

**Program Review  
Department of Education  
May 2008**

Approved by

  
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Date

Feb. 17, 2009



**Northland Pioneer College**

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STRONG MINDS. STRONG COMMUNITIES.

**PROGRAM REVIEW**

**DEPARTMENT OF EDUCATION**

**MAY, 2008**

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## **EDUCATION PROGRAM REVIEW**

### **May, 2008**

#### **Introductory Remarks**

The Associates of Arts in Elementary Education (AAEE) degree provides students with undergraduate transfer coursework to any of Arizona's publicly funded universities. There are three (3) core courses, EDU200-Introduction to Education, EDU220-Diversity in Education and EDU222- Introduction to Special Education, plus an EDU articulated elective that constitutes the AAEE Education curriculum of 12 credit hours. Additional required courses are MAT 161 and MAT 162, Algebra-based Mathematics for the Elementary School Teacher. The rest of the 64 credit hours required for the AAEE Degree are composed of the AGECE courses. Additionally, the Education program provides certified teachers with course work to assist them with eligibility for endorsements.

In January, 2003 the Education Department was initiated to develop a pathway degree program (Associate of Arts in Elementary Education) for students to articulate to a publicly funded university to complete their Initial Teacher Certification Program, with the completion of a baccalaureate degree in education. In the process of developing the degree pathway, curriculum was written and articulated with the Universities and Community Colleges statewide. The Northland Pioneer College Board of directors approved the Associate of Arts in Elementary Education (AAEE) in April, 2003 and Faculty initiated the degree program in the Fall-2003 semester. This action reduced problematic issues for students in advisement, curriculum planning, and transferring credits, by establishing a clearly defined transfer pathway to the university as a "block" of courses.

Prior to the AAEE degree approval, Education (EDU) courses were offered by NPC under the direction of the Dean of Liberal Arts. At this time the "*No Child Left Behind*" legislation placed pressure on school districts to insure that classroom teaching assistants had an AA degree or 60+ credit hours. This National initiative to insure "highly qualified teachers" did increase enrollment for a short time, but students soon found alternative pathways to retain their job (para-pro testing) or quit working in the classrooms. Current trends in enrollment remain consistent.

Courses are delivered to all campus/center locations through the audio or video distance learning modality, the Internet, and through traditional face to face classes. When scheduling classes the Department of Education attempts to provide a balanced offering for daytime students as well as evening students, allowing the curriculum to be completed in a 4 semester sequence.

#### **Mission Statement**

*Northland Pioneer College creates, supports and promotes lifelong learning.*

To meet NPC's Mission the *Education Department Mission is to provide a carefully crafted curriculum of foundation education courses, defining an academic pathway to teacher certification with an Associates of Arts in Elementary Education.*

Preparing students for a career in the K-8 classroom *we value:*

- Providing a solid foundation in the field of education *to develop quality teachers who will transform* education and the lives of their future students.
- Maintaining high academic standards and developing the ability of future teachers to be confident, effective professionals in today's diverse classrooms
- Offering guidance and individualized attention to enable students to maximize their learning experience at NPC

### **Goals**

NPC's Education Department has multiple goals to meet the multiple goals of our students. Serving a student population with differentiated curriculum/career goals provides the Education Department with the opportunity to be flexible and student centered. The nature of a program with multiple goals produces challenges relative to articulating and defining measurements for "success" or "completion". The department views these issues of student outcomes as best served by looking at the *individual student* and evaluating barriers they may encounter in completing their goals and self defined program of study at Northland Pioneer College.

- **Goal #1.** Offer courses that provide an opportunity for students to explore career opportunities as an educator and the profession of a classroom educator.
- **Goal #2.** Prepare students for employment in the public schools as an instructional assistant, by completing the AAEE degree, or by providing additional credits in education coursework.
- **Goal #3.** Provide courses as a part of a transfer pathway to a University granting Initial Teacher Certification.
- **Goal # 4.** Provide continuing education opportunities and credits for certified teachers for skill improvement and endorsement requirements.
- **Goal #5** Provide EDU content hours for post BA students seeking emergency teaching certification
- **Goal #6** Provide courses to enable students to apply for substitute teaching certification and employment in the

service area school districts.

- **Goal #7** Provide course work for students seeking secondary school teaching certification and endorsements.

## **Associates Of Arts In Elementary Education (AAEE) Curriculum (64 Credits)**

### **Goals #1, 2, 3, 7**

The Associate of Arts in Elementary Education degree provides foundation skills for the teaching field and prepares students for transfer into a baccalaureate initial teaching certification programs in all publicly funded universities in Arizona. The AA in Elementary Education will also prepare and qualify the student for employment as an Instructional Assistant, working in the elementary and secondary school classrooms of Northeastern Arizona. Career opportunities in elementary education exist nationwide, especially in rapidly growing states such as Arizona and among historically underserved populations such as those in many Northland Pioneer College's service area. Students seeking a pathway for secondary education certification can complete the core curriculum, excluding MAT 161/162 and replace these 2 classes with content area emphasis classes.

### **General Education Requirements • 35 cr.**

Completion of the 35 general education course credits fulfills all requirements for the Arizona General Education Curriculum (AGEC) requirements.

#### **English • 6 cr.**

ENL 101 College Composition I • 3 cr.

ENL 102 College Composition II • 3 cr.

#### **Mathematics • 3 cr.**

MAT 142 College Math w/Contemporary Applications • 3 cr.

or

MAT 152 Advanced Algebra • 3 cr.

#### **Arts and Humanities • 9 cr.**

Courses must be selected from the following list and from at least two disciplines:

ART 101 Understanding Art • 3 cr.

ART 115 Art History I • 3 cr.

ART 116 Art History II • 3 cr.

ENL 220 World Literature I • 3 cr.

ENL 221 World Literature II • 3 cr.

ENL 224 English Literature I • 3 cr.

ENL 225 English Literature II • 3 cr.

HUM 150 Humanities in the Western World I • 3 cr.

HUM 151 Humanities in the Western World II • 3 cr.

MUS 150 Music Appreciation • 3 cr.

PHL 101 Introduction to Philosophy • 3 cr.

PHL 105 Introduction to Ethics • 3 cr.

SPT 130 Introduction to Theatre • 3 cr.

#### **Physical and Biological Sciences • 8 cr.**

Courses must be selected from the following list:

BIO 100 Biology Concepts • 4 cr.

BIO 105 Environmental Biology • 4 cr.  
 BIO 160 Introduction to Human Anatomy and Physiology I • 4 cr.  
 BIO 181 General Biology I • 4 cr.  
 BIO 182 General Biology II • 4 cr.  
 \*\*CHM 130 Fundamental Chemistry • 4 cr.  
 \*\*CHM 151 General Chemistry I • 4 cr.  
 CHM 152 General Chemistry II • 4 cr.  
 GEO 111 Physical Geography • 4 cr.  
 GLG 101 Introduction to Geology I - Physical • 4 cr.  
 GLG 102 Introduction to Geology II - Historical • 4 cr.  
 PHY 113 General Physics I • 4 cr.  
 PHY 114 General Physics II • 4 cr.  
 \*\* Students may transfer either CHM 130 or CHM 151, but not both;  
 therefore, CHM 130 and CHM 151 cannot be taken to satisfy the 8  
 credit requirement.

**Social and Behavioral Sciences • 9 cr.**

Courses must be selected from the list below and from at least two disciplines. At least one asterisk (\*) course must be chosen in order to meet requirements for Contemporary Global/International or Historical Awareness.

\*ANT 102 Cultural Anthropology • 3 cr.  
 BUS 140 Principles of Economics - Macro • 3 cr.  
 BUS 141 Principles of Economics - Micro • 3 cr.  
 \*GEO 110 World Regional Geography • 3 cr.  
 \*HIS 105 U.S. History to 1877 • 3 cr.  
 \*HIS 106 U.S. History since 1877 • 3 cr.  
 \*HIS 155 Western Civilization to 1700 • 3 cr.  
 \*HIS 156 Western Civilization since 1700 • 3 cr.  
 POS 110 American Government • 3 cr.  
 PSY 101 Introduction to Psychology • 3 cr.  
 PSY 200 Psychology of Adjustment • 3 cr.  
 PSY 240 Developmental Psychology • 3 cr.  
 SOC 120 General Sociology • 3 cr.  
 SOC 121 Social Problems in America • 3 cr.  
 SOC 130 Racial, Ethnic & Gender Relations in Modern Society • 3  
 cr.  
 SOC 225 Sociology of the Family • 3 cr.

**Core Requirements • 15 cr.**

EDU 200 Introduction to Education • 3 cr.  
 EDU 220 Diversity in Education • 3 cr.  
 EDU 222 Introduction to Special Education • 3 cr.  
 MAT 161 Algebra-based Math for Elementary Teachers I • 3 cr.  
 MAT 162 Algebra-based Math for Elementary Teachers II • 3 cr.

**Required Electives • 14 cr.**

Successful completion of one of the following:

EDU 272 Educational Psychology • 3 cr.  
 or  
 EDU 276 Managing the Learning Environment • 3 cr.  
 or  
 EDU 291 Children's Literature • 3 cr.  
 or  
 ENL 291 Children's Literature • 3 cr.  
 Plus, successful completion of each of the following  
 CIS 100 Introduction to Computer Science • 3 cr.  
 POS 221 Arizona Constitution • 1 cr.  
 POS 222 U.S. Constitution • 1 cr.

Plus, successful completion of six credits of unduplicated electives from the General Education Requirements list (6 cr.).

The electives component must consist of credits that transfer to all three public Arizona universities as defined in the Course Equivalency Guide *of the year the student completes the course*. Access to information about degrees and pathways, common courses, Course Equivalency Guides, transfer guides and Arizona college and university catalogs is available through an Academic Advisor or directly on the Internet at [.az.transfer.org/cas](http://az.transfer.org/cas).

