

CCRI CURRICULUM REVIEW COMMITTEE MEETING

October 14, 2022 2:00-4:00 PM

President's Conference Room

AGENDA

1. CALL TO ORDER

2. ROLL CALL

3. APPROVAL OF MINUTES

4. NON-ACTION/ANNOUNCEMENTS

5. ACTION/VOTING ITEMS

NON-ACTION/ANNOUNCEMENTS

CURRICULUM REVIEW COMMITTEE ANNOUNCEMENTS:

- *New Committee Chair:*
 - Dean Bill Stargard, Arts, Humanities, and Social Sciences
- *New Committee Members:*
 - Cheryl Amantea, Business & Professional Studies
 - Basile Panoutsopoulos, Physics & Engineering
 - Sandra Sneesby, English
- *Re-elected Committee Members:*
 - Mazin Adam, Art, Art History & Design
 - Steve Murray, Criminal Justice & Legal Studies

ACTION/VOTING ITEMS

New Course Proposal (from experimental): World History I

HIST 1030, 3 credits

Originators: Maryhelen MacInnes

RATIONALE:

The course ran experimentally for one semester in S2022. Enrollment in the one section began at 20, losing 2 during VOE. Of the 18 remaining, 11 passed and 7 received grades of F, W, or WP, for a success rate of 61%. All but one student receiving a non-passing grade abandoned the course prior to Spring Break. The Visiting Lecturer assigned to the course did not enable SRIs as expected, so we do not have any information on the student experience.

CATALOG DESCRIPTION:

This course is designed as a broad survey of world history and culture from the earliest human civilizations through the end of the European Middle Ages in the fifteenth century. The course is truly global, accessing examples from across Europe and Asia, Africa, and the Americas. Our focus throughout the semester as we traverse from the Neolithic period through the ancient age and into the beginnings of modernity is on connections between various peoples, ideas, and trends across time and space. We examine the rise of the great world religions, global commerce, and on the ways that military and political events and innovations shaped the world as it developed.

New Course Proposal (from experimental): World History II

HIST 1040, 3 credits

Originators: Maryhelen MacInnes

RATIONALE:

The course ran experimentally for one semester in S2022. Enrollment in the one section began at 20, losing 4 during VOE. Of the 16 remaining, 10 passed and 6 received grades of F or W, for a success rate of 63%. Students receiving a non-passing grade appear to have abandoned the course directly after VOE (according to the Argos Grade Distribution Report). The Visiting Lecturer assigned to the course did not enable SRIs as expected, so we do not have any information on the student experience.

CATALOG DESCRIPTION:

This course is designed as a broad survey of world history and culture in the modern period. The course examines the development of modern ideas, institutions, and economic and political systems that were created as a result of networks of exchange and resistance connecting different regions of the world. We explore the ways various forms of globalization--political, economic, social, and technological--helped to create the world we live in today. We begin with the encounters between Europe and the rest of the world before considering how these relationships changed over time.

New Course Proposal: Social Deviance

SOCS 2350, 3 credits

Originators: Maryhelen MacInnes

RATIONALE:

This proposal creates a new course that focuses on a major area of sociological inquiry. Deviance offers a lens through which to analyze social behavior that is broader than the course we offer in Criminology. Our analysis of the students who take Criminology suggests that many students do so out of general interest, not because they are planning to major in Law Enforcement (or Criminal Justice at RIC/URI). As such this course is likely appealing to non-majors, some of whom will be inspired to declare a law enforcement/criminal justice degree plan.

CATALOG DESCRIPTION:

This is a survey course designed to introduce students to the basic theories, practices, and concepts central to the sociological study of deviance. Deviance is an important feature of social life, but it is usually taken for granted. Every social group has ideas, behaviors, and characteristics that they consider deviant. Deviance, and the most common stereotypes we hold about it and those who commit it, often serve to assure us that we are normal. When we apply sociology to the study of deviance it enables us to critically question conventional stereotypes about deviance and deviants, investigate who has the power to label things as deviant or redefine them as non-deviant, and assess the social significance of deviance for both people identified as deviant and those who identify them.

Revised Course Proposal: Fundamentals of Nursing

NURS 1010, 7 credits

Originators: Michelle Bull

RATIONALE:

We are proposing to add 1 credit to the course for the addition of 1 clinical hour. This is due to no longer requiring students to have a CNA license prior to admission to the program. The extra credit (from 6 credits to 7 credits) is giving the extra instructional time required.

CATALOG DESCRIPTION:

This course introduces the student to the role of the professional nurse, including legal and ethical standards. Students will learn how to assess and provide safe, evidence-based interventions to meet basic patient needs using the nursing process, with an emphasis on the older adult. Application of foundational concepts and basic psychomotor skills occur in the nursing laboratory and a variety of clinical settings.

