

CCRI CURRICULUM REVIEW COMMITTEE MEETING

November 12, 2021 2:00-4:00 PM

President's Conference Room

MINUTES

1. CALL TO ORDER

Chairperson McColl called the meeting to order at 2:09 PM.

2. ROLL CALL

3. APPROVAL OF MINUTES

The committee voted 9 to 0, with 0 abstentions to **APPROVE** the minutes from the October 22, 2021 meeting.

4. NON ACTION/ANNOUNCEMENTS

5. ACTION/VOTING ITEMS

NON ACTION/ANNOUNCEMENTS

Guest – Vice President for Academic Affairs Rosemary Costigan

Vice President Costigan joined to discuss the AGB consultant report and her role with the Curriculum Review Committee.

ACTION/VOTING ITEMS

Revised Course Proposal: Digital Art

ARTS 1840, 3 credits

Originator: Andrew Goodman, Daniel O'Neill

RATIONALE:

The revised curriculum will better reflect CCRI's definition of the educated person, especially the fourth critical ability "Awareness of oneself in the world" and the themes of ethics and collaboration. In addition to aligning the curriculum with the college's broader educational philosophies, the revisions will also eliminate hardware and software specific references in order to create a more open and future-proof curriculum.

CATALOG DESCRIPTION:

OLD:

This course explores creative and technical issues related to computer-based image making as an effective means of artistic expression. While students apply the fundamentals using the latest industry-standard digital photo editing software, they also acquire both the manual and conceptual skills associated with creativity in the digital realm. Projects provide experience with image manipulation, montage, color corrections, retouching, and layout and design of individual artists projects.

NEW:

Digital Art introduces students to the expressive potential of computer-based creative practices. By surveying pixel, vector, and time-based image-making tools students are given a broad base from which to experiment, explore, and express their creative voices.

The committee voted 8 to 0, with 1 abstention to **APPROVE** the proposal.

New Course Proposal: Biology of Trees and Shrubs

BIOL 2XXX, 4 credits

Originator: Gaines Tyler

RATIONALE:

This course will further the department's course repertoire offered in the Environment and Sustainability guided pathway. It will be suitable for students transferring into plant science majors, as well as for skilled workers in the landscaping and arboriculture sector seeking to advance in their career paths.

CATALOG DESCRIPTION:

OLD:

N/A

NEW:

This course will introduce students to the proper selection, planting and care of new and established trees and shrubs in the landscape. Topics will include basic biology of woody plants, tree identification, pruning, fertilization, abiotic and biotic diseases and their treatment, and safety standards. Lecture: 3 hours, Lab: 2 hours

The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal with the edit to match the SLOs on syllabus to those on the proposal form and to check off "new" rather than "experimental" on page 2.

New Program Proposal: A.S. Cloud Computing & Networking Technology

CSIP, 62 credits

Originator: Kevin Crawford

RATIONALE:

The Associates of Science (A.S) degree in Clouding Computing & Networking Technology is a 62-credit hour program designed to address the immediate industry need of certified cloud practitioners and architects in the state of Rhode Island. This program was designed through a collaboration between CCRI, Amazon, Infosys, and other key industry, community, and government partners to produce a workforce capable of meeting this industry need quickly and efficiently.

CATALOG DESCRIPTION:

Cloud computing allows users to access and implement business and technology tools over the internet. Users can access that information at any time or from anywhere. Cloud services run over a vast variety of networks, and services can range from different types of hardware or software architecture. Students will learn how to create the networks, work with a variety of computers, and create cloud services that are scalable. Students also learn how to secure the cloud networks and systems.

The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal.

New Course Proposal: Foundations of Cloud Computing

CNVT 2400, 3 credits

Originator: Kevin Crawford

RATIONALE:

This course is part of the new Associates of Science (A.S) degree in Clouding Computing & Networking Technology, which is designed to address the immediate industry need of certified cloud practitioners and architects in the state of Rhode Island. This program was designed through a collaboration between CCRI, Amazon, Infosys, and other key industry, community, and government partners to produce a workforce capable of meeting this industry need quickly and efficiently.

CATALOG DESCRIPTION:

OLD:

N/A

NEW:

This course is for individuals who want to develop a fundamental understanding of the AWS Cloud, independent of any specific technical role. You will learn about AWS Cloud concepts, core AWS services, security, architecture, pricing, and support to build students AWS Cloud knowledge. This course will also help students prepare for the AWS Certified Cloud Practitioner exam.

