

# CCRI CURRICULUM REVIEW COMMITTEE MEETING

December 6, 2:00-4:00 PM

Board Room 4090, Knight Campus

Zoom: <https://ccri.zoom.us/j/91633304946?pwd=oqcxp22bv2AVMEbfettaCGbouuKV59.1&from=addon>

## AGENDA

1. CALL TO ORDER
2. ROLL CALL
3. APPROVAL OF MINUTES (November 1 meeting and November 22 meeting)
4. NON-ACTION/ANNOUNCEMENTS
5. ACTION/VOTING ITEMS

### NON-ACTION/ANNOUNCEMENTS

#### DEPARTMENT ANNOUNCEMENTS

The Allied and Rehabilitative Health department is announcing that the Associates in Applied Sciences - Histotechnology degree is now being offered as an online degree.

The Nursing department is announcing that the following course is work-based learning:

- |              |                  |           |
|--------------|------------------|-----------|
| 1. NURS 2500 | Nursing Capstone | 3 credits |
|--------------|------------------|-----------|

The Human Services department is announcing that the following course is work-based learning:

- |              |  |           |
|--------------|--|-----------|
| 1. HMNS 2060 | Foundations of Teaching and Learning                   | 3 credits |
| 2. HMNS 2100 | Child Growth and Development Skills                    | 3 credits |
| 3. HMNS 2310 | Field Experience Seminar II                            | 3 credits |
| 4. HMNS 2320 | Field Experience Seminar II – Education/Special Needs  | 3 credits |
| 5. HMNS 2410 | Field Experience Seminar II – Child Development        | 3 credits |
| 6. HMNS 2420 | Field Experience Seminar III – Education/Special Needs | 3 credits |
| 7. HMNS 2710 | Diversity and Cultural Competency Skills               | 3 credits |

#### OTHER ANNOUNCEMENTS:

- RI Council on Postsecondary Education Timeline  
For new or substantially revised degrees/certificates, you must submit an [OPC Program Proposal](#)\* to be reviewed by your Dean, the VPAA, and President. The OPC Program Proposal must be completed and submitted to your Dean by the date of the CRC meeting of which the CRC program proposal is reviewed.
  - \*You may find the Council's scheduled meetings [here](#).

## **ACTION/VOTING ITEMS**

### **Revised Course Proposal: Principles of Management**

**BUSN 2050, 3 credits**

**Originator: Maria Coclin**

#### **RATIONALE:**

To better align our management course with URI's management course, and to better prepare our students for a management career in a diverse environment.

#### **CATALOG DESCRIPTION:**

This course introduces students to the principles, techniques, and concepts needed for managerial analysis and decision-making. It highlights effective management of organizational resources through planning, organizing, influencing, and controlling to achieve organizational goals. In addition, students will participate in a real-world engagement through the interaction with a manager or industry partner.

### **Revised Program Proposal: Graphic Design - Certificate**

**CERT\_ARTS\_GDAC, 18 credits**

**Originator: Shawn Parker**

#### **RATIONALE:**

In today's marketplace companies are demanding multiple skill sets from new hires in the graphic design field. The Department of Art, Art History, and Design is seeking to fulfill this demand for a variety of hard skill sets without sacrificing a working knowledge in foundational art and creativity.

This certificate will help develop professional skills in our design students. These two stems will be web and print based. The certificate's two semester structure will provide a responsible, streamlined, curriculum that will allow us to move directly into the field of graphic design.

We also seek to reinforce our students' soft skills by providing a classroom experience that pushes beyond tutorials and screen time. Teamwork and collaboration are emphasized in solving design problems. This includes presentations and developing the communication skills necessary to confidently present new design solutions for web and print clients and potential employers.

We also expect that upon completion of this program students could begin to freelance, or in some cases even begin to develop their own companies.

#### **CATALOG DESCRIPTION:**

The Graphic Design certificate gives students the basic skills they will need to enter the workforce or begin developing an individual practice as a graphic designer.

Students will begin by learning how to work with a variety of software, content and formats to explore creative, conceptual, and visual communication solutions that can be experienced in an effective way by individuals or groups of people.

Some of the skill sets that will be developed are design processes that include research, analysis, concepting, sketching, comping, production, and fulfillment for both print and digital media. In addition to building skills students will begin to develop and present a portfolio that demonstrates the students design ability. This program also places an emphasis on helping students gain the resources and awareness of how, and when to advance their skills based on industry expansion, and the changing demands placed on a graphic designer.

