

**To: Department Chairs and Program Directors**

**From: John Cole, guest Chair for Peter N. Woodberry permanent chair**

**Date: November 13, 2015**

**Subject: Approved Minutes, October 16, 2015, Curriculum Review Committee Meeting**

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**Voting Members Present:**

Brenda Andrade, Casandra Brewer, Renee Gaboury, Joanne Jacobs, Shawn Parker, Donald Paquet, Bruno Soffientino, Joan Tullie, Paul White, Tony Rashid, Tara Swift, Michelle Baghdadi

**Voting Members Absent:**

Yvonne Leonard

**Guests:** Cathy Picard-Tessier, Ellen Shulte, Tony Basilico, Mike Kelly, John Mowry, Victoria Mouthair, Mazim Adam, Cheri Markward, Regina Cobb, Martha Vigneault, Kim Rouillier

The Curriculum Review Committee met on October 16, 2015, to review proposals from the Theatre Studies, Art, Computer Studies and Rehabilitative health Departments. Copies of all proposals are on file in Academic Affairs and are reflected in the attached Tracking Forms approved and signed by President DiPasquale and Vice President Lamontagne.

CURRICULUM REVIEW COMMITTEE MEETING  
October 16, 2015  
Board Room, KN4090 – KNIGHT CAMPUS

**Minutes**

**Revised Course Proposal**

**THEA-1470**  
**Beginning Jazz Dance**

**2 credits**  
**Originator: Barbara-Jean Mancini**

**Rationale:**

Currently, the college has only one dance course THEA1480, and students can take it up to 4 times. It makes more sense to us to offer at least one more option for dance. It would help our theatre students with their skills and also appeal to the general student who would like to take dance in college. We used to run several dance courses years ago. This is an updated version of one of the original dance courses.

As students have mentioned that dance courses are hard to find in the THEA designation, we would like to have something in the catalog referring interested people to the two Dance courses.

**CATALOG DESCRIPTION**

**OLD:** THEA1470 (1,2,3,4) Modern Jazz Dance (formerly ENGL1470) 1 credit  
(repeatable to 4 credits) Careful attention will be given to developing proper jazz-dance technique. Emphasis will be placed on jazz as a particularly contemporary and American dance idiom. Because there is such a diversity of style in jazz dance today, the course will focus on the styles and techniques of the three foremost contemporary jazz teachers: Luigi Gus Giordano and Matt Maddox. *Class, 2 hours*

**NEW:** THEA1470 (1,2,3,4) Beginning Jazz Dance 1 credit

(repeatable to 4 credits) Introduction to the fundamental technique of jazz dance. Emphasis is placed on class participation so that students may develop their knowledge and understanding of the basic principles of jazz dance, including warm-up, isolations and choreography. Jazz dance history and historical jazz dance figures will be explored and discussed, as it pertains to the genre of jazz dance. *Lecture: 2 hours*

Motion: Approve – Joanne Jacobs, 2 <sup>nd</sup> Don Paquette The committee voted 12– 0 – 0 to approve the revised course proposal as amended with minor changes.
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**New Course Proposal**

**ARTS-2060**  
**Printmaking II**

**6 credits**  
**Originator: Yvonne Leonard**

**Rationale:**

Through the Introduction to Printmaking course currently offered, interest in printmaking is developing to the extent that students have expressed interest in continuing their work in print media. There is currently no means for students to continue the work begun in the Intro class other than through Independent Study or to repeat the course.

This course would expand opportunities for students to create more advanced and individualized projects in a variety of print processes including Relief, Intaglio, Monotype, Lithography and the use of digital transparencies. Through the development and completion of individual projects students Printmaking II would enable students to create work of a scope beyond the introductory level and to build their portfolio of printed works.

## CATALOG DESCRIPTION

**OLD:** A continuation of the material covered in Introduction to Printmaking, this course allows students to develop their individual skills in printmaking media. Color processes, registration of unique and multiple impressions, and alternate approaches to the printed form are introduced. Students will create a proposal outlining a specific range of project/s to complete over the course of the semester.

**NEW:** A continuation of the material covered in Introduction to Printmaking, this course allows students to further their skills in printmaking media. Students will learn to use color processes, the registration of unique and multiple impressions, and the integration of digital or photo-sensitive plates. This course will encourage students to explore both traditional and alternate approaches to create printed images that reflect their individual interests.

Motion: Approve – Joanne Jacobs 2 <sup>nd</sup> Cassandra Brewer The committee voted 12– 0 – 0 to approve the new course proposal as amended with updated syllabus.
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### New Course Proposal

**COMI-2225**  
**Advanced Programming C#**

**3 Credits**  
**Originator: Anthony Basilico**

**Rationale:** This course is intended as a continuation of a fundamental course in object-oriented languages such as C# and C++. C# has become Microsoft's premier programming language and this course will offer our students powerful programming tools to enhance their programming development skills.

## CATALOG DESCRIPTION

**NEW:** This course introduces the student to advanced topics in programming and software design using Microsoft's C# programming language. Topics covered are classes, abstract classes, inheritance, ADO.Net data driven applications using a database, ASP.Net for Web applications, Collections and File Streams

Motion: Approve – Don Paquette, Sean Parker 2nd The committee voted 12– 0 – 0 to approve the new course proposal as amended with minor changes.
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### New Course Proposal

**COMP-2500**  
**Cybersecurity Practicum/Capstone Course** **Originator: Mike Kelly**

#### **Rationale:**

To meet the requirements of a certified NSA/DHS Cybersecurity program, the program must provide students with access to Cybersecurity practitioners and include applied training for students. This 150 hour practicum will provide CCRI students with an opportunity to get on-the-job experience working in a cybersecurity environment alongside experienced Cybersecurity professionals. This course will also give participating companies an opportunity to find qualified employees for current needs and for the future.

