

CCRI CURRICULUM REVIEW COMMITTEE MEETING

February 7, 2020 2:00-4:00 PM
Board Room, 4090 – Knight Campus

AGENDA

1. CALL TO ORDER
2. ROLL CALL
3. APPROVAL OF MINUTES
4. NON ACTION/ANNOUNCEMENTS
5. ACTION/VOTING ITEMS

NON ACTION/ANNOUNCEMENTS

The next scheduled Curriculum Review Committee meeting will take place on Friday, March 20, 2020. Please note—initial proposals are due to the deans by Friday, February 14, 2020.

ACTION/VOTING ITEMS

Revised Program Proposal: Histotechnician

XXXX, 61 credits

Originator: Maddie Josephs

RATIONALE:

The Histotechnician Program started at CCRI in 2007. At that time, there were insufficient funds to outfit a student laboratory on campus. Since then, the program has acquired, through purchase, donations and grant funds, several pieces of equipment to effectively hold student laboratory sessions on campus. Students have the opportunity to develop and improve on competencies as a result.

Due to the critical shortage of professionals in the field, our clinical sites are finding it increasingly more difficult to have students in the lab during their final semester for 4 days per week. After meeting with clinical instructors and Advisory Committee members and discussing options, it was proposed that the clinical rotation during the final semester be reduced to 3 days per week, and to add on a student skills lab, which would be held on campus. In addition, Board of Certification scores suggest that an additional lecture component during this final semester would benefit students and potentially increase test scores.

This program currently awards 63 credits. This proposal aims to eliminate one course (Introduction to Computers), replace one Biology course (necessary due to Biology Department changes) and add a lecture and lab to one of the major requirements (Histotechnology IV). This would result in a total of 61 credits awarded.

CATALOG DESCRIPTION:

Histotechnicians are integral members of the healthcare team. It is the job of the histotechnician to prepare sections of human tissue from biopsy or autopsy for microscopic examination by processing and cutting tissues, mounting them on slides and staining them with special dyes for microscopic examination by a pathologist for the diagnosis of disease. Histotechnicians work in hospital laboratories, medical research laboratories, veterinary pathology and forensic laboratories.

The CCRI Histotechnician program prepares students to enter this challenging and rewarding field and provides them with entry-level knowledge, application and problem-solving skills needed to function as active members of the healthcare team. Graduates of the program are eligible for:

- Employment in a hospital, pathology lab, crime lab, veterinary lab and public health facility.
- Transfer to a bachelor's degree program.
- Sitting for the national certification examination for HT given by ASCP Board of Certification (BOC).

Revised Course Proposal: Histotechnology IV

HSTO 2320, 14 credits

Originator: Maddie Josephs

RATIONALE:

Currently, Histotechnology IV (HSTO2320) is a 12 credit course consisting of a clinical experience only. Students are receiving clinical instruction four (4) days per week for the entire semester. Because of a critical shortage of histotechnology professionals, it is becoming increasingly difficult to support our students for the currently prescribed number of days. After discussion with clinical instructors, advisory committee members and the program's clinical coordinator, it was proposed to reduce the number of hours at the clinical site per week, and add both a lecture and on-campus student laboratory experience.

This proposal will reduce the number of days at clinical to three (3), and add to the course both a lecture component as well as a skills lab where students will have an opportunity to continue to develop their technical skills. This will result in an increase of two (2) credits bringing the total number of credits to 14.

Lecture: 3 hours/week Lab: 3 hours/week Clinical: 24 hours/week

CATALOG DESCRIPTION:

OLD:

This course provides practical application of principles and techniques of advanced histological procedures. The clinical setting provides realistic conditions under which a histotechnician functions and allows students to refine skills acquired in Histology III. Students will refine skills in embedding, cutting tissue sections, H&E staining and evaluation of various surgical and autopsy specimens. Students experience special stains for pigments, minerals, microorganisms and Neuropathology. Students are introduced to the special procedures such as Immunohistochemistry, Enzyme Histochemistry and Electron Microscopy. (Prerequisite: HSTO 2310)

NEW:

This course provides practical application of principles and techniques of advanced histological procedures. The clinical setting provides realistic conditions under which a histotechnician functions and allows students to refine skills acquired in Histology III. Students will refine skills in embedding, cutting tissue sections, H&E staining and evaluation of various surgical and autopsy specimens. Students experience special stains for pigments, minerals, microorganisms and Neuropathology. Students are introduced to the special procedures such as Immunohistochemistry, Enzyme Histochemistry and Electron Microscopy. Lecture: 3 hours, Lab: 3 hours, Clinical: 24 hours (Prerequisite: HSTO 2310 Co-requisite HSTO 2330)

New Course Proposal: Operations and Supply Chain Management

BUSN XXXX, 3 credits

Originators: Maria Coclin

RATIONALE:

The Bureau of Labor statistics predicts a seven percent job growth between 2016 and 2026 in

Operations and Supply Chain Management related positions. (United States Department of Labor)

“Supply chain is career path rich with opportunity for millennials. Not only has supply chain emerged as a key differentiator and competitive advantage for businesses large and small, but it also brings enriching and meaningful opportunities to address a set of diverse, global, ecological and ethical challenges that have a very real and tangible impact on the world and its inhabitants – issues that millennials find worthwhile and personally rewarding” (according to The Professional Association for Supply Chain Management (APICS))

The Institute for Supply Management (ISM) found an upward trend in supply management salaries following their annual *Salary Survey*. ISM CEO Thomas W. Derry stated, “Supply management compensation continues to increase at a significantly faster pace than overall professional compensation, indicating the importance companies place on investing in supply management talent, which is essential to company strategy and performance.”

CATALOG DESCRIPTION:

NEW:

This course will introduce students to operations and supply chains that are existing in all businesses. Vigilant management of operations and supply chains are critical to the overall success of an organization. This course integrates key functions of operations management, inventory control, purchasing, forecasting, scheduling, and implementing workflow improvement methodologies including just-in-time and quality management systems. (Prerequisite: ACCT 1020) Lecture: 3 hours

Revised Course Proposal: Personal Income Taxes

ACCT 1500, 3 credits

Originator: Maureen Murray

RATIONALE:

The purpose of this proposal is to submit a Course Description Change based on tax law changes.