**New Course Proposal: The Sociology of Health and Illness**

**SOCS 2240, 3 credits**

**Originator: Maryhelen MacInnes**

**RATIONALE:**

Medical Sociology is a widely studied field within sociology, and is of particular relevance at CCRI given the large number of students who are in nursing, dental, and allied health programs. This course is also offered at URI at the 200 level (SOC 224: Health, Illness, and Medical Care), and their course served as a model for the one proposed here.

**CATALOG DESCRIPTION:**

This course provides students with a sociological perspective on health, illness, and health care. Our social world is patterned and unequal: some categories of individuals have more access to quality education, are more likely to get and stay married, and are likely to be employed in high paying jobs. Likewise, social factors like race, class, ethnicity, gender, sexual orientation, influence the ways in which individuals experience health and illness. They impact if and how people conceive of their experiences as sickness, if and how they seek help, the quality and type of help they receive, and ultimately, their health outcomes.

**Revised Course Proposal: Field Experience Seminar II – Social Work, Aging, and Older Adults**

**HMNS 2340, 3 credits**

**Originator: Walter Orellana**

**RATIONALE:**

Catalog Description change: The changes are for clarity. The field hours are adjusted based on the Council for Standards in Human Service Education (CSHSE) accreditation standards in which students need a total 250 clock hours across three field courses (CSHSE standard 20, g).

This course revision is also proposed so that HMNS 2340 can receive WBL designation.

**CATALOG DESCRIPTION:**

This course involves students in a setting and seminar to refine their intake and communication skills (both written and verbal) and to develop basic tools for client advocacy, assessment and intervention. Students learn intermediate level strategies for meeting physical, social-emotional and cognitive needs of clients in agency and community settings. Students demonstrate an increasing awareness of ethical issues including confidentiality, dual relationships and countertransference. Students will complete a minimum of 100 hours of supervised placement on the designated days and times as noted upon course registration. Grades of C or better required for Human Services program students.

**Revised Course Proposal: Field Experience Seminar II – Mental Health/Substance Use**

**HMNS 2360, 3 credits**

**Originator: Walter Orellana**

**RATIONALE:**

Catalog Description change: The changes are for clarity. The field hours are adjusted based on the Council for Standards in Human Service Education (CSHSE) accreditation standards in which students need a total 250 clock hours across three field courses (CSHSE standard 20, g).

This course revision is also proposed so that HMNS 2360 can receive WBL designation.

The change in the course title reflects the changes made last semester and approved by the CRC. The concentration name was changed from Substance Abuse to Substance Use.

**CATALOG DESCRIPTION:**

This course places student in a mental health or substance use setting. Through a combination of field experience and seminar, students refine their intake assessment, prevention and intervention skills in ways that allow them to begin taking a more active role in meeting the needs of clients in mental health and substance use settings. Students will complete a minimum of 100 hours of supervised placement on the designated days and times as noted upon course registration. Grades of C or better required for Human Services program students.

**Revised Course Proposal: Field Experience Seminar III – Social Work, Aging, and Older Adults**  
**HMNS 2440, 3 credits**

**Originator: Walter Orellana**

**RATIONALE:**

Catalog Description change: The changes are for clarity. The field hours are adjusted based on the Council for Standards in Human Service Education (CSHSE) accreditation standards in which students need a total 250 clock hours across three field courses (CSHSE standard 20, g).

This course revision is also proposed so that HMNS 2440 can receive WBL designation.

Name change—Changing from Gerontology to Aging and Older Adults is recommended because it is more inclusive and less stigmatizing. It can provide clarity for the general public to understand as compared to the term gerontology

**CATALOG DESCRIPTION:**

This course provides a field location and seminar where students are expected to utilize advanced skills and clinical supervision acquired thus far to demonstrate increased ability to assess, plan, and perform independently in response to clients serviced in social work and aging and older adults settings. Students will complete a minimum of 100 hours of supervised placement on the designated days and times as noted upon course registration. Grades of C or better required for Human Services program students.

