

# CCRI CURRICULUM REVIEW COMMITTEE MEETING

April 28, 2023 2:00-4:00 PM  
Knight Campus, Board Room 4090

## AGENDA

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

### NON-ACTION/ANNOUNCEMENTS

#### ACTION/VOTING ITEMS

#### Revised Course Proposal: Essentials of Anatomy and Physiology

**BIOL 0600, 1 credit**

**Originator: Christine Lima**

#### **RATIONALE:**

The change to the course description eliminates the need for this to be taught in a 5 week format and only online. Increasing the flexibility of this course allows Biol 0600 to serve a greater variety of students.

#### **CATALOG DESCRIPTION:**

This course prepares students for success in Human Biology (BIOL 1070); Human Anatomy & Physiology 1 (BIOL 2201); and, Human Anatomy & Physiology 2 (BIOL 2202). The focus of this course is development of basic skills required for success in higher education: study skills, time management, basic math and language skills. Students learn the essential science background necessary to be successful in life science courses: basic concepts in Biology (biological terminology, cellular structure) and basic concepts in Chemistry (ions, chemical bonding, terminology, and chemical notation).

#### New Course Proposal: BSTEM Cooperative Work Experience I

**BSTM 2499, 3 credits**

**Originator: Christine Turenus-Bell**

#### **RATIONALE:**

Cooperative work experiences are an invaluable component of our student's education. As part of the evolution of the BSTM division, we believe that students would be better served by a focused work experience offered to them within the division, coordinated by faculty with already established ties to industry. By creating a course open to all students within divisional programs, any student can be mentored and fostered within a cooperative experience regardless of the department hosting the experience.

#### **CATALOG DESCRIPTION:**

Through a directed work experience that is done in their final semester, students will develop an in-depth knowledge of specific content areas and demonstrate increased levels of expertise by working approximately 15 to 20 hours a week at an approved site and participate in a one-hour and 40-minute weekly seminar on campus or online.

Students in the Environment, Sustainability, and Management degree program can select from sponsored experiences in nurseries, turf farms, greenhouses, plant breeding farms, arboreta, research farms, or laboratories.

Students enrolled in other BSTEM programs should contact the sponsoring program chair or divisional dean for approval to enroll in this course.

**Revised Course Proposal: Steno Machine Shorthand Theory**

**CRPT 1000, 3 credits**

**Originator: Cheryl Amantea**

**RATIONALE:**

This course teaches the proper use of the steno machine. It includes the positioning of the machine, its set-up, and breakdown. The machine's keys, the depressing of each keys, and combining letters to form new letters are presented. Students learn real-time writing and the writing of words as they are heard phonetically. Students are to achieve 40 words per minute by the end of this course.

**CATALOG DESCRIPTION:**

This is an introductory course in steno machine shorthand writing. Students will learn proper positioning at the steno machine and how to properly set up and break down their machines. Students will learn how to depress each key and will memorize the keys on the stenographic machine. They will learn to write letters, combine letters to form new letters and words, and combine several letters to form phrases heard daily (brief forms). This is taught by writing words as they are heard phonetically. They will learn how to write numbers and punctuation on the steno machine. Realtime writing is taught in this class. My Realtime Coach™ is utilized for coursework and homework assignments. Proficient readback and transcribing steno notes into English is required. Individual and group coaching is provided, as needed. Extensive practice hours outside of classroom is essential to being successful at learning the stenographic machine. Students will be tested online via My Realtime Coach™ and are required to achieve 40 words per minute by the end of this class.

**Revised Course Proposal: Court Reporting and Computer Aided Technologies I**

**CRPT 1110, 3 credits**

**Originator: Cheryl Amantea**

**RATIONALE:**

Students will learn how to operate Case CATalyst software and will be writing from 40 to 60 words per minute (wpm). Students will be required to accurately read back their notes.

**CATALOG DESCRIPTION:**

In this course, students will learn the features and how to operate the Case CATalyst™ software. Students will be building and maintaining their personal dictionary. Students will learn to read and name their files and transcribe their notes. Students will be writing from 40-60 wpm on the stenograph machine and be required to pass two separate tests of Question & Answer testimony at 60 wpm. Proficient read back from their notes is required. My Realtime Coach™ is utilized for homework assignments in this class.

