

CCRI CURRICULUM REVIEW COMMITTEE MEETING

February 8, 2019 2:00 to 4:00pm

President's Conference Room – Knight Campus

AGENDA

1. CALL TO ORDER

2. ROLL CALL

3. APPROVAL OF MINUTES

4. ACTION/VOTING ITEMS

**Revised Program Proposal: Massage Therapy/Therapeutic Massage
Rehabilitative Health, Credits: 63 AAS, 35 Certificate
Originator: Regina Cobb**

RATIONALE: (revision)

Requiring BIOL 2201 will give massage students equivalent preparation as with the other Rehabilitative Health programs and will be more consistent with requirements in CCRI's guided pathways model. Students will now be able to transfer these newly established credits to other universities or colleges. The program's Advisory board met in fall 2018 and decided it was best to remove prerequisite **BIOL 1070 - Human Anatomy and Physiology (3 Credits) and substitute the course with BIOL 2010 - Human Anatomy and Physiology (4 Credits, Lecture: 3hours, Lab: 3 hours)**, for admission into the Therapeutic Massage Certificate and AAS degree program. The health care community is recommending the use of clinical massage therapy as an integrative approach to one's quality of life and wellness. A higher level of A & P is necessary for students to remain competitive in the workforce by providing a more comprehensive understanding of anatomy and physiology to collaborate and integrate massage with other services provided in the healthcare community. BIOL 2010 will align with the states licensing examination and board certification process, once the student graduates from either program. The lab portion of BIOL 2201 prepares the student better for a smoother transition into the program. Faculty members have found that most students need more in-depth exposure to anatomy and physiology including laboratory practice before starting the program. Critical thinking and assessment skills work well when students are competent with previously learned knowledge of the body. In 2017, Attorney General's office and the National Association of Attorneys General in support of legislation that would compel medical insurance providers to cover therapeutic massage and other sustainable, patient-focused therapies as part of their pain treatment plan as an alternative to opioids. This has prompted the therapeutic massage program to take action, as there will be more employment opportunities in the near future. This course will prepare the students to collaborate with other healthcare providers in the provision of services.

OLD CATALOG DESCRIPTION (No Change):

The Therapeutic Massage Associate degree and Certificate program offers students a strong scientific background for the understanding and application of various soft tissue techniques to promote health and wellness. Eastern and Western approaches will be studied to ensure an education that includes a holistic approach to massage. The program integrates classroom preparation and clinical practice. General education courses such as English Composition, Public Speaking, Human Anatomy and Physiology, Algebra, and Psychology enhance the therapeutic massage core courses. The core courses include laboratory sessions to learn and practice hands on skills required to be a Massage Therapist. The AAS degree students have 1- 2 clinical internship experiences in various settings to practice skills learned in the classroom. The Certificate and AAS degree program both have a one-hundred-hour in-house student clinic requirement; this rigorously prepares students to work in medical environments and is distinctive in preparing students for working with clients who have stress related issues, compromised health or physical impairments.

Revised Program Proposal: Computer Support Specialist Concentration (CMSD)

Computer Studies, Credits: 62

Originator: Kevin Crawford and Karen Allen

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' Information Technology Support Specialist concentration was similar in its' focus and contained a notable amount of overlapping course content with the Desktop Technician 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, Computer Support Specialist, to achieve these goals.

CATALOG DESCRIPTION

NEW:

Computers and 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, computer hardware, computer software and networking technology. Emphasis is placed on operating principles of hardware and software, networking models, operating systems, and industry standards along with hands-on laboratory activities for developing practical problem-solving skills. Students develop the ability to configure and troubleshoot basic PCs, local area networks (LANs) and basic information technology. Integrated into the program are courses that prepare students to sit for both the CompTIA A+ and the MCITP.

Revised Program Proposal: Computer Support Technician (Certificate)

Computer Studies, Credits: 18

Originator: Kevin Crawford and Karen Allen

RATIONALE:

Previously the Computer Studies Department was offering an IT Support Specialist certificate. After merging the Desktop Technician and the IT Support Specialist concentrations an evaluation of the certificate curriculum was conducted. The merged subject matter provided a wider range of available content that became the catalyst for a revision of the certificate. The development of the Computer Support Technician Certificate has a strong emphasis on the software skill set. Students earning this certificate can continue their academics by going on to earn an associate's degree or can enter the workforce in less than 2 years equipped with the entry level software skills that will make them employable.

CATALOG DESCRIPTION

NEW:

Computers 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, computer hardware, computer software and basic networking technology. Emphasis is placed on operating principles of hardware and software, operating systems, and industry standards along with hands-on laboratory activities for developing practical problem-solving skills. Students develop the ability to configure and troubleshoot basic PCs and basic information technology. Integrated into the program are courses that prepare students to sit for the CompTIA A+.

