcoholic beverages to be served, sold or distributed on or in the premises owned by the District or leased or rented by the Maricopa Community Colleges for District-approved educational, fund-raising or other community purposes, except as provided in Paragraphs 3 and 7.
3. **Service at District Events on District-owned Property.**The Chancellor has the sole authority to approve the service, but not the sale or other distribution, of wine or beer at District events on district-owned property that the Chancellor either sponsors or approves. The only District employees authorized to request the Chancellor's approval are the College Presidents and the Vice Chancellors. Additionally, the law strictly limits the service of wine or beer by the District on District-owned property, and those restrictions are specified in Paragraph 5. Unless approved by the Chancellor in compliance with the law and this regulation, alcoholic beverages may not be served on District-owned property.
4. **Event Form Required.** A College President or Vice Chancellor who wishes to obtain the Chancellor's approval for the service of wine or beer at a District-sponsored event on District-owned property shall forward a completed written request to the Chancellor no later than 30 days before the event. The request form is available at: [AS-6 - Notice of Intent to Serve Beer and Wine](https://district.maricopa.edu/regulations/admin-regs/appendices/auxiliary-services/as-6). On signing the form, the Chancellor will provide a copy of it to the requestor and to the MCCCD Risk Manager. For events that the Chancellor sponsors, he or she will complete the form, sign it and provide it to the MCCCD Risk Manager no later than 10 business days before the event.
5. **Service restrictions required by law.** An event approved under Paragraph 4 must, by law, comply with the all of the following restrictions: Additionally, beer and wine may only be served by a beverage service contractor whose liquor license with the state of Arizona is in good standing, except as provided in Paragraph 6. The contractor must provide all of the beverages served and well as the servers or bartender. Before the event, the contractor must provide a certificate of insurance that meets the requirements of the District's Risk Manager and that adds the District as an additional insured. The contractor must also agree in writing to indemnify the District regarding the service of the beverages.
   1. The only alcoholic beverages that may be served and consumed are wine and beer. Wine consumption is limited to 6 oz. per person, and beer consumption is limited to 24 oz;
   2. The gathering must be by invitation only, and not open to the public;
   3. The gathering may not exceed 300;
   4. Invitees may not be charged any fee for either the event or the beer or wine; and
   5. The consumption may only take place between noon and 10:00 p.m.
6. **Culinary Institutes.** The Chancellor may sponsor or approve an event at one of the District's culinary institutes. Students may serve wine and beer at the event as part of their class requirements, subject to the limitations of Paragraph 5. Any student serving those beverages must, by law, be 19 years or older.
7. **Third-Party Event.**The Maricopa County Community College District Foundation and the Friends of Public Radio Arizona may, with the approval of the Chancellor, sponsor an event on District-owned property under this regulation. The City of Phoenix and the Friends of the Phoenix Public Library may also do so, with the approval of the Chancellor, at the joint library on the campus of South Mountain Community College. These third-party, non-district entities are solely responsible for determining the steps that they are required to take to comply with Arizona's alcoholic beverages laws. Additionally, they must comply with the following steps:
   1. The entity obtains a liquor license, if required by law, from the Arizona Department of Liquor Licenses and control for each event and fully complies with the laws, rules and other requirements applicable to that license;
   2. The entity completes the form available at [AS-7 - Request to Serve Beer and Wine - Third Party](https://district.maricopa.edu/regulations/admin-regs/appendices/auxiliary-services/as-7). And provides it to the Chancellor for approval along with a copy of the liquor license no later than 30 days before the event, unless the Chancellor approves a shorter period of time in a particular case;
   3. The entity provides or currently has on file with the District a certificate of insurance demonstrating that it has liquor liability coverage and that adds the District as an additional insured;
   4. The entity agrees in writing to indemnify the District from any claims of any kind arising out of the event;
   5. Beer and wine are the only alcoholic beverages served and only served through a beverage service contractor whose liquor license with the state of Arizona is in good standing;
   6. The contractor provides all of the beverages served and well as the servers or bartenders;
   7. Before the event, the contractor provides a certificate of insurance that meets the requirements of the District's Risk Manager and that adds the District as an additional insured; and
   8. The contractor agrees in writing to indemnify the District regarding the service of the beverages.
8. **Receipt of beverages; storage.** It is not permissible to store wine or beer on premises owned, leased or rented by MCCCD, except as provided in this paragraph. Alcoholic beverages purchased for use in cooking in District culinary courses must be stored in such a way that it is inaccessible to anyone except the Director or designee of the culinary program. For wine and beer to be used for receptions at the district's culinary institutes, as authorized by this administrative regulation, the following storage requirements apply:
   1. Wine and beer to be served may only be brought to MCCCD property no sooner than four hours prior to the event, and remain there no longer than four hours after the event; and
   2. Once the wine and beer arrives on MCCCD property, the Director the culinary program shall assign an MCCCD employee to ensure that it is not stolen or that it is not opened until ready to be served.
9. **Compliance with law.** In compliance with applicable law, any persons planning an event under this administrative regulation are required to familiarize themselves with the pertinent laws and other requirements established by the state of Arizona for the service of alcoholic beverages, particularly those in Arizona Revised Statutes Title 4 (Alcoholic Beverages) Chapters 1 (General Provisions), 2 (Regulations and Prohibitions) and 3 (Civil Liability of Licensees and Other Persons) as well as Arizona Administrative Code Title 19, Articles 1 (State Liquor Board) and 3 (Unlicensed Premises Definitions and Licensing Time-Frames).
10. **Residential Housing.** Lawful occupants of residential housing under the jurisdiction of the Governing Board, if over the age of 21 years and not otherwise lawfully barred from such practice, may possess and consume alcoholic beverages in the privacy of their respective leased housing facility. Guests of such occupants over the age of 21 years shall have the same privilege. No alcohol is permitted in public areas (nor common areas of a dormitory) at any time.
11. **Personal Responsibility.**The personal or individual purchase of alcoholic beverages by individuals attending District-approved functions held in places serving alcoholic beverages is a personal and individual responsibility. Administrative discretion shall be exercised in the approval of the location of such activities, as such decision pertains to the nature of the group involved.
12. **Miscellaneous Usage Issues.** Any issues that are not specifically addressed within this regulation require the review and determination by the Chancellor or Executive Vice Chancellor and Provost on matters related to culinary programs, academic or student affairs.

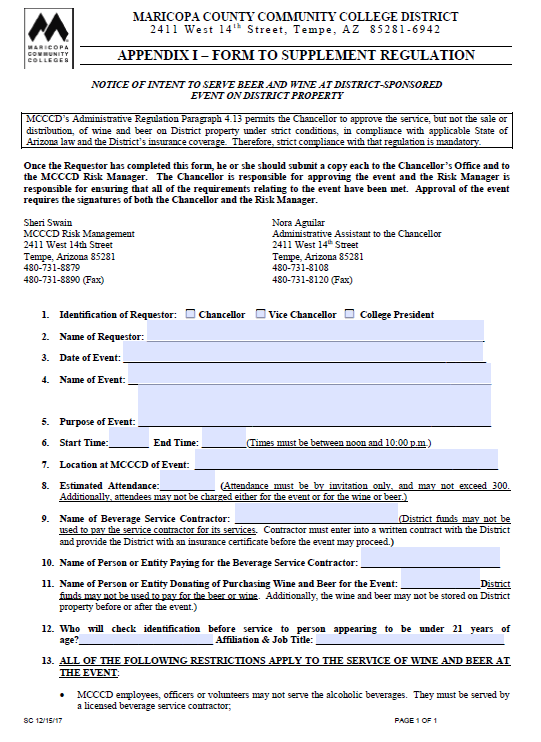
**AMENDED through the Administrative Regulation Approval Process, June 27, 2011  
AMENDED through the Administrative Regulation Approval Process, January 10, 2011  
AMENDED by the Governing Board, July 22, 2008, Motion Number 9504**

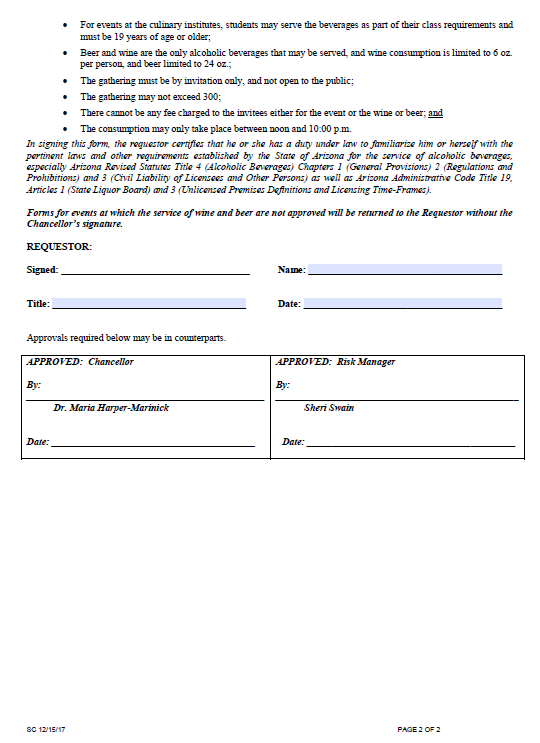
**ADOPTED into Governance, September 24, 1996  
AMENDED Motion No. 8894  
AMENDED Motion No. 8895  
AMENDED Motion No. 8896**

**Founding Source:  
Governing Board Minutes, March 28, 1995, Motion No. 8378  
Governing Board Minutes, September 15, 1975, Motion No. 2747**

# Appendix E.1.

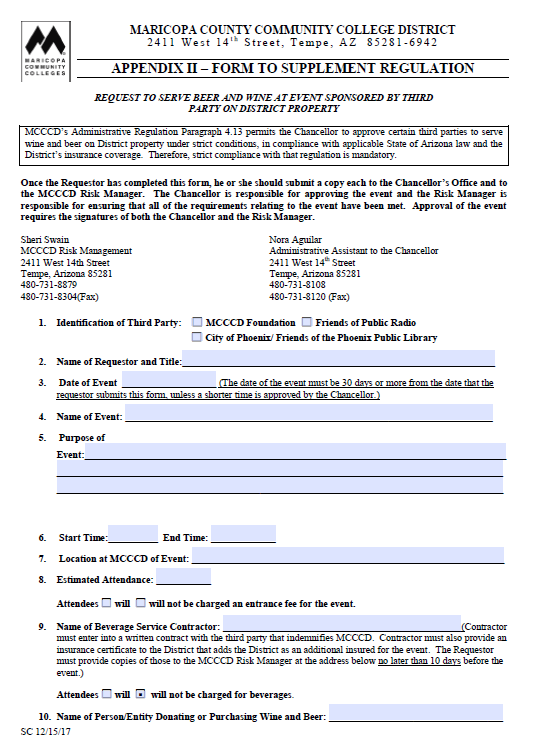
## Auxiliary Services 6 – Notice of Intent to Serve Beer and Wine Form

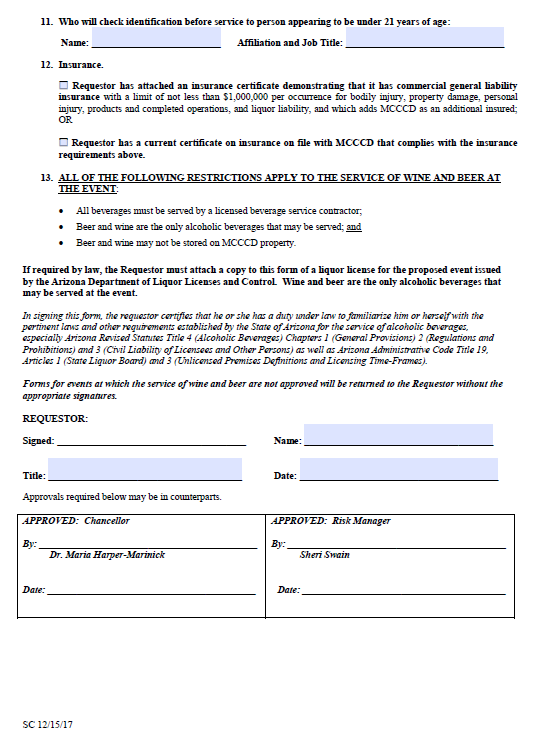




# Appendix E.2.

## Auxiliary Services 7 – Request to Serve Beer and Wine – Third Party Form





# Appendix F

## S-16 Statement on the Arizona Medical Marijuana Act (Proposition 203)

In 2010, Arizona voters approved the Arizona Medical Marijuana Act (Propositions 203), a state law permitting individuals to possess and use limited quantities of marijuana for medical purposes. Because of its obligations under federal law, however, the Maricopa Community Colleges will continue to prohibit marijuana possession and use on campus for any purpose.

Under the Drug Free Workplace Act of 1988, and the Drug Free Schools and Communities Act of 1989, “…no institution of higher education shall be eligible to receive funds or any other form of financial assistance under any federal program, including participation in any federally funded or guaranteed student loan program, unless it has adopted and has implemented a program to prevent the use of illicit drugs and abuse of alcohol by students and employees.” Another federal law, the Controlled Substances Act, prohibits the possession, use, production, and distribution of marijuana for any and all uses, including medicinal use. This law is not affected by the passage of the Arizona Medical Marijuana Act. Because Maricopa Community Colleges could lose its eligibility for federal funds if it fails to prohibit marijuana, it is exempt from the requirements of the Arizona Medical Marijuana Act. Therefore, Maricopa Community Colleges will continue to enforce its current policies prohibiting the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance on its property or as part of any of its activities.

Employees and students who violate Maricopa Community Colleges policy prohibiting the use or possession of illegal drugs on campus will continue to be subject to disciplinary action, up to and including expulsion from school and termination of employment.

**ADOPTED through the Administrative Regulation approval process, March 13, 2012**

# Appendix G

## Administrative Regulation 4.14 - Motor Vehicle Usage

1. Each college president shall designate an official at his/her respective college who shall ensure that any employee at that college who is authorized to operate a college or district-owned motor vehicle or vehicle rented, borrowed or leased for college or district purposes:
   1. has completed a driver training program approved by the district Risk Manager; and
   2. has been the subject of an authorized motor vehicle record review conducted on behalf of the college.

The Vice Chancellor for Human Resources shall designate an official at the district office to ensure that any employee at the district office who is authorized to operate a college or district-owned, -rented, or -borrowed motor vehicle has completed such training program and been the subject of a motor vehicle record review. The training and motor vehicle record review shall be completed for an employee before that employee is permitted to operate a motor vehicle. The District Risk Manager shall coordinate the training program and processes for motor vehicle record review required under this regulation.

1. A college or District-owned, -rented or -borrowed motor vehicle may be operated only by an employee of the Maricopa County Community College District. A Maricopa Community Colleges student may operate such a motor vehicle only in the event of an emergency as determined at the time of the emergency by a responsible college or district employee.
2. A college or district driver shall report to his/her supervisor and the manager responsible for authorizing the use of college vehicles within 48 hours any conviction for driving under the influence of alcohol or drugs, moving traffic violations, license suspension, or license revocation that occurs regardless of whether or not the driver was operating a college or district-owned, rented or borrowed vehicle. The driver's supervisor shall immediately forward this information to the district Risk Manager. Failure to report information as required under this paragraph may result in disciplinary action and the loss of authority to operate a vehicle in the performance of employment responsibilities.
3. The driver of a college or District-owned, -rented or -borrowed motor vehicle shall not use a cellular telephone or similar communication device while operating the vehicle.

**Adopted through the Administrative Regulation approval process, August 7, 2003**  
***Note:****The training component of this regulation will be administered through a web-based program that will allow employees to complete training on-line. Implementation of this regulation is expected to begin October 1, 2003.*

# Appendix H

## Administrative Regulation 2.5.2 - Student Conduct Code

The purpose of this Code is to help ensure a healthy, comfortable and educationally productive environment for students, employees and visitors.