**Revised Course Proposal: Court Reporting and Computer Aided Technologies II**

**CRPT 1120, 3 credits**

**Originator: Cheryl Amantea**

**RATIONALE:**

Students will learn more advanced techniques using the Case CATalyst software, including the backup and restoration of jobs. Q&A, multi-voice dictation, and proficient read back from notes are featured. A rate of 95 percent accuracy for five minutes of dictation of Q&A is required.

**CATALOG DESCRIPTION:**

This course builds on the skills students gained in Court Reporting & Computer Aided Technologies I. Students will learn to backup and restore jobs using the Case CATalyst™ software. Students will practice writing at speeds from 100-120 wpm of Q&A testimony. In addition to two voice-dictation Q&A, multi-voice dictation is introduced. Proficient read back from notes are required. To successfully complete this course, 95 percent accuracy for five minutes of dictation of two tests of Q&A at 100 wpm is required to successfully complete this course. My Realtime Coach™ will be utilized for homework assignments.

**Revised Course Proposal: Court Reporting and Computer Aided Technologies III**

**CRPT 1130, 3 credits**

**Originator: Cheryl Amantea**

**RATIONALE:**

The objective of this course is for students to build on their knowledge and proficiency of the skills developed in Court Reporting and Computer Aided Technologies I and II.

**CATALOG DESCRIPTION:**

This course continues to build on what was taught in the Court Reporting & Computer Aided Technologies I and II classes. Number conversions will be introduced within the Case CATalyst™ software. Students will be writing on the stenographic machine at a higher level with dictation speeds ranging from 100-140 wpm. Q&A advanced terminology dictation and doctor's testimony are also introduced. To successfully complete this course, 95 percent accuracy from five minutes of dictation of two tests of Q&A at 140 wpm is required to complete this course.

**Revised Course Proposal: CART and Captioning for the Advanced Court Reporter**

**CRPT 1160, 3 credits**

**Originator: Cheryl Amantea**

**RATIONALE:**

Students are building their speed and accuracy in Literary (180 wpm), Jury Charge (200 wpm), and Q&A (225 wpm) dictation. They are taught the role of the Court Reporter in areas pertaining to Computer Aided Realtime Translation (CART) and captioning. Students will practice alongside a certified Court Reporter.

**CATALOG DESCRIPTION:**

In this course, students are given Literary, Jury Charge, and Q&A dictation at speeds of 180-225 wpm. To be successful in this course, 95 percent accuracy from five minutes of dictation of Literary at 180 wpm, Jury Charge at 200 wpm, and Q&A at 225 wpm is required to complete this course. Students will be taught the role of the court reporter in the varied areas where Computer Access Realtime Translation (CART) and captioning are used and will have an opportunity to practice alongside a certified court reporter.

**Revised Course Proposal: Occupational Therapy Assistant Fieldwork IIA**

**OCTA 2030, 4 credits**

**Originator: Maddie Josephs**

**RATIONALE:**

The reason this proposal is being brought forth is to address a need area revealed during the writing of the Accreditation Council for Occupational Therapy Education (ACOTE) self-study.

In 2020, the American Occupational Therapy Association (AOTA) revised the Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student (FWPE) grading criteria. This evidence-based document is utilized nationally by Occupational Therapy Assistant programs and viewed as the gold standard for Level II fieldwork student assessment.

Community College of Rhode Island Occupational Therapy Assistant faculty felt the change in FWPE grading criteria should be reflected in the OCTA 2030 learning outcomes to more fully meet ACOTE Standard C.1.3.:

**ACOTE C.1.3. Fieldwork Objectives**

Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience.

Ensure that fieldwork objectives for all experiences include a psychosocial objective.

**CATALOG DESCRIPTION:**

This course is an eight week placement in a fieldwork site under the supervision of licensed occupational therapy practitioners. Students apply knowledge about assessment, intervention, activity analysis, ethics, and effective communication while providing OT service to clients in an interprofessional manner. This fulfills one half of the requirement for level II fieldwork as required for graduation from the Occupational Therapy Assistant Program and meets the accreditation standards set by the Accreditation Council for Occupational Therapy Education.

