

CCRI CURRICULUM REVIEW COMMITTEE MEETING

October 6, 2023 from 2:00-4:00 PM

Via Zoom

MINUTES

1. CALL TO ORDER

Chairperson Stargard called the meeting to order at 14:02 PM.

2. ROLL CALL

3. APPROVAL OF MINUTES

Motion to Approve: Cynthia Johnson, 2nd Sandra Sneesby

Opposition to the Public Safety Certificate was presented by one Curriculum Review Committee member. The Curriculum Review Committee Chair explained that the Minutes are a record of the items discussed and voted on at the previous meeting. Opposition to any proposals approved at the previous meeting is not the business of Curriculum Review Committee.

The committee voted 6 to 0, with 2 abstentions to **APPROVE** the minutes from the April 28, 2023, Curriculum Review Committee Meeting.

4. NON-ACTION/ANNOUNCEMENTS

5. ACTION/VOTING ITEMS

NON-ACTION/ANNOUNCEMENTS

CURRICULUM REVIEW COMMITTEE ANNOUNCEMENTS:

- *New Committee Members:*
 - Mark England, Business & Professional Studies
 - John Mowry, Computer Studies
 - Lynn Jackson, Human Services
 - Michelle Bull, Nursing
- *Reelected Committee Members:*
 - Kathy Blessing
- *New Committee Secretary*
 - Karen Devine, Interim Coordinator for the Vice President of Academic Affairs

Guests:

- *Allyson Handley, Interim Vice President of Academic Affairs*
- *Beth Anish, Yamel Chinchilla, Liz Giordano and Christine Lima for Work-Based Learning*
- *Lauren Webb, Director of Academic Program Review and Accreditation*

EXPERIMENTAL COURSE PROPOSAL ANNOUNCEMENTS:

The Math Department is proposing:

- | | |
|--|-----------|
| 1. MATH 8XXX Introduction to College Mathematics | 3 credits |
| 2. MATH 8XXX Support for Introduction to College Mathematics | 1 credit |

OTHER DEPARTMENT ANNOUNCEMENTS:

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

1. COMP 2500 Cybersecurity Practicum/Capstone 3 credits

ACTION/VOTING ITEMS

Motion to Approve: Sandra Sneesby, 2nd Michelle Bull

The committee voted 8 to 0, with 0 abstentions to **APPROVE** the following Communication and Media course proposals as a bundle.

Revised Course Proposal: Introduction to Mass Media

COMM 1050, 3 credits

Originator: Sandra Sneesby

RATIONALE:

Change course code to JOUR (journalism) align with URI

CATALOG DESCRIPTION:

The major aim of this class is to introduce students to journalism as a practice, as a function of democracy, and as a tool to create a well-informed citizenry. This course will familiarize you with what journalists do, how they do it and why they do it. Through participation in course activities, readings and assignments, students will learn about the guiding principles and standards of American journalism and the ever-changing landscape of the practice of journalism. Emphasis will be placed on the challenges faced by journalists as society moves from predominantly print/tv news to digital-first news. Students will also have practice in basic writing, grammar and punctuation, and will work to improve their writing skills by producing new stories, analytical essays, and by developing a career focused digital media presence.

Revised Course Proposal: Fundamentals of American Journalism

COMM 1150, 3 credits

Originator: Sandra Sneesby

RATIONALE:

Change course code and name to align with URI.

CATALOG DESCRIPTION:

This introductory course surveys how media influences individuals, cultures, and societies. Topics include entertainment media, digital media, the Internet, books, newspapers, magazines, recordings, advertising, and other relevant issues. In addition, media ethics and responsibility, government regulation, legal issues, politics, and corporate media will be examined.

New Course Proposal: Newspaper Production

COMM 1200, 3 credits

Originator: Holly Susi

RATIONALE:

The Department of Communication and Media prepares graduates who understand communication as a social, intellectual, ethical and artistic process and who engage in journalism as responsible human behavior core to the development of a democratic society. However, community college students have many demands on their time; volunteering extra hours every week to a student newspaper is often impossible which often means the production of a student newspaper is threatened. A newspaper production course allows students to learn and practice the standards and ethics of journalism by acting as reporters, writers, editors, photographers and newspaper business managers while they earn college credit. It is imperative that the student newspaper continue to serve as the newspaper for the college community - students, faculty and staff - by publishing information, news, entertainment and informed opinion. The newspaper provides space for contrasting ideas and opinions making it an important contributor to the culture of the college. Finally, communication is not just about theory; communication is a practice and students need hands-on experience in the field. With this course and a Work-Based Learning (WBL) component added, our students will leave the college with the skills - and experience - needed to be competent communicators in the field of communication and media.