## CATALOG DESCRIPTION

**NEW:** This course is the capstone of the Cybersecurity program. An important part of developing the skills and knowledge of Cybersecurity is getting actual "hands on" experience. Weekly meetings with the course instructor will review the key topics of the program. To complete the course, the student is required to spend an average of 10 hours per week of field work under the guidance of industry professionals. This work experience

will constitute the practicum and capstone for the program. The student will be required to produce a report relating to the work experience and how it is connected to the content of this program. This course will give the student an opportunity to apply the accumulation of knowledge and skills learned in the Cybersecurity program in a "real world" setting. This class also has an on campus meeting requirement which will be used to develop a portfolio identifying the experiences the student has been exposed to during their time in the field. The student will keep a working journal during the semester to help assess the progress of their experience.

**New Program Proposal**

**XXX-XXX  
Cybersecurity Associate Degree**

**61 Credits  
Originator: Mike Kelly**

**Rationale:**

Cybersecurity is one of the fastest growing high demand areas of Information Technology and the workplace in general. This degree program will offer the opportunity for students to acquire skills needed to compete for these jobs and to leverage themselves for a career in cybersecurity. The program will also provide a strong foundation for students intending to pursue a bachelor's degree in the field as well as provide an opportunity for industry professionals to update their skills to meet the demands of their employers. This program will also align with the Governor's emphasis on cybersecurity and will be positioned to capitalize on the state's growing cybersecurity industry.

**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's degree program will provide the educational background and hands-on training necessary to prepare students for entry in 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 successful transition into a career in security, and to meet NSA and CAE core foundational content and standards. Courses in the cybersecurity program are offered at the Knight, Flanagan, Liston and Newport Campuses and are available day, evening or on-line.

Motion: Approve both – Tony Rashid, 2<sup>nd</sup> Cassandra Brewer and Renee Gaboury  
The committee voted 12– 0 – 0 to approve both proposals as amended with minor changes.

**New Course Proposal**

**RHAB XXX  
Nutrition Basics**

**3 credits  
Originator: Victoria Moutahir**

**Rationale:** The approach to health and wellness is changing and there is an effort to treat people based in a holistic manner. Additionally, the world of medicine is now including nutrition as part of the patient care plan for prevention and treatment. According to a 2013 study, published in PubMed<sup>1</sup>, most deaths in the United States are preventable and related to nutrition. Moreover, there is also evidence that student leadership in interprofessional education is associated with improved patient outcomes and health services. Students in the Health and Rehabilitative Services would benefit from understanding basic nutrition. It will create a foundation for students to apply this knowledge to their patients/clients. Further, this course will be a valuable resource when students, practicing in their respective fields, are creating patient/client treatment plans.

<sup>1</sup> <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3648731/>. Accessed 7/14/14.

This course will focus on the education of macro and micro nutrients necessary to optimal functioning of the body, label reading, balanced meal preparation/menu planning, budgeting for groceries, the importance of physical activity coupled with proper nutrition, and current research about nutrition and disease prevention.

The course has been offered twice as an Experimental Course and was very well-received.

## CATALOG DESCRIPTION

**OLD:** This is an online interactive course designed to prepare students to understand how carbohydrates, fats and proteins function in the body; how each macronutrient, alone and when combined, undergoes integrated metabolism within tissues; and how the macronutrients integrate to affect overall metabolism, disease risk and recovery. Additionally, this course will prepare students to understand how micronutrients (vitamins and minerals) play a significant regulatory role as well as the interaction between nutrients. Students will explore the variability in micronutrient requirements between individuals, outline the signs and symptoms associated with both nutrient deficiency and excess. Other topics presented within this course are the functions of nutrients in the production, quality and consumption of foods and how they are to be prepared consistent with food safety precautions, budgeting for nutritious foods, nutrition across the lifespan, and current topics in nutrition.

**NEW:** This is an online interactive course designed to prepare students to understand how carbohydrates, fats and proteins function in the body; how each macronutrient, alone and when combined, undergoes integrated metabolism within tissues; and how the macronutrients integrate to affect overall metabolism, disease risk and recovery. Additionally, this course will prepare students to understand how micronutrients (vitamins and minerals) play a significant regulatory role as well as the interaction between nutrients. Students will explore the variability in micronutrient requirements between individuals, outline the signs and symptoms associated with both nutrient deficiency and excess. Other topics presented within this course are the functions of nutrients in the production, quality and consumption of foods and how they are to be prepared consistent with food safety precautions, budgeting for nutritious foods, nutrition across the lifespan, and current topics in nutrition.

Motion: Approve – Don Paquette, Cassandra Brewer 2nd  
The committee voted 12– 0 – 0 to approve the new course proposal as amended with additional syllabus information.

**Revised Program Proposal**  
**Therapeutic Massage Certificate Program**

**TMSC**

**34 Credits**  
**Originator: Kim Rouillier**  
**Regina Cobb**

### Rationale:

Since 2010 when changes went into effect, the number of students applying to both the degree program and the certificate program doubled from 2009 through the present. The retention rate, the number of students that graduate in the expected timeframe, and the overall graduation rate continue to be a problem.

A faculty meeting was held to discuss some options. The massage students were still struggling with Kinesiology. They didn't need the all of the content that the PTA and OTA students were required to have. COMTA did not require that extensive content. The certification exam for licensure and the process for obtaining Board Certification for massage therapists in RI was changed. COMTA changed some of their standards for accreditation. There was overlapping and repetition of content in some of the technical courses. It was decided that it was time to again revise the program curriculum and courses to improve student retention

in the program. The curriculum has to prepare both certificate and degree students are prepared to pass the certification exam and to make the path for students in the degree program to become Board Certified.