## **AEE Program Curriculum Content: Course Descriptions and Enrollment Trends/History**

### **EDU 200 *Introduction to Education-* Addresses goals # 1, 2, 3, 5, 7**

Course description: (3 credit hrs). Surveys the field of education including the historical development of the public education system, the requirements for admission into teaching, approaches and theory, problems of teachers, organization and administration, ethical and legal aspects and philosophical foundations of education are examined. Prerequisite: Satisfactory placement.

#### **Enrollment trends**

<b>semester</b>	<b>year</b>	<b>sections</b>	<b>enrollment</b>
FA	2002	4	71
SP	2003	6	82
S1	2003	1	17
FA	2003	4	69
SP	2004	4	62
S1	2004	1	6
S2	2004	1	9
FA	2004	5	81
SP	2005	2	35
FA	2005	5	68
SP	2006	2	30
SI	2006	1	23
FA	2006	4	63
SP	2007	2	39
S1	2007	1	13
FA	2007	4	34
<b>TOTALS</b>		<b>47</b>	<b>702</b>

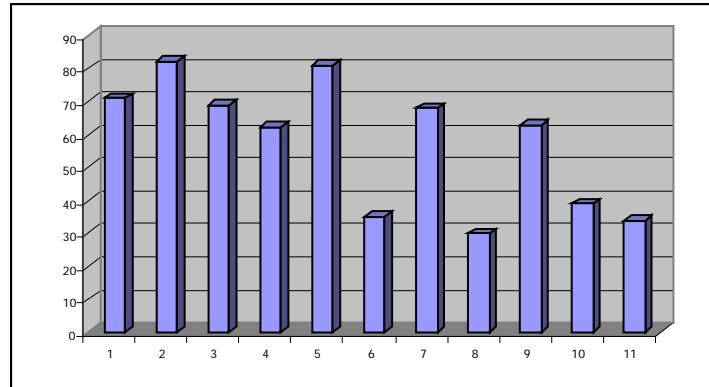
#### **Discussion of the enrollment trends EDU 200:**

Over the past eleven (11) semesters (excluding summer school) the class has averaged 57.6 students. There has been a slight decline in enrollment starting in 2006, as the NCLB mandate for “highly qualified” teachers/teaching assistants reached it’s deadline. Prospective students working as teaching assistants attained the mandate, tested out, or retired from working in the public school



system. Other variables may be effecting enrollment, as evidenced by the Fall 2006 enrollment of 63 students. The data is insufficient to reach any sound conclusions other than the average enrollment of 57.6 students per semester.

Enrollment over the past 11 semesters



### **EDU 220 *Diversity in Education* –**

Addresses goals # 2-7

Course description: (3 credit hrs). An introduction to multicultural education and the various forms of human diversity found in today's classrooms, schools and communities. Emphasis on the role of stereotyping and prejudice as they affect teachers/learners. Prerequisite: Satisfactory placement.

#### **Enrollment trends**

SP	2003	1	7
FA	2003	2	16
SP	2004	2	44
FA	2004	1	10
SP	2005	3	29
FA	2005	1	3
SP	2006	1	21
FA	2006	2	14
SP	2007	2	21
FA	2007	2	16
<b>Totals</b>		<b>17</b>	<b>181</b>

#### **Discussion of the enrollment trends- EDU 220:**

Over the past 10 semesters the average enrollment has been 18.1 students with an average of 1.7 (2) sections offered. The spring semesters have had a higher enrollment rate than the fall semesters. This anomaly is hard to explain.

### **EDU 222 *Introduction to Special Education***

Addresses goals # 2-7

Course description: (3 credit hrs). The history, practices, advances, problems and challenges of the special education field, from birth to adulthood. Prerequisite: Satisfactory placement..

#### **Enrollment Trends**

FA	2002	1	5
SP	2003	1	11
FA	2003	3	38
SP	2004	2	17
S1	2004	1	13
FA	2004	1	7
SP	2005	3	24
FA	2005	2	17
SP	2006	2	22
FA	2006	2	15
SP	2007	2	13
FA	2007	1	17
<b>Total</b>		<b>21</b>	<b>199</b>

#### **Discussion of the enrollment trends- EDU 222:**

Average enrollment has been 16.5 students per semester with 2 sections offered.

#### **EDU 272 *Educational Psychology***

Addresses goals # 2-7

Course description: (3 credit hrs) Focus on the study and application of psychological principles, theories, and methodologies related to teaching and learning. Current trends and Arizona State Board of Education professional teaching standards covered.

Enrollment trends

<b>semester</b>	<b>year</b>	<b>sections</b>	<b>enrollment</b>
SP	2004	1	19
FA	2004	1	5
SP	2005	3	15
FA	2005	1	1
<b>Totals</b>		<b>6</b>	<b>40</b>

#### **Discussion of the enrollment trends- EDU 272:**

Educational psychology has not been scheduled recently due to articulation issues with NAU, who will accept the credit hours, but insist that students take Ed. Psych. as a 300 level course, creating an issue of students having more than 120 hours for their BA degree. The issue has been addressed, however the Department of Education at NAU has no influence over the Educational Psychology department and the issue remains unresolved. NPC has decided to offer alternative electives in the best interest of our students.

#### **EDU 276 - *Managing the Learning Environment***

Addresses goals # 2-7

Course description: (3 credit hrs). Classroom management techniques, discipline models, student behavior and misbehavior, group dynamics, student self-motivation and learning styles.

#### **Enrollment trends**

semester	year	sections	enrollment
S1	2004	1	16
SP	2005	1	10
FA	2006	1	3
SP	2006	1	7
SP	2007	2	10
<b>Totals</b>		<b>6</b>	<b>46</b>

#### **Discussion of the enrollment trends- EDU 276:**

EDU 276 is offered as one of the articulated electives in Education to allow students to complete the AAEE degree and have it transfer as a “block” of 64 credits to one of the publicly funded universities in Arizona. Looking at the enrollment trends one can assume that these are the “completers”,. However this view is erroneous. Many students elect to complete the traditional AA degree, or transfer to a university prior to completing an AAEE or AA degree.

#### **EDU 291 / ENL 291 *Children’s Literature***

Addresses goals # 2-7

Course description: (3 credit hrs) Review of children's literature from a variety of world cultures, including application of literary criteria to folk and modern literature for children. Elementary curriculum supported and developed through literature. Prerequisite: ENL 101 and ENL 102.

#### **Enrollment trends**

semester	year	sections	enrollment
FA	2004	1	5

#### **Discussion of the enrollment trends- EDU 291**

EDU 291 has had difficulties with enrollment. The course has been offered numerous semesters, but lack of enrollment has forced class cancellation. In 2006 the course was cross listed with ENL 291 and since has met with enrollment success in 2008.

**Education Classes** that are not an integral part of the AAEE degree program, but are offered to meet other education department program goals:

#### **EDU 201 –*Substituting Teaching in the Schools.***

Addresses goals #1, 6

Course description: (3 credit hrs) An overview of responsibilities and methods for substitute teaching K through 12 classrooms..

**Enrollment trends**

semester	year	sections	enrollment
FA	2002	3	34
SP	2003	2	26
S1	2003	1	8
FA	2003	3	25
SP	2004	1	13
S2	2004	1	9
FA	2004	2	21
SP	2005	3	26
S1	2005	1	14
S2	2005	1	4
FA	2005	1	10
SP	2006	2	20
FA	2006	1	10
FA	2007	2	28
<b>Totals</b>		<b>24</b>	<b>248</b>

**Discussion of the enrollment trends- EDU 201**

Average enrollment has been 17.7 with 1.7 sections offered. This class is typically scheduled as a short term class, meeting over 4 consecutive weekends.

**EDU 271 • *Phonics Based Reading and Decoding***

(Internet only) Addresses goal # 4, 5.

Course description: (3 credit hrs) Overview of research, curricular content, and instructional practices associated with Research Based Systematic Phonics Instruction (RBSPI) and other methods for teaching reading.

**Enrollment trends**

semester	year	sections	enrollment
FA	2005	1	7
S1	2005	1	10
SP	2005	1	9
FA	2006	1	4
SP	2006	1	17
SU	2006	1	19
FA	2007	1	7
S1	2007	1	12
SP	2007	1	11
SP	2007	1	1
<b>Totals</b>		<b>10</b>	<b>97</b>

**Discussion of the enrollment trends- EDU 271** Enrollment continues to average 10 students per semester..

**EDU 280 • *Foundations of Approaches to Serving English Language Learners (ELL)***

Goal # 4

Course description: (3 credit hrs) Rationale for and current educational and legal issues for English Language Learners (ELL). Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), English as a Second Language (ESL) and bilingual education. Applies toward requirements for provisional ELL endorsement. Three lecture.

**Enrollment trends.**

This class will be offered as an internet based class starting in Fall, 2008

**EDU 281 *Introduction to Structured English Immersion***

Goal # 4

Course description: (1 credit hrs) Emphasis on understanding English Language Learners (ELL) in the mainstream classroom. Brief history, culture, theory, methods, and introduction to both the English Language Proficiency (ELP) standards and the Arizona Structured English Language Proficiency (SELP) test covered. Includes review of alternative methods of assessment. Prerequisite: Must possess current AZ teaching certification.

**Enrollment trends**

<b>semester</b>	<b>year</b>	<b>sections</b>	<b>enrollment</b>
SP	2006	1	18
SP	2007	1	6
Total		2	24

**Discussion of the enrollment trends EDU 281**

This one credit hour class is provides eligibility for endorsement for students certified prior to Aug, 2006. Most certified teachers have met this requirement and the demand for this class is minimal. It will go online in the Fall semester of 2008.

