Final Minutes

NON ACTION/ANNOUNCEMENTS

Douglas Flor, Interim Program Director of Assessment, to address the committee.

The Engineering Department is requesting the following changes:
1. Add course ETEE 1800 as a pre-requisite to course ETME 2310. The rationale in doing so is that it is necessary to have learned the concepts introduced in ETEE 1800 in order to successfully complete ETME 2310.

2. Add course CNVT 1810 as a pre-requisite and a co-requisite to course CNVT 1820. The rationale in doing so is that CNVT 1810 needs to be taken either in a semester prior to taking CNVT 1820, or during the same semester in a 7.5 week module.

3. Add course CNVT 1820 as a pre-requisite to course CNVT 1830. The rationale for doing so is that CNVT 1820 needs to be taken in a semester prior to taking CNVT 1830 for the material to be properly understood.

4. Add course CNVT 1830 as a pre-requisite and a co-requisite to course CNVT 1840. The rationale for doing so is that CNVT 1830 needs to be taken either in a semester prior to taking CNVT 1840, or during the same semester in a 7.5 week module.

5. Remove courses MATH 1760, ENGR 1020 and ENG R 1030 as pre-requisites for course ETME 1510. The rationale for doing so is that ETME 1510 only requires basic knowledge of mathematics.

6. Add course ETCN 1100 as a pre-requisite and a co-requisite to course ETCN 1200. The rationale for doing so is that ETCN 1100 needs to be taken either in a semester prior to taking ETCN 1200, or during the same semester in a 7.5 week module.

7. Add course ENGR 1030 as a pre-requisite to course ENGT 2090. The rationale in doing so is that ENGT 2090: Advanced Solid Modeling (SolidWorks) requires knowledge of Computer Automated Drafting which is presented in ENGR 1030: Engineering Graphics.

8. Remove courses MATH 1750, MATH 1760, ETEE 1050, ENGR 1020 and ENGR 1030 as pre-requisites for course ETME 2930. The rationale for doing so is that RIC and Electric Boat have expressed interest in including this course in newly developing programs, and upon review, we discovered that the pre-requisites were incorrect and should be removed.

9. Remove Course ENGT 2090 as a pre-requisite for course ETME 1020. The rationale for doing so is that ETME 1020: Introduction to Manufacturing Processes is a manual machining course that does not require prior knowledge of SolidWorks to understand the curriculum.

The next Curriculum Review Committee meeting will take place on, February 9, 2018 please note – Initial proposals are due to deans by JANUARY 5, 2018.
New Course Proposal: Infection Control for the Public Health Dental Hygienist
DHYG XXXX, 1 credit
Originator: Cynthia Johnson, Kathleen Gazzola

RATIONALE:
This year the Board of Dental Examiners established a Public Health Dental Hygienist license that can be obtained in addition to the dental hygiene license. In revision of the Rules and Regulations pertaining to Dental Hygienists, the board listed educational requirements that must be met to earn the additional credential at a CODA accredited institution of which CCRI holds the credential. The class will educate registered dental hygienists on infection control practices in the public health setting. This educational course is indicated to allow dental hygienists to acquire the knowledge and credentials required to obtain the license. Currently there are no registered dental hygienists in the state of Rhode Island who have this credential. The dental hygiene program is proposing a course that will meet the needs of the dental hygiene community and the Rhode Island Board of Dental Examiner’s requirements as set forth in its Rules and Regulations for the Public Health Dental Hygienist License June 2017.

CATALOG DESCRIPTION
NEW:
Infection Control for the Public Health Dental Hygienist:
This course will prepare Registered Dental Hygienists to meet the educational requirements to practice proper infection control in a dental public health setting. The preventive infection control protocols and procedures for the use of mobile dental equipment used in dental vans, schools, daycare and long term care facilities will be addressed.

Topics will include: Infection control including, microbes and infectious diseases; current (CDC) Center for Disease Control and prevention guidelines, (OSAP) Organization for Safety and Asepsis Prevention guidelines and practices, patient safety, occupational health, disease transmission in public health dental facilities and the use of mobile-portable dental equipment and its application to school settings and long term care facilities will be addressed.

Motion to approve: Tony Rashid, 2nd Martha Vigneault
The committee voted 12-0 to APPROVE, with 0 abstentions.