The following changes to the curricula for the Therapeutic Massage Certificate Program and the Therapeutic Massage Associate Degree Program are being proposed.

1. Drop the requirement for RHAB 1110 Kinesiology.  
It was decided to discontinue Kinesiology as a requirement for the Therapeutic Massage Programs. The Kinesiology content needed for the certification exam and by COMTA for accreditation was identified and cross referenced with the content in RHAB 1100 Foundational Kinesiology. Content requirements that were not already included in Foundational Kinesiology were then pieced into Foundational Kinesiology, TMSG 1020 Swedish Massage and TMSG 1030 Deep Tissue Massage. This addition to each of the courses required additional instructional time and increased the credits in each course by one. There is an attachment, the "Distribution of Kinesiology Content," that describes the distribution of the content and insures that all content needed is accounted for.
2. Change the number of credits to reflect the additional time needed to cover the kinesiology content in the following courses:
  - RHAB 1100 Foundational Kinesiology that currently is a 2 credit DL course will become a 3 credit DL course
  - TMSG 1020 Swedish Massage currently consists of 2 hours of lecture and 4 hours of lab each week for 4 credits. They will now 3 hours of lecture and 4 hours of lab each week for 5 credits each.
3. Divide the content in TMSG 1040 TM3 Shiatsu and TMSG 2010 TM4 Sports Massage to create an introductory level course, which would be required for both the certificate and the associate degree programs as well as an advanced course that would be required for only the associate degree program. This will provide the students in the both programs to get the basic content needed for the certification exam and to include the content required by COMTA. It will provide additional content for the students in the associate degree program to meet requirements for Board Certification.
4. Drop the requirement for TMSG 2031 Therapeutic Massage Career Development and absorb the content in TMSG 2021 Massage Practice Building and TMSG 2040 Foundation of Evidence-Based Outcomes for the Massage Therapist.
5. Change TMSG 2020 Therapeutic Massage Fieldwork I, which was currently includes 50 hours of fieldwork in the Student Massage Clinic and 50 hours of fieldwork at a fieldwork site in the community. It will be renamed TMSG 2020 Student Massage Clinic and all 100 hours of fieldwork will occur in the clinic supervised by program faculty. The course title change more accurately reflects the type of experience and is consistent with COMTA language.
6. Change TMSG 2030 Therapeutic Massage Fieldwork II, which currently consists of 120 hours of fieldwork in 2 fieldwork sites in the community, to 2 courses, TMSG 2030 Clinical Internship I and TMSG XXXX Clinical Internship II. The course title change more accurately reflects the type of experience and is consistent with COMTA language.
7. The following course titles will be changed to more accurately and clearly describe the courses.
  - TMSG 1020 TM1 Swedish Massage will be TMSG 1020 Swedish Massage
  - TMSG 1030 TM2 Deep Tissue Massage will be TMSG 1030 Deep Tissue Massage
  - TMSG 1040 TM3 Practice of Shiatsu will be TMSG 1040 Introduction to Eastern Modalities

- TMSG 2010 TM4 Sports Massage will be TMSG 2010 Introduction to Sports Massage
- TMSG 2020 Student Massage Clinic
- TMSG 2030 Clinical Internship I
- TMSG 2040 Evidence-Based Outcomes for Massage

The credits required to complete the Therapeutic Massage Certificate Program will decrease from 40 to 34 and will provide the graduates basic skills required to be a massage therapist and to pass the state licensing exam.

**NEW: THERAPEUTIC MASSAGE CERTIFICATE (TMSC)**

Newport County Campus,  
Newport

The Therapeutic Massage program is accredited by the Commission on Massage Therapy Accreditation (COMTA), 5335 Wisconsin Ave. NW, Suite 440, Washington, DC, 20015; 202-859-1518; www.comta.org

CCRI's Therapeutic Massage certificate program combines a strong scientific basis for the understanding and application of various soft tissue massage therapy techniques, with high standards in professional development. The intensified evening/weekend program is an 805-hour, 40-credit curriculum leading to a Therapeutic Massage certificate. Our program is COMTA-accredited and emphasizes ethics, clinical assessment, critical thinking and entrepreneurship and prepares students for the massage and bodywork national exam and Rhode Island state licensure. Students must be able to perform basic massage techniques and demonstrate the ability to give and receive a therapeutic massage treatment. Students must be at least 18 years old prior to taking TMSG 1000. An individual must successfully pass the national examination in order to apply for licensure to practice as a licensed massage therapist in the state of Rhode Island.

**Revised Program Proposal      TMSG  
Therapeutic Massage Degree Program**

**60 Credits  
Originator: Kim Rouillier  
Regina Cobb**

**Rationale:**

Since 2010 when changes went into effect, the number of students applying to both the degree program and the certificate program doubled from 2009 through the present. The retention rate, the number of students that graduate in the expected timeframe, and the overall graduation rate continue to be a problem.

A faculty meeting was held to discuss some options. The massage students were still struggling with Kinesiology. They didn't need the all of the content that the PTA and OTA students were required to have. COMTA did not require that extensive content. The certification exam for licensure and the process for obtaining Board Certification for massage therapists in RI was changed. COMTA changed some of their standards for accreditation. There was overlapping and repetition of content in some of the technical courses. It was decided that it was time to again revise the program curriculum and courses to improve student retention in the program. The curriculum has to prepare both certificate and degree students are prepared to pass the certification exam and to make the path for students in the degree program to become Board Certified.