**Article I: Definitions**

The following are definitions of terms or phrases contained within this Code:

1. "**Appellate boards**" means any person or persons authorized by the college president to consider an appeal from a Student Conduct Board's determination that a student has violated MCCCD's Student Conduct Code or from the sanctions imposed by the Student Conduct Administrator. The college president, or designee, may act as the appellate board.
2. "**College**" means a Maricopa County Community College or Center/Site.
3. "**College premises**" means all land, buildings, facilities and other property in the possession of or owned, used or substantially controlled by the college or MCCCD.
4. "**College official**" means any person employed by the college or MCCCD, performing assigned administrative or professional responsibilities pursuant to this Student Conduct Code. The college president shall designate the college or center official to be responsible for the administration of the Student Conduct Code.
5. “**Complainant**” means any person who submits a charge alleging that a student violated this Student Conduct Code. When a student believes that they have been a victim of another student's misconduct, the student who believes they have been a victim will have the same rights under this Student Conduct Code as are provided to the complainant, even if another member of the college community submitted the charge itself.
6. “**Day**” means calendar business day when college is in session, and shall exclude weekends and holidays.
7. “**Disruptive behavior**” means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting/ facility.
8. “**District**” means the Maricopa County Community College District (MCCCD).
9. "**Faculty member**" means any person hired by the college or District to conduct classroom or teaching activities or who is otherwise considered by the college to be a member of faculty.
10. "**May**" is used in the permissive sense.
11. "**Member of the college community**" means any person who is a student, faculty member, college official or any other person employed by the college or Center. A person's status in a particular situation shall be determined by the college president.
12. "**Organization**" means any number of persons who have complied with the formal requirements for college recognition.
13. "**Policy**" is defined as the written regulations of the college and/or District as found in, but not limited to, this Student Conduct Code and Governing Board policy.
14. **"Respondent"** (accused) means any student accused of violating MCCCD's Student Conduct Code.
15. "**Shall**" is used in the imperative sense.
16. "**Student**" means any individual who is registered or enrolled for credit or non-credit bearing coursework, full or part-time, camps, and other District-sponsored programs or activities, and who maintains an ongoing relationship with the MCCCD, which means the student is on an approved leave (medical, administrative, or other documented leave of absence), but is not registered or taking classes at the time of the complaint being filed.
17. "**Student Conduct Administrator**" means a college official authorized on a case-by-case basis by the college official responsible for administration of the Student Conduct Code to impose sanctions upon students found to have violated this Student Conduct Code. A Student Conduct Administrator may serve simultaneously as a Student Conduct Administrator and the sole member or one of the members of a Student Conduct Board. The college official responsible for administration of the Student Conduct Code may authorize the same Student Conduct Administrator to impose sanctions in all cases.
18. "**Student Conduct Board**" means any person or persons authorized by the college president to determine whether a student has violated this Student Conduct Code and to recommend sanctions that may be imposed when a violation has been committed. A Student Conduct Board may constitute one person, if designated as such.
19. “**Threatening behavior**” means any written or oral statement, communication, conduct or gesture directed toward any member of the college community, which causes a reasonable apprehension of physical harm to self, others or property. It does not matter whether the person communicating the threat has the ability to carry it out, or whether the threat is made on a present, conditional or future basis.

**Article II: Judicial Authority**

1. The college official responsible for administration of the Student Conduct Code shall determine the composition of the Student Conduct Board and determine which Student Conduct Administrator, Student Conduct Board, and appellate board shall be authorized to hear each case. A Student Conduct Board may constitute one person, if designated as such.
2. The college official responsible for administration of the Student Conduct Code shall develop procedures for the administration of the judicial program and rules for the conduct of hearings that are consistent with provisions of this Student Conduct Code.
3. Decisions made by a Student Conduct Board and/or Student Conduct Administrator shall be final, pending the normal appeal process.
4. Matters pertaining to sexual harassment/misconduct that do not meet the definition of sexual harassment as outlined in Administrative Regulation 5.1.16 or otherwise do not meet the definition of an educational program or activity and do not occur against a person within the United States will be referred by the Title IX Coordinator to the College’s respective Student Conduct Administrator for investigation and adjudication under the Student Conduct Code.

**Article III: Prohibited Conduct**

1. **Jurisdiction of the College**  
   The Student Conduct Code shall apply to conduct that occurs on any college or District premises, or at any college- or District-sponsored activities that adversely affects the college community and/or the pursuit of its objectives. Jurisdiction under this policy applies to students who are registered or enrolled for credit or non-credit bearing coursework, full or part-time, camps, and other District-sponsored programs or activities, and those who maintain an ongoing relationship with the MCCCD, which means the student is on an approved leave (medical, administrative, or other documented leave of absence), but is not registered or taking classes at the time of the complaint being filed. The Student Conduct Code shall apply to a student's conduct even if the student withdraws from school while a disciplinary matter is pending.
2. **Title IX Sexual Harassment**  
   Matters pertaining to sexual harassment/misconduct that do not meet the definition of sexual harassment as outlined in Administrative Regulation 5.1.16 or otherwise do not meet the definition of an educational program or activity and do not occur against a person within the United States will be referred by the Title IX Coordinator to the College’s respective Student Conduct Administrator for investigation and adjudication under the Student Conduct Code.
3. **Temporary Removal of Student**  
   Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to a faculty member's appropriate classroom rules or instructions, or interferes with the normal operations of the college. Students who engage in disruptive behavior or threatening behavior may be directed by the faculty member to leave the classroom or by the college official responsible for administration of the Student Conduct Code to leave the college premises. If the student refuses to leave after being requested to do so, college police may be summoned to provide assistance. For involuntary removal from more than one class period, the faculty member should invoke the procedures outlined in 2.5.1(2) above.
4. **Conduct - Rules and Regulations**  
   Any student found to have committed the following misconduct is subject to the disciplinary sanctions outlined in Article IV:
   1. Acts of dishonesty, including but not limited to the following:
      1. Knowingly furnishing false information to any college official or officer, including during an official investigation (i.e. Title IX, conduct, or campus police investigation).
      2. Forgery, alteration or misuse of any college document, record or instrument of identification, even if there is no reliance on the forged or altered document in the posting of grades or other academic/financial benefit.
      3. Tampering with the election of any college- recognized student organization.
   2. Obstruction of teaching, research, administration, disciplinary proceedings or other college activities, including its public service functions on campus, in clinical settings or other authorized non-college activities, when the conduct occurs on college premises a faculty member may remove a student from a class meeting for disciplinary reasons. If a faculty member removes a student for more than one class period, the faculty member shall follow the procedures as outlined in 2.5.1(2) above.
   3. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, conduct which threatens or endangers the health or safety of any person, and/or disruptive behavior.
   4. Attempted or actual theft of and/or damage to property of the college or property of a member of the college community or other personal or public property.
   5. Failure to comply with direction of college officials or law enforcement officers in the performance of their duties and/or failure to properly identify oneself to these persons when requested to do so.
   6. Unauthorized possession, duplication or use of keys to any college premises, or unauthorized entry to or use of college premises.
   7. Violation of any college or District policy, rule or regulation published in hard copy or online, such as a college catalog, handbook, etc. or available electronically on the college's or District's website.
   8. Violation of federal, state or local law.
   9. Use, possession, manufacturing or distribution of illegal or other controlled substances except as expressly permitted by law.
   10. Illegal use, possession, manufacturing or distribution of alcoholic beverages or public intoxication.
   11. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on college premises, or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others, or property damage.
   12. Participation in a demonstration, riot or activity that disrupts the normal operations of the college and infringes on the rights of other members of the college community; leading or inciting others to disrupt scheduled and/or normal activities within any college building or area.
   13. Obstruction of the free flow of pedestrian or vehicular traffic on college premises or at college-sponsored or supervised functions.
   14. Conduct that is disorderly, lewd or indecent; breach of the peace; or aiding, abetting or procuring another person to breach the peace on college premises or at functions sponsored by or participated in by the college or members of the academic community. Disorderly conduct includes but is not limited to: any unauthorized use of electronic or other devices or to make an audio or video record of any person while on college or District premises without their prior knowledge, or without their effective consent or when such a recording is likely to cause injury or distress. This includes, but is not limited to, secretly taking pictures of another person in a gym, locker room, or restroom.
   15. Attempted or actual theft or other abuse of technology facilities or resources, including but not limited to:
       1. Unauthorized entry into a file, to use, read or change the contents or for any other purpose
       2. Unauthorized transfer of a file
       3. Unauthorized use of another individual's identification and/or password
       4. Use of technology facilities or resources to interfere with the work of another student, faculty member or college official
       5. Use of technology facilities or resources to send obscene or abusive messages
       6. Use of technology facilities or resources to interfere with normal operation of the college technology system or network
       7. Use of technology facilities or resources in violation of copyright laws
       8. Any violation of the District's technology resource standards
       9. Use of technology facilities or resources to illegally download files
   16. Abuse of the Student Conduct system, including but not limited to:
       1. Falsification, distortion or misrepresentation of information before a Student Conduct Board.
       2. Disruption or interference with the orderly conduct of a Student Conduct Board proceeding.
       3. Invoking a Student Conduct Code proceeding with malicious intent or under false pretenses
       4. Attempting to discourage an individual's proper participation in, or use of, the Student Conduct system
       5. Attempting to influence the impartiality of the member of a judicial body prior to, and/or during the course of, the Student Conduct Board proceeding
       6. Harassment, either verbal or physical, and/or intimidation of a member of a Student Conduct Board prior to, during and/or after a Student Conduct Board proceeding
       7. Failure to comply with the sanctions imposed under this Student Conduct Code
       8. Influence or attempting to influence another person to commit an abuse of the Student Conduct Code system
       9. Failure to obey the notice from a Student Conduct Board or college official to appear for a meeting or hearing as part of the Student Conduct system.
   17. Engaging in irresponsible social media conduct. All student conduct policies apply to social networking platforms.
   18. Attempt to bribe a college or District employee.
   19. Stalking behavior, which occurs if a student intentionally or knowingly maintains visual or physical proximity toward another person on two or more occasions over a period of time and such conduct would cause a reasonable person to fear for their safety.
   20. Sexual misconduct, including but not limited to:
       1. The use or display in the classroom, including electronic, of pornographic or sexually harassing materials such as posters, photos, cartoons or graffiti without pedagogical  justification.
       2. Explicit sexual comments by one or more students about another student, or circulating drawings or other images depicting a student in a sexual manner.
       3. Unwelcome sexual advances, repeated propositions or requests for a sexual relationship to an individual who has previously indicated that such conduct is unwelcome, or sexual gestures, noises, remarks, jokes, questions, or comments by a student about another student’s sexuality or sexual experience.
       4. Harassment based on sex, pregnancy, gender identity, gender expression, or sexual orientation that creates a hostile environment. A hostile environment exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefiting from the District’s education programs and/or activities. The existence of a hostile environment is to be judged both objectively (meaning a reasonable person would find the environment hostile) and subjectively (meaning the impacted individual felt the environment was hostile).
       5. Sexual Exploitation
          1. Taking non-consensual or abusive sexual advantage of another for anyone’s advantage or benefit other than the person being exploited. Examples of behavior that could rise to the level of Sexual Exploitation include:
             1. Recruiting, harboring, transporting, providing, or obtaining another person for the purpose of sexual exploitation;
             2. Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
             3. Non-consensual distribution of photos, other images, or information of an individual’s sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
             4. Going beyond the bounds of consent (such as letting your friends hide in the closet to watch you having consensual sex);
             5. Engaging in non-consensual voyeurism;
             6. Knowingly transmitting an STI (sexually transmitted infection), such as HIV, to another without disclosing one’s STI status;
             7. Exposing one’s genitals in non-consensual circumstances, or inducing another to expose their genitals;
             8. Possessing, distributing, viewing or forcing others to view obscenity.
5. **Violation of Law and College Discipline**
   1. Disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both the criminal law and this Student Conduct Code (that is, if both possible violations result from the same factual situation) without regard to pending of civil or criminal litigation. If a criminal investigation and/or prosecution results from the same factual situation, proceedings under this Student Conduct Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of the college official responsible for administration of the Student Conduct Code. Determinations made or sanctions imposed under this Student Conduct Code shall not be subject to change because criminal charges arising out of the same facts giving rise to violation of college rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.
   2. When a student is charged by federal, state or local authorities with a violation of law, the college will not request or agree to special consideration for that individual because of their status as a student. If the alleged offense is also being processed under this Student Conduct Code, however, the college may advise off campus authorities of the existence of this Student Conduct Code and of how such matters will be handled internally within the college community. The college will cooperate fully with the law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators. Individual students and faculty members, acting within their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

**Article IV: Student Conduct Code Procedures**

1. **Charges and Student Conduct Board Hearings**
   1. Any member of the college community may file charges against a student for violations of this Student Conduct Code. A charge shall be prepared in writing and directed to the Student Conduct Administrator. Any charge should be submitted as soon as possible after the event takes place, preferably within thirty (30) days following the incident.
   2. Both the Complainant and the Respondent (the accused) shall have the right to be assisted by an Advisor of their choosing. A party who elects to be assisted by an Advisor must notify the Student Conduct Administrator of the name and contact information of the Advisor not less than two (2) days before the scheduled hearing. The Advisor must be a member of the college community and may not be an attorney. Both the Complainant and the Respondent (accused) are responsible for presenting their own information. Therefore, Advisors are not permitted to speak or participate directly in any Student Conduct Board hearing before a Student Conduct Board.
   3. Misconduct that would fall under the jurisdiction of 5.1.16, meaning it alleges sexual harassment, discrimination, sexual assault, dating/domestic violence, or stalking should be forwarded to the Title IX Coordinator for a jurisdictional review. In such cases where the conduct alleged does not meet the definition of sexual harassment, as outlined in the Title IX Regulations (and MCCCD policy 5.1.16) or is otherwise subject to mandatory or discretionary dismissal, the alleged conduct will be referred back to the Student Conduct Code for investigation and adjudication.
   4. The Student Conduct Administrator shall conduct a prompt, thorough, and impartial investigation to determine if the charges have merit. After the investigation, but prior to the convening of a Student Conduct Board Hearing, the Student Conduct Administrator will determine whether the parties mutually agree to dispose of the matter in a way that is acceptable to the Student Conduct Administrator. If there is mutual consent to resolve the matter, such disposition shall be final and there shall be no appeal afforded either party. If the charges cannot be disposed of by mutual consent, the Student Conduct Administrator will convene the Student Conduct Board. If the student admits violating institutional rules, but sanctions are not agreed to, the hearing shall be limited to determining the appropriate sanction(s).
   5. All charges shall be presented to the accused student in written form. The Student Conduct Administrator will provide written notice of the time, date, and location of the student conduct hearing. The notice will describe the evidence of alleged misconduct, the code provisions violated, and the possible sanctions. The student conduct hearing notice, plus a copy of this code, shall be provided to the student accused of misconduct no less than five (5) workdays before the hearing date. The hearing will be held no more than fifteen (15) workdays after the student has been notified unless the Student Conduct Administrator extends the deadline for good cause in their sole discretion.
   6. Hearings shall be conducted by a Student Conduct Board according to the following guidelines, except as provided by Article IV 1.I below:
      1. Student Conduct Board hearings normally shall be conducted in private.
      2. The Complainant, Respondent (accused), and their Advisors, if any, shall be allowed to attend the entire portion of the Student Conduct Board hearing at which information is received (excluding deliberations). Admission of any person (beyond the Parties and their Advisors) to the hearing shall be at the discretion of the Student Conduct Board and/or its Student Conduct Administrator.
      3. In Student Conduct Board hearings involving more than one accused student, the Student Conduct Administrator, in their discretion, may permit the Student Conduct Board hearing concerning each student to be conducted either separately or jointly.
      4. The Complainant, Respondent (accused), and the Student Conduct Board may arrange for witnesses to present pertinent information to the Student Conduct Board. The Student Conduct Administrator will try to arrange the attendance of possible witnesses who are members of the college community, if reasonably possible, and who are identified by the Complainant and/or Respondent (accused) at least two (2) days prior to the Student Conduct Board hearing. Witnesses will provide information to and answer questions from the Student Conduct Board. Questions may be suggested by the Respondent (accused) and/or Complainant to be answered by each other or by other witnesses. This will be conducted by the Student Conduct Board with such questions directed to the Chair, rather than to the witness directly. This method is used to preserve the educational tone of the hearing and to avoid creation of an adversarial environment. Questions of whether potential information will be received shall be resolved in the discretion of the Chair of the Student Conduct Board.
      5. The Student Conduct Administrator will present the information they received.
      6. Pertinent records, exhibits, and written statements may be accepted as information for consideration by a Student Conduct Board at the discretion of the Chair.
      7. All procedural questions are subject to the final decision of the Chair of the Student Conduct Board.
      8. After the portion of the Student Conduct Board hearing concludes in which all pertinent information has been received, the Student Conduct Board shall determine (by majority vote if the Student Conduct Board consists of more than one person) whether the accused student violated the section of this Student Conduct Code which the student is charged with violating.
      9. The Student Conduct Board's determination shall be made on the basis of whether it is more likely than not that the accused student violated this Student Conduct Code (preponderance of the evidence).
   7. There shall be a single verbatim record, such as a tape recording, of all Student Conduct Board hearings before a Student Conduct Board (not including deliberations). The record shall be the property of the District.
   8. No student may be found to have violated this Student Conduct Code simply because the student failed to appear before a Student Conduct Board. In all cases, the evidence and support of the charges shall be presented and considered.
   9. The Student Conduct Board may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the Complainant, Respondent (accused), and/or other witness during the hearing by providing separate facilities, by using a visual screen, and/or by permitting participation by telephone, videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means, where and as determined in the sole judgment of the college official responsible for administration of the Student Conduct Code.
2. **Sanctions**
   1. The following sanctions may be imposed upon any student found to have violated the Student Conduct Code:
      1. **Warning** - a written notice to the student that the student is violating or has violated institutional rules or regulations.
      2. **Proba​tion** - a written reprimand for violation of specified rules or regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional rules or regulation(s) during the probationary period.
      3. **Loss of Privileges** - denial of specified privileges for a designated period of time.
      4. **Restitution** - compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.
      5. **Discretionary Sanctions** - work assignments, essays, service to the college, or other related discretionary assignments. (Such assignments must have the prior approval of the Student Conduct Administrator.)
      6. **College Suspension** - separation of the student from all the colleges in the District for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified. Suspension from one college means a suspension from all colleges in the District.
      7. **College Expulsion** - permanent separation of the student from all the colleges in the District.
   2. More than one of the sanctions listed above may be imposed for any single violation.
   3. Disciplinary sanctions are part of a student’s educational record. Cases involving the imposition of sanctions other than suspension or expulsion shall be expunged from the student's confidential record seven (7) years after final disposition of the case. In situations involving both a Respondent student(s) (or group or organization) and a student(s) Complaint, the records of the process and of the sanctions imposed, if any, shall be considered to be the education records of both the Respondent (accused(s)) and the Complaint(s).
   4. The following sanctions may be imposed upon groups or organizations:
      1. Those sanctions listed above in Article IV 2. A. 1 through 4.
      2. Loss of selected rights and privileges for a specified period of time.
      3. Deactivation - loss of all privileges, including college recognition for a designated period of time.
   5. In each case in which a Student Conduct Board determines that a student and/or group or organization has violated the Student Conduct Code, the sanction(s) shall be determined and imposed by the Student Conduct Administrator. In cases in which persons other than, or in addition to, the Student Conduct Administrator have been authorized to serve as the Student Conduct Board, the recommendation of the Student Conduct Board shall be considered by the Student Conduct Administrator in determining and imposing sanctions. The Student Conduct Administrator is not limited to sanctions recommended by members of the Student Conduct Board. Following the Student Conduct Board hearing, the Student Conduct Board and the Student Conduct Administrator shall advise the accused student, group and/or organization (and a complaining student who believes they were the victim of another student's conduct) in writing of its determination and of the sanction(s) imposed, if any.
3. **Emergency Suspension**  
   If a student’s actions pose an immediate threat or danger to any member of the college community or the educational processes, a college official responsible for administering the Student Conduct Code may immediately suspend or alter the rights of a student pending the outcome of the investigation and the Student Conduct Board hearing. Scheduling the hearing shall not preclude resolution of the matter through mediation or any other dispute resolution process as long as such resolution occurs before the Student Conduct Board hearing commences. The decision will be based on whether the continued presence of the student on the college campus reasonably poses a threat to the physical or emotional condition and well-being of any individual, including the student, or for reasons relating to the safety and welfare of any college property, or any college function. When an emergency suspension is imposed, the Student Conduct Administrator will seek to resolve the complaint at the earliest possible date. This suspension is not a sanction but an effort to protect people and property and prevent disruption of college operations.

