

CCRI CURRICULUM REVIEW COMMITTEE MEETING

May 3, 2024 2:00-4:00 PM

Knight Campus, Board Room 4090

Zoom link: <https://ccri.zoom.us/j/92142644676?pwd=YjM4VUttVEtBTWlPMnNXMU1wdGxYdz09&from=addon>

AGENDA

1. CALL TO ORDER
2. ROLL CALL
3. APPROVAL OF MINUTES
4. NON-ACTION/ANNOUNCEMENTS
5. ACTION/VOTING ITEMS

NON-ACTION/ANNOUNCEMENTS

DEPARTMENT ANNOUNCEMENTS

1. The Computer Studies and Information Processing department is announcing that an edit has been made to the General Education requirements for the A.S. in Cybersecurity degree program since its approval at the March 1, 2024 CRC meeting. This edit is to replace the specified Humanities course of JOUR 1050 – Introduction to Mass Media with a Humanities elective, to align with accreditation standards. This edit, completed by the Computer Studies & Information Processing Department Chair, was approved by the Dean of BSTM, the CRC Chair, and the VPAA.

OTHER ANNOUNCEMENTS:

1. Curriculum Review Committee Fall 2024-Spring 2025 Calendar
2. Training for new Curriculum Review Committee members in late August.
3. Early Childhood Education Letter of Support from the RI Department of Human Services
4. As a result of the work completed by the General Studies Re-Design Workgroup, work has begun to implement Phase I of the relabeling project to convert Joint Admissions Agreement (JAA) Transition Plans to Associate in Arts Transfer degrees effective Fall 2024. A sample diploma will be shared at the meeting.

ACTION/VOTING ITEMS

Course Reactivation Proposal: Advanced Academic Reading

ENGL 1002, 3 credits

Originator: Paula Domenico

RATIONALE:

English 1002 is a three-credit course reactivated from the archive to replace English 0890, a developmental course, to meet a new requirement mandating that first-year students must carry credit bearing courses. The catalog description and learning outcomes are outdated and in need of change to reflect current trends and best practices in education.

This edit serves to update the name of the course, the learning outcomes, and the catalog description to bring the course up-to-date.

CATALOG DESCRIPTION:

Old: This program provides instructional assistance to those students seeking to improve their reading and study skills. The content of this program will include concept and vocabulary development, literal comprehension and analytical-interpretive reading, and academic study skills. Diagnostic testing, group, individualized, and computer-assisted instruction, and supervised practice will be used to promote academic success.

New: In this course, the student develops the critical reading and thinking skills essential for college and workplace success. The focus is on building an enhanced vocabulary as well as examining the author's purpose and tone, drawing inferences, and applying advanced comprehension strategies. In addition, a work of non-fiction is required.

Prerequisite/s: English 0850, or reading course placement, bachelor's degree, or higher.

Lecture: 3 hours

Revised Program Proposal: Human Services, Early Childhood, Certificate

CERT_HMNS_CHLC, 24 credits

Originator: Carol Patnaude

RATIONALE:

HMNS 2030- Emergent Literacy: Reading Readiness in Early Childhood Education does not transfer to RIC or URI. Therefore, the course should be removed as a choice in the Certificate Program.

Through Preschool Development Grant funds, OPC and the Governor's Office hired independent consultant, Patricia Parker, to support Early Childhood Education (ECE) pathways work. Patricia worked independently and collaboratively with CCRI, RIC, and URI on matters related to credit transferability in higher ed. The work involved mapping out transferability of courses from the CCRI AA program to the 4-year programs.

Amendments to program curricula were recommended to support a smoother program-to-program transfer and eliminate barriers for ECE students. This work resulted in a proposed curriculum for the AA that transfers with 100% efficiency to the five related bachelor programs at RIC and URI and meets all admission requirements for each of the five programs. Students will have their entire two years to explore the program and transfer options and determine their transfer destination without loss of credit to any of the 5 programs.

