

PASADENA CITY COLLEGE  
CURRICULUM AND INSTRUCTION COMMITTEE  
MINUTES OF MEETING  
THURSDAY, DECEMBER 6, 2018  
REVISED

CALLED TO ORDER: 1:33 p.m.

CO-CHAIRPERSONS: Sharon Bober  
Tamara Knott-Silva

The following Curriculum and Instruction Committee members were present:

FACULTY CHAIRPERSONS

Sharon Bober  
Tamara Knott-Silva

INSTRUCTIONAL UNITS

Kimberly Shediak, Business & Computer Technology  
Jeff Hupp, Counseling and Career Services  
Wendy Lucko, Engineering & Technology  
Sebrenia Law, Health Sciences  
Lindsey Ruiz, Languages  
Walter Butler, Library  
Richard Abdelkerim, Mathematics and Computer Science  
John Hanley, Natural Sciences  
Henry Shin, Performing & Communication Arts  
Andrea Murray, Social Sciences  
Masood Kamandy, Visual Arts and Media Studies

DIVISION DEANS

Joseph Futtner  
Sonia Wurst  
Natalie Russell  
Carrie Starbird

MEMBERS EX-OFFICIO

Sharis Amirian, Articulation Officer

VISITORS

James Arnwine  
Sonn Eidem  
Linda Hintzman  
Sassan Barkeshli  
Mariella Baldo  
Carolyn Corrie  
Tanysha Laney

*In accordance with the Ralph M. Brown Act and SB 751, the minutes of the Curriculum and Instruction Committee of Pasadena City College record the votes of all committee members as follows: (1) Members not present are presumed not to have voted; (2) the names of members of minority or abstaining votes are recorded; (3) all other members are presumed to have voted in the majority.*

Seung Yang  
Beverley Dunbar  
Thomas Thoen

I. WELCOME

Self-introductions were made.

II. PUBLIC COMMENT

Sassan Barkeshli discussed the removed of CS 003B as a prereq to CS 008.

Jude Socrates discussed the modification of Math 010 and addition of 010H.

III. APPROVAL OF MINUTES

Meeting Minutes for November 29, 2018.

ON MOTION by Wendy Lucko and seconded by Sharis Amirian, the committee voted to approve the minutes of meeting 14.

#### IV. COMMITTEE DISCUSSION

ON MOTION by Richard Abdelkerim and seconded by Masood Kamandy, the committee voted by a vote of 17 NO, 1 YES (Andrew Mendoza), and 1 ABSTAIN (Richard Abdelkerim) to approve the addition of MATH 010H. Motion failed.

ON MOTION by Richard Abdelkerim and seconded by Masood Kamandy, the committee voted by a vote of 16 NO, 1 YES (Andrew Mendoza), and 2 ABSTAIN (Richard Abdelkerim; Vanitha Swaminathan) to approve the modification of MATH 010. Motion failed.

ON MOTION by Carrie Starbird and seconded by Richard Abdelkerim, the committee voted unanimously to delay consideration of the prerequisites to MATH 010 and MATH 010H until no sooner than March 21, 2019.

ON MOTION by Richard Abdelkerim and seconded by Carrie Starbird, the committee voted unanimously to approve the modification of CS 008.

ON MOTION by Richard Abdelkerim and seconded by Jeff Hupp, the committee voted unanimously to approve the modification of the prereq to CS 008.

ON MOTION by Masood Kamandy and seconded by Jeff Hupp, the committee voted unanimously to approve the additions of EMED 101C and EMED 201.

ON MOTION by John Hanley and seconded by Masood Kamandy, the committee voted unanimously to approve the modification of EMED 101A.

ON MOTION by Richard Abdelkerim and seconded by Wendy Lucko, the committee voted unanimously to approve the addition of the prereqs to EMED 101A and EMED 101C.

ON MOTION by John Hanley and seconded by Lindsey Ruiz, the committee voted unanimously to approve the modification of OLAD 2900, 3120, and 3371.

ON MOTION by Richard Abdelkerim and seconded by Masood Kamandy, the committee voted unanimously to approve the addition of BUSN 7501.

ON MOTION by Masood Kamandy and seconded by Lindsey Ruiz, the committee voted unanimously to approve the modification of BUSN 7304.

ON MOTION by Sonia Wurst and seconded by John Hanley, the committee voted to unanimously approve the additions of TVR 108A and 108B.

ON MOTION by Wendy Lucko and seconded by Lindsey Ruiz, the committee voted unanimously to approve the addition of the prereq to TVR 108B.

ON MOTION by Lindsey Ruiz and seconded by Richard Abdelkerim, the committee voted unanimously to approve the modifications of TVR 002B, 119, and 120.

ON MOTION by Lindsey Ruiz and seconded by Masood Kamandy, the committee voted to approve the modification of the prereq to TVR 002B. (1 abstain, Sonia Wurst)

ON MOTION by Masood Kamandy and seconded by Joseph Futtner, the committee voted unanimously to approve the addition of the AS portion of TELEVISION AND RADIO VIDEO POST-PRODUCTION AS/Certificate of Achievement.

ON MOTION by Richard Abdelkerim and seconded by Lindsey Ruiz, the committee voted unanimously to approve the addition of DANC 026.

ON MOTION by Carrie Starbird and seconded by Masood Kamandy, the committee voted unanimously to approve the addition of the AA in DANCE.

ON MOTION by Lindsey Ruiz and seconded by Masood Kamandy, the committee voted unanimously to approve the additions of SLPA 107, 115, and 126S. (3 abstentions: Richard Abdelkerim, Lindsey Ruiz, Natalie Russell)

ON MOTION by John Hanley and seconded by Joseph Futtner, the committee voted unanimously to approve the addition of the prereq to SLPA 126S.

ON MOTION by John Hanley and seconded by Kimberley Shediak, the committee voted to approve the modification of SLPA 018. (1 abstain, Lindsey Ruiz)

ON MOTION by Masood Kamandy and seconded by Richard Abdelkerim, the committee voted to approve the modification of the SPEECH-LANGUAGE PATHOLOGY ASSISTANT AS. (1 no, Lindsey Ruiz; 1 abstain, Natalie Russell)

ON MOTION by Wendy Lucko and seconded by John Hanley, the committee voted unanimously to approve the addition of the MUSIC Certificate of Achievement.

ON MOTION by Sonia Wurst and seconded by Masood Kamandy, the committee voted unanimously to add to the agenda BUS 070A and 070B.

ON MOTION by Richard Abdelkerim and seconded by Jeff Hupp, the committee voted unanimously to approve the additions of BUS 070A and 070B.

ON MOTION by Richard Abdelkerim and seconded by Jeff Hupp, the committee voted unanimously as amended the prerequisites of BUS 070A and 070B.

ON MOTION by Masood Kamandy and seconded by Sonia Wurst, the committee voted unanimously to approve the additions of AUTO 101C and 208.

ON MOTION by John Hanley and seconded by Joseph Futtner, the committee voted unanimously to approve the additions of the prerequisites to AUTO 101C and 208.

ON MOTION by Sonia Wurst and seconded by Masood Kamandy, the committee voted unanimously to approve the addition of AUTOMOTIVE TECHNOLOGY – AUTO SERVICE CONSULTANT AS/Certificate of Achievement.

ON MOTION by Masood Kamandy and seconded by Kimberley Shediak, the committee voted unanimously to approve the modification to the ELECTRONICS TECHNOLOGY – BASIC DIGITAL TECHNICIAN Occupational Skills Certificate.

ON MOTION by Joseph Futtner and seconded by Andrea Murray, the committee voted unanimously to approve the modifications to CHDV 024A, 024B, 024C, 024D, 024E, 024F, 024G, and 024I.

ON MOTION by Andrea Murray and seconded by John Hanley, the committee voted unanimously to approve the modifications of EDUC 030 and 131.

ON MOTION by Joseph Futtner and seconded by Richard Abdelkerim, the committee voted unanimously to approve additions of DMA 002, 004, and 098.

ON MOTION by John Hanley and seconded by Richard Abdelkerim, the committee voted unanimously to approve the addition of Distance Education to DMA 002 and 004.

NOTE: The additions of DE to DMA 002 and 004 will be effective Summer 2020.

ON MOTION by Richard Abdelkerim and seconded by Jeff Hupp, the committee voted unanimously to approve the addition of the DIGITAL MEDIA – GAME DESIGN & DEVELOPMENT AS/Certificate of Achievement.

ON MOTION by Joseph Futtner and seconded by John Hanley, the committee voted unanimously to approve the modifications of the DIGITAL MEDIA – ANIMATION & MOTION ARTS AS/Certificate of Achievement, DIGITAL MEDIA – GRAPHIC DESIGN AS/Certificate of Achievement, DIGITAL MEDIA – INTERACTIVE ART & DESIGN AS/Certificate of Achievement, and the DIGITAL MEDIA – WEB DESIGN & DEVELOPMENT AS/Certificate of Achievement.

ON MOTION by Jeff Hupp and seconded by John Hanley, the committee voted unanimously to approve the strikeout of the first sentence of §1 of AP 4100.

ON MOTION by Richard Abdelkerim and seconded by Masood Kamandy, the committee voted to approve the modifications of §2, ¶ A-E as written. (1 no vote, Carrie Starbird; 1 abstain, Andrew Mendoza)

ON MOTION by Natalie Russell and seconded by Masood Kamandy, the committee voted unanimously to approve the modification to AP 4100 §1.

ON MOTION by Wendy Lucko and seconded by Joseph Futtner, the committee voted unanimously to approve the modification of AP 4100 §2, ¶F-J.

ON MOTION by Wendy Lucko and seconded by Sonia Wurst, the committee voted unanimously to approve the modification of AP 4100 §3.

ON MOTION by Wendy Lucko and seconded by Masood Kamandy, the committee voted unanimously to approve the name change of TVR to FTVE.

## V. ANNOUNCEMENTS

None.

## VI. ADJOURNMENT

ON MOTION by Joseph Futtner and seconded by Richard Abdelkerim, the meeting adjourned at 4:50 p.m.

## ADDENDUM

### BUSINESS AND COMPUTER TECHNOLOGY

ADDITION – Effective Summer 2019

BUS 070A INTERNSHIP (PAID)

1 unit

Prerequisites: Completion of one semester at Pasadena City College and completion of one course in major.

Enrollment Limitations: Instructor approval.

Provide students on-the-job learning in a paid position. Application of classroom knowledge and skills related to the discipline, as well as, development of effective work habits, attitudes, and career awareness. One unit of credit for each 75 hours of paid work experience. Students may repeat up to 4 times, with a maximum of 4 total units of any type of work experience. This course may be scheduled using the "To Be Arranged" (TBA) scheduling format.

Transfer Credit: CSU; UC credit under review.

Grade Mode: L

Rationale: This is a new course that is part of a campus-wide initiative from the Work-Based Learning team at PCC to create a single course which allows all disciplines at the college to provide a paid internship opportunity for their students.

ADDITION – Effective Summer 2019

BUS 070B INTERNSHIP (UNPAID)

1 unit

Prerequisites: Completion of one semester at Pasadena City College and completion of one course in major.

Enrollment Limitations: Instructor approval.

Provide students on-the-job learning in an unpaid position. Application of classroom knowledge and skills, as well as, development of effective work habits, attitudes, and career awareness. One unit of credit for each 60 hours of unpaid work experience. Students may repeat up to 4 times, with a maximum of 4 total units of any type of work experience. This course may be scheduled using the "To Be Arranged" (TBA) scheduling format. Transfer Credit: CSU; UC credit under review.