The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal with edit to add the spelling out of the acronym “AWS” within the course description on page 4.

New Course Proposal: Cloud Architecture & Security

CNVT 2410, 3 credits

Originator: Kevin Crawford

RATIONALE:

This course is part of the new Associates of Science (A.S) degree in Clouding Computing & Networking Technology, which is designed to address the immediate industry need of certified cloud practitioners and architects in the state of Rhode Island. This program was designed through a collaboration between CCRI, Amazon, Infosys, and other key industry, community, and government partners to produce a workforce capable of meeting this industry need quickly and efficiently.

CATALOG DESCRIPTION:

OLD:

N/A

NEW:

This course covers the fundamentals of building Information Technology (IT) infrastructure. The course is designed to teach architects how to optimize cloud services and how these services fit into cloud-based solutions. Architectural solutions can differ depending on industry, type of applications, and size of business. This course emphasizes best practices and recommends various design patterns to help students think through the process of architecting optimal IT solutions. It also presents case studies throughout the course. Students will build a variety of infrastructures via a guided, hands-on approach.

The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal with the edit to be more specific in SLO #2 on page 5 by adding language such as “for the cloud” at the end and putting the correct SLOs on the syllabus.

Revised Course Proposal: Clinical Dental Hygiene III

DHYG 2030, 4 credits

Originator: Julie Galleshaw, Cynthia Johnson

RATIONALE:

The ability to administer local anesthesia for Rhode Island dental hygienists has been in place since 2005. This skill was incorporated into the Dental Hygiene curriculum in 2010 during the third clinical course, DHYG 2030: Clinical Dental Hygiene III. Students gain the knowledge and skill to obtain their Local Anesthesia License. However, upon review of course descriptions the department realized that in order to be more transparent on what the course entailed the course description needed to be updated to have a true reflection of course content.

In DHYG 2030: Clinical Dental Hygiene III the Local Anesthesia curriculum content begins in summer session II. Online didactic pre work is completed prior to the clinical application within the fall semester. The didactic pre-work consists of videos, textbook material.

The clinical application of administering local anesthesia is done during the fall in DHYG 2030. Students perform technique sensitive administration of local anesthesia using needles and syringes. The clinical supervision ratio is a one-to-one student to faculty to ensure safety during procedural delivery. It is absolutely necessary for student and public safety, to have this type of ratio for close supervision of these novice clinicians during skill development and performance. Lab fee \$20

CATALOG DESCRIPTION:

OLD:

This course continues application of the principles and skills practiced in DHYG 1050, 1060 and 2020. (Prerequisites: DHYG 1050 and 1060): 12 hours - Lab Fee: \$20

Local Anesthesia Preparation has been incorporated into the above course. The students register for it, but it bears no credit, grade or course description in the catalog.

Taken from Fall 2020 course search only: DHYG-9061: Local Anesthesia Preparation CRN 33559. DHYG 9061 Sec 299 Campus FL Credit 0 Must be taken with: DHYG-2010-201 (CRN 33113)

NEW:

This course continues the application of the principles and skills practiced in DHYG 1030, 1060 and introduce new clinical dental hygiene skills during patient treatment. Students will learn to perform safe, effective and proper techniques of intraoral pain control utilizing local anesthetic administration on a student partner and clinic patients. Course pre-work begins in the summer session. (Prerequisite(s) DHYG 1030; DHYG 1060: Clinical Dental Hygiene II; DHYG 2090: Pharmacology for the Dental Hygienist) Lecture: 1 hour, Lab: 12 hours -Lab fee \$20

The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal with the edits to put the course title of DHYG 1030 in the list of prerequisites on page 5; uncheck DL in the administrative planning section on page 10; update the meeting date on page 1; and fix the typos in the course description on page 5.

Revised Course Proposal: Clinical Dental Hygiene IV

DHYG 2070, 5 credits

Originator: Julie Galleshaw, Cynthia Johnson

RATIONALE:

The Rhode Island legislation designated the administration of Nitrous Oxide as a legal duty for dental hygienists who are licensed in the state of Rhode Island. The Board of Dental Examiners established that a Nitrous Oxide permit can be obtained in addition to the dental hygiene license. The board listed educational and testing requirements that must be met to earn the additional credentials.

The licensure skill must be taught in the dental hygiene curriculum per CODA and RI licensure standard. This skill is already taught at the college. The Dental Health Department would like to offer this skill in DHYG 2070: Clinical Dental Hygiene IV.