COURSE DESCRIPTION:

OLD:

This course provides an overview of the tax problems confronting individuals on the federal level. Tax situations involving incomes, exemptions, deductions and capital gains and losses are undertaken and the pertinent tax forms are discussed. Lecture: 3 hours

NEW:

This course highlights the laws, regulations, and other authorities affecting individuals within the federal tax structure. Tax situations covered include income determination, dependency, deductions, property transactions and the pertinent tax forms are discussed. *Lecture: 3 hours*

Revised Program Proposal: Medical Insurance Billing and Coding

MIBC, 19 credits

Originator: Robert Pezzillo

RATIONALE:

According to the Bureau of Labor Statics, Medical Billing and Coding, which is part of the Health Information Technician field “is projected to grow 13 percent from 2016 to 2026, faster than the average for all occupations (and) the demand for health services is expected to increase as the population ages.” BLS.gov

CCRI is the only area institution that offers an industry recognized certified curriculum in medical coding from AAPC, which is the leading medical coding certification organization in the United States.

CATALOG DESCRIPTION:

OLD:

This concentration provides students with the knowledge, skills and abilities to process medical insurance forms and to code medical records using the CPT and ICD-CM coding systems. Upon completion of the program, students are eligible to take the national Certified Professional Coders examination. Employment of medical records and health information technicians is expected to grow much faster than average for all occupations.

NEW:

The MIBC program provides students with the knowledge, skills and abilities to code medical documentation using the ICD-CM, AMA-CPT®, and HCPCS II manuals. Students will learn how to prepare medical insurance claim forms for submission to medical insurers and the opportunity to work with an electronic medical record system. Upon completion of the program, students are prepared to take the American Academy of Professional Coders® (AAPC) Certified Professional Coder (CPC)® exam and the National Health Care Association® (NHA) Certified Billing and Coding (CBCS)® and Certified Electronic Health Records Specialist (CEHRS)® exams.

Revised Course Proposal: International Classifications of Diseases – Clinical Modifications ICD-CM MEDL 2400, 1 credit

Originator: Robert Pezzillo

RATIONALE:

The MEDL-2400 (Proposed MEDL-2385) ICD-CM course is known within the medical coding community as the “why” of coding (i.e. why did one seek services from a medical provider.) The MEDL -2390 CPT class is known within the medical community as the “what” of medical coding (i.e. what did the provider do for the patient).

The MEDL-2400 ICD-CM course needs three changes: credit adjustment, reorganization of course sequence, and a new catalog description.

There are two primary medical coding classes taught in the MIBC Certificate program. They are MEDL-2400 ICD, International Classification of Diseases (The Why of Coding) and MEDL-2390 CPT, Current Procedural Terminology (The What of Coding).

COURSE DESCRIPTION:

OLD:

This course familiarizes students with International Classification of Diseases and Clinical Modification codes (ICD-CM). An overview of the Tabular List (Volume I) and the Alpha Index (Volume II) will include coding fundamentals and conventions. Various coding scenarios challenge small student groups to apply techniques learned to code claims. (Corequisite: MEDL 2350 or permission of instructor) Lecture: 2 hours

NEW:

This course familiarizes students with the latest volume of the World Health Organizations International Classification of Diseases and Clinical Modification medical diagnostic codes (ICD-CM). This course includes an overview of the format of the ICD-CM manual and is combined with an understanding of diagnostic coding fundamentals, including medical coding conventions and guidelines. (Corequisite: MEDL- 2350 or permission of instructor) Lecture: 3 hours

Revised Course Proposal: Workplace Relationships

BUSN 1000, 3 credits

Originator: JoAnn Warren

RATIONALE:

The purpose of this proposal is to submit a Name Change, Course Description and a modification to Course Learning Outcomes.

Name Change: From Workplace Relationships Skills to Workplace Relationships.

Learning Outcomes: Old

- Examined and developed a strategy for improving interpersonal job-oriented skills as it relates to individual career interests.
- Demonstrated an understanding of “soft skills” and their importance in achieving career success as outlined in selected text learning objectives
- Demonstrated the ability to communicate effectively
- Applied appropriate soft and technical skills effectively as a team member
- Prepared career related documents

Learning Outcomes: New

- Demonstrated an understanding of “soft skills” and their importance in achieving career success.
- Developed strategies for interpersonal job-oriented skills improvement.
- Applied appropriate soft and technical skills as a team member.
- Demonstrate the ability to communicate effectively.
- Prepared and used appropriate career related documents and practices.

The purpose of this course is to prepare students for career advancement by developing and/or refining those “soft skills” required for success in their chosen career field. The Business Administration’s Advisory Board composed of area employers, suggested (more than a decade ago) that while many CCRI graduates possess strong “technical” skills, they need opportunities to develop those “soft skills” required to navigate the professional environment. As such, this course was developed with you, the student in mind. This course is about you and your personal and career success.

The Vision: Upon successful completion of this course, the student will be able to navigate professional and social environments making appropriate choices related to behaviors and language.

COURSE DESCRIPTION:

OLD:

Critical to success in the workplace is the ability to develop and maintain effective working relationships with co-workers, supervisors, subordinates and both internal and external customers. This course guides students in developing interpersonal skills and strategies to manage their work lives. Lecture: 3 hours

NEW:

This course exposes students to strategies required to navigate the professional environment, including career preparation and advancement with an emphasis on “soft skills” needed to develop and maintain effective working relationships. Lecture: 3 Hours

Revised Course Proposal: Leadership Development

BUSN 1060, 3 credits

Originator: JoAnn Warren

RATIONALE:

The purpose of this proposal is to submit a change to the Course Description

The Vision: Everyone at some point will be called upon to take on a leadership role in their workplace, community and/or family. We will “plant the seed” which students can nurture throughout their lifetime.

COURSE DESCRIPTION:

OLD:

This course provides emerging and existing leaders the opportunity to explore the concept of leadership and to develop and improve their leadership skills. The course integrates readings from the humanities, experiential exercises, films and contemporary readings on leadership. Lecture: 3 hours

NEW:

This course is designed to help emerging and existing leaders assume increasingly responsible leadership roles in their personal, professional, and academic lives. This course focuses on significant theories of leadership and their applicability to leaders of the past and present. Lecture: 3 Hours

Revised Course Proposal: Principles of Management

BUSN 2050, 3 credits

Originator: JoAnn Warren

RATIONALE:

The purpose of this proposal is to submit a change in the course description for the College Catalog and Website.

