

CCRI CURRICULUM REVIEW COMMITTEE MEETING
April 22, 2022 from 2:00-4:00 PM & April 29, 2022 from 1:00-3:00 PM

Via Zoom Links below

April 22: <https://ccri.zoom.us/j/99289396967?pwd=RkZVUUF0d1NVZ3pFcTZ2Rm1BTSt6Zz09>

April 29: <https://ccri.zoom.us/j/93811902174?pwd=Uit1L1FaYmE2cU53U2pjczBIM2FrZz09>

AGENDA

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

NON ACTION/ANNOUNCEMENTS

OTHER ANNOUNCEMENTS:

1. Curriculum Review Committee Fall 2022-Spring 2023 Calendar

ACTION/VOTING ITEMS

The following course and program proposals will be reviewed at the first April Curriculum Review Committee Meeting held on Friday, April 22, 2022.

Revised Course Proposal: Data Analytics Programming

COMI 1350, 3 credits

Originator: Margaret Burke

RATIONALE:

According to the National Academies of Sciences, Engineering, and Medicine, “Data science is emerging as a field that is revolutionizing science and industries alike. Work across nearly all domains is becoming more data driven, affecting both the jobs that are available and the skills that are required. As more data and ways of analyzing them become available, more aspects of the economy, society, and daily life will become dependent on data.”

Their recommendation is; “To prepare their graduates for this new data-driven era, academic institutions should encourage the development of a basic understanding of data science”

This course provides the students with the manipulation, and visualization skills to apply effective analytics methodologies to data.

Revised Program Proposal: Chemical Technology A.A.S. Degree

CHMT, 62 credits

Originators: Elizabeth Arendt, Wayne Suits

RATIONALE:

Splitting Chemical Technology III into two parts to comply with Federal Financial Aid regulations necessitates revising the program.

Revised Program Proposal: Chemical Technology Certificate

CHMC, 33 credits

Originators: Elizabeth Arendt, Wayne Suits

RATIONALE:

Splitting Chemical Technology III into two parts to comply with Federal Financial Aid regulations necessitates revising the program.

Revised Course Proposal: Chemical Technology III – Inorganic Analysis

CHMT 2321, 5 credits

Originators: Elizabeth Arendt, Wayne Suits

RATIONALE:

Chemical Technology III has run as a 30-week course for at least 20 years. Recent changes to Federal Financial Aid rules, however, necessitate that the course must fit into a 15-week semester. To accommodate working students and not overburden them with a 16-hour/week course, we propose splitting the course into two parts named Chemical Technology III - Inorganic Analysis and Chemical Technology III - Organic Synthesis and Structure Elucidation. Chemical Technology III - Inorganic Analysis would run for 15 weeks during the spring. Chemical Technology III - Organic Synthesis and Structure Elucidation would run for 15 weeks during the summer.

Revised Course Proposal: Chemical Technology III - Organic Synthesis and Structure Elucidation

CHMT 2322, 5 credits

Originators: Elizabeth Arendt, Wayne Suits

RATIONALE:

Chemical Technology III has run as a 30-week course for at least 20 years. Recent changes to Federal Financial Aid rules, however, necessitate that the course must fit into a 15-week semester. To accommodate working students and not overburden them with a 16-hour/week course, we propose splitting the course into two parts named Chemical Technology III - Inorganic Analysis and Chemical Technology III - Organic Synthesis and Structure Elucidation. Chemical Technology III - Inorganic Analysis would run for 15 weeks during the spring. Chemical Technology III - Organic Synthesis and Structure Elucidation would run for 15 weeks during the summer.