This content will educate dental hygiene students to administer Nitrous Oxide and monitor their patients. The administration of nitrous oxide is a licensed duty for Rhode Island dental hygienists. An educational course is indicated to allow dental hygienists to acquire the knowledge and credentials required to obtain a Nitrous Oxide permit. The dental hygiene program is proposing the revision of DHYG 2070: Clinical Dental Hygiene IV course that will meet the needs of the dental hygiene community and the Rhode Island Board of Dental Examiner's requirements.

CATALOG DESCRIPTION:**OLD:**

This course allows students to continue to apply the principles and skills practiced in DHYG 1030, 1060, 2030, and 2060. Integration of dental hygiene procedures into a complete dental hygiene service is covered.

Other: 16 hours

Prerequisite(s): DHYG 1030 and DHYG 1060 and DHYG 2030

Lab-fee \$ 20.00

NEW:

This course allows students to continue to apply the principles and skills practiced in DHYG 1030, 1060, 2030, and 2060. Integration of dental hygiene procedures including but not limited to Nitrous Oxide Administration to complete dental hygiene services is covered.

Other: 16 hours

Prerequisite(s): DHYG 1030 and DHYG 1060 and DHYG 2030

Lab fee \$20

The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal with the edits to change the clinical hours to 15 in the course description on page 4 and actual meeting time on page 2; add DHYG 2060 as a prerequisite on page 4; fix the grammatical errors in the course description on page 4; and add DHYG before each course number in the course description on page 4.

Revised Course Proposal: Introduction to Geology – How the Earth Works**GEOL 1010, 4 credits****Originator: Karen Kortz**

RATIONALE:

This course is being revised in effort to update the SLOs to meet the Educated Person Policy and to update the course description.

CATALOG DESCRIPTION:**OLD:**

This course investigates the planet Earth, explaining the geologic events and features through plate tectonics. Major topics included are the study of minerals and rocks; volcanoes; earthquakes; weathering and erosion; streams and floods; and groundwater. In addition, a field trip to localities in Rhode Island and the vicinity is taken. Course fulfills one lab science requirement for A.A. degree. Lecture: 3 hours, Lab: 2 hours - Lab Fee: \$20

NEW:

This course investigates the processes that form and change Earth with plate tectonics as a central theme. It takes an Earth Systems Science approach to develop an understanding of the interactions of the Earth's major systems. Major topics include the study of plate tectonics; minerals and rocks; volcanoes, earthquakes, tsunamis, and natural disasters; mountain building; river systems; coastal environments; global climate change, glaciation, and sea level change; and groundwater. In addition, students learn about Earth's natural resources, their uses, and associated environmental issues. Completion of this course satisfies one laboratory science requirement in the liberal arts and general studies programs. Lecture: 3 hours, Lab: 2 hours - Lab Fee: \$20

The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal.

Revised Course Proposal: The Earth Through Time**GEOL 1020, 4 credits****Originator: Karen Kortz****RATIONALE:**

This course is being revised in effort to update the SLOs to meet the Educated Person Policy and to update the course description.

CATALOG DESCRIPTION:**OLD:**

This course investigates the geological history of the Earth. Topics include plate tectonics; climate change, such as the Ice Age; and the evolution of life (e.g. dinosaurs). A key goal is to learn how these topics have interacted through time resulting in the present location of our continents, oceans, and present day life. Off-campus field trips to Rhode Island locations are usually scheduled. - Lab Fee: \$20

NEW:

This course investigates the geological and biological history of the Earth. Students use the history recorded in rocks to interpret how and why Earth's past landscapes and life have changed over geologic time. Major topics include plate tectonics; the rock cycle; past climates, including the Ice Age; the fossil record; and evolution and extinction, including the extinction of the dinosaurs. The course explores how these topics have interacted through time resulting in today's landscapes, oceans, and life. An off-campus field trip to a geologically interesting location is usually scheduled. Completion of this course satisfies one laboratory science requirement in the liberal arts and general studies programs. Lecture: 3 hours, Lab: 2 hours - Lab Fee: \$20

The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal with the edit to change “concepts” to “concept” in SLO #4 on page 5.

Revised Course Proposal: Introduction to Oceanography

OCEN 1010, 3 credits

Originator: Paul White

RATIONALE:

This course is being revised in effort to update the SLOs to meet the Educated Person Policy and to update the course description. Gen Ed course, revised SLOs, updated description.