CATALOG DESCRIPTION:

The college's student newspaper holds a unique position at the college. The paper contributes directly to campus culture by supplying news, commentary, entertainment and opinion. In this course, students will grow in experience and develop skills as they act as reporters, editors, photographers, designers and business managers as they produce the student newspaper. Additionally, students will participate in a Work-Based Learning experience with a media partner outside of the college. An in-person communication lab meeting is required weekly along with a classroom lecture. The course may be taken twice for credit.

New Course Proposal: Radio Production**COMM 1201, 3 credits****Originator: Jonathan Dorn****RATIONALE:**

The Department of Communication and Media prepares graduates who understand communication as a social, intellectual, ethical, and artistic process and who engage in journalism as responsible human behavior core to the development of a democratic society. However, community college students have many demands on their time; volunteering extra hours weekly to a student radio station is often impossible, making robust programming a challenge.

A radio production course allows students to learn and practice the production of audio programming while they earn college credit and it will serve as a laboratory for program students to practice their aural storytelling craft. This in turn aids the college's radio station in its mission to serve the CCRI community with quality programming and information. Communication is not just about theory; it is a practice and students need hands-on experience in the field. This course and its Work-Based Learning component enable students to leave the college with the skills - and experience - needed to be competent communicators in communication and media.

The course will serve as both a program elective and an adult education course.

CATALOG DESCRIPTION:

Students learn the fundamental skills of radio production and podcasting through instruction and practical work for CCRI Radio. Working as part of the radio station team, students will participate in weekly hands-on planning, production, postproduction, and distribution of streaming audio content, including live radio, podcasting, news reporting, and event production. May be repeated for credit with permission of instructor.

Revised Course Proposal: Media Writing**COMM 2000, 3 credits****Originator: Sandra Sneesby**

RATIONALE:

Changing course code to JOUR (journalism) to align with URI.

CATALOG DESCRIPTION:

This course provides instruction in writing for print, broadcast, video, and new media. Students will practice skills including form and content required for various media. Writing objectively, considering legal and ethical issues, developing ideas and stories, gathering information, and interviewing are some concepts covered by this course.

Revised Course Proposal: History of American Journalism

COMM 2050, 3 credits

Originator: Sandra Sneesby

RATIONALE:

Change course code and number to align with URI JOUR

CATALOG DESCRIPTION:

Media and Broadcast History is an overview of the institutional, technological, and social history of media and broadcasting. Starting with media of early civilization, students will study developments and trends throughout history that will culminate with media of the present. This course will reveal the major models of print, radio, television and the Web that have provided the foundation for communication in industry and society. The historical roles of content producers, broadcasters, and government regulators will be explored to provide students with a greater understanding of media today.

Revised Course Proposal: Multimedia Reporting

COMM 2221, 3 credits

Originator: Sandra Sneesby

RATIONALE:

Change course code and number to align with URI JOUR

CATALOG DESCRIPTION:

In this course, students will learn the latest technologies to write, produce, and distribute media stories for a variety of formats. Building on writing skills, students will become proficient in using still cameras, video cameras, and audio-recording devices to support a news story. Students will use cameras and audio-recording devices to deliver a news story. In essence, this course exposes students to skills needed by contemporary media journalists

Revised Course Proposal: Intermediate Editing

FILM 2300, 3 credits

Originator: 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.

Motion to Approve: Sandra Sneesby, 2nd Cynthia Johnson

The committee voted 8 to 0, with 0 abstentions to **APPROVE** the following English course proposals as a bundle.

New Course Proposal: Introduction to African-American Studies

ENGL 1201, 3 credits

Originator: Stephanie Dickerson, Eileen James

RATIONALE:

In light of RI General Law 16-33.1-2.1.e3 Additional powers of the President of the College: A report on the current status of the African and Afro-American studies programs at the college and a five (5) year budgetary history of the programs along with projections for budgetary support for the next two (2) years, which became public in 2014, CCRI is committed to offering African studies to all students to provide appropriate representation reflecting a portion of the student population. Of 13,684 students, 7.2 percent identify as Black or African American, 21.1 percent identify as Hispanic, 7.3 percent as multiethnic, and as 56.2 percent are white. It is for these reasons that this course is culturally relevant and offers students opportunity to build skills in areas such as scholarly inquiry, critical thinking, and research methods.

