CATALOG ADDENDUM: MARCH 2021

Below are listed additions and corrections to the 2020-21 Bucks County Community College Catalog since its publication. All corrections listed below have been made in the main online catalog sections to which they apply. They do not appear, however, in the PDF version of the full catalog.

SECTION 2: MAJOR AND CERTIFICATE PROGRAMS

Majors and Certificate Programs: Descriptions

Dance Associate of Arts, Transfer Major (Curriculum Code No. 1206): The program's description has been updated thus:

> The Dance major prepares undergraduate students for transfer to a four-year institution to continue their dance education. Possible professions include performance, teaching practices, journalism, children's outreach programs in the arts, movement therapy, fitness instruction and art administration (studio ownership). A degree in dance enhances the student's development of dance pedagogy as well as movement research and methodologies to develop a clear understanding of the creative process and one's artistic voice.
>
> Graduates of this program are able to:
> - Explain the terminology and techniques associated with Modern Dance and Classical Ballet;
> - Execute the techniques associated with Modern Dance and Classical Ballet;
> - Describe careers and professional aspirations in the dance field;
> - Discuss dance as a communicative art and a means of personal expression connecting choreographic meaning to historical, social, and political issues;
> - Design choreography in a non-traditional dance space using unique dance environments;
> - Create movement incorporating the tools of choreography and connection to the student's artistic voice; and
> - Describe the process of starting a dance studio or performance company.

Engineering Technology Associate of Applied Science, Occupational Major (Curriculum Code No. 2193): The program's description has changed thus:

> Engineering Technology
> ASSOCIATE OF APPLIED SCIENCE
> Occupational Major
> Science, Technology, Engineering & Mathematics Department
> *Founders 110 • Phone (215) 968-8305*
> Curriculum Code No. 2193

This program is designed to prepare students to seek employment as technicians in the various engineering technology fields. Through a sequence of laboratory-based and business courses, students develop technical, interpersonal, and communication skills needed for immediate employment in the field.

Upon successful completion of the program students will be awarded the Associate of Applied Science degree.

Graduates of this program are able to:

- apply fundamental principles of mathematics, physics, engineering, and laboratory measurements to solve engineering technology problems;
- apply the engineering design process to an engineering component or system; and
- employ the skills necessary for the engineering technology practice in the solution of an engineering problem.

Prospective students with inadequate academic preparation should be aware that they may need additional time to acquire the necessary academic background. Prerequisites and corequisites for the required courses must be strictly followed.

DEGREE COURSE REQUIREMENTS

Course	Credits
CHEM121 Chemistry I [A,B,6,7]	4
COLL101 College Success Seminar	1
COMM110 Effective Speaking [A,B,4,5]	3
ECON111 Principles of Economics-Macro [2,3,8]	3
ENGR112 Engineering Design [A,B,9]	4
ENGT222 Applied Engineering Statics [A,B]	3
ENGT240 Applied Circuit Analysis [A,B]	4
MATH115 Elementary Statistics [A,B,2,6]	3
MATH125	4

Precalculus Mathematics [A,B,6]

[MGMT135](#) Business Comm. [A,B,2,4,10]	3
[MGMT155](#) Introduction to Entrepreneurship [2]	3
[PHYS106](#) Physics A [A,B,7]	4
[PHYS107](#) Physics B [A]	4
Arts/Humanities [G,1]	3
Computer Science Elective [A, C]	3-4
Technical Electives [D, E, F]	12
	61 – 62*

RECOMMENDED SEMESTER SEQUENCE*

The recommended course sequence is designed for full-time students who average 15 credit hours per semester. Students may need more time to complete major requirements based on placement testing. Such additional time will require adjustments to the recommended sequence.
* If a student chooses to take the 18-credit capstone semester in nanotechnology at Penn State, the total number of credits for the major will be 67-68. The semester sequence for the nanotechnology majors will also be different due to the capstone semester at Penn State.

First Semester

Course	Credits
[COLL101](#) College Success Seminar	1
[ENGR112](#) Engineering Design [A,B,9]	4
[MGMT135](#) Business Comm. [A,B,2,4,10]	3
[PHYS106](#) Physics A [A,B,7]	4
Arts/Humanities [G,1]	3
Total Credit Hours	15

Second Semester

Course	Credits
[COMM110](#) Effective Speaking [A,B,4,5]	3
[ECON111](#) Principles of Economics-Macro [2,3,8]	3
[ENGT222](#) Applied Engineering Statics [A,B]	3
[MATH115](#) Elementary Statistics [A,B,2,6]	3
[PHYS107](#) Physics B [A]	4
Total Credit Hours	16

Third Semester

Course	Credits
[ENGT240](#) Applied Circuit Analysis [A,B]	4
[MATH125](#) Precalculus Mathematics [A,B,6]	4
Computer Science Elective [A, C]	3–4
Technical Elective [D, E, F]	4
Total Credit Hours	15-16

Fourth Semester

Course	Credits
[CHEM121](#) Chemistry I [A,B,6,7]	4
[MGMT155](#) Introduction to Entrepreneurship [2]	3
Technical Electives [D, E, F]	8
Total Credit Hours	15

[A] Course requires a prerequisite or co-requisite.
[B] Placement Testing Required.