**EDU 282 *Structured English Immersion and English as a Second Language***

Goal # 4

Course description: (3 credit hrs) Methods of developing and analyzing lesson plans in all content areas using English Language Learners (ELL) standards. Emphasis on components of curriculum content, teaching strategies, development /evaluation/ adaption of teaching materials, and the role of culture in learning. Examines the alignment of ELL proficiency standards to the Arizona Language Arts Academic Standards. Prerequisite: Provisional or standards elementary, secondary, or special education teaching certificate and successful completion of EDU 281 or permission of department. Course note: EDU 282 incorporates curricular framework for the 45-clock hour requirement for SEI endorsement through the Arizona Department of Education.

**Enrollment Trends**

<b>semester</b>	<b>year</b>	<b>sections</b>	<b>enrollment</b>
FA	2006	2	22
FA	2007	3	51
SP	2007	6	60
<b>Total</b>		<b>11</b>	<b>133</b>

**Discussion of the enrollment trends EDU 282**

Enrollment is increasing as the deadline for completion for certified teachers approaches (Aug, 2009). This course will be offered online in the Fall 2008 semester.

## Measures Of Success

The measurement of “success” for a program with multiple goals is challenging:

**Goal #1.** Offer courses that provide an opportunity for students to explore career opportunities as an educator and the profession of a classroom educator.

**Goal #2.** Prepare students for employment in the public schools as an instructional assistant, by completing the AAEE degree, or by providing additional credits in education coursework.

**Goal #3.** Provide courses as a part of a transfer pathway to a University granting Initial Teacher Certification.

**Goal # 4.** Provide continuing education opportunities and credits for certified teachers for skill improvement and endorsement requirements.

**Goal #5** Provide EDU content hours for post BA students seeking emergency teaching certification

**Goal #6** Provide courses to enable students to apply for substitute teaching certification and employment in the service area school districts.

**Goal #7** Provide course work for students seeking secondary school teaching certification and endorsements.

Some view “education” programs as vocational, others view the students efforts as an academic pathway leading to professional licensure and continued advanced degrees in higher education.

Looking at the number of students in the “pipeline”, or working toward an AAEE degree at NPC is also challenging. The majority of students currently enrolled in EDU classes are not attempting to complete in a traditional 4 semester sequence. They may be working adults, students exploring career options, or students who will transfer to other institutions prior to obtaining a degree at NPC. Completion of an AAEE degree is NOT an indicator of “success”.

The Education Department at NPC must become creative in defining success. Providing the basic framework for academic success by promoting critical thinking skills, and embedding these skills in all EDU coursework leads to a *general measurement* of success. Students who complete the coursework have demonstrated the ability to be critical thinkers. John Dewey (1933), in Democracy in Education stated “*Students should be taught **how** to think, not **what** to think.*” This statement is one of the underlining philosophical principles that the Education Department faculty embraces and a message that we model for future teachers. We base our assessment of student learning toward helping students meet the academic and intellectual standards they will be expected to demonstrate in their classrooms in the future. To guide these efforts we endorse the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. INTASC is a consortium of state education agencies, higher education institutions, and national educational organizations dedicated to the reform of the education, licensing, and on-going professional development of teachers. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that all students learn and perform at high levels. The ten INTASC standards are:

1. Content Pedagogy. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that

make these aspects of subject matter meaningful for students.

2. Student Development. The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.
3. Diverse Learners. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. Multiple Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem-solving, and performance skills.
5. Motivations and Management. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Communications and Technology. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Planning. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. Assessment. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Reflective Practice: Professional Growth. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. Schools and Community Involvement. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Appendix I lists grades by EDU course and supports another “measurement” of success. Looking at all EDU courses (excluding grades of “P”) over the past 11 semesters 82.64% of the 1780 students received a grade of “C” or higher.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>W</b>
1112	221	138	43	80	186
62.47%	12.42%	7.75%	2.42%	4.49%	10.45%

The data can be viewed as a measurement that indicates the curriculum standards are being met at a successful level.



## Articulation With Community Colleges And Universities

Northland Pioneer College's Associate Of Arts in Education (AAEE) is fully articulated with all publicly funded universities and community colleges statewide. The common course matrix can be found at: [az.transfer.org/cas](http://az.transfer.org/cas)

### Elementary Education

Common Pathway: AA SR The AAEE degree is also an option for these majors. See the link at the bottom of this page for more information about the AAEE.

*Arizona General Education Curriculum* AGEC-A

Shared Majors: A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities.

<b>Institution</b>	<b>Degree</b>	<b>Major</b>
ASU Poly	BAE	Elementary Education -
ASU Tempe	BA in Education	Elementary Education -
ASU West	BAE	Elementary Education -
ASU West	BAE	Early Childhood Teaching and Leadership -
NAU	BS in Education	Elementary Education -
UA	BA in Education	Elementary Education -

#### Common Courses

<b>*</b>	<b>Intro Special Education</b>	<b>Intro to Computers or Computer Literacy</b>	<b>Introduction to Education</b>	<b>Math for Elementary Education Majors I</b>	<b>Math for Elementary Education Majors II</b>	<b>Multicultural Awareness in Ed</b>	<b>United States History</b>
<b>ASU Tempe</b>	SPE311	CIS105 or CSE180	CED111	MTE180	MTE181	MCE446	HST109 or HST110
<b>ASU West</b>	SPE222	CIS105 or CSE180	TEL111	MTE180	MTE181	TEL212	HIS103 or HIS104
<b>NAU</b>	ESE380	CIS120 & CIS120L	EDF200	MAT150	MAT155	BME310	HIS291 or HIS292
<b>UA</b>	SERP301A	MIS 111 or PLS 120	EDL 200	MATH302A	MATH302B	DEC(LRC )	DEC(HIST)

<b>AWC</b>	EDU222	CIS120	EDU110	MAT130	MAT135	EDU210	HIS121 or HIS122
<b>CAC</b>	EDU222	CIS120 or AGB124	EDU221	MAT201	MAT202	EDU230	HIS101 or HIS102
<b>Cochise</b>	EDU222	CIS120 or CIS116 or CIS181 (164)	EDU201	MAT125	MAT126	EDU226	HIS110 or HIS111
<b>CCC</b>	EDU222	CIS120 or CIS122 & CIS123 & CIS125	EDU200	MAT130	MAT131	EDU230	HIS131 or HIS132
<b>Dine</b>	N/A	CSC111 or BUS280	EDU111	MTH180	MTH109 (001)	N/A	HST135 or HST136

		(168)					
<b>EAC</b>	EDU222	CMP103	EDU200	MAT130	MAT135	EDU230	HIS101 or HIS102
<b>MCCCD</b>	EDU222	CIS105 or BPC110 (169)	EDU221	MAT156	MAT157	EDU230	HIS103 or HIS104
<b>Mohave</b>	EDU222	CIS100 or CIS101 or CIS110	EDU205	MAT160	MAT161	EDU214	HIS131 or HIS132
<b>NPC</b>	EDU222	CIS100	EDU200	MAT131 (001)	MAT132 (001)	EDU220	HIS105 or HIS106
<b>Pima</b>	EDU202	CIS100 or CSA141 or CSC238	EDU200	MAT146	MAT147	EDU201	HIS141 or HIS142
<b>Yavapai</b>	EDU222	CSA110	EDU200	MAT156	MAT157	EDU210	HIS131 or HIS132

#### Electives

*	Cultural or World Geograph y	Fine Arts(Art,Mus,Drama, Dance,Theatre)	Micro or Macroeconomics	Natural Science/Life Science	Physic al Scienc e	Politic al Scienc e	Psychology or Sociology
<b>ASU Tempe</b>	One Course in Cultural or World Geograph y	One Course in Fine Arts	ECN211 or ECN212	One Life Science Course with Lab	One Physica l Science Course with Lab (100)	One Course in Politica l Science	One Course in Psychology or Sociology
<b>ASU West</b>	One Course in Cultural or World Geograph y	One Course in Fine Arts	ECN211 or ECN212	One Life Science Course with Lab	One Physica l Science Course with Lab (100)	One Course in Politica l Science	One Course in Psychology or Sociology
<b>NAU</b>	One Course in Cultural or World Geograph y	One Course in Fine Arts	ECO284 or ECO285	One Life Science Course with Lab	One Physica l Science Course with Lab (100)	One Course in Politica l Science	One Course in Psychology or Sociology
<b>UA</b>	One Course in Cultural or World Geograph y	One Course in Fine Arts	ECON201A or ECON201B	One Life Science Course with Lab	One Physica l Science Course	One Course in Politica l	One Course in Psychology or Sociology

	y				with Lab (100)	Science	
<b>AWC</b>	One Course in Cultural or World Geography (103)	One Course in Fine Arts (103)	ECN240 or ECN250 (103)	One Life Science Course with Lab (100)	One Physical Science Course with Lab (100)	One Course in Political Science (103)	One Course in Psychology or Sociology (103)
<b>CAC</b>	One Course in Cultural or World Geography (103)	One Course in Fine Arts (103)	ECN201 or ECN202 (103)	One Life Science Course with Lab (100)	One Physical Science Course with Lab (100)	One Course in Political Science (103)	One Course in Psychology or Sociology (103)
<b>Cochise</b>	One Course in Cultural or World Geography (103)	One Course in Fine Arts (103)	ECN201 or ECN202 (103)	One Life Science Course with Lab (100)	One Physical Science Course with Lab (100)	One Course in Political Science (103)	One Course in Psychology or Sociology (103)
<b>CCC</b>	One Course in Cultural or World Geography (103)	One Course in Fine Arts (103)	ECN204 or ECN205 (103)	One Life Science Course with Lab (100)	One Physical Science Course with Lab (100)	One Course in Political Science (103)	One Course in Psychology or Sociology (103)
<b>Dine</b>	One Course in Cultural or World Geography (103)	One Course in Fine Arts (103)	ECO200 or ECO201 (103)	One Life Science Course with Lab (100)	One Physical Science Course with Lab (100)	One Course in Political Science (103)	One Course in Psychology or Sociology (103)
<b>EAC</b>	One Course in Cultural or World Geography (103)	One Course in Fine Arts (103)	BUA221 or BUA223 (103)	One Life Science Course with Lab (100)	One Physical Science Course with Lab (100)	One Course in Political Science (103)	One Course in Psychology or Sociology (103)
<b>MCCCD</b>	One	One Course in Fine Arts	ECN211 or	One Life	One	One	One Course in