Grade Mode: L

Rationale: This is a new course that is part of a campus-wide initiative from the Work-Based Learning team at PCC to create a single course which allows all disciplines at the college to provide an unpaid internship opportunity for their students

### ENGINEERING AND TECHNOLOGY

ADDITION – Effective Summer 2019

AUTO 101C AUTOMOTIVE SERVICE CONSULTANT

3 units

Prerequisites: ENGL 001A and AUTO 100.

Enrollment Limitations: Must possess a valid driver's license. DMV print out showing valid driver's license is required. Must be able to stand for long periods of time. Typing skills necessary.

Organization and function of an automotive service consultant. Development of effective Walk-around inspection skills. Use BAR and California standards to create a legal service repair order. This course prepares students for the ASE C1 certification exam. Valid driver's license required. Total of 54 hours of lecture and 9 hours of laboratory.

Grade Mode: L

Rationale: This class will prepare students for a service advisor position in dealerships and independent shops. The class aligns with ASE 1C service consultant certification testing.

ADDITION – Effective Summer 2019

AUTO 208 ENGINE PERFORMANCE

6 units

Prerequisites: AUTO 201 and AUTO 206B.

Enrollment Limitations: Must possess a valid driver's license. DMV print out showing valid driver's license is required. Must be able to stand for long periods of time.

Theory and operation of electronic engine controls and includes: electronic fuel injection, electronic ignitions, onboard diagnostics and current emission systems. Laboratory practice includes proper setup and use of digital storage oscilloscopes, scan tools, engine analyzer, four and five-gas emission analyzers, and dynamometer. This course prepares the students for the Automotive Service Excellence (ASE) A8 Professional Exam. No credit if taken after AUTO 226 and 227 or 208A and 208B. Total of 72 hours lecture and 108 hours laboratory. Formerly 208A and 208B.

Grade Mode: L

Rationale: Auto 208A and 208B will be merged into one class allowing it to align with ASE A8 examination. The merging of the two classes will also create easier CID alignment as it becomes available.

ADDITION – Effective Summer 2019

AUTOMOTIVE TECHNOLOGY – AUTOMOTIVE SERVICE CONSULTANT – AS/Certificate of Achievement

18 units

The curriculum will provides the student or reentry employee with a level of skills required for service operations in an automotive dealership or independent repair facility. These courses prepare the student for employment as an Automotive Service Consultant or Advisor. The program promotes ethical leadership skills, effective communication, interpersonal skills, workplace etiquette, and customer service.

A Certificate of Achievement is awarded upon completion of all required courses with a grade of C or better.

Requirements for the Certificate of Achievement (18 units):



AUTO 100 – Basic Automotive Fundamentals (2)  
AUTO 101C – Automotive Service Consultant (3)  
ENGL 001A – Reading and Composition (4)  
BUS 011A – Business Communications (3)  
BUS 160 – Sales and Customer Service (3)  
SPCH 010 – Interpersonal Communication (3)

Rationale: Due to the high number of job openings and posting, the Auto Faculty and Advisory board feels that professionalism and training is required for these careers. The evolving legal and technological aspects in the auto repair industry have hindered the ability of repair facilities to train from within and have now looked to formalize this training. This serves the community as many technicians have reached fatigue (physically) or injury are looking to stay in the industry of choice and need the skills listed in the program description and course descriptions to be successful as a re-entry employee. The data have shown six figure incomes are attainable within these markets. Program is at Regional Consortium currently with the preliminary data showing favor in this job market.

MODIFICATION – Units (from 12 to 13), catalog description, SLOs – Effective Summer 2019  
ELECTRONICS TECHNOLOGY – BASIC DIGITAL TECHNICIAN – Occupational Skills  
Certificate

13 units

The curriculum contained in this certificate of completion provides a student with the necessary skills to seek entry-level employment as an electronics technician working on digital electronics systems. Students completing this certificate program will have the basic skills needed to work with electronic digital and microprocessor based equipment. In addition to the ability to use common electronics test equipment such as oscilloscopes and digital multimeters, they will have an understanding of microcontroller hardware and software and the ability to prototype, test, and debug simple digital and microcontroller based systems. Students will also have the skills required to design printed circuit boards, solder and perform basic assembly of electronic systems.

An Occupational Skills Certificate is awarded upon completion of all required courses with a grade of C or better.

Requirements for the Occupational Skills Certificate (13 units):

Semester I

ELTN 130 – Introduction to Electronics (3)

ELTN 115 – Printed Circuit & Electronic Hardware Design (3)

Semester II

ELTN 117 – Introduction to Microcontrollers and Embedded Design (3)

Semester III

ELTN 132 – Digital and Control Electronics (4)

Rationale: Revise certificate description, add missing SLO's, change total units from 12 to 13 based on ELTN 115

HEALTH SCIENCES

ADDITION – Effective Summer 2019

EMED 101C EMERGENCY MEDICAL TECHNOLOGY AMBULANCE RIDE-ALONGS

½ unit

Corequisites: EMED 101A.

Enrollment Limitations: 1. CPR training equivalent to the current American Heart Association's Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care at the Healthcare Provider level. 2. Age of 18 or older. 3. A completed health form evidencing good physical and emotional health including required immunizations and TB screening before the beginning of Clinicals. Clinical portion of the Emergency Medical Technician (EMED 101A) course covering selected topics in human anatomy and physiology. Diagnostic signs and interpretations of illness and injuries. Reinforcement of knowledge and skill in procedures of basic emergency rescue and care. Preparation

for certification for Emergency Medical Technician (EMT). The scope of practice not to exceed requirements as outlined under California Code of Regulations, Title 22. Three 12-hour shifts will be successfully completed in the field on an EMT ambulance for a total of 36 hours.

Grade Mode: L, P, A

**Rationale:**

Lecture, Lab and Clinical (Required Ambulance Ride-Along Time) are all combined in the current course, EMED 101A. This makes scheduling of classes difficult and gives the current course an odd unit load (6.5). In addition, this modification will make attendance easier to track and record. Repeatability is also eased by making this separate. We wish to separate the 27 hours of TBD time in the current EMED 101A course into its own course with its own objectives. This will become EMED 101C. The lecture and lab portion of the course will remain EMED 101A. In the future, we may wish to further separate the lecture and lab portions of the course (EMED 101A and EMED 101B). This course should be taken concurrently with the lecture & lab portion of the EMT course (EMED101A).

ADDITION – Effective Summer 2019

**EMED 201 EMERGENCY MEDICAL RESPONDER**

3 units

Enrollment Limitations: 1. Minimum age of 16 years. 2. CPR training equivalent to the current American Heart Association's Guidelines for Cardio pulmonary Resuscitation and Emergency Cardiovascular Care at the Healthcare Provider level.

Preparation of first responders for immediate lifesaving care to critical patients. Training of life saving interventions while awaiting additional EMS response and to assist higher level personnel at the scene. A grade of B or better must be achieved to receive a certificate of course completion for EMR. The EMR course meets and exceeds the National EMS Education Standards for EMR training. This is the first level of EMS provider, as recommended by the National Scope of Practice Model for EMS, providing basic life support. Total of 36 hours of lecture and 54 hours of laboratory.

Grade Mode: L, P

**Rationale:** The primary focus of the Emergency Medical Responder (EMR) is to initiate immediate lifesaving care to critical patients who access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide lifesaving interventions while awaiting additional EMS response and to assist higher level personnel at the scene and during transport. EMRs function as part of a comprehensive EMS response, under medical oversight. EMRs perform basic interventions with minimal equipment. As identified in the National Emergency Medical Services (EMS) Scope of Practice Model, four levels of EMS providers should be trained and certified to work in the prehospital setting. These are; 1) Emergency Medical Responder (EMR), 2) Emergency Medical Technician (EMT), 3) Advanced Emergency Medical Technician (AEMT) and 4) Paramedic (PM). Both the EMR and EMT level are considered Basic Life Support (BLS) levels and are the fundamental levels of care most patients will need in the event of a life-threatening emergency. As part of our EMED program, we have the resources and experts to teach this course. The EMR training curriculum and guidelines are produced and offered to schools and training centers by the National Highway Traffic and Safety Administration (NHTSA) and the Department of Transportation (DOT). California EMS training following these national documents for training and certification of EMS providers. EMR is not

recognized as an official certificate by the State of California EMS Authority (primarily due to need for background investigations and the gap in services this may create), however, local employers such as California Fire and the National Park Services, utilize EMR rather than the EMT level for some of their employees and volunteers. In addition, this training can be utilized as a preparatory class for the more challenging EMT class by introducing difficult concepts and content in a more basic setting.

Additionally, EMR is intended to be taken before EMT training and is a great preparatory course for EMT, our EMED 101A course. The current success rate in EMED 101A is 40%, students taking EMR first, are more likely to succeed in EMED 101A. Currently, PCC does not offer this valuable EMR training.

MODIFICATION – Title, catalog description, corequisite (addition of EMED 101C), recommended preparation, enrollment limitations, SPOs, SLOs, MOIs, MOEs, CCOs, contact hours, SAM code, assignments, texts – Effective Summer 2019

EMED 101A EMERGENCY MEDICAL TECHNOLOGY LECTURE AND LABORATORY  
6 units

Corequisites: EMED 101C.

Recommended Preparation: MA 115, COLL 001.

Enrollment Limitation: 1. CPR training equivalent to the current American Heart Association's Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care at the Healthcare Provider level. 2. Age of 18 or older. 3. A completed health form evidencing good physical and emotional health.

Selected topics in human anatomy and physiology. Diagnostic signs and interpretations of illness and injuries. Development of knowledge and skill in procedures of basic emergency rescue and care.

Preparation for certification for Emergency Medical Technician (EMT). The scope of practice not to exceed requirements as outlined under California Code of Regulations, Title 22. Total of 90 hours lecture and 72 hours laboratory.

Grade Mode: L, P, A

Rationale: Lecture, Lab and Clinical (Required Ambulance Ride-Along Time) are all combined in the current course, EMED 101A. This makes scheduling of classes difficult and gives the current course an odd unit load (6.5). In addition, this modification will make attendance easier to track and record. Repeatability is also eased by making this separate. The lecture and lab portion of the course will remain EMED 101A. We wish to separate the 27 hours of TBD time in the current EMED 101A course into its own course with its own objectives. This will become EMED 101C. In the future, we may wish to further separate the lecture and lab portions of the course (EMED 101A and EMED 101B). This course should be taken concurrently with the lecture & lab portion of the EMT course (EMED101A).

## MATHEMATICS

MODIFICATION – Title, units, catalog description, prereq (remove CS 003B), CCOs – Effective Summer 2019

CS 008 FUNDAMENTALS OF COMPUTER SCIENCE III – DATA STRUCTURES  
4 units

Prerequisites: CS 003A.

Recommended Preparation: Proficient in the C++ programming language at the intermediate/advanced level.

Third programming course in the series of introduction to computer science courses. Data structure concepts in designing and implementing algorithms taught in the C++ programming language. Lists, arrays, binary trees, b-trees, AVL trees, heaps, stacks, queues, priority queues, hashing and graphs. Searching, sorting and merging algorithms. Advanced concepts and manipulation of C++ pointers, pointers to functions in C++ class members, functions and advanced pointer arithmetic. At least two programming assignments of 1,500 to 2,500 lines of C++ code will be required of each individual student. At least one two student team project of 3,000 to 4,000 lines of code will be required. For STEM Majors: Computer Science, Computer Engineering, Mathematics, and Science majors, but open to all qualified students. Total of 54 hours lecture and 72 hours laboratory.