CATALOG DESCRIPTION:

This course is an exploration of themes and issues in the study of peoples of African descent. This class involves a broad survey and critique of the foundational and contemporary themes within the discipline of Africana studies. An emphasis will remain on informational literacy, critical thinking and the utilization of African epistemologies.

New Course Proposal: Introduction to African-American Culture

ENGL 1202, 3 credits

Originator: Stephanie Dickerson, Eileen James

RATIONALE:

In light of RI General Law 16-33.1-2.1.e3 Additional powers of the President of the College: A report on the current status of the African and Afro-American studies programs at the college and a five (5) year budgetary history of the programs along with projections for budgetary support for the next two (2) years, which became public in 2014, CCRI is committed to offering African studies to all students to provide appropriate representation reflecting a portion of the student population. Of 13,684 students, 7.2 percent identify as Black or African American, 21.1 percent identify as Hispanic, 7.3 percent as multiethnic, and as 56.2 percent are white. It is for these reasons that this course is culturally relevant and offers students opportunity to build skills in areas such as scholarly inquiry, critical thinking, and research methods.

CATALOG DESCRIPTION:

This course is a survey of the social origins of African-American culture. In this course, students will research and identify various Africanisms that emerged during the colonial period. Students will analyze multimedia sources to differentiate between the imposed identities of Africans in America perception and authentic identities.

New Course Proposal: Introduction to Literature of the African Diaspora

ENGL 1247, 4 credits

Originator: Stephanie Dickerson, Eileen James

RATIONALE:

In light of RI General Law 16-33.1-2.1.e3 Additional powers of the President of the College: A report on the current status of the African and Afro-American studies programs at the college and a five (5) year budgetary history of the programs along with projections for budgetary support for the next two (2) years, which became public in 2014,

CCRI is committed to offering African studies to all students to provide appropriate representation reflecting a portion of the student population. Of 13,684 students, 7.2 percent identify as Black or African American, 21.1 percent identify as Hispanic, 7.3 percent as multiethnic, and as 56.2 percent are white. It is for these reasons that this course is culturally relevant and offers students opportunity to build skills in areas such as scholarly inquiry, critical thinking, and research methods.

CATALOG DESCRIPTION:

This course explores literature from the diaspora: In this course, we recognize the term diaspora as the worldwide collection of communities descended from Native Africans or people from Africa, predominantly in the Americas. In addition, the complicated histories of individuals of African descent has resulted in the leaving of home for many reasons; voluntary or forced. This course will take a closer look at the literature from across the diaspora through an examination of major themes, genres, and motifs of the literatures of Africa and the Americas. Through literature, film, and multimedia, African people have recorded the histories and fictionalizations of diasporic experiences. The results of these diasporic experiences reflect their cultural, historical, political, and socioeconomic realities which are represented through their artistic media.

New Course Proposal: African-American Women: Beyoncé’s Lemonade and Herstories

ENGL 1291, 3 credits

Originator: Stephanie Dickerson, Eileen James

RATIONALE:

In light of RI General Law 16-33.1-2.1.e3 Additional powers of the President of the College: A report on the current status of the African and Afro-American studies programs at the college and a five (5) year budgetary history of the programs along with projections for budgetary support for the next two (2) years, which became public in 2014, CCRI is committed to offering African studies to all students to provide appropriate representation reflecting a portion of the student population. Of 13,684 students, 7.2 percent identify as Black or African American, 21.1 percent identify as Hispanic, 7.3 percent as multiethnic, and as 56.2 percent are white. It is for these reasons that this course is culturally relevant and offers students opportunity to build skills in areas such as scholarly inquiry, critical thinking, and research methods.

CATALOG DESCRIPTION:

This course examines the complex experiences of being a Black woman in America. It addresses such topics as identity, Black feminism, and activism from a socio-historical perspective. Students will be using Beyoncé’s Lemonade album as an entry into the course concepts related to Black feminist thought. Through the use of multimedia, reading assignments, independent research exploration, and other coursework, students will gain expertise and be able to make connections to Black women’s experiences and understand the interconnectedness of Black women’s voices (Herstories).

Motion to Adjourn: Cynthia Johnson, 2nd Michelle Bull

The committee voted 8 to 0, with 0 abstentions to adjourn the meeting.

MEETING ADJOURNED AT 15:40pm