New Program Proposal: Court Reporting Certificate

CRPT, 30 credits

Originators: Joyce Perry

RATIONALE:

Court Reporters are the "quiet" professionals in the courtroom who preserve official records by making word-for-word reports of cases, depositions, meetings, speeches, and other events using court reporting stenography software and equipment. They transcribe and create complete and accurate legal records and play a crucial role in the court system. Due to the high number of court reporters retiring in the next 5-10 years, the need for court reporters will increase dramatically. According to the US. Bureau of Labor Statistics (www.bls.gov), employment of court reporters and simultaneous captioners is projected to grow 3 percent from 2020 to 2030. Demand for court reporters and simultaneous captioners will be influenced by federal regulations requiring an expanded use of captioning for television, the Internet, and other technologies. Television programming will

continue to need closed captioning, and networks will likely expand their use of broadcast captioners to comply with federal regulations. Reporters will increasingly be needed for captioning outside of legal proceedings. Hearing-impaired people and the elderly population will increase demand for simultaneous captioners (Communication Access Real-time Translation/CART providers) who can accompany their clients to doctor appointments, town hall meetings, and religious services.

New Course Proposal: Legal Terminology

CRPT 1XXX, 3 credits

Originators: Joyce Perry

RATIONALE:

Court Reporters need a strong working knowledge and well-developed understanding of the various legal terms they will be transcribing in a courtroom or other legal proceedings. This proposed Legal Terminology course allows them to develop this important knowledge. This course will provide students with an overview of the terminology of legal concepts and procedures relating to such topics as civil litigation, criminal law, constitutional law, administrative law, torts, contracts, agency, intellectual property, tax law, wills/estates/trusts, real property, landlord/tenant, family law, legal ethics, insurance law, commercial law, bankruptcy, legal forms of business, and labor and employment.

New Course Proposal: Court Reporting Computer Aided Technology & Procedures I

CRPT 1XXX, 3 credits

Originators: Joyce Perry

RATIONALE:

This course focuses on the Case CATalyst software program in order to produce transcripts. In today's courtroom, court reporters are required to take stenography dictation using a stenograph machine. This shorthand is then sent to the Case CATalyst software. Students are required to use this software to transcribe the material from the courtroom, meeting, or special event.

New Course Proposal: Speed Building I

CRPT 1XXX, 3 credits

Originators: Joyce Perry

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 95% accuracy, three separate tests from five minutes of dictation, consisting of Literary at 80 wpm, Jury Charge at 100 wpm, and Q & A at 120 wpm. This course is the foundation for building that speed.

New Course Proposal: Speed Building II

CRPT 1XXX, 3 credits

Originators: Joyce Perry

RATIONALE:

To be successful in the course, students need to transfer the knowledge from theory learned in the Steno Machine Theory and Speed Building I course and build the speed necessary to transcribe verbatim, with 95 % accuracy, three separate tests from five minutes of dictation, consisting of Literary at 120 wpm, Jury Charge at 140 and Q & A at 160 wpm. This course is a continuation of the foundation for building that speed.

New Course Proposal: Speed Building III

CRPT 1XXX, 3 credits

Originators: Joyce Perry

RATIONALE:

To be successful in this course, students need to transfer the knowledge from theory learned in Steno Machine Theory, and the speed acquired in Speed Building I and II, in order to build the speed necessary to transcribe verbatim with 95% accuracy, three separate tests from five minutes of dictation, consisting of Literary at 160 wpm, Jury Charge at 170 wpm, and Q & A at 180 wpm. This course is the foundation for building that speed.

New Course Proposal: Steno Machine Shorthand Theory

CRPT 1XXX, 3 credits

Originators: Joyce Perry

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 the shorthand words used on the steno machine so that accurate dictation is captured in the courtroom.

New Course Proposal: Text Editing for Court Reporters

CRPT 1XXX, 3 credits

Originators: Joyce Perry

RATIONALE:

Text editing of legal documents is vitally important to Court Reporters as the content of every legal document must accurately reflect what was said during court proceedings, depositions, and other such legal matters. These documents must be accurately punctuated and grammatically correct.

New Course Proposal: Court Reporting Computer Aided Technology & Procedures II

CRPT 2XXX, 3 credits

Originators: Joyce Perry

RATIONALE:

Court Reporting Computer Aided Technology & Procedures II focuses on the role of the court reporter with the courtroom setting. These procedures are required so that the student understands how to handle exhibits, swearing in witnesses, working with attorneys and judges, and interruptions in the courtroom. Continuation of dictation, proofreading, and editing skills will be used in this course.