Transfer Credit: CSU; UC

Grade Mode: L, A, P

Rationale: 1) Number of Units: To better align with the UC system for articulation and the new AS-T in Computer Science. 2) Description: To better reflect the content, scope and depth of the material covered. 3) Content: To better align content with similar courses offered at the majority of the UC campuses. 4) Name Change: To better identify and clarify the required sequence of courses for Computer Science and Engineering

## NONCREDIT

ADDITION – Effective Summer 2019

### BUSN 7501 MATH ESSENTIALS FOR THE WORKPLACE

Preparation for pre-employment math tests and/or reinforces practice in solving math problems related to bookkeeping, payroll and other business applications. Total 9 to 36 hours of lecture.

Rationale: This course is one of a series of courses that will provide students with the opportunity to obtain practical business math skills needed for pre-employment tests for office/clerical jobs and/ or entry level office accounting jobs.

MODIFICATION – Catalog description, contact hours, NCN – Effective Summer 2019

### BUSN 7304 FUNDAMENTALS OF OFFICE RECORDS MANAGEMENT AND FILING

Basic principles and procedures of record storage, control, retrieval and management by manual and electronic methods. Emphasis is also placed on guidelines regarding records storage, disposal, and management. Speed and accuracy in indexing, filing and finding documents in such systems as alphabetic, numeric, geographic, and subject. Total of 36 hours lecture.

Grade Mode: P

Rationale: Course is up for revision. Changed total hours to 36 lecture only. NCN changed from 30 to 20.

MODIFICATION – Catalog description, SLOs, SPOs, MOIs, MOEs, assignments, texts – Effective Summer 2019

#### OLAD 2900 SEWING TECHNIQUES FOR OLDER ADULTS

Designed for older adult students with all levels of sewing abilities. Emphasis on the development and use of good sewing techniques to build confidence for task completion, craft-related problem-solving skills, including appropriate application of some speed-sewing techniques, the use of commercial patterns, proper fit, and independent creation of patterns for personal projects to support social/personal. Total of 54 hours lecture.

Rationale: Revision/update of catalog description, methods of instruction, and methods of evaluation. Revisions to assignments, SLOs, SPOs. Updates to Assignments. Improved clarity of methods of instruction used by the instructor, and added "problem solving skills" to the catalog description. Corrections to Textbook publishing date and edition, plus included the 2nd book of text reference for use. Removal of SLO #4. And adjustments to SPOs 1d, 3a and 3b. Revision to methods of instruction. (Advised by reviewer to remove numbers and created just an all encompassing statement. Revision of methods of evaluation. (Advised by reviewer to remove numbered items and created a statement). Update to assignments: Added SLO 1, 2, 3

MODIFICATION – SLOs, SPOs, CCOs, MOIs, MOEs, assignment, grading option, min quals, catalog description, TOP code, texts – Effective Summer 2019

#### OLAD 3120 LIFE REVIEW

Emphasizes life review through the modalities of the oral tradition of storytelling and written journal memoir. Techniques for creative writing and verbal story-craft are used as activities for preservation of personal and family history that supports self-actualization in older adults through memory/cognitive stimulation, creativity, and social activities. Total of 27 hours lecture.

Rationale: Update /revision of course description, Choice of TOP code, methods of instruction, Methods of Evaluation, and Assignments, and minimum qualifications. SLO 1, re-ordering of SPOs in relation to SLOs. Update to assignments. Update to Catalog description to include verbal storytelling activities in class discussions or use of media in family histories. 11/30/18 revisions to original proposal after receiving feedback from the first reviewer. Edit to SLO #1. Refined language and activities in SPOs related to course activities. Additions to CCOs for craft of writing and media usage. Updates to Assignments and connected SLOs to steps of assignments. Improved Methods of Evaluation language descriptors related to SLOs and methods of instruction. Removed redundant language in course description and made clear reference to the benefits of this course for older adults. The reviewer should know that some older adults have difficulty with the physical act of writing and so the option of verbal story telling is included in this course. Journal activities are extremely beneficial for the older population in creating a legacy of memory for themselves and their families and friends. Addition of more recent text publications, but still included classic texts the teacher finds inspiring.

MODIFICATION – SLOs, SPOs, CCOs, MOIs, MOEs, assignment, min quals, grading method – Effective Summer 2019

#### OLAD 3371 MUSIC APPRECIATION AND PARTICIPATION FOR OLDER ADULTS

Music appreciation for older adults. Emphasis on the development of active listening skills and the enjoyment of music in relation to art, culture, history, and popular music. Music activities with the older adult population provide cognitive, social, and physical benefits as a result of stimulation of brain pathways using music and exercise of memory associated with the auditory cortex. Total 36 hours lecture.

Rationale: Revision of Course description (removed reference to residential since we do have people from different locations attending), SLOs (removed reference to residential facility), SPOs, CCOs, method of instruction, method of evaluation, and choice of non-grading non-credit option. Revision of assignments, catalog description. Adjusted Minimum qualifications from Math Bachelor's Degree to Older Adults Bachelor's Degree. I chose Older Adults because I did not see Music, really should be taught by someone who knows music) 11/29/18 Adjustment to SLOs and replaced incorrect word in SLO #3 and SPOs -creating 2 SPOs for each SLO. Revisions to Methods of Instruction and Methods of Evaluation 11/30/18 – refining SPOs to SLOs. Alignment of methods of instruction with SPOs. Aligned Methods of Evaluation with SPOs and instructional activities.

## PERFORMING AND COMMUNICATION ARTS

ADDITION – Effective Summer 2019

DANC 026 MUSIC FOR DANCE

2 units

Historical relationship between music and dance, including exposure to major genres and traditions of dance music. Strategies for listening, embodying, and pairing dance with music. Basic music production techniques, copyright law, and sound effects. Develops musicality in dance, in preparation for choreographing with music, dance teaching, and working with composers. Total of 27 hours lecture and 27 hours laboratory.

Transfer Credit: CSU; UC credit under review.

Grade Mode: L

Rationale: Music for dance is a core piece of dance curriculum, typical in most lower-division BA or BFA programs in dance. In order for PCC to offer an AA degree in dance, the addition of this class to our course offerings is necessary. We are also anticipating the soon-coming K-12 California Teaching Credential in Dance, which will launch in 2020. We have been attending meeting about how to best prepare students at the community college level to pass the CSET in dance, and this particular class has been identified as being essential.

ADDITION – Effective Summer 2019

SLPA 107 PHONETICS, ARTICULATION, AND PHONOLOGY

3 units

Prerequisites: SLPA 018.

Enrollment Limitations: Admission to the SLPA program.

Speech sound production and disorders, including a study of the International Phonetic Alphabet for classification, analysis, and transcription. Consideration for cultural and linguistic variations.

Approaches and procedures for screening and intervention of speech sound disorders. Includes guided observation of 3 hours of speech therapy sessions. Total of 54 hours lecture and 18 hours laboratory.  
Grade Mode: L

Rationale: To provide students with a career-specific introduction to the International Phonetic Alphabet as it applies to Speech Sound Disorders. To better prepare PCC SLPA graduates for entry into the field; with industry-specific skills for transcribing, identifying, and analyzing speech sound production errors. To align with state licensing board requirements for curriculum in a Speech-Language Pathology Assistant training program as a Board-approved program. Recommended by CTE advisory committee. This is a new course proposal. It is a replacement for SPCH 003: Voice and Diction, incorporating some components of SPCH 003, but adding different content with application directly to the study of Speech Sound Disorders. This course has the addition of a learning lab to complete listening activities to apply transcription skills for the International Phonetic Alphabet for use with speech sound production errors.

ADDITION – Effective Summer 2019

#### **SLPA 115 CHILD LANGUAGE DEVELOPMENT AND DISORDERS**

3 units

Prerequisites: SLPA 018.

Enrollment Limitations: Admission to the SLPA program.

Typical speech, language and hearing development including acquisition of phonology, morphology, semantics, syntax, and pragmatics; communication development in bilingual populations; and differentiation of typical from disordered communication. Study of prevention, assessment and intervention practices for language and literacy in children and adolescents. Includes guided observation of 3 hours of speech therapy sessions. Total of 54 hours lecture and 18 hours laboratory.

Grade Mode: L

Rationale: To provide students with a systematic approach to understanding communication disorders by forming a stronger foundation of the typical acquisition and development of speech and language. To better prepare PCC SLPA graduates for entry into the field; able to make clinical decisions grounded in a solid understanding of typical development. To align with state licensing board requirements for curriculum in a Speech-Language Pathology Assistant training program as a Board-approved program. Recommended by CTE advisory committee. This is a new course proposal. It is a replacement for LING 010/ENGL 010: Introduction to Linguistics, incorporating some components of LING 010, but adding different content with application directly to the study of Child Language Disorders. LING 010 had a prerequisite of ENGL 001A. This course does not require that prerequisite as it has the prerequisite of SLPA 018. This new course includes a learning lab as a clinical component with sample clients to apply concepts of assessment, stimulation and intervention practices of child language and literacy development and disorders.

ADDITION – Effective Summer 2019

#### **SLPA 126S SPEECH-LANGUAGE PATHOLOGY ASSISTANT FIELD WORK SEMINAR**

1 unit

Prerequisites: Enrollment in or completion of SLPA 123B.



Corequisites: SLPA 126.

Enrollment Limitations: Admission to the SLPA program.

Investigation of critical-thinking and decision-making skills related to technical proficiency of a Speech-Language Pathology Assistant. Total of 18 hours lecture.

Grade Mode: L

Rationale: To comply with CCCC Office recommendations for field practice classes. To add a co-requisite course to the culminating SLPA fieldwork course. This course is needed to allow for monitoring student progress, group discussion, problem-solving opportunities, research and skill development, resume development, and completion of state licensing board application documentation

ADDITION – Effective Summer 2019

#### TVR 108A DIGITAL VIDEO SYSTEMS

2 ½ units

Prerequisites: TVR 007.

Recommended Preparation: TVR 107.

Processing, testing, and transmission of audio and video signals within a post-production, television broadcasting and internet streaming environment. Preparation for the Society of Broadcast Engineers' Television Operator's Certification Examination. No credit if taken after TVR 108. Total of 36 hours lecture and 36 hours laboratory.

Grade Mode: L

Rationale: This course will be a replacement for TVR 108 and is meant to act as an introduction to the technical/engineering aspects of traditional broadcasting as well as newer technologies associated with streaming. In addition to teaching definition, processing, distribution, and evaluation of television signals, it will also introduce television networking fundamentals, topology and components as well as encoding. This course, along with the newly proposed TVR 108B (Networking for Video Broadcast and Streaming) will replace CIS 030 role in the Television Operations Certificate. This course will also prepare students to take Society of Broadcast Engineers' Certified Broadcast Network Technologist exam. This will be a 2.5 unit course. Replacing TVR 108 (4 units) and CIS 030 (3 units) with TVR 108A (2.5 units) and 108B (2.5 units) will reduce the certificate by 2 units. This class has a NCN of 16 due to the need for students to be able to have more hands-on lab time on computers equipped with video and audio compression software which is currently available in room C116. If there were a larger lab available with access to these tools then the NCN could be increased.