	Course in Cultural or World Geography (103)	(103)	ECN212 (103)	Science Course with Lab (100)	Physical Science Course with Lab (100)	Course in Political Science (103)	Psychology or Sociology (103)	
<b>Mohave</b>	One Course in Cultural or World Geography (103)	One Course in Fine Arts (103)	BUS206 or BUS207 (103)	One Life Science Course with Lab (100)	One Physical Science Course with Lab (100)	One Course in Political Science (103)	One Course in Psychology or Sociology (103)	
<b>NPC</b>	One Course in Cultural or World Geography (103)	One Course in Fine Arts (103)	BUS140 or BUS141 (103)	One Life Science Course with Lab (100)	One Physical Science Course with Lab (100)	One Course in Political Science (103)	One Course in Psychology or Sociology (103)	
<b>Pima</b>	One Course in Cultural or World Geography (103)	One Course in Fine Arts (103)	ECN201 or ECN202 (103)	One Life Science Course with Lab (100)	One Physical Science Course with Lab (100)	One Course in Political Science (103)	One Course in Psychology or Sociology (103)	
<b>Yavapai</b>	One Course in Cultural or World Geography (103)	One Course in Fine Arts (103)	BSA235 or BSA236 (103)	One Life Science Course with Lab (100)	One Physical Science Course with Lab (100)	One Course in Political Science (103)	One Course in Psychology or Sociology (103)	

## Community Advisory Group

Role of the advisory committee – Scope of authority:

The purpose of the advisory committee is to provide advice (as a body of relevant experts) to the college through the education department faculty. The committee is not expected to provide direction or make binding decisions, but focus on nurturing creative ideas and making recommendations to encourage excellence and success of the students and program.

Supporting the program by:

- Promoting the program in the community
- Liaisons with professional organizations, employers, policy making bodies
- Responding to innovations and ideas generated with in the college
- Provide outreach to various segments of the community
- Provide insights into the relevance of program to current and emerging needs
- Provide opinions/information
- Recruit students
- Serve as resource persons for students
- Contribute to program evaluation

## AAEE ADVISORY BOARD

NAME	EMAIL	POSITION
Eric Henderson	eric.henderson@npc.edu	VP Learning, NPC
Brad Call	dbradcall@frontiernet.net	Principal, Charter school
Barbara Berheim	bberheim@wusd.k12.az.us	Supertendant, Concho school
Mary Good	mgood@wusd.k12.az.us	Principal, Whiteriver elementary
Sandy Johnson	sandra.johnson@npc.edu	EDU faculty, NPC
Delia Allen	dallen@sjusd.net	Student, NPC
Linda Morrow	Linda.Morrow@co.navajo.az.us	Supertendant, Navajo schools
Bill Newman	wsnewman@frontiernet.net	Teacher, Winslow, AZ
Ron Squire	ron.squire@npc.edu	
Matt Weber	mweber@navit.k12.az.us	Assistant supertendant, NAVIT
Claude Endfield	claudendfield@npc.edu	Faculty, ECD, NPC
Dick Heimann	<a href="mailto:dheimann@npc.edu">dheimann@npc.edu</a>	EDU Faculty, NPC
Jenni VanScoter	<a href="mailto:jvanscoter@msn.com">jvanscoter@msn.com</a>	Student, NPC
Michael Solomonson	<a href="mailto:msolomonson@npc.edu">msolomonson@npc.edu</a>	Dean, NPC
Patrick Canary	Patrick.Canary@npc.edu	Dean, NPC

**ASSOCIATES OF ARTS IN ELEMENTARY EDUCATION  
COMMUNITY ADVISORY COMMITTEE  
NPC**

Minutes of the Meeting

In attendance:

Mr. Dick Heimann, Education Department Chairperson, NPC, Dr. Sandra K. Johnson, Education Faculty, NPC, Mrs. Claude Endfield, Early Childhood Development Department, NPC, Mr. Ron Squire, Carl Perkins Grant NPC, Dr. Eric Henderson, Dean, NPC, Mrs. Linda Morrow, Superintendent of Schools, Navajo County, Mr. William Newman, Fourth Grade Teacher Winslow Unified School District, Mrs. Delia Allen, Teacher Assistant/NPC Student, SJUSD, Mr. Brad Call, Administrator Renaissance Academy-Pinetop, Ms. Mary Good, Principal WRUSD, Mr. Earl Pette, Superintendent, WRUSD. Ms. Barbara Berheim, ASU-West PDS Coordinator, Mr. Matt Weber, Assistant Superintendent NAVIT, and parent of a student.

Meeting called to order at 5:00 pm SCC, **December 7, 2006**

Participants introduced self, expressing their “stake” in the success of NPC’s AAEE program.

1. Dick Heimann presented the goals and roles of the community advisory committee, which included providing advice (as a body of relevant experts) to the college through the education department faculty. The committee is not expected to provide direction or make binding decisions, but focus on nurturing creative ideas and making recommendations to encourage excellence and success of the students and program. Committee members can support the program by:

- Promoting the program in the community
- Liaisons with professional organizations, employers, policy making bodies
- Responding to innovations and ideas generated with in the college
- Providing outreach to various segments of the community
- Providing insights into the relevance of program to current and emerging needs
- Providing opinions/information
- Recruiting students
- Serving as resource persons for students
- Contributing to program evaluations
- Suggesting courses and workshops that support the professional development needs of area K-12 teachers

2. Discussion Items

Overview and history of the AAEE program @ NPC presented by Claude Endfield and Dick Heimann.

Dick Heimann asked “How can we be more innovative to increase enrollment

and retention of students”?

Emerging needs were discussed in relationship to enrollment and recruiting, The need to cultivate excellent teachers who are familiar with the culture of rural northeastern Arizona, and issues regarding advisement, advertisement, placement scores and math instruction were discussed.

Mr. Ron Squire presented information relative to the Carl Perkins Grant.

Meeting Changed venue at 6:30pm and discussion and networking continued at Eva’s restaurant over dinner.

Next meeting is scheduled for April 12, 2007

AAEE  
COMMUNITY ADVISORY COMMITTEE  
9/17/2007

NPC Snowflake/Silver Creek Campus  
SNC Room 123  
5:00 pm

**AGENDA**

1. A report of the contributions from the Carl Perkins grant
2. Recruitment/Retention of future teachers. Who is in the “pipeline” and how can we make the best guess. How can we innovate to improve?
3. Strategies for measuring student "success" in a non-traditional manner (does completion always matter ?)
4. Four-Semester Sequence for NPC/NAVIT Ed Professions Program. Developing a 4 semester “cohort program”. Is it a viable option?
5. Curriculum additions to meet the needs of our certified teachers in the area
6. Topics for future dialogue
7. And, of course, continued networking to collaborate and innovate over dinner.



# APPENDIX I Data Provided By Institutional Research

Se	YR	Class		Day	Time	Mod	Loc	Grad es <u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>P</u>	<u>E</u>	<u>W</u>	<u>WF</u>	<u>ENR</u>
FA	2002	EDU200	0	---W---	7:00p-9:54p	AUDI	LCC		1							1
FA	2002	EDU200	0	--T----	6:00p-8:59p	4	WRV	6	1	1			4	1		13
FA	2002	EDU200	0	----R--	6:00p-8:59p	3	SPE	8						4		10
FA	2002	EDU200	0	--T----	7:00p-9:59p	111	WMC	11	1							12
FA	2002	EDU200	5055	---W---	7:00p-9:54p	AUDI	LCC	3	4	1			1	1		10
FA	2002	EDU200	5055	---W---	7:00p-9:54p	AUDI	PDC		3	1						4
FA	2002	EDU200	5055	---W---	7:00p-9:54p	AUDI	WMC	4								4
FA	2002	EDU200	5055	---W---	7:00p-9:54p	AUDI	HEB	2								2
FA	2002	EDU200	5055	---W---	7:00p-9:54p	AUDI	KAY	1	3					1		5
SP	2002	EDU200	5055	---W---	7:00p-9:54p	AUDI	HOPI		2	2			1	1		6
SP	2002	EDU200	5055	---W---	7:00p-9:54p	AUDI	WRV	2								2
SP	2003	EDU200	0	--T----	7:00p-9:59p	110	WMC	7					1			8
SP	2003	EDU200	0	----R--	6:00p-8:59p		KAY	7	2					1		10
S1	2003	EDU200	0	--T----	6:00p-8:59p	112	LCC	6	4	1						11
S1	2003	EDU200	0	----R--	6:00p-8:59p	111	SCC	3	1	3				3		7
S1	2003	EDU200	0	--T----	4:30p-7:29p		HOPI	15	3			2		1		21
S1	2003	EDU200	6035	---W---	7:00p-9:54p	AUDI	PDC	1		2	2				1	6
S1	2003	EDU200	6035	---W---	7:00p-9:54p	AUDI	SCC			1					1	2
FA	2003	EDU200	6035	---W---	7:00p-9:54p	AUDI	WMC	2	2							4
FA	2003	EDU200	6035	---W---	7:00p-9:54p	AUDI	KAY	1								1
FA	2003	EDU200	6035	---W---	7:00p-9:54p	AUDI	HOPI	3			1				1	5
FA	2003	EDU200	6035	---W---	7:00p-9:54p	AUDI	WRV	1						1		1
FA	2003	EDU200	6035	---W---	7:00p-9:54p	AUDI	SPE		1							1
FA	2003	EDU200	6035	---W---	7:00p-9:54p	AUDI	STJ								1	1
FA	2003	EDU200	7001	-MTWR--	11:00a-1:59p	AUDI	LCC	1	1							2
FA	2003	EDU200	7001	-MTWR--	11:00a-1:59p	AUDI	PDC	2								2
FA	2003	EDU200	7001	-MTWR--	11:00a-1:59p	AUDI	WMC	5								5
SP	2003	EDU200	7001	-MTWR--	11:00a-1:59p	AUDI	KAY			2				1		3
SP	2003	EDU200	7001	-MTWR--	11:00a-1:59p	AUDI	HOPI	3	1					1		5
SP	2003	EDU200	0	--T----	7:00p-9:59p		HOPI	3	3				2	5		9
SP	2003	EDU200	0	-M-----	8:30a-11:09a	110	WMC	4	2		1					7
SP	2003	EDU200	9055	---W---	7:00p-9:54p	AUDI	LCC	1						1		2
SP	2003	EDU200	9055	---W---	7:00p-	AUDI	PDC	3	2						1	6