New Course Proposal: Early Foundations of College Mathematics
MATH 0099, 4 credit (Emporium only)
Originator: Jason Stockford, Todd Linton and Soudabeh Valicenti

RATIONALE:
The Mathematics Department passed a comprehensive reform proposal 16-0 (4 new hires abstaining) during a department meeting on Opening Day 2017. One of the reforms passed replaces Math 0500 and Math 0600 with a single remedial lecture course, Math 0100. The department envisions offering two other developmental courses, math 0099 and math 0101 in an emporium style class, targeted for students who either test above or below the conventional Math 0100 class.
Students will register for a Math 0100 emporium section. This class is broken into eight modules and students will take a diagnostic test on day one to determine the module they begin in. Students starting at Module 1 or 2 that complete four modules (finishing at Module 4 or 5) will earn in-house credit for Math 0099. Students that start at Module 1, 2, 3, 4 or 5 that complete Module 6 or 7 will earn in-house credit for Math 0100. Students that finish Module 8 will earn in-house credit for Math 0101.

**CATALOG DESCRIPTION**

**NEW:**
Placement into this emporium-only, modular course is dependent on the outcome of an initial assessment in the emporium. Students starting at Module 1 or 2 that complete four modules (finishing at Module 4 or 5) will earn in-house credit for Math 0099.

This modular emporium course provides a thorough foundation in the topics of whole numbers, fractions, decimals, ratios and proportions, percents, and measurement. This course also introduces the real number system, and the properties for solving linear equations and inequalities. Students who finish this course may take additional modules in the emporium to earn in-house credit for Math 0100 or Math 0101. Students who finish this course may also register for Math 1005 or Math 1025.

**New Course Proposal: Foundations of College Mathematics**

MATH 0100, 4 credits / (Emporium)
Originator: Jason Stockford, Todd Linton and Soudabeh Valicente

**RATIONALE:**
The Mathematics Department passed a comprehensive reform proposal 16-0 (4 new hires abstaining) during a department meeting on Opening Day 2017. One of the reforms passed replaces Math 0500 and Math 0600 with a single remedial course, Math 0100. Switching to this single remedial course will quicken the time to graduation and/or transfer for many students while still preparing all students for any gateway mathematics course.

This reform proposal called for Math 0100 to be taught in a modular emporium setting.

This course is designed to align with Math 010 at RIC.

**CATALOG DESCRIPTION**

**NEW:**
Placement into this emporium-only modular course is dependent on the outcome of an initial assessment in the emporium. Students must complete Module 6 to earn in-house credit for Math 0100. Students who finish this course may take additional modules in the emporium to earn in-house credit for Math 0101.

This course provides a thorough foundation in the topics of whole numbers, fractions, decimals, ratios, and proportions, percents and measurement. This course also introduces the real number system, the properties for solving linear equations and inequalities, the rearrangement of formulas, the rectangular coordinate system, and the graphs of linear equations in two variables. Lastly, organization of data, measures of center, and the basics of probability are introduced,
New Course Proposal: Foundations of College Mathematics  
MATH 0100, 4 credits / (Lecture)  
Originator: Jason Stockford, Todd Linton and Soudabeh Valicente

RATIONALE:  
The Mathematics Department passed a comprehensive reform proposal 16-0 (4 new hires abstaining) during a department meeting on Opening Day 2017. One of the reforms passed replaces Math 0500 and Math 0600 with a single remedial course, Math 0100. Switching to this single remedial course will quicken the time to graduation and/or transfer for many students while still preparing all students for any gateway mathematics course.

This course is designed to align with Math 010 at RIC.

CATALOG DESCRIPTION  
NEW:  
This course provides a thorough foundation in the topics of whole numbers, fractions, decimals, ratios and proportions, percents, and measurement. This course also introduces the real number system, the properties for solving linear equations and inequalities, the rearrangement of formulas, the rectangular coordinate system, and the graphs of linear equations in two variables. Lastly, organization of data, measures of center, and the basics of probability are introduced.

*Held at Vice President Level*

New Course Proposal: Foundations of College Algebra  
MATH 0101, 2 credits / (Emporium only)  
 Originator: Jason Stockford, Todd Linton and Soudabeh Valicente

RATIONALE:  
The Mathematics Department passed a comprehensive reform proposal 16-0 (4 new hires abstaining) during a department meeting on Opening Day 2017. One of the reforms passed replaces Math 0500 and Math 0600 with a single remedial course, Math 0100. Switching to this single remedial course will quicken the time to graduation and/or transfer for many students while still preparing all students for any gateway mathematics course. However, Math 0100 will not adequately prepare students for Math 1200 nor Math 1179. The additional modules presented in Math 0101 achieve that goal.