In imposing an emergency suspension, the college official responsible for administration of the Student Conduct Code may direct that the student immediately leave the college premises and may further direct the student not to return until contacted by that official. An accused student shall be in violation of this policy regardless of whether the person who is the object of the threat observes or receives it, as long as a reasonable person would interpret the communication, conduct or gesture as a serious expression of intent to harm.

1. **Administrative Hold**  
   The Student Conduct Administrator may place a temporary administrative hold preventing an accused student’s registration, transcript release, or graduation if it is necessary to secure the student’s cooperation in the investigation or compliance with a direction. This hold is not a sanction but a necessary step to resolve the complaint promptly.
2. **Academic Consequences**  
   Violations of the student conduct code can have academic consequences if the violation also constitutes failure to meet standards of performance or professionalism set by the instructor or the program, or if it constitutes cheating, plagiarism, falsification of data, or other forms of academic dishonesty. The instructor may award a failing grade for the assignment or the course in such cases, and the program faculty may decide that the student is ineligible to continue in the program. Academic consequences are determined by the faculty and academic administration, and are not dependent on the decisions of the Student Conduct Board, the Appeals Board, or the Student Conduct Administrator.
3. **Appeals Regarding Student Code of Conduct**
   1. A decision reached by the Student Conduct Board judicial body or a sanction imposed by the Student Conduct Administrator may be appealed by accused students or complainants to an Appellate Board within five (5) days of receipt of the decision. Such appeals shall be in writing and shall be delivered to the Student Conduct Administrator.
   2. Except as required to explain on the basis of new information, an appeal shall be limited to the review of the verbatim record of the Student Conduct Board hearing and supporting documents for one or more of the following purposes:
      1. To determine whether the Student Conduct Board hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the complainant a reasonable opportunity to prepare and present information that the Student Conduct Code was violated, and giving the accused student a reasonable opportunity to prepare and to present a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.
      2. To consider new information, sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original Student Conduct Board hearing.
   3. If an appeal is upheld by the Appellate Board, the matter shall be returned to the original Student Conduct Board and Student Conduct Administrator for reopening of the Student Conduct Board hearing to allow reconsideration of the original determination and/or sanction(s). If an appeal is not upheld, the matter shall be considered final and binding upon all concerned.

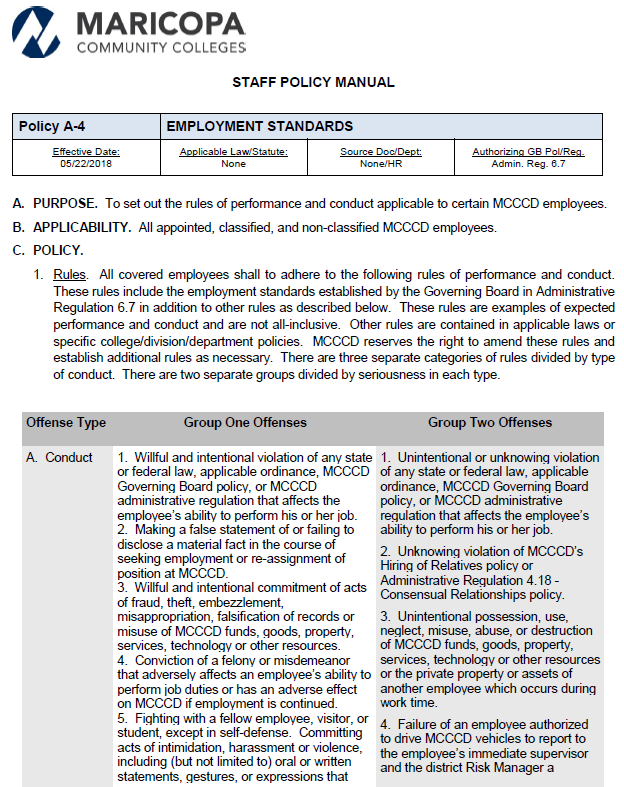
**Article V: Interpretation and Revision**

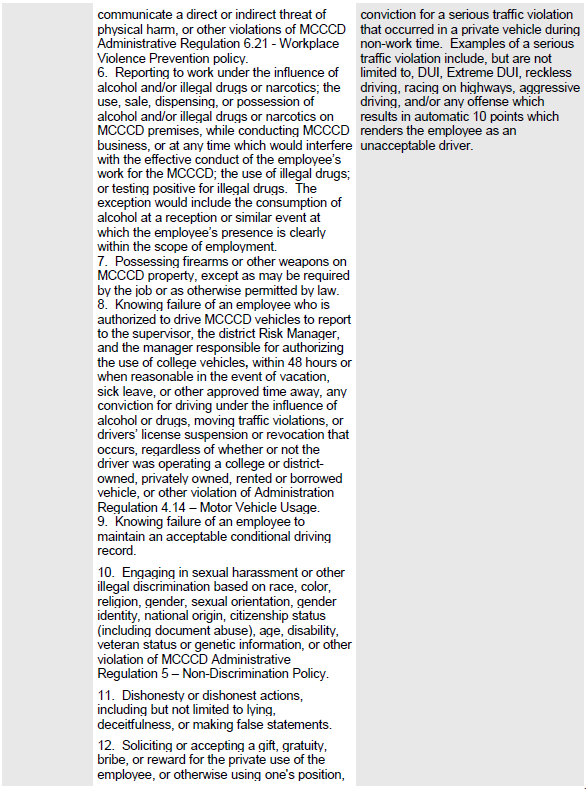
Any question of interpretation regarding the Student Conduct Code shall be referred to the college official responsible for administration of the Student Conduct Code for final determination.

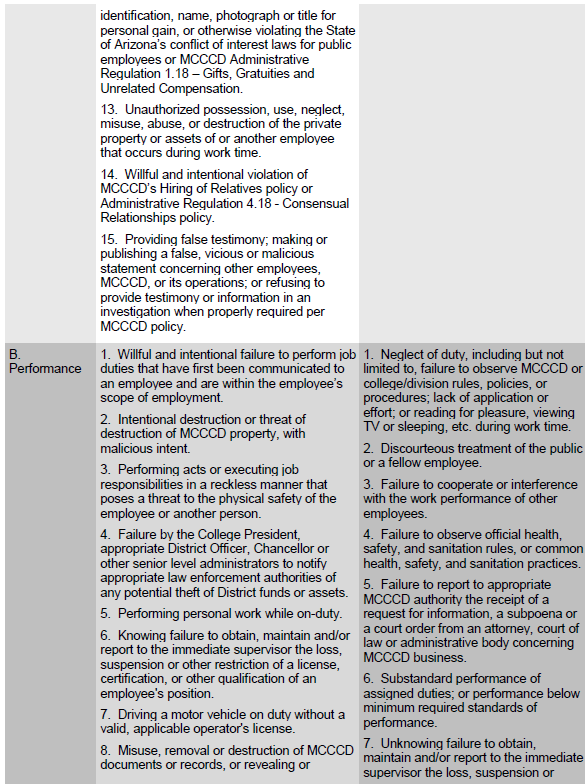
**AMENDED through Direct Approval by the Chancellor, August 11, 2020  
AMENDED through Direct Approval by the Executive Vice Chancellor and Provost, January 31, 2017  
AMENDED through the Administrative Regulation Process, March 25, 2013  
AMENDED through the Administrative Regulation Process, March 13, 2012  
AMENDED through the Administrative Regulation approval process, March 4, 2011  
AMENDED through the Administrative Regulation approval process, February 23, 2010  
ADOPTED through the Administrative Regulation approval process, June 24, 2002**

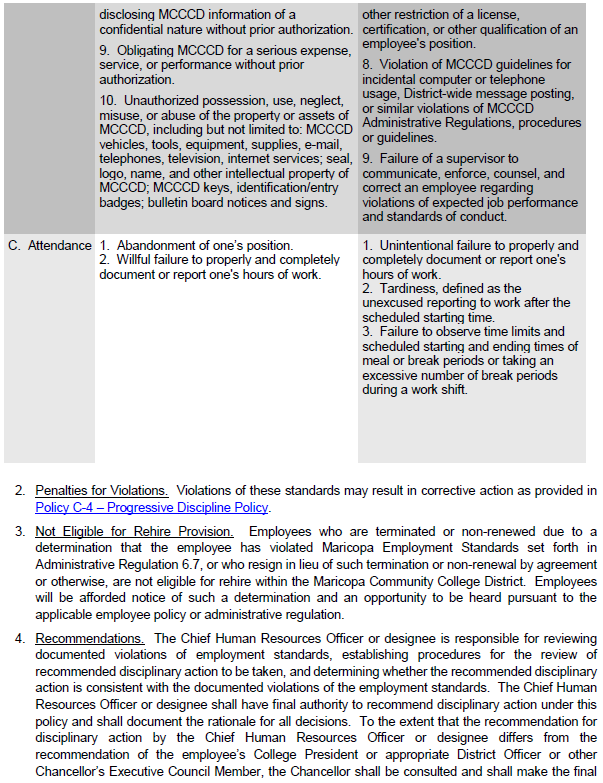
# Appendix I

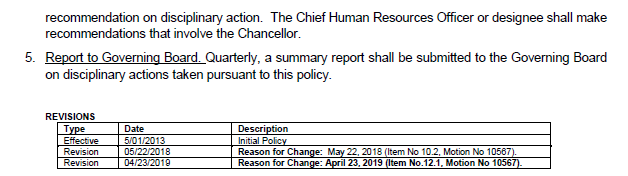
## Staff Policy Manual A-4 – Employment Standards





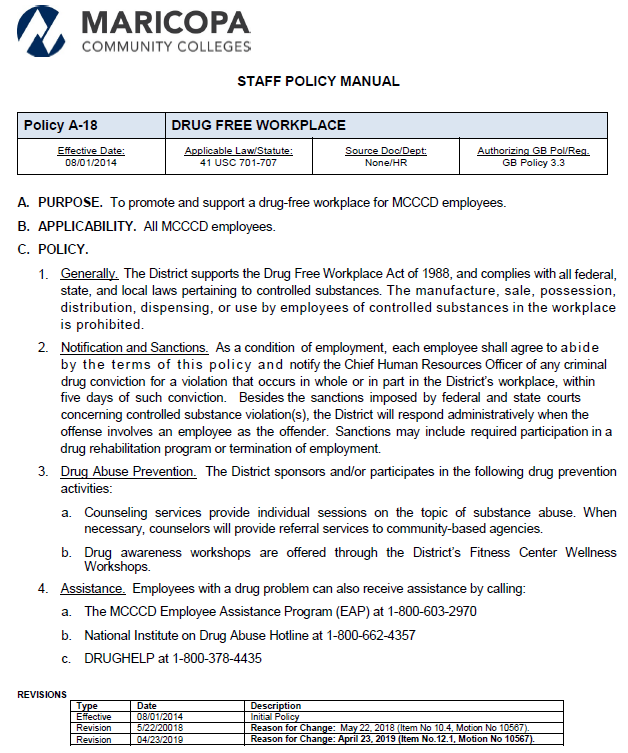






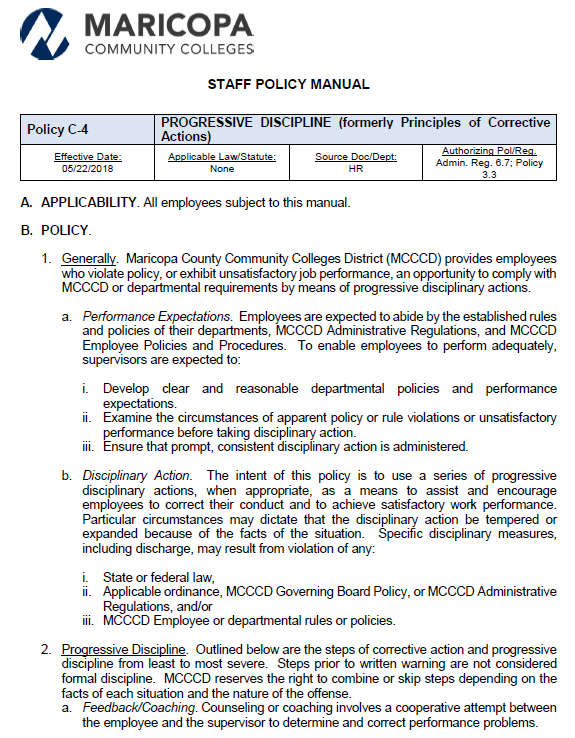
# Appendix J

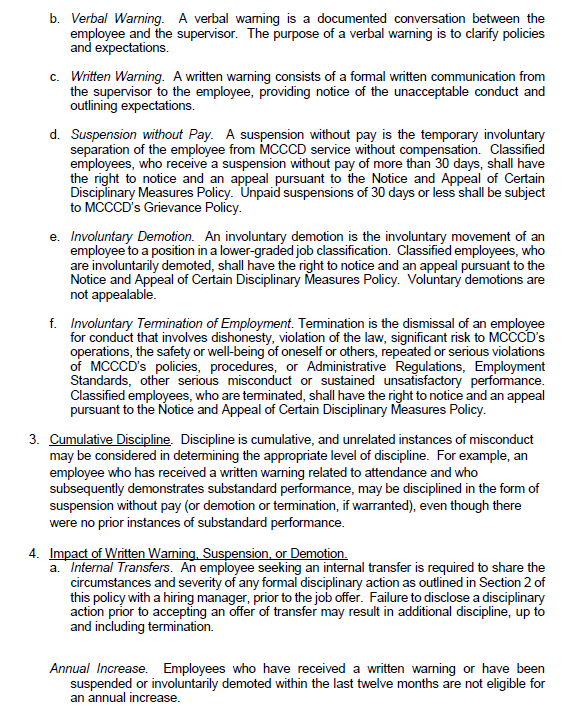
## Staff Policy Manual A-18 – Drug Free Workplace

