# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

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| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **CEP 215 Introduction to Educational Psychology** | | | |  |
| [Replacing](#Ifapplicable) | **cep 315 eDUCATIONAL pSYCHOLOGY** | | | |
| A.2. [Proposal type](#type) | Course: revision | | | |
| A.3. [Originator](#Originator) | Jenlyn Furey | [Home department](#home_dept) | CEP Department | | |
| A.4. [Context and Rationale](#Rationale) | The following revisions to CEP 315 Educational Psychology are proposed:  1. Categorize as a Social and Behavioral Science (SB) General Education Distribution course.  2. Change the credit hours from 3 to 4.  3. Change the course name and number from CEP 315: Educational Psychology to CEP 215: Introduction to Educational Psychology.  4. Remove all prerequisites.  5. Change the course description to reflect the changes and SB category:  Revised Course Description: “Students are introduced to topics in Educational Psychology including human development, diversity, motivation, behavior, learning, teaching, and assessment both in and out of school environments.”  **1. Rationale for CEP 215 as a Social and Behavioral Science Distribution Course:**  As stated in the [Rhode Island College General Education Program webpage](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/General-Education), Distribution courses are intended to “advance professional goals, enhance personal interests, or explore new areas”. CEP 215 meets the criteria of a Social and Behavioral Sciences course with an emphasis on critical and creative thinking, civic knowledge, ethical reasoning, and scientific literacy. A rationale for CEP 215 as an SB is provided below:  **1a. Currently, no SB courses focus on education or educational psychology.** Rhode Island College currently offers 23 Social and Behavioral Science (SB) General Education Distribution course options (1 Africana Studies, 3 Anthropology, 1 Communication, 1 Economics, 1 Gender Studies, 4 Geography, 4 Political Science, 2 Psychology, and 6 Sociology options). The options that overlap somewhat with Educational Psychology include PSYC 110 Introduction to Psychology, PSYC 215 Social Psychology, and SOC 200 Society and Social Behavior. However, Educational Psychology is a separate field of study and topics covered are not currently offered by any of the SB options. Many other colleges and universities offer an Educational Psychology course as a Social and Behavioral Science General Education or Core Curriculum option. University of Rhode Island offers EDC 312: The Psychology of Learning is a “Social and Behavioral Science” General Education Course. Providence College offers **EDU 201 Educational Psychology is a “Social Science Core Requirement”.** Offering CEP 215 as an SB option would benefit students by expanding the distribution course offerings.  **1b. CEP 215 will support knowledge and skills that are applicable to all Rhode Island College students – including students who do not intend to pursue a career in education or psychology.** A course in educational psychology covers similar content to an introductory course in psychology or sociology (e.g., human development, principles of human behavior, and social behavior); however, the content focuses on the implications of psychology within educational settings (children, parents, teachers) rather than clinical settings (children, parents). Human learning occurs outside of classroom contexts on a day-to-day basis. Understanding human behavior, development, motivation, learning, and understanding differences (including culture, language, disability, etc.), not only prepares RIC students to be successful in the workplace, but also to think critically and engage effectively as citizens. Academic content in this course is applicable to all fields of study, including nursing (behavioral health) and business (human behavior and motivation). Further, students will benefit from a greater understanding of their own learning experiences. This will increase knowledge of their own strategies for learning academic content throughout their college experience and life. With knowledge about best practices in learning and behavior, students will be better prepared to think critically about educational policies that affect communities and increase civic engagement. Many students are parents/caregivers, or will be caregivers in the future, and a course that focuses on human development, learner differences, motivation, behavior, and assessment will help caregivers to support positive educational outcomes in communities.  **1c.