COURSE DESCRIPTION:

OLD:

This course introduces students to the basic role of the manager in modern business. Among the topics discussed are: paradigm shifts; environmental factors affecting decision-making; ethics/social responsibility; and planning, organizing, motivating and controlling organizational resources. (Prerequisite: BUSN 1010. May be waived. See course description for BUSN 1010.) Lecture: 3 hours

NEW:

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. (Prerequisite: BUSN 1010. May be waived via testing. See course description for BUSN 1010). Lecture: 3 Hours

Revised Course Proposal: Human Resources Management

BUSN 2350, 3 credits

Originator: JoAnn Warren

RATIONALE:

The purpose of this proposal is to submit a Change to the Course Description for the College Catalog and Website.

COURSE DESCRIPTION:

OLD:

This course introduces the functions and management of human resources in the development of an effective work force. Topics include job descriptions, recruitment and hiring procedures, training, performance evaluation methods, motivation, incentive compensation, the grievance procedure, application of affirmative-

action legislation and implementation of health and safety programs. (Prerequisites: BUSN 1010; BUSN 2050).
Lecture: 3 Hours

NEW:

This course examines the role of the human resource professional as a strategic partner in managing today's organizations. Key functions associated with attracting, developing and maintaining a qualified workforce are examined considering the legal environment and emerging trends. The best practices of "employers of choice" are considered. (Prerequisites: BUSN 1010; BUSN 2050). Lecture: 3 Hours

New Program Proposal: Networking Technology

XXXX, 61-63 credits

Originator: Tony Basilico, Mike Kelly, Tony Rashid

RATIONALE:

A review of courses was conducted when several concentrations from the Engineering and Technology Department were absorbed by the Computer Studies Department. It was discovered that the Computer Studies' Networking concentration was similar in its' focus and contained a notable amount of overlapping course content with the Computer and Networking Technology concentration. The department's goal is to improve effectiveness, reinforce strengths, eliminate redundancies and maximize resources within these two concentrations. It was concluded that these two concentrations should be merged into a new concentration, Networking Technology, to achieve these goals.

CATALOG DESCRIPTION:

Networks continue to expand in all aspects of our personal activities to business, manufacturing, education and health care. This program provides a balanced coverage of technology fundamentals, emphasis on this concentration prepares students for careers in modern office environments, focused on both client/server technologies and networking technology. Importance is placed on operating principles of programming, hardware, software, networking models, Network operating systems, internetworking components, and industry standards along with hands-on laboratory activities for developing practical problem-solving skills. Students develop the ability to design, configure, secure and troubleshoot basic local area networks (LANs) and internetworks using servers, routers and switches. Integrated into the program are courses that prepare students to sit for both the Server and Networking certifications. Depending on the path taken, students can choose between two tracks: Networking or programing emphasis.

Revised Course Proposal: Dental Materials Laboratory for Dental Hygienists

DENT 2220, 4 credits

Originators: Julie Galleshaw, Kathleen Gazzola

RATIONALE:

The Dental Health department was charged, in summer 2019, to review our courses and see where changes needed to be made with faculty to student ratios. Upon examination of our courses it was noted that this course did not reflect the hybrid lecture teaching hours that were actually taking place. DENT 2220 has a lecture (didactic) component on Blackboard, making it a hybrid course. The department agreed that we need to have this corrected to be in align with the hours being taught and recommended we go to the Curriculum committee to correct this discrepancy. This correction will then reflect the online hybrid component that is necessary for the delivery of course content to assure mastery of information and student success.

CATALOG DESCRIPTION:

OLD:

This hybrid course has an outline component with hands-on experience for the dental hygiene student to learn about and practice with materials and techniques used in dental hygiene practice. (Prerequisite: Acceptance into the Dental Hygiene program). Lab: 4 hours - Lab Fee: \$10

NEW:

This hybrid course has an online didactic component with hands-on laboratory experience for the dental hygiene student to learn and practice techniques that are performed in dental hygiene practice. (Prerequisite: Acceptance into the Dental Hygiene program). Lecture: 2 hours, Lab 4 hours - Lab Fee: \$20

Revised Program Proposal: Certificate in Emergency Management

EMER, 18 credits

Originator: Joseph Arsenault

RATIONALE:

This is a modification to the existing certificate in Emergency /Disaster Management. It is designed to provide the students with a core concentration of course work which will make them stronger candidates in their field and allow them to seamlessly follow a pathway into the Emergency Management/ Homeland Security associate degree.

CATALOG DESCRIPTION:

This fast-growing field presents opportunities for individuals who seek employment or promotion in various emergency management capacities. This program is based upon the Emergency Management Institute (EMI) for higher education recommendations and is designed to enhance the skills and knowledge of emergency managers, police, fire, EMS, hospital, business, security, military and risk managers in emergency management. The program allows the students the flexibility to take required courses and some choice of electives in the emergency management field. This provides students with the ability to create a path that will work within their career field. Courses in this certificate transfer seamlessly into the associate's degree in Emergency Management / Homeland Security.

New Program Proposal: Certificate in Emergency Medical Services

EMER, 22 credits

Originator: Joseph Arsenault

RATIONALE:

A certificate in Emergency Medical Services is a natural fit for the college. Currently we average just under 100 students taking the FIRE 1130 Emergency Medical Technician basic course each semester and average 15 students taking the Emergency Medical Technician Advanced course in CWCE each semester. Numerous students attend CCRI strictly for these two courses. Some are in the fire science degree but the majority are here strictly for EMT. The field of EMS covers a variety of jobs including working for Fire Departments, Public Emergency Medical Service providers, private ambulances, hospitals and free standing medical facilities.

CATALOG DESCRIPTION:

The Certificate in Emergency Medical Services is designed to give students the skills and education needed to advance in the field of the emergency medical services profession or for the working professional emergency medical technician looking to gain more knowledge and job advancement. The certificate focuses on advanced skills and knowledge in the field of EMS, preparing students to take the National Registry Emergency Medical Technician and Advanced exams. Once passed this will allow students to seek licensure in their state and practice as an EMT and Advanced EMT. Job opportunities are available within local fire departments, public emergency medical services, private ambulance industry, emergency dispatching, hospitals and health systems.

New Program Proposal: Certificate in Fire Science

FIRE, 18 credits

Originator: Joseph Arsenault

RATIONALE:

This certificate would be part of a pathway for students to reach a milestone as they pursue their associate degree. The program would allow students who want to focus on fire science course work to maximize their college experience and use this as tool for advancement or seeking a position with a fire department, fire prevention, fire protection services and fire engineering.