CATALOG DESCRIPTION:

The certificate in Early Childhood Education is for the working student who wishes to improve or upgrade his/her knowledge and skills in early childhood development and childcare. Courses are offered days and evenings and all courses directly apply toward the department's A.A. degree. **The Early Childhood Certificate is not a teaching credential for the R.I. Department of Education.**

Revised Program Proposal: Education, Early Childhood Education and Child Development – Associate in Arts**AA_EDUC_CHLD, 60 credits****Originator: Carol Patnaude****RATIONALE:**

Through Preschool Development Grant funds, OPC and the Governor's Office hired independent consultant, Patricia Parker, to support Early Childhood Education (ECE) pathways work. Patricia worked independently and collaboratively with CCRI, RIC, and URI on matters related to credit transferability in higher ed. The work involved mapping out transferability of courses from the CCRI AA program to the 4-year programs.

Amendments to program curricula were recommended to support a smoother program-to-program transfer and eliminate barriers for ECE students. This work resulted in a proposed curriculum for the AA that transfers with 100% efficiency to the five related bachelor programs at RIC and URI and meets all admission requirements for each of the five programs. Students will have their entire two years to explore the program and transfer options and determine their transfer destination without loss of credit to any of the 5 programs.

CATALOG DESCRIPTION:

Child development and early childhood education majors are trained to work with families, parents, young children and those who impact the development and well being of children. Child development associates may be employed in a variety of educational and social settings including child care facilities, Head Start programs, preschools, public schools, group homes and residential care facilities. Child development associates are nationally recognized and have an ample number of bachelor's degree programs within close proximity to further their education beyond the associate degree. Three field placements provide students with critical

opportunities for competency-based professional development.

Revised Program Proposal: Social Services, Substance Use Disorders, Associate in Arts**AA_SOSC_SUBS, 65-68 credits****Originator: Walter Orellana****RATIONALE:**

Changing from Substance Abuse to Substance Use Disorders. According to the National Institute on Drug Abuse (NIH), the word "Abuse" may create a stigma and is a term that should be avoided. The degree program at RIC and the Drug and Alcohol Treatment Association of Rhode Island (DATA) have also changed names.

Reference: <https://nida.nih.gov/nidamed-medical-health-professionals/health-professions-education/words-matter-terms-to-use-avoid-when-talking-about-addiction>

CATALOG DESCRIPTION:

Substance use workers are trained in clinical skills that prepare them for employment in prevention, early intervention, and rehabilitative treatment programs with adolescents and adults at risk or suffering from addictive and compulsive disorders. Three internships are an integral part of each student's professional preparation, and CCRI courses are a firm foundation for Rhode Island's licensure credential.

Rhode Island College (RIC) offers a B.S. in Behavioral Health Studies, and the Substance Use and Mental Health Leadership Council of RI (SUMHLC) provides training for the Certification of Alcohol and Drug Counselor (CADC) in Rhode Island.

Revised Course Proposal: Foundations of Teaching and Learning

HMNS 2060, 3 credits

Originator: Walter Orellana

RATIONALE:

The Human Services Department seeks General Education approval to transfer this course to URI.

Through Preschool Development Grant funds, OPC and the Governor's Office hired independent consultant to support early childhood education (ECE) pathways work. The consultant worked independently and collaboratively with CCRI, RIC, and URI on matters related to credit transferability in higher ed. The work involved mapping out transferability of courses from the CCRI AA program to the 4-year IHE. Amendments to program curricula were recommended to support a smoother program-to-program transfer and eliminate barriers for ECE students. This work resulted in a proposed curriculum for the AA that transfers with 100% efficiency to the five related bachelor programs at RIC and URI and meets all admission requirements for each of the five programs. Students will have their entire two years to explore the program and transfer options without loss of credit to any of the 5 programs. Adding the Gen Ed category to the course will assure that all courses taken at CCRI will transfer over to the other institution(s).

CATALOG DESCRIPTION:

This course provides a theoretical and practical foundation for understanding the evolution and current state of American schooling. Students will examine critical issues related to classroom environment, learning styles and appropriate instruction, curriculum development, standards and diversity. Students will gain a practical understanding of those ethics and indices of professional development that correlate with effective teaching. This is a required course for teacher associates, education and special education majors. Four hours of field observation are required for education majors planning to transfer. Note: Grade of C or better required for Human Services program students.

