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CCRI CURRICULUM REVIEW COMMITTEE MEETING
December 1, 2023 2:00-4:00 PM
Knight Campus, Board Room 4090

AGENDA

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1. **CALL TO ORDER**

2. **ROLL CALL**

3. **APPROVAL OF MINUTES**

4. **NON-ACTION/ANNOUNCEMENTS**

5. **ACTION/VOTING ITEMS**

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NON-ACTION/ANNOUNCEMENTS

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DEPARTMENT ANNOUNCEMENTS

The Business and Professional Studies department is announcing that the following course is work-based learning:
1. BUSN 2050   Principles of Management   3 credits

The Biology department is announcing that the following course is work-based learning:
1. BIOL 2500   Applications in Science and Math   1 credit

The Human Services department is announcing that the following course is work-based learning:
1. HMNS 1210   Field Experience and Seminar I – Child Development   3 credits

The Chemistry department is announcing that the following course is work-based learning:
1. CHEM 2500   Applications in Science and Math   1 credit

The Physics and Engineering department is announcing that the following course is work-based learning:
1. PHYS 2500   Applications in Science and Math   1 credit

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ACTION/VOTING ITEMS

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Revised Course Proposal: African-American Literature and Culture
AAAF 1248, 4 credits
Originators: 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 analyzes the historical, cultural, and aesthetic development of African American artistic expression from the 20th century to the present. Through this close examination of texts and multimedia, students will practice critical thinking to explore literary issues of identity, race, culture, and social history.

New Course Proposal: Introduction to African-American Literature
ENGL 1289, 3 credits
Originators: Stephanie Dickerson, Eileen James

RATIONALE:

This course is ENGL 1290, and will return to being ENGL 1290 once the old ENGL 1290 becomes AAAF 1248. This course already exists.

CATALOG DESCRIPTION:

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 literary, sociological and historical significance. (Meets Literature and English Concentration requirements).

New Program Proposal: African-American/Africana Studies
AAAF, 60 credits
Originators: Stephanie Dickerson

RATIONALE:

This is a new program to be added to CCRI. This program is in direct alignment with the law below.

Chapter 33.1
Community College of Rhode Island [See Title 16 Chapter 97 — The Rhode Island Board of Education Act]
R.I. Gen. Laws § 16-33.1-2.1
§ 16-33.1-2.1. Additional powers of the President of the College.

In addition to any powers granted to the president of the Community College of Rhode Island by law or regulation, and consistent with shared governance practices, in conformity with § 16-33.1-3, the president shall have the following additional powers and duties:

(a) To create and consolidate departments, divisions, programs, and courses of study within the college with the

assistance of the commissioner of postsecondary education within the approved role and scope adopted by the council on postsecondary education pursuant to § 16-59-4. Any new or proposed eliminations of departments, divisions, programs or courses of study that are outside the role and scope approved by the council shall require the review and approval of the council on postsecondary education.

(b) To adopt a budget for the college and submit it to the council on postsecondary education for approval.

(c) To be responsible for the general management of property of the college.

(d) To recommend to the council on postsecondary education, after consultation with the commissioner of postsecondary education, tables of organization for the college.

(e) To submit to the office of postsecondary commissioner and to compile and analyze the following information for presentation to the council on postsecondary education and the board of education annually by May 1 the following:

(1) A detailed departmental breakdown of all faculty members employed at the college by rank (including all professors, associate professors, assistant professors, lecturers, and instructors) and tenure (tenured and non-tenured, and other) and by race (African American, Hispanic, Native American, and Asian) and gender.

(2) A detailed report on current student enrollments for each class at the college by race and gender, by academic department, and by outreach program (e.g. talent development), guaranteed admissions program, and the current levels of funding and staff support for each of these programs.

(3) 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.

(4) A plan for recruitment of African American and Hispanic faculty into tenure track positions at the college with specific reference to and planned involvement with the New England higher education's minority faculty recruitment and development plan.

(5) Copies of the report shall be furnished to the council on postsecondary education and the board of education.

History of Section.
P.L. 2014, Ch. 145, art. 20, § 4.

CATALOG DESCRIPTION:
The African-American/Africana Studies Certificate Program is a program that draws on the arts, humanities, and social sciences to investigate the cultural, literary, historical, socioeconomic, and other issues affecting peoples of Africa and their descendants. These courses provide historical and contemporary understanding of the experiences, traditions, and dynamics of people of African descent across the Pan-African world which encompasses the African, African American, and African Caribbean experiences, and ultimately the Black experience in the United States.

This certificate program aims to attract students interested in developing an understanding of Africa and those of African descent, but also, how to better engage in conversations of race and culture in America.

Upon completion of this certificate program, students will be able to understand the intrinsic connections between individuals across the world through the deeper considerations of not just people of African descent, but the reflections on the human experience as a whole.

New Course Proposal: Surveying of Computer Studies
COMI 1050, 3 credits
Originators: Kevin Crawford, Margaret Burke

RATIONALE:
This will be a course to help students decide which Computer Studies program to enroll in. The department has found students have enrolled in the wrong program or are not sure which course to enroll in. This course was also asked by CCRI's Advising and Counseling.

CATALOG DESCRIPTION:
Computer science is a broad field that touches every aspect of our lives. In this course, you will learn about current specializations within computer science for which CCRI has degree programs. You will explore these areas through hands-on labs and learn about real-world applications and employment opportunities.

New Course Proposal: Scripting for System Administration
COMI 1170, 3 credits
Originators: Michael Kelly, Kevin Crawford, Dean Grammas

RATIONALE:
This course is being added as changes in the CAE require KU (Knowledge Unit) topics. Also, this will better serve the cyber, computer support, and networking students since it's focused on their needs while also allowing COMI-1150 to be adjusted to better serve the programming and web development students. One of the major areas of feedback from our Capstone/Practicum (COMP-2500) portfolios is the amount of scripting that is needed and in many cases, they need to learn on the job. This course will better prepare them for the work environment.
CATALOG DESCRIPTION:
This course introduces the use of scripting languages for system administration, automation, and security. Most of the work and learning takes place in hands-on lab exercises on virtual machines using a "learn by example" model where students can examine and analyze example scripts as the basis for creating their own scripts to accomplish lab goals and tasks. Scripting languages such as BASH, PowerShell, and Python are used to accomplish and automate common system administration tasks. Scripts are developed on both Linux and Windows platforms to illustrate similarities and differences in scripting languages and environments.

Revised Course Proposal: Database Design and Management
COMP 1200, 3 credits
Originators: Kevin Crawford

RATIONALE:

This is to fix the catalog description of what is learned in the course. Also, we are fixing the hours to correctly reflect credit hours.

CATALOG DESCRIPTION:

This course is an introduction to database theory and database design. Emphasis on database terminology and the roots of database theory will prepare students to utilize data modeling techniques including Entity Relationship Design and Normalization to create a database environment. Structured Query Language (SQL) is used to illustrate techniques for maintaining and working with a database. Finally, the concept of Concurrency Control will be introduced to discuss the management of a database in a distributed/multi-user environment.

Revised Program Proposal: Computer Studies and Information Processing, Computer Support Technician Certificate
CERT_COMI_CSTC, 18 credits
Originators: Kevin Crawford

RATIONALE:

A new course was created that will better serve the computer support students since it's focused on their needs. This course will better prepare them for the workforce. The Linux course will be better served in a different certificate now.