CATALOG DESCRIPTION:

The Certificate in Fire Science is for individuals who are interested in or who are currently serving in the fire service or related fields. Graduates can work for municipal fire departments or obtain positions in the fields of fire safety, fire protection services, insurance services, and fire prevention. The student is required to take four core specific courses and allowed to choose two electives in the fire field. This combination supports an educational pathway for employment they seek. The certificate can be used towards the Fire Science degree given the students the ability to move in a pathway to build upon earning the certificate and seamlessly moving into the associate's degree.

Revised Course Proposal: Professional Development in Emergency Services

EMER 2030, 3 credits

Originator: Joseph Arsenault

RATIONALE:

This will be the capstone course for the new proposed certificates in Emergency Medical Services, Fire Science and Emergency Management (revised). This will be a modification of the existing course in Professional Development in Emergency Management. The new course will keep the learning outcomes but just change course material to make it more relevant to all the certificates.

CATALOG DESCRIPTION:

OLD:

This course is designed to allow the students in the Emergency Management / Homeland Security program to take the skills that they have acquired in the program and mesh them with the skills they learn in this course- emergency communication, problem-solving, decision-making and leadership. This course will prepare students to enter the emergency management field or pursue a higher degree. (prerequisites: EMER 1000, 1030, 2010, 2020 or permission of the instructor.)

NEW:

This course is designed for students pursuing a career in emergency services. The course focuses on the important skills of crisis and workplace communication, decision making in a high stress or stressful environment, problem solving and leadership in emergency services. Students will apply knowledge learned in the course to whatever pathway they chose to pursue. (Prerequisite: Students will be required to have one of the following course: EMER 1000, FIRE 1000, EMSA 1000, HMLS 1000 or permission of the instructor) Lecture: 3 hours

New Course Proposal: Emergency Medical Technician

EMSA 1000, 8 credits

Originator: Joseph Arsenault

RATIONALE:

This is strictly a name and request for new program number change, the course will also be introducing a lab fee. The removing of basic is just to follow the national model.

CATALOG DESCRIPTION:

OLD:

This course teaches the students and other allied health and safety personnel for the emergency care of the sick and injured at the scene and during transport. Classroom experience and practical demonstrations are used to familiarize students with the use of EMS equipment. Students are assigned to 15 hours of clinical experience and the emergency rooms of affiliated hospitals and or / fire departments. Lecture: 8 hours Lab: 2 hours)

NEW:

This course teaches students how to provide care to the sick and injured at an emergency scene and continue care during transport to the hospital. Classroom experience and practical demonstrations are used to familiarize students with the use of EMS equipment, practice and standards. Upon successfully passing this course and meeting course requirements the students are eligible to take the National Registry Exam for EMT. Students can then seek licensure to become an emergency medical technician. Students are required to do a ride along with a fire department or rescue service. Lecture: 80 hours lecture and 80 hours lab per semester. Students are required to ride along with an EMS provider for 10 hours in the semester)

New Course Proposal: Emergency Medical Technician

EMSA 2000, 11 credits

Originator: Joseph Arsenault

RATIONALE:

This program was approved by Curriculum Review in 2013. The course was listed as inactive and needs to be reactivated. The only change would be a number change to recommended EMSA 2000.

CATALOG DESCRIPTION:

OLD:

The Advanced Emergency Medical Technician - Cardiac course prepares students to provide pre-hospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries. Area of study include; introduction to emergency medical services systems, roles and responsibilities of AEMTs, anatomy and physiology, medical emergencies, trauma, special considerations for working in the pre-hospital setting and providing patient transportation.

This program is approved by the Rhode Island Department of Health, Division of Emergency Medical Services and adheres to the National Emergency Medical Services Education Standards, Rhode Island Curricula and Standards for EMT Training Programs and the American Heart Association.

The course will include the following components:

- National Medications and Protocols
- Rhode Island Medications and Protocols
- Endotracheal Intubation Module (for Rhode Island state licensure)
- American Heart Association- Advanced Cardiac Life Support Certification

Successful completion of the course requirements, will allow students to apply for the National Registry of Emergency Medical Technicians (NREMT) AEMT certification exam and apply for licensure in Rhode Island for Emergency Medical Technician Cardiac.

NEW:

The Advanced Emergency Medical Technician - Cardiac course prepares students to provide pre-hospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries. Area of study include; introduction to emergency medical services systems, roles and responsibilities of AEMTs,

anatomy and physiology, medical emergencies, trauma, special considerations for working in the pre-hospital setting and providing patient transportation.

This program is approved by the Rhode Island Department of Health, Division of Emergency Medical Services and adheres to the National Emergency Medical Services Education Standards, Rhode Island Curricula and Standards for EMT Training Programs and the American Heart Association.

The course will include the following components:

- National Medications and Protocols
- Rhode Island Medications and Protocols
- Endotracheal Intubation Module (for Rhode Island state licensure)
- American Heart Association- Advanced Cardiac Life Support Certification

Successful completion of the course requirements, will allow students to apply for the National Registry of Emergency Medical Technicians (NREMT) AEMT certification exam and apply for licensure in Rhode Island for Emergency Medical Technician Cardiac.

New Course Proposal: Introduction to Fire Science and Emergency Services

FIRE 1000, 3 credits

Originator: Joseph Arsenault

RATIONALE:

The current course in the fire science program is Introduction to Fire Science and Company Officer. This is completely illogical as the two parts of the course are very different and should not be in the same program.

CATALOG DESCRIPTION:

OLD:

This course provides an introduction to fire science and covers, in detail the fire officer and his/her relationship with the fire organization. The fire officer's responsibility and duties, related to firefighting and non-firefighting activities also are covered.

NEW:

This course provides an overview to fire protection and emergency services; career opportunities in fire protection and related fields; culture and history of emergency services; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics; and life safety initiatives. (Lecture: 3 hours)

Revised Course Proposal: Introduction to Fire Apparatus Operations and Hydraulics

FIRE 1090, 3 credits

Originator: Joseph Arsenault

RATIONALE:

This course is getting a name change and a slight adjustment in teaching methodologies and materials. No new course objectives. This course will also be getting a catalog change.