Revised Course Proposal: Child Growth and Development Skills

HMNS 2100, 3 credits

Originator: Walter Orellana

RATIONALE:

The Human Services Department seeks General Education approval to transfer this course to URI.

Through Preschool Development Grant funds, OPC and the Governor's Office hired independent consultant to support early childhood education (ECE) pathways work. The consultant worked independently and collaboratively with CCRI, RIC, and URI on matters related to credit transferability in higher ed. The work involved mapping out transferability of courses from the CCRI AA program to the 4-year IHE. Amendments to program curricula were recommended to support a smoother program-to-program transfer and eliminate barriers for ECE students. This work resulted in a proposed curriculum for the AA that transfers with 100% efficiency to the five related bachelor programs at RIC and URI and meets all admission requirements for each of the five programs. Students will have their entire two years to explore the program and transfer options without loss of credit to any of the 5 programs. Adding the Gen Ed category to the course will assure that all courses taken at CCRI will transfer over to the other institution(s).

CATALOG DESCRIPTION:

This course provides a theoretical and practical foundation for understanding the evolution and current state of American schooling. Students will examine critical issues related to classroom environment, learning styles and appropriate instruction, curriculum development, standards and diversity. Students will gain a practical understanding of those ethics and indices of professional development that correlate with effective teaching. This is a required course for teacher associates, education and special education majors. Four hours of field observation are required for education majors planning to transfer. Note: Grade of C or better required for Human Services program students.

Revised Course Proposal: Steno Machine Shorthand Theory**CRPT 1000, 3 credits****Originator: Cheryl Amantea****RATIONALE:**

Steno Machine Theory is the foundation course of learning how to maintain, run, and operate the stenograph machine. Students will be required to learn how to write phonetically, letters, words, and phrases on the stenograph machine so that accurate dictation is captured.

CATALOG DESCRIPTION:

This is an introductory course in steno machine shorthand writing. Students will learn proper positioning at the steno machine, how to properly set up and break down their machines, and how to depress and memorize the keys on the stenographic machine. Students will learn to write letters and combine letters to form new letters, words, and phrases heard daily (brief forms) and how to write numbers and punctuation on the steno machine. My Realtime Coach is utilized for coursework and homework assignments and proficient "read back" and transcribing steno notes into English is required.

Revised Course Proposal: Court Reporting and Computer Aided Technologies I**CRPT 1110, 3 credits****Originator: Cheryl Amantea****RATIONALE:**

To be successful in this course, students need to transfer the knowledge from theory learned in the Steno Machine Theory course into this speed building class and build the speed necessary in order to transcribe verbatim with 90% accuracy. This course is the foundation for building that speed.

CATALOG DESCRIPTION:

In this course, students will learn the features and how to read, name, translate, and edit their steno notes utilizing the Case CATalyst™ software and use My Realtime Coach™ for in-class and homework assignments and tests. Students will continue to build and maintain their personal dictionary, improve their speed and writing up to 60 wpm on the stenograph machine, be required to pass two separate tests of Question & Answer (Q & A) Testimony at 60 wpm, with 90% accuracy. Students will continue to learn to write commonly known phrases (Brief Forms) and demonstrate proficient readback from their notes.

Revised Course Proposal: Court Reporting and Computer Aided Technologies II**CRPT 1120, 3 credits****Originator: Cheryl Amantea**

RATIONALE:

To be successful in this course, students need to transfer the knowledge and skills learned in the Steno Machine Theory and Court Reporting and Computer Aided Technologies I courses. They will build the speed necessary in order to transcribe verbatim with 90% accuracy three 5-minute tests (i.e. Literary, Jury Charge, Q & A).