New Course Proposal: Speed Building IV

CRPT 2XXX, 3 credits

Originators: Joyce Perry

RATIONALE:

To be successful in this course, students need to transfer the knowledge from theory learned in Steno Machine Theory and the speeds acquired in Speed Building I, II, and III in order to build the speed necessary to transcribe verbatim with 95% accuracy, three separate tests from five minutes of dictation, consisting of Literary at 180 wpm, Jury Charge at 200 wpm, and Q & A at 225 wpm. This course is the course for building that speed.

Revised Course Proposal: History of the United States to 1877

HIST 1210, 3 credits

Originators: Jack Every, Leslie Killgore, Suzanne McCormack

RATIONALE:

This proposal revises and updates the course description and Student Learning Outcomes.

Revised Course Proposal: History of the United States from 1877

HIST 1220, 3 credits

Originators: Jack Every, Leslie Killgore, Suzanne McCormack

RATIONALE:

This proposal revises and updates the course description and Student Learning Outcomes.

Revised Course Proposal: Introduction to Politics and Government

POLS 1000, 3 credits

Originators: Kelly Delaney, Leslie Killgore, Matthew Ulricksen

RATIONALE:

This proposal updates the name, course description, and student learning outcomes. The name change reflects the overall emphasis of course content. The course description identifies the course as an “introduction to the discipline” and is most suitable for non-majors who would like to increase their understanding of the topic as engaged citizens.

Revised Course Proposal: State and Local Government

POLS 1030, 3 credits

Originators: Kelly Delaney, Leslie Killgore, Matthew Ulricksen

RATIONALE:

We are updating the course description and Student Learning Outcomes.

Revised Course Proposal: American Political Parties

POLS 2040, 3 credits

Originators: Kelly Delaney, Leslie Killgore, Matthew Ulricksen

RATIONALE:

This proposal updates the course description and student learning outcomes.

The following course and program proposals will be reviewed at the second April Curriculum Review Committee Meeting on Friday, April 29, 2022. A second meeting was necessary in April due to the quantity of proposals submitted. If time allows, they will begin to be reviewed at the first April Curriculum Review Committee Meeting held on Friday, April 22, 2022.

New Course Proposal: Introduction to Dental Health Careers- ELL

DENT 1000, 2 credits

Originators: Tara Abbascia, Kristin Dummer, Julie Galleshaw, Pamela Hallene, Rebecca Shannon

RATIONALE:

DENT 1000: Introduction to Dental Health Careers –ELL will meet the requirement as a prerequisite for entering the dental hygiene program since it is DENT 1000: Introduction to Dental Health Careers, with the

added assistance for those students via ELL courses. Like DENT-1000, this course will serve as a prerequisite for entering the dental hygiene program. The course introduces students to the dental assisting and dental hygiene fields to gain an understanding of both professions. Content includes academic success strategies, history of dentistry, basic dental terminology, and professional and ethical behaviors, with added support for English Language Learners (ELLs).

New/Revised Course Proposal: American Literature to 1865

ENGL 1020, 3 credits

Originators: William Dalessio, Charles Kell

RATIONALE:

We ask to replace the current course “Nineteenth-Century American Literature” with this new course “American Literature to 1865” for the following reasons:

1. The new course will encompass a more diverse group of authors from a more expansive period, including early Native American and African American authors, as well as authors from the early colonial period and the Enlightenment, which the old course excludes.
2. By ending the new course at 1865, it would align more closely with URI’s English 241 (the companion course that ends at “mid-19th century”), as well as current scholarship in American literature (see the course textbook), which uses the end of the Civil War as the dividing date for American literature courses.
3. The new course would be consistent with the English department’s other survey courses: English 1030--British Literature I (the beginnings to the 18th century) and English 1040—World Literature to the Sixteenth Century.
4. The new course would align more closely with CCRI’s History 1210: History of the US to 1877.