Revised Program Proposal: Network Support Technician (Certificate)

Computer Studies, Credits: 18

Originator: Kevin Crawford and Karen Allen

RATIONALE:

Previously the Computer Studies Department was offering an IT Support Specialist certificate. After merging the Desktop Technician and the IT Support Specialist concentrations an evaluation of the certificate curriculum was conducted. The merged subject matter provided a wider range of available content that became the catalyst for a revision of the certificate. The development of the Network Support Technician Certificate has a strong emphasis on the hardware and networking skill set. Students earning this certificate can continue their academics by going on to earn an associate's degree or can enter the workforce in less than 2 years equipped with the entry level networking skills that will make them employable.

CATALOG DESCRIPTION

NEW:

Computers and 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, computer hardware, computer software and networking technology. Emphasis is placed on operating principles of networking, security, operating systems, and industry standards along with hands-on laboratory activities for developing practical problem-solving skills. Students develop the ability to configure and troubleshoot basic PCs and basic information technology. Integrated into the program are courses that prepare students to sit for the MCITP.

Revised Program Proposal: Cybersecurity Associates Degree

Computer Studies, Credits: 60

Originator: Michael Kelly and John Mowry

RATIONALE:

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

This request is to remove COMP-2430 (Operating Systems, 4 credits) and replace it with COMI-1800 (Computer Networking Software Linux, 3 credits). This will reduce the number of program credits from 61 to 60 as well. The rationale for this change is feedback from the NSA (National Security Agency) and DHS (Department of Homeland Security) as part of our recent program review. They suggested we cover the Linux Operating System in more depth so we are substituting COMI-1800 for the more generic COMP02430 class.

CATALOG DESCRIPTION:

The Cybersecurity program is designed to provide students with a strong foundation in the principles and methods of cybersecurity, as well as the fundamental knowledge and tools for applying security measures across a variety of network architectures and settings. In addition to serving as a strong foundation for pursuing a bachelor's degree in cybersecurity, this associate's degree program will provide the educational background and hands-on training necessary to prepare students for entry in the cybersecurity sector.

The curriculum includes a combination of general education, computer science, and network technology courses to provide students with the knowledge, skills and training necessary for successful transition into a career in security, and to meet NSA and CAE core foundational content and standards. Courses in the cybersecurity program are offered at the Knight, Flanagan, Liston and Newport Campuses and are available day, evening or on-line.

**Revised Course Proposal (Name Change): From: COMI-1260, Programming in 4th Generation Languages
COMI 1260, 3 credits To: **Introduction to SQL**
Originator: Michael Kelly**

RATIONALE:

The current title, Programming in 4th Generation Languages does not accurately reflect the course content. It is a dated course description that needs to be updated for clarity both in terms of content and to make it clearer for students in the course schedule.

CATALOG DESCRIPTION

OLD:

This course offers a foundation in the fundamentals of fourth generation language programming. Particular attention is devoted to the use of ANSI-Standard SQL to construct and manipulate database objects. Students create database tables and generate SQL scripts to extract and manipulate data from the database.

(Recommended: COMI 1150) Lecture: 3 hours, Lab: 1 hour Lab Fee: \$20.00 Completes the following requirement(s): computer programming rqmt (PROG)

CATALOG DESCRIPTION

NEW:

This course offers a foundation in the fundamentals of SQL. Particular attention is devoted to the use of ANSI-Standard SQL to construct and manipulate database objects. Students create database tables, work with Functions and Operators, and generate SQL scripts to extract and manipulate data from databases.

Lecture: 3 hours, Lab: 1 hour Lab Fee: \$20.00 Completes the following requirement(s): computer programming requirement (PROG)

New Program Proposal: Associate in Applied Science in Biotechnology

Biology, Credits: 60

Originator: Scott Warila

RATIONALE:

The biotechnology industry is highly competitive and offers excellent job opportunities and wages for students seeking employment in this growing field. Success in placing CCRI's students would be increased significantly with the addition of an Associate in Applied Science degree, allowing them to better match the qualifications of entry-level biomanufacturing jobs.

CCRI has a Biotechnology Certificate Program currently, which has been successful in placing its students at companies such as Amgen, Organogenesis, Shire, and Waters Corp. While some students are able to find employment with just the certificate, many who find success have a degree prior to attending CCRI's Biotech program and are looking to add the certificate to transition to the biotechnology industry.

An Associate level degree for Biotechnology is much needed to allow our students to be competitive with students from other academic institutions. Most community colleges have an associate's level biotechnology

program and many have a good track record in placing students in the industry or related fields. As the quality and number of other biotechnology programs grows, it is becoming increasingly difficult to place students with the certificate alone.