CATALOG DESCRIPTION:

This course builds on the skills students gained in Court Reporting & Computer Aided Technologies I. Students will be writing on the stenograph machine at speeds from 60-100 wpm. To successfully complete this course, students are required to pass one 5-minute test of Literary at 60 wpm, one 5-minute test of Jury Charge at 80 wpm, and one 5-minute test of Q & A Testimony at 100 wpm, with 90 % accuracy. Proficient read back from notes is required. In the fast-paced and precise world of court reporting, a profound understanding of legal terminology is paramount. This course provides insight into the language of the law to enhance accuracy, speed, and overall proficiency. My Realtime Coach™ will be utilized for in-class and homework assignments.

Revised Course Proposal: Court Reporting and Computer Aided Technologies III**CRPT 1130, 3 credits****Originator: Cheryl Amantea****RATIONALE:**

To be successful in this course, students need to transfer the knowledge and skills gained from Steno Machine Shorthand Theory and Court Reporting and Computer Aided Technologies I and II. They will build the speed necessary in order to transcribe verbatim a Literary, Jury Charge, and Q & A dictation with 90 percent accuracy.

CATALOG DESCRIPTION:

This course continues to build on the skills students gained in Court Reporting and Computer Aided Technologies I and II. Students will be writing on the stenographic machine at higher levels of speed ranging from 100-140 wpm. To successfully complete this course, students are required to pass one 5-minute test of Literary at 100 wpm, one 5-minute test of Jury Charge at 120 wpm, and one 5-minute test of Q & A testimony at 140 wpm, with 90 percent accuracy. Proficient readback from their steno notes is required. As a court reporter, your role extends beyond legal proceedings, often requiring a deep understanding of medical terminology. Students are equipped with the knowledge necessary to accurately transcribe medical testimony, ensuring transcripts maintain the highest standards of accuracy and clarity. My Realtime Coach is utilized for in-class and homework assignments.

Revised Course Proposal: Court Reporting and Computer Aided Technologies IV**CRPT 1140, 3 credits****Originator: Cheryl Amantea****RATIONALE:**

To be successful in this course, students need to transfer the knowledge gained from Steno Machine Shorthand Theory and Court Reporting and Computer Aided Technologies I, II and III. They will build the speed necessary in order to transcribe verbatim a Literary, Jury Charge, and Q & A dictation with 90 percent accuracy.

CATALOG DESCRIPTION:

In this course, students continue to focus on increasing their writing speed. Students will write on the stenograph machine at speeds ranging from 140-180 wpm and use My Realtime Coach™ for in-class and homework assignments. Students are required to pass one 5-minute test of Literary at 140 wpm, one 5-minute test of Jury charge at 160 wpm, and one 5-minute test of Question and Answer (Q & A) Testimony at 180 wpm, with 90 percent accuracy. Proficient readback from their steno notes is required.

Revised Course Proposal: CART and Captioning for the Advanced Court Reporter**CRPT 1160, 3 credits****Originator: Cheryl Amantea****RATIONALE:**

This course is designed to finalize the speed necessary to pass the national test for court reporters. It will also introduce students to CART and Captioning technologies, as well as practice with both official and freelance court reporters.

CATALOG DESCRIPTION:

In this final course, students get an in-depth look into the different paths available to them in the court reporting field. Students will shadow a professional court reporter and learn the different procedures of a court reporter in both the judicial and freelance fields. Students are required to pass one 5-minute test of Literary at 180 wpm, one 5-minute test of Jury Charge at 200 wpm, and one 5-minute test of Q & A testimony at 225 wpm, with 90% accuracy. Students will acquire advanced knowledge of the command keys within the Case CATalyst and use My Realtime Coach™ for in-class and homework assignments. Proficient readback from their steno notes is required.

Revised Course Proposal: Criminalistics I**LAWS 1030, 3 credits****Originator: Mark England****RATIONALE:**

The current description in the CCRI Course Catalogue regarding Laws 1030 Criminalistics I does not reflect the content that is currently being taught. Criminalistics I has changed as content within the class have been added, changed and/or removed. The description in the Course Catalogue is simply outdated and does not reflect these changes. Seeking to change the course catalog to reflect what is being currently taught in Criminalistics I.