**Revised Course Proposal: Field Experience Seminar III – Mental Health and Substance Use**  
**HMNS 2460, 3 credits**

**Originator: Walter Orellana**

**RATIONALE:**

Catalog Description change: The changes are for clarity. The field hours are adjusted based on the Council for Standards in Human Service Education (CSHSE) accreditation standards in which students need a total 250 clock hours across three field courses (CSHSE standard 20, g).

This course revision is also proposed so that HMNS 2460 can receive WBL designation.

The change in the course title reflects the changes made last semester and approved by the CRC. The concentration name was changed from Substance Abuse to Substance Use.

**CATALOG DESCRIPTION:**

This course provides a field location where students are expected to demonstrate refined skills and an increased ability to operationalize knowledge gained thus far in their program to meet the physical, emotional, cognitive and clinical needs of clients served by mental health and substance use service providers. Students demonstrate an increased ability to assess, plan and perform independently in mental health and substance use settings. Students will complete a minimum of 100 hours of supervised placement on the designated days and times as noted upon course registration. Grades of C or better required for Human Services program students.

**Revised Program Proposal: Mental Health and Wellness Certificate****CERT\_HMNS\_MHWC, 21 credits****Originator: Walter Orellana****RATIONALE:**

The program revision will align the certificate programs with the Associate in Arts degree and transition to a FIVE-CORE PLUS ONE model. In doing so, students can earn a Social Services Certificate and Mental Health First Aid PLUS one (Mental Health and Wellness, Case Management, or Aging and Older Adults certificate).

This update incorporates adding HMNS 2130-Therapeutic Interventions: Working with Individuals as it is part of the FIVE-CORE and allows for student choice.

**CATALOG DESCRIPTION:**

The certificate in Mental Health is for students who may be currently employed or interested in working within the Mental Health Community. The program introduces the profession of Human Services with a focus on Mental Health and Wellness for diverse and global populations. Students earning the certificate will learn or refine skills in communication, observation, documentation, research, ethical practices, and self-care. Students are introduced to multi-disciplinary resources and support. Students completing the Mental Health and Wellness Certificate will earn the Mental Health First Aid Certification.

**Revised Program Proposal: Case Management Certificate****CERT\_HMNS\_CMTC, 21 credits****Originator: Walter Orellana****RATIONALE:**

This program revision results from the Program Review and Assessment Advisory Council (PRAAC) recommendations from the 2024 Associates in Arts—Social Services Academic Program Review. The revision will align the certificate programs with the Associate in Arts degree and transition to a FIVE-CORE PLUS ONE model. In doing so, students can earn a Social Services Certificate and Mental Health First Aid PLUS one (Mental Health and Wellness, Case Management, or Gerontology certificate).

This update incorporates adding HMNS 2130-Therapeutic Interventions: Working with Individuals as it is part of the FIVE-CORE and allows for student choice.

**Revised Program Proposal: Human Services, Aging and Older Adults - Certificate****CERT\_HMNS\_GERN, 21 credits****Originator: Walter Orellana****RATIONALE:**

The program revision will align the certificate programs with the Associate in Arts degree and transition to a FIVE-CORE PLUS ONE model. In doing so, students can earn a Social Services Certificate and Mental Health

First Aid PLUS one (Mental Health and Wellness, Case Management, or Aging and Older Adults certificate).

Name change—Changing from Gerontology to Aging and Older Adults is recommended because it is more inclusive and less stigmatizing. It can provide clarity for the general public to understand as compared to the term gerontology.

**CATALOG DESCRIPTION:**

The certificate in Aging and Older Adults is for students who may be currently employed or interested in working with the aging or elderly populations. The program introduces students to the Human Services profession, focusing on the study of Aging and Older Adults. The Aging and Older Adults Certificate is designed to assist students in learning the foundations of adult development and aging, including longevity, health, functioning, and understanding social problems such as ageism, discrimination, cultural issues, and care services. Students develop an awareness of the multidisciplinary supports necessary to care for aging and older adults.

**Revised Program Proposal: Human Services, Social Services - Certificate**

**CERT\_HMNS\_CSOS, 18 credits**

**Originator: Walter Orellana**

**RATIONALE:**

The proposal for this program revision is to align the certificate with the other Human Services Social Services concentrations. This will address the PRAAC's recommendation to align the certificate with the Social Services A.A. degree.