SP	2003	EDU200	9055	---W---	9:54p 7:00p- 9:54p	AUDI	SCC	1								1
SP	2003	EDU200	9055	---W---	7:00p- 9:54p	AUDI	WMC	3	1					2		6
SP	2003	EDU200	9055	---W---	7:00p- 9:54p	AUDI	STJ							1		1
SP	2003	EDU200	9055	---W---	7:00p- 9:54p	AUDI	HEB	1								1
SP	2003	EDU200	9055	---W---	7:00p- 9:54p	AUDI	KAY	3		1						4
SP	2003	EDU200	9055	---W---	7:00p- 9:54p	AUDI	HOPI	1								1
SP	2003	EDU200	9055	---W---	7:00p- 9:54p	AUDI	WRV	2						1		3
SP	2003	EDU200	9055	---W---	7:00p- 9:54p	AUDI	SPE	1								1
S1	2003	EDU200	9122	----R--	4:05p- 6:50p	AUDI	HEB	1								1
S2	2003	EDU200	9122	----R--	4:05p- 6:50p	AUDI	HOPI			2	2					4
S2	2003	EDU200	9122	----R--	4:05p- 6:50p	AUDI	KAY	1	1					1		3
S2	2003	EDU200	9122	----R--	4:05p- 6:50p	AUDI	LCC	4			1					5
S2	2003	EDU200	9122	----R--	4:05p- 6:50p	AUDI	PDC					1				1
FA	2003	EDU200	9122	----R--	4:05p- 6:50p	AUDI	SCC	3								3
FA	2003	EDU200	9122	----R--	4:05p- 6:50p	AUDI	SPE	1								1
FA	2003	EDU200	9122	----R--	4:05p- 6:50p	AUDI	STJ							1		1
FA	2003	EDU200	9122	----R--	4:05p- 6:50p	AUDI	WMC							1		
FA	2003	EDU200	9122	----R--	4:05p- 6:50p	AUDI	WRV	2			1					3
SP	2004	EDU200	0	--T----	7:00p- 9:54p		HOPI	5	4	1				4		13
SP	2004	EDU200	0	-M-----	8:30a- 11:09a	104	WMC	4	1	1						6
SP	2004	EDU200	0	-MTWRF-	12:40p- 2:24p		LCC	3	1	1						5
SP	2004	EDU200	1035	---W---	7:00p- 9:54p	AUDI	LCC	2								2
SP	2004	EDU200	1035	---W---	7:00p- 9:54p	AUDI	PDC	1					1			2
SP	2004	EDU200	1035	---W---	7:00p- 9:54p	AUDI	SCC	1								1
SP	2004	EDU200	1035	---W---	7:00p- 9:54p	AUDI	WMC	2	1							3
SP	2004	EDU200	1035	---W---	7:00p- 9:54p	AUDI	KAY		1	2			1			4
SP	2004	EDU200	1035	---W---	7:00p- 9:54p	AUDI	HOPI			1			2			3
SP	2004	EDU200	1035	---W---	7:00p- 9:54p	AUDI	WRV						1			1
FA	2004	EDU200	1035	---W---	7:00p- 9:54p	AUDI	SPE	1								1
FA	2004	EDU200	1087	----R--	4:05p- 6:49p	AUDI	HOPI	1			2					3
FA	2004	EDU200	1087	----R--	4:05p- 6:49p	AUDI	LCC	1			1					2
FA	2004	EDU200	1087	----R--	4:05p- 6:49p	AUDI	PDC	1			1					2
FA	2004	EDU200	1087	----R--	4:05p- 6:49p	AUDI	SCC	2	1							3
FA	2004	EDU200	1087	----R--	4:05p- 6:49p	AUDI	STJ	2								2
FA	2004	EDU200	1087	----R--	4:05p-	AUDI	WMC	6						1		7

FA	2004	EDU200	1087	----R--	6:49p 4:05p- 6:49p	AUDI	WRV				1					1
SP	2004	EDU200	0	-MTWR--	7:30a- 10:29a		WRV	6								6
SP	2004	EDU200	3016	-MTWR--	6:00p- 8:59p	AUDI	LCC	1								1
SU	2004	EDU200	3016	-MTWR--	6:00p- 8:59p	AUDI	PDC	2			1					3
SU	2004	EDU200	3016	-MTWR--	6:00p- 8:59p	AUDI	SCC	2								2
SU	2004	EDU200	3016	-MTWR--	6:00p- 8:59p	AUDI	WMC	4								4
FA	2004	EDU200	0	-M-----	8:00a- 10:59a		WMC	3		4		1	1			9
FA	2004	EDU200	0	---W---	4:05p- 6:49p		SAN	9	1				2			11
FA	2004	EDU200	0	-MTWRF-	12:40p- 3:18p		LCC	4			1					5
FA	2004	EDU200	0	-M-----	8:00a- 10:59a	104	WMC	2		2			1			4
FA	2004	EDU200	0	-M-----	4:05p- 6:49p	112	LCC	8								8
FA	2004	EDU200	0	-M-----	7:00p- 9:54p		WRV	2		1		1	1			4
FA	2004	EDU200	4055	---W---	7:00p- 9:54p	AUDI	LCC		1				1			1
FA	2004	EDU200	4055	---W---	7:00p- 9:54p	AUDI	PDC		1	1			1			2
FA	2004	EDU200	4055	---W---	7:00p- 9:54p	AUDI	SCC	1				1				2
FA	2004	EDU200	4055	---W---	7:00p- 9:54p	AUDI	WMC	5		1						6
FA	2004	EDU200	4055	---W---	7:00p- 9:54p	AUDI	STJ		1							1
FA	2004	EDU200	4055	---W---	7:00p- 9:54p	AUDI	KAY	1		1		1				3
FA	2004	EDU200	4055	---W---	7:00p- 9:54p	AUDI	HOPI					1				1
FA	2004	EDU200	4055	---W---	7:00p- 9:54p	AUDI	SPE	1				1	1			2
FA	2004	EDU200	4122	----R--	4:05p- 6:49p	AUDI	HOPI	1	3							4
FA	2004	EDU200	4122	----R--	4:05p- 6:49p	AUDI	KAY			2			3			5
FA	2004	EDU200	4122	----R--	4:05p- 6:49p	AUDI	LCC	1								1
FA	2004	EDU200	4122	----R--	4:05p- 6:49p	AUDI	PDC	4	1							5
FA	2004	EDU200	4122	----R--	4:05p- 6:49p	AUDI	STJ	1								1
SP	2005	EDU200	5043	--T----	7:00p- 9:54p	VID1	LCC	1								1
SP	2005	EDU200	5043	--T----	7:00p- 9:54p	VID1	PDC	2								2
S1	2005	EDU200	5043	--T----	7:00p- 9:54p	VID1	SCC				1					1
S1	2005	EDU200	5043	--T----	7:00p- 9:54p	VID1	WMC	1	1	1			1			3
S1	2005	EDU200	5043	--T----	7:00p- 9:54p	VID1	KAY					2				2
S1	2005	EDU200	5043	--T----	7:00p- 9:54p	VID1	HOPI	2			1		1			4
S1	2005	EDU200	5043	--T----	7:00p- 9:54p	VID1	WRV				1			2		3
S1	2005	EDU200	5043	--T----	7:00p- 9:54p	VID1	SPE	1								1
S1	2005	EDU200	5043	--T----	7:00p- 9:54p	VID1	STJ	1								1
FA	2005	EDU200	5087	----R--	1:15p-	AUDI	HOPI	1								1