CATALOG DESCRIPTION:

Computers continue to expand in all aspects which also includes our personal activities to business, manufacturing, education, and health care. This program provides balanced coverage of technology fundamentals, computer hardware, computer software, and basic networking technology. Emphasis is placed on operating principles of hardware and software, operating systems, and industry standards along with hands-on laboratory activities for developing practical problem-solving skills. Students develop the ability to configure and troubleshoot basic PCs and basic information technology. Integrated into the program are courses that prepare students to sit for the CompTIA A+.

Revised Program Proposal: Computer Studies and Information Processing, Network Software Certificate
CERT_COMI_CMNC, 18 credits
Originators: Kevin Crawford

RATIONALE:

This is to include the new course that the industry needs.

CATALOG DESCRIPTION:

The Network Software certificate prepares students for careers in modern office environments, emphasizing both client and server technologies. Certificate programs emphasize technical coursework only and do not require the general education electives needed for the associate degree option.

Revised Program Proposal: Computer Studies and Information Processing, Network Support Technician Certificate
CERT_COMI_NSTC, 18 credits

Originators: Kevin Crawford

RATIONALE:
COMI-1150 is being replaced with another course that is better served in a different certificate and COMI-1800 is helpful to students here.

CATALOG DESCRIPTION:
Computers and networks continue to expand in all aspects of our personal activities to business, manufacturing, education, and health care. This program provides balanced coverage of technology fundamentals, computer hardware, computer software, and networking technology. Emphasis is placed on operating principles of networking, security, operating systems, and industry standards along with hands-on laboratory activities for developing practical problem-solving skills. Students develop the ability to configure and troubleshoot basic PCs and basic information technology. Integrated into the program are courses that prepare students to sit for the CompTIA and Microsoft Certifications.

Revised Program Proposal: Computer Studies and Information Processing, Computer Support Specialist Associate in Science
AS_COMI_CMSD, 61 credits
Originators: Kevin Crawford

RATIONALE:
A new course was created that will better serve the computer support students since it's focused on their needs while also allowing COMI-1150 to be adjusted to better serve the programming and web development students. This course will better prepare them for the workforce.

CATALOG DESCRIPTION:
Computers and networks continue to expand in all aspects of our personal activities which also includes business, manufacturing, education, and health care. This program provides balanced coverage of technology fundamentals, computer hardware, computer software, and networking technology. Emphasis is placed on operating principles of hardware and software, networking models, operating systems, and industry standards along with hands-on laboratory activities for developing practical problem-solving skills. Students develop the ability to configure and troubleshoot basic PCs, local area networks (LANs), and basic information technology. Integrated into the program are courses that prepare students to sit for both the CompTIA and Microsoft certifications.

Revised Program Proposal: Computer Studies and Information Processing, Network Technology Associate in Science
AAS_CNTD_CNTH, 60-61 credits
Originators: Kevin Crawford

RATIONALE:
We are going to one degree without the two emphases. Also, we are removing COMI-1150

CATALOG DESCRIPTION:
Networks continue to expand in all aspects of our personal activities in business, manufacturing, education, and health care. This program provides balanced coverage of technology fundamentals, emphasis on this

concentration prepares students for careers in modern office environments, focused on both client/server technologies and networking technology. Importance is placed on operating principles of programming, hardware, software, networking models, network operating systems, internetworking components, and industry standards along with hands-on laboratory activities for developing practical problem-solving skills. Students develop the ability to design, configure, secure, and troubleshoot basic local area networks (LANs) and internetworks using servers, routers, and switches. Integrated into the program are courses that prepare students to sit for both the server and networking certifications. Depending on the path taken, students can choose between networking or programming emphasis.

Revised Program Proposal: Cyber Defense Certificate
CERT_CYBR_CYBC, 22 credits
Originators: Kevin Crawford

RATIONALE:
A new course was created as there were changes in the CAE requiring KU (Knowledge Unit) topics. The new course will better serve the cyber students since it's focused on their needs while also allowing COMI-1150 to be adjusted to better serve the programming and web development students. One of the major areas of feedback from our Capstone/Practicum (COMP-2500) portfolios is the amount of scripting that is needed and in many cases, they need to learn on the job. This course will better prepare them for this.

CATALOG DESCRIPTION:
The Cyber Defense program is part of the Cybersecurity degree designed to provide students with a strong foundation in the principles and methods of cybersecurity, as well as the fundamental knowledge and tools for applying security measures across a variety of network architectures and settings. This certificate program will provide the educational background and hands-on training necessary to prepare students in the cybersecurity defense sector. The curriculum meets the National Security Agency (NSA) and Centers of Academic Excellence (CAE) core foundational content and standards.

Revised Program Proposal: Cybersecurity, Associate in Science
AS_CYBR, 62 credits
Originators: Kevin Crawford

RATIONALE:
A new course was created as there were changes in the CAE requiring KU (Knowledge Unit) topics. The new course will better serve the cyber students since it's focused on their needs while also allowing COMI-1150 to be adjusted to better serve the programming and web development students. One of the major areas of feedback from our Capstone/Practicum (COMP-2500) portfolios is the amount of scripting that is needed and in many cases, they need to learn on the job. This course will better prepare them for this.

CATALOG DESCRIPTION:
The Cybersecurity program is designed to provide students with a strong foundation in the principles and methods of cybersecurity, as well as the fundamental knowledge and tools for applying security measures across a variety of network architectures and settings. In addition to serving as a strong foundation for pursuing a bachelor's degree in cybersecurity, this associate degree program will provide the educational background and hands-on training necessary to prepare students for entry into the cybersecurity sector. The curriculum includes a combination of general education, computer science, and network technology courses to provide students with

the knowledge, skills, and training necessary for a successful transition into a career in security, and to meet National Security Agency (NSA) and Centers of Academic Excellence (CAE) core foundational content and standards.

Revised Course Proposal: ArcGIS I: Introduction to ArcGIS
AGIS 1000, 4 credits
Originators: Matthew Rieger

RATIONALE:
This course is being revised to reflect the current SLOs, increase meeting hours, and to update the catalog description.

Regarding the increase in credit hours, the course was 2 hours lecture and 2 hours lab, one hour of lecture is being added. In this additional lecture hour, more course content was added, including more discussion board exercises, online tutorials, reading assignments, and practice exercises covering the new content.

CATALOG DESCRIPTION:
This course is an introduction to using ArcGIS software to create and interpret digital maps. Students learn how to import data and use the software to create and customize maps, graphs, and reports; use maps to solve problems and answer questions; and present map data. Basic cartography, coordinate systems, geodesy, map projections, and map design are also covered. Students complete and present a final mapping project on a topic of their choosing. (Fall only)

New Course Proposal: ArcGIS II: Data Management and Spatial Analysis
AGIS 1500, 4 credits
Originators: D. Matthew Rieger, Renee DiPippo

RATIONALE:
This is a new course being proposed as part of the new GIS certificate program being proposed.

CATALOG DESCRIPTION:
This course focuses on collecting, analyzing, and displaying field data that has a geographic component using ArcGIS data collection and web applications to present this data. Students will learn and apply basic Python scripting to automate geoprocessing workflows and customize data, and use geospatial statistics to visualize data in map making. The final project is a culmination of all the work done in previous GIS courses. (Spring only)

New Course Proposal: ArcGIS III: Field Data Collection and Web Applications
AGIS 2000, 4 credits
Originators: Renee DiPippo, D. Matthew Rieger

RATIONALE:
This is a new course being proposed as part of the new GIS certificate program being proposed.