**CATALOG DESCRIPTION:**

The certificate in Social Services is for students who may either already be employed or interested in social services. It is a brief program (five courses) that introduces the field of social services and equips students with the necessary skills to enter the field. Courses are offered days and evenings, and all courses directly apply toward the department's A.A. degree.

**Revised Program Proposal: Social Services, Aging and Older Adults- Associate in Arts**

**AA\_SOSC\_GERN, 64-67 credits**

**Originator: Walter Orellana**

**RATIONALE:**

The changes align the related certificates with the social services associate degree.

Name change—Changing from Gerontology to Aging and Older Adults is recommended because it is more inclusive and less stigmatizing. It can provide clarity for the general public to understand as compared to the term gerontology

**CATALOG DESCRIPTION:**

Aging and older adult workers perform various functions in supporting healthy aging and caregiving. They are employed by nursing homes, adult day care centers, senior centers, hospitals, and private care. Aging and older adult workers are trained to assist older clients with daily living, physical care, recreation, and supportive companionship.

**Revised Course Proposal: Criminal Law**

**LAWS 1010, 3 credits**

**Originator: Mark England**

**RATIONALE:**

Catalog description and course outcome changes.

**CATALOG DESCRIPTION:**

A foundational study of criminal law, focusing on common law and modern statutory applications. Topics include substantive law, distinction between criminal and civil justice systems, essential elements of crimes, key components to criminal intent and acts, as well as causation and harm. This course also covers defenses such as insanity, entrapment, and others used in U.S. Law.

**Revised Course Proposal: Introduction to Law and Legal Studies**

**LAWS 1080, 3 credits**

**Originators: David Igliozzi**

**Sheryl MacDougall**

**RATIONALE:**

Course-level updates to the catalog description and outcomes were made in conjunction with input and oversight from an active advisory board considering current industry demand and articulation.

**CATALOG DESCRIPTION:**

Students will be introduced to the law and the American legal system. Topics include legal research and writing, E-Filing, communication skills, law office administration, legal and professional ethics, foundations of substantive and procedural law, legal terminology, the functions of the courts, and the role of attorneys, paralegals, and other legal professionals.

**Revised Course Proposal: Constitutional Law**

**LAWS 2000, 3 credits**

**Originator: David Igliozzi**

**RATIONALE:**

Course-level updates to the catalog description and outcomes were made in conjunction with input and oversight from an active advisory board considering current industry demand and articulation.

**CATALOG DESCRIPTION:**

This course presents the basic principles of Constitutional Law through the analysis of the opinions of the United States Supreme Court. Topics include judicial review, federalism, commerce clause, governmental powers, and civil rights.

**Revised Course Proposal: Law of Evidence**

**LAWS 2010, 3 credits**

**Originator: David Igliozzi**

**RATIONALE:**

Course-level updates to the catalog description and outcomes were made in conjunction with input and oversight from an active advisory board considering current industry demand and articulation.

**CATALOG DESCRIPTION:**

This course studies the rules governing the admissibility of evidence in civil and criminal trials to protect individual rights. Topics include burden of proof, competency and examinations of witnesses, types of evidence, and the function of judge and jury.

**Revised Course Proposal: Basic Civil Procedures for Legal Professionals****LAWS 2020, 3 credits****Originator: David Iglizzi****RATIONALE:**

Course-level updates to the catalog description and outcomes were made in conjunction with input and oversight from an active advisory board considering current industry demand and articulation.

**CATALOG DESCRIPTION:**

This course studies adjudicated cases involving contemporary social issues and the effect on society. Stress is placed on the relationship and impact of law on social values, morals, and change. The balance between the interests of society and individual rights are scrutinized.

**Revised Course Proposal: Law in Contemporary Society****LAWS 2040, 3 credits****Originator: David Iglizzi****RATIONALE:**

Course-level updates to the catalog description and outcomes were made in conjunction with input and oversight from an active advisory board considering current industry demand and articulation.

**CATALOG DESCRIPTION:**

Students will examine contract law, including the basic elements of a valid contract, rights of the third parties, and remedies for breach. Topics include agreement, consideration, contractual capacity, and legality.

**Revised Course Proposal: Law of Contracts****LAWS 2050, 3 credits****Originator: David Iglizzi****RATIONALE:**

Course-level updates to the catalog description and outcomes were made in conjunction with input and oversight from an active advisory board considering current industry demand and articulation.

