CCRI CURRICULUM REVIEW COMMITTEE MEETING
November 13, 2020 2:00-4:00 PM
Zoom Meeting

AGENDA

1. CALL TO ORDER

2. ROLL CALL

3. APPROVAL OF MINUTES

4. NON ACTION/ANNOUNCEMENTS

5. ACTION/VOTING ITEMS

NON ACTION/ANNOUNCEMENTS

EXPERIMENTAL COURSE PROPOSAL ANNOUNCEMENTS:
Biology Department is proposing:

1. Course Proposal BIOL 8XXX Introduction to Soil Science 4 credits

OTHER ANNOUNCEMENTS:

1. Course and Program Proposal Revisions Discussion
2. Course and Program Proposal Submission Directions

The next scheduled Curriculum Review Committee meeting will take place on Friday, December 4, 2020.

ACTION/VOTING ITEMS

New Program Proposal: Workplace Essentials Certificate
BUSN, 18-19 credits
Originators: JoAnn Warren

RATIONALE:
Learning about the workplace and being prepared to enter the workplace can be worlds apart. This focused certificate gives students a blend of soft skills, theory, and practical application (with practice) to support entry or re-entry into the workforce. Courses completed can be applied toward the A.S. in Business, A.A. in General Studies and used for transfer purposes.

Target audience:

- Those seeking a credential within one year
- BUSN or GENS degree seeking students, that need a credential while working towards a degree
- Transfer students

Individuals new/returning to college that desire business foundational knowledge

CATALOG DESCRIPTION:
This Certificate program provides students with an opportunity to develop basic business skills to better understand the workplace. Students will be exposed to aspects of workplace relations and general business

foundations. Courses completed can be applied towards the A.S. in Business, A.A. in General Studies and used for transfer purposes.

Revised Course Proposal: Web Development 1
COMI 1750, 3 credits
Originator: Christopher Thibeault

RATIONALE:
This is just a name change to make it easier for students to know what sequence to take classes.

Old name: HTML (5)
New Name: Web Development 1

CATALOG DESCRIPTION:
OLD:
This course provides an in-depth introduction to HTML 5 and CSS 3 emphasizing conformance to W3C specifications. Students begin by creating simple web pages and progress to include images, hyperlinks, tables, web forms, animations and transitions. A portfolio website will be created, including examples of attempts at cloning existing websites. Lecture: 3 hours, Lab: 1 hour - Lab Fee: $20

NEW:
This course provides an in-depth introduction to HTML 5 (Hypertext Markup Language version 5) and CSS 3 (Cascading Style Sheets version 3) emphasizing conformance to W3C (World Wide Web Consortium) specifications. Students begin by creating simple web pages and progress to include images, hyperlinks, tables, web forms, animations, and transitions. A portfolio website will be created, including examples of attempts at cloning existing websites. Lecture: 2 hours, Lab: 2 hours - Lab Fee: $20

Revised Course Proposal: Web Development 2
COMI 1770, 3 credits
Originator: Christopher Thibeault

RATIONALE:
This is just a name change to make it easier for students to know what sequence to take classes

Old name: Fundamentals of Website Development
New name: Web Development 2

CATALOG DESCRIPTION:
OLD:
This course provides an in-depth introduction to a variety of technologies used in modern web development. Building on a base of HTML 5 and CSS 3, students will explore JavaScript, JQuery and related technologies for building dynamic web sites. Students will also be introduced to server-side scripting and best practices for web hosting. Lecture: 3 hours, Lab: 1 hour - Lab Fee: $20

NEW:
This course provides an in-depth introduction to a variety of technologies used in modern web development. Building on a base of HTML 5 (Hypertext Markup Language version 5) and CSS 3 (Cascading Style Sheets version 3), students will explore JavaScript, JQuery and related technologies for building dynamic web sites. Students will also be introduced to server-side scripting and best practices for web hosting. (prerequisite: COMI 1750) Lecture: 2 hours, Lab: 2 hours - Lab Fee: $20

New Course Proposal: Introduction to Software Engineering
COMI 2XXX, 4 credits
Originators: Margaret Burke, Christopher Thibeault

RATIONALE:
This course was requested by the Rhode Island Department of Labor as business requested the need. An introduction to Software Engineering allows students to understand how to create a program from start to finish. Students will learn the necessary component of making sure that the program lasts and that there are no flaws in the way the program is written.

CATALOG DESCRIPTION:
OLD:
N/A

NEW:
This course introduces students to important concepts in software engineering. Students will learn how to take a project through all stages of the Software Development Life Cycle, including requirements analysis and implementation. Topics may include Unified Modeling Language (UML), Design Patterns, Version Control Systems, Agile, Validation/Correctness, and developing an understanding of current best practices in software engineering. CO-Requisite: COMI-2510. Lecture: 3 Hours and Lab 2 hour

New Course Proposal: Making College Connections - ESL
ENGL 8400, 3 credits
Originators: Pamela Hallene, Ali Khalil, Ellen Mroz, Rebecca Shannon

RATIONALE:
To meet the educational and sociolinguistic needs and expectations of non-native, new, American college students, Making College Connections - ESL will address basic tools for success in this course and beyond. Through this course, English as a Second Language students will understand, navigate and utilize the American college system in order to be more successful in attaining their short- and long-term educational goals, thus allowing for equal opportunities to succeed across all student cohorts.

CATALOG DESCRIPTION:
OLD:
This course provides English as a Second Language students, who are new to CCRI, with practical information and strategies to help them better navigate an American college culture and education. The course will place an emphasis on English speaking, listening, reading and writing. Students will focus on college-specific culture, technology, preparedness, skills, services, vocabulary, curriculum, and opportunities. Through individual and group instructional activities and assignments, non-native speakers will become better prepared to meet future academic challenges, demands, and to attain academic and career goals.

NEW:
No changes.