[1] *Satisfies Arts/Humanities.*
[2] *Satisfies Critical Thinking.*
[3] *Satisfies Diversity.*
[4] *Satisfies Information Literacy.*
[5] *Satisfies Oral Communication.*
[6] *Satisfies Quantitative Literacy.*
[7] *Satisfies Scientific Literacy.*
[8] *Satisfies Social Sciences.*
[9] *Satisfies Technological Competence.*
[10] *Satisfies Writing.*

Health Coach Certificate Program (Curriculum Code No. 3203): The certificate program course requirements have changed thus:

- Individual Fitness and Wellness (KINS170) has been removed from the required course list.
- Applied Health Coaching (HLTH251) has been added as a required course. A new course, HLTH251 is a two (2) credit course that requires prerequisites.

SECTION 3: COURSE DESCRIPTIONS

Communication Studies: The COMM111 course description has been updated to: "Students examine the relationships between technology, industries, content, and users active in modern media. All students, particularly those who specialize in communication, multimedia, and journalism, build skills in media analysis, research, and writing through this college-level course."

Freshman Seminar in Dance (DANC107): One course learning goal has been added to the DANC107 master course outline: "6. Describe the steps necessary for starting a dance studio or performance company."

Health: New course Applied Health Coaching (HLTH251) has been created as a two (2) credit course that requires prerequisites. The course description is: "This course is an application of health coaching principles that prepares students to be employed as a health coach within the field. Topics covered include tools to facilitating effective coaching sessions, strategies for enhancing client progress, and the overall implementation of effective health coaching programs."

: New course Applied Health Coaching (HLTH251) has been created.

Applied Health Coaching (HLTH251): This new course has been created, with the following master course outline:

Master Course Outline
I. Course Number: HLTH251
  Course Title: Applied Health Coaching

II. Number of Credits: 2

III. Number of Instructional Minutes: 1500

IV. Prerequisite or co-requisite: HLTH 250 (C or better)

V. Other Pertinent Information: N/A

VI. Catalog Course Description

This course is an application of health coaching principles that prepares students to be employed as a health coach within the field. Topics covered include tools to facilitating effective coaching sessions, strategies for enhancing client progress, and the overall implementation of effective health coaching programs.

VII. Required Course Content and Direction

A. Course Learning Goals

Students will:
1. Explain the intricacies of the coaching structure and coaching process for health and wellness coaches;
2. Describe relevant strategies to use in working with clients of diverse cultural, ethnic, and racial backgrounds;
3. Integrate all aspects of a well-structured coaching session including pre-session preparation, client assessment review, exploration of coaching content priorities, and closing of session;
4. Execute skilled coaching sessions that exhibit coaching preparation, coaching presence, and the coaching process, which will enhance client success; and
5. Apply effective coaching techniques to facilitate client progress while staying within the ethical and legal guidelines for health and wellness coaches.

B. Planned Sequence of Topics and/or Learning Activities

The following topics are presented in this course:
1. Federal/state-specific regulations pertaining to health coaching
2. Health coaching presence
3. Health coaching programming (structure and process)
4. Health coaching assessments
5. Client session management
6. Effective goal setting and reassessment to parallel behavior change
7. Tools to facilitating effective health coaching sessions
8. Integrative wellness strategies
9. Facilitation of client experimentation, self-discoveries, and self-efficacy
10. Eliciting client feedback

11. Establishing plans for client coaching progression
12. Health coaching for long-term behavior modification
13. Mastering the client-coach connection
14. Professional conduct in coaching
15. Diversity in health coaching
16. Managing stress in coaching
18. Maintaining professional and ethical boundaries
18. Referral and supervision

C.   Assessment Methods for Course Learning Goals

To assess skills learned, students are required to complete class discussions and activities, watch videos prior to completing quizzes, and complete practice coaching sessions that are reviewed by the instructor for feedback. Students are required to complete at least three practical skill evaluations in addition to the practice coaching sessions held throughout the semester.

D.   Reference, Resource, or Learning Material to be used by Students

The required materials are selected by the full-time faculty teaching this course and are specified in the course syllabus created by each instructor. Students are given multiple, additional resources throughout the semester to support learning.