**Revised Course Proposal: Occupational Therapy Assistant Fieldwork IIB**

**OCTA 2035, 4 credits**

**Originator: Maddie Josephs**

**RATIONALE:**

The reason this proposal is being brought forth is to address a need area revealed during the writing of the Accreditation Council for Occupational Therapy Education (ACOTE) self-study.

In 2020, the American Occupational Therapy Association (AOTA) revised the Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student (FWPE) grading criteria. This evidence-based document is utilized nationally by Occupational Therapy Assistant programs and viewed as the gold standard for Level II fieldwork student assessment.

Community College of Rhode Island Occupational Therapy Assistant faculty felt the change in FWPE grading criteria should be reflected in the OCTA 2035 learning outcomes to more fully meet ACOTE Standard C.1.3.:

**ACOTE C.1.3. Fieldwork Objectives**

Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience.

Ensure that fieldwork objectives for all experiences include a psychosocial objective.

**CATALOG DESCRIPTION:**

This course is an eight week placement in a fieldwork site under the supervision of licensed occupational therapy practitioners. Students apply knowledge about assessment, intervention, activity analysis, ethics, and effective communication while providing OT service to clients in an interprofessional manner. This fulfills one half of the requirement for level II fieldwork as required for graduation from the Occupational Therapy Assistant Program and meets the accreditation standards set by the Accreditation Council for Occupational Therapy Education.

**New Program Proposal: Public Safety Certificate**

**FIRE, 34 credits**

**Originator: Michelle Bull**

**RATIONALE:**

This 31-credit, 2-semester certificate will allow a student to begin the journey in a public safety career. A collaboration with state and local fire/police academies will address the need to better prepare the academy applicant for a career in Fire and Law Enforcement. Public safety initiatives allow an individual to explore a service career that focuses on preventing, protecting, and reacting to emergencies in a community. This certificate will attract the high school student to complete at least four college courses before graduation. Students may also qualify for the RI Promise Scholarship.

**CATALOG DESCRIPTION:**

The Public Safety Readiness Certificate is designed to enhance the preparedness and successful completion of a fire or law enforcement academy applicant. Embracing diversity, equity, and inclusion, this certificate offers pre-academy, credit-bearing courses in general and introductory fields of study. Students will begin to learn the knowledge and skills needed to serve and protect the community.

**Revised Course Proposal: Art History: Modern through Contemporary**

**ARTS 1550, 3 credits**

**Originator: Shawn Parker**

**RATIONALE:**

The main change in this proposal is to change the number of hours from 2.5 hours lecture + 1 hour lab.

This course has been running as a 4-hour-per-week course comprising 3 hours lecture and 1 hour studio/lab. The course content is very important for most Associates in Fine Art (A.F.A.) students and is transferrable to most B.F.A programs.

It has not had sufficient enrollment at CCRI to successfully run for several years so the department has voted to bring the format and number of class hours in line with the other Art History courses at CCRI, as well as the equivalent course at RIC.

**CATALOG DESCRIPTION:**

This course identifies and analyzes art after 1945 in the U.S. and prominent art centers internationally. Emphasis is placed on artists' philosophies, art media and processes, and the role of art in society, politics and culture. Major movements in Modernism, Post-Modernism and Contemporary are addressed. Topics are presented through reading, lecture, discussion, writing, video, and museum/gallery visits.

**New Course Proposal: Video Art II**

**ARTS 2845, 3 credits**

**Originator: Daniel O'Neill**

**RATIONALE:**

The prevalence of video in contemporary culture stretches far beyond TV and Film, and cannot be overstated. People use video on an interpersonal scale to communicate with loved ones, archive memories, and present themselves to the world on social media. On larger scales video is a medium of surveillance, remote work, distance education, sports, entertainment, and gaming. We are on the precipice of enormous change. Through Deep Fakes, artificial intelligence, and virtual/augmented reality, video is being used to create frightfully convincing realities. In this context, there is a need for our students to become fluent in the languages of creating and critiquing video. In the proposed course Video Art II, students will refine their artistic use of video as a means of self-expression and social commentary. Students will manage their own video projects from conception through production and exhibition, gaining valuable practical experience.