**CATALOG DESCRIPTION:**

This course introduces the legal concepts and practical applications of civil litigation using the rules of civil procedure as applied in the federal and state court systems. The course will cover the court system; jurisdiction and venue; pleadings (complaints, answers, counterclaims and cross-claims); and discovery documents (interrogatories, depositions and requests for production).

**Revised Course Proposal: Law of Business Organization****LAWS 2070, 3 credits****Originator: David Iglizzi**



**RATIONALE:**

Course-level updates to the catalog description and outcomes were made in conjunction with input and oversight from an active advisory board considering current industry demand and articulation.

**CATALOG DESCRIPTION:**

This course covers the legal requirements to organize a business entity. Topics include types of business organizations, government regulations, business ethics, and sanctions for violations of the law.

**Revised Course Proposal: Legal Research and Writing I****LAWS 2090, 4 credits****Originators: David Igliozzi****Sheryl MacDougall****RATIONALE:**

Course-level updates to the catalog description and outcomes were made in conjunction with input and oversight from an active advisory board considering current industry demand and articulation.

**CATALOG DESCRIPTION:**

Students will learn how to perform procedural aspects of legal research. Students will use primary and secondary legal sources, case digests, search aids (LexisNexis, Westlaw), and citators (Shepard's Citations). Students are expected to complete a case brief and legal memorandum.

**Revised Course Proposal: Torts and Personal Injury Law****LAWS 2100, 3 credits****Originator: David Igliozzi****RATIONALE:**

The term "Tort" is an old English word that is still used in the legal field. However, when students see the title of the course: Law of Torts, it can be confusing as to what this course entails, unless they read the course description. What they do know is that it is a required 3-credit course.

I am proposing that for easier understanding and interest the name of the course be changed to; "Personal Injury Law". I believe that this title will immediately inform our students what the course entails. Many colleges now use this title rather than "Torts". This does not mean that students will no longer recognize the term 'torts', as it will be used and explained throughout the course in the text and class assignments and lectures.

**CATALOG DESCRIPTION:**

This course involves the study of civil wrongs that result in injuries to person, property, or relationships. Students will examine types of torts (intentional, negligence, and strict liability), causation, and damages. Topics include defamation, fraud, professional malpractice, products and premises liability, and impact of insurance.

**New Course Proposal: Legal Research and Writing II****LAWS 2095, 3 credits****Originators: David Igliozzi****Sheryl MacDougall****RATIONALE:**

This course mimics what a day in a law firm would require. It establishes clinical experience vital to work-based learning in the legal field. This course will combine the student's Paralegal Portfolio requirement and the

Capstone course of Legal Research and Writing. It will prepare students upon graduation to be able to research, write, analyze, and strategize client case files.

**CATALOG DESCRIPTION:**

This course is a work-based, hands-on experience integrating information and skills learned in previous legal courses. The course is divided into three segments: completing the Paralegal Portfolio, preparing a criminal case file, and preparing a civil case file. Students will be exposed to professional networking with an opportunity for mentorship. This course is intended for students in their final semester of the Paralegal program.

**Revised Course Proposal: Policing in Contemporary America**

**CJUS 1000, 3 credits**

**Originator: Mark England**

**RATIONALE:**

Replaces LAWS-1000 with new catalog description and course outcomes.

**CATALOG DESCRIPTION:**

This course introduces students to law enforcement institutions that form an integral part of the contemporary society. Topics include police use of discretion, serving diverse communities, ethical and moral dilemmas confronting police, community policing, and understanding the subculture that exists in this unique profession.

**Revised Course Proposal: Criminal Procedure**

**CJUS 1020, 3 credits**

**Originator: Mark England**

**RATIONALE:**

Update to reflect content taught.

**CATALOG DESCRIPTION:**

This course presents an overview of the criminal justice system. Students will examine the Constitutional Amendments and their effect on society, police, and the judicial system. Topics include arrests, warrants, pre-trial detention, arraignment, and bail, as well as an examination of the various roles of those working within the criminal justice system.

**New Course Proposal: Exploring Criminal Justice**

**CJUS 1-XXX, 3 credits**

**Originator: Mark England**

**RATIONALE:**

This new course is part of the redesign of the Legal Studies, Law Enforcement program as it becomes an associate in science degree in Criminal Justice. It will introduce students to the many career and educational paths offered in the field of criminal justice.