CATALOG DESCRIPTION:
This course focuses on collecting, analyzing, and displaying field data that has a geographic component using ArcGIS data collection and web applications to present this data. Students will learn and apply basic Python scripting to automate geoprocessing workflows and customize data, and use geospatial statistics to visualize data in map making. The final project is a culmination of all the work done in previous GIS courses.
 (Spring only)

New Program Proposal: Geographic Information Systems (GIS) Certificate
AGIS, 18-19 credits
Originators: D. Matthew Rieger

RATIONALE:
We are creating an ArcGIS certificate at CCRI to provide the public the opportunity to become proficient in the use of GIS. GIS is a rapidly growing field and is a powerful tool for geographically representing data across many disciplines.

This certificate is also ideal for an undergraduate who wants to supplement their current program of study by acquiring technical training in GIS in order to make themselves more marketable. This certificate is also ideal for professionals who wish to use GIS in their field.

CATALOG DESCRIPTION:
This certificate program provides students with hands-on experience collecting and mapping spatial data using online and desktop Geographic Information Systems (GIS) software. Students will learn how these systems are created and used in a variety of fields, including disaster preparedness, environmental sciences, transportation, public safety, education, coastal management, natural resources, and many more. Upon completion of this certificate, students will be able to independently complete basic to intermediate level mapping and geospatial analyses, organize and collect data for use in solution-based decision making, and enhance their skills in reporting data.
This program is geared towards students without prior experience working with GISs who could use this skill to complement their education and/or career, or for those who have some experience and are looking to refresh their skills using GIS software. This certificate can be completed in one year, starting in the fall semester.

New Course Proposal: Teacher Program Preparation and Career Development - Reading
ENGL 1081, 1 credit
Originators: Paula Domenico

RATIONALE:
The course was requested by the Human Services Department to prepare students for the Praxis test and entry into the University of Rhode Island's School of Education and/or into a teacher certification program.

CATALOG DESCRIPTION:
English 1081 Teacher Program Preparation and Career Development – Reading
This one-credit course is designed to prepare students for admission into an education program as well as 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.

New Course Proposal: Teacher Program Preparation and Career Development - Writing
ENGL 1082, 1 credit
Originators: 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 an 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.

New Course Proposal: Literary Magazine Creation, Design and Production
ENGL 2xxx-1, 3 credits
Originators: Jessica Araujo

RATIONALE:
This course is ENGL 1290, and will return to being ENGL 1290 once the old ENGL 1290 becomes AAAF 1248. This course already exists.

CATALOG DESCRIPTION:
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 literary, sociological and historical significance. (Meets Literature and English Concentration requirements).

Revised Course Proposal: College Algebra
MATH 1200, 4 credits
Originators: Soudabeh Valicenti

RATIONALE:
The proposal to the CRC is to change the credits to (4) due to the time the course meets and the topics that need to be covered.

CATALOG DESCRIPTION:
Designed for students who eventually plan to study quantitative business analysis or calculus, this course covers functions and graphs, systems of equations and inequalities, quadratic equations, polynomial and rational expressions, radical, exponential and logarithmic forms.

Revised Course Proposal: College Algebra
MATH 1200C, 4 credits
Originators: Soudabeh Valicenti

RATIONALE:
The proposal to the CRC is to change the credits to (4) due to the time the course meets and the topics that need to be covered.

CATALOG DESCRIPTION:
Designed for students who eventually plan to study quantitative business analysis or calculus, this course covers functions and graphs, systems of equations and inequalities, quadratic equations, polynomial and rational expressions, radical, exponential and logarithmic forms.

Revised Course Proposal: Scientific Programming
MATH 1220, 3 credits
Originators: Soudabeh Valicenti

RATIONALE:
Due to the outcomes that need to be completed in MATH 1220, the hours will be reduce to 3.

CATALOG DESCRIPTION:
This course offers instruction in scientific programming using a current programming language. Problems, both numerical and non-numerical, are programmed and solved by use of a mainframe and/or personal computers.

Revised Course Proposal: Statistical Analysis I
MATH 1240, 4 credits
Originators: Soudabeh Valicenti

RATIONALE:
The proposal to the CRC is to change the credits to (4) due to the time the course meets and the topics that need to be covered.

CATALOG DESCRIPTION:
An introduction to elementary statistics, this course covers methods used in the collection, presentation, analysis and interpretation of data. Topics include frequency distributions, measures of central tendency and dispersion and sampling, with emphasis on estimation and hypothesis testing.

Revised Course Proposal: Applied Precalculus
MATH 2103, 4 credits
Originators: Soudabeh Valicenti

RATIONALE:
The proposal to the CRC is to change the credits to (4) due to the time the course meets and the topics that need to be covered.

CATALOG DESCRIPTION:
MATH 2103 is intended for students in the life and social sciences, and any other areas where the application of mathematics is important. Students in this course will develop an understanding of functions and how they are used to model real world phenomena, including but not limited to change, motion and growth. The linear, quadratic, power, polynomial, rational, exponential, logarithmic, and periodic functions are studied in this course. Students will become familiar with algebraic, numerical and graphical properties of these functions. This course is not intended for students planning to study mathematics, statistics, computer science, physical sciences, engineering or any other discipline requiring the complete calculus sequence.
MATH 2103 is not an alternative to MATH 2111 (Precalculus) and does not satisfy the requirement for MATH 2141 (Calculus I).

Revised Course Proposal: College Trigonometry
MATH 2110, 4 credits
Originators: Soudabeh Valicenti

RATIONALE:
The proposal to the CRC is to change the credits to (4) due to the time the course meets and the topics that need to be covered.

CATALOG DESCRIPTION:
Designed for students who plan to study calculus eventually, this course deals with trigonometry from an analytical approach. Topics include relations and functions in general, the trigonometric functions and their inverses, graphs, solutions of triangles, vectors, trigonometric identities and equations, and applied problems.

Revised Course Proposal: Applied Calculus
MATH 2131, 4 credits
Originators: Soudabeh Valicenti

RATIONALE:
The proposal to the CRC is to change the credits to (4) due to the time the course meets and the topics that need to be covered.

CATALOG DESCRIPTION:
This course is intended for students in the life and social sciences who have taken Math 2103 . The differential and integral calculus are developed with an emphasis on solving real world problems in the sciences. Limits, derivatives and integrals of algebraic, logarithmic, exponential and trigonometric functions are studied. Applications will include analyzing graphs, finding maximum and minimum values of functions, calculating rates of change and computing areas and cumulative change. This course is not intended for students planning to study mathematics, statistics, computer science, physical sciences, engineering or any other discipline requiring the complete calculus sequence. MATH 2131 is not an alternative to MATH 2141 (Calculus I) and does not satisfy the prerequisite for MATH 2142 (Calculus II).

Revised Course Proposal: Fine Art Seminar
ARTS 1500, 3 credits
Originators: Shawn Parker

RATIONALE:
This capstone course is essential for preparing students for whatever next steps they may take to take the Associates in Fine Arts degree to next steps in their career - both professional practice and further study. This is the central Work-based Learning experience required for all Associates in Fine Arts students before graduation.