ADDITION – Effective Summer 2019

#### TVR 108B VIDEO BROADCASTING AND STREAMING

2.5 units

Prerequisites: TVR 108A.

Theory and application of the roles IP technology and digital signal processing play in the field of broadcasting and streaming environments. Topics include physical infrastructure, performance, transport and compression. Prepares students to take the SBE Television Operator's Certification Examination. Total of 36 hours lecture and 36 hours laboratory.

Grade Mode: L

Rationale: This new course will provide a foundation to computer networking within a traditional broadcast television operation as well as within media streaming operations. Students will study the role that computer networking and IP technology plays in broadcasting and streaming audio and video systems including: – key technologies for IP video networks- compression technologies and commonly used container/file formats- networks used for video delivery- physical infrastructure- synchronization and system performance measurement – Progressive downloads vs streaming. They will gain use of tools and technologies for implementing and testing IP video networks. A primary reason for creating this course is to provide tailored video networking information specific to the career needs of a Television Operations students. This class (and its pre-requisite 108A) will replace TVR 108 and CIS 030 in the Television Operations Certificate. This course will also prepare students to take the Society of Broadcast Engineers' Television Operators Examination. This will be a 2.5 unit course. Replacing TVR 108 (4 units) and CIS 030 (3 units) with TVR 108A (2.5units) and TVR 108B (2.5 units) will reduce the certificate units by 2. Programs affected are the Television Operations COA. TVR 108 will be deleted. The class has been set at NCN 16 because of the need to access computers that will be used in the lab portion. The only class that currently has enough computers that are loaded with the software needed (Adobe Media Encoder, access the EVO server) is C116 and there are a limited number of seats.

ADDITION – Effective Summer 2019

AA in DANCE

20 units

Students who complete the Dance major AA degree from Pasadena City College will gain a strong foundation in dance as an expressive and performing art form, emphasizing dance technique, performance, dance-making, dance production, and the cultural and historical significance of dance. Completion of an AA degree in dance greatly increases success in auditions and acceptance into BA/BFA programs at colleges and universities. The PCC dance major provides rigorous and comprehensive, pre-professional training for a career in concert dance, commercial dance, musical theatre and/or dance teaching. Completion of this degree provides entry into a career performing, choreographing or teaching in the field.

Interested students should be advised that a career in dance is typically very competitive and low-salaried, as is frequently the case with performing arts.

Pre-requisites skills: In order to enroll in the dance technique core requisites of units in Modern Dance III, Modern Dance IV, Ballet III, Ballet IV, Jazz III, Jazz IV, students must have either passed the level II version of that class or obtain an official Prerequisite waiver.

Requirements for the Associate in Arts (20 units):

Required Core

DANC 008A – Beginning Composition and Choreography (2)

DANC 012 – Improvisation (1)  
DANC 021A – Dance History: Cultural and Social Heritage (3)  
or DANC 021B – Dance History: Spectacle and Performance Art (3)  
DANC 026 – Music for Dance (2)  
DANC 022A – Dance Performance I (2)  
DANC 023 – Dance Repertoire (1)

LIST A – Complete 3 Units From

DANC 009C – Modern Dance III (1)  
DANC 009D – Modern Dance IV (1)  
DANC 011C – Ballet III (1)  
DANC 011D – Ballet IV (1)  
DANC 015C – Jazz Dance III (1)  
DANC 015D – Jazz Dance IV (1)

LIST B – Complete 2 Units From

DANC 014A – Hip Hop Dance I (1)  
DANC 014B – Hip Hop Dance II (1)  
DANC 004H – Flamenco Dance (1)  
DANC 006A – Tap Dance I (1)  
DANC 006B – Tap Dance II (1)  
DANC 006C – Tap Dance III (1)  
DANC 006D – Tap Dance IV (1)

LIST C – Complete 1 Unit From

DANC 005A – Social Dance I (1)  
DANC 005B – Social Dance II (1)

Required Electives

LIST D: Complete 3 Units From

DANC 004H – Flamenco Dance (1)  
DANC 005A – Social Dance I (1)  
DANC 005B – Social Dance II (1)  
DANC 006A – Tap Dance I (1)  
DANC 006B – Tap Dance II (1)  
DANC 006C – Tap Dance III (1)  
DANC 006D – Tap Dance IV (1)  
DANC 008B – Intermediate Composition and Choreography (2)  
DANC 009A – Modern Dance I (1)

DANC 009B – Modern Dance II (1)  
 DANC 009C – Modern Dance III (1)  
 DANC 009D – Modern Dance IV (1)  
 DANC 011A – Ballet I (1)  
 DANC 011B – Ballet II (1)  
 DANC 011C – Ballet III (1)  
 DANC 011D – Ballet IV (1)  
 DANC 013 – Pilates-Based Method for Alignment and Correction (1)  
 DANC 014A – Hip Hop Dance I (1)  
 DANC 014B – Hip Hop Dance II (1)  
 DANC 015A – Jazz Dance I (1)  
 DANC 015B – Jazz Dance II (1)  
 DANC 015C – Jazz Dance III (1)  
 DANC 015D – Jazz Dance IV (1)  
 DANC 020 – Independent Study (1)  
 DANC 022B – Dance Performance II (2)  
 DANC 025 – Movement for Child Development (2)  
 THRT 075 – Musical Theater Workshop (2)

#### Recommended Electives

THRT 002A – Acting I (3)  
 THRT 015 – Costume Crafts (3)  
 THRT 041 – Fundamentals of Stage Lighting (3)  
 THRT 004A – Mime Fundamentals (2)  
 KINA 040A – Beginning Yoga (1)  
 KINA 040B – Intermediate Yoga (1)  
 KINA 040C – Advanced Yoga (1)  
 KINT 182 – Anatomical Principles of Kinesiology and Fitness (3)

Rationale: This program will provide a comprehensive lower-division education in dance that is geared toward the diversity and versatility of our student body. We want to offer a program in dance that creates well-rounded and global-minded artists who value dance as a means toward creative expression, community, cultural vibrance, intellectual pursuit, and commerce. We want to prepare our students for the multi-faceted kind of career that a dance professional can enjoy, including teaching, performing, choreographing, directing and dancing for media, writing about dance and more.

Students that graduate with an AA in dance from PCC will be proficient dancing in a spectrum of styles ranging from more formal dance techniques, to social, global, urban and commercial dance styles; they will have refined line, a poetic sense of their body's weight, rhythmic acuity, and the ability to dance with others. PCC dance graduates will have extensive experience and information in dance making, including courses in choreography, improvisation, music and dance, and dance production, where they can experiment, analyze, realize and produce in a spectrum of venues and

media. Historical and cultural roots are connected to contemporary forms and globally, not only in dance history courses but throughout our curriculum while dancing, watching dance, discussing dance, performing and making.

We want to see our dance students find more opportunities to work in their chosen field, and we see the local AA degree in dance as the best foundation toward this end. For those that want to transfer into a Bachelor of Fine Arts or Bachelor of Arts in Dance program, the degree will provide pathways and more than adequate preparation, whether they choose CSU, UC, out-of-state or private institutions. For students that want to enter the workforce in dance, the AA in Dance will document their preparations and proficiency to work in the field, providing them with easier entry into studio teaching positions, choreography and performance opportunities. Beginning in 2020, California will be offering a teaching credential in the area of dance. With a credential in dance available, more students will be seeking comprehensive coursework to satisfy their area specific credits in dance, and the community college will be the most cost-effective place for California students to obtain this education. As stated in a paper delivered at the recent National Dance Education Organization conference on Oct. 6, 2018, Jane Bonbright, Ed. D. states, "Evidence in other states (the 36 states that do have credentials) cites that the establishment of credentials in dance has increased the number and demand for credentials, the number of student pursuing arts courses, the quality of instruction, and the demand for dance classes in schools. In other words, where the opportunity exists to pursue a credential in dance, the need for that credential grow to meet that opportunity." We have carefully crafted this major to prepare our students for the CSET exam in dance, and to provide them with the kind of broad-based background that a K-12 dance educator requires.

As students are being pushed to declare majors at the community college level, and to complete within a two or three year time-period, we want to provide serious dance students with this needed framework. At PCC we typically have ten to twenty serious dance students that take nearly a full load of dance classes, who want to pursue dance seriously, either by eventually transferring into a B.F.A. program, teaching or performing professionally. This group of students is repeatedly disappointed that they cannot obtain a degree to account for their accomplishments in the discipline. In this increasingly competitive society, we owe it to our committed and worthy dance students to provide them the structure and the acknowledgement for their efforts. We want PCC's dance students to work and contribute in Southern California's exploding dance scene, and this degree is an accolade to help push them ahead.

ADDITION – Effective Summer 2019

MUSIC – Certificate of Achievement

30 units

The curriculum provides students with a broad foundation in music that will enable them to pursue a variety of musical paths including performance, composition, and music education. Students will develop performance skills through applied lessons and participation in ensembles, combined with a two-year sequence of music theory, aural skills/sight-reading, and keyboard proficiency courses. Students who complete the curriculum can seek entry-level employment as music educators, performers, music assistants, and musical leaders in liturgical/worship services.

A Certificate of Achievement is awarded upon completion of all required courses with a grade of C or better.

Requirements for the Certificate of Achievement (30) units:

Required Courses

MUSC 001A – Music Theory I (3)  
MUSC 001B – Music Theory II (3)  
MUSC 001C – Music Theory III (3)  
MUSC 001D – Music Theory IV (3)  
MUSC 002A – Musicianship I (1)  
MUSC 002B – Musicianship II (1)  
MUSC 002C – Musicianship III (1)  
MUSC 002D – Musicianship IV (1)  
MUSC 004A – Keyboard Skills I (1)  
MUSC 004B – Keyboard Skills II (1)  
MUSC 004C – Keyboard Skills III (1)  
MUSC 004D – Keyboard Skills IV (1)

This Course Must Be Taken 4 Times

MUSC 010 – Concert Music (.50 Units)

Applied Instruction I and II: Take 2 Units from the Following Options

MUSC 009A – Individual Instruction I (1)  
MUSC 009B – Individual Instruction II (Classical) (1)  
or MUSC 009D – Individual Instruction II (Jazz/Commercial) (1)

Applied Instruction III: Take 2 Units from the Following Options

MUSC 009C – Individual Instruction III (Classical) (1)  
or MUSC 009E – Individual Instruction III (Jazz/Commercial) (1)

Ensembles: Choose 4 Units from the Following Options

MUSC 043 – Piano Ensemble (1)  
MUSC 044 – Piano Accompanying (1)  
MUSC 056 – Vocal Jazz Ensemble (1)  
MUSC 057A – Jazz Combo (1)  
MUSC 057B – Lancer Jazz Big Band (1)  
MUSC 057C – Studio Jazz Ensemble (1)  
MUSC 057D – Swing Band (1)  
MUSC 057E – Jazz Guitar Ensemble (1)  
MUSC 057F – Latin Jazz Ensemble (1)  
MUSC 057I – Vocal Jazz Combo (1)  
MUSC 060 – College/Community Orchestra (1)

MUSC 061 – Lancer Marching Band (2)  
MUSC 062 – Lancer Concert Band (2)  
MUSC 063 – Concert Choir (1)  
MUSC 064 – Chamber Singers (1)  
MUSC 074 – Opera Workshop (2)  
MUSC 075 – Musical Theater Workshop (2)  
MUSC 076 – Opera Production (2)  
MUSC 082 – Guitar Ensemble (1)

Rationale: Many of our students have the goal of pursuing a career in the field of music without necessarily transferring to a four-year college to attain a Bachelor's Degree. The Certificate of Achievement in Music will create an attainable pathway for students who wish to develop a strong foundation in music.