CATALOG DESCRIPTION:

OLD:

This course provides a review of basic mathematics and hydraulic laws and formulas as applied to the fire service. Time is allotted for practical application of formulas and mental calculations to hydraulic problems as well as consideration of the water supply problem and underwriter's requirements for pumps. A segment of this course includes practical field experience. (Prerequisite MATH 1420) Lecture: 3 hours

NEW:

This course introduces the student to the various fire apparatus used in the Fire Service. The course provides a review of basic mathematics and hydraulic laws and formulas as applied to engine pumping operations. Time is allotted for practical application of formulas and mental calculation to hydraulic problems as well as for consideration of the water supply problem and underwriters' requirements for pumps. A segment of this course may include a practical field experience. Lecture 3.0 hours

New Course Proposal: Strategies and Tactics for the Company Officer**FIRE 2010, 3 credits****Originator: Joseph Arsenault****RATIONALE:**

The current course in the fire science program is Introduction to Fire Science and Company Officer and the course Tactics and Strategies. By combining the company officer aspect of the Introduction to Fire Science and Company Officer and the Tactics and Strategies course which is geared to an officer in the fire service it is more logical and appropriate to combine them together than the existing course offerings.

CATALOG DESCRIPTION:**OLD:**

The essential elements in analyzing the nature of fire and methods of control are discussed in detail in this course. A segment of the course includes field projects with practical experience, building inspection and problems relative to major conflagrations. (Prerequisite FIRE 1130) Lecture 3 hours

NEW:

This course covers the skills and decision making guidance company officers need in both the station and on the fire ground. Students will understand the steps of sizing up a building to make decisions on how best to extinguish the fire. Course work will include implementing the incident command system and how it functions during an emergency. Lastly a focus of the work will be on the day-to-day activities of a company officer and the responsibility they have for the protection and discipline of their company members. (Prerequisite FIRE 1000 and FIRE 1090) Lecture 3 hours

Revised Course Proposal: Introduction to Costuming**THEA 1080, 3 credits****Originator: Marilyn Salvatore****RATIONALE:**

This course description has not changed in a number of years, but the approach to the course and its requirements and assignments has changed. The large number of hours in the shop, which may at one time have provided some practical experience with different aspects of costuming are

1. Not needed now because the assigned projects/steps to the final project are much more explicit, demanding, and designed to provide a clear pathway to mastery of the skills that are expected in the course.
2. With this increased expectation for assigned and directed work, the number of shop hours is not only unnecessary but actually a hindrance to students' completion of the assigned work. Ten supervised hours in the shop are adequate to give them practical sewing and costume shop experience.

Additionally, the course description needs to reflect that it is 2 hours lecture and 1 hour lab, as it has been for as long as we remember.

CATALOG DESCRIPTION:

OLD:

This is a basic course in costume design, including theory and practice, with units on costume history, sewing and construction. Two hours of lecture and one hour of lab weekly. (May be counted toward the Fine Arts requirement in the Liberal Arts program.) Lecture: 3 hours (plus 25 hours practical costume work within the semester.)

NEW:

This is a basic course in costume design, including theory and practice, with units on costume history, sewing and construction. Two hours of lecture and one hour of lab weekly. (May be counted toward the Fine Arts requirement in the Liberal Arts program.) Lecture: 2 hours; Lab: 1 hour (plus 10 hours practical costume work within the semester.)

Revised Course Proposal: Introduction to OT**OCTA 1000, 2 credits****Originator: Linda Gatewood****RATIONALE:**

Updating syllabus to reflect the revised Accreditation Council for Occupational Therapy Education (ACOTE) standards which must be embedded by July 2020. Updating course descriptions for catalog. The number of learning outcomes for this course exceeds 10 in order to address ACOTE accreditation standards and to support the scaffolding nature of the curriculum design of the program.

CATALOG DESCRIPTION:**OLD:**

This course provides an overview of occupational therapy that includes the history, philosophy and theoretical foundations of the profession, as well as current issues in the field. Topics include: treatment models; factors contributing to health, wellness and dysfunction; and the impact of multicultural factors in treatment. The relationship of the certified occupational therapy assistant to other health professionals is explored. Professional standards and ethics are addressed, including state regulations, credentialing requirements and membership in professional organizations. Lecture: 2 hours

NEW:

This course provides an overview of OT that includes the history, philosophy, theories, practice settings, and contemporary issues in the field. The profession's unique view of human function, therapeutic use of self, and how occupation is used as intervention to facilitate health, wellness, and participation in life is addressed. Included are professional standards and ethics, state regulations, credentialing requirements, and professional organizations. Lecture: 2 hours

Revised Course Proposal: Fundamentals of Treatment I**OCTA 1010, 4 credits****Originator: Linda Gatewood****RATIONALE:**

Updating syllabus to reflect the revised Accreditation Council for Occupational Therapy Education (ACOTE) standards which must be embedded by July 2020. Updating course descriptions for catalog. The number of learning outcomes for this course exceeds 10 in order to address ACOTE accreditation standards and to support the scaffolding nature of the curriculum design of the program.

CATALOG DESCRIPTION:**OLD:**

This course covers collaboration with the occupational therapist in data gathering, evaluation, treatment planning and treatment implementation designed to improve occupational performance. It offers experiential learning in the analysis, selection, use, adjustment, adaptation and fabrication of assistive devices, as well as appropriate documentation of all aspects of the therapy process. (Co-requisite: RHAB 1030,OCTA 1070)
Lecture: 3 hours, Lab: 3 hours - Lab Fee: \$20

NEW:

This course addresses the administration of standardized and non-standardized evaluation procedures used by occupational therapists to assess self-care, coordination, tone, hand function, sensation, and visual perception. It addresses principles of adaptation and compensation, adaptive equipment, splinting, mobility, and therapeutic positioning. (Co-requisite: RHAB 1030, OCTA 1070) Lecture: 3 hours, Lab: 3 hours - Lab Fee: \$20

Revised Course Proposal: Fundamentals of Treatment II

OCTA 1030, 4 credits

Originator: Linda Gatewood

RATIONALE:

Updating syllabus to reflect the revised Accreditation Council for Occupational Therapy Education (ACOTE) standards which must be embedded by July 2020. Updating course descriptions for catalog. The number of learning outcomes for this course exceeds 10 in order to address ACOTE accreditation standards and to support the scaffolding nature of the curriculum design of the program.