CATALOG DESCRIPTION:

OLD:

This course is a study of the marine environment describing principles of physical, chemical, biological and geological oceanography. Topics include the origin of oceans; the composition and history of seawater; oceanic currents, tides, waves and beaches; the sea floor; plant and animal life in the sea; oceanic resources and food; and marine pollution.

NOTE: Completion of both OCEN 1010 and OCEN 1030 will satisfy one laboratory science requirement in the liberal arts and general studies programs at CCRI and the combination will transfer to URI and RIC as a general education course. Lecture: 3 hours (OCEN 1010); Lab: 2 hours (OCEN 1030)

NEW:

This course is a study of the marine environment. It focuses on the interdisciplinary nature of oceanography by exploring the principles of geological, physical, chemical, and biological oceanography. Topics include the origin of oceans; the composition and history of seawater; oceanic currents, tides, and waves; coastlines and coastal processes; the sea floor; plant and animal life; oceanic resources; marine pollution; and the causes and consequences of climate change as related to the oceanic environment.

Note: Completion of both OCEN 1010 and OCEN 1030 satisfy one laboratory science requirement in the liberal arts and general studies programs. Lecture: 3 hours

The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal.

Revised Course Proposal: Oceanography Laboratory

OCEN 1030, 1 credit

Originator: Paul White

RATIONALE:

This course is being revised in effort to update the SLOs to meet the Educated Person Policy and to update the course description. Gen Ed course, revised SLOs, updated description.

CATALOG DESCRIPTION:

OLD:

This lab course emphasizes topics covered in OCEN 1010 (Introduction to Oceanography) such as ocean life, sediments, salinity, currents and plate tectonics. It allows a more hands-on approach to learning. Note: Completion of both OCEN 1010 AND OCEN 1030 will satisfy one laboratory science requirement in the Liberal Arts and General Studies programs. Lab: 2 hours - Lab Fee: \$10

NEW:

This lab course emphasizes topics covered in Introduction to Oceanography (OCEN 1010). Laboratory exercises explore the interdisciplinary nature of oceanography. Topics include how and why life in the ocean has changed over time; the taxonomy and habitats of common marine organisms; the effects of human activities including nutrient pollution, climate change, and invasive species; the seafloor; alternative oceanic energy resources; and the collection and interpretation of scientific data from various sources, e.g. online, in the field, and the laboratory. Note: Completion of both OCEN 1010 and OCEN 1030 satisfy one laboratory science requirement in the Liberal Arts and General Studies programs. Lab: 2 hours – In-Person Lab Fee: \$20

The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal.

Revised Course Proposal: Physics of Everyday Life**PHYS 1000, 4 credits****Originator: Alwyn D'Souza****RATIONALE:**

This course is being revised in effort to update the SLOs, and to update the course description.

CATALOG DESCRIPTION:**OLD:**

PHYS 1000 - Conceptual Physics/Physical Science (4 Credits) This course is for students not majoring in science. Physical principles are presented with emphasis on non-quantitative, practical applications of these concepts. Note: This course satisfies one semester of the science requirement for the Associate in Arts degree. (Prerequisite: Basic knowledge of algebra) Lecture: 3 hours, Lab: 2 hours - Lab Fee: \$20

NEW:

Physical principles including mechanics, heat, waves, and electricity are presented with emphasis on practical applications of these concepts. (Prerequisite: Basic knowledge of algebra) Completion of this course satisfies one laboratory science requirement in the liberal arts and general studies programs. Lecture: 3 hours, Lab: 2 hours - Lab Fee: \$20

The committee voted 9 to 0, with 0 abstentions to **TABLE** the proposal.

Revised Course Proposal: General Physics I**PHYS 1030, 4 credits****Originator: D. Matthew Rieger****RATIONALE:**

This course is being revised in effort to update the SLOs to meet the Educated Person Policy and to update the course description.

CATALOG DESCRIPTION:**OLD:**

Mechanics and heat are studied as the basic topics of this course. One lecture hour is used as a help session. (Prerequisite: High school algebra AND trigonometry) Lecture: 4 hours, Lab: 3 hours

NEW:

This is an algebra and trigonometry-based physics course that covers topics and experiments in mechanics, gravity, fluids, and thermal physics. This course includes a one-hour recitation. (Strongly suggest

prerequisite: high school/college algebra and trigonometry) Completion of this course satisfies one laboratory science requirement in the liberal arts and general studies programs. Lecture: 3 hours, Lab: 3 hours, Recitation: 1 hour. – Lab Fee: \$20

The committee voted 9 to 0, with 0 abstentions to **TABLE** the proposal.