FA	2005	EDU200	5087	---R--	3:54p 1:15p-	AUDI	KAY	1	2				1		4
FA	2005	EDU200	5087	---R--	3:54p 1:15p-	AUDI	LCC	1			1	1			3
FA	2005	EDU200	5087	---R--	3:54p 1:15p-	AUDI	PDC		1						1
FA	2005	EDU200	5087	---R--	3:54p 1:15p-	AUDI	SCC	1							1
FA	2005	EDU200	5087	---R--	3:54p 1:15p-	AUDI	STJ	1					1		2
FA	2005	EDU200	5087	---R--	3:54p 1:15p-	AUDI	WMC	1					1		2
FA	2005	EDU200	5087	---R--	3:54p 1:15p-	AUDI	WRV		1				1	1	3
FA	2005	EDU200	8055	--T----	4:05p- 6:49p	AUDI	LCC	3						1	4
SP	2005	EDU200	8055	--T----	4:05p- 6:49p	AUDI	PDC	1							1
SP	2005	EDU200	8055	--T----	4:05p- 6:49p	AUDI	SCC						1		1
SP	2005	EDU200	8055	--T----	4:05p- 6:49p	AUDI	WMC	3			1				4
SP	2005	EDU200	8055	--T----	4:05p- 6:49p	AUDI	HEB	1							1
SP	2005	EDU200	8055	--T----	4:05p- 6:49p	AUDI	KAY		1						1
SP	2005	EDU200	8055	--T----	4:05p- 6:49p	AUDI	HOPI	1						1	1
SP	2005	EDU200	8055	--T----	4:05p- 6:49p	AUDI	WRV	1	1				1		3
SP	2005	EDU200	8055	--T----	4:05p- 6:49p	AUDI	SPE	3							3
SP	2005	EDU200	8122	---W---	7:00p- 9:54p	AUDI	HEB					1			1
SP	2005	EDU200	8122	---W---	7:00p- 9:54p	AUDI	HOPI	2	1		1	1		1	6
FA	2005	EDU200	8122	---W---	7:00p- 9:54p	AUDI	KAY	1			1				2
FA	2005	EDU200	8122	---W---	7:00p- 9:54p	AUDI	SCC	1							1
SP	2005	EDU200	8122	---W---	7:00p- 9:54p	AUDI	STJ	2							2
SP	2005	EDU200	8122	---W---	7:00p- 9:54p	AUDI	WMC	1							1
SP	2005	EDU200	8122	---W---	7:00p- 9:54p	AUDI	WRV	1	1						2
SP	2005	EDU200	8213	----R--	8:00a- 10:40a	AUDI	LCC	1						1	1
SP	2005	EDU200	8213	----R--	8:00a- 10:40a	AUDI	PDC	3							3
SP	2005	EDU200	8213	----R--	8:00a- 10:40a	AUDI	SCC		1						1
SP	2005	EDU200	8213	----R--	8:00a- 10:40a	AUDI	KAY	2							2
SP	2005	EDU200	8213	----R--	8:00a- 10:40a	AUDI	HOPI	1			1				2
SP	2005	EDU200	8213	----R--	8:00a- 10:40a	AUDI	WRV	1	1						2
FA	2005	EDU200	8386	----R--	8:00a- 10:40a	AUDI	WMC	5						1	6
FA	2005	EDU200	8386	----R--	8:00a- 10:40a	AUDI	WMC	3	6		2	1		3	15
FA	2006	EDU200	9043	----R--	7:00p- 9:54p	AUDI	LCC	2			1				3
FA	2006	EDU200	9043	----R--	7:00p- 9:54p	AUDI	PDC	1	1		1				3
FA	2006	EDU200	9043	----R--	7:00p- 9:54p	AUDI	SCC				1				1
FA	2006	EDU200	9043	----R--	7:00p-	AUDI	WMC	3	1						4

FA	2006	EDU200	9043	---R--	9:54p 7:00p-	AUDI	HOPI	1					4		4
FA	2006	EDU200	9043	---R--	9:54p 7:00p-	AUDI	WRV		1						1
FA	2006	EDU200	9043	---R--	9:54p 7:00p-	AUDI	SPE	1							1
FA	2006	EDU200	9087	---W---	9:54p 8:30a-	AUDI	KAY			2		1			3
SP	2006	EDU200	9087	---W---	11:09a 8:30a-	AUDI	LCC	1							1
SP	2006	EDU200	9087	---W---	11:09a 8:30a-	AUDI	PDC	1							1
SP	2006	EDU200	9087	---W---	11:09a 8:30a-	AUDI	STJ	1							1
SP	2006	EDU200	9087	---W---	11:09a 8:30a-	AUDI	WMC	2	2						4
SP	2006	EDU200	9087	---W---	11:09a 8:30a-	AUDI	WRV			2					2
FA	2006	EDU200	1053	-MTWR--	11:09a 6:00p-	VID1	LCC	2		1					3
FA	2006	EDU200	1053	-MTWR--	8:44p 6:00p-	VID1	PDC	1	1	1					3
FA	2006	EDU200	1053	-MTWR--	8:44p 6:00p-	VID1	SCC	4							4
FA	2006	EDU200	1053	-MTWR--	8:44p 6:00p-	VID1	WMC	2							2
FA	2006	EDU200	1053	-MTWR--	8:44p 6:00p-	VID1	KAY	5		1			1		7
SP	2006	EDU200	1053	-MTWR--	8:44p 6:00p-	VID1	HOPI		1			1			2
SP	2006	EDU200	1053	-MTWR--	8:44p 6:00p-	VID1	WRV	1	1						2
FA	2006	EDU200	0	----F-	8:00a- 10:59a	143	PDC	1							1
FA	2006	EDU200	0	---W---	10:59a 8:00a-		WMC	4	1	1		1			7
FA	2006	EDU200	0	---W---	10:59a 4:05p-		SAN	2		3					5
FA	2006	EDU200	0	----F-	6:49p 8:00a-		PDC			1					1
FA	2006	EDU200	0	---W---	10:59a 8:00a-	M6	WMC	1	1	3		2	1		7
FA	2006	EDU200	3055	-M-----	10:59a 7:00p-	AUDI	LCC	3				1			4
SP	2006	EDU200	3055	-M-----	9:54p 7:00p-	AUDI	PDC	1							1
SP	2006	EDU200	3055	-M-----	9:54p 7:00p-	AUDI	SCC	1							1
SP	2006	EDU200	3055	-M-----	9:54p 7:00p-	AUDI	WMC	3	1						4
SP	2006	EDU200	3055	-M-----	9:54p 7:00p-	AUDI	STJ	2							2
SP	2006	EDU200	3055	-M-----	9:54p 7:00p-	AUDI	HEB	1							1
SP	2006	EDU200	3055	-M-----	9:54p 7:00p-	AUDI	KAY	2					1		2
SP	2006	EDU200	3055	-M-----	9:54p 7:00p-	AUDI	HOPI	3		1		1			5
SP	2006	EDU200	3055	-M-----	9:54p 7:00p-	AUDI	WRV						1		1
SP	2006	EDU200	3055	-M-----	9:54p 7:00p-	AUDI	SPE	1							1
S1	2006	EDU200	3122	---W---	9:54p 8:30a-	AUDI	HOPI	2	1			1			4
S1	2006	EDU200	3122	---W---	11:09a 8:30a-	AUDI	KAY			1	1				2
S1	2006	EDU200	3122	---W---	11:09a 8:30a-	AUDI	PDC	1		2	1				4
S1	2006	EDU200	3122	---W---	11:09a 8:30a-	AUDI	SCC	2	1						3

FA	2006	EDU200	3122	---W---	11:09a 8:30a- 11:09a	AUDI	SPE	1		2		3	
FA	2006	EDU200	3122	---W---	8:30a- 11:09a	AUDI	STJ		1			1	
FA	2006	EDU200	3122	---W---	8:30a- 11:09a	AUDI	WRV	1				1	
SP	2007	EDU200	4043	----R--	7:00p- 9:54p	AUDI	LCC	1			3	2	
SP	2007	EDU200	4043	----R--	7:00p- 9:54p	AUDI	PDC	3	2	1		6	
S2	2007	EDU200	4043	----R--	7:00p- 9:54p	AUDI	SCC	1		1		2	
FA	2007	EDU200	4043	----R--	7:00p- 9:54p	AUDI	WMC	3				3	
FA	2007	EDU200	4043	----R--	7:00p- 9:54p	AUDI	KAY	1		2	2	1	5
SP	2007	EDU200	4043	----R--	7:00p- 9:54p	AUDI	WRV	1			1	2	
SP	2007	EDU200	4043	----R--	7:00p- 9:54p	AUDI	SPE	1				1	
SP	2007	EDU200	4043	----R--	7:00p- 9:54p	AUDI	STJ			1		1	
SP	2007	EDU200	4087	---W---	4:05p- 6:49p	AUDI	HEB	1		1		2	
SP	2007	EDU200	4087	---W---	4:05p- 6:49p	AUDI	HOPI				1		
SP	2007	EDU200	4087	---W---	4:05p- 6:49p	AUDI	LCC			1		1	
FA	2007	EDU200	4087	---W---	4:05p- 6:49p	AUDI	PDC	1				1	
FA	2007	EDU200	4087	---W---	4:05p- 6:49p	AUDI	SCC	2				2	
FA	2007	EDU200	4087	---W---	4:05p- 6:49p	AUDI	SPE			1		1	
FA	2007	EDU200	4087	---W---	4:05p- 6:49p	AUDI	WMC	3	1	1		5	
FA	2007	EDU200	4087	---W---	4:05p- 6:49p	AUDI	WRV			1		1	
FA	2007	EDU200	5044	-MTWR--	4:00p- 6:39p	VID1	HOPI	2		1		3	
FA	2007	EDU200	5044	-MTWR--	4:00p- 6:39p	VID1	KAY		1			1	
FA	2007	EDU200	5044	-MTWR--	4:00p- 6:39p	VID1	LCC	2			1	3	
FA	2007	EDU200	5044	-MTWR--	4:00p- 6:39p	VID1	PDC	1				1	
FA	2007	EDU200	5044	-MTWR--	4:00p- 6:39p	VID1	SCC			1		1	
FA	2007	EDU200	5044	-MTWR--	4:00p- 6:39p	VID1	STJ	1				1	
FA	2007	EDU200	5044	-MTWR--	4:00p- 6:39p	VID1	WMC	3				3	
FA	2007	EDU200	7055	---W---	8:00a- 10:44a	AUDI	LCC	2				2	
FA	2007	EDU200	7055	---W---	8:00a- 10:44a	AUDI	PDC		1	1		2	
FA	2007	EDU200	7055	---W---	8:00a- 10:44a	AUDI	KAY	2				2	
FA	2007	EDU200	7055	---W---	8:00a- 10:44a	AUDI	HOPI	2	1			3	
FA	2007	EDU200	7055	---W---	8:00a- 10:44a	AUDI	WRV				1	1	
FA	2007	EDU200	7055	---W---	8:00a- 10:44a	AUDI	SPE	1				1	
FA	2007	EDU200	7122	----R--	6:30p- 9:14p	AUDI	HEB				1	1	
FA	2007	EDU200	7122	----R--	6:30p- 9:14p	AUDI	HOPI		2			2	
FA	2007	EDU200	7122	----R--	6:30p-	AUDI	KAY	1		2		3	