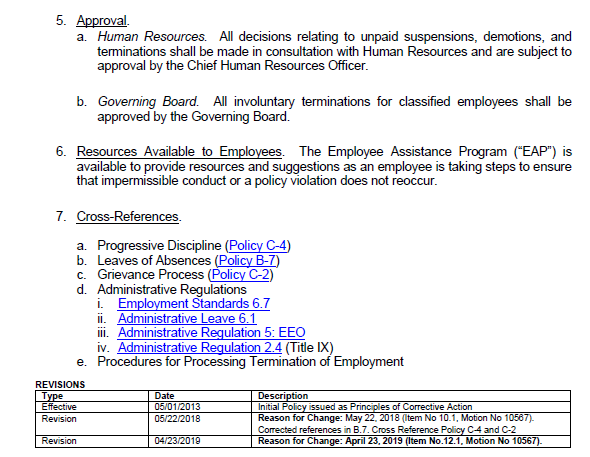
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# Appendix K

## Staff Policy Manual C-4 – Progressive Discipline

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# Appendix L

## Alcohol-Free Events and Wellness Activities

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| --- | --- | --- |
| **Activity** | **Description** | **When** |
| **40th Street Lecture Series** | **The Moral Price for Religious Rights: Defining Evangelicalism in the Age of Trump. This free lecture was open to the public and explored the relationship between mainstream Evangelical conservatism and White national identity in the U.S. Presented by faculty member Chris Mims.** | **Oct 2018** |
| **40th Street Lecture Series** | **The Revolution Will Not Be Televised: Stories from the Frontlines of Social Change. This lecture included storytelling exploring civic engagement, social justice, and American history. Presented by faculty member Joseph Swaba.** | **Feb 2019** |
| **40th Street Lecture Series** | **Every Beauty Contestant's Dream: Living your Life to Create World Peace. Each of us, no matter our role in society, can work to create a more peaceful and beautiful world on an individual, interpersonal, and global level. Facilitated by Martha Bienert, Communication Faculty.** | **Oct 2019** |
| **40th Street Lecture Series** | **Biophilia: Connecting with Nature and Avoiding Death by Technology. Society has become less happy and more isolated than ever, despite technological developments to make us more accessible. This lecture explored the innate bond between well-being and nature, how to cultivate it, and help fight this current epidemic. Facilitated by Steve Austin, Psychology Faculty.** | **Oct 2019** |
| **40th Street Lecture Series** | **When Am I Going to Use This in My Life? Reflections from a Math Teacher. Math myths surround us - from math anxiety to "When will I use it?" and "Math is hard". These only scratch the surface of the real issue behind the widespread resistance to mathematics. This workshop explored what really lies beneath the surface of society's problem with math. Presented by J.W. Gaberdiel, Math Faculty.** | **Feb 2020** |
| **50th Anniversary** | **Several activities were planned in commemoration of GWCC's 50th Anniversary.** | **Nov 2018 through Jan 2019** |
| **Act One Culture Pass Program** | **GWCC's Library participated in the Act One Culture Pass Program. Free passes were available to a variety of cultural activities, museums and centers.** | **Smr 2019 Fall 2019** |
| **ADEQ Flag** | **GWCC was selected to participate in an Arizona Department of Environmental Quality (ADEQ) air quality testing program thanks, in part, to one of our Respiratory Care students. ADEQ flew air-quality flags on the Washington Campus flagpole below the American and State flags to notify the community about local air quality conditions thus alerting people to modify their outdoor activities accordingly. GWCC was the first college in Arizona to participate.** | **Fall 2018 Spr 2019** |
| **Advanced Wound Care** | **GWCC Washington campus hosted the Advanced Wound Care Conference. Information included new approaches to wound healing in the hospital, long term care, and health setting; new strategies in managing adult continence issues, a look at wound identification, and difficult decisions in dealing with ostomies.** | **Mar 2019** |
| **Aesthetic Clinic** | **Student Aesthetic Clinics were held at the Deer Valley Campus, providing clients with low cost aesthetic services under instructor supervision.** | **Fall 2018 Fall 2019** |
| **African American History Month** | **Maricopa Community Colleges celebrated African American History month with a variety of cultural events and activities throughout the District to honor those who have created opportunities for African Americans and other marginalized communities around the world.** | **Feb 2020** |
| **AIDs Walk Arizona** | **GWCC members participated in AIDs Walk Arizona raising funds for HIV/AIDS foundations.** | **Oct 2018** |
| **All Arizona Academic Team** | **Two GWCC students won scholarships to state universities as part of a national recognition program co-sponsored by the American Association of Community Colleges (AACC), Coca-Cola Scholars Foundation, USA Today, and Phi Theta Kappa, international honor society of the two-year college.** | **Spr 2019** |
| **All Employee Latin Food Potluck** | **Hispanic Heritage Month was kicked off by the Cultural Learning Institute hosting an All Employee Potluck.** | **Sep 2019** |
| **Alternative Spring Break** | **Students had an opportunity to serve the community while learning about natural desert environments. Activities included tree planting, riverbed cleanup, a bench build, and trail safety workshops.** | **Mar 2019** |
| **American Mariachi** | **GateWay to the Arts, in cooperation with the International Education Committee, the Center for Student Life & Leadership, and the Arizona Theatre Company, presented "American Mariachi" musical theatre workshop facilitated by the Arizona Theatre Company.** | **Apr 2019** |
| **American Society of Safety Professionals** | **GWCC Washington campus hosted the American Society of Safety Professionals meeting. Over 45 safety professionals and students from around the valley participated in this technical/lunch meeting. Presenter Dr. Marilyn Hubner provided principles of SAFE Training that can provide safety professionals with a research supported and simple technique for the development and delivery of safety training programs and sessions.** | **Feb 2019** |
| **Arab American Heritage** | **GateWay's Center for Teaching and Learning provided information to the college community to foster awareness of Arab Americans and their contributions.** | **Apr 2019** |
| **Arizona DES VR Counselor** | **GWCC was the only college in MCCCD to have an Arizona Department of Economic Security Vocational Rehabilitation Counselor available to students each week. The VR program provided a variety of services to persons with disabilities and worked in conjunction with GWCC's Disability Resource Services Office with the ultimate goal being to prepare students for jobs, entry into, and to retain employment.** | **Fall 2019 Spr 2020** |
| **Arizona We Want** | **The Center for the Future of Arizona (CFA) unveiled an expanded portfolio of The Arizona We Want Progress Meters as part of a statewide introduction to a free robust set of tools and data sources that communities can use as a framework for discussion, problem solving, and long-term planning for success.** | **Mar 2019** |
| **Around the World in 90 Minutes** | **This event provided an opportunity to enjoy music, food, and a cultural experience.** | **Nov 2018 Nov 2019** |
| **Art Institute** | **The GateWay Art Studio at the Washington Campus started three distinct institutes (painting and drawing, casting and metal working, and ceramics) offered on a monthly subscription basis.** | **Spr 2020** |
| **Athletics Food Drive** | **The GWCC Athletic Department held a food drive. "Pitch In and Kick Out Hunger" donations supported the GWCC Food Pantry. Personal items like toiletries were also accepted.** | **Feb-Mar 2019** |
| **Autism Awareness** | **GateWay's Center for Teaching and Learning (CTL) provided information to the college community to promote autism awareness and encourage partnership in the movement toward acceptance and appreciation.** | **Apr 2019** |
| **AZ Blockchain Project** | **AZ Blockchain Initiative hosted a project showcase to highlight the progress of the mesh network being built for underserved areas of Phoenix lacking internet access. GateWay students were involved in this project. Mesh networks enable people to access the internet through wi-fi enabled devices that connect to each other.** | **Aug 2019** |
| **Basic Wound Care Conference** | **The Basic Wound Care Conference was held at GWCC's Washington campus.** | **Oct 2018 Oct 2019** |
| **Beauty & Wellness Fiesta** | **Student Life and Leadership hosted a Beauty and Wellness Fiesta at the Deer Valley Campus for students and prospective students to enjoy free food, music, and games while learning about campus resources, industry partners and program information.** | **Oct 2018** |
| **Becoming** | **The Cultural Learning Institute presented a book discussion with colleagues. The book discussed was "Becoming" by Michelle Obama.** | **Spr 2019** |
| **Better Breathers** | **GWCC's third semester Respiratory Care students spoke at the American Lung Association's Better Breathers Club, hosted by the AZ Center for Chest Diseases.** | **Feb 2020** |
| **Beyond the Body Count: The Moral Wounds of War** | **GWCC's Library and Veterans Services hosted speaker Joe Brett, a veteran of the war in Vietnam. Moral injury is defined as the damage done to one's conscience or moral compass when that person perpetrates, witnesses, or fails to prevent acts that transgress their own moral and ethical values or codes of conduct.** | **Feb 2019** |
| **Beyond the Cover** | **This interactive workshop highlighted how identity, race, and culture influences our everyday interactions. Activities stimulated honest discussions toward the objective of reaching a place of cultural understanding through dialogue. The framework for the workshop was a safe and respectful space to allow individuals to dare to ask questions they normally would feel uncomfortable asking.** | **Sep 2019** |
| **Black History Month 2019** | **The month of February marked Black History Month, a yearly celebration on the significant roles that African Americans have played in shaping U.S. history. Several GWCC and MCCCD events occurred.** | **Feb 2019** |
| **Black History Month 2020** | **The Black Student Union and Student Life and Leadership presented the Buzznbeez Food Truck at the Central City campus in celebration of Black History Month and in conjunction with the Veteran Hiring Fair. The Black Student Union also provided a free fish fry at the Washington campus.** | **Jan 2020** |
| **Black Student Union Forum** | **In celebration of Black History Month, GateWay's Black Student Union held a forum, free and open to the public.** | **Feb 2020** |
| **Blood Drive** | **GateWay Early College High School sponsored several blood drives.** | **Sep 2018 Feb 2019 Apr 2019 Aug 2019 Dec 2019 Feb 2020** |
| **Bodies Bounce Back Workshop** | **This workshop covered best practices for reducing pain, fatigue, and stress for the tired working adult or weekend warrior who has chronic pain, fatigue, and inflammation from stress, a previous injury, and on-the-go lifestyle.** | **Fall 2018** |
| **Book Drive** | **This student led book drive supported the Children's Learning Center.** | **Nov 2019** |
| **Business and Information Technologies Open House** | **The Business and Information Technologies Division showcased their newly renovated space including an Applied Business Lab.** | **Aug 2019** |
| **Camp Gecko Kids Baking Challenge** | **All week long, children in Camp Gecko planned and prepared themed cupcake tables for a final baking challenge. GWCC students and staff purchased a cupcake and a voting ticket for $1 to help determine the winner, with proceeds to help support future Camp Gecko activities.** | **Jul-Aug 2019** |
| **Car Wash** | **GateWay Early College High School hosted a carwash.** | **Apr 2019** |
| **CEI Donation for the Hopi Tribe** | **The Center for Entrepreneurial Innovation (CEI) at GateWay launched a week-long donation campaign to collect water and essential supplies for the Hopi Tribe in Northern Arizona, who were hard hit by COVID-19. In one week, the Center was able to collect over 100 cases of water, toilet paper and paper towel rolls, food, and cleaning supplies.** | **May 2020** |
| **Census, Stand Up and Be Counted!** | **GWCC's EXCEL program hosted The Census, Stand Up and Be Counted! Guest presenters from the Census Bureau discussed what the census is and why it is important.** | **Feb 2019** |
| **Chair Massage** | **Free 15-minute chair massages were provided to GWCC employees by Dan Klausner.** | **Sep 2018 Oct 2018 Dec 2018 Jan 2019 Feb 2019 Mar 2019 Apr 2019 Jun 2019 Aug 2019 Nov 2019 Jan 2020** |
| **Chair Massage by Students** | **GWCC massage therapy students provided complimentary chair massages to employees in appreciation for their hard work and effort.** | **May 2019 Feb 2020** |
| **Cinco de Mayo** | **The Hispanic Student Organization and Student Life and Leadership hosted a Cinco de Mayo Fiesta with free food, music, games, and giveaways.** | **May 2019** |
| **Circuit Workout** | **Jennifer Pawlowski provided workout machines in the Center for Teaching and Learning to make 20-minute circuit workouts available.** | **Fall 2018** |
| **Civic Engagement Scholarship** | **The Civic Engagement Scholarship recognized GWCC students who have gone above and beyond to actively engage their campus and community. To be eligible, students participated in at least 50 hours of service-based, volunteer activities on or off campus over the course of the semester.** | **Fall 2018 Spr 2019** |
| **Club Expo** | **Student Life and Leadership hosted a Club Expo. Students stopped by to learn more about GWCC clubs and how to get involved on campus.** | **Sep 2018** |
| **Coding Bootcamp** | **Through a partnership with Promineo Tech, GWCC Community Education offered a software developer bootcamp. The 18-week Back End Software Developer program was delivered in a fully virtual environment.** | **Summer 2020** |
| **Coffee Talks** | **Student Life and Leadership hosted Coffee Talks. Students, administration, staff and faculty gathered at the Gecko Espresso Café for casual conversations to get to know the GWCC community.** | **Sep 2018 Feb 2019 Feb 2020** |
| **Community Education Workshops** | **GWCC provided short-term, affordable non-credit workshops to the public. Sessions included Arts & Crafts, Beauty & Wellness, Fitness & Dance, Money Matters, and Personal Enrichment.** | **Fall 2018 Spr 2019 Fall 2019 Spr 2020** |
| **Community Food Bank** | **St. Mary's Food Bank held a special drive-through no-contact food distribution event for students at Washington Campus.** | **May 2020** |
| **Constitution Day** | **County Recorder Adrian Fontes, a strong advocate of the U.S. Constitution, shared information and answered questions via live telecast at GWCC's Center for Student Life & Leadership.** | **Sep 2018** |
| **Constitution Day** | **GWCC's Student Life and Leadership and GWCC students planned and held activities in recognition of Constitution Day.** | **Sep 2018 Sep 2019** |
| **Court Reporting Open House** | **Court Reporting held Open House at GWCC’s Washington campus.** | **Apr 2019 Jul 2019** |
| **Creative Accommodations** | **GWCC's Center for Teaching and Learning hosted Tom Kusek, Disability Resource Services manager, in a discussion of creative ways to accommodate students of all abilities. It's more than giving students with special needs extra time on tests or providing note takers.** | **Sep 2019** |
| **Cross Cultural Collaboration Workshop** | **Dr. Jeff McGee provided a cross cultural workshop for students, faculty, and staff. The workshop was designed to develop cultural competencies in two areas: (1) by understanding the barriers to building cross-cultural collaboration and (2) the idea of cultural well-being. Participants engaged in interactive awareness activities to improve interactions with "others".** | **Feb 2019** |
| **Cultural Corridor Workshop** | **The City of Phoenix held an idea-sharing workshop on the Cultural Corridor to obtain feedback. This was an opportunity to mingle with neighbors and the implementation team to have a say in potential design standards.** | **Apr 2019** |
| **Culturally-Focused Convocation Ceremonies** | **MCCCD offered culturally-focused convocations to its graduating students. These smaller, more intimate events are cultural celebrations that affirm our students and reach out to families and friends in a meaningful way.** | **May 2019 May-Jun 2020** |
| **Culture of Gratitude** | **GWCC's Center for Teaching and Learning hosted Michael Tapscott who presented on adding daily gratitude to your team or classroom to create a culture of trust that supports learning and team building.** | **Feb 2019** |
| **Cut and Color Combo** | **Cosmetology students at the Deer Valley campus provided low cost cut and color services.** | **Fall 2018** |
| **Day of Remembrance Drive** | **EMT and Fire Science students at SouthWest Skill Center honored local first responders by offering care packages for fire department personnel.** | **Sep 2018** |
| **Day of Silence** | **GWCC's Gay-Straight Alliance invited the college community to share part of their identity and celebrate diversity in our community on "I AM" posters around campus.** | **Apr 2019** |
| **Department of Economic Security (DES)** | **Maricopa Community Colleges and DES partnered to provide students with information for food, medical, and cash assistance. Students could check their eligibility onsite at GWCC and get assistance in applying.** | **Aug 2019 Jan 2020** |
| **Disability Etiquette for Everyone** | **GWCC's Center for Teaching and Learning hosted Tom Kusek, Disability Resource Services manager, in a discussion on disability etiquette. One of the hallmarks of a college of well-being is caring and connection, including respecting others who are differently abled.** | **Sep 2019** |
| **Disability Resources at Your Service** | **GWCC's Center for Teaching and Learning hosted Tom Kusek, Disability Resource Services manager, in a discussion of how DRS can assist both faculty and students to be successful.** | **Sep 2019** |
| **DREAM Career Fair &  Pre-Employment Fair** | **GWCC's Career Center partnered with community members and employers to host the DREAM Job Fair.** | **Oct 2018 Apr 2019 Oct 2019** |
| **Earth Day Celebration 2019** | **GWCC celebrated Earth Day by providing recycling information, sidewalk chalk art, music, and yard games.** | **Apr 2019** |
| **Earth Day Celebration 2020** | **This year marks the 50th Anniversary of Earth Day. As we continue to practice social distancing due to COVID-19, students, faculty, and staff were encouraged to celebrate Earth Day at home. MCCCD shared resources that included ideas on how to virtually participate in the celebration and engage in several fun activities while at home.** | **Apr 2020** |
| **E-Books and Audio Books** | **GWCC Library announced that they have a wide range of free eBooks and audio books available to students and community members.** | **Apr 2020** |
| **Employee Summer Slim Down Wellness Challenge** | **GWCC offered employees the opportunity to participate in an 8-week summer wellness challenge. Participants learned tips to make nutritious diet choices and adopt a more active lifestyle for a healthy weight loss.** | **Summer 2018** |
| **Empty Bowl Event** | **Bowls were created and donated by employees, students, and community members under supervision in the GateWay Art Studio. The bowls were available for sale and included a cup of soup. The event provided an opportunity to learn about issues related to world hunger and was hosted by GWCC Social Work students. Proceeds benefited food pantries at GateWay and Kitchen on the Street.** | **Nov 2019** |
| **Enrollment Open Houses** | **Enrollment Open Houses were held on Wednesdays to assist students with many phases of the admission process.** | **Smr 2019 Fall 2019** |
| **Environmental Science and Water Resources Technologies Career Fair** | **GWCC's Water Resource Technologies program hosted a free Environmental Science and Water Resource Technologies career fair. This open house provided information and was an ideal networking event for those interested in that area.** | **Mar 2020** |