**CATALOG DESCRIPTION:**

Students will explore the many educational and career opportunities in criminal justice by engaging with industry professionals to experience firsthand what is essential to be successful in these ever-evolving career pathways.

## **New Course Proposal: The Science of Solving Crimes**

**CJUS 2-XXX, 4 credits**

**Originator: Mark England**

### **RATIONALE:**

This new course is part of the redesign of the Legal Studies, Law Enforcement program as it becomes an associate in science degree in Criminal Justice. This course combines the former LAWS 1030 and LAWS 1040, Criminalistics I and II courses, into one lecture/lab science course.

This course will transfer to Rhode Island College as a general education course and will be open to all CCRI students. CJUS 2-XXX is an interdisciplinary course, incorporating biology, chemistry, physics, mathematics, and anthropology. This approach will appeal to students who are interested in forensic science and crime scene investigation.

### **CATALOG DESCRIPTION:**

Students will actively identify, compare, and process evidence from crime scene to crime lab. This course allows students to gather and preserve physical evidence, as well as apply scientific techniques used in connection with the detection and determination of crime. Topics include ballistics, chromatography, blood spatter analysis, fingerprinting, trace evidence, and DNA extraction.

## **Revised Program Proposal: Criminal Justice – Associate in Science**

**AS\_LGAL\_LEN, 62-64 credits**

**Originator: Mark England**

### **RATIONALE:**

The former Legal Studies, Law Enforcement program has been reviewed and revised, with active advisory board oversight to the new interdisciplinary Criminal Justice - Associate in Science degree. Program revisions include the development of the new "CJUS" course code, revised CJUS (formerly LAWS) courses, new CJUS courses, several added work-based learning experiences, and greater alignment of general education and major curriculum based on industry and academic need.

### **CATALOG DESCRIPTION:**

The Criminal Justice - Associate in Science program will prepare students for positions in various criminal justice fields (e.g., policing, advocacy, and corrections) or to pursue further education at a four-year institution. This program provides students with a comprehensive foundation in the principles, practices, and ethical considerations of the criminal justice system. This interdisciplinary curriculum equips students with the critical thinking and analytical skills necessary for addressing contemporary criminal justice issues. Students will also have multiple opportunities to engage with professionals in the various fields of the criminal justice system.

## **Revised Program Proposal: Legal Studies, Paralegal – Associate in Science**

**AS\_LGAL\_PALG, 62 credits**

**Originators: David Igliozzi**

### **RATIONALE:**

The Legal Studies, Paralegal Studies - Associate in Science program has been suspended since summer 2023. The program has since been reviewed and refreshed, with active advisory board oversight to relaunch in fall 2025. Notable revisions to the program include revised and newly added LAWS courses, updated general education requirements, and a streamlined major requirement curriculum, all based on industry and academic need. This program is designed to fully transfer to Roger Williams University where students may continue

their education in their Paralegal Bachelor's of Science program. Following its relaunch, the department and Program Director will seek American Bar Association (ABA) accreditation for the program.

**CATALOG DESCRIPTION:**

The Paralegal associate in science program prepares students to begin a dynamic career in the legal field and/or continue their education at a four-year institution. This program provides students with a solid foundation in principles, practices, and procedures in legal research and writing and various areas of law. Our graduates pursue successful careers in law firms, government agencies, and non-profit organizations, and many continue on to law school.

**Paralegal Portfolio requirement:** For students enrolling in the Paralegal Studies program, the completion of a portfolio of their coursework will be required to graduate. Details on what must be included in the portfolio can be found on [the program's webpage](#).

**New Program Proposal: Legal Studies, Paralegal Studies – Certificate**

**24 credits**

**Originators: David Igliozzi**

**RATIONALE:**

The new Legal Studies, Paralegal Studies - Certificate was created based on industry need and advisory board feedback. This certificate provides students a fundamental understanding of legal principles, research, writing, and law, preparing them for entry-level positions in the legal field (e.g., Legal Assistant, Court Clerk). This program is designed to fully stack into the newly revised Legal Studies, Paralegal - Associate in Science degree, should students choose to continue their education.