The following changes to the curricula for the Therapeutic Massage Certificate Program and the Therapeutic Massage Associate Degree Program are being proposed.

**1. Drop the requirement for RHAB 1110 Kinesiology.**

It was decided to discontinue Kinesiology as a requirement for the Therapeutic Massage Programs. The Kinesiology content needed for the certification exam and by COMTA for accreditation was identified and cross referenced with the content in RHAB 1100 Foundational Kinesiology. Content requirements that were not already included in Foundational Kinesiology were then pieced into Foundational Kinesiology, TMSG 1020 Swedish Massage and TMSG 1030 Deep Tissue Massage. This addition to each of the courses required

additional instructional time and increased the credits in each course by one. There is an attachment, the "Distribution of Kinesiology Content," that describes the distribution of the content and insures that all content needed is accounted for.

2. Change the number of credits to reflect the additional time needed to cover the kinesiology content in the following courses:

RHAB 1100 Foundational Kinesiology that currently is a 2 credit DL course will become a 3 credit DL course  
TMSG 1020 Swedish Massage currently consists of 2 hours of lecture and 4 hours of lab each week for 4 credits. They will now 3 hours of lecture and 4 hours of lab each week for 5 credits each.

3. Divide the content in TMSG 1040 TM3 Shiatsu and TMSG 2010 TM4 Sports Massage to create an introductory level course, which would be required for both the certificate and the associate degree programs as well as an advanced course that would be required for only the associate degree program. This will provide the students in the both programs to get the basic content needed for the certification exam and to include the content required by COMTA. It will provide additional content for the students in the associate degree program to meet requirements for Board Certification.

4. Drop the requirement for TMSG 2031 Therapeutic Massage Career Development and absorb the content in TMSG 2021 Massage Practice Building and TMSG 2040 Foundation of Evidence-Based Outcomes for the Massage Therapist.

5. Change TMSG 2020 Therapeutic Massage Fieldwork I, which was currently includes 50 hours of fieldwork in the Student Massage Clinic and 50 hours of fieldwork at a fieldwork site in the community. It will be renamed TMSG 2020 Student Massage Clinic and all 100 hours of fieldwork will occur in the clinic supervised by program faculty. The course title change more accurately reflects the type of experience and is consistent with COMTA language.

6. Change TMSG 2030 Therapeutic Massage Fieldwork II, which currently consists of 120 hours of fieldwork in 2 fieldwork sites in the community, to 2 courses, TMSG 2030 Clinical Internship I and TMSG XXXX Clinical Internship II. The course title change more accurately reflects the type of experience and is consistent with COMTA language. Under the proposed curriculum revision these internships will be the only 2 opportunities students have for community based practice. In order to develop a diverse skill set, students will be encouraged to choose two different practice settings for each of their internship placements. It will be important to have these internships run as two separate courses so that students can earn a separate grade in each of these internship courses which reflects their performance in each different setting.

7. The following course titles will be changed to more accurately and clearly describe the courses.

TMSG 1020 TM1 Swedish Massage will be TMSG 1020 Swedish Massage  
TMSG 1030 TM2 Deep Tissue Massage will be TMSG 1030 Deep Tissue Massage  
TMSG 1040 TM3 Practice of Shiatsu will be TMSG 1040 Introduction to Eastern Modalities  
TMSG 2010 TM4 Sports Massage will be TMSG 2010 Introduction to Sports Massage  
TMSG 2020 Student Massage Clinic  
TMSG 2030 Clinical Internship I  
TMSG 2040 Evidence-Based Outcomes for Massage

The following are new to be added:

TMSG XXXX Integrating Eastern & Western Techniques (AAS Program)  
TMSG XXXX Advanced Sports Massage (AAS Program)  
TMSG XXXX Clinical Internship II

The credits required to complete the Therapeutic Massage Associate Degree Program will remain at 60 credits but will provide the graduates with more advanced skills in massage and leadership in the profession. The program can be completed in 5 semesters. Through the coursework and internships the students will gain skills to work with "well" clients as well as clients with various injuries and pathologies in more traditional healthcare settings. The content in this program will prepare the students to pass the state licensing exam and will automatically qualify the graduates for Board Certification.



The credits required to complete the Therapeutic Massage Certificate Program will decrease from 40 to 34 and will provide the graduates basic skills required to be a massage therapist and to pass the state licensing exam.

**Catalog Description:** THERAPEUTIC MASSAGE PROGRAM (TMSG)  
ASSOCIATE IN APPLIED SCIENCE (A.A.S.) DEGREE  
Occupational Title: Massage Therapist, Newport County Campus, Newport

The Therapeutic Massage program is accredited by the Commission on Massage Therapy Accreditation (COMTA), 5335 Wisconsin Ave. NW, Suite 440, Washington, DC, 20015; 202-859-1518; www.comta.org

Therapeutic massage involves the use of manual soft tissue mobilization to promote health and wellness. Recent scientific studies have documented the many positive physical, mental and emotional effects of massage. The Therapeutic Massage program at CCRI offers students a strong scientific basis for the understanding and application of various soft tissue techniques. Different types of massage are studied, including both Eastern and Western approaches. Students must be able to perform basic massage techniques and demonstrate the ability to give and receive a therapeutic massage treatment.

The Therapeutic Massage program is a modified evening and weekend program. Although Therapeutic Massage courses are given at the Newport County Campus, the required general education courses may be taken at other CCRI sites prior to acceptance into the program.

All fieldwork courses must be completed within 18 months following completion of the academic preparation. Students must be at least 18 years old prior to taking TMSG 1000.