CATALOG DESCRIPTION  
NEW:  
This modular emporium course contains additional modules beyond those required for Math 0099 and Math 0100. This course serves as a remedial prerequisite to Math 1200 and Math 1179. Topics include the properties of exponents, and an introduction to polynomials, factoring, quadratic equations, rational expressions, rational equations, and application problems.

Motion to approve: Marilyn Salvatore, 2nd Tony Rashid  
The committee voted 12-0 to APPROVE, with 0 Abstentions
New Course Proposal: Fundamentals of Palpation and Body Movement Skills
RHAB XXXX, 3 credits
Originator: Regina Cobb, Kirsten Kandzerski, and Victoria Moutahir

RATIONALE:
The prerequisite course titled RHAB 1100 Foundation Kinesiology (online), has been under analysis for several years since the program dropped BIOL 1010: Human Anatomy (4 credits with a lab component), for admission into the therapeutic massage program. In September 2017, a faculty meeting was held to discuss readiness of the student’s hands-on skills as they started their first core course. It was decided that students needed a lab component which addressed different learning styles. This prerequisite change will lend itself to better retention once the student has been accepted into the program. The new course will be able to closely monitor the student’s learning capacity and hands-on skills in a lab setting. Students will have the ability to ask questions promptly and encourage classroom discussions to enhance learning as it relates to homework assignments, which contains many online activities. Students will be able to palpate muscles and participate in activities that support kinesiology concepts. The instructor will be able to accurately assess the students’ performance in lab activities, and be able to recognize any deficits among the class that can be addressed before entering in the desired program. The hands-on learning method enables students to retain the information utilized in future related courses than just online learning alone.

CATALOG DESCRIPTION
NEW:
This course is designed to focus on the concepts and principles of palpatory anatomy and kinesiology. The purpose of this course is to emphasize the development of skilled palpation as a fundamental component of effective manual therapy technique. A solid knowledge base and understanding of how muscles and joints interact based upon their structure and function will be created and enhanced through a Functional Skills Model. This Functional Skills Model combines palpatory anatomy and kinesiology, which help ingrain the accurate location of various anatomical structures through kinesthetic experience, quality of touch, and effective client communication. This model incorporates a unique, experimental, online activities, and participatory class environment, where students are able to retain information while learning to use critical and creative-thinking processes. In the Functional Skills model students will palpate the targeted muscle, which will help students gain a better understanding of the designated muscle’s location, size, texture, role in posture, and dynamic movement.

Motion to Approve: Martha Vigneault, 2nd Joan Tullie
The Committee voted 12-0 to APPROVE, with 0 abstentions.

New Program Proposal: Computerized Tomography Imaging (CTIC) Certificate Program
19 credits, CTIC
Originator: Peter Cyr, Maddie Josephs

RATIONALE:
Computerized Tomography is a rapidly growing advanced imaging credential using technology that creates cross-sectional and three-dimensional images of the body using radiation and computers. Computed Tomography is a post primary credential. This requires that candidates applying to the program must have passes the ARRT examination to become registered CT Technologist.
Starting in January 2018, eligible candidates are required to participate in a structured didactic and clinical educational program that provides them the opportunity to develop mastery of discipline-specific knowledge. When coupled with selected clinical experiences, this will help candidates document qualifications required to obtain Computerized Tomography Credential.

The 30-week Imaging Certificate Program at CCRI will provide the candidates studies pertaining to the physical principals of CT and how CT functions. They will gain an understanding of radiation protection for the patients, as well as study normal cross-sectional anatomy and learn how common pathologies appear on CT images. They will gain an understanding of the safety measures specific to CT. Special requirements needed for caring for patients in today’s CT departments will be introduced.

Upon satisfactory completion of both didactic and clinical requirements, candidates are eligible to take the Computed tomography certification and registration examination.

**CATALOG DESCRIPTION**

**NEW:**
Computed tomography (CT) imaging is a dynamic technology used in the diagnosis of disease. This two-semester program, which combines classroom instruction with supervised clinical practice, focuses on understanding the basic principles of CT imaging and the care of patients requiring diagnosis or treatment. The goal of this program is to prepare students who can completely and safely perform CT procedures, display the personal qualities of integrity, responsibility and reliability and who function as active members of the health care team.