MODIFICATION – Catalog description, prerequisite (remove ENGL 001A, 001AH, 001AS), contact hours, SLOs, SPOs, CCOs, MOIs, MOEs, assignments – Effective Summer 2019

#### SLPA 018 INTRODUCTION TO COMMUNICATION DISORDERS

3 units

Overview of the field of communication disorders. Survey and classification of communication disorders; identifying assessment and treatment of speech, language, swallowing and hearing disorders. Includes guided observation of 3 hours of speech therapy sessions. Total of 54 hours lecture.

Transfer Credit: CSU

Grade Mode: L

Rationale: This course is being re-organized due to a SLPA program modification. SLPA 018 will now be a pre-requisite to program entry. Students can take SLPA 018 to transfer to a Bachelors-level Communication Disorders program at a CSU, or to decide if this is a career they would like to pursue, or to satisfy the pre-requisite to apply to the PCC SLPA program, or to learn about communication disorders for personal reasons. Remove prerequisite: Eligible for or completion of ENGL 001A. This is to mirror the shift at the college level to increase open access to entry level courses. Change number of required observation hours. Adjust SLOs/SPOs, CCOs, add MOIs, MOEs, modify assignment. Modify catalog description. Remove SPCH 003 as a recommended co-requisite. SPCH 003 is being replaced within the SLPA program. The new course proposal for SLPA 107: Phonetics, Articulation, and Phonology is the replacement. SLPA 107 will be sequenced into the first year of courses after a student enters the SLPA program. Remove lab. The lab was intended to support the 15 hours of guided observation, which is now being distributed throughout the program. Re-title course to match industry standard.

MODIFICATION – Prereqs (remove ELTN 130, 109A, TECH 107A), SPOs, CCOs – Effective Summer 2019

#### TVR 002B RADIO BROADCAST MASTER CONTROL OPERATIONS

3 units

Prerequisite: TVR 002A.

Introduction to radio broadcasting studio control room operations. Including FCC rules and regulations, program logs, running a live show board, radio automation, remote broadcasting for live events, call screening, Vox Pro, EAS Tests and network and satellite operations. SBE Certification. Total of 36 hours lecture and 54 hours laboratory.

Transfer Credit: CSU

Grade Mode: L

Rationale: We would like to remove the following course prerequisites from TVR2B: ELTN 130, ELTN 109A, and TECH 107A. The SPOs for ELTN 130 include the following: Methods of speed control, servo systems, drive by wire automotive systems, schematics and ac and dc motors. WEBCMS also says that the automotive faculty were advised when considering the SPOs for this course. Automotive and Radio Operations are two significantly different courses of study. The CCOs for ELTN 130 include: Atomic structure. Electric charge. Electrons in conductors, insulators, semiconductors. Wiring, soldering and troubleshooting of simple circuits. Measuring, evaluating, and troubleshooting simple circuits using a DMM. Powers of 10, scientific and engineering notation, SI prefixes. Conversion between units and resistors. In regards to TVR 2B the Radio Operations class there is no correlation between TVR 2B and ELTN 130. TVR 2B does not use of the above listed SPOs or CCOS and none of the items listed above are even relevant when it comes to radio broadcast operations. So based on the SPOs and CCOs of ELTN 130 compared to TVR 2B I would recommend that ELTN 130 be removed from the recommended class list for TVR 2B. There is just no connection between these two courses.

MODIFICATION – Title – Effective Summer 2019

TVR 119 SPORTS RADIO BROADCASTING WORKSHOP

3 units

Prerequisite: One of the following: TVR 002B or 014A.

Faculty selected projects permitting advanced students to work in radio production and/or radio operations. Total of 162 hours laboratory.

Grade Mode: L

Rationale: Presently both TVR119 and TVR120 are workshops that share the same name. We are changing the title of this course to more specifically reflect the nature and content of the course and to differentiate it from TVR 120. We believe changing the title of this course will provide clarification for students.

MODIFICATION – Title – Effective Summer 2019

TVR 120 RADIO PRODUCTION WORKSHOP

2 units

Prerequisite: TVR 002B or TVR 014A.

Faculty selected projects permitting advanced students to work in radio production and/or operations. Total of 108 hours laboratory.

Grade Mode: L



Rationale: Presently both TVR119 and TVR120 are workshops that share the same name. We are changing the title of this course to more specifically reflect the nature and content of the course and to differentiate it from TVR 119. We believe changing the title of this course will provide clarification for students.

MODIFICATION – Units (from 45-48 to 50-53), courses – Effective Summer 2019  
SPEECH-LANGUAGE PATHOLOGY ASSISTANT – Associate in Science Degree  
50-53 units

This degree prepares students for employment as Speech-Language Pathology Assistants (SLPAs). An SLPA works with clients/patients with communication disorders, under the supervision of a Speech-Language Pathologist (SLP). Communication disorders affect people of all ages, including infants, children, adults and seniors. Students will be trained to assist SLPs with the assessment and treatment of people with articulation, language, voice, fluency and other communication disorders. There are a variety of locations of practice which include educational, clinical and medical settings. Upon successful completion of this degree, the graduate will be eligible to apply to the Speech-Language Pathology & Audiology & Hearing Aid Dispensers Board (SLPAHADB) of the State of California Department of Consumer Affairs for registration as a Speech-Language Pathology Assistant. SLPAHADB recognizes Pasadena City College (PCC) as an approved training program. This is a Career & Technical Education program.

This Associate of Science degree includes requirements for general education and for the major. The major requirements are categorized as "SLPA-designated" major required courses and other major required courses.

The "SLPA-designated" major required courses include:

SLPA 018 Introduction to Communication Disorders  
SLPA 107 Phonetics, Articulation, and Phonology  
SLPA 115 Child Language Development and Disorders  
SLPA 119 Speech-Language Pathology: Professional Issues  
SLPA 123A Communication Disorders: Assessment and Remediation  
SLPA 123B Adult Disorders: Remediation  
SLPA 126 Speech-Language Pathology Assistant Field Work  
SLPA 126S Speech-Language Pathology Assistant Field Work Seminar

The Other major required courses include:

SPCH 010 Interpersonal Communication  
ASL 001 Elementary American Sign Language  
LING 012/ENGL 012 Intercultural Communication  
CHDV 010 Principles and Practices of Teaching Young Children  
CHDV 030 Introduction to Children with Special Needs  
CHDV 105 Children with Challenging Behaviors  
CHDV 122 Practicum in Early Intervention/Special Education

CHDV 122F Field Practice in Early Intervention/Special Education  
PSYC 024 Lifespan Developmental Psychology (or PSYC 021 and PSYC 022)  
BIOL 011 General Biology

There is an application process for admission into the program. For the selection criteria and procedures, refer to the SLPA webpage at [www.pasadena.edu/slpa](http://www.pasadena.edu/slpa) or see a PCC Counselor. Candidates who completed some, but not all, of the "SLPA-designated" courses, beyond SLPA 018, prior to Fall 2019, will need to contact the SLPA Program Coordinator for consideration of program re-entry.

Students may begin taking other major required courses at any time, referencing the list of required courses.

PCC and the SLPA program may accept previous coursework for general education or major requirements based upon the college's transcript evaluation process. However, no course substitutions will be accepted for the "SLPA-designated" courses.

This program is not designed for candidates who have earned a Bachelor's degree in Communication Disorders or Speech-Language Pathology and require a field work course in order to register with SLPAHADB as an SLPA. The field work course is only offered through the prerequisites of the program.

SLPA 018 is offered Fall and Spring annually and successful completion with a "C" or better is a prerequisite of application.

Students must be admitted to the program to enroll in any of the following "SLPA-designated" courses, which are offered as shown:

Fall Year 1  
SLPA 107 (SLPA 018 prerequisite)

Spring Year 1  
SLPA 115 (SLPA 018 prerequisite)  
SLPA 119 (SLPA 018 prerequisite)

Fall Year 2  
SLPA 123A (SLPA 107, SLPA 115, and SLPA 119 prerequisites)

Spring Year 2  
SLPA 123B (SLPA 123A prerequisite)  
SLPA 126 (SLPA 126S co-requisite. Prerequisite: Enrollment in or completion of SLPA 123B)  
SLPA 126S (SLPA 126 co-requisite)

Options:

SLPA 126/126S is offered every Fall and Spring.

Students may elect to take SLPA 126/126S after successful completion of SLPA 123B in a different semester.

Students may be co-enrolled in SLPA 123B and SLPA 126/126S in the Spring semester only.

Students may progress through the program part-time, following the prerequisite requirements.

Before applying for admission, prospective students must consider the following information:

If selected for admission to the program, students are required to submit an application for a pre-clinical check. This may include background information such as County Criminal Records, Social Security Alert, Nationwide Healthcare Fraud & Abuse Registry, and Nationwide Sexual Offender Registry. Additionally, they must complete and submit a negative TB test. The pre-clinical check may also include immunization history and drug screening, as well as other measures. This will be at the student's cost. If the student is not successful, they will forfeit their admission.

Many of the "SLPA-designated" courses, including field work, have a scheduled clinical component, providing students with opportunity for hands-on application of knowledge, at different contracted sites off-campus. It is the responsibility of students to transport themselves.

The majority of the "SLPA-designated" courses are offered during the day, particularly the Year 2 courses, in order to provide access to clinical components.

The culminating course, SLPA 126: Speech-Language Pathology Assistant Field Work, requires students to be available two full days per week, Monday-Friday, for the duration of the semester. The required co-requisite course, SLPA 126S: Speech-Language Pathology Assistant Field Work Seminar, is scheduled in the evenings, once every other week during the same semester.

It is to students' benefit to plan their program of study such that SLPA 126 and SLPA 126S are the final courses they complete before graduation.

Prior to entry into clinical components, students may be required to complete/obtain at their own cost:

A physical examination

Criminal background/drug screen check clearance

CPR, HIPAA training, or other clinical site requirements

Student malpractice liability insurance

An Associate of Science degree is awarded upon completion of all major required courses with a grade of C or better, and all General Education requirements with the standards determined by the college.