New Course Proposal: First Year Experience Seminar for General Studies

PATH 1010, 3 credits

Originator: Jana Knibb

RATIONALE:

Rationale:

As part of CCRI's first Title III grant: *Pathways to Progress*, this course combines college readiness with a success focus on deep and authentic career, major, and path exploration. This course addresses the large numbers of students in the General Studies program who have either not chosen one of CCRI's seven Academic and Career Paths or who are unsure of where their path selection can lead.

While there may appear to be overlap with LRCT 1020, there are significant distinctions that make this course relevant and necessary:

- Specific audience: This course is specifically designed for General Studies students in any Academic and Career Path, or who have not selected a Path upon admission
- First Year Experience Seminar includes significant career exploration and multiple career assessments and deliverables including: resume, formal interview project, and career research project
- First Year Experience Seminar focuses on the most foundational elements of the transition to college including: understanding the difference between high school and college, College expectations, navigating college finances and resources, time management, and individual learner responsibilities
- First Year Experience Seminar devotes a significant amount of time to orienting General Studies students to the student and academic resources as well as the services available to them.

First Year Experience Seminar was developed in consultation with data available from the Community College Research Center, Teachers College, Columbia University. Especially relevant to the development was CCRC's 2015 report, "Redesigning a Student Success Course for Sustained Impact: Early Outcomes Findings". In the report, principal researcher Melinda Karp reports, in part:

"This paper examines the efforts of Bronx Community College in implementing a redesigned student success course called First Year Seminar (FYS), which is intended to better support students than a typical student success course by incorporating academic content, skill-building exercises, and applied teaching pedagogies, among other features, into the course.

Based on both qualitative and quantitative analysis, our study finds that FYS participation is associated with positive student outcomes that appear to be sustained for a longer period of time than what is typically found for students taking a traditional student success course. The focus of FYS on student-centered pedagogy and on integrated course content appears to be beneficial. Our findings also suggest that when students have the opportunity to practice student success and basic academic skills within the context of an improved student success course, they are likely to apply those skills in future courses, potentially increasing their long-term educational attainment."

Mechur Karp, M., Raufman, J., Efthimiou, C., & Ritze, N. (2015, August). Redesigning a Student Success

Course for Sustained Impact: Early Outcomes Findings. *Community College Research Center*. Retrieved from <https://ccrc.tc.columbia.edu/publications/redesigning-student-success-course-sustained-impact.html>

In addition to research on emerging trends in student success courses, the development team also consulted with Dr. Melinda Karp directly.

In full transparency, the CCRC report notes a statistically significant drop-off in success outcomes after periods of time since course completion. The PATH 1010 development team has taken this part of the findings into consideration and will be building in future checkpoints for students completing the course as the course is scaled.

Permanent addition of this course to CCRI's course catalog is a specific goal of the *Pathways to Progress*/Title III grant and will be assessed in accordance with departmental policies of the Social Sciences Department, which has agreed to continue to house the course.

Regarding Social Science Department "housing" of the course:

As the most diverse department at CCRI, we feel that the Social Science department is the most appropriate place to house this course because several faculty in the Social Sciences have taught and assisted in the development of the course. It has been demonstrated that the Social Science department recognizes the importance of creating and sustaining equitable resources and supports for the diverse array of students here at CCRI. Additionally, as one of the departments with a considerable number of HELP courses, the Social Sciences department is in a good position to foster interdepartmental and interdisciplinary collaboration to address and improve student outcomes related to these courses.

CATALOG DESCRIPTION:

OLD:

Experimental: This course is designed to help students understand the physical, social, emotional, and academic requirements of college AND explore major and program options at CCRI to create specific career-minded goals for their college career. Topics include accessing CCRI resources and support services (including significant focus on library resources), time management, study skills, interpersonal and professional communication skills, growth mindset development, academic responsibility, financial planning for college, career exploration, work-based learning experience, and utilization of CCRI student technology.

NEW:

Permanent (no change): This course is designed to help students understand the physical, social, emotional, and academic requirements of college AND explore major and program options at CCRI to create specific career-minded goals for their college career. Topics include accessing CCRI resources and support services (including significant focus on library resources), time management, study skills, interpersonal and professional communication skills, growth mindset development, academic responsibility, financial planning for college, career exploration, work-based learning experience, and utilization of CCRI student technology.