Media and Society (COMM111): The COMM111 master course outline has been updated thus:

Master Course Outline
I.   Course Number: COMM 111
            Course Title: Media and Society

II.   Number of Credits: 3

III.   Number of Instructional Minutes: 2250

IV.   Prerequisite or co-requisite: None

V.   Other Pertinent Information:
            This course meets the General Education requirement for Diversity.
            This course meets the General Education requirement for Social Sciences.
            This course meets the General Education requirement for Critical Thinking.

VI. Catalog Course Description
Students examine the relationships between technology, industries, content, and users active in modern media. All students, particularly those who specialize in communication, multimedia, and journalism, build skills in media analysis, research, and writing through this college-level course.

VII. Required Course Content and Direction

E. Course Learning Goals
Students will:
1. Describe the role that media play in developing world views on culture, race, and gender [Diversity];
2. Analyze media's role as an effective force for change by examining ownership and regulation of media systems as well as impact on societal habits and attitudes [Social Sciences];
3. Analyze the relationship between users, technology, industries, and content within the social world;
4. Describe the effects of mass media on the student as an individual, as part of a group, and as a member of society;
5. Describe the functions, objectives, and responsibilities of the media; and
6. Construct a clear, accurate, and relevant position in an analysis of specific media that synthesizes evidence and information [Critical Thinking].

F. Planned Sequence of Topics and/or Learning Activities
- Media and Society in a Digital World
- A Sociology of Media – The Social World Model
  - Apply the social world media model to the Civil Rights era media coverage and to Black Lives Matter Protest coverage
  - Structure and agency – the intersection of identity, meaning making, and technology
- The Evolution of Media Technology
  - Social constructivism and the construction of race, gender, class, etc.
- The Economics of the Media Industry – Ownership, Products, Platforms, Pipes
  - The power of platforms (i.e. Facebook) in shaping identity and perception of self and other
  - Advertising: Case studies of the British Press and U.S. Press
- Political Influence on Media – Media, Democracy, and Regulation
  - Low-power FM radio: Broadcasting in diverse local communities
- Media Organizations and Professionals
- Media and Ideology
  - The Culture War and battles over ideology
  - Women's magazines as advertisements
  - Rap music as ideological critique
  - Dominant ideology versus cultural contradictions
- Social Inequality and Media Representation
  - Racial and ethnic diversity in media content
  - Growing diversity amid audience fragmentation
  - Race, ethnicity and media roles
  - Controlling media images of race
  - Gender and media content
  - Social class and media content
  - Sexual orientation in media content
- Audiences and Creators – The Active Audience
  - Decoding meanings and social position
    - Class and nationwide news

- Gender, class and television
- Race, news, and meaning making
- Resistance and feminist identity
- International readings of American television
- Social position online: Black Twitter
- Interpretive resistance and feminist politics
- Media Influence
  - Entertainment and children
  - Mass society and media influence
  - The politics of image
  - Contemporary social movements
  - Hate speech and censorship
  - Managing our social selves via media
- Globalization and the Future of Media
  - Crossing global boundaries
  - Cultural imperialism
  - Preserving diversity

G. Assessment Methods for Course Learning Goals

Students in Media and Society meet the General Education Learning Goals of Diversity, Social Sciences, and Critical Thinking through many of the class exercises, papers, tests, and through a final paper in which the student(s) produces a critical analysis of a specific form of media they choose.

The artifacts produced for assessment include written papers and presentation of the final project (for Diversity, Social Sciences, and Critical Thinking).

H. Reference, Resource, or Learning Material to be used by Students

See course syllabus
Each instructor uses a departmentally-approved textbook.
Students use traditional library materials and academic online resources.
Students may be required to:
- Engage in supplemental reading;
- Access and utilize the college online learning platform;
- Access and utilize the publisher supplemental website;
- Present their findings at the Student Research Conference.

Historical Archaeology (HIST195): Two course learning goals of the HIST195 master course outline have been updated thus:

Learning Goal 1: Explain what makes archaeological artifacts useful for the study of people, places, and events of the past

Learning Goal 3: Describe how archaeologists locate, collect, analyze, and interpret qualitative and quantitative data in order to document human lifeways and societies.

History: American Architecture (HIST198): Two course learning goals of the HIST198 master course outline have been updated thus:

Learning Goal 1: Describe buildings, structures, and/or landscapes significant to American history using basic architectural terms.

Learning Goal 2: This learning goal has been eliminated.

[Internship for Historic Preservation (HIST203)](): Two course learning goals of the HIST203 master course outline have been updated thus:

Learning Goal 3: Execute a preservation project utilizing best practices.

Learning Goal 2: Articulate the principles of historic preservation practice in a project report and oral presentation to the public.