CATALOG DESCRIPTION:
Required of all AFA graduates, Fine Art Seminar is a capstone course which prepares students to set and pursue goals, such as: transfer to a four-year art program, or to explore careers in the fields of art and design. Seminar topics include: portfolio preparation, resume development, art school selection, photographing of artwork and exhibition construction. Students will participate in a professionally designed group exhibition which will be held at least once a year in the college's galleries. (Prerequisites: at least 2 studio courses and 1 art history course or permission of the instructor. Recommended: This class should be taken during the 3rd or 4th semester of the student's program of studies.)

Revised Program Proposal: Administrative Office Technology, Administrative Management Certificate
CERT_ADOT_ADMC, 30 credits
Originators: Maria Coclin

RATIONALE:
Computer Studies is in the process of eliminating the following one-credit courses:
COMI-1420 Intro to Spreadsheets, COMI-1440 Presentation Software(PowerPoint), COMI-1640 Intro to Word Processing, COMI-1430 Intro. to Database Software.
We are replacing these courses with BUSN-1015 Business Computing Applications which teaches intermediate and advanced Word, Excel, PowerPoint, and Intermediate Access. This course also transfers to URI, RIC, and some 4-year colleges as an elective.

CATALOG DESCRIPTION:
The Administrative Management Certificate is designed for students who want to advance their administrative office technology skills and will allow them to pursue more and varied employment opportunities that involve such advanced skills as decision-making, using judgment, and becoming an integral part of an organization's collaborative efforts.

Revised Program Proposal: Administrative Office Technology, Administrative Support Specialist Certificate
CERT_ADOT_ADSC, 18 credits
Originators: Maria Coclin

RATIONALE:
Computer Studies is in the process of eliminating the following one-credit courses:
COMI-1420 Intro to Spreadsheets, COMI-1440 Presentation Software(PowerPoint), COMI-1640 Intro to Word Processing, COMI-1430 Intro. to Database Software.
We are replacing these courses with BUSN-1015 Business Computing Applications which teaches intermediate and advanced Word, Excel, PowerPoint, and Intermediate Access. This course also transfers to URI, RIC, and some 4-year colleges as an elective.

CATALOG DESCRIPTION:
The Administrative Management Certificate is designed for students who want to advance their administrative office technology skills and will allow them to pursue more and varied employment opportunities that involve such advanced skills as decision-making, using judgment, and becoming an integral part of an organization's collaborative efforts.

Revised Program Proposal: Administrative Office Technology, Medical Insurance Billing Specialist Certificate
CERT_ADOT_MBIC, 18 credits
Originators: Maria Coclin

RATIONALE:
The impetus to revise the current MIBC program was to enhance an already streamlined MIBC program by combining separate courses into single courses. Currently, several of the MIBC classes overlap in terms of topics and student learning outcomes.

The first example is the MEDL - 2385 ICD-CM class and the MEDL- 2390 CPT classes. Both classes review the medical provider's documentation to determine the appropriate medical codes utilizing several of the same medical coding manuals. HIPAA laws regarding the provider and patient documentation are also covered within each class. However, as separate classes, I cannot discuss procedural coding until the MEDL-2385-ICD- CM diagnostic class is complete.

By combining the courses, continuity of learning and understanding of the relationship between diagnostic coding and procedural coding will be enhanced as the relationship between the corresponding codes is reviewed and discussed during a single class session.

Another example and rationale for revising the MIBC program include the MEDL-2410 Medical Billing courses and the MEDL 2430 - Electronic Medical Records class. Along with determining the appropriate medical diagnostic and procedural codes, both courses review how the information is submitted to health insurance organizations for provider reimbursement. It is a similar process. However, the process in the MEDL -2410 Medical Billing class is manual (filling out a form) and the MEDL - 2430 EMR class is electronic.

As with the aforementioned courses, combining these courses creates continuity of learning and understanding of medical billing concepts in conjunction with the existing HIPAA laws regarding private patient information.

In addition to the combined courses, a revised MIBC program will benefit students by reducing the number of times required to travel to campus for their courses and cost savings will also occur as the revised program will be reduced by one credit from 19 credits to 18 credits to complete the MIBC certificate program.

CATALOG DESCRIPTION:
The MIBC program provides students with the knowledge, skills and abilities to code medical documentation using the ICD–CM, AMA-CPT®, and HCPCS II manuals. Students will learn how to prepare medical insurance claim forms for submission to medical insurers and the opportunity to work with an electronic medical record system. Upon completion of the program, students are prepared to take the American Academy of Professional Coders® (AAPC) Certified Professional Coder (CPC)® exam and the National Health Care

Association® (NHA) Certified Billing and Coding (CBCS)® and Certified Electronic Health Records Specialist (CEHRS)® exams.

New Program Proposal: Ecology and Environmental Biology – Terrestrial Certificate
BIOL XXX, 23 credits
Originators: Christine Turenius-Bell

RATIONALE:
Many students have expressed a keen in interest in our new Environment, Sustainability, and Management degree. However, some are not able to dedicate the time to the degree, may not want the management component of the degree, or need to enter the workforce with a narrowly focused set of skills. This certificate pares down the degree to the essential science courses necessary to support an environmental biology – terrestrial track certificate that takes advantage of our specialized courses that were designed with Rhode Island industry and workforce in mind.

CATALOG DESCRIPTION:
The Environmental Biology certificate is designed for the student who wants to enter the Environment and Sustainability workforce with a solid knowledge and skills in terrestrial ecology and environmental biology. Students will experience the Rhode Island environment and ecology in hands-on laboratory settings that take them into the field, in addition to learning theory and experimental methods in the classroom. Students will learn about insects, soil, geology, plants, and trees and the interaction of all of these in the greater environment. Upon completion of the certificate, students may elect to complete another certificate in Environmental Biology or pursue a Business Certificate. Students may also continue their education by applying all courses to the completion of the Environment, Sustainability, and Management Associate of Science degree.

New Program Proposal: Ecology and Environmental Biology – Aquatic Certificate
BIOL XXX, 21 credits
Originators: Christine Turenius-Bell

RATIONALE:
Many students have expressed a keen in interest in our new Environment, Sustainability, and Management degree. However, some are not able to dedicate the time to the degree, may not want the management component of the degree, or need to enter the workforce with a narrowly focused set of skills. This certificate pares down the degree to the essential science courses necessary to support an environmental biology – aquatic track certificate that takes advantage of our specialized courses that were designed with Rhode Island industry and workforce in mind.

CATALOG DESCRIPTION:
The Environmental Biology certificate is designed for the student who wants to enter the Environment and Sustainability workforce with a solid knowledge and skills in aquatic ecology and environmental biology. Students will experience the Rhode Island environment and ecology in hands-on laboratory settings that take them into the field, in addition to learning theory and experimental methods in the classroom. Students will learn about sustainable aquatic food systems, marine systems, earth systems, and the interaction of all of these in the greater environment.

Upon completion of the certificate, students may elect to complete another certificate in Environmental Biology or pursue a Business Certificate. Students may also continue their education by applying all courses to the completion of the Environment, Sustainability, and Management Associate of Science degree.

New Course Proposal: Media Production and Presentation
COMM 1300, 3 credits
Originators: Sandra Sneesby, Stephanie Cabral

RATIONALE:
URI has requested that we develop this course. It is a requirement now of all students entering the Harrington School and a part of their core in all degree programs. It will be added to all of our JAA transfer agreements.

CATALOG DESCRIPTION:
In this course, students will acquire foundational skills in media production and presentation. As a preparation for upper-level courses, students will learn essential techniques to create and produce media as well as craft and deliver effective presentations. This hands-on course will provide instruction and practice in graphic, video, audio, animation, web, and presentation production. Students will begin the creation of a digital e-portfolio that will store and display content from the various courses in the degree program and then curated in the final portfolio capstone course.