CATALOG DESCRIPTION:

OLD:

This course approaches the concept of activity analysis through the definition of occupational performance areas, task components and occupational challenges. Individual and group activities are analyzed and graded in the context of relevant occupational environments. (Prerequisite: OCTA 1010, 1070, RHAB 1030 and 1110; Co-requisite: OCTA 1040, 1050, 1060 and 1080) Lecture: 3 hours, Lab: 3 hours - Lab Fee: \$20

NEW:

This course explores the process of activity analysis and its impact upon occupational therapy intervention. The influence of the Occupational Therapy Practice Framework III is addressed while students explore activity demands, contextual influences, performance skills, and methods of grading a variety of functional activity. (Prerequisite: OCTA 1010, 1070, RHAB 1030 and 1110; Co-requisite: OCTA 1040, 1050, 1060, 1080) Lecture: 3 hours, Lab: 3 hours - Lab Fee: \$20

Revised Course Proposal: Gerontologic Occupational Therapy

OCTA 1040, 3 credits

Originator: Linda Gatewood

RATIONALE:

Updating syllabus to reflect the revised Accreditation Council for Occupational Therapy Education (ACOTE) standards which must be embedded by July 2020. Updating course descriptions for catalog. The number of learning outcomes for this course exceeds 10 in order to address ACOTE accreditation standards and to support the scaffolding nature of the curriculum design of the program.

CATALOG DESCRIPTION:

OLD:

This course examines the aging process and offers an overview of medical conditions and precautions associated with treatment of the elderly client. Therapeutic modalities of treatment are practiced in the laboratory setting. (Prerequisite: OCTA 1010, 1070, RHAB 1030 and 1110; Co-requisite: OCTA 1030, 1050, 1060 and 1080) Lecture: 2 hours, Lab: 2.5 hours - Lab Fee: \$20

NEW:

This course examines the aging process and offers an overview of medical conditions and precautions associated with treatment of the older adult client. The aging process is explored in order to identify the impact it has on body systems and upon occupational performance. Related treatment intervention is practiced in the laboratory setting. (Prerequisite: OCTA 1010, 1070, RHAB 1030, 1110; Co-requisite: OCTA 1030, 1050, 1060, 1080) Lecture: 2 hours, Lab: 2.5 hours

Revised Course Proposal: Pediatric OT

OCTA 1050, 4 credits

Originator: Linda Gatewood

RATIONALE:

Updating syllabus to reflect the revised Accreditation Council for Occupational Therapy Education (ACOTE) standards which must be embedded by July 2020. Updating course descriptions for catalog. In order to address staffing challenges experienced, the course could be offered during the spring or summer semester versus just the spring semester. This will not impact cohesiveness with other courses in either semester. The number of learning outcomes for this course exceeds 10 in order to address ACOTE accreditation standards and to support the scaffolding nature of the curriculum design of the program.

CATALOG DESCRIPTION:

OLD:

This course examines the physical and social needs of the growing child and explores their impact on the learning and adaptation processes that accompany the development of performance skills. It includes an overview of diseases and disabilities that may affect children seen in school-based occupational therapy, accompanied by theory and practice as it relates to this population. (Prerequisite: OCTA 1010, 1070, RHAB 1030 and 1110; Co-requisite: OCTA 1030, 1040, 1060 and 1080) Lecture: 3 hours, Lab: 3 hours - Lab Fee: \$20

NEW:

This course examines the impact of pediatric disease and dysfunction upon the physical and social development of the child. It examines the impact upon learning, engagement in occupation, and the need for adaptation. The course reviews theory, assessment, and intervention strategies utilized to address the needs of the pediatric client. (Prerequisite: OCTA 1010, 1070, RHAB 1030 and 1110; Co-requisite: OCTA 1030, 1040, 1060, 1080) Lecture: 3 hours, Lab: 3 hours - Lab Fee: \$20

Revised Course Proposal: Level I Fieldwork

OCTA 1060, 1 credit

Originator: Linda Gatewood

RATIONALE:

Updating syllabus to reflect the revised Accreditation Council for Occupational Therapy Education (ACOTE) standards which must be embedded by July 2020. Updating course descriptions for catalog. The number of learning outcomes for this course exceeds 10 in order to address ACOTE accreditation standards and to support the scaffolding nature of the curriculum design of the program.

CATALOG DESCRIPTION:**OLD:**

This is the first clinical experience in which students participate. It consists of a combination of 40 hours of fieldwork in a variety of practice settings located within the Lifespan Health Care System. (Prerequisite: OCTA 1010, 1070, RHAB 1030 and 1110; Co-requisite: OCTA 1030, 1040, 1050 and 1080) Clinical: 35 hours

NEW:

This is the first fieldwork experience in which students participate. It consists of five days of observation in a variety of practice settings. (Prerequisite: OCTA 1010, 1070, RHAB 1030 and 1110; Co-requisite: OCTA 1030, 1040, 1050 and 1080) Clinical: 35 hours

Revised Course Proposal: Tests and Measurements for Occupational Therapy Assistants**OCTA 1070, 2 credits****Originator: Linda Gatewood****RATIONALE:**

Updating syllabus to reflect the revised Accreditation Council for Occupational Therapy Education (ACOTE) standards which must be embedded by July 2020. Updating course descriptions for catalog. The number of learning outcomes for this course exceeds 10 in order to address ACOTE accreditation standards and to support the scaffolding nature of the curriculum design of the program.

CATALOG DESCRIPTION:**OLD:**

This course focuses on the methodology for joint measurement and manual muscle testing. Emphasis is placed on the study of the upper extremities. (Corequisite: RHAB 1030 and OCTA 1010) Lecture: 1 hour, Lab: 2 hours - Lab Fee: \$20

NEW:

This course instructs students how to perform joint range of motion testing and manual muscle testing throughout the body. (Co-requisite: RHAB 1030, OCTA 1010) Lecture: 1 hour, Lab: 2 hours - Lab Fee: \$20

Revised Course Proposal: Therapeutic Activity Group Skills**OCTA 1080, 2 credits****Originator: Linda Gatewood****RATIONALE:**

Updating syllabus to reflect the revised Accreditation Council for Occupational Therapy Education (ACOTE) standards which must be embedded by July 2020. Updating course descriptions for catalog. The number of learning outcomes for this course exceeds 10 in order to address ACOTE accreditation standards and to support the scaffolding nature of the curriculum design of the program.