The prerequisite to Video Art II will be Video Art, a successful Art Dept course which has run almost every semester for over ten years. Most studio areas in the Art Dept already have level II courses, for example Painting, Ceramics, Drawing, Printmaking, Graphic Design, and Digital Photography. Adding Video Art II will give AFA students the opportunity to create video-based art and design work for their portfolio for transfer to four-year art and design programs, and for job applications. Assignments will include written components to ensure that students are able to articulate the relation between their own video work and the history and contemporary practice of video.

#### **CATALOG DESCRIPTION:**

Through studio assignments and screenings, students will gain an understanding of the unique attributes of video as an art form. Using state of the art editing software, students will create and exhibit completed portfolio-level video art projects. The ethics and functions of video art are presented through lectures and screenings. Videography and editing concepts are presented in demonstrations and practiced in studio assignments.

#### **Revised Course Proposal: Applied Technical Mathematics I**

**MATH 1179, 3 credits**

**Originators: Melinda Couture, Julie Gelsomino, Jason Stockford**

#### **RATIONALE:**

The purpose of this proposal is to update the course outcomes of an existing course to better meet the needs of our students. The mathematics department operates many of its courses in service to the certificate and degree programs at the college and we periodically review the content of such courses to make certain they align with the needs of the programs the courses serve.

Math 1179 is a course required by some students in the Engineering Technology program and upon consultations with the appropriate chair/program director, the following revisions are hereby submitted for review.

#### **CATALOG DESCRIPTION:**

This course is the first semester of a two-semester sequence covering the essentials of applied technical mathematics. Topics include the basics of working with numerical data, plane, and solid geometric shapes, introduction to functions and their graphs, factoring, operations with algebraic functions, introduction to the trigonometric functions of acute angles, solving problems involving right triangles, and expressions involving rational exponents.

#### **Revised Course Proposal: Applied Technical Mathematics II**

**MATH 1181, 3 credits**

**Originators: Melinda Couture, Julie Gelsomino, Jason Stockford**

#### **RATIONALE:**

The purpose of this proposal is to update the course outcomes of an existing course to better meet the needs of our students. The Mathematics department operates many of its courses in service to the certificate and degree programs at the college and we periodically review the content of such courses to make certain they align with the needs of the programs the courses serve.

Math 1181 is a course required by some students in the Engineering Technology program and upon consultations with the appropriate chair/program director, the following revisions are hereby submitted for review.

**CATALOG DESCRIPTION:**

This course is the second semester of a two-semester sequence covering the essentials of applied technical mathematics. Topics include graphing linear equations, solving systems of linear equations, using trigonometry to solve problems involving vectors, graphical analysis of waveforms, the complex numbers and their applications to AC circuits, an introduction to statistics, and some miscellaneous topics involving non-linear equations.

**New Course Proposal: Teacher Program Preparation and Career Development- Math**

**MATH 1080, 1 credit**

**Originator: Julie Gelsomino**

**RATIONALE:**

The purpose of this proposal is to provide Community College of Rhode Island students that are interested in pursuing a teaching career access to a course that is currently being offered at the University of Rhode Island. This course will help enhance the teacher education pathway at CCRI, which will in turn help address the emerging shortage within Rhode Island of certified Pre- K through 12 certified teachers. Students can take this one-credit course in lieu of the PRAXIS 1 Core standardized test to show evidence of basic mathematics competencies required by the state. The goal of the course is to prepare students for the field of education as well as to help prepare students for admittance into the University of Rhode Island's School of Education. Currently, separate one-credit courses with the same goals for reading and writing are also being proposed by the English department.

**CATALOG DESCRIPTION:**

This one-credit course provides an overview and review of required mathematics content and skills for admission into teacher certification programs and builds basic skills necessary for success in the field of teaching. This course provides an approach to career concerns, portfolio building, skill identification, self-awareness, and current trends in education today and is aligned with the Common Core State Standards for Mathematics. Topics include numbers and quantity, algebra and functions, geometry and measurement, and probability and statistics.

