

# CCRI CURRICULUM REVIEW COMMITTEE MEETING

November 3, 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

#### DEPARTMENT ANNOUNCEMENTS:

The English department is announcing that the following course is a work-based learning course:

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|--------------|-------------------------------|-----------|
| 1. LIBA 1010 | Cooperative Work Experience I | 3 Credits |
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The Communications and Media department is announcing that the following courses are work-based learning courses:

- |              |                      |           |
|--------------|----------------------|-----------|
| 1. COMM 1201 | Radio Production     | 3 Credits |
| 2. COMM 2490 | Field Experience     | 2 Credits |
| 3. JOUR 1200 | Newspaper Production | 3 Credits |

The Computer Studies and Information Processing department is announcing that the following course is a work-based learning course:

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|--------------|---------------------------|-----------|
| 1. COMI 2900 | Data Analytics Internship | 3 Credits |
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### ACTION/VOTING ITEMS

#### Revised Course Proposal: Introduction to Software Engineering

COMI 2530, 4 credits

Originator: Kevin Crawford

#### RATIONALE:

COMI-2225 was not added as a prerequisite for this course which is preventing students from registering. Also, make this a work-based learning course.

#### CATALOG DESCRIPTION:

This course introduces students to important concepts in software engineering. Students will learn how to take a project through all stages of the Software Development Life Cycle, including requirements analysis and implementation. Topics may include Unified Modeling Language (UML), Design Patterns, Version Control

Systems, Agile, Validation/Correctness, and developing an understanding of current best practices in software engineering.

**Revised Course Proposal: Systems Analysis and Design**

**COMP 1230, 4 credits**

**Originator: Kevin Crawford**

**RATIONALE:**

To show that this is a work-based learning course.

**CATALOG DESCRIPTION:**

This course serves as a capstone course and offers an introduction to concepts, methodology, and techniques used in business-systems analysis and the design of computerized business systems. A project-team approach is used to solve a case study with an end user.

**Revised Course Proposal: Latin American History Since Independence**

**HIST 2170, 3 credits**

**Originator: Maryhelen MacInnes**

**RATIONALE:**

As an HSI, this course supports CCRI's commitment to DEI. As a department and as a college, we are committed to decolonizing our course offerings and to providing opportunities for our students to see themselves and their ancestors in our curriculum.

**CATALOG DESCRIPTION:**

This course surveys Latin American history in the period since independence from European colonial rule in the 1820s. We examine Latin America's political, economic, social, and cultural history, with a particular focus on Mexico, Central America, the Southern Cone countries of Chile and Argentina, and select countries in the Caribbean.

**New Course Proposal: Introduction to Neuroscience**

**BIOL 2001, 3 credits**

**Originator: Christine Turenus-Bell**

**RATIONALE:**

Neuroscience is an established program at many universities and several community colleges across the country offer at least courses, if not entire programs, in the subject. Additionally, universities with centers, such as URI, are finding their programs to be in such high demand that they often turn away students who are in need of the first semester courses. In 2019, we were asked to develop this course by Dr. Dean Libutti at URI to facilitate the needs of our local students' ambitions in this area of study. With the regions' aging population and the concomitant rise in age-related neurological diseases, as well as the increase in neurodiverse individuals, there is an increasing need for individuals with a neuroscience-related education. This course will be a springboard into that field.

**CATALOG DESCRIPTION:**

BIOL 2001 aims to introduce students to the structure and function of the nervous system. Topics include molecular, cellular, physiological, behavioral, and computational mechanisms of the brain, brainstem, spinal cord, and peripheral nerves. Mammalian, insect, and other models are discussed. Topics are covered broadly to

develop an appreciation of the wide variety of areas that researchers pursue, as well as introduce the methods that are used in the laboratory as a preparation for BIOL 2002 (Neuroscience Methods).

**New Course Proposal: Neuroscience Research Methods**

**BIOL 2262, 4 credits**

**Originator: Christine Turenus-Bell**

**RATIONALE:**

This course follows BIOL 2001 Introduction to Neuroscience which gives a preview of methods in neuroscience. It also reinforces general lab techniques, but the department has no other course outside of the Biotechnology Certificate program that specifically addresses laboratory techniques. Students who take this course will gain valuable lab skills that will transfer to neuroscience labs, but several skills that can also be applied to general and more advanced biology (e.g., cellular, molecular, genetics) laboratory skills as well.

**CATALOG DESCRIPTION:**

BIOL 2262 will teach you the knowledge and tools to solve research questions in neurobiology. Topics covered include approaches in neuroscience, behavioral studies, tissue/cell preparation, histology/microscopy, electrode stimulation and molecular characterization. Some labs will be supplemented with simulations.

**Revised Course Proposal: Career Exploration and Academic Success**

**COMM 1005, 3 credits**

**Originator: Sandra Sneesby**

**RATIONALE:**

At the request of URI, reconfigure an existing course to a transferable course, designed to acquaint students with first year college supports and career knowledge in the Communication and Media fields.

The course code should be changed to CMDA as it will be required of all degree and transfer students in all concentrations.