New Course Proposal: Introduction to Event Management
COMM 1700, 3 credits
Originators: Holly Susi

RATIONALE:
From augmented and virtual reality to social media and mobile technology, innovations are transforming how event planners do their job, according to InEvent, a global leader in events technologies. In order to keep up with this ever-changing market, event planners must continually update themselves. A host of transferable skills are learned and developed in event planning including not only the knowledge of the technology available but how to manage budgets, run marketing campaigns, and manage people and logistics. According to the Bureau of Labor Statistics, employment of event planners is expected to grow 8 percent from 2022 to 2032 which is faster than the average for all occupations. It is expected that there will be 15,000+ openings for event planners per year, on average, over the next decade. In 2023, the meetings sector reported that by most measurements, events and in-person meetings had surpassed the pre-pandemic levels. In 2022, meetings and events in the US generated nearly $100 billion in travel spending, directly supporting 600,000 American jobs, according to the Northstar/Cvent Meetings Industry PULSE Survey. Finally, according to Zippia career experts, event planners with college degrees typically earn higher salaries and have access to better jobs.

CATALOG DESCRIPTION:
This course provided students with an introduction to the work of event management as it relates to public relations and the event industry. Instruction begins with an overview of event history and concepts and then broadens to event promotion and production as a public relations tool. From there, the focus widens to event management skills and best practices.

Revised Course Proposal: The Art of Public Speaking: Romancing the Room
COMM 2020, 3 credits
Originators: Sandra Sneesby

RATIONALE:
URI has requested updates to the learning outcomes and inclusion of specific speech types.

Additionally, both URI and RIC have been concerned for several years about the quality of instruction. In response, we have aligned the course with URI's, conferenced with the Director of the Harrington School, changed textbooks to align with those used by URI and RIC, and are ensuring only properly credentialled and trained faculty teach the course.

CATALOG DESCRIPTION:
This course covers the principles of public speaking and audience engagement. Students will learn how to handle speaking anxiety, organize, and deliver a formal presentation, using verbal and non-verbal communication to connect with their audience. During the course, students learn to use their own communication style while adapting their message for a variety of audiences. Students present several speeches in a safe and comfortable environment. Throughout the semester lectures focus on the use of language, narratives, vocal variation, basic techniques for public speaking, and effective methods to overcome the fear of speaking in front of a large audience or small group of people.

Revised Program Proposal: Communication and Media, Communication Certificate
CERT_CMMD_COMM, 18 credits
Originators: Sandra Sneesby

RATIONALE:
Stackable certificate into degree concentration.

CATALOG DESCRIPTION:
Communication and Media certificates offer practical training in their various disciplines. Whether communicating or creating content for traditional or new media platforms, students will gain an understanding of how to craft and communicate a message. Certificate programs stack into degree programs. The Communication certificate program prepares students with the soft skills necessary for professionalism in the workplace.

Revised Program Proposal: Communication and Media, Journalism Certificate
CERT_CMMD_JOUR, 18 credits
Originators: Sandra Sneesby

RATIONALE:
Creation of stackable certificate into degree concentration.

CATALOG DESCRIPTION:
Communication and The Media certificates offer practical training in their various disciplines. Whether communicating or creating content for traditional or new media platforms, students will

gain an understanding of how to craft and communicate a message. Certificate programs stack into degree programs.

The Journalism certificate program prepares students with the training to succeed and excel in today's modern media environment.

Revised Program Proposal: Communication and Media, Media Production Certificate
CERT_CMMD_MDPR, 21 credits
Originators: Sandra Sneesby

RATIONALE:
Creation of stackable certificate into degree concentration.

CATALOG DESCRIPTION:
Communication and Media certificates offer practical training in their various disciplines.
Whether communicating or creating content for traditional or new media platforms, students will gain an understanding of how to craft and communicate a message. Certificate programs stack into degree programs.

The Media Production certificate program prepares students for a wide range of media-related professions by offering the opportunity to gain technical production skills and to learn techniques necessary for effective content creation.

Revised Program Proposal: Communication and Media, Communication Associate in Arts
AA_COMM_COMG, 62 credits
Originators: Sandra Sneesby

RATIONALE:
Update to include courses that URI has requested.

CATALOG DESCRIPTION:
The Communication and Film/Media associate degree program offers students a choice of concentrations which prepare students to enter a career in various communication and media disciplines or to transfer to a four-year college where they can further refine and develop their skills, earning a bachelor's degree. Transfer agreements with local and regional colleges enable students to make a seamless transition into a four-year institution. Program faculty mentor students to help them select, balance, and sequence courses.

Whether creating content for traditional or digital media platforms, enrolled students will acquire the skills to craft and communicate a message. A combination of core course requirements, as well as specialized courses and general electives, provides students with theoretical background and hands-on application. Field placement, a portfolio, and experiential learning are built into the program so graduates are prepared to enter careers with work experience.

Revised Program Proposal: Communication and Media, Film/Media Associate in Arts
AA_COMM_COMF, 64 credits
Originators: Sandra Sneesby

RATIONALE:
Update to include courses that URI has requested.

CATALOG DESCRIPTION:
The Communication and Media Film/Media associate degree program offers students a choice of concentrations which prepare students to enter a career in various communication and media disciplines or to transfer to a four-year college where they can further refine and develop their skills, earning a bachelor's degree. Transfer agreements with local and regional colleges enable students to make a seamless transition into a four-year institution. Program faculty mentor students to help them select, balance, and sequence courses.

Whether creating content for traditional or digital media platforms, enrolled students will acquire the skills to craft and communicate a message. A combination of core course requirements, as well as specialized courses and general electives, provides students with theoretical background and hands-on application. Field placement, a portfolio, and experiential learning are built into the program so graduates are prepared to enter careers with work experience.

New Program Proposal: Communication and Media, Journalism Associate in Arts
AA_COMM_COMJ, 62 credits
Originators: Sandra Sneesby

RATIONALE:
Our advisory board has encouraged us to expand the program to include a concentration that emphasizes writing skills. Journalism has expanded from its beginnings in print to digital, social, sports, and other mediums, incorporating photo, graphics, video, sound, animation, and other emerging technologies.

CATALOG DESCRIPTION:
The Communication and Film/Media associate degree program offers students a choice of concentrations that prepare students to enter a career in various communication and media disciplines or to transfer to a four-year college where they can further refine and develop their skills, earning a bachelor's degree. Transfer agreements with local and regional colleges enable students to make a seamless transition into a four-year institution. Program faculty mentor students to help them select, balance, and sequence courses.

Whether creating content for traditional or digital media platforms, enrolled students will acquire the skills to craft and communicate a message. A combination of core course requirements, as well as specialized courses and general electives, provides students with theoretical background and hands-on application. Field placement, a portfolio, and experiential learning are built into the program so graduates are prepared to enter careers with work experience.
This program is geared towards students without prior experience working with GISs who could use this skill to complement their education and/or career, or for those who have some experience and are looking to refresh their skills using GIS software. This certificate can be completed in one year, starting in the fall semester.

Revised Course Proposal: Television Production
FILM 2100, 3 credits
Originators: Jonathan Dorn

RATIONALE:
Course name change to correspond with CMMD work-based learning course options: Radio Production (COMM-1201) and Newspaper Production (JOUR-1200)

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 television station is often impossible, making robust programming a challenge.