**New Course Proposal: Teacher Program Preparation and Career Development- Reading**

**ENGL 1281, 1 credit**

**Originator: Paula Domenico**

**RATIONALE:**

The Human Services chair requested the addition of this course to assist students in preparing to take the PRAXIS course.

**CATALOG DESCRIPTION:**

Education 281 Teacher Program Preparation and Career Development – Reading EDC is a one-credit course designed to help prepare students for admission into the University of Rhode Island's School of Education.

EDC 281 measures basic skills in reading and topics in key ideas and details, craft, structure, and language skills, and integration of knowledge and ideas. The course is aligned to the Common Core State Standards for reading and is designed to increase student confidence in choice of career in teaching and to increase strengths in basic reading skills. Lecture: 1

**New Course Proposal: Teacher Program Preparation and Career Development- Writing**  
**ENGL 1282, 1 credit**

**Originator: Alyson Snowe**

**RATIONALE:**

This course was requested by the Human Services department to prepare students for the PRAXIS test and entry into the URI Teaching program.

**CATALOG DESCRIPTION:**

This course is designed to help prepare students for admission into the education program, as well as to build basic skills necessary for success in the field of teaching. This course provides an approach to career concerns, portfolio building, skill identification, self-awareness, and current trends in education today. Students are expected to identify their skills, interests, and goals both academically and professionally. In addition, students will be asked to reflect on their current level of skills and develop a plan of action for themselves. Lecture: 1 hr.

**Revised Course Proposal: Film and Media Production**

**FILM 1020, 3 credits**

**Originator: Jon Dorn, Sandra Sneesby**

**RATIONALE:**

Correcting the lecture and lab hours to conform to the proper structure. 2 lecture, 2 lab. Also fixing credit hours to 3.

Changing course code to FILM to align with RIC and URI's course code for clarity in JAA and transfer programs and for students.

Adding pre-req of FILM 1010 and adjusting description.

Request FILM 1020 number

**CATALOG DESCRIPTION:**

In this hands-on course, students learn the industry-standard tools of cinematography, videography, and sound production necessary for subsequent courses. Topics include camera and microphone operation, video and audio capture, camera supports, editing, sound design, titling, effects, and color correction. Students will also learn how to compress and encode video so that it is optimized for current platforms.

**Revised Course Proposal: Studio Production**

**FILM 2100, 3 credits**

**Originator: Jon Dorn, Sandra Sneesby**

**RATIONALE:**

Change course code to FILM to align with URI and RIC for clarity in transfer and for students.

Correct lecture and lab hours.



**CATALOG DESCRIPTION:**

This introductory course familiarizes students with video production in a studio environment, including the use of studio cameras, studio lighting and sound and control room functions. Students will acquire the necessary skills to produce basic video productions for television and the Web. Students will learn to communicate effectively by making class presentations, writing production proposals and completing video productions.

**Revised Course Proposal: Documentary Production****FILM 2200, 3 credits****Originator: Jon Dorn, Sandra Sneesby****RATIONALE:**

Change course code to FILM to align with URI and RIC for clarity in transfer and for students.

Correct lecture and lab hours.

**CATALOG DESCRIPTION:**

This course builds on basic video production principles learned in FILM 1020, incorporating nonfiction filmmaking and field production techniques. Lectures, screenings, and hands-on labs provide an in-depth understanding of video production and related topics. Also included are technical aspects of scripting, lighting, camera operation, continuity, post-production editing, logistics, and preparing a production budget.

**Revised Course Proposal: Intermediate Editing****FILM 2300, 3 credits****Originator: Jon Dorn, Sandra Sneesby****RATIONALE:**

Change course code to align with URI and RIC for clarity in transfer and for students.

Correct lecture and lab hours.