Requirements for the Certificate of Achievement (50-53) units:

## Required Courses

### "SLPA-designated" major required courses

SLPA 018 – Introduction to Communication Disorders (3)  
SLPA 107 – Phonetics, Articulation, and Phonology (3)  
SLPA 115 – Child Language Development and Disorders (3)  
SLPA 119 – Speech-Language Pathology: Professional Issues (3)  
SLPA 123A – Communication Disorders: Assessment and Remediation (3)  
SLPA 123B – Adult Disorders: Remediation (3)  
SLPA 126 – Speech Language Pathology Assistant Field Work (2)  
SLPA 126S – Speech-Language Pathology Assistant Field Work Seminar (1)

### Other Major Required Courses

SPCH 010 – Interpersonal Communication (3)  
ASL 001 – Elementary American Sign Language (4)  
ENGL 012 – Intercultural Communication (3)  
or LING 012 – Intercultural Communication (3)  
CHDV 010 – Principles and Practices of Teaching Young Children (3)  
CHDV 030 – Introduction to Children with Special Needs (3)  
CHDV 105 – Children with Challenging Behaviors (3)  
CHDV 122 – Practicum in Early Intervention/Special Education (2)  
CHDV 122F – Field Practice in Early Intervention/Special Education (1)  
BIOL 011 – General Biology (4)  
or BIOL 011H – Honors General Biology (4)  
PSYC 024 – Lifespan Developmental Psychology (3)

PSYC 021 (or PSYC 021H) and PSYC 022 may be taken in place of PSYC 024

PSYC 022 – Developmental Psychology: The Adult (3)  
PSYC 021 – Developmental Psychology: The Child (3)  
or PSYC 021H – Honors Developmental Psychology: The Child (3)

Rationale: There is significantly more demand for the PCC SLPA program than there is capacity. Based on Labor Market data, significant growth of the program is not currently reasonable. Because "entry" into the program is based on gaining a seat in the Intro Course: SLPA 018, it means that only students with the highest priority registration are able to enter the program (the course is offered once a year in the Fall, based on a cohort-style model. If a student doesn't gain a seat, they wait a year, which still does not guarantee a seat). This has made it virtually impossible for many students to complete the program. A non-evaluative selection procedure for entry into the program would create an "entry" point based on prospective students completing a set of requirements. They would then know whether or not they could plan on beginning and completing the program. This would make program entry "possible for all instead of impossible for many."

A requirement of a State-board approved SLPA program is to have 15 hours of guided observation of speech therapy sessions incorporated into the program. PCC has met this standard with all 15 hours required/completed in the introductory course: SLPA 018-Speech-Language Pathology and Audiology. Though this is an efficient method, it is a difficult method for students to use to learn sufficiently about the field. They don't have enough background knowledge and context with which to observe 15 hours of therapy and learn from them in the intro course. It is more meaningful for the 15 hours of observation to be distributed throughout the courses in the program. Then, as students are learning about a particular aspect of the field, they can observe therapy sessions in a context-driven manner with more preliminary knowledge.

SLPA 126 is a 2-unit class which specifically accounts for the mandated number of fieldwork hours. It does not account for an on-campus component. The on-campus component is needed to allow for monitoring student progress, group discussion, training opportunities, problem-solving opportunities, resume development, and completion of state licensing board application paperwork. It is recommended to add a 1-unit co-requisite course.

The state licensing board is clarifying the curriculum requirements for state-board approved programs. Included in the guidelines for SLPA programs (but not sufficient in the PCC SLPA program) is a recommendation for Technical Content to include: Speech, Language, and Hearing Development; Phonetics; and communication across the lifespan in addition to an Overview of communication disorders. Additionally, Natural sciences needs to be based on Biology or Anatomy. The PCC SLPA program needs to make the following modifications in order to satisfy the requirements:

Natural Science GE preparation to include Biology

Replace SPCH 003: Voice & Diction with a SLPA-designated course for Phonetics, Articulation, and Phonology (SLPA 107). Voice and Diction covers the basics of speech and voice production for the purposes of self-improvement. It is primarily geared toward Theater and Communications majors. It does not sufficiently prepare SLPA students for phonetic transcription of speech sound errors. It does not prepare them to listen for speech sound errors and identify the variation from the norm, thus enabling them to assist a client with modification. These are essential skills for an SLPA and need to be directly instructed in a dedicated SLPA course. Proposed course creation: Phonetics, Articulation, and Phonology. This course will address speech sound disorders (Articulation & Phonology), the International Phonetic Alphabet as used for phonetic transcription, and approaches to screening and treatment of speech sound disorders. This course will also be sequenced such that students have accessed this information prior to entering the second year within the SLPA program.

Replace LING 010/ENGL 010: Introduction to Linguistics with a SLPA-designated course for Child Language Development and Disorders. Introduction to Linguistics is a good course, but is geared toward those wishing to study languages as discrete entities. It is not geared toward language from the perspective of a clinical service delivery provider assisting clients with communication disorders. Proposed course creation: Child Language Development and Disorders (SLPA 115). This course will address the theories of language acquisition, the components of language, the sequence of development

of language and speech and the interplay of hearing related to speech and language acquisition and development as well as intervention techniques for Child Language Disorders. This course is more focused on the knowledge and skills required by the state in order to demonstrate competency and will provide a sequenced building block of knowledge for students. This course will be sequenced such that students have accessed this information prior to entering the second year within the SLPA program.

The modification is designed to achieve the following purposes:

Increase the number of SLPA-specific technical training courses, which will improve student preparation for the career

Align the program with state licensing board requirements

Create a more systematic development of student knowledge through coursework

Improve completion rates for a wider set of students

Included in the modification are the following changes:

Modify SLPA 018 (and other "SLPA-designated" courses in order to distribute 15 observation hours throughout the program, rather than only in the introductory course. Also re-name SLPA 018 to Introduction to Communication Disorders (industry standard).

Add a course: SLPA 107-Phonetics, Articulation, and Phonology (to replace SPCH 003, Voice & Diction)

Add a course: SLPA 115-Child Language Development and Disorders (to replace LING 010/ENGL 010: Introduction to Linguistics)

Add a 1 unit course, SLPA 126S, co-requisite to SLPA 126 to allow for an on-campus component

Add a specific requirement for General Biology

Add a non-evaluative selection procedure for program admission

MODIFICATION – Modification of courses, units (from 28-30 to 25-27) – Effective Summer 2019  
TELEVISION AND RADIO – TELEVISION OPERATIONS – AS/Certificate of Achievement  
25-27 units

The curriculum prepares students for employment as commercial, corporate, and cable television operators. With the growth of cable and satellite distribution and the continuing development of new communication technologies (high definition television, fiber optics and digital media), expanding opportunities will be available for well-trained individuals.

A Certificate of Achievement is awarded upon completion of all required courses with a grade of C or better.

Requirements for the Certificate of Achievement (25-27) units:

Semester I

TVR 001 – Introduction to Electronic Media (3)

TVR 007 – Beginning TV Studio Production (3)

TVR 002A – Beginning Audio Production (3)

Semester II

TVR 107 – Intermediate TV Studio Operations (4)

TVR 108A – Digital Video Systems (2.5)

Semester III

TVR 041 – Beginning Digital Non-Linear Video Editing (3)

TVR 024 – Electronic News Gathering and Documentary Production (3)

TVR 108B – Networking for Video Broadcast and Streaming (2.5)

Required Elective: One Of The Following:

TVR 128A – TV Operations Internship (1)

TVR 117 – Telecommunications Workshop (1)

TVR 119 – Radio Workshop (3)

TVR 120 – Radio Workshop (2)

TVR 124 – Television Field Production (3)

Rationale: Propose to have TVR 108A and TVR 108B take the place of TVR 108 and CIS 030 that are currently in this Program. TVR 108A will retain content currently covered in TVR 108 while adding an introduction to networking for video and file compression techniques. TVR 108B will be more in-depth into the role IP networking is playing in the field of television production and streaming operations. CIS 30 is a course that teaches more general computer networking practices and techniques while this program is very specific to broadcast and streaming operations.

MODIFICATION – Creation of AS – Effective Summer 2019

TELEVISION AND RADIO – VIDEO POST-PRODUCTION – AS

23-25 units

The Associate in Science (AS) in Video Post-Production prepares students for a seamless transfer into the CSU system to complete a baccalaureate degree in Film, Television, Broadcast Journalism, digital or electronic media, or a similar major within the creative industries. The primary goal of this Associate Degree in Video Post-Production is to provide formal training for individuals who seek entry-level employment in the field of television and video post-production. This field consists of professions such as assistant editors, editors, post-production supervisors, sound editors, visual effects artists and title designers for manifold delivery systems, including broadcast and digital or electronic media. Students will utilize industry standard hardware, software and operating systems to acquire, manage and edit digital video and audio. Large projects are assigned to allow students to build their portfolios.

Requirements for the Certificate of Achievement (23-25) units:

Year I: Semester I: Fall

TVR 002A – Beginning Audio Production (3)

TVR 004 – Beginning Single Camera Production (3)

or TVR 007 – Beginning TV Studio Production (3)  
TVR 144 – Digital Non-Linear Assistant Editing (2)

Year I: Semester II: Spring

TVR 024 – Electronic News Gathering and Documentary Production (3)  
TVR 041 – Beginning Digital Non-Linear Video Editing (3)  
TVR 143 – Digital Audio Workstation Skills (3)

Year II: Semester III: Fall

TVR 141B – Intermediate Digital Non-Linear Video Editing (2)  
TVR 142 – Advanced Non-Linear Effects Editing (3)

Required Elective: Choose One (1) From Below

TVR 117 – Telecommunications Workshop (1)  
or TVR 124 – Television Field Production (3)  
TVR 128G – Post Production Internship (1)  
or TVR 129G – Extended Post Production Internship (2)

Recommended Electives

CIS 031 – CCNA R&S: Introduction to Networks (3)

Rationale: We are modifying this program to create a new AS at the Chancellor's office. The Certificate of Achievement already exists at the CO; this is to create an AS.

## SOCIAL SCIENCES

MODIFICATION – SLOs, SPOs, CCOs, MOIs, MOEs, assignments, texts, catalog description –  
Effective Summer 2019

CHDV 024A SPECIAL TOPICS IN CHILD DEVELOPMENT – HEALTH AND SAFETY  
2 units

Explores theory and current health and safety practices in care and educational settings of children from birth to 12 years of age.

Transfer Credit: CSU

Grade Mode: L, A

Rationale: Updated SLO's and SPO's, CCOs, MOIs, MOEs, assignments, text, catalog description.

MODIFICATION – SLOs, SPOs, CCOs, MOIs, MOEs, assignments, texts, catalog description –  
Effective Summer 2019

CHDV 024B SPECIAL TOPICS IN CHILD DEVELOPMENT: CURRICULUM  
2 units

Study of curriculum theory, regulations, and practices in care and educational settings for children from birth to 12 years of age. Total of 36 hours lecture.



Transfer Credit: CSU  
Grade Mode: L, A

Rationale: Updated SLO's and SPO's, CCOs, MOIs, MOEs, assignments, textbook, catalog description.

MODIFICATION – SLOs, SPOs, CCOs, MOIs, MOEs, assignments, texts, catalog description –  
Effective Summer 2019

CHDV 024C SPECIAL TOPICS IN CHILD DEVELOPMENT – THE YOUNG CHILD  
2 units

Examines intrinsic and extrinsic factors which impact learning of the young child in care and educational settings from birth to 12 years of age. Total 36 hours lecture.

Transfer Credit: CSU  
Grade Mode: L, A

Rationale: Updates of slo's, spo's, textbook, MOE, MOI, Assignments, catalog description.

MODIFICATION – SLOs, SPOs, CCOs, MOIs, MOEs, assignments, texts, catalog description –  
Effective Summer 2019

CHDV 024D SPECIAL TOPICS IN CHILD DEVELOPMENT- WORKING WITH PARENTS  
2 units

Examines theory and practices of parental education and the impact on childhood learning in care and educational settings from birth to 12 years of age. Total of 36 hours lecture.

Transfer Credit: CSU  
Grade Mode: L, A

Rationale: Updated SLO's and SPO's, CCOs, MOIs, MOEs, assignments, catalog descriptions.