Graduates receive a certificate in Computerized Tomography and are prepared to sit for the national credentialing examination offered by the American Society of Radiographic Technologists. They are eligible for employment in hospitals, clinics, and physician’s offices.

**New Course Proposal: Fundamentals of CT**

**CTIC XXXX, 1 credit**

**Originator: Peter Cyr, Maddie Josephs**

**RATIONALE:**
The intent of this proposal is to provide advanced-level study of the requisite knowledge and skills for medical imaging professionals to prepare them to take the American Registry of Radiographic Technologist examination and become a Certified CT Technologist.

**CATALOG DESCRIPTION**

**NEW:**
This hybrid interactive, web-based course is designed to provide students with an overview of CT instrumentation, imaging applications, physics, data acquisition and history. Students will learn to apply theory to different types of CT equipment.

Module 1 describes the history and evolution of computed tomography and the most common uses of CT scanning in medical imaging. You will learn the location and function of major CT equipment components and the basic digital imaging process.
Module 2 provides an in-depth description of major CT equipment components and the sequence of events from the application of electrical current to the radiographic tube to the image. You will learn how adjusting the operator console parameters can affect CT image data and the elements of a digital image. Module 3 describes the methods of acquiring computerized topography images, the process of data acquisition and the factors that influence that process. You will learn the functions of the data acquisition system and the selectable scan factors used to acquire an image.

Prerequisite: Acceptance into CT Certificate program with Credentials in Radiology, Nuclear Medicine or Radiation Therapy.

1 credit. (5 weeks, 4 hours/week)

New Course Proposal: Procedures and Protocols in CT Imaging
CTIC XXXX, 2 credit
Originator: Peter Cyr, Maddie Josephs

RATIONALE:
The intent of this proposal is to provide advanced-level study of the requisite knowledge and skills for medical imaging professionals to prepare them to take the American Registry of Radiographic Technologist examination and become a Certified CT Technologist.

CATALOG DESCRIPTION
NEW:
This hybrid interactive, web-based course is designed to provide students with an overview of CT procedures. Students will match pathologic processes with the appropriate procedures; choose scan parameters; perform patient history assessments, preparation, filming, and archiving; review CT images for anatomy, quality, and pathology and common diseases diagnosed via CT.

Module 4 describes the steps for computed topography image reconstruction and the post-processing techniques needed for image enhancement. Students will learn how certain tools are used to view a CT image and the methods used for recording and archiving CT data. Workstation applications for specialized CT scanning are also described in this module.

Module 7 explains how to properly position a patient and select appropriate scan parameters for common CT examinations. Students will learn why different window widths and levels are selected and the imaging planes required for each procedure.

Module 6 explain the methods used to determine image quality in computed tomography and factors that affect image quality. You will learn how to identify CT image artifacts and the factors that influence artifacts. The tests associated with quality control programs are also discussed in this module.

Prerequisite: Acceptance into CT Certificate program with Credentials in Radiology, Nuclear Medicine or Radiation Therapy.

2 credits. 10 weeks, 4 hours/week
New Course Proposal: Cross-sectional Anatomy I
CTIC XXXX, 6 credit
Originator: Peter Cyr, Maddie Josephs

RATIONALE:
The intent of this proposal is to provide advanced-level study of the requisite knowledge and skills for medical imaging professionals to prepare them to take the American Registry of Radiographic Technologist examination and become a Certified CT Technologist.

CATALOG DESCRIPTION
NEW:
This hybrid interactive, web-based course will focus on anatomy of the human body as it is viewed in the various axial, coronal, and sagittal planes. Radiologic anatomy will be viewed in the context of illustrations and pictures of gross anatomical sections.

Module 8 identifies and describes the anatomical planes and structures of the head and neck. You will also learn how to describe the stages of human embryo development as it relates to this region of the body.

Module 9 describes the major structures of the chest, abdomen and pelvis and how these structures function. You will learn how to identify abdominal quadrants and how to locate origins or structures on a diagram or CT image.

CT Clinical Practicum I course is designed to allow qualified technologists to complete the number of clinical procedures mandated by the American Registry of Radiographic Technologist (ARRT) to be considered eligible to apply to sit for certification in CT, while emphasizing the importance of patient care, radiation safety and the principles of radiation protection in the CT department.

The course is designated to allow students hands-on experience documenting and performing CT exams within the clinical setting under the direct supervision of a registered technologist.