CATALOG DESCRIPTION:

This course surveys basic crime scene investigation methods. This course employs an active learning philosophy, where students learn by doing. Topics include and students actively participate in learning first responder duties, laws involving search and seizure of evidence, evidence collection and processing, photography, sketching, motor vehicle investigation and principles of reconstruction, impression and imprint evidence, blood spatter, and trace evidence. This course involves processing and investigating a mock crime scene.

Revised Course Proposal: Criminalistics II**LAWS 1040, 3 credits****Originator: Mark England**

RATIONALE:

The current description in the CCRI Course Catalogue regarding Laws 1040 Criminalistics II does not reflect the content that is currently being taught. Criminalistics II has changed as content within the class have been added, changed and/or removed. The description in the Course Catalogue is simply outdated and does not reflect these changes. Seeking to change the course catalog to reflect what is being currently taught in Criminalistics II.

CATALOG DESCRIPTION:

This course is an advanced study of criminalistics where students actively engage in the learning process. Topics include the investigation of specific crimes which include: sexual assault, arson, Death Investigation, forensic entomology; deciphering, classifying fingerprints and using advanced latent fingerprint recovery techniques; principles in forensic toxicology; drug detection and investigation; and firearms. Students will also actively participate in blood typing and DNA extraction, forensic anthropology with the aid of facsimiles of real bones. Students will also explore the use of microscopy through use of compound, comparison and stereo microscopes.

New Program Proposal: Photography, Certificate**18 credits****Originators: Daniel O'Neill
Shawn Parker****RATIONALE:**

The Certificate gives students the basic skills they will need to enter the workforce or begin developing an individual practice as a Photographer or Art Director. Many colleges have Photography Certificates; this Certificate is distinctive in that it combines Photography and Video Art Courses. The Certificate integrates the practice of Photography and Video Art because current digital platforms - such as social media, gaming, websites, and signage - demand that designers can conceive and implement solutions using both still images and time-based media.

Successful employment and self-employment in the fields of Photography and Art Direction depend on the strength of a practitioner's portfolio. Each course in the Certificate requires the creation of a portfolio of original work. The creation of a final Certificate Portfolio prepares students to present their work to potential employers, clients, and academic institutions.

Professional success in Photography and Video Art requires a command of design principles and their application. Each course in this Certificate emphasizes design principles and is taught in CCRI's Department of Art, Art History and Design, which is accredited by the National Association of Schools of Art and Design (NASAD). The courses in the Certificate develop teamwork and collaboration in photography and video art practice. This includes the communication skills necessary to present concepts and completed projects to clients and potential employers.

This Certificate is not a replacement for our two-year Associate of Fine Arts (AFA) degree, which many students use to transfer to four-year art and design programs. In fact, the Certificate can be completed simultaneously within the AFA degree requirements, or within the General Studies (Associate in Arts) degree requirements. That is to say, the courses in this Certificate counts towards completion of the Associate in Arts degree or the AFA degree, without a student having to expend all of their available electives for those Associate degree programs. The Certificate can also be used as two-semesters of focused professional development in Photography and Video Art for students who already have, or do not desire, an Associate degree.

CATALOG DESCRIPTION:

The Photography Certificate provides students with the foundational skills needed to enter the workforce or begin developing an individual practice in the fields of Photography or Art Direction. Students will use design principles to create original Photography and Video work which engages an audience. Effective camera use is presented in demonstrations and practiced in studio assignments. Through presentations and critique, students will articulate the relation between their own artwork and the history and contemporary practice of photography and time-based media. The Certificate culminates in a visually and conceptually cohesive Certificate Portfolio, which prepares students to present their work to potential employers, clients, and academic institutions.

New Program Proposal: Surgical Technology, Associate in Science**61 credits****Originators: Maddie Josephs****Kathleen Gemma****RATIONALE:**

The Surgical Technology Certificate Program was developed by faculty and an advisory committee and began in the summer of 2023. Due to changes in educational requirements to sit for the national certification exam, students now need to complete an associate's degree in Surgical Technology. In addition, accrediting agencies are no longer accrediting certificate programs. It is essential that an Associate's Degree program in Surgical Technology is instituted at the Community College of RI.