MODIFICATION – SLOs, SPOs, CCOs, MOIs, MOEs, assignments, texts, catalog description –  
Effective Summer 2019

CHDV 024E SPECIAL TOPICS IN CHILD DEVELOPMENT- MULTICULTURAL ISSUES  
2 units

Topics of current and general interest in diversity, anti-bias and multicultural issues in care and educational settings for children from birth to 12 years of age. Total of 36 hours lecture.

Transfer Credit: CSU  
Grade Mode: L,

Rationale: Updated SLO's and SPO's, CCOs, MOIs, MOEs, assignments, textbook, catalog description.

MODIFICATION – SLOs, SPOs, CCOs, MOIs, MOEs, assignments, texts, catalog description –  
Effective Summer 2019

CHDV 024F SPECIAL TOPICS IN CHILD DEVELOPMENT- DISCIPLINE  
2 units

Examination of discipline theories and practices in care and educational settings for children from birth through 8 years of age. Total of 36 hours lecture.

Transfer Credit: CSU  
Grade Mode: L, A

Rationale: Updated SLO's and SPO's, CCOs, MOIs, MOEs, assignments, textbook, catalog description.

MODIFICATION – SLOs, SPOs, CCOs, MOIs, MOEs, assignments, texts, catalog description –  
Effective Summer 2019

**CHDV 024G SPECIAL TOPICS IN CHILD DEVELOPMENT – ENVIRONMENT**

2 units

Topics of current and general interest in the practical applications of creating learning environments in care and educational settings for children from birth to 12 years of age. Total of 36 hours lecture.

Transfer Credit: CSU

Grade Mode: L, A

Rationale: Updated SLO's and SPO's, CCOs, MOIs, MOEs, assignments, textbook, catalog description.

MODIFICATION – Course number (from CHDV 024H), SLOs, SPOs, CCOs, MOIs, MOEs,  
assignments, texts, catalog description – Effective Summer 2019

**CHDV 024I SPECIAL TOPICS IN CHILD DEVELOPMENT- ADMINISTRATION**

2 units

Overview of early childhood education program administration. Topics include theoretical perspectives, licensing regulations, and budgetary considerations. No credit if taken after CHDV 024H. Formerly CHDV 024H. Total of 36 hours lecture.

Transfer Credit: CSU

Grade Mode: L, A

Rationale: Updated SLO's and SPO's, CCOs, MOIs, MOEs, assignments, textbook, catalog description.  
Changed course number from CHDV 024H to CHDV 024I to differentiate from Honors courses.

MODIFICATION –SLOs, SPOs, CCOs, MOIs, MOEs, assignments, texts, catalog description, NCN –  
Effective Summer 2019

**EDUC 030 TEACHING AS A PROFESSION**

3 units

Provides prospective teachers a beginning foundation for the teaching profession. Exploration of the philosophy, history, sociology of the American educational system and the qualities of effective teaching and learning strategies, and effective learning environment. Instructional strategies for a diverse group of students including socioeconomic status, English learners, learning disabled and physically challenged. Total of 54 hours lecture.

Transfer Credit: CSU

Grade Mode: L, A, P

Rationale: The course has not be reviewed in many years. The course has not be reviewed in many years. Revise Catalog Description, Revise SLOs; Align SPOs with SLOs, Revise CCO, Modify MOE, MOI, textbooks, and Assignments, modify NCN.

MODIFICATION –SLOs, SPOs, CCOs, MOIs, MOEs, assignments, texts, catalog description, NCN – Effective Summer 2019

#### EDUC 131 INTRODUCTION TO THE SCHOOL-AGE CHILD

3 units

Physical, social, emotional and cognitive development of the school-age child. Emphasis on the interaction between the child and teacher in the child care setting. Total of 54 hours lecture.

Grade Mode: L, A

Rationale: The course has not been reviewed in many years. Revise Catalog Description, Revise SLOs; align SPOs with SLOs, modify MOE, MOI, textbooks, and assignments, modify NCN.

### VISUAL ARTS AND MEDIA STUDIES

ADDITION – DE to be effective Summer 2020 – Effective Summer 2019

#### DMA 002 HISTORY OF DESIGN AND MEDIA ARTS

3 units

Survey of the history of graphic design and media art. Spans from the printing press to generative art. Includes the influence of technology and digital media on contemporary art and design practices. Total of 54 hours lecture.

Transfer Credit: CSU; UC credit under review.

Grade Mode: L, A

Rationale: This course is being created to deepen our curriculum into theoretical, on top of the practical areas we already teach. We believe a foundational knowledge of the history of Design and Media Arts will not only produce well-rounded students, but it will increase their rate of success by helping them to understand potential careers and outcomes in the industry. This is the kind of knowledge that is generally lacking in beginning students who come into our area. It will also enable us to guide students through our programs using actual case studies of practical applications in industry and prevent students from veering too far off track from the course sequence they choose. This course will be a foundation level course for many of our certificates and will be transferrable to both CSUs and UCs. It is modeled on a lower-division, foundation-level course offered at UCLA called DMA 10 – Design Culture and we will request that it articulate to this course.

ADDITION – DE to be effective Summer 2020 – Effective Summer 2019

#### DMA 004 HISTORY OF DIGITAL GAMES

3 units

Survey of the history of digital games. Spans from mainframe, text-based games and simulations to consoles, and the indie game development scene. Includes the influence of computer programming and technology on game design today. Total of 54 hours lecture.

Transfer Credit: CSU; UC credit under review.

Grade Mode: L, A

Rationale: This course is being created to enable students in our new Game Design & Development course to have the historical understanding of the field of Game Design that is necessary to produce strong enough work for placement in the workforce. Students have a tendency to come into our program wanting to recreate the games they play, without considering the long history of games that is as old as human history, and the history of digital games that is half a century old. It is essential that students engage with the entire history of gaming, and not just base their game design skills on their consumption habits. Understanding how the development and advancement of technology is intricately tied to games is core to being able to engage at a high level and succeed in the field of Game Design & Development. The game design program project arose out of our Industry Advisory Board in 2017, and our work through the LA HIGH TECH grant with Santa Monica College and the founder of USC's renowned Game Design program Chris Swain. It will be offered as a foundation level course in some of our certificates. It will be CSU/UC Transferable and applicable courses for articulation have been provided to our Articulation Officer.

ADDITION – Effective Summer 2019

DMA 098 DESIGN/MEDIA ARTS INCUBATOR

3 units

Final course for Design/Media Arts certificates. Identifying, pitching, developing and producing a student-lead, team-based, interdisciplinary digital media project. Exploring strategies for self-production and project promotion. Exposure to mentorship and professional feedback through invited guest critics. Collaborative and professional creative-studio setting. No credit if taken after ART 180. Total of 36 hours lecture and 72 hours laboratory.

Transfer Credit: CSU; UC credit under review.

Grade Mode: L, A

Rationale: Fixed Lecture/Lab proportion to reflect that this \*is\* a studio course, consistent with all courses in DMA. 72 hours lab, 36 hours lecture. Removed textbooks. Changed course title to reflect new department name. Changed course number and catalog designation. Removed prerequisite. Changed SAM code to C and added a note to the catalog description stating that this is the final course in the DMA certificates for clarity. Course formerly known as ART 180. Rationale of DMA subject code, new course number, and new course titles: 1) Increased visibility to students of Design and Digital Media courses. 2) A more holistic identity for a sequence of courses that leads to cutting edge careers in all of the Digital Media fields we currently teach: Graphic Design, Interaction Design, User Experience, GameDesign/Development, Web Design/Development, Creative Coding and Animation. 3) A more easily understandable sequence of courses that are numbered logically. 4) Course names that are clear, concise and easy to understand.

ADDITION – Effective Summer 2019

DIGITAL MEDIA – DESIGN / MEDIA ARTS FOUNDATION – Certificate of Achievement

21 units

The Design/Media Arts Foundation certificate lays the foundation for student-success in PCC's Design/Media Arts and Photography departments. It is the first step toward successful entry into the labor market. Geared toward students interested in creative coding, graphic design, interaction design,

web design, motion graphics, photography and game design. Skills covered will be basic coding (HTML/CSS), production processes, design thinking, project management and collaborative teamwork.

All courses in this certificate require literacy and proficiency in writing and math. Projects require written, oral, and visual presentations as well as the application of basic math principles and skills.

A Certificate of Achievement is awarded upon completion of all required courses with a grade of C or better.

Requirements for the Certificate of Achievement (21 units):

#### Semester I

COLL 001 – First Year Seminar (3)

ART 011A – Foundation Drawing (3)

ART 031A – Color and Composition-Two Dimensional Design (3)

DMA 010 – Digital Art: Design Foundation (3)

#### Semester II

DMA 020A – Graphic Design I (3)

DMA 012 – Digital Art: Painting & Drawing (3)

DMA 050 – Web Design & Development (3)

#### Recommended Electives

DMA 002 – History of Design and Media Arts (3)

DMA 004 – History of Digital Games (3)

BUS 116 – Entrepreneurship (3)

SPCH 001 – Fundamentals of Speech (3)

or SPCH 001H – Honors Fundamentals of Speech (3)

SPCH 010 – Interpersonal Communication (3)

Rationale: This curriculum was previously an Occupational Skills Certificate. We would like to better align with college-wide goals by adding College 1 and "converting" our other OSC into a Certificate of Achievement. All courses in the Digital Media – Foundation Certificate are transferable to CSU and UC; they are also part of the AA Transfer programs and C-IDs.

ADDITION – Effective Summer 2019

DIGITAL MEDIA – GAME DESIGN & DEVELOPMENT – Certificate of Achievement

24 units

Game Design and Development is a field that combines interactive, visual storytelling with complex game mechanics. Certificate recipients will learn entry-level skills in ideation, storyboarding, game design, playtesting, and computer programming with industry-standard game engines. Students will learn project management and collaboration skills. Students will develop a portfolio and participate in a shared incubator course with all Design/Media Arts students.

All courses in this certificate require literacy and proficiency in writing and math. Projects require written, oral, and visual presentations as well as the application of basic math principles and skills.

A Certificate of Achievement is awarded upon completion of all required courses with a grade of C or better.

Requirements for the Certificate of Achievement (24 units):

Semester I

DMA 004 – History of Digital Games (3)  
DMA 012 – Digital Art: Painting & Drawing (3)  
DMA 090 – Game Design I (3)

Semester II

DMA 070 – Motion Graphics (3)  
or DMA 072 – 2D Animation (3)  
DMA 080A – 3D Modeling & Sculpting (3)  
or DMA 080B – 3D Animation & Simulations (3)  
DMA 092 – Game Design II: Game Engines (3)

Semester III

DMA 032 – Interaction Design (3)  
or DMA 034 – User Experience Design (UX) (3)  
DMA 098 – Design/Media Arts Incubator (3)

Recommended Electives

ANTH 002 – Cultural Anthropology (3)  
or ANTH 002H – Honors Cultural Anthropology (3)  
BUS 116 – Entrepreneurship (3)  
COLL 001 – First Year Seminar (3)  
DMA 002 – History of Design and Media Arts (3)  
DMA 050 – Web Design & Development (3)  
DMA 060 – Creative Coding (3)  
DMA 062 – Creative Coding For the Internet (3)  
DMA 064 – Creative Coding For Mobile Devices (3)  
PSYC 001 – Introductory Psychology (3)  
or PSYC 001H – Honors Introductory Psychology (3)  
SPCH 001 – Fundamentals of Speech (3)  
or SPCH 001H – Honors Fundamentals of Speech (3)  
SPCH 010 – Interpersonal Communication (3)

Rationale: This new certificate of achievement stems from my work with the LA HI TECH grant, the HSI STEM Grant, Santa Monica College, and USC's Chris Swain, who created the hybrid Computer

Science / Art program at USC. Game Design and Development is not only a popular and growing field of great importance to our local area, it is also a program that teaches essential transferrable skills. Games are a hook and a motivator to encourage success in other fields like Computer Science and programming. We provide this certificate with the hope that it encourages students to successfully compete the wide array of high tech course offerings at PCC.