All graduates are eligible to sit for the National Certification Examination for Therapeutic Massage, which is administered by the National Certification Board for Therapeutic Massage and Bodywork. An individual must successfully pass the examination to apply for licensure to practice as a licensed massage therapist in the state of Rhode Island. In addition, the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB) has designated CCRI as an Assigned School which allows CCRI graduates to sit for an optional exam to become board certification

**Revised Course Proposal**

**RHAB 1100**  
**Foundational Kinesiology**

**3 Credits**  
**Originator: Jennifer Hurrell**

**Rationale:**

Under the current Therapeutic Massage program curriculum restructuring, the technical content in RHAB 1100 must expand to meet COMTA (Commission on Massage Therapy Accreditation) requirements and the content that will be on the FSMTB (Federation of State Massage Therapy Boards) licensing exam, and the NCETMB (National Certification Examination for Therapeutic Massage and Bodywork). As a result, the content and length of the online lectures will increase and the credit base for the course will increase from 2 credits to 3 credits.

Please see attached 'Distribution of Kinesiology Content' document for an outline of the specific content that will be added to Foundational Kinesiology.

**OLD:** This online course will guide the student through a detailed study of human musculoskeletal anatomy. A regional approach will be taken to study the skeletal and muscular structures that dictate human movement. Basic joint structure and joint movements will also be covered to foster an understanding of the relationship

between anatomical structure and human function. Each student will complete a muscle mapping project where the attachment points of the skeletal muscles are drawn on a real miniature skeletal model.

**NEW:** This online course uses a regional approach to studying the anatomical structures that create both stability and movement in the human body. With a strong focus on musculoskeletal anatomy, the student will be guided through a basic analysis of how functional movement occurs and how the body interacts functionally with the environment. Each student will complete a muscle mapping project where the attachment points of the skeletal muscles are drawn on a real miniature skeletal model.

**Revised Course Proposal**

**TMSG 1020  
Swedish Massage**

**5 Credits  
Originator: Victoria Moutahir**

**Rationale:**

The approach to therapeutic massage, health and wellness is changing and there is an effort to treat people based in a clinical manner. Additionally, the world of massage is now including research and hospital based massage as part of the client care for prevention and maintenance of a healthy body. Moreover, there is a research agenda, put forth by the Massage Therapy Foundation, that says, *"Rigorously controlled and replicated research is a key to the professionalization of any health care field. Reliable research findings are a prerequisite for access to many contexts in which massage therapists practice or would like to practice."*

Students in the Therapeutic Massage Program would benefit from understanding basic research methods and an increased understanding of working with hospital based clients. It will create a foundation for students to apply this knowledge to their clients and increase the visibility of massage in the scientific community. Further, this course will be a valuable resource when students are practicing massage therapy.

**OLD:** Students will learn the five standard Swedish massage strokes, as well as complementary strokes commonly used in Swedish massage. Through demonstration and practice, the students are able to perform a full-body Swedish massage in one hour. The theoretical principles including scientific study of professional touch is discussed. The indications, contraindications, limitations and physiological effects of these techniques are described. Introduction to documentation is provided. Students are instructed in the scope of practice, creating professional boundaries, the therapeutic relationship, approaches to care, proper draping methods, personal and client hygiene, obtaining a medical history, proper body mechanics, basic exercises for personal care, basic first aid, creating a business brochure and OSHA regulations to provide a safe and nurturing practice environment.

**NEW:** Students will learn the five standard Swedish massage strokes, as well as complementary strokes commonly used in Swedish massage. Through demonstration and practice, the students are able to perform a full-body Swedish massage in one hour. The theoretical principles of research including scientific study of professional touch is discussed. The indications, contraindications, limitations and physiological effects of these techniques are described. Introduction to documentation is provided. Students are instructed in the scope of practice, creating professional boundaries, the therapeutic relationship, approaches to care, working with hospital based clients, proper draping methods, personal and client hygiene, obtaining a medical history, proper body mechanics, basic exercises for personal care, basic first aid, creating a business brochure and OSHA regulations to provide a safe and nurturing practice environment.

**Revised Course Proposal**

**TMSG 1030  
Deep Tissue Massage**

**5 Credits  
Originator: Regina Cobb**

**Rationale:**

TMSG 1030 is currently a 4 credit course. The course will need to increase by 1 credit to absorb portions of the content from the 3 credit RHAB 1110 Kinesiology course that is being removed as a program requirement. The intention of this proposal is to reduce the number of courses that a student is required to complete in both therapeutic massage programs. This will also allow the program to closely match the accreditation requirements set by Commission on Massage Therapy Accreditation (COMTA). The current kinesiology content will be split between existing core courses. The new content will bring the program in line the current massage therapy guidelines set by the massage profession and the state licensing exam. Please see the "Distribution of Kinesiology Content" document for a breakdown of the material being added to this course.