A studio television production course allows students to learn and practice the production of video programming while they earn college credit, and it will serve as a laboratory for program students to practice their visual storytelling craft. This in turn aids the college's TV 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.

This is a modification of an existing course - formerly COMM-2100 Studio Production, the revised course builds on the original form of the course, adding a Work-Based Learning component by connecting the activities more directly to the college streaming TV station.

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

CATALOG DESCRIPTION:
Introduction to fundamental skills in the television studio production through instruction and practical work for the CCRI Channel. Working as part of the television station team, students will participate in weekly hands-on planning, video camera operations, recording audio and video, newsroom production, lighting, sets, shooting interviews, editing, and directing for television. May be repeated for credit with permission of instructor.

Revised Course Proposal: Sound Design and Production
FILM 2310, 3 credits
Originators: Jonathan Dorn

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

Correct lecture and lab hours.

Adjust description and SLOs for clarity and consistency with program.

CATALOG DESCRIPTION:
Course examines fundamental concepts and production techniques for 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.

<u>Revised Course Proposal</u>: **Animation and Motion Graphics**
FILM 2350, 3 credits
Originators: Jonathan Dorn

RATIONALE:
Change course code to FILM to align with RIC and URI 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

<u>New Course Proposal</u>: **Digital Content Creation**
FILM 2370, 3 credits
Originators: Jonathan Dorn

RATIONALE:
Digitally-mediated experiences are ubiquitous in our everyday lives – from indie podcasts to cinematic brand videos to gas pump video news screens – and each of these assets requires creators and technicians for their execution and implementation.

In this career-oriented course, students develop a wide-ranging practice of media production in different contexts, positioning them as valuable candidates for employment. Technical skill in audio/visual production, processing, and management is a valuable skill in the job market, with many companies large and small demanding a near-constant generation of screen- and audio-based assets.

Students will be prepared for entry-level or freelance creative work (e.g. marketing, corporate, educational video/audio, film/television). Additionally, students will also be at an advantage in seeking administrative employment in any field, possessing desirable media skills.

BLS statistics:

Broadcast, sound and video technicians 2% growth 2022-2032
(https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm)

"Overall employment of broadcast, sound, and video technicians is projected to grow 2 percent from 2022 to 2032, about as fast as the average for all occupations. About 12,900 openings for broadcast, sound, and video technicians are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire."
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Film and video editors, Camera operators – 7% growth 2021-2031

(https://www.bls.gov/ooh/media-and-communication/film-and-video-editors-and-camera-operators.htm)

"About 8,200 openings for film and video editors and camera operators are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. "
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Advertising, promotions and marketing manager – 7% growth 2022-2032
(https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm#tab-1)

"Marketing managers will continue to be in demand as organizations use marketing campaigns to maintain and expand their market share. These managers will be sought after for their advice on crafting pricing strategies and finding new ways to reach customers."

CATALOG DESCRIPTION:
Practical application of planning, technical skills, and craft to create varying types of digital media across platforms. Working in video, audio, and graphics, students learn to create and modify projects for social media, advertising, information display, brand identity, podcasting/radio, and short-form current events programming. This career-oriented course prepares students to be flexible creators and comprehensive media problem solvers, employing critical thinking and ethical practice in their craft.

Revised Course Proposal: **Film and Media Distribution**
FILM 2400, 3 credits
Originators: Jonathan Dorn

RATIONALE:
Course code is updated for clarity and consistency with other courses in major. Other changes are made to refine course details based on experience implementing the Comm and Film/Media program for its first 3 years.

Description update is made to reflect industry standards; new description also reflects emphasis on distribution of media after production, and removes aspect regarding production planning (covered in FILM 1020); removes aspect regarding portfolio building (covered in FILM 2500).

This change provides clarity to students, allows the course to fit better into the course sequence, and to integrate with program co-curricular activities like the student film festival, and streaming television/radio stations.

CATALOG DESCRIPTION:
Students in this course gain a practical understanding of the distribution of media productions and film projects, including budgeting, marketing, and technical implementation. In addition to learning through lectures, screenings, and labs to gain an in-depth understanding and working knowledge of the business side of media, students will use digital technology to optimize media for broadcast, web, commercial and social media outlets across various devices. Methods will include digital media streaming, television, radio, podcasting, event planning, and exhibition programming.

Revised Course Proposal: **Cooperative Work Experience I**
LIBA 1010, 3 credits
Originators: David LePage

RATIONALE:
The course revision is to decrease the hours required for internship from 195 hours per semester down to 125 hours. The reduced hours is aligned with industry- and college-standards for number of hours per week worked by students. CCRI also has other Cooperative Work Experience courses at 3 credits so we will be consistent with other work experience courses at the college.

CATALOG DESCRIPTION:
Cooperative work experience allows students to work in a job or internship related to their academic interests and earn credit for participation. The course is designed to help students gain valuable experiences in their fields, develop contacts, build stronger resumes, and confirm career choices. Students work approximately 10 hours a week and participate in weekly seminars online.

Students must contact Career Services before they register to confirm eligibility and receive information about the potential for academic credit in a major and/or program.

Note: LIBA 1010 is for students in Allied Health, Chemical Technology, Computer Science, Engineering, Fine Arts, Fire Science, General Studies, Human Service, Industrial Technology, Liberal Arts, Nursing, Paralegal Studies and Law Enforcement.

Revised Course Proposal: Leadership and Reflective Supervision of Early Childhood Programs
HMNS 2040, 3 credits
Originators: Walter Orellana

RATIONALE:
To support credential and career advancement of current or prospective early childhood program leaders and provide the development of leadership and business skills.

CATALOG DESCRIPTION:
This course will explore methods and principles of supervision and leadership in early child care and education programs. Emphasis will be placed on reflective supervision, staff hiring, onboarding and supervision, professional development, advocacy, and the leader's role with curriculum and assessment.

Revised Program Proposal: Chemical Technology
CHMT 2421, 8 credits
Originators: Wayne Suits, Elizabeth Arendt

RATIONALE:
To comply with the policy requiring a work-based learning (WBL) component for all degree-seeking students, we are formalizing a WBL experience to Chemical Technology V. This is the final core chemistry course for Chemical Technology AAS students in which they are preparing to enter the workforce if they are not already working in the field. Real-world issues from industry will be used as well as visits to local chemical industries when possible. Chemical Technology V students have a capstone project of the synthesis of PS48, a molecule that has been used in Alzheimer's research which may find use in other research and industries. Tying this PS48, or a different useful molecule, capstone project in with the needs of research and industry would be a worthwhile WBL opportunity.

CATALOG DESCRIPTION:
This course is a continuation of Chemical Technology IV and covers the nature of reversible processes, equilibrium constants, solute and solvent systems and the kinetics of chemical reactions. Instrumental methods used include atomic absorption, emission spectroscopy, ultraviolet and NMR spectroscopy. The course concludes with a variety of special methods and student projects.

Revised Program Proposal: Chemical Technology Associate in Applied Science
AAS_CHMT, 60 credits
Originators: Wayne Suits, Elizabeth Arendt

RATIONALE:
Since the computer courses, COMI 1100 and the 1-credit COMI 1420 and 1430, are being phased out, we would like to replace those 3 credits with BUSN 1015, Business Computing Applications. As MATH 1200 and 2103 have both changed to 4 credits, a 3-credit elective course is no longer needed to reach 60 credits.