MODIFICATION – SLOs, catalog description – Effective Summer 2019

#### DIGITAL MEDIA – ANIMATION & MOTION ARTS

21 units

Animation and Motion Arts teaches entry level animation skills for a variety of fields including entertainment, game design, the web, advertising, broadcasting, social media, and mobile apps. Using industry-standard 2D and 3D animation technologies, students develop professional skills for creative expression and visual storytelling. Students will develop a portfolio and participate in a shared incubator course with all Design/Media Arts students.

Required: Students must select 3 courses (9 units) from any of the emphases to complete the certificate.

All courses in this certificate require literacy and proficiency in writing and math. Projects require written, oral, and visual presentations as well as the application of basic math principles and skills.

A Certificate of Achievement is awarded upon completion of all required courses with a grade of C or better.

Requirements for the Certificate of Achievement (21 units):

#### Required Foundation Courses

DMA 002 – History of Design and Media Arts (3)

or DMA 004 – History of Digital Games (3)

DMA 012 – Digital Art: Painting & Drawing (3)

DMA 070 – Motion Graphics (3)

or DMA 072 – 2D Animation (3)

#### Options for 3D Animation

DMA 080A – 3D Modeling & Sculpting (3)

DMA 080B – 3D Animation & Simulations (3)

DMA 092 – Game Design II: Game Engines (3)

#### Options for Illustration & 2D Animation

ART 012A – Beginning Life Drawing (3)

ART 052A – Introduction to Illustration (3)

ART 052B – Advanced Illustration (3)

#### Options for Interactive Animation

DMA 090 – Game Design I (3)  
DMA 092 – Game Design II: Game Engines (3)  
DMA 060 – Creative Coding (3)

Required Capstone Course

DMA 098 – Design/Media Arts Incubator (3)

Recommended Electives

ART 011A – Foundation Drawing (3)  
ART 015 – Sketching For Design (3)  
ART 031A – Color and Composition-Two Dimensional Design (3)  
BUS 116 – Entrepreneurship (3)  
CINE 026A – Beginning Electronic Filmmaking (3)  
DMA 020A – Graphic Design I (3)  
DMA 050 – Web Design & Development (3)  
DMA 062 – Creative Coding for the Internet (3)  
DMA 064 – Creative Coding for Mobile Devices (3)  
SPCH 001 – Fundamentals of Speech (3)  
    or SPCH 001H – Honors Fundamentals of Speech (3)  
SPCH 010 – Interpersonal Communication (3)  
TVR 002A – Beginning Audio Production (3)  
TVR 019 – Introduction to Media Aesthetics and Cinematic Arts (3)

Rationale: Adjusted language in SLOs to be clearer. Adjusted Catalog Description to be updated and aligned with all of our other certificates. Adjusted course sequence to reflect our new DMA curriculum.

MODIFICATION – Units (from 48 to 24) – Effective Summer 2019

DIGITAL MEDIA – GRAPHIC DESIGN – Certificate of Achievement

24 units

The field of graphic design involves bringing ideas to the printed page or screens. Concepts covered include design history, page layout, typography, research, branding, and interaction design/user experience (UX). Students will develop a portfolio and participate in a shared incubator course with all Design/Media Arts students.

All courses in this certificate require literacy and proficiency in writing and math. Projects require written, oral, and visual presentations as well as the application of basic math principles and skills.

A Certificate of Achievement is awarded upon completion of all required courses with a grade of C or better.

Requirements for the Certificate of Achievement (24 units):

Semester I

DMA 002 – History of Design and Media Arts (3)



DMA 010 – Digital Art: Design Foundation (3)  
ART 031A – Color and Composition-Two Dimensional Design (3)

Semester II

DMA 020A – Graphic Design I (3)  
DMA 022A – Typography I (3)  
DMA 032 – Interaction Design (3)  
or DMA 034 – User Experience Design (UX) (3)

Semester III

DMA 020B – Graphic Design II (3)  
DMA 098 – Design/Media Arts Incubator (3)

Recommended Electives

ART 011A – Foundation Drawing (3)  
BUS 002 – Personal Finance (3)  
BUS 009 – Introduction to Business (3)  
BUS 010 – Introduction to Management (3)  
BUS 011A – Business Communications (3)  
BUS 116 – Entrepreneurship (3)  
CINE 026A – Beginning Electronic Filmmaking (3)  
COLL 001 – First Year Seminar (3)  
DMA 012 – Digital Art: Painting & Drawing (3)  
DMA 022B – Typography II (3)  
DMA 050 – Web Design & Development (3)  
DMA 060 – Creative Coding (3)  
DMA 062 – Creative Coding for the Internet (3)  
DMA 064 – Creative Coding For Mobile Devices (3)  
DMA 070 – Motion Graphics (3)  
MRKT 020 – Principles of Marketing (3)  
MRKT 123 – Promotions and Marketing Communications (3)  
MRKT 150 – Social Media Marketing For Business (3)  
SPCH 001 – Fundamentals of Speech (3)  
or SPCH 001H – Honors Fundamentals of Speech (3)  
SPCH 010 – Interpersonal Communication (3)

Rationale: This certificate is a collaboration between all Design/Media Arts faculty to address the need for a shorter Certificate of Achievement in Graphic Design. After looking at the data from older 48 unit certificate from 2006, we believe this shorter, updated 24 unit certificate will serve student needs. We feel strongly it will help feed our students into entry-level positions, and support their continued education in Design/Media Arts fields. This certificate also takes into consideration feedback given to us through our Industry Advisory Board, and our partnership with Santa Monica College, through the LA HI TECH grant.

MODIFICATION – Units (from 21-21.5 to 21) – Effective Summer 2019

## DIGITAL MEDIA – INTERACTIVE ART & DESIGN

21 units

Interactive Art & Design is a field where art and design practices meet technology. Entry-level employment in fields like web design, interaction design, graphic design, game design, creative coding, entertainment, and mobile apps. Emphasis on interdisciplinary teamwork and collaboration. Students will develop a portfolio and participate in a shared incubator course with all Design/Media Arts students.

Required: Students must select 3 courses (9 units) from any of the emphases to complete the certificate.

All courses in this certificate require literacy and proficiency in writing and math. Projects require written, oral, and visual presentations as well as the application of basic math principles and skills.

A Certificate of Achievement is awarded upon completion of all required courses with a grade of C or better.

Requirements for the Certificate of Achievement (21 units):

### Required Foundation Courses

DMA 002 – History of Design and Media Arts (3)

or DMA 004 – History of Digital Games (3)

DMA 012 – Digital Art: Painting & Drawing (3)

DMA 070 – Motion Graphics (3)

or DMA 072 – 2D Animation (3)

### Options for Web Design & Development

DMA 050 – Web Design & Development (3)

DMA 032 – Interaction Design (3)

DMA 062 – Creative Coding for the Internet (3)

### Options for Interaction Design & User Experience (UX)

DMA 032 – Interaction Design (3)

DMA 034 – User Experience Design (UX) (3)

DMA 064 – Creative Coding for Mobile Devices (3)

### Options for Game Design & Development

DMA 090 – Game Design I (3)

DMA 092 – Game Design II: Game Engines (3)

DMA 080A – 3D Modeling & Sculpting (3)

or DMA 080B – 3D Animation & Simulations (3)

### Options For Creative Coding

DMA 060 – Creative Coding (3)

DMA 062 – Creative Coding for the Internet (3)  
DMA 064 – Creative Coding for Mobile Devices (3)

Required Capstone Course

DMA 098 – Design/Media Arts Incubator (3)  
or ART 075 – Exhibition and Presentation of Visual Art (3)

Recommended Electives

ART 011A – Foundation Drawing (3)  
ART 015 – Sketching for Design (3)  
ART 031A – Color and Composition-Two Dimensional Design (3)  
BUS 116 – Entrepreneurship (3)  
CINE 026A – Beginning Electronic Filmmaking (3)  
DMA 020A – Graphic Design I (3)  
PHOT 030 – Introduction to Digital Image Editing (3)  
SPCH 001 – Fundamentals of Speech (3)  
or SPCH 001H – Honors Fundamentals of Speech (3)  
SPCH 010 – Interpersonal Communication (3)  
TVR 002A – Beginning Audio Production (3)  
TVR 019 – Introduction to Media Aesthetics and Cinematic Arts (3)

Rationale: Sequence updated to reflect our new DMA curriculum. Catalog description simplified.  
SLOs clarified with minor language updates. Added option for a more art-based capstone course.

MODIFICATION – Units (from 21-21.5 to 21) – Effective Summer 2019

DIGITAL MEDIA – WEB DESIGN & DEVELOPMENT

21 units

This curriculum prepares students for entry-level positions in web design and development, creative coding, front-end web and mobile application design, interaction design or UX (User Experience) design. The program stresses the design thinking process as well as the professional and production methods used currently in industry. Projects will encompass content management, user interface, interactive behaviors, information design, web and mobile application tools, programming, and selection of appropriate form factors for user experiences in the Internet. Students will develop a portfolio and participate in a shared incubator course with all Design/Media Arts students. All courses in this certificate require literacy and proficiency in writing and math. Projects require written, oral, and visual presentations as well as the application of basic math principles and skills.

A Certificate of Achievement is awarded upon completion of all required courses with a grade of C or better.

Requirements for the Certificate of Achievement (21 units):

Semester I

DMA 010 – Digital Art: Design Foundation (3)  
DMA 012 – Digital Art: Painting & Drawing (3)  
DMA 050 – Web Design & Development (3)

#### Semester II

DMA 032 – Interaction Design (3)  
DMA 034 – User Experience Design (UX) (3)  
DMA 060 – Creative Coding (3)  
    or DMA 062 – Creative Coding for the Internet (3)  
    or DMA 064 – Creative Coding For Mobile Devices (3)

#### Semester III

DMA 098 – Design/Media Arts Incubator (3)

#### Recommended Electives

ART 011A – Foundation Drawing (3)  
ART 015 – Sketching For Design (3)  
ART 031A – Color and Composition-Two Dimensional Design (3)  
BUS 116 – Entrepreneurship (3)  
CINE 026A – Beginning Electronic Filmmaking (3)  
COLL 001 – First Year Seminar (3)  
DMA 002 – History of Design and Media Arts (3)  
DMA 004 – History of Digital Games (3)  
DMA 020A – Graphic Design I (3)  
DMA 020B – Graphic Design II (3)  
DMA 022A – Typography I (3)  
DMA 022B – Typography II (3)  
PHOT 030 – Introduction to Digital Image Editing (3)  
PHOT 031 – Beginning Digital Photography (3)  
SPCH 001 – Fundamentals of Speech (3)  
    or SPCH 001H – Honors Fundamentals of Speech (3)  
SPCH 010 – Interpersonal Communication (3)

Rationale: Adjusting curriculum to contain our new DMA courses, and to include our Incubator course.