Surgical Technologists are health professionals who work closely with surgeons, anesthesiologists, nurses, and other surgical personnel in delivering patient care before, during and after surgical procedures. These individuals are vital members of the surgical team and require specialized education and training as surgical technologists. Recent events have led to low-enrollment in these programs, nationwide, which has led to severe shortages both around the country and in the region. Developing a program in Surgical Technology aligns with the mission of the Community College of Rhode Island by responding to community needs and contributing to the state's economic development and workforce.

CATALOG DESCRIPTION:

This full-time, Associate Degree program prepares students to work closely with surgeons, anesthesiologists, registered nurses, and other operating room personnel to deliver patient care in the operating room. The program prepares students to handle instruments, supplies, and equipment necessary during the surgical procedure; to understand the procedures being performed and anticipate the needs of the surgeon; to have the necessary knowledge and ability to provide quality patient care during the operative procedure and maintain sterile technique.

New Course Proposal: Fundamentals of Surgical Technology**SURG 1001, 4 credits****Originators: Maddie Josephs****Kathleen Gemma****RATIONALE:**

Surgical Technologists are health professionals who work closely with surgeons, anesthesiologists, nurses, and other surgical personnel in delivering patient care before, during and after surgical procedures. These individuals are vital members of the surgical team and require specialized education and training as surgical technologists. Recent events have led to low-enrollment in these programs, nationwide, which has led to severe shortages both around the country and in the region. Developing a program in Surgical Technology aligns with

the mission of the Community College of Rhode Island by responding to community needs and contributing to the state's economic development and workforce.

CATALOG DESCRIPTION:

This course provides an in-depth exploration of the role of surgical technologist within the healthcare system. It encompasses the foundational principles and practice of surgical asepsis, including disinfection, sterilization, and the development of surgical conscience. Student will gain insight to surgical procedures, ethical consideration, cultural, ethnic, age-related, and legal framework pertinent to patient care in the surgical setting. A comprehensive review of equipment and supplies utilized through the pre-operative, intraoperative, and post-operative phases of surgical procedures will be discussed. The laboratory component allows the student to observe and demonstrate the principles and procedures taught in the classroom in a non-patient contact environment

New Course Proposal: Surgical Procedures I

SURG 1002, 6 credits

Originators: Maddie Josephs

Kathleen Gemma

RATIONALE:

Surgical Technologists are health professionals who work closely with surgeons, anesthesiologists, nurses, and other surgical personnel in delivering patient care before, during and after surgical procedures. These individuals are vital members of the surgical team and require specialized education and training as surgical technologists. Recent events have led to low-enrollment in these programs, nationwide, which has led to severe shortages both around the country and in the region. Developing a program in Surgical Technology aligns with the mission of the Community College of Rhode Island by responding to community needs and contributing to the state's economic development and workforce.

CATALOG DESCRIPTION:

This course provides the knowledge in areas of patient care directly associated with the surgical experience. Students will be introduced to the individual roles of the surgical team, principles of safety, identification, transportation, positioning, and surgical pharmacology. The laboratory component allows the student to observe and demonstrate the principles and procedures taught in the classroom in a non-patient contact environment. This course explores the diagnostic and surgical interventions of general surgery. Additionally, this course covers laparoscopic and robotic procedures for each specialty.

New Course Proposal: Surgical Procedures II

SURG 2001, 6 credits

Originators: Maddie Josephs

Kathleen Gemma

RATIONALE:

Surgical Technologists are health professionals who work closely with surgeons, anesthesiologists, nurses, and other surgical personnel in delivering patient care before, during and after surgical procedures. These individuals are vital members of the surgical team and require specialized education and training as surgical technologists. Recent events have led to low-enrollment in these programs, nationwide, which has led to severe shortages both around the country and in the region. Developing a program in Surgical Technology aligns with the mission of the Community College of Rhode Island by responding to community needs and contributing to the state's economic development and workforce.

CATALOG DESCRIPTION:

This course provides the knowledge in areas of patient care directly associated with the surgical experience. The course explores the diagnostic and surgical interventions of obstetrics & gynecologic, ophthalmic, otorhinolaryngologic, oral & maxillofacial, and plastic & reconstructive surgeries. The lab portion continues demonstrating the principles and procedures taught in a non-patient contact environment.