**CATALOG DESCRIPTION:**

The one-year Paralegal Studies certificate equips students for entry-level careers in the legal field. This program offers a fundamental understanding of legal principles, research, writing, and law. Additionally, all courses in this certificate can be credited toward the Legal Studies, Paralegal associate degree for those who wish to further their education.

**Revised Course Proposal: Sports & Repetitive Use: Recovery Techniques**

**TMSG 2010, 4 credits**

**Originators: Regina Cobb**

**Maddie Josephs**

**RATIONALE:**

This course modification will provide a broader knowledge base and scope of practice to the massage therapy student. In addition, the increase in hours will help to address the need to increase total program hours, as mandated by the RI Department of Health.

**CATALOG DESCRIPTION:**

This course integrates principles of anatomy and orthopedic massage, emphasizing the application of massage techniques within the realm of sports. Students will explore the essential role of the Sports Massage Therapist and gain insight into the benefits of various massage modalities tailored for pre-event, inter-event, post-event, and maintenance purposes. Participants will develop competencies in treatment session planning, palpation assessment, and documentation practices. The curriculum includes a thorough examination of common sports injuries and conditions, equipping students with the knowledge to apply athletic concepts and techniques across diverse environments. Additionally, participants will gain an understanding of overtraining syndrome, its causes, and effects, while also exploring self-myofascial release techniques. The course will

introduce the Kinesio Taping method, providing a comprehensive foundation for aspiring sports massage professionals.

**New Course Proposal: Therapeutic Massage Clinical Internship**

**TMSG 2500, 3 credits**

**Originators: Regina Cobb**

**Maddie Josephs**

**RATIONALE:**

In July 2024, the RI Department of Health Division of Professional Regulation, promulgated a new law mandating that graduates of Massage Therapy Programs in RI, who are in turn eligible to obtain a license from the state, complete a program of study to include 800 hours of total instruction. (this includes all Major requirements, general education courses and any clinical component). The current program is a 685 hour/35 credit program. To comply with the new state law, 115 hours need to be added to the curriculum. This 100-hour clinical internship, a new component of the program, will help to satisfy the requirement.

**CATALOG DESCRIPTION:**

This course is designed to equip students with hands-on experience in delivering massage therapy services to both healthy individuals and specialized populations with diverse pathologies and injuries. Under the guidance of qualified healthcare professionals at various community and healthcare facilities, students will engage in clinical placements across a range of environments, including private practices, nursing homes, integrative wellness centers, athletic training centers, Spas and hospitals. In addition to developing practical skills, students will also focus on essential aspects of the profession, including SOAP notes, client assessments, ethical considerations, boundaries, financial management, and adherence to OSHA standards within the healthcare setting.

**Revised Program Proposal: Therapeutic Massage – Certificate**

**CERT\_TMSC, 38 credits**

**Originators: Regina Cobb**

**Maddie Josephs**

**RATIONALE:**

In July 2024, the Rhode Island State Department of Health Division of Professional Regulation promulgated new requirements for Massage Therapy Program graduates to be eligible for licensure. All programs must include 800 hours of instruction (which includes general education requirements, major requirements and any clinical component) for a graduate to be eligible to obtain a massage therapy license in RI. The program made changes to courses, and added a new clinical internship course to meet this new requirement.

**CATALOG DESCRIPTION:**

CCRI's Massage Therapy 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 800-hour, 38-credit curriculum leading to a Massage Therapy Certificate. Our program is accredited by the Commission on Massage Therapy Accreditation (COMTA). The program emphasizes ethics, clinical assessment, critical thinking, and entrepreneurship. Students are prepared for the Massage and Bodywork Licensing Exam (MBLEx), overseen by the Federation of State Massage Boards, to apply for a license to practice massage in the state of Rhode Island. The program can be completed in 12 months.

**For the following new AA-Transfer Degrees, please refer to CIM to review the catalog descriptions and department votes, to approve the conceptual change from JAA plans to AA-Transfer degrees.**

**RIC:**

**JAA World Languages Transfer, French BA  
JAA Social Sciences Transfer, Justice Studies BA**

Curriculum Committee Member Eileen James has asked that this motion be added to the 12/6/2024 CRC meeting agenda:

**Motion:**

**CRC expects those responsible for entering information from CIM to the catalog to apply any suggested edits specifically focused on correcting grammar, punctuation, spelling, and other stylistic issues in a way that does not affect the content (or intent of the content) of a course or program**