CATALOG DESCRIPTION

NEW:

The field of biotechnology is dynamic and rapidly expanding with many career options to choose from. The A.A.S. in

Biotechnology can prepare students for career paths in biomanufacturing, biopharmaceuticals, bioscience research, biomedical, and related fields all located in close proximity to one of the largest biotech clusters in the country. The Biotechnology program offers hands-on, competency-based instruction designed for students looking to enter the field upon graduation or continue their education at a four-year institution.

The Biotechnology program is open to all students but some classes do have prerequisites that need to be met prior to enrolling. Classes are offered conveniently during the day, evening, online, and during the summer sessions to help fit students' schedules and complete the program in a timely manner.

For more information, contact Program Coordinator Scott Warila at 401-825-2136 or srwarila@ccri.edu. Additional information is available through the Biology Department link on the CCRI website.

Note:

Students are required to receive a grade of C or better in the major requirements for the A.A.S. in Biotechnology or obtain special permission from the program coordinator. A cumulative GPA of 2.0 is required for graduation from the program.

Many courses require prerequisites, corequisites, and/or testing. See course descriptions in the catalog for details.

New Course Proposal: Biomanufacturing – Process Development Laboratory

BIOL 1330, 3 credits

Originator: Scott Warila

RATIONALE:

This new course will refine techniques learned in prior coursework in the Biotechnology Program and expose students to more advanced biomanufacturing methods and concepts. Due to the increased complexity of the processes, critical thinking and troubleshooting will be essential to overcome issues in regards to sterility, cell growth, protein production, product purity, and equipment failures. These are the skills that employers in the bioscience industry are looking for and will greatly increase student marketability and success when job seeking.

CATALOG DESCRIPTION

OLD:

N/A

CATALOG DESCRIPTION

NEW:

BIOL 1330 – Biomanufacturing – Process Development Laboratory
(3 Credits)

This course provides an opportunity for students to build upon laboratory skills and concepts learned in prior courses in the Biotechnology program. Students will be exposed to more advanced concepts such as: bioreactor inoculation and operation, roller bottler culture, TFF, LPLC, biochemical assays for quality control, optimization and troubleshooting of processes to increase product yield and robustness, single use biomanufacturing, and future trends in biotechnology.

(Prerequisites: BIOL 1310 AND/OR BIOL 1000 OR permission of instructor. Required reading level: Completion of ENGL 0890 with grade of B or better or Accuplacer exemption from reading.

Lecture: 2 hour, Lab: 2 hours Lab Fee: \$20.00

Revised Program Proposal: Engineering Transfer (9 Tracks)

ETEK, 65-73 Credits

Originator: Dr. Phil Miller

RATIONALE:

This program is designed to serve as the first two years of a Bachelor of Science in Engineering Degree Program at URI or an ABET accredited college or university. CCRI has worked with URI to develop nine concentration tracks designed to transfer to the nine associated tracks in the College of Engineering at URI or other institution with an ABET accredited Engineering Program.

The changes outlined in this packet are necessary due to changes in the University of Rhode Island's B.S. in Engineering Program Tracks. These changes will ensure that students have completed all necessary courses at CCRI to begin at URI as a third year student and will not have prerequisite courses preventing their registration.

CATALOG DESCRIPTION:

Successful completion of this program enables qualified students to transfer to an accredited engineering curriculum and apply most credits to a Bachelor of Science degree in engineering. This program provides a firm background in basic engineering principles. The curriculum includes a strong foundation in mathematics, the basic sciences and engineering fundamentals as well as liberal arts courses that are applicable to most Bachelor of Science degree programs.

Entrance to the program requires a mathematics placement examination at a calculus level (student is ready to take MATH 2141) or the completion of CCRI Pre-calculus (MATH 2111). It is recommended that all applicants take a mathematics placement examination prior to the summer session.

For courses to transfer to accredited engineering programs, it is important that students adhere to the required prerequisites and corequisites. When in doubt, [refer to the course descriptions](#).

Although most courses apply to the curriculum of many B.S. in engineering programs, the course sequences and schedules listed on the following pages will allow students to apply their studies toward one of nine University of Rhode Island engineering programs. These course sequences are for full-time, day

students who enter in the fall semester, allowing them to complete the Associate in Science degree requirements at CCRI in four semesters and transfer to the University of Rhode Island as a junior. For the first semester, all engineering students take all the same courses. In all other semesters, the required courses will depend upon the desired engineering program. For most engineering programs, students are required to take courses only offered by URI. For CCRI students taking 12 or more credits, up to seven of these credits can be taken per semester at URI under the inter-institutional agreement at no additional cost. [See description of the agreement on this page.](#)

5. NON ACTION/ANNOUNCEMENTS

The next Curriculum Review Committee meeting will take place on, April 19, 2019 please note – Initial proposals are due to the deans by March 15, 2019.