| **Epilepsy Conference** | **GWCC hosted experts who discussed adult epilepsy and related topics including new devices, surgery, social aspects, seizure alert dogs and more. This event was free and open to epilepsy medical professionals, sufferers and their guests, students and faculty.** | **Nov 2018** |
| **Exploring Possibilities at MCCCD** | **GWCC participated in this District-wide event to provide opportunities for prospective students and others to learn about various programs.** | **Feb 2019** |
| **Facial Clinics** | **Aesthetic students offered low cost Facial Clinics.** | **Fall 2018 May 2019 Aug 2019** |
| **Family Movie Night** | **Presented by Student Life, Family Movie Nights are free and open to all. "Incredibles 2" was shown, and hot dogs and popcorn were provided.** | **Nov 2018** |
| **Family Movie Night** | **Presented by Student Life, Family Movie Nights are free and open to all. "Toy Story" was shown.** | **Oct 2019** |
| **Family Movie Night** | **Presented by Student Life, Family Movie Nights are free and open to all. "The Lion King" was shown.** | **Oct 2019** |
| **Family Movie Night** | **Presented by Student Life, Family Movie Nights are free and open to all. "Spider Man: Far from Home" was shown.** | **Nov 2019** |
| **Family Movie Night** | **Presented by the Black Student Union and Student Life, "Harriet" was shown.** | **Feb 2020** |
| **Farm Express** | **A mobile farmer market frequently came to GWCC campuses, offering fresh produce at low prices.** | **Fall 2018 Spr 2019 Smr 2019 Fall 2019 Spr 2020** |
| **February Wellness** | **Several activities and events were sponsored by GateWay Wellness to get heart and mind feeling fine.** | **Feb 2020** |
| **Feeding the Community** | **GateWay staff and students distributed food to 150 families.** | **Apr 2020** |
| **Field Activities** | **Various field activities were enjoyed by students and employees.** | **Aug 2019** |
| **Fields of Interest Feasts** | **Students, faculty, and staff mingled and enjoyed food while developing communities around the new Fields of Interest during Welcome Week.** | **Jan 2020** |
| **Fifty Ways to Take a Break** | **GWCC's Center for Teaching and Learning hosted 50 Ways to Take a Break, an opportunity to collaborate with peers and share ideas on how they take breaks inside and outside of work to relax, focus, and re-energize.** | **Sep 2019** |
| **Financial Seminar** | **A free financial seminar on money management and understanding credit was available to students.** | **Oct-Nov 2018** |
| **First-Generation College Student Celebration Event** | **GateWay TRIO Programs, along with Student Life, hosted the First-Generation College Student celebration. Food, music, and games were provided.** | **Nov 2019** |
| **FitPHX** | **FitPHX is a citywide health initiative created in 2013 by then Mayor Greg Stanton, then Councilman Daniel Valenzuela, and Olympic Gold Medalist Misty Hyman, with the goal of improving health and wellness in the region and making the Phoenix area one of the healthiest in the nation. The initiative created innovative collaborations between government, public sector, nonprofits and universities to develop programming that gives residents free tools and education to be healthier.** | **Fall 2019** |
| **FitPHX Fall into Fitness at Hance Park** | **FitPHX received sponsorship from AARP to launch Fall into Fitness at Hance Park, an 8-week fitness series that took place on Tuesday evenings. Fall into Fitness was a family-friendly social fitness experience for all ages, experience levels, and backgrounds. Fitness instructors led free workouts set to popular music while fitness motivators assisted with moves and modifications as needed. Local health and wellness vendors were on-site to provide giveaways and raffles.** | **Oct-Dec 2019** |
| **Flu Shots** | **Flu shots were available on campus.** | **Fall 2018 Fall 2019** |
| **Food Drive** | **The Student Nursing Association club held a Protein Food Drive for the Gecko Pantry which benefits GWCC students.** | **Oct 2019** |
| **Food Pantry** | **GWCC's Center for Student Life accepts food donations.** | **Ongoing** |
| **Food Trucks** | **Various food trucks came to campuses.** | **Aug 2019** |
| **Fun-ology Open Mic** | **GWCC's Center for Teaching and Learning hosted an Open Mic event for colleagues to relax, connect, and enjoy vocal or instrumental music.** | **Sep 2018** |
| **Game of Life Event** | **Students were encouraged to play the life-size version of the classic Game of Life board game and explore living within their means. Aspects of the game included evaluating potential salary, expenses, housing, utilities, and student loan borrowing.** | **Oct 2018 Ap 2019 Oct 2019** |
| **GateWay Gives Back** | **All GWCC campuses established food pantries to stock non-perishable food for students in need. Pantry supplies are provided by donations from student organizations/athletes, staff and faculty, and community partners including St. Mary's Food Bank Alliance and Kroger/Fry's Food Stores.** | **Aug 2018** |
| **GateWay to the Arts** | **GateWay to the Arts brought a diverse lineup of performances to the GWCC community for the enjoyment and cultural enrichment of students, employees, and community.** | **2018-2019** |
| **GateWay to the Arts Community Discounts** | **GateWay faculty, staff, and students received discounts to several arts and cultural events.** | **2019-2020** |
| **Gecko Baseball** | **GWCC's Baseball Team qualified for the Region 1 Division II playoffs. Games were held at the Gene Autry Baseball Complex in Mesa. The college community was invited to come out and support our team.** | **May 2019** |
| **Gecko Gear Up** | **Gecko Gear Up sessions provided information to help new students navigate college successfully.** | **Fall 2018 Spr 2019 Smr 2019 Fall 2019 Spr 2020** |
| **Gecko Softball and Baseball** | **The college community was encouraged to support GWCC softball and baseball teams that start their season in January.** | **Spr 2019 Spr 2020** |
| **Gecko Techs** | **GWCC IT students, known as Gecko Techs, diagnosed and fixed technology issues with laptops and personal computers. This program was sponsored by the Department of Education, Developing Hispanic Serving Institutions Title V Grant, #PO31S150098.** | **Nov-Dec 2018 Apr-May 2019 Oct-Dec 2019** |
| **Geckoland Picnic in the Park** | **GWCC's Student Activities Management (SAM) Club and the Center for Student Life and Leadership hosted this free event with games, inflatables, entertainment, and food.** | **Mar 2019** |
| **GLO Day** | **GLO Day provided an informational session as well as opportunity for celebration of assessment of student outcomes at GWCC.** | **Apr 2019** |
| **GLO Ice Cream Bar** | **GateWay Learning Outcomes provided an ice cream bar.** | **Jul 2018** |
| **Global Leadership Retreat** | **The Global Leadership Retreat provided an opportunity for participants to interact with other cultures while learning more about themselves. Held at the Desert Outdoor Center on Lake Pleasant, it was a weekend jam-packed with workshops and fun, all related to cross-cultural learning.** | **Oct 2019** |
| **Goodwill Donation Drive** | **GateWay Early College High School collected items for donation to Goodwill.** | **Mar 2019** |
| **Go Green GateWay** | **Go Green GateWay committee members reminded the college community of items that can and cannot be recycled in the corresponding bins around the Washington campus.** | **Oct 2019** |
| **GradFest Events** | **All GWCC campuses held events to help celebrate students graduating in May.** | **May 2019** |
| **Halloween Candy** | **GWCC Wellness and GWCC Veterans Office collected Halloween candy for donation to various community agencies.** | **Nov 2018** |
| **Halloween Parade** | **The Children's Learning Center paraded trick or treaters throughout the Washington campus.** | **Oct 2019** |
| **Health Fair and Immunization Clinic** | **Public health screenings and immunizations were provided free for the uninsured and underinsured by the City of Phoenix Fire Department. Adult and child vaccinations were available at the Central City campus.** | **Sep 2019** |
| **Healthcare Info Sessions** | **Health sciences programs at GWCC held information sessions providing a quick overview, hands-on demonstrations, and a chance to meet faculty.** | **May 2019** |
| **Healthful Eating on the Go** | **This workshop discussed the challenges of eating healthfully in a fast-paced culture.** | **Fall 2018** |
| **Healthy Holiday Eating** | **Jennifer Pawlowski provided tips on healthy holiday eating.** | **Nov 2018** |
| **Hispanic Heritage Month Event** | **GWCC's Student Life and Leadership hosted Storyteller Zarco Guerrero performing "The Gila and the Salt: Our River Stories". The event was free and open to the public.** | **Sep 2018** |
| **Holiday Buffet** | **Students, faculty, and staff were invited to attend the annual holiday buffet.** | **Dec 2018 Dec 2019** |
| **Holiday Gingerbread Decorating Workshop** | **Participants assembled and decorated their own gingerbread houses in this fun filled, family friendly workshop led by an award-winning gingerbread house designer.** | **Dec 2019** |
| **How to Have Difficult Conversations** | **Most people avoid discussing critical issues for many reasons. Led by District CEOD in GWCC's CTL, this session discussed why we avoid difficult conversations and what it costs us by not having the conversations we need to have. Information was shared on how to address tough topics in a healthy way. Suggestions were offered on how to start the conversation.** | **Feb 2020** |
| **HUG Clinic** | **The Healthcare United at GateWay (HUG) Clinic provided Physical Therapy Assisting, Ultrasound, and Respiratory Care guidance on a pro bono basis to those who needed it.** | **Sep-Dec 2018 Fall 2019 Spr 2020** |
| **HUG Clinic Community Services** | **The HUG Clinic provided free ultrasound screenings and sonograms to community members.** | **Fall 2019** |
| **HUG Clinic OB Ultrasounds** | **GWCC's HUG Clinic provided free obstetric ultrasounds.** | **Apr-May 2019 Fall 2019** |
| **HUG Clinic Weight Loss** | **The HUG Clinic provided a free weight loss management program.** | **Sep-Dec 2018 Feb-Apr 2019 Fall 2019** |
| **Human Library Event** | **The Human Library is an innovative method designed to promote dialogue, reduce prejudices, ad encourage understanding. Human books are ordinary people who shared their experiences with injustice or bias.** | **Apr 2019** |
| **I Will Graduate Fair** | **Students were given a passport containing 6 sections: Learn, Engage, Connect, Graduation, Popcorn, and Survey Zones. Students wrote down 3 things they learned at each of the first 4 zones. They received a stamp from each zone. Students collecting all 6 stamps received a free T-shirt.** | **Mar 2019** |
| **It's All About You Conference** | **GWCC's Washington campus hosted Nursing Assistants, Medical Assistants, Patient Care Techs, and LPNs. Topics included Safe Patient Handling, Communication/Collaboration, Dementia, Wound and Skin Care.** | **Apr 2019** |
| **Job Search Webinar** | **Kerry Sanderson, GWCC Director of Career Services and Academic Advisement, presented a free webinar for job seekers as part of a series called Strategies to Thrive in Uncertain Times, sponsored by the Penn MAPP Alumni Association.** | **Apr 2020** |
| **JP Morgan Chase Funding** | **GWCC received funding from JP Morgan Chase to serve Veteran students. The funding was used in support of the EMT and the Electrical programs within the Trade & Technical Training Division.** | **Fall 2018** |
| **Little Free Library** | **ENG101 students, led by Mark Meyers, hosted a children's book drive. New or gently used children's books were collected for the on-campus Little Free Library near the Children's Learning Center.** | **Feb-Mar 2019** |
| **Lunch & Learn with Career Development** | **Career Development presented three topics: Marketing Yourself 101, Career Connections, and Building a Successful Mentoring Relationship.** | **Apr 2019** |
| **Lunch & Learn with College Police** | **Stan Barzar, College Police Department Sergeant, spoke about "Personal Safety In and Out of the Workplace".** | **Feb 2019** |
| **Lunch & Learn with EOD** | **The Office of Employee & Organizational Development (EOD) presented Communication Skills Bootcamp.** | **Mar 2019** |
| **Lunch & Learn with Financial Aid** | **GWCC's Financial Aid staff shared "Life after Disbursement - What Do Students Need to Know?"** | **Feb 2019** |
| **Lunch & Learn with the Library** | **Library staff discussed "Library Online Resources" available to staff and students.** | **Feb 2019** |
| **Lunch & Learn with Veteran Services** | **GWCC's Director of Veteran Services spoke about "The Veteran Student".** | **Feb 2019** |
| **Maintain Don't Gain** | **GWCC participated in Wellness Maricopa's 5th Annual Maintain Don't Gain program. An info session provided tips and tricks for healthy eating over the holidays. Participants weighed in at the beginning of the program, were encouraged to eat sensibly and stay active during the holidays and monitored weight at the end of the program.** | **Nov 2018 through Jan 2019 Nov 2019 through Jan 2020** |
| **Mammogram Mobile Screening** | **3D Mammogram mobile screening was available onsite at the Washington campus.** | **Sep 2018 Apr 2019 Sep 2019** |
| **Massage Clinics** | **The Massage Therapy program at the Deer Valley Campus provided low-cost student massage clinics.** | **Jul-Aug  Oct-Nov 2018 Jan-Feb  Sep-Oct  Nov-Dec 2019** |
| **Massages at the HUG Clinic** | **Massage Therapy students provided free massages at the HUG Clinic at the Washington campus.** | **Feb 2020** |
| **Math Club** | **The GateWay Math Club provided students with informed math support and a way to connect with others who appreciate math.** | **Fall 2019** |
| **Meditation Mondays** | **Dr. Jennifer Brown led meditation sessions for a half hour over lunch on Mondays. Meditation reduces stress, boosts immune system, increases decision-making skills, decreases feelings of anxiety and depression.** | **Smr 2019 Fall 2019 Spr 2020** |
| **Meditation for Deep Relaxation and Stress Relief** | **This Community Education workshop taught attendees breathing, meditation, and techniques to reduce stress. Registrants received a complimentary massage through the Deer Valley Campus Massage Clinic.** | **Feb-Mar 2019** |
| **Military/Veteran Resource Navigation Training** | **Online training was provided to prepare participants to help someone in need of resources. Training covered tools to help someone connect to resources, identify factors that affect access, navigation strategies, and how to link into various community resources to address a range of issues and needs.** | **Apr 2020** |
| **Mobile Mindfulness Studio** | **A mobile unit came to GWCC's Washington campus providing group sessions to destress and recharge.** | **Aug 2019** |
| **Mole and Fibonacci Event** | **GWCC celebrated Mole and Fibonacci Day by holding a nachos and guacamole event. Proceeds from the event were donated to the Dr. Jim Baugh Math Lovers Scholarship.** | **Nov 2018** |
| **Mural Listening Session** | **GWCC commissioned the artist known as bacpac to paint a mural on the South Building at the Washington campus. A listening session was held for students and staff to share ideas for incorporation into the mural.** | **Spr 2019** |
| **Mural Unveiling and Ribbon Cutting** | **The official mural unveiling and ribbon cutting ceremony included a brief program to recognize the artists and the completion of this project.** | **Nov 2019** |
| **National Apprenticeship Week** | **GWCC recognized National Apprenticeship Week at the Central City campus by providing a free opportunity for students, faculty, staff, and community to engage with apprenticeship coordinators, recent graduates, and others. The event included demonstrations and a discussion panel.** | **Nov 2019** |
| **National Prescription Drug Take Back Day** | **Unused or expired prescription medications are a public safety issue, leading to potential accidental poisoning, misuse, and overdose. The college community was made aware that National Prescription Take Back Day was a safe, convenient and responsible way to properly dispose of prescription drugs, saving lives, and protecting the environment.** | **Apr 2019**  **Apr 2020** |
| **National Radiologic Technology Week** | **GWCC's Library received a grant from the ASRT (American Society of Radiologic Technologists) National Library Partnership to purchase books that focus on radiologic technology's role in health care and society. Books were displayed to highlight the history of the radiologic sciences, technology advances from the past century and information about radiologic technology.** | **Nov 2018** |
| **National Tutor Appreciation Week** | **Students were encouraged to visit the Learning Center to fill out a thank you card to let tutors know how much they are appreciated.** | **Oct 2019** |
| **Native American Month** | **Student Life and Leadership, along with GateWay to the Arts, hosted a free performance by Indigenous Enterprise.** | **Nov 2019** |
| **Native American Performance** | **The International Education Committee hosted two presentation performances by Violet Duncan, Native American storyteller, and her husband Tony Duncan, champion Hoop Dancer.** | **Apr 2019** |
| **Naturally Slim** | **The Naturally Slim weight loss program was available free to employees.** | **Fall 2018 Spr 2019 Fall 2019 Spr 2020** |
| **NAU Transfer Fair** | **NAU representatives were onsite to assist GWCC students with an evaluation of their credits. Students applied and received an admissions decision same day. There was food, popcorn, games, prizes, and music.** | **Mar 2019 Mar 2020** |
| **Office Workout** | **Jennifer Pawlowski led a quick office workout at GWCC's Washington campus, and provided tips on how to exercise at your desk.** | **Oct 2018** |
| **Open Art Studio** | **GWCC's Art Studio held open hours on most Fridays for people interested in learning to work with clay. Objects that were made were donated to the Empty Bowls event to support the Student Food Pantry.** | **Fall 2018 Spr 2019 Fall 2019** |
| **Ophthalmic Assistant Continuing Education Class** | **Experts from the ophthalmic and optometry fields presented a continuing education class. Attendees earned 7.5 continuing education credits from JCAHPO, the ophthalmic accrediting body.** | **Sep 2018** |
| **Pajama and Book Drive** | **GWCC's Library and Student Life & Leadership hosted a Pajama and Book Drive. Donations benefitted the Pajama Program for children in the foster care system.** | **Nov-Dec 2018 Nov-Dec 2019** |
| **Pat's Run** | **To honor the life and legacy of Dr. Jim Baugh, the college community was invited to join the Math Lovers team to participate in Pat's Run.** | **Apr 2019** |
| **Pedestrian and Bike Safety Event** | **The MCCCD Police Department, in partnership with Mesa Police Department, sponsored a Safety Day to provide walking and biking safety tips on Halloween. Attendees met College Police Officers, and had an opportunity to learn about the RAVE Guardian app.** | **Oct 2018** |
| **Phoenix Symphony** | **GateWay to the Arts and the Honors Programs hosted a performance by the Phoenix Symphony. The event was free and open to the public.** | **Feb 2019 Fall 2019 Feb 2020** |
| **Phoenix Women's Expo** | **GWCC helped sponsor the 2019 Women's Expo. Cosmetology instructors and students provided demos on stage throughout the event.** | **Apr 2019** |