Revised Course Proposal: Occupational Therapy Assistant Fieldwork IIA**OCTA 2030, 4 credits****Originators: Maddie Josephs****RATIONALE:**

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

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

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

ACOTE C.1.3. Fieldwork Objectives

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

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

CATALOG DESCRIPTION:

This course is an eight week placement in a clinical site. Under the supervision of licensed occupational therapists, students apply clinical reasoning skills which they have learned in the Occupational Therapy Assistant Program to individuals and groups. This fulfills one half of the requirement for level II fieldwork as required for graduation from the Occupational Therapy Assistant Program and meets the accreditation standards set by the Accreditation Council for Occupational Therapy Education.

Revised Course Proposal: Occupational Therapy Assistant Fieldwork IIB**OCTA 2035, 4 credits****Originators: Maddie Josephs****RATIONALE:**

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

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

Community College of Rhode Island Occupational Therapy Assistant faculty felt the change in FWPE grading

criteria should be reflected in the OCTA 2035 learning outcomes to more fully meet ACOTE Standard C.1.3.:

ACOTE C.1.3. Fieldwork Objectives

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

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

CATALOG DESCRIPTION:

This course is an eight-week placement in a clinical site. Under the supervision of licensed occupational therapists, students apply clinical reasoning skills which they have learned in the Occupational Therapy Assistant Program to individuals and groups. This fulfills one half of the requirement for level II fieldwork as required for graduation from the Occupational Therapy Assistant Program and meets the accreditation standards set by the Accreditation Council for Occupational Therapy Education.

New Course Proposal (from experimental): Food from the Sea

BIOL 2130, 3 credits

Originators: Bruno Soffientino

RATIONALE:

This course expands the department's offerings that are fundamental to the Environment & Sustainability guided pathway and Associate Degree in environmental science/sustainability serving the agricultural/horticultural/greeneries industry in Rhode Island.

One section of the course ran in the Spring of 2022, with an enrollment of 12 students. Seven completed the course, four withdrew, and one failed.

Students evaluated the course through an anonymous survey. The responses (7) were very positive. Some of these include:

"The course was well taught. The Professor made himself available if needed any time of day. The slides were thorough and found them to be helpful when it came to quizzes and tests. I like how the course was based out of local waters and it gave me the knowledge about fisheries in New England."

"Overall, this was my favorite course this semester! The lectures were very informative and the slide presentations clearly displayed information that was later on the tests and homework assignments. Exam format was one of my favorite things about the course, as it was written questions that could be answered easily as long as you reviewed the lectures and did the homeworks. The homeworks were also very engaging, one involved taking a trip to the supermarket to see the frozen seafood they had available and I thought that was really fun to do. I never dreaded doing them, and I actually really enjoyed doing the work and learning more about seafood and where it comes from."

"This course was one of the best that I have ever taken. Dr. Soffientino was passionate and well versed with the course material which made it a joy to be a part of each week. The topics were in depth but at the right times simplified to make it feel that you weren't off track. Some online class formats are absolutely dreadful and you just want them to end. I didn't want this course to end ever, I was enjoying it that much. The material covered some local places and concepts in Rhode Island to all over the world. I HIGHLY recommend it to anyone that may be interested. If you listen to the lectures intently, you will be amazed with some of the material in this course. I was hesitant with this course initially but 10 out of 10 times I would take it again."

CATALOG DESCRIPTION:

Food from the Sea surveys the production, distribution, and consumption of seafood, and the associated environmental, societal, and economic issues. Directly or indirectly, seafood is an important source of nutrition for most of humanity, and is deeply embedded in the social and economic fabric of Rhode Island and New England. Where possible, examples from the local fisheries and aquaculture industry will be used. This course is intended as a broad introduction for students interested in any subject relevant to fisheries and aquaculture in the ocean (Fisheries and Aquaculture Science, Marine Biology, Marine Affairs, etc.) or nutrition and food sustainability (Nutrition, Sustainable Agriculture and Food Systems, etc.).

New Course Proposal: Steno Machine Shorthand Theory

CRPT 1000, 3 credits

Originators: Joyce Perry

RATIONALE:

Steno Machine Shorthand Theory is the foundation course of learning how to maintain, run, and operate the stenograph machine. Students will be required to learn the shorthand words and brief forms used on the steno machine so that accurate dictation is captured in the courtroom.