New Course Proposal: Surgical Procedures III**SURG 2003, 4 credits****Originators: Maddie Josephs****Kathleen Gemma****RATIONALE:**

Surgical Technologists are health professionals who work closely with surgeons, anesthesiologists, nurses, and other surgical personnel in delivering patient care before, during and after surgical procedures. These individuals are vital members of the surgical team and require specialized education and training as surgical technologists. Recent events have led to low-enrollment in these programs, nationwide, which has led to severe shortages both around the country and in the region. Developing a program in Surgical Technology aligns with the mission of the Community College of Rhode Island by responding to community needs and contributing to the state's economic development and workforce.

CATALOG DESCRIPTION:

This course provides the knowledge in areas of patient care directly associated with the surgical experience. The course explores the diagnostic and surgical interventions of specialized surgeries, including orthopedics, cardiothoracic, vascular, and neurosurgery. The lab portion continues demonstrating the principles and procedures taught in a non-patient contact environment.

New Course Proposal: Surgical Technology Clinical Internship**SURG 2002, 4 credits****Originators: Maddie Josephs****Kathleen Gemma****RATIONALE:**

Surgical Technologists are health professionals who work closely with surgeons, anesthesiologists, nurses, and other surgical personnel in delivering patient care before, during and after surgical procedures. These individuals are vital members of the surgical team and require specialized education and training as surgical technologists. Recent events have led to low-enrollment in these programs, nationwide, which has led to severe shortages both around the country and in the region. Developing a program in Surgical Technology aligns with the mission of the Community College of Rhode Island by responding to community needs and contributing to the state's economic development and workforce.

CATALOG DESCRIPTION:

This course provides clinical hands-on experience for students to perform surgical duties in the first-scrub, second-scrub, and observation role during any given surgical procedure with proficiency and increased complexity while progressing towards entry-level graduate achievement. Clinical experience will be documented by procedure, date and student role while verifying case counts throughout the surgical rotation as defined by accreditation standards through a total of 120 clinical cases.

New Course Proposal: Orientation to Hospitality Management

BUSN 1XXX-1, 3 credits

**Originators: Jill Guindon-Nasir
Maria Coclin**

RATIONALE:

This course will be a foundation course in the Hospitality & Tourism Management certificate. This course is aligned with industry needs, and was designed in consultation with Bally's.

CATALOG DESCRIPTION:

This course introduces students to the history, opportunities, challenges, and trends of the hospitality industry. This course will encompass the various sectors of the hospitality industry including human resources, marketing, management, gaming and the impact of tourism on economic conditions.

New Course Proposal: Composition I: Science Writing for the Biomedical Student

ENGL 1010B, 3 credits

**Originators: Eileen James
Christine Turenus-Bell**

RATIONALE:

Analytical writing and reading skills are critical in biomedical fields. Allied Health students currently are required to complete ENGL 1010 as a prerequisite for entry into BIOL 1070 or BIOL 2201. However, the focus of this course varies across English department faculty and often does not serve the specific career goals of the biomedical student.

This course proposal serves two purposes by introducing the biomedical student to foundational cellular biological, anatomical, and physiological principles and integrating those topics into the standard writing/composition curriculum. By doing so, students learn applicable writing skills, including resource selection, citations, peer review/editing, and publication as they apply to biomedicine.

With the recent changes to the LPN requirements, this course would further support a greater population of students who will now need to take BIOL 2201 instead of BIOL 1070. These students would benefit from the integrated composition/introductory biology course, much as the recent Workforce CNA-to-LPN students have (Fall 2022 through Fall 2023 cohorts) who were co-taught this curriculum by Dr. James and Dr. Turenus-Bell.

CATALOG DESCRIPTION:

This course is intended specifically for pre-health majors. The purpose of this course is to enable students to write fluent, accurate and effective documents, using appropriate resource selection, citations, and editing options. Students will produce a publication-quality writing document at the end of the course.