| **Phoenix Women's Expo** | **The Cosmetology program offered hair services on stage at the Women's Expo at the Phoenix Convention Center.** | **Oct 2019** |
| **Pi Day** | **The GateWay Math Club provided free pie. Attendees had the opportunity to enter a whipped cream pie-eating contest for a $2 entry fee, and vote for their professor or classmate to get a pie in the face.** | **Mar 2020** |
| **Pi Day and Nachos/Guac Event** | **GWCC's Math Club sponsored a Pi Day and Nachos/Guac Event. Free slices of pie were available. Nachos were available for a small donation and attendees could pay to enter a whipped cream pie eating contest. Proceeds were donated to the Jim Baugh Math Lovers Scholarship.** | **Mar 2019** |
| **Pizza with the President** | **Student Life & Leadership provided pizza and an opportunity to meet one on one with GWCC president, Dr. Steven Gonzales.** | **Feb 2019** |
| **Power Math Camp** | **Power Math Camp was offered free through the Learning Center to any student enrolled in a math class or hoping to improve placement scores.** | **May 2019 Jul-Aug 2019 Dec 2019** |
| **Power Up: Accuplacer Reading** | **Power Up: Accuplacer Reading was a free one-day workshop to refresh student skills to receive their most accurate reading placement test score.** | **Aug 2019** |
| **Power Up: BIO** | **Power Up: BIO was a free three-day workshop to help students strengthen the foundational lab, math, and chemistry skills needed for BIO 156.** | **Aug 2019** |
| **Power Up: Computer Skills** | **Power Up: Computer Skills was a free one-hour workshop for learning CANVAS, GWCCC's online class management system, MS Word, and Google Docs. Students learned how to find and submit assignments, how to get notifications from professors, and more.** | **Aug 2019 Jan 2020** |
| **Power Up: WritePlacer Ready** | **Power Up: WritePlacer Ready was a free one-day workshop to refresh student skills to receive their most accurate writing placement test scores.** | **Aug 2019** |
| **Pride of Maricopa** | **The inaugural Pride of Maricopa conference event was open to all staff and students to commemorate National Coming Out Day, celebrate our diverse community, create a safe and inclusive environment, and learn about issues impacting our LGBTQ+ community.** | **Oct 2019** |
| **Project Connect** | **Employees had the opportunity to volunteer for the Valley of the Sun United Way Project Connect to break the cycle of poverty by connecting thousands of valley residents to resources that end homelessness.** | **Spr 2019 Smr 2019** |
| **Prom Dress Drive** | **GWCC Beauty & Wellness students collected gently used prom dresses and shoes. They also provided hair and makeup tips for girls from several valley high schools.** | **Spr 2019** |
| **Recruitment and Dual Enrollment Open House** | **GWCC's Recruitment and Dual Enrollment hosted an open house for high school juniors and seniors from the Phoenix Union Unified School District.** | **Apr 2019** |
| **Renaissance Science, Magic, and Medicine in Harry Potter's World** | **GWCC's Library hosted this National Library of Medicine (NLM) traveling panel exhibit. The magic in J.K. Rowling's series of Harry Potter novels is partially based on Renaissance traditions which played an important role in the development of Western Sciences, including alchemy, astrology, and natural philosophy.** | **Jan-Feb 2019** |
| **Rock for Human Rights Concert** | **GWCC's Library hosted Rock for Human Rights (R4HR) who performed a free family-friendly, uplifting music concert with video presentations and live discussions about human rights.** | **Oct 2018** |
| **Rock the Vote** | **EXCEL hosted Rock the Vote, understanding political parties, voting rights, getting registered, and how to locate your voting polling place. Guest presenter was Joe Delgardo, Voting Rights Ambassador for the Secretary of State's Office.** | **Jan 2019** |
| **Safe Patient Handling Education Lab Open House** | **The Safe Patient Handling Education Lab held an open house to showcase its space as well as educate faculty and staff about the new lab and what health care and nursing students learn in it.** | **Oct 2019** |
| **Saint Mary's Food Bank** | **St. Mary's Food Bank distributed free food and produce at the Central City campus.** | **Nov 2018 Apr 2019** |
| **Saint Mary's Food Bank** | **St. Mary's Food Bank distributed free food and produce at the Washington campus using the no-contact drive up model due to COVID-19.** | **Apr 2020** |
| **School Nurse Continuing Ed** | **GWCC offered continuing education units for school nurses. Focus was on school health and emergency assessment skills, school nurse skills, and pediatric diabetes.** | **Jun 2019** |
| **Senior Digital Literacy Day** | **The City of Phoenix and GWCC brought senior citizens into the digital age by offering Senior Day at GateWay. Made possible through a U.S. Department of Housing and Urban Development (HUD) Connect Home Initiative, the event engaged HUD-assisted senior residents to reduce the digital gap. Business and Information Technology students at GWCC created and presented digital literacy workshops to Phoenix senior housing residents on social media, email, internet, and cell phone use.** | **Oct 2019** |
| **Service Animals on Campus** | **GWCC's Center for Teaching and Learning hosted Tom Kusek, Disability Resource Services manager, in a discussion on recent developments in law and policy regarding service animals on campus.** | **Oct 2019** |
| **Service-Learning Faculty Institute** | **Residential and Adjunct Faculty were invited to register for GWCC's first ever three-day Service-Learning Institute for faculty who were experienced or brand new to service-learning. The institute was facilitated by Gail Robinson, the former director of service-learning for the American Association of Community Colleges and a nationally recognized expert and consultant on service-learning pedagogy.** | **Mar 2019** |
| **Sex Trafficking in Arizona** | **Funded by a Sexual Violence Prevention grant, GWCC hosted guest speaker Gilbert Orrantia, Director of Homeland Security for Arizona. He spoke about sex trafficking in the state, as well as sexual violence prevention.** | **Oct 2019** |
| **Sexual Violence Prevention** | **Eric Martinez spoke about Domestic Violence/Assault Awareness through his campaign titled "I Got Your Back Against Bullying & Domestic Violence". This event was funded by an Arizona Department of Health Services grant focused on Sexual Violence Prevention and Awareness.** | **Oct 2018** |
| **Silent Comedy Shorts** | **This Silent Comedy Shorts event featured Buster Keaton and included the 1921 classic comedy, "The Haunted House" and 1924’s “Sherlock Jr.” featuring award winning Ron Rhode on the Theatre Organ.** | **Nov 2018** |
| **Silent Comedy Feature Film** | **GWCC showed "The Kid", the classic silent film from 1921 starring Charlie Chaplin, and featuring Jackie Coogan (Uncle Fester from "The Addams Family") as well as the award-winning Ron Rhode on the theatre organ. This free event was open to the public.** | **Apr 2019** |
| **Silent Film Fest at the Orpheum Theatre** | **The college community was invited to attend the Silent Film Fest at the Orpheum Theatre. A viewing of the classic 1925 love story "The Eagle" was scheduled. This event was made possible by GateWay to the Arts in association with the Valley of the Sun Chapter of the American Theatre Organ Society.** | **Feb 2019** |
| **Silent Film Screening** | **GWCC showed "Safety Last" from 1923 starring Harold Lloyd. This classic film includes one of the most famous images from the silent film era - Lloyd clutching the hands of a large clock as he dangles from a skyscraper above moving traffic.** | **Nov 2019** |
| **Silent Film Screening** | **In cooperation with the Valley of the Sun Chapter of the American Theatre Organ Society, GateWay to the Arts presented the 1923 film "The Hunchback of Notre Dame" starring Lon Chaney.** | **Oct 2019** |
| **Silent Film Screening** | **In cooperation with the Valley of the Sun Chapter of the American Theatre Organ Society, GateWay to the Arts presented the 1927 film "Sunrise" starring George O'Brien and Janet Gaynor.** | **Feb 2020** |
| **Simulated Nursing Event** | **Presenter Amy Cowperthwait highlighted how to start an affordable simulated patient program.** | **Oct 2019** |
| **Social Security 101** | **Sponsored by Social Security, this workshop provided information about retirement benefits, eligibility, Medicare, and other information about Social Security. It was free and open to the public.** | **May 2019** |
| **StandDown Event** | **MCCCD employees participated in the annual Maricopa County StandDown event. Veterans and their families were connected to critical support services to help them gain and maintain housing stability.** | **Jan 2019 Jan 2020** |
| **SNA Pancake Breakfast** | **GWCC's Student Nurse Association (SNA) provided a free pancake breakfast.** | **Dec 2018** |
| **Student Success Fair** | **The I Will Graduate-Student Success Fair was a fun-filled day of activities in conjunction with Geckoland and the University Transfer Fair. The event helped students make connections while learning more about GWCC's amazing classes, programs, and services.** | **Mar 2019** |
| **Student Writing Workshops** | **Writing workshops were held on the Washington campus. Workshops included Creative Writing Across Genres; Resumes & Cover Letters; College Scholarships & Applications.** | **Mar-Apr 2019 Oct-Nov 2019** |
| **Student's Cultural Experience at GWCC** | **A panel of students shared their experiences at GWCC, exploring stereotypes and myths about students in various field of interests.** | **Apr 2019** |
| **Super Bowl Tailgate & Jersey Day** | **College departments were invited to participate in a mini-Super Bowl party. Each area was welcome to host some type of super bowl snack and wear their favorite jersey.** | **Jan 2019** |
| **Trade & Technical Fiesta** | **Student Life, Leadership, and Recruitment hosted a Trade and Technical Fiesta at the Central City Campus for current and prospective students to enjoy free food, live music, and games while learning about campus resources, industry partners and training program information.** | **Sep 2018** |
| **Transformation Declaration** | **Tracey Martin, Author and Transformational Life Coach, brought her Transformation Tour to GWCC. The tour theme "Change is Inevitable, Transformation is Intentional" covered mental and physical health, family, self-love, growth, and relationships.** | **Mar 2019** |
| **Triple Play Challenge** | **GateWay softball players served their communities by participating in the Triple Play Challenge with children of essential workers at the Boys & Girls Clubs across the Valley.** | **May 2020** |
| **Ugly Sweater Contest** | **Employees participated in an ugly sweater contest.** | **Dec 2018**  **Dec 2019** |
| **Ultimate Frisbee** | **All were welcomed to take a break, get outside, and be active every Thursday.** | **Fall 2018 Spr 2019** |
| **Ultrasound Screenings** | **The HUG Clinic provided free ultrasound screenings.** | **Fall 2018** |
| **United Way Campaign** | **GWCC held several events to raise money for United Way.** | **Fall 2018 Fall 2019** |
| **University Transfer Fair** | **GWCC held a University Transfer Fair with approximately 20 universities participating.** | **Oct 2018** |
| **University Transfer Fair** | **GWCC held a University Transfer Fair in conjunction with Geckoland and the I Will Graduate Student Success Fair.** | **Mar 2019 Oct 2019** |
| **Unseen Culture of Learning Disabilities** | **Tom Kusek, GWCC's Disability Resource Services manager, presented a workshop on disability etiquette, student experience in transitioning from high school to college, and teaching effectiveness in support of students with disabilities.** | **Apr 2019** |
| **Veterans Appreciation BBQ** | **The Maricopa Veterans Education Taskforce (MVET) held its Sixth Annual Veterans Appreciation Luncheon to thank Veteran faculty, staff, and students at GWCC's Washington campus.** | **Nov 2018** |
| **Veterans Day Celebration 2018** | **Student Life & Leadership and Veterans Services hosted opportunities for students, faculty, and staff to recognize veterans with games, vendors, giveaways, music, and activities.** | **Nov 2018** |
| **Veterans Day Celebration 2019** | **The Veterans Committee planned several events to recognize contributions of students, faculty, staff, and other veterans. Events included participation in the City of Phoenix Veterans Day Parade, flag raising ceremony and breakfast, and a fun run/walk. Students and instructors in the Cosmetology program offered complimentary haircuts for active military, ROTC, and veterans.** | **Nov 2019** |
| **Veterans Day Letter Writing Event** | **Student Life & Leadership and Veterans Services hosted opportunities for students, faculty, and staff to recognize veterans. The college community was asked to write messages of appreciation for our military, past and present. A Million Thanks forwarded these messages to our service members around the world.** | **Nov 2018** |
| **Veterans Hiring Expo** | **Rio Salado College sponsored a Veterans Hiring Expo at GWCC's Central City campus. MCCCD partnered with community resources in the county to support veteran students who will be finishing their academic careers and transitioning into industries needing skilled workers. The event was free and open to all veterans.** | **Jan 2020** |
| **Veterans Mentor Program** | **GWCC piloted a Veteran Mentor Program in conjunction with the District's MVET group. Volunteers were trained to serve as mentors to veterans.** | **Fall 2019** |
| **Virtual Career Fair** | **Hosted by Maricopa Career Services, a Virtual Career Fair was held.** | **Apr 2020** |
| **Vision Screening** | **Ophthalmic students conducted free eye and glaucoma screenings.** | **Oct 2018 Apr-May 2019** |
| **Vision Walk** | **The Ophthalmic Assisting Program created a team of family, friends, colleagues, and students to participate in the 14th Annual Vision Walk event to raise funds and awareness for those living with blindness.** | **Feb 2020** |
| **Volunteer Income Tax Assistance (VITA)** | **GWCC Washington Campus, in partnership with the City of Phoenix, was a VITA site for tax preparation for those who qualify. Accounting students assisted.** | **Feb-Apr 2019 Feb-Mar 2020** |
| **Walk-In-Walk-Out Wednesdays** | **GWCC's Center for Teaching, Learning & Employee Development held open house on Wednesdays for anyone to stop by with any questions.** | **Spr 2019** |
| **Walkway for Hope** | **GateWay announced the unveiling of our Walkway for Hope, a seven-station permanent installation on campus that will showcase student research, topics of social justice, and areas of community concern. This installation was sponsored by a Department of Education, Developing Hispanic Serving Institutions Title V Grant.** | **Feb 2020** |
| **Water Resources Open House** | **The GateWay Training Center in Surprise held an open house. Attendees learned about the future of water and water-related jobs in the state.** | **Feb 2019** |
| **Welcome Back Week** | **GWCC Student Life and Leadership hosted welcome back social activities.** | **Aug 2018** |
| **Welcome Week Events** | **Student Life hosted Welcome Week events across the Washington campus. These events informed new and returning students of policies while providing leadership and networking opportunities. Snacks, food, information, and games were provided.** | **Aug 2019** |
| **Wellness A to Z Day** | **Wellness A to Z Day, recognized by the State of Arizona and Governor Doug Ducey, is a day to acknowledge the positive health and wellness opportunities that Arizona has to offer. Everyone is encouraged to practice health and wellness virtually by participating in one or more activities with our partner organizations to promote health and wellness.** | **May 2020** |
| **Wellness and Supplements** | **This workshop explored the benefits of supplements for a healthy lifestyle.** | **Fall 2018** |
| **Wellness Hike** | **GWCC's Wellness Committee invited the college community, family, and friends to hike in the Phoenix Mountains Preserve.** | **Feb 2019** |
| **Wellness Tuesdays** | **GWCC's Center for Teaching and Learning made various wellness activities available to employees on Get Moving Tuesdays from 12-12:30 PM. Quick office circuit training was provided to employees to encourage movement going during the long ten-hour summer workdays.** | **Smr 2019** |
| **Wellness Wonders of Arizona Challenge** | **Wellness Wonders of Arizona explored fun and healthy activities to do with family, colleagues, groups, clubs, or simply enjoy some "me time". Various challenges showcased the unique features of Arizona over a six-week period of time.** | **Oct-Nov 2019** |
| **What's with the Head Covering?** | **Azra Mahmood led a workshop "What's with the Head Covering? Muslim Women's Identity and the Hijab". The workshop explored stereotypes and myths about the Muslim woman's identity in society while wearing the headscarf or Hijab.** | **Apr 2019** |
| **Winter Facial Spa-rty** | **Under the supervision of instructors, GWCC Aesthetic students provided low-cost facials and hand massages.** | **Feb-Mar 2020** |
| **Women in the Workplace Panel** | **In conjunction with Women's History Month, GWCC's Cultural Learning Institute hosted a panel of women in the Engineering and Water Technology fields to discuss experiences in the workforce and allow participants to explore stereotypes and myths about their career and fields of interest. This session was free and open to all.** | **Mar 2019** |
| **Women Rising Club** | **Students involved in the Women Rising Program participated in activities that promote leadership, sisterhood, and empowerment. Opportunities supported success through chapter meetings, networking, academic and career workshops, cultural activities, leadership events, and mentorship.** | **Spr 2020** |
| **Women's History Month** | **GateWay's Hispanic Student Organization and Women Rising Program presented “What's Your Story?” All students, staff, and faculty were welcome to participate by building a storyboard.** | **Feb 2020** |
| **World Car Free Day** | **Students, faculty, and staff were encouraged to go without cars on September 22, 2018, in support of World Car Free Day.** | **Sep 2018** |
| **Writing Contest** | **Students participated in the 23rd Annual Writing contest.** | **Spr 2019** |
| **Writing Workshops** | **Free writing workshops were open to all students who need assistance in areas such as MLA/APA formatting, scholarship applications, or resumes and cover letters.** | **Spr 2020** |
| **Yavapai Fort McDowell Nation** | **The Yavapai Fort McDowell Nation partnered with GWCC to offer its Career Exploration Summer Camp to 35 tribal youth, who had opportunity to explore programs in Occupational Safety and Health Technology, Polysomnography, EEG/END, CNC/Precision Machining, Computer Support Specialist, and EMS.** | **Jun 2019** |
| **Year of the Rat** | **Free and open to the public was the Year of the Rat: Lunar New Year Celebration. The event included a lion dance, Japanese taiko drums, martial arts demonstrations, snacks, and games.** | **Feb 2020** |
| **Youth Summer Camps** | **GWCC's Children's Learning Center prepared for summer with several summer camp offerings.** | **Smr 2019** |
| **YMCA** | **Maricopa Community Colleges and the Valley of the Sun YMCA partnered to provide a new employee perk. The perk included waiving the standard joining fee and a 20% reduction in the monthly membership rate.** | **Beginning  Dec 2018** |