**CATALOG DESCRIPTION:**

This course examines fundamental concepts related to communicating across a variety of contexts and cultures while emphasizing practical application to everyday life. Through multiple methods (readings, lectures, discussions, activities, research, written and speaking assignments), this course presents predominant theories of and guided experiences with interpersonal, group, and public communication. Focus is on analyzing audiences, identifying/evaluating communication styles, researching effectively, and presenting sound arguments. The real-world skills that students develop through the Work-Based Learning practicum will help them maintain healthy relationships, increase understanding of others, and voice ideas and concerns in public forums.

**Revised Course Proposal: Communication Fundamentals**

**COMM 1010, 3 credits**

**Originator: Sandra Sneesby**

**RATIONALE:**

This course was revamped to incorporate work-based learning. In each lesson, students acquire work place skills through a variety of assignments. Later in the course, students meet with a work-based partner and then respond to a project/problem posed by the partner using the skills they have acquired the course. Students complete a response and reflection.

The addition of a WBL component in this general education course will provide over 1,000 students each

semester with an opportunity to acquire this credential, an upcoming requirement for graduation.

URI recently adjusted their student learning outcomes and we are aligning ours with their changes as this is a major course in the Harrington School at URI.

**CATALOG DESCRIPTION:**

This course is designed to give students an overview of the Communication and Media industries and related careers. Students will explore personal values, institutional supports, and academic goals. Class topics will include transition to college, academic planning, and engagement in the CCRI community. Students will understand the baseline requirements necessary for working in the Communication and Media disciplines, and career and transfer degree options available. This course is required for all students in Communication and Media and should be taken during the student's first semester in the program.

**Revised Course Proposal: Field Experience**

**COMM 2490, 2 credits**

**Originator: Sandra Sneesby**

**RATIONALE:**

Change course code to CMMD - will be used in all concentrations.

**CATALOG DESCRIPTION:**

In this course, students will work off-site at a company and interest area that they are studying. Students will be matched with an opportunity that allows them to apply their skills learned in the classroom and that provides a real-world experience in Communication and Media. (Prerequisite: Last semester and/or permission of instructor).

**Revised Course Proposal: Portfolio Capstone**

**COMM 2500, 2 credits**

**Originator: Sandra Sneesby**

**RATIONALE:**

Change course code to CMMD.

**CATALOG DESCRIPTION:**

In this course, students will create a professional portfolio of representative work that demonstrates their skills and ability in media creation. Through a series of short exercises and assignments, students will assemble a body of work from their course assignments and independent projects to create this comprehensive online portfolio. The course is taken in the last semester of the program sequence.

**New Course Proposal: Celebrity Communication (Taylor's Version)**

**COMM 1013, 3 credits**

**Originator: Sandra Sneesby**

**RATIONALE:**

This topic class will explore the burgeoning parasocial relationships between celebrities and their fans through the lens of Taylor Swift and her fanbase. The highly successful engagement that Ms. Swift has cultivated through the years has forged an intensely devoted audience that warrants study.

**CATALOG DESCRIPTION:**

This course will explore celebrity relationships and their influence by studying Taylor Swift and her highly successful audience engagement. Students will learn the history of parasocial relationships, how messages influence fan behavior and why audiences seek this type of interaction. Students will also discover how these relationships helped individuals and groups during the pandemic and can be a source of support in times of crisis.

**New Course Proposal: Digital, Civic, and Media Literacy**

**COMM 1075, 3 credits**

**Originator: Jennifer O'Rourke  
Stephanie Cabral**

**RATIONALE:**

URI asked us to develop this course for transfer.

This is a CMDA course code.

**CATALOG DESCRIPTION:**

This course explores how life, work, and citizenship have been impacted by digital media and culture. Students will learn how to critically analyze and create media in a variety of forms.

**New Course Proposal: Introduction to Public Relations**

**COMM 1600, 3 credits**

**Originator: Holly Susi**

**RATIONALE:**

Course Code PRLS

Public relations professionals are responsible for developing materials for a wide variety of audiences (“publics”) and for writing in numerous styles and creating press releases, fact sheets, social media messages, speeches, brochures, media pitches and much more. There is a rising demand for public relations professionals in the United States. According to the federal Bureau of Labor Statistics, employment of public relations specialists is projected to grow 6 percent from 2022-2023, faster than the average for all occupations. About 25,800 openings for public relations specialists are projected each year, on average, over the decade. Finally, public relations is the fastest-growing major in the URI Harrington School of Communication and Media. Entry into the program requires Communication Fundamentals (which we offer) and Introduction to Public Relations. The public relations lab is a part of this course as it allows students to apply their studied theories and curriculum learned and apply knowledge to client work through thoughtful and intentional plans. The PR lab is of value to students who will eventually seek in-house or agency experience in public relations which continues to be a high-demand industry. Additionally, a lab fosters business skills that are critical to career success.