CATALOG DESCRIPTION:

This is an introductory course in steno machine shorthand writing. Students will learn proper positioning at the steno machine and how to properly set up and break down their machines. Students will learn how to depress each key and will memorize the keys on the stenographic machine. They will learn to write letters, combine letters to form new letters and words, and combine several letters to form phrases heard daily (brief forms). This is taught by writing words as they are heard phonetically. They will learn how to write numbers and punctuation on the steno machine. Realtime writing is taught in this class. My Realtime Coach™ is utilized for coursework and homework assignments. Proficient readback and transcribing steno notes into English is required. Individual and group coaching is provided, as needed. Extensive practice hours outside of classroom is essential to being successful at learning the stenographic machine. Students will be tested online via My Realtime Coach™ and are required to achieve 60 words per minute by the end of this class. (Lecture: 3 Credits)

New Course Proposal: Legal Terminology

CRPT 1010, 3 credits

Originators: Joyce Perry

RATIONALE:

Court Reporters need a strong working knowledge and well-developed understanding of the various legal terms they will be transcribing in a courtroom or other legal proceedings. This proposed Legal Terminology course allows them to develop this important knowledge. This course will provide students with an overview of the terminology of legal concepts and procedures relating to such topics as civil litigation, criminal law, constitutional law, administrative law, torts, contracts, agency, intellectual property, tax law, wills/estates/trusts, real property, landlord/tenant, family law, legal ethics, insurance law, commercial law, bankruptcy, legal forms of business, and labor and employment.

CATALOG DESCRIPTION:

This course offers an introduction to legal terminology as it relates to the work of court reporters. Definitions, spelling, and pronunciation of legal terms, basic court procedures, and court rules and guidelines are key components of this course. Students will develop a working knowledge of the language commonly used in the legal profession during courtroom and other legal proceedings. (Lecture: 3 Credits)

New Course Proposal: Text Editing for Court Reporters

CRPT 1100, 3 credits

Originators: Joyce Perry

RATIONALE:

Text editing of legal documents is vitally important to Court Reporters as the content of every legal document must accurately reflect what was said during court proceedings, depositions, and other such legal matters. These documents must be accurately punctuated and grammatically correct.

CATALOG DESCRIPTION:

This course provides a comprehensive study of text editing skills practiced by Court Reporters. Emphasis is placed on grammar, punctuation, capitalization, sentence structure, proofreading, and editing. (Lecture: 3 credits)

New Course Proposal: Court Reporting and Computer Aided Technologies I

CRPT 1100, 3 credits

Originators: Joyce Perry

RATIONALE:

This course focuses on the Case CATalyst™ software program in order to produce transcripts. In today's courtroom, court reporters are required to take verbatim testimony using a stenograph machine. Case CATalyst™ software is used to translate their steno notes into English.

CATALOG DESCRIPTION:

In this course, students will learn the features and how to operate the Case CATalyst™ software. Students will be building and maintaining their personal dictionary. Students will learn to read and name their files and transcribe their notes. Students will be writing from 60-100 wpm on the stenograph machine and be required to pass two separate tests of Question & Answer testimony at 100 wpm. Proficient read back from their notes is required. My Realtime Coach™ is utilized for homework assignments in this class. (Lecture: 3 Credits)

New Course Proposal: Court Reporting and Computer Aided Technologies II

CRPT 1120, 3 credits

Originators: Joyce Perry

RATIONALE:

To be successful in this course, students need to transfer the knowledge from theory learned in the Steno Machine Shorthand Theory and Court Reporting & Computer Aided Technologies I courses into this speed building class and build the speed necessary in order to transcribe verbatim with 95% accuracy.

CATALOG DESCRIPTION:

This course builds on the skills students gained in Court Reporting & Computer Aided Technologies I. Students will learn to backup and restore jobs using the Case CATalyst™ software. Students will practice writing at speeds from 100-120 wpm of Q&A testimony. In addition to two voice-dictation Q&A, multi-voice dictation is introduced. Proficient read back from notes are required. To successfully complete this course, 95 percent accuracy from five minutes of dictation of two tests of Q&A at 120 wpm is required to successfully complete this course. My Realtime Coach™ will be utilized for homework assignments. (Lecture: 3 credits)

New Course Proposal: Court Reporting and Computer Aided Technologies III

CRPT 1130, 3 credits

Originators: Joyce Perry

RATIONALE:

To be successful in the course, students need to transfer the knowledge from theory learned in the Steno Machine Shorthand Theory, Court Reporting & Computer Aided Technologies I & II courses and build the speed necessary to transcribe verbatim, with 95% accuracy, two separate tests from five minutes of Q&A dictation at 140 wpm.