FA	2007	EDU200	7122	----R--	9:14p 6:30p- 9:14p	AUDI	LCC		1								1
FA	2007	EDU200	7122	----R--	6:30p- 9:14p	AUDI	SCC	1									1
FA	2007	EDU200	7122	----R--	6:30p- 9:14p	AUDI	WMC	1									1
FA	2007	EDU200	7125	--T-R--	9:30a- 10:44a	135	WMC	4									4
FA	2007	EDU200	7125	--T-R--	9:30a- 10:44a	M6	WMC	4	3			2					9
FA	2007	EDU200	7146	--T-R--	9:30a- 10:44a	L143	PDC	1									1
SP	2002	EDU201	0	-----F-	6:00p- 8:59p		WRV	8	5	2				9			22
SP	2002	EDU201	0	-----F-	6:00p- 8:59p		HOPI	8						3			8
SP	2002	EDU201	0	-----F-	6:00p- 8:59p		LCC	4						2			6
FA	2003	EDU201	0	-----F-	6:00p- 8:59p		HOPI	10	1	1							12
FA	2003	EDU201	0	-----F-	6:00p- 8:59p	C	WRV	8						6			14
SP	2003	EDU201	0	-MTWRF-	8:00a- 4:59p		KAY	5						3			8
FA	2003	EDU201	0	-----F-	6:00p- 8:59p	109	LCC	4						2			6
FA	2003	EDU201	0	-----F-	6:00p- 8:59p	147	PDC	4						1			5
FA	2003	EDU201	0	-----F-	6:00p- 8:59p	111	WMC	10						4			14
FA	2004	EDU201	0	-----F-	6:00p- 8:59p	109	LCC	12						2			13
SU	2004	EDU201	0	-MTWRF-	8:00a- 5:29p		WRV	8	1					1			9
FA	2004	EDU201	0	-M-----	5:30p- 8:29p	37	SAN	2	1			2					5
FA	2004	EDU201	0	-MTWRF-	3:00p- 5:59p		NAVA	14	2								16
FA	2005	EDU201	0	-----F-	5:00p- 8:59p	110	WMC	5	2	1							8
FA	2005	EDU201	0	-----F-	6:00p- 9:59p		HOPI	6	1					1			7
FA	2005	EDU201	0	-----F-	6:00p- 8:59p		KAY	6	5					4			11
FA	2005	EDU201	0	-MTWRF-	8:00a- 4:59p		KAY	13						1			14
SP	2005	EDU201	0	-MTWRF-	8:00a- 5:29p		WRV	4									4
FA	2005	EDU201	0	-----F-	6:00p- 8:59p		KAY	8	1					1			10
SP	2006	EDU201	0	-----F-	6:00p- 9:59p		KAY	8				1		3			12
FA	2006	EDU201	0	-----F-	6:00p- 9:59p		STJ	7						1			8
FA	2006	EDU201	0	-----F-	6:00p- 9:59p	142	PDC	8						4			10
FA	2007	EDU201	0	-----F-	5:00p- 7:59p	142	PDC	10	1	1							12
FA	2007	EDU201	0	-----F-	4:00p- 6:59p		WMC	7	2	2	1		3	2			16
FA	2003	EDU220	0	--T----	6:00p- 8:59p	C	WRV	1	1	2				3			7
FA	2003	EDU220	0	--T----	4:00p- 6:59p		HOPI	6	3			1	1				11
FA	2003	EDU220	0	-----	-TBA-		ALU	1									1
FA	2003	EDU220	9503	---W---	4:05p- 6:49p	VID2	LCC	2									2
FA	2003	EDU220	9503	---W---	4:05p- 6:49p	VID2	PDC	1									1

FA	2003	EDU220	9503	---W---	4:05p-6:49p	VID2	SCC										1	
FA	2003	EDU220	9503	---W---	4:05p-6:49p	VID2	WRV										1	1
FA	2004	EDU220	0	-M----	4:30p-7:29p		HOPI	18	5	1		1						25
FA	2004	EDU220	0	-----	-TBA-		SAN	5	2									7
FA	2004	EDU220	0	-----	-TBA-		INT		1	2			3					6
FA	2004	EDU220	1110	---R--	4:05p-6:49p	VID2	WRV	1										1
FA	2004	EDU220	1110	---R--	4:05p-6:49p	VID2	LCC				1							1
FA	2004	EDU220	1110	---R--	4:05p-6:49p	VID2	PDC	2										2
FA	2004	EDU220	1110	---R--	4:05p-6:49p	VID2	WMC	1										1
FA	2004	EDU220	1110	---R--	4:05p-6:49p	VID2	HEB	1										1
SP	2004	EDU220	0	-----	-TBA-		ALU	1										1
SP	2004	EDU220	0	--T----	4:05p-6:49p		HOPI	6	2	1								9
FA	2005	EDU220	5001	---W---	4:05p-6:49p	AUDI	LCC	1			2			1				4
FA	2005	EDU220	5001	---W---	4:05p-6:49p	AUDI	PDC	1										1
SP	2005	EDU220	5001	---W---	4:05p-6:49p	AUDI	SCC	2	1									3
SP	2005	EDU220	5001	---W---	4:05p-6:49p	AUDI	WMC						2					2
S1	2005	EDU220	5001	---W---	4:05p-6:49p	AUDI	HEB	1										1
FA	2005	EDU220	5001	---W---	4:05p-6:49p	AUDI	KAY				1							1
FA	2005	EDU220	5001	---W---	4:05p-6:49p	AUDI	HOPI	2				2		1	1			6
FA	2005	EDU220	5001	---W---	4:05p-6:49p	AUDI	WRV						2		1			3
SP	2005	EDU220	5001	---W---	4:05p-6:49p	AUDI	SPE	1										1
S2	2005	EDU220	5329	-MTWRF-	12:40p-2:44p		LCC	4										4
FA	2005	EDU220	0	---W---	8:00a-10:59a	D	WMC	1										1
FA	2005	EDU220	0	---W---	8:00a-10:59a		WMC	1	1									2
FA	2006	EDU220	9001	---R--	4:05p-6:49p	VID1	LCC	1										1
FA	2006	EDU220	9001	---R--	4:05p-6:49p	VID1	PDC	3			1							4
FA	2006	EDU220	9001	---R--	4:05p-6:49p	VID1	SCC	1				1				1		3
FA	2006	EDU220	9001	---R--	4:05p-6:49p	VID1	WMC	1										1
SP	2006	EDU220	9001	---R--	4:05p-6:49p	VID1	KAY	1										1
SP	2006	EDU220	9001	---R--	4:05p-6:49p	VID1	HOPI	4										4
SP	2006	EDU220	9001	---R--	4:05p-6:49p	VID1	WRV	2	1			2						5
SP	2006	EDU220	9001	---R--	4:05p-6:49p	VID1	SPE	1										1
SP	2006	EDU220	9001	---R--	4:05p-6:49p	VID1	STJ	1										1
FA	2006	EDU220	0	----F-	8:00a-10:59a	G104	WMC	5										5
FA	2006	EDU220	0	----F-	8:00a-10:59a	104	WMC	1										1
FA	2006	EDU220	3016	--T----	4:05p-6:49p	AUDI	LCC	2										2
SP	2006	EDU220	3016	--T----	4:05p-	AUDI	SCC	1										1



SP	2006	EDU220	3016	--T----	6:49p 4:05p-	AUDI	KAY		1			1
S1	2006	EDU220	3016	--T----	6:49p 4:05p-	AUDI	HOPI			1		1
FA	2006	EDU220	3016	--T----	6:49p 4:05p-	AUDI	WRV		1			1
SP	2006	EDU220	3016	--T----	6:49p 4:05p-	AUDI	STJ	2				2
FA	2007	EDU220	0	---W---	6:49p 4:05p-		SAN	4	1	1		6
FA	2007	EDU220	0	---W---	6:59p 5:30p-	4	SPE	4				4
FA	2007	EDU220	4001	----R--	8:29p 4:05p-	AUDI	LCC		1			1
FA	2007	EDU220	4001	----R--	6:49p 4:05p-	AUDI	WMC		1			1
FA	2007	EDU220	4001	----R--	6:49p 4:05p-	AUDI	KAY	1			1	2
FA	2007	EDU220	4001	----R--	6:49p 4:05p-	AUDI	HOPI	1			1	1
FA	2007	EDU220	4001	----R--	6:49p 4:05p-	AUDI	WRV	2	1			3
FA	2007	EDU220	4001	----R--	6:49p 4:05p-	AUDI	SPE	1				1
FA	2007	EDU220	4001	----R--	6:49p 4:05p-	AUDI	STJ	1		1		2
FA	2007	EDU220	7016	--T----	6:49p 5:00p-	AUDI	LCC	1				1
FA	2007	EDU220	7016	--T----	7:44p 5:00p-	AUDI	SCC	1				1
FA	2007	EDU220	7016	--T----	7:44p 5:00p-	AUDI	WMC	1				1
FA	2007	EDU220	7016	--T----	7:44p 5:00p-	AUDI	HOPI	2				2
FA	2007	EDU220	7016	--T----	7:44p 5:00p-	AUDI	WRV	2			1	3
FA	2007	EDU220	7016	--T----	7:44p 5:00p-	AUDI	SPE	1				1
FA	2007	EDU220	7127	---W---	7:44p 8:00a-	135	WMC	3	1			4
FA	2007	EDU220	7127	---W---	10:44a 8:00a-	M6	WMC	3				3
SP	2002	EDU222	0	----R--	10:44a 6:00p-		LCC	3	2			5
FA	2003	EDU222	6327	-M-----	8:59p 7:00p-	VID2	LCC	1			1	2
FA	2003	EDU222	6327	-M-----	9:54p 7:00p-	VID2	PDC	1	2	1		5
FA	2003	EDU222	6327	-M-----	9:54p 7:00p-	VID2	SCC	1				1
FA	2003	EDU222	6327	-M-----	9:54p 7:00p-	VID2	WMC	1				1
FA	2003	EDU222	6327	-M-----	9:54p 7:00p-	VID2	KAY	1				1
FA	2003	EDU222	6327	-M-----	9:54p 7:00p-	VID2	HEB				1	1
FA	2003	EDU222	0	--T----	9:54p 4:30p-		HOPI	14	5		1	20
FA	2003	EDU222	0	--T----	7:29p 7:00p-	4	SPE	5				5
SP	2003	EDU222	0	--T----	9:59p 4:30p-		HOPI	2			1	3
SP	2003	EDU222	9124	----R--	7:29p 7:00p-	VID2	LCC	1				1
SP	2003	EDU222	9124	----R--	9:55p 7:00p-	VID2	PDC	4	2	1		7
SP	2003	EDU222	9124	----R--	9:55p 7:00p-	VID2	WMC	2				2
FA	2004	EDU222	0	-M-----	9:55p 7:00p-	4	SPE	7			1	8