CATALOG DESCRIPTION:**OLD:**

Therapeutic activity groups are frequently used in physical rehabilitation facilities, nursing homes, mental health programs and wellness programs. This course provides students with an opportunity to explore the use of group activity for therapeutic effect. Students design their own group and conduct it in a community setting. There is an emphasis on occupational therapy framework and theory in designing groups. (Prerequisite: OCTA 1010, 1070, RHAB 1030 and 1110; Corequisite: OCTA 1030, 1040, 1050 and 1060) Lecture: 1 hour, Lab: 1 hour

NEW:

This course provides students with an opportunity to explore group theory, group dynamics, and activity analysis to ensure a therapeutic effect when used in occupational therapy practice settings with a variety of patient populations. (Prerequisites: OCTA 1010, 1070, RHAB 1030 and 1110; Co-requisites: OCTA 1030, 1040, 1050, 1060) Lecture: 1 hour, Lab: 1 hour

Revised Course Proposal: Psychosocial Occupational Therapy**OCTA 2010, 4 credits****Originator: Linda Gatewood****RATIONALE:**

Updating syllabus to reflect the revised Accreditation Council for Occupational Therapy Education (ACOTE) standards which must be embedded by July 2020. Updating course descriptions for catalog. In order to address staffing challenges experienced, the course could be offered during the spring or summer semester versus just the spring semester. This will not impact cohesiveness with other courses in either semester. The number of learning outcomes for this course exceeds 10 in order to address ACOTE accreditation standards and to support the scaffolding nature of the curriculum design of the program.

CATALOG DESCRIPTION:**OLD:**

This course reviews psychiatric disorders and the interdisciplinary approach to the treatment of conditions commonly exhibited in clients referred to occupational therapy in a mental health setting. Topics of discussion include: clinical description and etiology of mental health diagnoses; use of the clinical team; legal issues; nomenclature; and alternatives to hospitalization, including outpatient programs; supervised living apartments; group homes and case management. Use of therapeutic groups and 1:1 interventions and treatment are practiced in lab. (Prerequisites: OCTA 1030, 1040, 1050, 1060, 1080; Co-requisites: OCTA 2020) Lecture: 3 hours, Lab: 3 hours - Lab Fee: \$20

NEW:

This course reviews psychiatric disorders commonly exhibited in clients referred to occupational therapy in mental health settings. Areas addressed include an interdisciplinary care approach; etiology, symptoms and behavior of psychosocial disorders; legal and ethical issues in mental health; and alternatives to hospitalization. Therapeutic group and 1:1 intervention is practiced in laboratory sessions. (Prerequisites: OCTA 1010, OCTA 1030, OCTA 1040, OCTA 1050, OCTA 1060, OCTA 1070, OCTA 1080; Co-requisites: OCTA 2020) Lecture: 3 hours, Lab: 3 hours - Lab Fee: \$20

Revised Course Proposal: Physical Rehabilitation**OCTA 2020, 4 credits****Originator: Linda Gatewood****RATIONALE:**

Updating syllabus to reflect the revised Accreditation Council for Occupational Therapy Education (ACOTE) standards which must be embedded by July 2020. Updating course descriptions for catalog. The number of learning outcomes for this course exceeds 10 in order to address ACOTE accreditation standards and to support the scaffolding nature of the curriculum design of the program.

CATALOG DESCRIPTION:**OLD:**

This course teaches techniques for management of physical dysfunction cases typically referred to occupational therapy. Topics include screening, evaluation, treatment planning and implementation, interventions and prevention techniques as utilized by occupational therapy assistants in a variety of clinical settings. Supervision concepts and reimbursement systems are discussed. Therapeutic intervention and treatment modalities are practiced in the laboratory setting. (Prerequisites: OCTA 1030, 1040, 1050, 1060, 1080; Corequisite: OCTA 2010) Lecture: 3 hours, Lab: 3 hours - Lab Fee: \$20

NEW:

This course covers approaches to address physical dysfunction conditions referred to occupational therapy. Topics include evaluation, intervention, adaptation, compensation, and prevention techniques as utilized by occupational therapy assistants in a variety of clinical settings. Therapeutic modalities, mobility, splinting, and documentation are addressed. Therapeutic intervention is practiced in the laboratory setting. (Prerequisites: OCTA 1030, 1040, 1050, 1060, 1080; Corequisite: OCTA 2010) Lecture: 3 hours, Lab: 3 hours - Lab Fee: \$20

Revised Course Proposal: Occupational Therapy Assistant Fieldwork Level IIA**OCTA 2030, 4 credits****Originator: Linda Gatewood****RATIONALE:**

Updating syllabus to reflect the revised Accreditation Council for Occupational Therapy Education (ACOTE) standards which must be embedded by July 2020. Updating course descriptions for catalog.

CATALOG DESCRIPTION:**OLD:**

This course is an eight-week placement in a clinical site. Under the supervision of licensed occupational therapists, students apply clinical reasoning skills which they have learned in the Occupational Therapy Assistant Program to individuals and groups. This fulfills one half of the requirement for level II fieldwork as required for graduation from the Occupational Therapy Assistant Program and meets the accreditation standards set by the Accreditation Council for Occupational Therapy Education. (Pre-requisite: OCTA 2010 and 2020; Co-requisites: OCTA 2030 and 2040)

NEW:

This course is an eight week placement in a fieldwork site under the supervision of licensed occupational therapy practitioners. Students apply knowledge about assessment, intervention, activity analysis, ethics, and effective communication while providing OT service to clients in an interprofessional manner. This fulfills one half of the requirement for level II fieldwork as required for graduation from the Occupational Therapy Assistant Program and meets the accreditation standards set by the Accreditation Council for Occupational Therapy Education. (Pre-requisites: OCTA 2010, OCTA 2020 Co-requisites: OCTA 2040) - Lab Fee: \$20

Revised Course Proposal: Occupational Therapy Assistant Fieldwork Level IIB**OCTA 2035, 4 credits****Originator: Linda Gatewood****RATIONALE:**

Updating syllabus to reflect the revised Accreditation Council for Occupational Therapy Education (ACOTE) standards which must be embedded by July 2020. Updating course descriptions for catalog.

CATALOG DESCRIPTION:**OLD:**

This course is an eight-week placement in a clinical site. Under the supervision of licensed occupational therapists, students apply clinical reasoning skills which they have learned in the Occupational Therapy Assistant Program to individuals and groups. This fulfills one half of the requirement for level II fieldwork as required for graduation from the Occupational Therapy Assistant Program and meets the accreditation standards set by the Accreditation Council for Occupational Therapy Education. (Pre-requisite: OCTA 2010 and 2020; Co-requisites: OCTA 2030 and 2040)

NEW:

This course is an eight week placement in a fieldwork site under the supervision of licensed occupational therapy practitioners. Students apply knowledge about assessment, intervention, activity analysis, ethics, and effective communication while providing OT service to clients in an interprofessional manner. This fulfills one half of the requirement for level II fieldwork as required for graduation from the Occupational Therapy Assistant Program and meets the accreditation standards set by the Accreditation Council for Occupational Therapy Education. (Pre-requisites: OCTA 2010, OCTA 2020 Co-requisites: OCTA 2040) - Lab Fee: \$20

Revised Course Proposal: Occupational Therapy Assistant Fieldwork Seminar**OCTA 2040, 2 credits****Originator: Linda Gatewood****RATIONALE:**

Updating syllabus to reflect the revised Accreditation Council for Occupational Therapy Education (ACOTE) standards which must be embedded by July 2020. Updating course descriptions for catalog. The number of learning outcomes for this course exceeds 10 in order to address ACOTE accreditation standards and to support the scaffolding nature of the curriculum design of the program.