The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal with the edit to add "this course is best taken in the first semester" to the course description.

Revised Course Proposal: Introduction to Philosophy

PHIL 1010, 3 credits

Originator: Paul Leclerc

RATIONALE:

There are no records of this course having been approved by CRC. This course revision establishes CRC approval and updates the course description and Student Learning Outcomes.

CATALOG DESCRIPTION:**OLD:**

This course is a systemic study of basic philosophical questions, including: Is there a God? How is knowledge acquired? Does life have meaning? These questions are examined by reading major Western philosophers such as Plato, Aristotle, Descartes and others. Students learn and practice several critical reasoning skills applicable to academic, professional, and personal areas of life.

NEW:

This course is a systematic and historical study of the origin and general nature of philosophy by means of an analysis of major philosophies and fundamental philosophical problems.

The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal with the edit to change the rationale to read “This proposal updates the course description and Student Learning Outcomes to better reflect how the course is being taught and students are being assessed.”

Revised Course Proposal: Ethics**PHIL 2030, 3 credits****Originator: Paul Leclerc****RATIONALE:**

There are no records of this course having been approved by CRC. This course revision establishes CRC approval and updates the course description and Student Learning Outcomes.

CATALOG DESCRIPTION:**OLD:**

This course is a critical analysis of main theories of moral conduct. In the areas of personal and social morality (e.g., citizenship, employment, student life, family life, etc.), some major moral problems are discussed, such as capital punishment, abortion, race relations, social justice, war, sex and marriage, and ecology. When student curriculum needs in a given program, such as Law Enforcement, Nursing, etc., require a special focus, the instructor can provide special assignments to meet those needs.

NEW:

This course examines major philosophers and problems in philosophical ethics, such as the theoretical justification of moral theories, critically evaluating systematic orientations and arguments, applying diverse theoretical orientations to practical problems, and developing ethical self-understanding and self-evaluation.

The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal with the edit to change the rationale to read “This proposal updates the course description and Student Learning Outcomes to better reflect how the course is being taught and students are being assessed.”

Revised Course Proposal: Introduction to Sociology**SOCS 1010, 3 credits****Originator: Leslie Killgore**

RATIONALE:

There are no records of this course having been approved by CRC. This course revision establishes CRC approval and updates the course description and Student Learning Outcomes.

CATALOG DESCRIPTION:**OLD:**

This is an introductory course presenting a description and analysis of the structure and dynamics of human society. It focuses on social norms, groups, intergroup relations, social change, stratification, and institutions. Social interaction and the values that orient behavior in groups are examined. Contemporary society and its problems are discussed.

NEW:

Sociology is the systematic study of individual and group behavior. Sociologists study patterns that emerge when people interact with one another. This course examines where these patterns come from, why they have come to exist, and how they are maintained or changed. Students will learn theories and concepts that are used to understand issues of group dynamics, social institutions, and social inequality.

The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal with the edit to change the rationale to read "This proposal updates the course description and Student Learning Outcomes to better reflect how the course is being taught and students are being assessed."

New Course Proposal: The Global Edge**LANG 1XXX, 3 credits****Originator: World Languages & Cultures Department****RATIONALE:**

This course is recommended to all students enrolled in the General Education Program at CCRI.

The Global Edge course is designed to develop our students' cultural sensitivity by affording them the opportunity to learn and appreciate varying cultural perspectives, customs, traditions, and societal norms. The ability to interact with people of varying cultures is vital in today's multicultural society. We, as educators, have the responsibility to create a foundation that allows our students to gain an insight and develop a global lens through which to view our increasingly interconnected world. By gaining such an insight into the customs and cultures of the world around us, our students shall discover the vital role they play within their community, as well as develop a more global perspective in order to thrive and contribute as global citizens and leaders of the 21st century.

CATALOG DESCRIPTION:**OLD:**

N/A

NEW:

This elective transferable course is designed to develop a global perspective and curiosity about other cultures and norms - to develop a *global edge*. It offers a framework for students who have studied a language, are currently studying language or plan to enroll in a language course. Students will develop the necessary tools to understand and appreciate the interaction of language and culture.

Lecture: 3 hours

The committee voted 9 to 0, with 0 abstentions to **TABLE** the proposal. The proposals will be resubmitted for the December 3, 2021 meeting.