CATALOG DESCRIPTION:
This program was the first in the nation to be accredited by the American Chemical Society.

The chemical industry is one of the fastest growing industries in the United States. Its need for trained technicians in quality control, analysis, and research and development laboratories is extensive.

The Chemical Technology program prepares graduates to enter the chemical field in any one of a variety of capacities: chemical research technician, laboratory assistant, chemical production technician, junior chemist or analytical technician. The program is structured to develop a fundamental understanding of general, organic and analytical chemistry, with emphasis on laboratory applications and techniques.

Course Reactivation Proposal: Elementary Spanish I
SPAN 1010, 3 credits
Originators: Hossiri Godo-Solo

RATIONALE:
Replacing the 1030. The 5-hour lecture courses were removed from the department schedule in December 2020 by Brophy-Baermann, Bryan, and the department has been prevented form offering them since then. Reinstate old coding/numbering as 3-hour lecture courses and creating consistency with other institutions

CATALOG DESCRIPTION:
This course is for students with little or no preparation and covers elements of the language including: conversation, pronunciation, reading, writing and grammar. Aspects of Spanish and Hispanic American culture are also included.

Course Reactivation Proposal: Elementary Spanish II
SPAN 1020, 3 credits
Originators: Hossiri Godo-Solo

RATIONALE:
Replacing the 1040. Replacing the 1030. The 5-hour lecture courses were removed from the department schedule in December 2020 by Brophy-Baermann, Bryan, and the department has been prevented form offering them since then. Reinstate old coding/numbering as 3-hour lecture courses and creating consistency with other institutions.

CATALOG DESCRIPTION:
This is a continuation of Elementary Spanish I (SPAN 1010).

Course Reactivation Proposal: Elementary Portuguese I
PORT 1010, 3 credits
Originators: Hossiri Godo-Solo

RATIONALE:
Replacing the 1030. The 5-hour lecture courses were removed from the department schedule in December 2020 by Brophy-Baermann, Bryan, and the department has been prevented form offering them since then. Reinstate old coding/numbering as 3-hour lecture
courses and creating consistency with other institutions.

CATALOG DESCRIPTION:
This course is for students with little or no preparation and covers elements of the language including: conversation, pronunciation, reading, writing and grammar. Aspects of Portuguese culture are also included.

Course Reactivation Proposal: Elementary Portuguese II
PORT 1020, 3 credits
Originators: Hossiri Godo-Solo

RATIONALE:
Replacing the 1040. The 5-hour lecture courses were removed from the department schedule in December 2020 by Brophy-Baermann. , and the department has been prevented form offering them since then. Reinstate old coding/numbering as 3-hour lecture courses and creating consistency with other institutions.

CATALOG DESCRIPTION:
This is a continuation of PORT 1010.

Course Reactivation Proposal: Elementary Italian I
ITAL 1010, 3 credits
Originators: Hossiri Godo-Solo

RATIONALE:
Replacing the 1030. The 5-hour lecture courses were removed from the department schedule in December 2020 by Brophy-Baermann, Bryan, and the department has been prevented form offering them since then. Reinstate old coding/numbering as 3-hour lecture courses and creating consistency with other institutions.

CATALOG DESCRIPTION:
This course covers elements of the Italian language for beginning students who have had little or no preparation. Conversation, pronunciation, reading, writing and grammar are covered. Aspects of Italian culture are included in the course.

Course Reactivation Proposal: Elementary Italian II
ITAL 1020, 3 credits
Originators: Hossiri Godo-Solo

RATIONALE:
Replacing the 1040. The 5-hour lecture courses were removed from the department schedule in December 2020 by Brophy-Baermann, Bryan, and the department has been prevented form offering them since then. Reinstate old coding/numbering as 3-hour lecture courses and creating consistency with other institutions.

CATALOG DESCRIPTION:
This is a continuation of Elementary Italian I (ITAL 1010).

Course Reactivation Proposal: Elementary German I
GERM 1010, 3 credits
Originators: Hossiri Godo-Solo

RATIONALE:
Replacing the 1030. The 5-hour lecture courses were removed from the department schedule in December 2020 by Brophy-Baermann, Bryan, and the department has been prevented form offering them since then. Reinstate old coding/numbering as 3-hour lecture courses and creating consistency with other institutions.

CATALOG DESCRIPTION:
This course is for students with little or no preparation and covers elements of the language including: conversation, pronunciation, reading, writing and grammar. Aspects of German culture are also included.

Course Reactivation Proposal: Elementary German II
GERM 1020, 3 credits
Originators: Hossiri Godo-Solo

RATIONALE:
Replacing the 1040. The 5-hour lecture courses were removed from the department schedule in December 2020 by Brophy-Baermann, Bryan, and the department has been prevented form offering them since then. Reinstate old coding/numbering as 3-hour lecture courses and creating consistency with other institutions.

CATALOG DESCRIPTION:
This is a continuation of Elementary German I (GERM 1010).

Course Reactivation Proposal: Elementary French I
FREN 1010, 3 credits
Originators: Hossiri Godo-Solo

RATIONALE:
Replacing the 1030. The 5-hour lecture courses were removed from the department schedule in December 2020 by Brophy-Baermann, Bryan, and the department has been prevented form offering them since then. Reinstate old coding/numbering as 3-hour lecture courses and creating consistency with other institutions.

CATALOG DESCRIPTION:
This course is for students with little or no preparation and covers elements of the language including: conversation, pronunciation,
reading, writing and grammar. Aspects of Francophone culture are also included.

Course Reactivation Proposal: Elementary French II
FREN 1020, 3 credits
Originators: Hossiri Godo-Solo

RATIONALE:
Replacing the 1040. The 5-hour lecture courses were removed from the department schedule in December 2020 by Brophy-Baermann, Bryan, and the department has been prevented form offering them since then. Reinstate old coding/numbering as 3-hour lecture courses and creating consistency with other institutions.

CATALOG DESCRIPTION:
This is a continuation of Elementary French I (FREN 1010).

Revised Course Proposal: International Classification of Diseases – Clinical Modification ICD-CM
MEDL 2385, 1 credit
Originators: Maria Coclin

RATIONALE:
To address the needs of the Phlebotomy students, the current MEDL-2385-ICD course will be for Phlebotomy students only. This course will focus on the ICD-CM coding knowledge necessary for the phlebotomy processes (i.e. laboratory test coding) and basic medical billing concepts and practices required in phlebotomy lab practices will be introduced. For the MIBC students, I will be combining MEDL-2385 with MEDL-2390 to support their program.

CATALOG DESCRIPTION:
This course familiarizes students with the latest volume of the World Health Organization - International Classification of Diseases and Clinical Modification medical diagnostic codes in the (ICD-CM) manual. This course includes an overview of the format of the ICD-CM manual and is combined with an understanding of diagnostic coding fundamentals, medical coding conventions, and guidelines. In addition, basic medical billing concepts and practices required in phlebotomy lab practices will be introduced.

Revised Course Proposal: Fundamentals of Medical Coding
MEDL 2390, 4 credits
Originators: Maria Coclin

RATIONALE:

The MEDL-2390 Fundamentals of Medical coding course will combine the current individual MEDL -2385 - ICD-CM course (Medical Diagnostic coding) and the MEDL-2390 CPT (Current Procedural Terminology/ Medical Procedure coding) into a single semester course.