**OLD: TMSG 1030 - TM2 Deep Tissue  
Massage (4 Credits)**

Beginning integration of assessment techniques is emphasized. Postural analysis is instructed. The relationship of neuromuscular and fascial restriction to postural abnormalities is explored. Students will learn the goals and methods of deep tissue massage. The indications, contraindications, limitations and physiological effects of these techniques are described. Students will focus on determining and applying the appropriate modality to achieve the goals. Laboratory experience will provide students with the opportunity to become comfortable with the techniques and documentation models. (*Prerequisites: RHAB 1030 and 1110; TMSG 1020*) Lecture: 2 hours, Lab: 4 hours

**NEW: TMSG 1030 - TM2 Deep Tissue  
Massage (5 Credits)**

This course presents student with a wider and deeper understanding of soft tissue techniques and their effects on the human body. Students are instructed in specific patterns for common pathological condition, the use of trigger point therapy, deep tissue manipulation, fascial restrictions to abnormalities and postural analysis. Origin, insertion, and action of major muscles will be reviewed. The indications, contraindications, limitations and physiological effects of these techniques will be described discussion along with the effects of stress and disease. Students will focus on determining and applying the appropriate modality to achieve the goals. Students will learn an introduction to the lymphatic system and how it works. Students will learn about the flow of lymphatic fluid, lymph nodes, and basic protocols along with contraindications. The course applies concepts from, anatomy, kinesiology, neuromuscular assessment and evaluation. Laboratory experience will provide students with the opportunity to become comfortable with the techniques, proper body mechanics, obtaining medical history and therapeutic relationships. Through demonstration and practice, the student will be able to complete a treatment plan and be able to perform a full body massage and receive a full body massage, using a variety of deep tissue techniques. Professional behaviors in the classroom setting are expected at all times and are evaluated each class. (*Prerequisites: TMSG1020: Swedish Massage, TMSG1040: Introduction to Eastern Modalities. Co-requisites RHAB 1030: Pathophysiology, Lecture: 3 hours, Lab: 4 hours*)

**Revised Course Proposal**

**TMSG 1040  
Introduction to Eastern Modalities**

**2 Credits  
Originator: Karlo Berger**

**Rationale:**

TMSG 1040 TM3 Shiatsu will be divided into two sections introductory level and advanced level, which would be required for both the certificate and the associate degree programs as well as an advanced course that would be required for only the associate degree program. This will provide the students in the two programs to

obtain entry level content needed for the state licensing exam and to include the content required by COMTA. It will provide additional content for the students in the associate degree program to meet requirements for Board Certification.

**OLD:** Students learn the history, theory and basic practice of shiatsu therapy. This includes a study of the meridians, acupoints and other aspects of traditional Chinese medicine as they apply to a variety of conditions. The indications, contraindications, limitations and effects of shiatsu are described. Students learn methods and terminology for documentation. Laboratory experience provides students with the opportunity to become comfortable with shiatsu techniques and to learn proper body mechanics for providing safe and effective shiatsu treatment on the shiatsu mat, on a massage table, and on a massage chair. Students also learn techniques for integrating shiatsu theory, practice and body mechanics into their massage therapy work. Participation in all aspects of this course, which includes regular qi development exercises and shiatsu practice outside of class hours, is required. (Prerequisites: RHAB 1030 and TMSG 1020) Lecture: 2 hours, Lab: 4 hours

**NEW:** Students explore eastern modalities in health and wellness care. Primary focus is an introduction to the history, theory and basic practice of shiatsu therapy and acupressure. This includes a study of selected meridians, acupoints and other aspects of traditional Chinese medicine. The indications, contraindications, limitations and effects of shiatsu and acupressure are described. Students learn methods and terminology for documentation. Laboratory experience provides students with the opportunity to become comfortable with shiatsu and acupressure techniques, and to learn proper mind-body mechanics for providing safe and effective treatment on the shiatsu mat and on a massage chair. Students also learn techniques for integrating shiatsu and acupressure into their Swedish massage, and explore how to practice massage in a more embodied, mindful, compassionate, and ecologically attuned way. Students encounter a range of additional modalities including qi gong, yoga, t'ai chi, meditation, and feng shui. Participation in all aspects of this course is required. (Prerequisites: BIOL 1070; RHAB 1010; TMSG 1000 and ENGL 1010) Lecture: 1 hours, Lab: 2 hours.

**Revised Course Proposal**

**TMSG 2010**

**2 Credits**

**Introduction to Sports Massage**

**Originator: Lou Ann Botsford**

**Rationale:**

TMSG 2010 TM4 Sports Massage will be divided into two sections to create an introductory level course, which would be required for both the certificate and the associate degree programs as well as an advanced course that would be required for only the associate degree program. This will provide the students in the both programs to get the basic content needed for the state licensing exam and to include the content required by COMTA. It will provide additional content for the students in the associate degree program to meet requirements for Board Certification

**OLD:** The role of the Sports Massage Therapist will be discussed. The course will focus on the uses of massage in sports activities. Students will understand the benefits and learn techniques for pre-event, inter-event, post-event and maintenance massage. Students will gain skills in treatment session planning, assessment and documentation. An overview of common sports injuries and conditions will be presented. Musculoskeletal concerns will be examined. Hydrotherapy as an adjunct to tissue and muscle healing will be addressed. Specific hydrotherapeutic methods will be reviewed and presented in laboratory sessions.

**NEW:** This course serves as a basic introduction to the role of the Sports Massage Therapist; the course applies concepts from anatomy, orthopedic massage and will focus on the uses of massage in sports activities. Students will understand the benefits and learn techniques for pre-event, inter- event, post-event and maintenance massage. Students will gain skill in treatment session planning, palpation assessment and documentation. An overview of common sports injuries and conditions will be presented. Musculoskeletal concerns will be examined. Hydrotherapy as an adjunct to tissue and muscle healing will be addressed. Specific hydrotherapeutic methods will be reviewed and presented in laboratory sessions.

**Revised Course Proposal**      **TMSG 2020**  
**Student Massage Clinic**

**3 Credits**  
**Originator: Regina Cobb**

**Rationale:**

TMSG 2020 Therapeutic Massage Fieldwork I, which currently includes 50 hours of fieldwork in the Student Massage Clinic and 50 hours of fieldwork at a fieldwork site in the community. It will be renamed TMSG 2020 Student Massage Clinic and all 100 hours of fieldwork will occur in the clinic supervised by program faculty. The course title change more accurately reflects the type of experience and is consistent with COMTA language.