CATALOG DESCRIPTION:

This course continues to build on what was taught in the Court Reporting & Computer Aided Technologies I and II classes. Number conversions will be introduced within the Case CATalyst™ software. Students will be writing on the stenographic machine at a higher level with dictation speeds ranging from 120-140 wpm. Q&A advanced terminology dictation and doctor's testimony are also introduced. To successfully complete this course, 95 percent accuracy from five minutes of dictation of two tests of Q&A at 140 wpm is required to complete this course. (Lecture: 3 credits)

New Course Proposal: Court Reporting and Computer Aided Technologies IV

CRPT 1140, 3 credits

Originators: Joyce Perry

RATIONALE:

To be successful in this course, students need to transfer the knowledge from theory learned in Steno Machine Shorthand Theory and the speed acquired in Court Reporting & Computer Aided Technologies I, II, III in order to build the speed necessary to transcribe verbatim with 95% accuracy. Practice and pass one test of Literary at 140 wpm, one test of Jury Charge at 160 wpm, and one test of Q&A at 180 wpm. Students will learn how to modify layouts and manage jobs within Case CATalyst™.

CATALOG DESCRIPTION:

In this course, students continue to focus on increasing their writing speed. Dictation is given at speeds of 140-180 wpm. In addition to Q&A dictation, Jury Charge and Literary dictation are introduced in this course. Students will learn how to modify layouts and manage jobs within the Case CATalyst™ software. To successfully complete this course, 95 percent accuracy from five minutes of dictation of Literary 140 wpm, Jury Charge at 160 wpm, and Q&A at 180 wpm is required to successfully complete this course. (3 credits)

New Course Proposal: Court Reporting Procedures

CRPT 1150, 3 credits

Originators: Joyce Perry

RATIONALE:

To be successful in the course, students need to understand official courtroom procedures including their role as a court reporter, marking and handling exhibits, swearing in witnesses, and how to handle interruptions in the courtroom.

CATALOG DESCRIPTION:

This course will focus on freelance and official courtroom procedures. Instructions include the role of the court reporter in depositions and in the courtroom, marking and handling of exhibits, swearing in witnesses, and handling interruptions. Interaction with judges, attorneys, and courtroom staff will also be covered. Proper dress and professionalism will be emphasized. (Lecture: 3 credits)

New Course Proposal: CART and Captioning for the Advanced Court Reporter

CRPT 1160, 3 credits

Originators: Joyce Perry

RATIONALE:

This course is designed to finalize the speed necessary to pass the national test for court reporters. It will also introduce students to Computer Access Realtime Translation (CART) and captioning technologies as well as practice with a certified court reporter.

CATALOG DESCRIPTION:

In this course, students are given Literary, Jury Charge, and Q&A dictation at speeds of 180-225 wpm. To be successful in this course, 95 percent accuracy from five minutes of dictation of Literary at 180 wpm, Jury Charge at 200 wpm, and Q&A at 225 wpm is required to complete this course. Students will be taught the role of the court reporter in the varied areas where Computer Access Realtime Translation (CART) and captioning are used and will have an opportunity to practice alongside a certified court reporter. (Lecture: 3 credits)

New Program Proposal: Court Reporting Certificate

CRPT, 30 credits

Originators: Joyce Perry

RATIONALE:

Court Reporters are the "quiet" professionals in the courtroom who preserve official records by making word-for-word reports of cases, depositions, meetings, speeches, and other events using court reporting stenography software and equipment. They transcribe and create complete and accurate legal records and play a crucial role in the court system. Due to the high number of court reporters retiring in the next 5-10 years, the need for court reporters will increase dramatically. According to the US. Bureau of Labor Statistics (www.bls.gov), employment of court reporters and simultaneous captioners is projected to grow 3 percent from 2020 to 2030. Demand for court reporters and simultaneous captioners will be influenced by federal regulations requiring an expanded use of captioning for television, the Internet, and other technologies. Television programming will continue to need closed captioning, and networks will likely expand their use of broadcast captioners to comply with federal regulations. Reporters will increasingly be needed for captioning outside of legal proceedings. Hearing-impaired people and the elderly population will increase demand for simultaneous captioners (Communication Access Real-time Translation/CART providers) who can accompany their clients to doctor appointments, town hall meetings, and religious services. The recognition of employment through the need of endorsement of the Governor's Emergency Fund (GEER) has expedited the training and need for this certification program at CCRI.

CATALOG DESCRIPTION:

Court Reporters are responsible for producing a verbatim record of various legal matters, including courtroom proceedings, depositions, and administrative hearings for judges, lawyers, and litigants. Students will learn to transcribe dictation using Case CATalyst® Software, be proficient in grammar, punctuation, spelling, vocabulary, proofreading, and editing as well as medical and legal terminology. Students will be able to take dictation at speeds of up to 225 words per minute on a stenograph machine with 95 percent accuracy. After attaining a certificate in court reporting, students will be qualified to sit for and pass both their state and national certifications.