CCRI CURRICULUM REVIEW COMMITTEE MEETING
October 18, 2019 2:00-4:00 PM
President's Conference Room – 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

EXPERIMENTAL COURSE PROPOSAL ANNOUNCEMENTS:

English Department is proposing:

1.	Course Proposal:	ENGL XXXX	Making College Connections – ESL	3 credits
2.	Course Proposal:	ENGL XXXX	Speaking Fundamentals – ESL	3 credits

OTHER ANNOUNCEMENTS:

1. Curriculum Review Committee meeting dates for spring 2020.

The next scheduled Curriculum Review Committee meeting will take place on Friday, December 6, 2019.
Please note–initial proposals are due to the deans by Friday, November 8, 2019.

ACTION/VOTING ITEMS

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.

<u>Revised Course Proposal</u>: 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

<u>Revised Course Proposal</u>: 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

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

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

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

<u>Revised Course Proposal</u>: 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

<u>Revised Course Proposal</u>: 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

<u>Revised Course Proposal</u>: 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

<u>New Program Proposal</u>: 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, 1 credit
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: 3 hours, Lab 4 hours - Lab Fee: $20

New Course Proposal: Integrated Critical Reading and Writing
ENGL 0950, 6 credits
Originators: Paula Domenico, Maureen Abbate

RATIONALE:
This course has been created in response to low completion rates and high student enrollment in developmental English courses. The course seeks to combine students at the upper tier of English 0850 with students who test into 0890 as well as both cohorts testing into English 0500. Presently all aforementioned courses are taught in isolation, but these multi-level course sequences in reading and writing have been shown to delay college completion. Moreover, when reading and writing are taught simultaneously, comprehension is increased. (Raufman, Julia, Ed. D, Community College Research Center, Columbia University). Currently, data collected for over a decade suggests that students from an accelerated course complete college English at significantly higher rates than students enrolling in a developmental sequence, and that once enrolled in college English, accelerated students do just as well as, even slightly better than, students from the longer path. In addition, the

data shows that the accelerated course is correlated with higher pass rates across the curriculum. (Hern, Katie, Ed.,D, California Acceleration Project).

CATALOG DESCRIPTION:
OLD:
ENGL 0500 – Basics of Composition (3 credits)
This course provides a comprehensive review of the skills required in college level writing courses incorporating grammar usage, sentence variety, paragraph development, critical reading and thinking, brief essays, and research paper elements.
Lecture: 3 hours Completes the following requirement(s): developmental coursework (DEVC)

ENGL 0850 – Basic College Reading (3 credits)
This course teaches the reading skills necessary for college and everyday life. It focuses on the strategies needed for developing vocabulary, as well as strategies for comprehension and retention of college textbook material. In addition, a novel is required reading. (Prerequisite: Successful completion of English 0700, appropriate test score or permission of the instructor). Lecture: 2 hours, Lab: 1 hour, Lab fee: $20.00 Completes the following requirement(s) developmental coursework (DEVC)

ENGL 0890 – Critical Reading for College Success (3 credits)
In this course the student develops the critical reading and thinking skills that are essential for college and workplace success. Focus is on building an enhanced vocabulary, as well as examining author's purpose and point of view, drawing inferences and applying enhanced comprehension strategies.

NEW:
ENGL 0950 – Integrated Critical Reading and Writing (6 credits) Lecture: 6 hours
This course teaches the reading and writing skills essential for success in college, career, and everyday life and develops proficiency in integrated and contextualized reading and writing skills and strategies. It focuses on critical thinking, improving reading and writing comprehension by developing vocabulary and written communication skills. Topics include critical reading and writing, grammar usage, vocabulary development, paragraph and essay development, and research paper elements. In addition, a novel is required reading.

<u>Revised Course Proposal</u>: Mathematics for Elementary School Teachers I
MATH 1143, 3 credits
Originator: Bethany Hopkins, Todd Linton, Jason Stockford

RATIONALE:
Math 1143 is a first course for students planning to pursue enrollment in the elementary education program at RIC. This course will focus on the nature of mathematical thinking and concepts. This course is neither a review of elementary school mathematics nor simply a study of procedures nor a venue to practice skills. Since elementary school teachers need to know and teach much more than arithmetic, a major goal of this course is to increase their ability to abstract, generalize, and apply the course content to problem-solving situations.

CCRI will approach this course in the manner in which it is taught at RIC.

RIC APPROACH:
The economic well-being of our country depends heavily upon an informed and educated population especially in the field of mathematics. The importance of mathematical literacy for all students, both in everyday life and in the workplace, has never been greater. The contemporary vision is that all students should have the opportunity to learn more mathematics at a deeper level. Realizing this vision of high-quality mathematics education for all students, as described in the National Council of Teachers of Mathematics (NCTM) Principles in Standards for School Mathematics, requires the active participation of everyone in the education community.