**OLD:** TMSG 2020 - Therapeutic Massage Fieldwork I Internship (3 Credits) This course focuses on community outreach and working with a healthy population. It is conducted in two parts. The first part (50 hours) of the course is the development and implementation of the "in-house" student clinic. The students will set up and run a clinic at CCRI providing massage service to clients from the community. The "in-house" clinic is supervised by program faculty. During the second part (50 hours) of the course, students will provide massage therapy services in a community setting where licensed and qualified health care providers are employed. During this second part, students are supervised by a provider employed at the site. Both experiences will focus on delivery of massage services, professional behavior and communication skills. Students will gain experience relative to massage office practice, marketing, record maintenance, scheduling clients, accounting procedures and ensuring compliance with OSHA and HIPAA standards. (Prerequisites: RHAB 1030 and 1110; TMSG 1020 and 1030; Co-requisite: TMSG 2021) Clinical: 100 hours

**NEW:** This course marks the first part of the student's clinical education, it focuses on integrating skills learned in previous courses; community outreach and educating the public to the benefits of clinical massage therapy. The course is conducted at the college providing massage services to clients within the community. Students will set up and run the in-house clinic under the supervision licensed program faculty, with the emphasis on clinic policies and procedures, clinical behavior, professionalism, interview skills and develop treatment plans, ethics and proper client care. Students will gain experience relative to a massage office practice, marketing, record keeping, scheduling clientele, basic accounting procedures, and ensuring compliance with OSHA standards, blood borne pathogens and HIPAA training.

**Revised Course Proposal**      **TMSG 2030**  
**Clinical Internship I**

**2 Credits**  
**Originator: Jennifer Hurrell**

**Rationale:**

The Therapeutic Massage program curriculum is undergoing a major restructuring. Previously, students completed 50 hours of fieldwork with the well population during TMSG 2020: Fieldwork I, then went on to be placed at 2 separate fieldwork sites involving clients who have pathology and/or injury for TMSG 2030: Fieldwork II. Under the proposed program restructuring students will be completing TMSG 2020 at an in-house student clinic run at CCRI during the summer semester. The opportunity for internship will not occur until the fall semester when two separate internship placements will run: TMSG 2030: Clinical Internship I, and TMSG XXXX: Clinical Internship II. With only 2 opportunities for community based practice, and in order to develop a diverse skill set, students will be encouraged to choose two different settings for each of these internship placements. It will be important to have these internships run as two separate courses so that students can earn a separate grade in each of these internship courses which reflects their performance in each different setting. If the internship was not split into two separate courses, students could be subject to receiving a failing grade for the entire experience and needing to pay for and repeat both internship placements as a result of passing one in one of the settings, but failing in the other.

**OLD: TMSG 2030: Fieldwork II (3 credits)**

The focus of this course is to gain experience providing massage to special populations including those with various pathologies and injuries. Clinical experience is available in a variety of health care settings including

private offices, nursing homes, group homes, athletic training facilities and hospitals. Students are assigned to facilities according to their preference and faculty approval. Experience is provided relative to office practice, record maintenance, accounting procedures and ensuring OSHA standards in the health care environment.

**NEW: TMSG 2030: Clinical Internship I (2 credits)**

The focus of this course is to gain experience providing massage therapy services to the healthy population, or to special populations including those with various pathologies and injuries. Students will be supervised by qualified healthcare providers employed at various community and healthcare facilities. Clinical placements are available in a variety of settings including private offices, nursing homes, group homes, athletic training facilities and hospitals. In addition to gaining clinical experience, students will participate with record maintenance, accounting procedures, and ensuring OSHA standards in the health care environment.

**New Course Proposal      TMSG XXXX      2 credits**  
**Advanced Sports Massage      Originator: Lou Ann Botsford**

**Rationale:**

This course will allow a more thorough exploration of methodologies presented in Introduction to Sports Massage with the addition of advanced modalities and massage techniques. Subject matter pertaining to regional applications of massage therapy, i.e. Sports Massage techniques will be expanded and explored in depth in Advanced Sports Massage.

**OLD:** The role of the Sports Massage Therapist will be discussed. The course will focus on the uses of massage in sports activities. Students will understand the benefits and learn techniques for pre-event, inter-event, post-event and maintenance massage. Students will gain skills in treatment session planning, assessment and documentation. An overview of common sports injuries and conditions will be presented. Musculoskeletal concerns will be examined. Hydrotherapy as an adjunct to tissue and muscle healing will be addressed. Specific hydrotherapeutic methods will be reviewed and presented in laboratory sessions.

**NEW:** This course serves as an advanced level of training in the role of the Sports Massage Therapist. Athletic concepts and techniques will be expanded for use in a variety of settings. The course will focus on the uses of massage in the athletic training environment. Students will learn to assess and treat for Repetitive Use Injuries, including hamstring strains, rotator cuff injuries, knee and foot pathologies. Cryotherapy and Thermotherapy as an adjunct to tissue and muscle healing will be addressed. Specific methods such as MET, SCS and STR, as well as an in-depth study of stretching methods will be demonstrated in hands on palpation sessions. Students will learn about overtraining syndrome causes and effects and explore self-myofascial release techniques. An introduction to the Kinesio Taping method will also be provided.

**New Course Proposal      TMSG XXXX      2 credits**  
**Integrating Eastern and Western Techniques      Originator: Karlo Berger**

**Rationale:**

TMSG 1040 TM3 Shiatsu will be divided into two sections introductory level and advanced level, which would be required for both the certificate and the associate degree programs. This will provide the students in the both programs to obtain entry level content needed for the state licensing exam and to include the content required by COMTA. It will provide additional content for the students to meet requirements for Board Certification.