This course is competency based, and students will be assessed through competency exams to document the achievement of clinical objectives.

Prerequisite: Acceptance into CT Certificate Program with Credentials in Radiology, Nuclear medicine or Radiation Therapy.

6 credits. Lecture 10 weeks, 3.5 hours/week. Clinical 10 weeks, 16 hours/week.

New Course Proposal: Patient Care for CT
CTIC XXXX, 1 credit
Originator: Peter Cyr, Maddie Josephs

RATIONALE:
The intent of this proposal is to provide advanced-level study of the requisite knowledge and skills for medical imaging professionals to prepare them to take the American Registry of Radiographic Technologist examination and become a Certified CT Technologist.

**CATALOG DESCRIPTION**

**NEW:**

This hybrid interactive, web-based course is designed to provide basic concepts of patient care as they relate to CT. Topics include emergency procedures, sterile and aseptic techniques, phlebotomy, body mechanics, infection control and standard precautions, patient assessment, cultural competence, contrast media, and basic pharmacology in imaging. Introduces Radiation Safety.

Module 5 describe the methods used to measure patient dose and the role of the computed tomography technologist in reducing radiation exposure. You will learn shielding and positioning techniques designed to keep both you and the patient safe. Special considerations for pediatric patients are detailed in this module as well.

Module 5a presents the basic principles, concepts, and procedures of radiation protection and radiobiology. Topics include radiation units; principles of radiation protection; absorbed dose calculations; health physics procedures; radiation exposure regulations; and reduction of radiation exposure to patients, personnel, and the environment.

**Prerequisite:** Acceptance into CT Certificate Program with Credentials in Radiology, Nuclear medicine or Radiation Therapy; Fundamentals of CT; Procedures & Protocols in CT Imaging; Cross-sectional anatomy I

1 credit. 5 weeks, 4 hours/week

**New Course Proposal:** Cross-sectional Anatomy II

**CTIC XXXX, 6 credit**

**Originator:** Peter Cyr, Maddie Josephs

**RATIONALE:**

The intent of this proposal is to provide advanced-level study of the requisite knowledge and skills for medical imaging professionals to prepare them to take the American Registry of Radiographic Technologist examination and become a Certified CT Technologist.

**CATALOG DESCRIPTION**

**NEW:**

This hybrid interactive, web-based course will focus on anatomy of the human body as it is viewed in the various axial, coronal, and sagittal planes. Radiologic anatomy will be viewed in the context of illustrations and pictures of gross anatomical sections.

Module 2 presents sectional anatomy of the cranium and facial bones. This module is designed to enhance your study of your sectional anatomy course textbook. Sections 2 through 6 provide a detailed study of the anatomy of the cranium and facial bones divided into portions.
Module 4 presents sectional anatomy of the vertebral column and the spinal cord. This module is designed to enhance your study of your sectional anatomy course textbook. Sections 2 through 6 provide a detailed study of the spine.

Module 6 presents sectional anatomy of the thorax. This module is designed to enhance your study of your sectional anatomy course textbook. Sections 2 through 8 provide a detailed study of thoracic anatomy.

Module 9 presents sectional anatomy of the upper extremity, including the shoulder joint. This module is designed to enhance your study of your sectional anatomy course textbook. Sections 2 through 6 provide a detailed study of the anatomy of the upper extremity.

Module 10 presents sectional anatomy of the lower extremity, including the hip joint. This module is designed to enhance your study of your sectional anatomy course textbook. Sections 2 through 5 provide a detailed study of the anatomy of the lower extremity, divided into portions.

CT Clinical Practicum I course designed to allow qualified technologists to complete the number of clinical procedures mandated by the American Registry of Radiographic Technologist (ARRT) to be considered eligible to apply to sit for certification in CT, while emphasizing the importance of patient care, radiation safety and the principles of radiation protection in the CT department.

The course is designated to allow students hands-on experience documenting and performing CT exams within the clinical setting under the direct supervision of a registered technologist.

This course is competency based, and students will be assessed through competency exams to document the achievement of clinical objectives.