In the recent recommendations of the Mathematical Science Education Board (MSEB) mathematics departments should possess three broad objectives for students learning: competence in the subject area, exploration and understanding with an emphasis on active learning, and a constructivist perspective on learning.

Students enrolled in Mathematics 143 [Math 1143 at CCRI] possess a wide variety of and diversity in learning styles and dispositions in mathematics. The instructor should be aware of these and encourage each student to continue to develop and refine a learning style that is effective for her/him. Attention to disposition is particularly important in the Math 143 course since many of the enrolled students will become classroom teachers with a responsibility to teach mathematics themselves; in many cases the teachers' disposition of the subject is inherited by their students. Considering the wide range of mathematics backgrounds and interests, the instructor is encouraged to maximize the opportunity for student input, engagement, and feedback. A variety of teaching techniques that prove to be helpful include the use of activities in which students investigate, discover, and generalize.

Mathematics learning involves a sequence of stages: intuitive, concrete, semi-concrete, and abstract. To ensure conceptual development, the use of manipulatives and technology is highly recommended. This multi-representational approach assists students in building their self-confidence, enhancing their understanding and empowering them to solve problems on their own.

COURSE DESCRIPTION:
OLD:
NONE

NEW:
Math 1143 is designed for students who plan to major in elementary education and ultimately become teachers in the PK-8 system. Topics will include sets, numbers and numeration, whole number computation, basic number theory, integers, fractions and rational numbers, decimals, and proportions. The focus in this class is on developing a deeper understanding as to why the operations in arithmetic work as they do, and using these operations to develop algorithms and models for use in problem solving. This class should not be seen as a simple review of foundational mathematics. Students will be expected to make reasoned and rigorous mathematical arguments with a strong emphasis on communicating mathematical ideas in written and verbal form. This class is equivalent to Math 143 at RIC.

Pre-requisite: Math 0100 with a grade of C or better

<u>Revised Course Proposal</u>: Quantitative Business Analysis I
MATH 2077, 3 credits
Originator: Robert Kilduff, Jason Stockford

RATIONALE:
The modifications to this course involve the removal of determinants and the introduction of systems of linear inequalities. Those responsible for this proposition feel that while determinants are a valuable tool for solving linear systems, students already have many methods they can use (e.g. graphing methods, substitution, elimination, row-reduction with Gauss elimination and the method of inverse matrices). By removing determinants we have a wider range of textbooks that we can choose from (many texts in this subject do not include material on determinants) and we can add material on systems of inequalities. A working knowledge of systems of inequalities is extremely useful when students attempt to solve linear programing problems and it adds to the knowledge students already have about lines in the plane and their points of intersection.

Furthermore, we have re-ordered the material in a way so that it matches the order of presentation in many textbooks.

COURSE DESCRIPTION:
OLD:
The purpose of this course is to develop the quantitative methods needed to solve various problems in business and economics. Topics include functions and graphs, systems of linear equations, linear programming, matrices and determinants, logarithmic and exponential functions, and the mathematics of finance.

NEW:
The purpose of this course is to develop the quantitative methods needed to solve various problems in business and economics. Topics include functions and graphs, systems of linear equations, linear programming, matrices, logarithmic and exponential functions, and the mathematics of finance.

Revised Course Proposal: Principles of Microeconomics
ECON 2030, 3 credits
Originator: Rita Koyame-Marsh, Justin Wang

RATIONALE:
This course was last reviewed by CRC at some point prior to 1994, but no actual documentation is available for what was approved and when. The department resubmits the course to revise and update student learning objectives, as well as the modalities and time frames by which the course is appropriate to offer.

COURSE DESCRIPTION:
OLD:
This course studies economic principles with emphasis on the price system, resource allocation, industrial organization, international trade, and comparative economic systems. PRE-REQUISITE: Math 0100. Lecture: 3 hours

NEW:
This course studies microeconomics principles with emphasis on comparative advantage, market system, consumer theory, resource allocation, and industrial organization. This course satisfies the SSCI attribute. PRE-REQUISITE: Math 0101; Math 1200 RECOMMENDED. Lecture: 3 hours

Revised Course Proposal: Principles of Macroeconomics
ECON 2040, 3 credits
Originator: Rita Koyame-Marsh, Justin Wang

RATIONALE:
This course was last reviewed by CRC at some point prior to 1994, but no actual documentation is available for what was approved and when. The department resubmits the course to revise and update student learning objectives, as well as the modalities and time frames by which the course is appropriate to offer.