**OLD:** Students learn the history, theory and basic practice of shiatsu therapy. This includes a study of the meridians, acupoints and other aspects of traditional Chinese medicine as they apply to a variety of conditions. The indications, contraindications, limitations and effects of shiatsu are described. Students learn methods and

terminology for documentation. Laboratory experience provides students with the opportunity to become comfortable with shiatsu techniques and to learn proper body mechanics for providing safe and effective shiatsu treatment on the shiatsu mat, on a massage table, and on a massage chair. Students also learn techniques for integrating shiatsu theory, practice and body mechanics into their massage therapy work. Participation in all aspects of this course, which includes regular qi development exercises and shiatsu practice outside of class hours, is required. (Prerequisites: RHAB 1030 and TMSG 1020) Lecture: 2 hours, Lab: 4 hours

**NEW:** Students will learn clinical applications of eastern modalities in the integrative clinical practice of massage therapy. Specifically, they learn protocols for integrating eastern body mechanics, mind-body techniques, and meridian/acupoint work into Swedish and/or deep tissue massage treatments. After a review of fundamentals of shiatsu and traditional Chinese medicine theory and practice, students will explore integrative massage strategies for addressing various ailments and improving overall health and well-being. Students will explore contemporary clinical acupuncture and shiatsu research in the development of integrative massage treatment protocols. Participation in all aspects of this course, which includes regular qi development exercises, mind-body cultivation, and integrative massage practice outside of class hours, is required. Prerequisites: RHAB 1030, TMSG 1020, and TMSG 1050.

**New Course Proposal**

**TMSG XXXX  
Clinical Internship II**

**2 credits  
Originator: Jennifer Hurrell**

**Rationale:**

The Therapeutic Massage program curriculum is undergoing a major restructuring. Previously, students completed 50 hours of fieldwork with the well population during TMSG 2020: Fieldwork I, then went on to be placed at 2 separate fieldwork sites involving clients who have pathology and/or injury for TMSG 2030: Fieldwork II. Under the proposed program restructuring students will be completing TMSG 2020 at an in-house student clinic run at CCRI during the summer semester. The opportunity for internship will not occur until the fall semester when two separate internship placements will run: TMSG 2030: Clinical Internship I, and TMSG XXXX: Clinical Internship II. With only 2 opportunities for community based practice, and in order to develop a diverse skill set, students will be encouraged to choose two different settings for each of these internship placements. It will be important to have these internships run as two separate courses so that students can earn a separate grade in each of these internship courses which reflects their performance in each different setting. If the internship was not split into two separate courses, students could be subject to receiving a failing grade for the entire experience and needing to pay for and repeat both internship placements as a result of passing one in one of the settings, but failing in the other.

**OLD: TMSG 2030: Fieldwork II (3 credit)**

The focus of this course is to gain experience providing massage to special populations including those with various pathologies and injuries. Clinical experience is available in a variety of health care settings including private offices, nursing homes, group homes, athletic training facilities and hospitals. Students are assigned to facilities according to their preference and faculty approval. Experience is provided relative to office practice, record maintenance, accounting procedures and ensuring OSHA standards in the health care environment.

**NEW: TMSG XXXX: Clinical Internship II (2 credit)**

The focus of this course is to gain experience providing massage therapy services to the healthy population, or to special populations including those with various pathologies and injuries. Students will be supervised by qualified healthcare providers employed at various community and healthcare facilities. Clinical placements are available in a variety of settings including private offices, nursing homes, group homes, athletic training facilities and hospitals. In addition to gaining clinical experience, students will participate with record maintenance, accounting procedures, and ensuring OSHA standards in the health care environment.

Motion: Joanne Jacobs, 2<sup>nd</sup> Tara Swift  
The committee voted 11 – 1 **to table** the TMSG Certificate and Associate Degree proposals and accompanying course proposals.

### ANNOUNCEMENT

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Rehab Health Depart is proposing:  
Course Proposal (Experimental)                      RHAB XXXX                      1 credit  
Focus on Geriatrics                      Martha Vigneault

This course is designed for licensed rehabilitative health professionals who are interested in expanding their knowledge of geriatric topics. Content will include exercise guidelines, types of dementia and how to manage this diagnosis from a therapy perspective, nutritional needs of the geriatric population, common medications and their side effects and management of the home environment. Completion of all coursework will provide 15 contact hours that may be applied towards Rhode Island's Dept. of Health required continuing education hours for PTAs, OTAs, & massage therapists.

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The next Curriculum Review Committee meeting will take place on December 4, 2015

Motion: Approve – Joanne Jacobs 2<sup>nd</sup> Cassandra Brewer  
The committee voted 12– 0 to adjourn at 3:30

President Di Pasquale	Cntr. for Workforce & Community Ed:	JAA Coordinator:
Vice President Lamontagne	E. Colantonio	
Vice President Schertz	J. Nash	Marketing & Communications:
Vice President Smith	CITLA:	Kristen Cyr
Dean Cipolla	Jeanne Mullaney	Ellen Schulte
Dean Costigan	Cooperative Education:	Brendalee Peckham-Bell
Dean Sullivan	C. Numrich	Office of Enrollment Services:
Dean Cole	Curriculum Review Committee	M. Braun
Advising & Counseling:	Financial Aid:	T. Kless
M. Blessing	J. Friedman	C. Tessier
B. McGill	Institutional Research:	
L. Mallozzi	W. LeBlanc	