New/Revised Course Proposal: American Literature since 1865

ENGL 10XX, 3 credits

Originators: William Dalessio, Charles Kell

RATIONALE:

(This request to replace English 2020 is contingent upon the CRC’s approval of the replacement of English 1020; see our other proposal.)

We ask to replace English 2020—“Twentieth-Century American Literature” with English 10xx—“American Literature since 1865” for the following reasons:

1. This replacement course, chronologically the second of our two American literature surveys, would begin in 1865 and, thus, fill the 35-year gap (1865-1900) between this course and the earlier one (pending the CRC approval) which would end in 1865.
2. The new course would not conclude until the present day and, therefore, could include a more diverse group of American authors.
3. The new American Literature course would follow the English Department’s other pairs of survey courses (English 1030/2030 and English 1040/2040), both of which do not have an end date but, instead, continue through the present day.

4. The new course would align more directly with its companion course at URI--English 242, which begins in the mid-nineteenth century.
5. The new course would align with CCRI's History 1220: History of the US from 1877.

Rationale for Number Change:

We ask for a course number in the 1000s, preferably after English 1020 (1025 or 1030 if available). This new course would not have a prerequisite, and students would not need to complete English 1020 (the other American literature course) to succeed in this one. Furthermore, the student learning outcomes are similar to English 1020 and the other 1000-level literature courses that we offer.

New Course Proposal: Women and Literature

ENGL 1XXX, 3 credits

Originators: Jessica Araujo, Neeta Bhasin, Stephanie Dickerson, Karen Griscom, Robyn Younkin

RATIONALE:

A Women and Literature class is well overdue at the Community College of Rhode Island. While more than half our students are women, no class devoted to the study of literary texts by and about women exists in our English Department. According to the most recent *NECHE Interim Fifth Year Report of 2019*, women make up 58% of CCRI's student population. Too often, women authors and the issues that dominate their writing take on a secondary role on course syllabi and in classroom discussions. As an institution that promotes itself as dedicated to diversity, the exclusion of women authors needs to change. Students desire, request, and deserve to read and study literature that speaks to their experience, concerns, and history. For decades, other colleges and universities have offered classes in women's literature; now it is our time to do so. A class like this will expose our students to the splendidly diverse genres and modes of expression created by women and will enable them to understand the significant contributions made to the literary landscape by important female authors.

New Course Proposal: Multimodal Writing

ENGL 1XXX, 3 credits

Originators: Jessica Araujo, Alyson Snowe

RATIONALE:

As more academic, professional, civic, and personal documents rely on various media forms, it becomes crucial for students to understand that contemporary writing means more than just putting words on a page. Students should learn how to compose and circulate multimodal documents in order to convey creative, well-researched, carefully crafted, and attentively written information through digital platforms and multimodal documents. Furthermore, since most four-year liberal arts schools, including Rhode Island College, offer this course or similar ones (ENGL 231--Multimodal Writing: The Future of Writing Is Multimodal) that focus on multimodal literacy, ours will provide students with another transferable class should students attend any of these schools.

Revised Course Proposal: History of Film I: Early Cinema to 1950s

FILM 1XXX, 3 credits

Originators: Sandra Luzzi Sneesby

RATIONALE:

Rename of the course title to better clarify the time period in film history. Also, years have been added to learning outcomes.

Request number change to align with first year course: 1XXX

Revised Course Proposal: History of Film II: 1950s to Present

FILM 1XXX, 3 credits

Originators: Sandra Luzzi Sneesby

RATIONALE:

Rename of the course title to clarify the time period in film history. Also, years have been added to learning outcomes.

Request number change to align with first year course. Eg. FILM 1XXX

New Course Proposal: Principles of Film and Media

FILM 1XXX, 3 credits

Originators: Jonathan Dorn, Sandra Luzzi Sneesby

RATIONALE:

This course will provide elementary film and media study and practice. URI and RIC have requested the development of this course to ensure both film studies and production program students are prepared for entry into their respective Film programs.