COURSE DESCRIPTION:
OLD:
This course studies economic principles with emphasis on the price system, resource allocation, industrial organization, international trade, and comparative economic systems. PRE-REQUISITE: Math 0100. Lecture: 3 hours

NEW:

This course studies macroeconomic principles with emphasis on the market system, national economy, international trade and fiscal and monetary policy. This course satisfies the SSCI attribute. PRE-REQUISITE: Math 0101; Math 1200 RECOMMENDED. Lecture: 3 hours

New Program Proposal: Associate in Public Safety
XXXX, 60-63 credits
Originator: Joseph Arsenault

RATIONALE:
This merger creates many benefits for both the college and the students. Currently both the Fire Science and Emergency Management/ Homeland Security degrees sit separately under the Nursing Department, having one program makes it easier both administratively and for the students. The students taking these courses currently often overlap programs trying to find their path to a job. The benefits of combining and modifying these programs and certificates should result in a higher rate of retention of students, completion of certificates, and higher graduation rates. The program will be able to build synergy by bringing students into a common pathway within the various concentrations of public safety. Students can take the same general education courses; choose core specific electives within the degree, complete certificates all while working towards their degree.

CATALOG DESCRIPTION:
The Community College of Rhode Island offers an Associate Degree in Public Safety. The program is designed to give students the skills needed to enter the field of emergency services. This discipline covers a broad spectrum of job opportunities in the government sector, working for local and state emergency management agencies, homeland security, fire departments, emergency medical services and emergency dispatch. Job opportunities are also available in the private sector with ambulances, hospitals, security and businesses.

The program utilizes the pathway approach encouraging students to seek certificates in one of the following, Emergency Medical Services, Emergency Management, Fire Science or Homeland Security Emergency management track. Completion of one of these certificates allows the student to seamlessly transition into the associate degree program.

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 proposed public safety 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, 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 path. Courses in this certificate transfer seamlessly into the (proposed) associate's degree in Public Safety.

Revised Course Proposal: Professional Development in Public Safety
EMER 2030, 3 credits
Originator: Joseph Arsenault

RATIONALE:
This will remain the capstone course for the new proposed associate in public safety degree. 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 concentrations in the proposed associate in public safety including Firefighting, Emergency medical services, and emergency management/ homeland security.

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, !030, 2010, 2020 or permission of the instructor.)

NEW:
This course is designed for students pursing 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 in public safety. (Prerequisite: Students will be required to have one of the following course: EMER 1000, FIRE 1010, EMSA 1000 or permission of the instructor)

<u>New Program Proposal</u>: Certificate in Emergency Medical Services
XXXX, 24 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 in the field 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 working for local fire departments, public emergency medical services, private ambulance industry, emergency dispatching, hospitals and health systems. This certificate courses can be applied to the Associate degree in Public Safety providing students a pathway to a degree

<u>Revised Course Proposal</u>: Emergency Medical Technician
FIRE 1130, 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: 8 hours Clinical: 2 hours)

<u>Revised Course Proposal</u>: Advanced Emergency Medical Technician
FIRE 1160, 8 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 Program Proposal: Certificate in Fire Science
XXXX, 18 credits
Originator: Joseph Arsenault

RATIONALE:
This program would be part of the new Public Safety degree program building a pathway for students to reach milestones 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 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 provided are variety of core courses and allowed to take 3 electives in the fire field. This combination will allow the student to chose courses that support a career they seek for employment. The certificate can be used in the proposed Associate in Public Safety 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: 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.

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 slight adjustments in teaching methodologies and materials. No new course objectives.

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 includes practical field experience. (Prerequisite: MATH 1139) 3.00 Credit hours

Revised 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 these courses together then 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

Revised Course Proposal: Fundamentals of Fire Prevention 2
FIRE 2000, 3 credits
Originator: Joseph Arsenault

RATIONALE:
The current course in the fire science program FIRE 1050 Building Construction and Fire codes and Fire 1070 Fire Protection Systems will be merged to create a second level of Fire Prevention course. These topics are utilized in the fire prevention domain and will be better suited when taught in the same course.

CATALOG DESCRIPTION:
OLD:

This course provides students with the technical knowledge in the use of fire protection systems and equipment. Portable fire extinguishing equipment, sprinklers, protection systems for special hazards are covered (prerequisite FIRE 1020)

The elements of fundamental building construction, design and fire protection features are covered in this course. Attention also is given to special considerations related to national, state and local laws and ordinances directly related to fire prevention (prerequisite FIRE 1020)

NEW:
This course provides the components of building construction related to firefighter and life safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations, and operating at emergencies. It also examines and building and fire codes and how they are applied. Last this course examines planning and how it relates to the fire service in building construction and design.

This course is intended for a broad audience including personnel in all types of public safety, fire engineering, facilities management, Construction project managers and others having an interest in gaining a working knowledge of fire prevention.