FA	2004	EDU222	1111	--T----	9:59p 7:00p- 9:54p	VID2	WRV		1		2		3
SP	2004	EDU222	1111	--T----	7:00p- 9:54p	VID2	LCC		1				1
SP	2004	EDU222	1111	--T----	7:00p- 9:54p	VID2	SCC	1			1		2
SP	2004	EDU222	1111	--T----	7:00p- 9:54p	VID2	WMC	1			1		2
SP	2004	EDU222	1111	--T----	7:00p- 9:54p	VID2	HEB	1					1
SP	2004	EDU222	0	-MTWR--	6:00p- 8:59p		HOPI	10	3				13
SP	2004	EDU222	4124	---W---	4:05p- 6:49p	VID2	LCC		1		1		1
SP	2004	EDU222	4124	---W---	4:05p- 6:49p	VID2	PDC	2	1				3
SP	2004	EDU222	4124	---W---	4:05p- 6:49p	VID2	WMC	2	1				3
FA	2005	EDU222	0	--T----	4:05p- 6:54p		HOPI	5	4	1	4		14
FA	2005	EDU222	0	---W---	4:00p- 6:59p		SAN	4		1			5
SP	2005	EDU222	0	----F-	8:00a- 10:59a		WMC		4				4
SP	2005	EDU222	0	----F-	8:00a- 10:59a	108	WMC				1		1
FA	2005	EDU222	0	--T----	6:30p- 9:29p	4	SPE	2					2
FA	2005	EDU222	8124	----R--	4:05p- 6:49p	VID1	LCC		2				2
FA	2005	EDU222	8124	----R--	4:05p- 6:49p	VID1	PDC	2	1	1		1	5
SP	2005	EDU222	8124	----R--	4:05p- 6:49p	VID1	WMC	3					3
SP	2005	EDU222	8124	----R--	4:05p- 6:49p	VID1	WRV	1					1
SP	2005	EDU222	8124	----R--	4:05p- 6:49p	VID1	HOPI	1	1	1			3
SP	2005	EDU222	8124	----R--	4:05p- 6:49p	VID1	KAY	1					1
SP	2005	EDU222	8124	----R--	4:05p- 6:49p	VID1	SPE				1		
SP	2006	EDU222	0	---W---	4:00p- 6:59p		SAN	5	3			2	10
S1	2006	EDU222	0	----F-	8:00a- 10:59a	G104	WMC	3	1	2	1		7
FA	2006	EDU222	0	--T----	6:30p- 9:29p	4	SPE	1					1
FA	2006	EDU222	0	----F-	8:00a- 10:59a	104	WMC	3	1				4
SU	2006	EDU222	0	--T----	6:30p- 9:29p	4	SPE	3					3
FA	2006	EDU222	3124	--T----	7:00p- 9:54p	VID1	PDC	1					1
SP	2006	EDU222	3124	--T----	7:00p- 9:54p	VID1	SCC	2					2
SP	2006	EDU222	3124	--T----	7:00p- 9:54p	VID1	WMC	1					1
S1	2006	EDU222	3124	--T----	7:00p- 9:54p	VID1	WRV	1			1		2
FA	2006	EDU222	3124	--T----	7:00p- 9:54p	VID1	HEB			1			1
SP	2006	EDU222	3124	--T----	7:00p- 9:54p	VID1	HOPI		1			1	1
FA	2006	EDU222	3124	--T----	7:00p- 9:54p	VID1	KAY	1			1		2
SP	2006	EDU222	3124	--T----	7:00p- 9:54p	VID1	STJ		2				2
FA	2007	EDU222	4033	---W---	8:30a-	VID1	PDC			1			1

FA	2007	EDU222	4033	---W---	11:09a 8:30a- 11:09a	VID1	LCC						1		
FA	2007	EDU222	4033	---W---	8:30a- 11:09a	VID1	PDC						1		1
FA	2007	EDU222	4033	---W---	8:30a- 11:09a	VID1	WMC	1							1
FA	2007	EDU222	4033	---W---	8:30a- 11:09a	VID1	KAY	1		1					2
FA	2007	EDU222	4033	---W---	8:30a- 11:09a	VID1	WRV	1							1
FA	2007	EDU222	4033	---W---	8:30a- 11:09a	VID1	SPE	1							1
FA	2007	EDU222	4328	---W---	8:00a- 10:59a	M6	WMC	3				1			4
FA	2007	EDU222	4328	---W---	8:00a- 10:59a		WMC	2							2
FA	2007	EDU222	5045	-MTWR--	6:50p- 9:29p	VID1	HOPI	1		1					2
FA	2007	EDU222	5045	-MTWR--	6:50p- 9:29p	VID1	PDC	1							1
FA	2007	EDU222	5045	-MTWR--	6:50p- 9:29p	VID1	WMC	1		2					3
FA	2007	EDU222	5045	-MTWR--	6:50p- 9:29p	VID1	WRV	1							1
FA	2007	EDU222	7124	---W---	6:30p- 9:14p	VID2	LCC	1					1		2
FA	2007	EDU222	7124	---W---	6:30p- 9:14p	VID2	PDC	4				1			5
FA	2007	EDU222	7124	---W---	6:30p- 9:14p	VID2	WMC	2					1		2
FA	2007	EDU222	7124	---W---	6:30p- 9:14p	VID2	WRV				1		1		2
FA	2007	EDU222	7124	---W---	6:30p- 9:14p	VID2	HOPI	2		1			1		4
FA	2007	EDU222	7124	---W---	6:30p- 9:14p	VID2	STJ	2							2
SP	2005	EDU223	0	--T----	6:00p- 6:59p	4	SPE	2					1		2
S1	2005	EDU271	0	-----	-TBA-		INT	4			3			2	9
FA	2005	EDU271	0	-----	-TBA-		INT	3			3		1	2	10
SP	2005	EDU271	0	-----	-TBA-		INT	4		2				1	7
FA	2006	EDU271	0	-----	-TBA-		INT	8		3			2	5	17
SP	2006	EDU271	0	-----	-TBA-		INT	11		4	1		1	3	19
SP	2006	EDU271	0	-----	-TBA-		INT			1			2	1	4
FA	2007	EDU271	0	-----	-TBA-		INT	6			2			2	10
FA	2007	EDU271	0	-----	-TBA-		INT			1					1
FA	2007	EDU271	0	-----	-TBA-		INT	6			2			4	12
FA	2007	EDU271	0	-----	-TBA-		INT	4		2	1				7
SP	2004	EDU272	0	--T----	4:05p- 6:49p		HOPI	16		2	1				19
SP	2004	EDU272	0	---W---	7:00p- 9:54p		SAN	4					1		5
S2	2005	EDU272	0	-M-----	4:00p- 6:59p		HOPI	8		2					10
FA	2005	EDU272	0	---W---	8:00a- 10:59a		WMC	1							1
SP	2005	EDU272	0	---W---	8:00a- 10:59a		WMC	1		3					4
SP	2005	EDU272	0	-----	-TBA-		ALU	1							1
SP	2004	EDU276	0	-MTWR--	3:00p- 5:59p		HOPI	16							16
SP	2005	EDU276	0	-M-----	4:05p- 6:54p	112	LCC	10							10
SP	2006	EDU276	0	--T----	4:00p- 6:44p		HOPI	3		1		2		1	7
SP	2006	EDU276	0	-M-----	6:00p- 9:59p		SPE	3							3
FA	2007	EDU276	4329	--T----	8:00a- 10:59a	108	WMC	4			1				5

FA	2007	EDU276	4329	--T----	8:00a-10:59a	L108	WMC	5										5
FA	2006	EDU281	0	-----S	8:00a-4:59p		NAVA	18										18
FA	2007	EDU281	0	-----S	8:00a-3:59p	2	SPE	6										6
FA	2007	EDU281	0	-----	-TBA-		ALU					1						1
FA	2007	EDU281	0	-----	-TBA-		PDC	1										1
SP	2006	EDU282	0	--T----	4:00p-6:59p		SPE	16										16
FA	2006	EDU282	0	---R--	4:00p-6:59p		STJ	5					1		1			6
FA	2007	EDU282	0	-M--R--	3:30p-7:29p		STJ	3										3
FA	2007	EDU282	0	--T----	3:15p-7:14p		SPE	11		1			1					13
FA	2007	EDU282	0	-----	3:15p-7:45p		SPE	15							1			15
FA	2007	EDU282	0	-----	3:14p-7:44p		SPE	5		1			1		2			7
FA	2007	EDU282	0	-----	3:15p-7:44p		SPE	8		2		1						11
FA	2007	EDU282	0	---W---	4:00p-8:29p		STJ	11										11
FA	2007	EDU282	0	---W---	6:00p-8:59p		WMC	19		2					2			22
FA	2007	EDU282	0	--T----	3:30p-7:29p		SPE	10										12
FA	2007	EDU282	0	-----F-	5:00p-9:59p		APAC	14		1		1		1				17
SP	2004	EDU291	0	--T----	7:00p-9:54p		HOPI	5										5