**Prerequisite:** Acceptance into CT Certificate Program with Credentials in Radiology, Nuclear medicine or Radiation Therapy; Fundamentals of CT; Procedures & Protocols in CT Imaging; Cross-sectional anatomy I

6 credits. Lecture 10 weeks, 3.5 hours/week. Clinical 10 weeks, 16 hours/week

**New Course Proposal:** Advanced applications and Pathology for CT
CTIC XXXX, 3 credit
**Originator:** Peter Cyr, Maddie Josephs

**RATIONALE:**
The intent of this proposal is to provide advanced-level study of the requisite knowledge and skills for medical imaging professionals to prepare them to take the American Registry of Radiographic Technologist examination and become a Certified CT Technologist.

**CATALOG DESCRIPTION**
**NEW:**
This hybrid interactive, web-based course is designed to provide students with advanced applications involving other modalities such as Interventional Radiology. Students will be introduced to common pathology imaged using CT with its advantages.
Module 10 describes the current trends and basic procedures in computed tomography and how modifications are used for trauma and pathology. You will learn the uses of virtual CT in medical imaging and how CT is used in radiation therapy treatment planning, nuclear medicine and mobile imaging.

Module 11 explains how to identify selected pathology on CT images and how to distinguish between the CT appearance of normal organ tissues and tissues with pathological changes. You will also learn the causes for common pathologies and their processes. This is part one of a two-part series.

Module 12 is a continuation of Module 11 and is part tow of a two-part series. This module explains how to identify selected pathology on CT images and how to distinguish between the CT appearance of normal organ tissues and tissues with pathological changes. You will also learn the causes for common pathologies and their processes.

Prerequisite: Acceptance into CT Certificate Program with Credentials in Radiology, Nuclear medicine or Radiation Therapy; Fundamentals of CT; Procedures & Protocols in CT Imaging; Cross-sectional anatomy I

3 credits. Lecture 5 weeks, 3.5 hours/week. Clinical 5 weeks, 16 hours/week

Motion to approve: Jason Stockford, 2nd Leslie Kilgore
The committee voted 12-0 to APPROVE, with 0 abstentions.

Revised Course Proposal: (OLD) Black Literature—(NEW) African American Literature
ENGL 1290, 3 credits / Course Title/Description change
Originator: Robyn A. Younkin

RATIONALE:
Black American Literature has become an antiquated course title. Since the course’s interception during the 1970’s the lexicon has changed both academically and culturally. African American (to replace Black) more accurately fits the description of ENGL 1290 for the 21st century.

CATALOG DESCRIPTION
OLD:
This course traces the development and impact of black American writers from the era of slavery to the present by examining the unique experiences and challenges presented in their works. Representative poetry, fiction, nonfiction, and drama of major writers are studied for their literacy, sociological and historical significance.

NEW:
This course traces the development and impact of African-American writers from the era of slavery to the present by examining the unique experiences and challenges presented in their works. Representative poetry, fiction, nonfiction, and drama of major writers are studied for their literacy, sociological and historical significance.

Motion to Approve: Joan Tullie, 2nd Tony Rashid
The committee voted 12-0 to APPROVE, with 0 abstentions.
Revised Course Proposal: Guiding Children’s Behavior
HMNS 2140, 3 credit / Course Description Change
Originator: Carol Patnaude

RATIONALE:
The course description revisions include emphasis on intervention strategies, classroom design and its impact on behavior, and the practice of positive guidance strategies. The observation time requirement is now specific.

CATALOG DESCRIPTION
OLD:
HMNS 2140 – Guiding Children’s Behavior (3 Credits)
This course provides an overview of residential care and the critical issues by childcare workers in residential settings. Emphasis is placed on practical solutions to problems common to group living and issues related to staff and community relationships. Students will learn skills for enhancing the effectiveness of the professional childcare worker and for improving the mental health and functioning of children in these settings. As part of the course, students are required to spend additional time observing and/or working with children in actual or simulated childcare settings. Note: A grade of C or better is required for Human Service majors.
Lecture: 3 hours

CATALOG DESCRIPTION
NEW:
HMNS 2140 – Guiding Children’s Behavior (3 Credits)
This course examines positive strategies in supporting and guiding the emotional self-regulation and social competence in early childhood development. Emphasis is placed on intervention strategies to critical issues common to young children. Students will practice positive guidance strategies and learn about classroom design as a focus of prevention of behavior problems. Students may be required to spend 4-6 hours over the course of the semester conducting observations in an educational or licensed childcare setting. Note: A grade of C or better is required for Human Service majors.
Lecture: 3 hours

Motion to Approve: Renee Saris-Baglama, 2nd Tony Rashid
The committee voted 12-0 to APPROVE, with 0 abstentions.