**CATALOG DESCRIPTION:**

This course provides the student with an in-depth study of the history, techniques and technology of video and media editing. Students will study the principles and practices of editing by analyzing examples from classic and contemporary film and video as they learn how to build and strengthen a story and engage an audience. Using the latest industry non-linear software tools, students will work on advanced editing exercises that provide opportunities to master the editing process. An overview of the editing process, techniques, in-depth procedures, and skills will be reviewed. At the end of the course, the student will have learned the skills necessary to prepare for professional certification. Lecture: 2 hours Lab: 2 hours

**Revised Course Proposal: Sound Design and Production****FILM 2310, 3 credits****Originator: Jon Dorn, Sandra Sneesby****RATIONALE:**

Change course code to align with URI and RIC for clarity in transfer and for students.

Correct lecture and lab hours.

**CATALOG DESCRIPTION:**

This course examines the techniques and production of audio communication. Students will explore elements of audio for media, including video, radio, web, commercials, news reporting, sports commentary, monologues, narration, voice-over, podcasting, ADR, Foley, film scoring and mixing. Lecture: 2 hours Lab: 2 hours

**Revised Course Proposal: Animation and Motion Graphics**

**FILM 2350, 3 credits**

**Originator: Jon Dorn, Sandra Sneesby**

**RATIONALE:**

Change course code to FILM to align with URI and RIC for clarity in transfer and for students.

Correct lecture and lab hours.

Adjusted/shortened title

**CATALOG DESCRIPTION:**

In this course, students learn the principles of digital 2D animation, motion graphics, and visual effects. Students become familiar with industry standard tools used to make film and media productions communicate more effectively, including kinetic text, composite video, and broadcast design. Learning is guided by discussion, lecture, weekly readings, observing and responding to films, and creating digital animation projects. Lecture: 2 hours Lab: 2 hours

**New Course Proposal: Basic Grammar and Writing**

**ELLA 1210, 6 credits**

**Originators: Maureen Abbate, Pamela Hallene, Ellen Mroz, Rebecca Shannon, Kimberley St. Jean**

**RATIONALE:**

Changing ESL courses to ELL - redesign per best practices.

**CATALOG DESCRIPTION:**

This course is the first in the sequence of academic English Language Learner (ELL) offerings at the college. It is designed for students who are pursuing academic studies at the college level. Prior knowledge of the English language is necessary. Grammar and sentence building in English are studied with sequential emphasis placed on listening, speaking, reading, and writing. Outcomes of this course include the ability to form several complete sentences regarding one topic. Students who have successfully completed this course will then take ELLA 1220. Lecture: 6 hours.

**New Course Proposal: Intermediate Grammar and Writing**

**ELLA 1220, 6 credits**

**Originators: Maureen Abbate, Pamela Hallene, Ellen Mroz, Rebecca Shannon, Kimberley St. Jean**

**RATIONALE:**

Changing ESL courses to ELL - redesign per best practices.

**CATALOG DESCRIPTION:**

This course is a continuation of ELLA 1210 and is designed for students pursuing academic studies at the college level. Listening and speaking continue to be areas of language practice, with more emphasis on reading and writing skills. As an outcome, students will be able to form a coherent paragraph of eight to ten sentences. Students who have successfully completed this course will then take ELLA 1230. Lecture: 6 hours.

**New Course Proposal: Advanced Grammar and Writing**

**ELLA 1230, 6 credits**

**Originators: Maureen Abbate, Pamela Hallene, Ellen Mroz, Rebecca Shannon, Kimberley St. Jean**

**RATIONALE:**

Changing ESL courses to ELL - redesign per best practices.

**CATALOG DESCRIPTION:**

This course is designed to increase the writing performance of English Language Learners (ELL). It will emphasize the writing process for generating acceptable sentence to combining sentences to form paragraphs. In addition, students will continue to practice speaking, listening, reading, and as an outcome of this course be able to form a multi-paragraph essay. Students who have completed this course will the take ELLA 1240.

**New Course Proposal: Academic Grammar and Writing**

**ELLA 1240, 6 credits**

**Originators: Maureen Abbate, Pamela Hallene, Ellen Mroz, Rebecca Shannon, Kimberley St. Jean**

**RATIONALE:**

Changing ESL courses to ELL - redesign per best practices.