# Appendix M

## Classes Integrating Service-Learning

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| --- | --- | --- | --- |
| **Class** | **Activity/Description** | **When** | **Category\*** |
| **HCS102** | Hospital Central Services students served at Project Cure, an agency that collects and donates gently used medical equipment to overseas clinics in need. Students used their knowledge to identify and sort surgical instruments and pack boxes for shipment. | **Fall 2018** | **SL** |
| **BIO105** | Students committed to four hours of service in some area of environmental concern. Projects included service at the Audubon Society, Phoenix Zoo, and neighborhood revitalization organizations. | **Fall 2018** | **SL** |
| **SGT102** | Surgical Technology students served at Project Cure, an agency that collects and donates gently used medical equipment to overseas clinics in need. Students used their knowledge to identify and sort surgical instruments and pack boxes for shipment. | **Fall 2018** | **SL** |
| **RDG081/RDG100** | Students selected one of two projects: maintaining and tracking books at GateWay’s Little Free Library or serving at Project Access, an after-school program in a self-contained low-income housing complex. Little Free Library students stocked and tracked the type and number of books being taken/returned from the LFL, and used it as a launching pad to connect to literacy rates in the local community and beyond. Project Access students helped with English-language support, tutoring pre-K through elementary school students, and assisted with computer literacy for children, refugees, and ESL clients. | **Fall 2018** | **SL** |
| **EDU221** | Education students participated in a 40-hour field experience in local elementary and junior high schools. Students assisted teachers in the classroom, observed different teaching strategies and classroom goals, and worked hands-on with children to improve reading and math scores. Additionally, they researched and observed issues in education including funding, local and national reading rates, and predictions for high school graduation and secondary education. | **Fall 2018** | **SL** |
| **ENG091** | Students self-selected service sites of personal significance or academic/career relevance. Popular areas of interest included animal shelters, events to connect homeless individuals to resources, hunger, and leadership roles with children. Reflections commonly tied back to students’ career goals and/or personal experiences. Several students revisited services they had received as children and evaluated their new role as “helper” rather than “receiver” of services. | **Fall 2018** | **SL** |
| **ENG091** | Students self-selected service sites of personal significance or academic/career relevance. Popular areas of interest included animal shelters, events to connect homeless individuals to resources, hunger, and leadership roles with children. Reflections commonly tied back to students’ career goals and/or personal experiences. Several students revisited services they had received as children and evaluated their new role as “helper” rather than “receiver” of services. | **Fall 2018** | **SL** |
| **BIO182** | Students toured Wild at Heart Raptor Rescue to learn about threats to bird environments and bird safety. The students connected this information to the new 202 freeway running through portions of south Phoenix where burrowing owls and other birds dwell. Students used lab time to observe the creation of man-made burrowing owl habitats for bird relocation and attended a feeding session with Audubon Society professionals | **Fall 2018** | **SL** |
| **Softball** | The softball team officially adopted Homework Heroes at Boys & Girls Club – Parsons Branch. Players visited the club several times to help first, second, and third graders with their homework. They also had conversations about leadership, academic success, and attending college | **Fall 2018** | **CCSL** |
| **FON241L** | Nutrition students used their lab time to work with HUG (Healthcare United GateWay) patients in an obesity study and action plan. Students worked directly with patients to track and monitor calorie intake, design new eating plans, and assist with exercise and other healthful habits. | **Fall 2018** | **SL** |
| **OSH203** | Students served at a Household Hazardous Waste collection event hosted by the city of Phoenix. Students interviewed participants about the amount and type of chemicals they were disposing and directed them to appropriate disposal areas. Reflection surrounded minimizing hazardous waste and pollution, and techniques to avoid human and environmental exposure to harmful substances. | **Fall 2018** | **OSL** |
| **CPD150** | This project was designed to encourage career exploration. Students selected community sites that aligned with career interests and academic goals. Students showcased the ability to research community partners in their field, initiated contact with the agency, “sold themselves” using their elevator pitch, and then connected their service back to actual workplace demands. | **Fall 2018** | **SL** |
| **BPC270** | GeckoTechs kicked off this semester with students enrolled in BPC270. Students used their hardware and software experience to open a troubleshooting clinic for PCs and laptops belonging to college employees. Students were trained on customer service skills, tracking a computer through the troubleshooting/fixing process, and connecting/returning fixed machines to owners. Ten PCs and laptops were taken to the GeckoTechs clinic, and all 10 were fixed and returned to owners. | **Fall 2018** | **SL** |
| **COM263** | One student opted into the Service-Learning Honors project in this course. The student served at Feed My Starving Children as part of an honors project exploring hunger locally and nationally, as well as the implication hunger has on socioeconomic status and educational attainment. | **Fall 2018** | **SL Hon** |
| **SOC101** | Two students participated in the Optional Service-Learning component of this class, using service to the community as first-person research for Sociology research projects. | **Fall 2018** | **OSL** |
| **ESP110** | Clock hour students in 6 ESP110 classes served at multiple events on the Central City and Deer Valley campuses. Students offered tours to possible new students, explained programs and job opportunities, and described their experience as a college student to first-time visitors. Students offered hands-on demos in welding, massage, cosmetology, and other clock hour programs. They also conducted surveys of visitors and collected feedback on how their programs and events could provide better information for first-time to college students. Often, they assisted with free food offerings to the community with partners like St. Mary’s Food Bank. All reflections tied back to students as leaders and how they can use their knowledge and skills to assist others. | **Fall 2018** | **SL** |
| **EMC104** | Students collected water and other supplies for first responders as part of a Day of Remembrance held on GateWay’s Southwest Skill Center campus. Students met with firemen, police, and EMTs to deliver supplies and to discuss a day in the life of first responders including the challenges and demands of emergency response | **Fall 2018** | **SL** |
| **PSY101** | Students selected a relevant and pressing community issue and were required to write a brief history of the issue, identify stakeholders, and apply psychological concepts where appropriate. Each student served in an area related to their issue as a form of research. The end result was a creation of an intervention that they (as individuals) could take to address the issue. | **Spring 2019** | **CE** |
| **BIO105** | Service-learning in BIO105 has traditionally included students picking their own community agencies and issue. This semester, the instructor teamed with Citizen Forester through city of Phoenix. Citizen Forester is a group that teaches citizens about the importance of trees, from environmental to financial impact on our city. Students attended a workshop on urban planning and landscape development and then participated in a live tree planting on the college campus. Students were also taught how to trim and maintain trees over their lifespan | **Spring 2019** | **SL** |
| **BIO181** | Students participated in water testing and tree planting at the Rio Salado Habitat Restoration Area. Students were able to work with Project WET from the University of Arizona to test water runoff in several different holding ponds to determine contaminants and variations among different samples. | **Spring 2019** | **SL** |
| **BIO182** | Students participated in tree planting and habitat restoration at Rio Salado Habitat Restoration Area. Students also toured the restoration area to learn about water runoff, pollution, animals, and the urban trail system. | **Spring 2019** | **SL** |
| **ENG101** | Students planned, organized, and executed a children’s book drive around campus and in the community to stock the college’s Little Free Library. The drive and library stocking was related to a project on the relationship between literacy and access to books at young ages. | **Spring 2019** | **SL** |
| **ENG101** | Two sections of ENG101 participated in the Veteran’s Heritage Project. Students located and interviewed a Veteran and then wrote his or her story for a book titled “Since You Asked,” that is published by the MCCCD and the VHP national organization. All published stories will be catalogued in the Library of Congress in an effort to conserve the stories and experiences of Veterans as told through their own words. | **Spring 2019** | **SL** |
| **FON241L** | Nutrition students used their lab time to work with HUG (Healthcare United GateWay) patients in an obesity study and action plan. Students worked directly with patients to track and monitor calorie intake, design new eating plans, and assist with exercise and other healthful habits. | **Spring 2019** | **SL** |
| **PTA200** | Physical Therapy Assistant students used their knowledge of human muscle and bone strengthening techniques to assist clients at Ability360, a local gym and service center for people with physical disabilities. Students assisted on the gym floor with modified exercise equipment and participated in sports tournaments for players in wheelchairs and other adaptive technologies | **Spring 2019** | **SL** |
| **ENG081** | Developmental students engaged in four hours of service-learning at a site of their choice. Students completed written reflections about the process of researching possible agencies, contacting the agencies, and the service experience itself. Goals included working on English-language ability and identifying social issues of impact and personal significance. | **Spring 2019** | **SL** |
| **RDG081** | Developmental students read to kids at the Children’s Learning Center in honor of Black History Month. Students, many who are non-confident readers, practiced reading aloud skills and spent 30 minutes reading with kids in small groups. Kids from the CLC got to keep the books and take them home for their own personal libraries. College students reported feeling more confident about reading allowed, and drew connections between the importance of reading to kids and educational success. | **Spring 2019** | **SL** |
| **PSY132** | This semester, students completed a small group research project to explore similarities and differences across cultures at GateWay. Groups developed a research question, interview questions, and protocols for conducting interviews. The interviews were analyzed to discover common themes among different cultural groups in an effort to promote tolerance, understanding, and mutual respect. | **Spring 2019** | **CE** |
| **SOC101** | Two sections of SOC101 students broke into groups to serve in various community agencies. Projects focused on areas including hunger and homelessness, refugees, and domestic violence. | **Spring 2019** | **SL** |
| **HON201** | Honors students taught Art Masterpiece to third graders at a local elementary school. Students visited the Education Director at Phoenix Art Museum to learn about how to evaluate and discuss art with children. They also received ideas for art lessons with kids and ways to present and work with different mediums. Students then created and delivered their own art lessons to third graders. | **Spring 2019** | **SL** |
| **RES140** | Students select a healthcare-related service opportunity as part of a mandatory class assignment. Students commonly select to work with the on-campus HUG Clinic or with the Mobile HUG Clinic, as well as with organizations such as the American Lung Association and Mountain Park Health Center. Service includes exposure to patient care and customer service, as well as explaining health issues to patrons at healthcare events. Students in the Respiratory program also spearheaded the ADEQ Air Quality Flag Program on campus, where students are monitoring air quality reports and hanging the appropriate flag each day. Additionally, these students created an on-campus educational campaign to alert others to air quality issues and suggest ways to modify activities for those who have air quality sensitivities | **Spring 2019** | **SL** |
| **Accounting Program** | Accounting students participate in the Volunteer Income Tax Assistance program, designed to provide free tax assistance to any community member under a certain income level. Students with tax experience can serve as preparers, while students earlier in the program can be greeters and screeners. This year, the VITA group at GateWay served 155 clients, finished 108 tax returns, and assisted with a total refund amount of more than $130,000. | **Spring 2019** | **OSL** |
| **Cosmetology Program** | Students assisted with EMCC’s Prom Dress Extravaganza event by helping high school juniors and seniors with hair and makeup tips. Students were able to select dresses, shoes, jewelry, and work with COS students to find a flattering and easily replicable hairstyle for the big day. COS students also did hair and makeup for student participants in GateWay’s Runway to Success event. | **Spring 2019** | **OSL** |
| **OSH189AA** | Students served at the Distracted Driving Summit by sharing information on defensive driving and safe road handling procedures, and helped kids work go carts to simulate real-world driving mishaps that can occur, and how to handle roadside emergencies. | **Spring 2019** | **OSL** |
| **ESP110** | Clock hour students participated in the Earth Day Celebration at the Central City campus. Students offered tours of their programs, including ways in which the programs achieve sustainable practices. Students also assisted with recycling drives and distributed food from a St. Mary’s Food Bank truck | **Spring 2019** | **SL** |
| **SWU171** | Social work students identified community agencies serving the community in areas relevant to their career aspirations. Students worked with the homeless, refugee populations, children, and social work agencies to apply class knowledge and gain work experience. | **Spring 2019** | **OSL** |
| **Baseball Team** | Student athletes participated in Trees, Trails, and Trash project at the Rio Salado Restoration Habitat Area in south Phoenix. Students planted trees, augmented trails, and picked up trash along the former trash dump turned urban preserve as a way to explore personal responsibility to our environment and leadership in the community. | **Spring 2019** | **CCSL** |
| **ENG102** | Students selected their own service projects in this course, including service at the Phoenix Zoo, Feed My Starving Children, animal shelters, and homeless shelters. Each student used their service as first-person research for a written paper. Students reflected on economic and environmental factors in their given projects, as well as their own role in the health of a community. | **Summer 2019** | **OSL** |
| **EDU222** | Education students shadowed elementary school teachers in an academic summer program. Students assisted with reading, deliver lessons, and active learning projects. | **Summer 2019** | **SL** |
| **SWU171** | Social work students sought out and shadowed social workers in their area of interest to learn more about the day-to-day responsibilities and community challenges faced in the profession. In some cases, students assisted with projects. | **Summer 2019** | **CE** |
| **MDC102** | Medical Assistant students took vital signs for community members during health fairs at the Litchfield School District | **Fall 2019** | **SL** |