New Course Proposal: Sports Media Communication

COMM 2XXX, 3 credits

Originators: Jonathan Dorn

RATIONALE:

This course has been requested by the URI Harrington School of Communication to articulate with its BA in Sports Media and Communication degree program. Offering the course at CCRI provides more equitable access to this BA program, allowing our students a way into an ever-growing and dynamic industry.

Growth in the industry and employment:

- Sports media consumption, in various platforms/types, are experiencing 50-90% growth – <https://www.statista.com/statistics/1192725/sports-industry-media-growth/>
- Entertainment and sports media employment is expected to grow 22% from 2020 to 2030. “Strong demand from the public for more movies and television shows, as well as the increasing popularity of sports, will contribute to job growth for the entertainment and sports occupations,” according to the Bureau of Labor Statistics – <https://www.bls.gov/ooh/entertainment-and-sports/home.htm>

New Course Proposal: Sports Broadcasting and Production

COMM 2XXX, 3 credits

Originators: Jonathan Dorn

RATIONALE:

This course has been requested by the URI Harrington School of Communication to articulate with their BA in Sports Media and Communication degree program. Offering the course at CCRI provides more equitable access to this BA program, allowing our students a way into an ever-growing and dynamic industry.

Growth in the industry and employment:

- Sports media consumption, in various platforms/types, are experiencing 50-90% growth – <https://www.statista.com/statistics/1192725/sports-industry-media-growth/>
- Entertainment and sports media employment is expected to grow 22% from 2020 to 2030. “Strong demand from the public for more movies and television shows, as well as the increasing popularity of

sports, will contribute to job growth for the entertainment and sports occupations,” according to the Bureau of Labor Statistics – <https://www.bls.gov/ooh/entertainment-and-sports/home.htm>

This course provides hands-on instruction in media production theory and techniques as they relate to the specific field of sports broadcasting/production, a necessary prerequisite for further academic study and work in the industry.

Revised Program Proposal: A.A. Human Services with Mental Health Concentration

MNTL, 60-63 credits

Originators: English Morgan, Carol Patnaude

RATIONALE:

Certificate Rationale: There is a need in the local community to support the rise in mental health support. Many local non-profit agencies and social and community service agencies are in need of entry-level employees to support the high demand for mental health and wellness to individuals and in the community.

“An advocate must understand signs of a mental health crisis and practice trauma-informed care in order to ensure that they’re not re-traumatizing a client in their approach and to establish trust. They also must understand the tenets of case management (communication, documentation, ethical practices, cultural competency), in order to utilize best practices to support a client to identify their goals. Additionally, an advocate will use the paradigm of self-determination to guide a client to identify which interventions have worked in the past, and those which have not, thus teaching a client to achieve their goals by advocating for themselves and practicing self-care. (Saundra Barbosa, Elizabeth Buffum Chase, Program and Volunteer Coordinator, 2022)”

Revised Course Proposal: Practicum I: Service Learning

HMNS 1200, 5 credits

Originators: English Morgan, Carol Patnaude

RATIONALE:

The revision of Practicum I: Service Learning will now include National Council for Mental Well Being-Mental Health First Aid (MHFA Certification). This will allow and give students, the skills necessary to identify, understand, and respond to signs of mental illness and substance use disorders. This addition to the current course is necessary to align with the needs of the community and is in response to the best ethical practices for the development of the human service worker.

New Program Proposal: Case Management Certificate

HMNS, 21 credits

Originators: English Morgan, Carol Patnaude

RATIONALE:

Certificate Rationale: As the need in the industry increases, social and community service agencies are seeking skilled, knowledgeable, and confident workers. The issue has been how we can teach the social services skills that will promote walking from the classroom into the social service setting informed and with confidence? Since the start of the pandemic, there has been an increase in need for mental health services in the community, therefore, the need for case managers has grown. It should be noted that our Field I, II and III student interns are interning in the “role” of a case manager and with supervision are facilitating services based on the need of the agency. As an ethical practitioner and teaching entity, it is essential that we provide our students with an opportunity to learn and discuss key skills in a safe environment.