The current MEDL- 2385- ICD-CM course consists of two different student disciplines within the course, MIBC and Phlebotomy. Each discipline requires a basic understanding of ICD-CM coding. However, each discipline has differing needs and levels of understanding and SLO's necessary for their respective programs. Phlebotomy students only need the basic medical billing concepts and practices required in phlebotomy lab practices will be introduced.

Combining MEDL-2385 and MEDL-2390 is to address the needs of the students in the MIBC program. With a combined course, the continuity of learning and understanding the medical coding process will be enhanced by allowing the concepts and process of learning medical coding to be associated with each medical coding concept.

Also, with a combined course, the time spent reviewing both ICD-CM and CPT topics can be adjusted to meet the needs of the student learning outcomes. Medical coding topics can now be integrated allocating the class time necessary to adequately cover each topic for mastery. With the individual courses, integrated and related topics cannot be introduced until the next course begins.

CATALOG DESCRIPTION:

The Fundamentals of Medical Coding course is designed to introduce students to the concepts of medical diagnostic and procedural coding using the latest editions of WHO-ICD-CM, AMA CPT®, and CMS-HCPCS II medical coding manuals. The course will cover topics including the organization of each manual, how to locate and determine the respective medical codes, and how to review medical coding guidelines for accurate patient medical record documentation. HIPAA laws and regulations related to patient privacy will also be introduced.

Revised Course Proposal: Fundamentals of Medical Insurance Billing and Electronic Medical Records
MEDL 2410, 4 credits
Originators: Maria Coclin

RATIONALE:

The rationale for combining the MEDL-2410 Medical Billing course and the MEDL 2430 - Electronic Medical Records courses stems from the need to create continuity with the learning and understanding of the medical documentation and provider-based billing process within two similar, yet different, formats.

Along with determining the appropriate medical diagnostic and procedural codes, both of these classes review how the information is submitted to health insurance organizations for provider reimbursement.

The process in the MEDL -2410 Medical Billing course is manual (filling out a form). The MEDL - 2430 EMR course is electronic. Several of the Student Learning Outcomes overlap in these courses. Combining these courses creates the needed continuity of learning and understanding of medical billing concepts from two perspectives (manual & electronic) while also including a comparative review of existing HIPAA laws within each process.

CATALOG DESCRIPTION:

In this course, students will learn the fundamentals of Medical Billing and Electronic Medical Records. The course introduces the essential aspects of medical billing used in provider-based medical practices. This includes a review of the CMS-1500 claim form. Students will participate, complete, and prepare for the NHA CBCS (Certified Billing and Coding Specialist) online program, and prepare to take the NHA CBCS exam. The basics of Electronic Medical Records are also covered along with the fundamental aspects of EMR operations and management. Students will participate, complete, and prepare for the NHA CEHRS (Certified Electronic Health Records Specialist) online program, and prepare to take the NHA CEHRS exam.

New Course Proposal: Voice for the actor
THEA 1100, 3 credits
Originators: Joseph Amante y Zapata

RATIONALE:

COMM 1110 does not appear to be offered any longer but nonetheless a voice and articulation type course is critical to our Theatre students' success. Performing Arts has thus decided to offer its own THEA 1100 Voice For The Actor which will focus on control of the speaking voice as well as healthy production.

CATALOG DESCRIPTION:

This course is designed to enable the actor to acquire fundamental control of the speaking voice, promoting healthy vocal production and compelling emotional expression in theatrical performance. Actors will engage in exercise and exploration with the goal of discovering their most authentic voice for the benefit of quality theatrical performance.

Revised Course Proposal: Stage Lighting and Sound Production
THEA 1180, 3 credits
Originators: Joseph Amante y Zapata

RATIONALE:

THEA 1180 is a major core requirement for those seeking an A.F.A. in Theatre/Technical and a course that transfers to RIC and Bridgewater State University. Lighting, sound, stage creation and management, and guidance of shop tools and methods are key to this focus. Some of the students' work will be visible in the shows presented to the public by the Theatre Program.

CATALOG DESCRIPTION:

A survey of various aspects of technical theatre, with emphasis on light and sound design and execution and stage management. The course stresses an artistic approach to a unified production concept. (Note: 25 shop hours within the semester required.)

Revised Course Proposal: Chorus
MUSC 1210, 1 credit
Originators: Joseph Amante y Zapata

RATIONALE:

Experience in ensemble performances is a key feature of any musician. Effective coordination, communication and collaboration are tools that a student can gain by being a member in Chorus. Chorus has a history of performing diverse works not only on their own but with many outside community organizations each employing different techniques toward expression.

CATALOG DESCRIPTION:

This course is designed to provide singers an opportunity to perform in an ensemble while developing vocal technique proper breath support, tone production, tone placement, etc. Note: Four credits of this ensemble are counted toward the A.F.A. degree requirement. Further ensemble credits are counted as electives.

Revised Course Proposal: Chamber Singers
MUSC 1220, 1 credit
Originators: Joseph Amante y Zapata

RATIONALE:

Experience in ensemble performances is a key feature of any musician. Effective coordination, communication and collaboration are tools that a student can gain by being a member in Chamber Singers. Chamber Singers has a history of performing diverse works not only on their own but with many outside community organizations each employing different techniques toward expression. Unlike Chorus, Chamber Singers often specializes in acapella music, Early Music and is a more portable organization for various at CCRI events.

CATALOG DESCRIPTION:

This course is for a select group of singers who perform a variety of choral repertoire, including a cappella polyphonic compositions and 21st century styles. Note: Four credits of this ensemble are counted toward the A.F.A. degree requirement. Further ensemble credits are counted as electives

New Course Proposal: Latin and Caribbean Music
MUSC 2000, 3 credits
Originators: Joseph Amante y Zapata

RATIONALE:

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

CATALOG DESCRIPTION:

The scope of this course is to examine the role of music in Latin American culture, to study the major forms of music, and to understand the Latin American sound within the greater context of music of the Americas. This course will first examine the common elements found in Latin American styles, using examples from a variety of countries, and then look at the music of Brazil and Cuba in more detail.

Revised Program Proposal: Fine Arts, Theatre-Performance, Associate in Fine Arts
AFA_FINE_DRAM, 62 credits
Originators: Joseph Amante y Zapata

RATIONALE:

In May 2024, the Performing Arts chair and Theatre Program Coordinator met with RIC's director of dance and theatre director to discuss CCRI's dance strengths and weaknesses. We agreed to slightly modify our dance requirements and remove the music and art options. We also determined that THEA 1100 Voice For The Actor is a better fit for Theatre Performance majors than the cancelled COMM 1110 Voice & Articulation. COMM 1110 was a core course necessary for Theatre majors and so THEA 1100 will take its place.

CATALOG DESCRIPTION:

Students who wish to major in Theatre follow a curriculum that includes a study of both fine arts and the humanities. The curriculum is flexible enough to serve both students who plan to transfer to four-year colleges or professional schools and students who wish to pursue a career in a related field.

Two curriculum sequences are available. The Performance concentration is recommended for students who wish to pursue a career as a performer. The Technical concentration is recommended for those who wish to pursue a career as a designer/technician. Either track is appropriate for those planning to transfer to a Bachelor of Fine Arts program in theatre. Students enrolled in the CCRI degree program should work closely (starting in their first semester) with an adviser from the CCRI Theatre faculty who is familiar with the program and its transfer requirements. All students must participate in the CCRI Theatre productions.