**CATALOG DESCRIPTION:**

The goal of this course is to introduce public relations principles, practices, and emerging trends through classwork and application. Students will explore public relations’ history, evolution, functions and ethics. They will learn public relations strategies and objectives as they practice the different approaches required for communicating with a variety of audiences using industry-wide best practices. Student will learn the importance of accurate research, effective writing, collaboration and critical thinking. The technological changes of public relations and how technology impacts the public relations industry will also be covered as well as how to use a variety of digital tools to create public relations materials. Students will produce a range of assignments that include press releases, pitches, fact sheets/backgrounders, press advisories, and newsletters as well as social media posts. This course also provides a Work-Based Learning (WBL) experience.

**New Course Proposal: Persuasion**

**COMM 2010, 3 credits**

**Originator: Jennifer O'Rourke**

**RATIONALE:**

This course is needed for JAA transfer programs to URI, and is an essential social media, communication, journalism, and PR technique.

**CATALOG DESCRIPTION:**

In this course we will explore fundamental concepts related to persuasion across a variety of contexts while emphasizing practical application to everyday life. Critically evaluate multiple methods (readings, lectures, discussions, activities, research, written and speaking assignments), this course presents predominant theories of and guided experiences with interpersonal, group, and public communication. Students will learn to develop and implement a persuasive campaign that is appropriately adapted to the audience you seek to persuade. Students will develop real world skills from involvement in a philanthropic student service project by engaging yourself in your community, providing service to others, and persuading others to be charitable with their time and resources.

**New Course Proposal: Small Group Communication**

**COMM 2030, 3 credits**

**Originator: Holly Susi**

**RATIONALE:**

Group interaction is a part of day-to-day life. We are born into a group of people we call a family. Beginning at a young age, we play in groups; later in life, we work in groups. Major world and business decisions are made in groups. This importance is underscored in group decision-making contexts where the need for shared knowledge is concerned; effective communication is essential. Since we spend so much of our lives in groups (families, classes, team sports, boards and advisory committees), and questions of effective group functioning surround these groups, it is essential to examine group interaction in more detail and learn to function in a group setting.

**CATALOG DESCRIPTION:**

In this course, students will learn the most recent research findings and the practical tools they need to become productive group members. Students will learn concepts and techniques for work groups, committees, task forces, self-directed work teams, and other small groups with objectives such as finding solutions to problems, producing goods, and creating policies. Communication theory is applied to active classroom participation.

**New Course Proposal: Crafting the Short Film**

**FILM 2110, 3 credits**

**Originator: Brianna Cox**

**RATIONALE:**

In addition to having hands-on technical experience in relation to visual and sound production courses that are already being taught, students can benefit from taking a course like this, that focuses specifically on the story creation (writing a script) and planning processes required for successful filmmaking. In addition, the opportunity to learn particular methods of organizing behind-the-scenes logistics, students will be able to more confidently and effectively approach their production work in other courses and industry work opportunities.

**CATALOG DESCRIPTION:**

This course lays the foundations for students to understand the steps required to successfully execute the planning of a film production. Students will learn how to craft a story and write a properly formatted screenplay. Additionally, students will be introduced to the key components of planning a film production including: budget, schedule, and script breakdowns. They will construct their own versions of these documents, and practice basic producing and coordinating skills. All of these skills will help students fully understand how to effectively write and use a screenplay.

**New Course Proposal: Introduction to Cinematography****FILM 2150, 3 credits****Originator: Jonathan Dorn****RATIONALE:**

Articulates with URI course FILM-230 and offers important career skills and pre-bachelor degree coursework for film students. This course also fills a curricular need in our major, sitting alongside intermediate specialist courses: Documentary Production, Studio Production, Motion Graphics, Intermediate Editing – each core intermediate/introductory component of film production education is represented, except for cinematography.

**CATALOG DESCRIPTION:**

Class explores the craft and technology of cinematography to increase consistency and predictability in filmmaking, while allowing for exploration and experimentation in the creation of the moving image. Camera, shot composition, lighting, and underlying technologies are examined with hands-on projects, which encompass all stages of the production process.

**New Course Proposal: Filmic Representation Across Culture: Black American Cinema****FILM 2250, 3 credits****Originator: Brianna Cox****RATIONALE:**

As noted in the CCRI Academic Master Plan, one of the College's strategies is to "create culturally responsive curriculum". This course can be a method of implementing this strategy by expanding the scope of the rich histories of film and media that students can learn about and engage with. In addition, by centering film history, film theory, and media text analysis, this course strengthens critical thinking and teaches students the methodology they can use in future endeavors as students of film and media studies.

**CATALOG DESCRIPTION:**

This film studies course is a broad survey of Black American Cinema, from the early 1900s to present day. The course will chronicle films created by Black filmmakers in Hollywood as well as independently produced films. Both Film History and Film Theory methodologies will be utilized. Through a historical lens, students will examine how the changing sociopolitical context of the United States lent to new and evolving genres and subjects. Through a theoretical lens, students will analyze the various forms of production and spectatorship unique to Black American Cinema. From Oscar Micheaux's early twentieth century films through the modern-day cultural moment of Black Panther, students will engage with a wide gamut of themes and aesthetic sensibilities in this canon of films.