| **EMC104** | Students collected water and other supplies for first responders as part of a Day of Remembrance held on GateWay’s Southwest Skill Center campus. Students met with firemen, police, and EMTs to deliver supplies and to discuss a day in the life of first responders including the challenges and demands of emergency response. | **Fall 2019** | **SL** |
| **COM100** | Two sections of COM students selected one of three projects focusing on Food Access, Childhood Literacy, and Obesity/Nutrition. Each student group completed research and a service project. Projects included educational games and reading with kids at the on-campus Children’s Learning Center and a book drive and food drive for donation to the GateWay Little Free Library and on-campus food pantry. More than 300 pounds of books were collected, and multiple boxes of food. | **Fall 2019** | **SL** |
| **BPC270** | The first-ever Senior Day at GateWay project involved BPC270 students writing and delivering basic computer skills workshops to residents of City of Phoenix Senior Housing. Seniors visited the campus, learned about programs and senior tuition discounts, and self-selected workshops on email, social media, Internet safety and more. | **Fall 2019** | **SL** |
| **CPD150** | This project was designed to encourage career exploration. Students selected community sites that aligned with career interests and academic goals. Students showcased the ability to research community partners in their field, initiated contact with the agency, used their elevator pitch as a professional introduction, and then connected their service back to actual workplace demands | **Fall 2019** | **SL** |
| **HCC130** | Intro to Healthcare students spent time researching and connecting with professionals in their chosen careers. Students were expected (with assistance) to connect with a career professional for an informational interview, and then connected that information back to their skills, abilities, and academic majors. | **Fall 2019** | **SL** |
| **RES130/RES140/RES220** | Students select a healthcare-related service opportunity as part of a mandatory class assignment. Students commonly select to work with the on-campus HUG Clinic or with the Mobile HUG Clinic, as well as with organizations such as the American Lung Association and Mountain Park Health Center. Service includes exposure to patient care and customer service, as well as explaining health issues to patrons at healthcare events. Students in the Respiratory program also spearheaded the ADEQ Air Quality Flag Program on campus, where students are monitoring air quality reports and hanging the appropriate flag each day. Additionally, these students created an on-campus educational campaign to alert others to air quality issues and suggest ways to modify activities for those who have air quality sensitivities. | **Fall 2019** | **SL** |
| **SGT102** | Surgical Technology students served at Project Cure, an agency that collects and donates gently used medical equipment to overseas clinics in need. Students used their knowledge to identify and sort surgical instruments and pack boxes for shipment. | **Fall 2019** | **SL** |
| **HCS102** | Hospital Central Services students served at Project Cure, an agency that collects and donates gently used medical equipment to overseas clinics in need. Students used their knowledge to identify and sort surgical instruments and pack boxes for shipment. | **Fall 2019** | **SL** |
| **OSH240** | One student selected to complete a 20-hour service-learning project with the Society of Fire Protection Engineers. The student participated in on-site safety evaluations and served alongside professionals in the OSH field. | **Fall 2019** | **OSL** |
| **ENG101** | Students served 5-10 hours at a community site of their choice. Students were asked to identify an issue of importance, either related to their academic major and career goals or to an issue of social justice, and select a site to research and assist. Students served in agencies including Mountain Park Health Center, Boys & Girls Club, Phoenix Zoo, Feed My Starving Children, and ICM Food Bank. | **Fall 2019** | **SL/OSL** |
| **ENG071/ENG081** | Developmental students engaged in four hours of service-learning at a site of their choice. Students completed written reflections about the process of researching possible agencies, contacting the agencies, and the service experience itself. Goals included working on English-language ability and identifying social issues of impact and personal significance. | **Fall 2019** | **SL** |
| **ENG102** | Students selected an issue of social importance and researched local agencies working toward solutions. Students engaged in approximately 10 hours of service-learning with an agency of their choice that supporting their research for the assignment. | **Fall 2019** | **SL** |
| **ENG091** | Students self-selected service sites of personal significance or academic/career relevance. Popular areas of interest included animal shelters, events to connect homeless individuals to resources, hunger, and leadership roles with children. Reflections commonly tied back to students’ career goals and/or personal experiences. | **Fall 2019** | **SL** |
| **RDG081** | Developmental students read to kids at the Children’s Learning Center. Students, many who are non-confident readers, practiced reading aloud skills and spent 30 minutes reading with kids in small groups. College students reported feeling more confident about reading aloud, and drew connections between the importance of reading to kids and educational success. | **Fall 2019** | **SL** |
| **BIO181** | Biology students tested water in reservoirs at Papago Park and compared data to City of Phoenix water professionals. Students were testing for variations in oxygen, plant matter, and pollutants. Data will be shared with City of Phoenix for recording purposes. | **Fall 2019** | **SL** |
| **BIO182** | Biology students participated in an invasive species study and removal at Papago Park. The park cordoned off two sections of land. Students identified and counted invasive plants in each plot. In one, they removed invasive species and left the other untouched. At the end of the semester, they went back to review how native species were surviving in each plot and drew conclusions about the health of native species with and without the presence of invasive species. | **Fall 2019** | **SL** |
| **FON241** | Nutrition students used their lab time to work with HUG (Healthcare United GateWay) patients in an obesity study and action plan. Students worked directly with patients to track and monitor calorie intake, design new eating plans, and assist with exercise and other healthful habits | **Fall 2019** | **SL** |
| **Accounting Program** | Students in the Accounting Program assisted with Senior Day at GateWay (see BPC270). Students provided one-on-one assistance to senior citizens who needed extra help during BPC270 student presentations. | **Fall 2019** | **SL** |
| **PSG140** | Students presented on sleep disorders to two Phoenix Senior Housing Communities. Topics included, defining sleep disorders, how to determine if you may have a sleep disorder, and how to talk to your doctor about sleep disorders. Students also gave out CPAP masks and demonstrated how to use them. | **Fall 2019** | **SL** |
| **RDG100** | Students selected one of two projects: maintaining and tracking books at GateWay’s Little Free Library or serving at Project Access, an after-school program in a self-contained low-income housing complex. Little Free Library students stocked and tracked the type and number of books being taken/returned from the LFL, and used it as a launching pad to connect to literacy rates in the local community and beyond. Project Access students helped with English-language support, tutoring pre-K through elementary school students, and assisted with computer literacy for children, refugees, and ESL clients. | **Fall 2019** | **SL** |
| **SOC101** | Two sections of SOC101 students broke into groups to serve in various community agencies. Projects focused on areas including hunger and homelessness, refugees, and domestic violence. | **Fall 2019** | **SL** |
| **SWU171** | Students supported the on-campus Empty Bowls event by providing literature and other educational materials that they designed to help shoppers and other participants better understand hunger in our local, state, and national communities. Activities included games, trivia, and quick facts read by students every 15 minutes throughout the event. | **Fall 2019** | **SL** |
| **Cosmetology Program** | Students gave hair and makeup tips at the Women’s Expo in Phoenix. | **Fall 2019** | **SL** |
| **ENG101** | Students served 5-10 hours at a community site of their choice. Students were asked to identify an issue of importance, either related to their academic major and career goals or to an issue of social justice, and select a site to research and assist. Students served in agencies including Mountain Park Health Center, Boys & Girls Club, Phoenix Zoo, Feed My Starving Children, and ICM Food Bank. | **Spring 2020\*\*** | **SL** |
| **EDU221** | Education students participated in a 40-hour field experience in local elementary and high schools. Students assisted teachers in the classroom, observed different teaching strategies and classroom goals, and worked hands-on with children to improve reading and math scores. Additionally, they researched and observed issues in education including funding, local and national reading rates, and predictions for high school graduation and secondary education. | **Spring 2020\*\*** | **CE** |
| **PTA200** | Physical Therapy Assistant students used their knowledge of human muscle and bone strengthening techniques to assist clients at Ability360, a local gym and service center for people with physical disabilities. Students assisted on the gym floor with modified exercise equipment and participated in sports tournaments for players in wheelchairs and other adaptive technologies. | **Spring 2020\*\*** | **SL** |
| **ENG102** | Students selected an issue of social concern and used their service-learning experience in a related agency as first-person research. Topics included hunger, homelessness, disabilities, literacy, poverty, and animal rights. | **Spring 2020\*\*** | **SL** |
| **CPD150** | This project was designed to encourage career exploration. Students selected community sites that aligned with career interests and academic goals. Students showcased the ability to research community partners in their field, initiated contact with the agency, used their elevator pitch as a professional introduction, and then connected their service back to actual workplace demands. | **Spring 2020\*\*** | **PSL** |
| **RES130/RES140** | Students select a healthcare-related service opportunity as part of a mandatory class assignment. Students commonly select to work with the on-campus HUG Clinic or with the Mobile HUG Clinic, as well as with organizations such as the American Lung Association and Mountain Park Health Center. Service includes exposure to patient care and customer service, as well as explaining health issues to patrons at healthcare events. Students in the Respiratory program also spearheaded the ADEQ Air Quality Flag Program on campus, where students are monitoring air quality reports and hanging the appropriate flag each day. Additionally, these students created an on-campus educational campaign to alert others to air quality issues and suggest ways to modify activities for those who have air quality sensitivities. | **Spring 2020\*\*** | **SL** |
| **BIO182** | Students built bat boxes for installation at Papago Park, where bat populations have suffered from lack of livable space. Students built boxes for bat families and single male bats. Installation did not take place, but plans have emerged to install after the pandemic has ended | **Spring 2020\*\*** | **SL** |
| **CIS105** | The second Senior Day at GateWay project involved CIS students writing and delivering basic computer skills workshops to residents of City of Phoenix Senior Housing. Seniors planned to visit the campus to attend workshops on email, social media, Internet safety and more. | **Spring 2020\*\*** | **PSL** |
| **SWU171** | Students identified a social issue of their choice and did research (including informational interviews of those in the field) in order to brainstorm solutions. | **Spring 2020\*\*** | **CE** |
| **SWU291** | Students enrolled in this course have a mandatory 30-hour field experience to complete. Students self-select an agency in their area of career interest. Topics have included autism and other disability awareness, poverty, education, and housing. | **Spring 2020\*\*** | **VSL** |
| **Alternative Spring Break** | Student athletes participated in Trees, Trails, and Trash project at the Rio Salado Restoration Habitat Area in south Phoenix. Students planted trees, augmented trails, and picked up trash along the former trash dump turned urban preserve as a way to explore personal responsibility to our environment and leadership in the community. | **Spring 2020\*\*** | **CCSL** |
| **Cosmetology Program** | Students assisted with EMCC’s Prom Dress Extravaganza event by helping high school juniors and seniors with hair and makeup tips. Students were able to select dresses, shoes, jewelry, and work with COS students to find a flattering and easily replicable hairstyle for the big day | **Spring 2020\*\*** | **SL** |
| **ENG102** | Students selected an issue of social importance and researched local agencies working toward solutions. Students engaged in approximately 10 hours of service-learning with an agency of their choice that supporting their research for the assignment. | **Spring 2020\*\*** | **PSL** |
| **SWU291** | Students participated in the first all-virtual service-learning project to satisfy their 30-hour mandatory field experience. Faculty paired with VN Abroad in Costa Rica, an agency dedicated to community support including a large influx of refugees from Nicaragua. GateWay students connected with students and community members in Costa Rica through VN Abroad to discuss issues of global and local impact, including cultural differences, food access, poverty, access to education, and domestic violence. Students walked away from the experience with a greater understanding of world politics, different cultures, the plight of refugees, and more. | **Summer 2020** | **VSL** |

**\*\*Spring 2020** - Many SLCE projects were interrupted during Spring 2020 due to coronavirus and the subsequent move to online-only instruction. While projects are described here in their intended entirety, many were not completed. However, the SLCE Office recognizes the work of faculty and students in the preparation and progress made toward completion of these assignments, as well as their impact on community. Projects that were planned but did not start were eliminated from the SLCE report from which this table was taken.

**\*Categories and Definitions:**

**CCSL = Co-Curricular Service-Learning**: Service opportunities for campus clubs and organizations to participate in meaningful service based on that group’s mission and skills. Projects or activities must fulfill a community need and be followed by structured reflection to encourage students to learn more about themselves and their communities. Often, this includes a connection to the college’s Institutional Learning Outcome of Personal Responsibility & Civic Engagement.

**CE** = **Civic Engagement**: Instruction and activities designed to encourage students to promote the quality of life in our communities in both political and social arenas, while developing the combination of knowledge, skills, values and motivation to create morally and civically responsible citizens.

**OSL** = **Optional Service-Learning**: Instructor offers service-learning as an option or alternative to a traditional assignment. Students can individually decide if they’d like to participate.

**PSL** = **Partial Service-Learning**: This designation was added for Spring 2020 in recognition of in-progress SLCE classes that were interrupted by coronavirus. Students were given credit for a minimum of 3 hours SLCE to recognize the preparation put in, even if the projects were incomplete.

**SL = Service-Learning**: Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service must be integrated into course content, but may involve direct or indirect service, advocacy, and academic research.

**SL Hon** = **Service-Learning for Honors**: Instructors encourage or allow students to incorporate service-learning into an Honors project. Often this will only be one or two students in a given course.

**VSL** = **Virtual Service-Learning**: Service-Learning or Civic Engagement projects that occur in remote or virtual environments.