“Although entry-level individuals would not usually give a DSM diagnosis, it is useful for individuals entering the field to be knowledgeable about what such a diagnosis is and what is meant by an Axis I or Axis II diagnosis or how diagnoses are given using DSM 5. In this way, conversations among professionals will not be misunderstood. Today individuals with a sparse education or with recent college degrees are finding themselves thrust immediately into roles for which they have had little formal training. It is crucial, therefore, to find a method for teaching the actual human service experience at the entry-level.” (Summers, 2016, Preface).

The sequences of courses are designed to support the student intern from theory to practice. Courses for this certificate move the student toward the AA degree in Human Services with a concentration in Mental Health, Social Work, Gerontology, and Substance Abuse. In addition, if approved, the students who complete this certificate will also be able to earn the national certification as a Mental Health First Aider.

Reference

Summers, N. (2016). *Fundamentals of Case Management Practice; Skills for the Human Services* (5th ed.) Cengage Learning.

New Course Proposal: Case Management

HMNS 2XXX, 3 credits

Originators: English Morgan, Carol Patnaude

RATIONALE:

As the need in the industry increases and agencies are seeking skilled, knowledgeable, and confident workers, the issue has been how we can teach the social service skills that will promote walking from the classroom into the social service setting informed and with confidence? Since the start of the pandemic and the increase in the need for mental health services, the need for case managers has grown.

“An advocate must understand signs of a mental health crisis and practice trauma-informed care in order to ensure that they’re not re-traumatizing a client in their approach and to establish trust. They also must understand the tenets of case management (communication, documentation, ethical practices, cultural competency), in order to utilize best practices to support a client to identify their goals. Additionally, an advocate will use the paradigm of self-determination to guide a client to identify which interventions have worked in the past, and those which have not, thus teaching a client to achieve their goals by advocating for themselves and practicing self-care. (Saundra Barbosa, Elizabeth Buffum Chase, Program and Volunteer Coordinator, 2022)”

New Program Proposal: Mental Health and Wellness Certificate

HMNS, 21 credits

Originators: English Morgan, Carol Patnaude

RATIONALE:

Certificate Rationale: There is a need in the local community to support the rise in mental health support. Many local non-profit agencies and social and community service agencies are in need of skilled entry-level employees to support the high demand for mental health and wellness to individuals and in the community.

“An advocate must understand signs of a mental health crisis and practice trauma-informed care in order to ensure that they’re not re-traumatizing a client in their approach and to establish trust. They also must understand the tenets of case management (communication, documentation, ethical practices, cultural competency), in order to utilize best practices to support a client to identify their goals. Additionally, an advocate will use the paradigm of self-determination to guide a client to identify which interventions have

worked in the past, and those which have not, thus teaching a client to achieve their goals by advocating for themselves and practicing self-care.” (Saundra Barbosa, 2022, Elizabeth Buffum Chase)

New Course Proposal: Mental Health and Wellness

HMNS 2XXX, 3 credits

Originators: English Morgan, Carol Patnaude

RATIONALE:

As a result of the pandemic, the need for mental health and wellness support within the social and community service industry has increased significantly. The need to prepare competent and confident entry-level employees to support all aspects of the mental health and wellness community has also increased. Employers have shared the need for competent and confident skilled workers to support their needs in support of them as a community resource. For example:

“Here at Open Doors, we need individuals who are skilled in:

- 1. Case notes/documentation*
- 2. Interviewing techniques as opposed to just filling out the boxes on an intake form*
- 3. Advocating for a client and helping a client advocate for themselves.*

Patrick Westfall, MBA, Co-Executive Director, [Open Doors](#), 2022”

New Course Proposal: Mental Health First Aid

HMNS 1XXX, 1 credit

Originators: English Morgan, Carol Patnaude

RATIONALE:

As a result of the pandemic, the need for mental health and wellness support within the social and community service industry has increased significantly. The need to prepare competent and confident entry-level employees to support all aspects of the mental health and wellness community has also increased.