**CATALOG DESCRIPTION:**

Students perfect their academic writing skills through a sequence of essay assignments, including a research project, with emphasis on rhetorical and grammatical issues particular to English Language Learners (ELL). Additionally, students will continue to develop and enhance language fluency through speaking, listening, and reading. Students completing this course will be placed into ENGL 1005 or 1010 as a follow-up course as recommended by the instructor.

**New Course Proposal: Basic Reading**

**ELLA 1310, 3 credits**

**Originators: Maureen Abbate, Pamela Hallene, Ellen Mroz, Rebecca Shannon, Kimberley St. Jean**

**RATIONALE:**

Changing ESL courses to ELL - redesign per best practices.

**CATALOG DESCRIPTION:**

This course is for students who need to strengthen foundational reading skills in English. Interacting with various text styles, students develop fluency, vocabulary, and comprehension strategies while continuing to practice and enhance their English speaking, listening and writing.

**New Course Proposal: Intermediate Reading**

**ELLA 1320, 3 credits**

**Originators: Maureen Abbate, Pamela Hallene, Ellen Mroz, Rebecca Shannon, Kimberley St. Jean**

**RATIONALE:**

Changing ESL courses to ELL - redesign per best practices.

**CATALOG DESCRIPTION:**

This course is designed to improve the vocabulary knowledge and reading comprehension of English Language Learners (ELL). The content includes such college reading skills as developing word knowledge, identifying main ideas, locating important details, and applying basic study strategies.

**New Course Proposal: Basic Speech and Articulation**

**ELLA 1410, 3 credits**

**Originators: Maureen Abbate, Pamela Hallene, Ellen Mroz, Rebecca Shannon, Kimberley St. Jean**

**RATIONALE:**

Changing ESL courses to ELL - redesign per best practices.

**CATALOG DESCRIPTION:**

This English course will focus on the American English language features from vocabulary to phrases, sentences, and conversations through both a receptive and productive perspective. Course material will also develop heightened and communicative competence and sociolinguistic awareness. Though the emphasis is on listening and speaking, students will receive and produce language through listening, speaking, reading, and writing activities.

**New Course Proposal: Intermediate Speech and Articulation**

**ELLA 1420, 3 credits**

**Originators: Maureen Abbate, Pamela Hallene, Ellen Mroz, Rebecca Shannon, Kimberley St. Jean**

**RATIONALE:**

Changing ESL courses to ELL - redesign per best practices.

**CATALOG DESCRIPTION:**

This course emphasizes correct pronunciation of the English language, particularly through practice of the International Phonetic Alphabet. In addition, course content includes syllable stress and intonation. English Language Learners (ELL) will refine their listening skills in rapid American English speech.

**New Course Proposal: Advanced Speech and Articulation**

**ELLA 1430, 3 credits**

**Originators: Maureen Abbate, Pamela Hallene, Ellen Mroz, Rebecca Shannon, Kimberley St. Jean**

**RATIONALE:**

Changing ESL courses to ELL - redesign per best practices.

**CATALOG DESCRIPTION:**

This English for Academic Purposes class is designed to begin to prepare students who are non-native speakers of English for academic success in U.S. college programs. It focuses specifically on speaking and listening skills for college study and also includes reading and writing practice. Topics reflect those in typical introductory college courses.

**New Course Proposal: Making College Connections**

**ELLA 1500, 3 credits**

**Originators: Maureen Abbate, Pamela Hallene, Ellen Mroz, Rebecca Shannon, Kimberley St. Jean**

**RATIONALE:**

Changing ESL courses to ELL - redesign per best practices.

**CATALOG DESCRIPTION:**

This course provides English Language Learners (ELL), who are new to CCRI, with practical information and strategies to help them better navigate an American college culture and education. The course will place an emphasis on English speaking, listening, reading, and writing. Students will focus on college-specific culture,

technology, preparedness, skills, services, vocabulary, curriculum, and opportunities. Through individual and group instructional activities and assignments, nonnative speakers will become better prepared to meet future academic challenges and demands and to attain academic and career goals.