CATALOG DESCRIPTION:**OLD:**

This course consists of lecture, demonstration, group discussion, student presentation and fieldwork assignments that are designed to assist students with transitioning from the classroom to the clinic setting. It allows students to share their fieldwork experiences with peers, expanding the knowledge base that each student will take into employment. (Pre-requisite: OCTA 2010 and 2020; Co-requisites: OCTA 2030 and 2035)

Lecture: 2 hours

NEW:

This course consists of lecture, group discussion, student presentation and fieldwork assignments designed to assist students to transition from the classroom to the clinical environment. Students share fieldwork experiences with peers allowing them to expand upon their knowledge as they prepare to transition to employment. (Pre-requisite: OCTA 2010, 2020; Co-requisites: OCTA 2030, 2035) Lecture: 2 hours

New Course Proposal: Opticianry Career Development Seminar**OPTI XXXX, 1 credit****Originator: Kimberly Rouillier****RATIONALE:**

The Opticianry Program was suspended due to low enrollment, retention, and entry into the workforce as opticians. An assessment of the program was completed and is ongoing to help to identify changes that could

be made to improve student performance, graduation rates, and employment rates. One of the problems that was identified included that students were not completing requirements for licensure following graduation and were, therefore, not able to become licensed Opticians in the State of RI.

The Opticianry Program Advisory Board met, and it was concluded that students could benefit from more structured support prior to graduation so that they felt a stronger connection to the profession of opticianry and understood the advantages of becoming a licensed optician. The course will include preparatory support for taking the licensing exams to allow students to have more confidence and less anxiety about taking the exams. Assignments focus on resume writing, the interview process, the application for licensure, and an opportunity to explore opportunities available in the field of opticianry.

CATALOG DESCRIPTION:

NEW:

This course consists of online as well as onsite lecture, group discussion, and student written assignments that are designed to assist students with transitioning from the classroom to the workforce. Students will prepare for RI licensure as Registered Optician by reviewing the Rules and Regulations for Registered Optician and sitting for a mock licensure examination. Homework will include Discussion assignments, collection and preparation of materials needed to apply for licensure, crafting of a resume and completion of the Opticians license application. Students will create a packet of information, including resume and references, to prepare for the interview process in anticipation of employment as registered opticians.

Revised Program Proposal: Opticianry Program

OPTI, 68 credits

Originator: Michael King, Kimberly Rouillier

RATIONALE:

The Opticianry Program was developed in 2008 as RI's first and only approved 2-year academic program that would qualify graduates to become eligible to take the licensing exams to become licensed opticians. The program has been offered primarily online with primarily online with 2 onsite labs and 4 clinical experiences where students are placed in optical settings.

There is a very strong job market in RI and the surrounding communities with opportunities in private offices, corporate offices, and management positions allowing for upward mobility within the field. The salary range is competitive with other technical fields requiring an associates' degree.

The program was put on suspension due to low enrollment. A program assessment was completed that revealed that the program did not attract a sufficient applicant pool and lower retention of students accepted to the program resulted in low graduation rates. It was also evident that students in the program were not graduating in the expected timeframe as they were not completing the required general education courses and were completing the general education courses after the technical courses, which defeated their purpose. Graduates of the program were also not completing the exams required for licensure in the state and were working as optical technicians and not as licensed opticians. It was suggested that a course be created to give students more support and guidance in navigating the requirements for licensure.

Following the review, meetings were held with administration as well as the program's Advisory Board. From these meetings the following changes were made to the curriculum.

- **Removal of prerequisites for the program.** Although there was only a math course required to apply to the program, this was seen as a potential barrier to students applying to the program. In the revised curriculum students can apply and enter into the first semester directly. The math course is included in

this semester so that students can demonstrate competency with math skills needed for the technical courses.

- **Placement of most of the general education courses in the first semester of the new curriculum.** This insures that students get the foundational skills intended by requiring certain courses. It also will insure that students complete the courses prior to the end of the program. This will promote student retention and graduation in the expected timeframe. It will also provide a mechanism for RI Promise students to enter the program in the September following graduation from high school and complete the general education requirements before being required to take the technical courses. This could provide a vehicle for recruitment,
- **Creation of a new course Opticianry Career Development Seminar.** The course is designed to promote the opportunities available for licensed opticians and resources through professional organizations. This course includes information about the Practice Act and the Rules and Regulations for Opticianry in the State of RI, including the policies and procedures for applying for licensure. Students will actually complete the application in the course. There are exams required for licensure that sometimes students do not take at the time that they graduate when the information that they learned in the program is fresh. It is not clear if there are financial reasons or if students do not feel confident and are intimidated to take the exams. The course will offer mock exams to allow students to practice taking the exams and to build their confidence in their knowledge and skills.

The new curriculum can be completed in 5 semesters (including one summer) over a 2-year period.

CATALOG DESCRIPTION:

NEW:

The responsibilities of dispensing opticians include the fitting and fabrication of optical frames and lenses, helping patients decide on the correct frames for their prescription, conferring with doctors on the best or needed types of lens products for a patient, and daily management of an optical practice. Opticians can work as independent practitioners, for an ophthalmologist, optometrist or for any type of business where the dispensing of eyewear is needed. Opticians also can branch into sales of frames, lenses, machinery or management.

General education courses for the Opticianry program can be taken at any campus. Major courses in the Opticianry program are primarily offered in a distance learning format. Each course has online modules which students are required to complete independently within a specific timeframe. Some onsite participation is required for course lectures and hands-on training sessions which are typically held in the evening. Clinical experiences are scheduled at optical facilities and typically run during daytime hours Monday through Saturday. The specific clinical experience schedule depends on the schedule of the clinical site and the clinical instructor to which each student is assigned.

Successful completion of the CCRI Opticianry program allows students to apply for licensure in Rhode Island and nationally and take the National Opticianry Competency Examination (NOCE) administered by the American Board of Opticianry (ABO) as well as complete a regional practical examination.