** **Rhode Island College students who wish to pursue a career or major related to Educational Psychology will benefit from having CEP 215 as a General Education option**. The content in CEP 215 provides an excellent foundation for future coursework in Psychology, School Psychology, School Counseling, School Social Work, Educational Administration, Educational Policy, Teaching, and other related fields. The current version of the proposed course, CEP 315, is rarely completed by RIC students outside of the Feinstein School of Education and Human Development (FSEHD), in part, because CEP 315 does not fulfill General Education requirements and it is not a required course outside of FSEHD. CEP 215 is taught by faculty in the Counseling, Educational Leadership, and School Psychology (CEP) Department who have expertise in Psychology, Education, and related fields (School Psychology, Counseling, School Counseling). CEP 215/315 is currently the only CEP course offered at the undergraduate level. Offering CEP 215 as an SB will increase student exposure to related fields and graduate programs offered at Rhode Island College.  **1d. Many FSEHD programs will benefit from CEP 215 fulfilling the SB requirement.** Currently, the CEP 315 Educational Psychology course is required by students in most of the FSEHD undergraduate programs. A complete list is provided below:   1. Rhode Island Teacher Education (RITE) Program 2. Art Education B.S. 3. Art Education B.F.A. 4. Music in Music Education B.M. 5. Early Childhood Education B.S., Concentration in Birth to Three 6. Elementary Education B.A., Content Majors: English, General Science, Mathematics, Multidisciplinary, and Social Studies 7. Elementary Education B.S., Concentration in Special Education, Middle School Endorsement 8. Health Education B.S. 9. Physical Education B.S. 10. Secondary Education B.A., Majors: English, Biology, Chemistry, General Science, History, Mathematics, Physics, and Social Studies 11. \*Special Education B.S.: Mild/Moderate Disabilities, Elementary School Level, Mild/Moderate Disabilities, Secondary School Level, Severe Intellectual Disabilities, Ages Three to Twenty-One 12. Technology Education B.S., Concentration: Teaching 13. World Languages Education B.A., Teaching Concentrations: French, Portuguese, Spanish 14. \*Youth Development B.A.   Note: \*Youth Development B.A. Program students choose one: CEP 315, PSYC 215, or PSYC 230. \*Special Education Programs require an Elementary  Education or Secondary Education major (each of which requires CEP 315); therefore, Special Education Programs are indirectly affected by changes to CEP 315 in terms of total credit hours.  Changing CEP 215 to a SB General Education course will positively impact the FSEHD programs listed below by providing an alternate course option for completing the SB General Education requirement, that can also count toward their program:   1. Art Education B.S. 2. Art Education B.F.A. 3. Music in Music Education B.M. 4. Physical Education B.S. 5. Secondary Education B.A., Major: Mathematics 6. Secondary Education B.A., Major: English 7. Secondary Education B.A., Major: Biology 8. Secondary Education B.A., Major: Chemistry 9. Secondary Education B.A., Major: Physics 10. Secondary Education B.A., General Science 11. Special Education B.S., Mild/Moderate Disabilities (Secondary) 12. Special Education B.S., SID (Secondary) 13. Technology Education B.S., Concentration: Teaching 14. World Languages Education B.A., Teaching Concentrations: French, Portuguese, Spanish   Additionally, aligning the course with SB General Education outcomes will benefit FSEHD students because there is a growing need for future educators to engage in critical and creative thinking, ethical reasoning, scientific literacy, and to demonstrate civic knowledge. FSEHD students will also benefit from connecting with and learning from non-FSEHD students enrolled in the course.  **2. Rationale for Moving from 3 Credits to 4 Credits**  Course content will be added or emphasized to align with SB outcomes with the additional credit (by moving from 3 credits to 4 credits). More time is needed to adequately examine the topics outlined in the syllabus, and to pace the content appropriately for students a 200-level course. Previously, CEP 315 was already a 4-credit course but was reduced to 3 credit hours. Since then the department has continually recommended returning to a 4 credit hour structure to provide enough time to cover essential content. With an additional credit, CEP 215 includes or emphasizes content that meets the General Education Learning Outcomes related to the Social and Behavioral Sciences (SB) category: Critical and Creative Thinking, Civic Knowledge, Ethical Reasoning, and Scientific Literacy. Additionally, a video observation/analysis assignment was added with the additional credit (this assignment aligns well with the Scientific Literacy SB learner outcome).  **3-5. Rationale for Changing the Course Name, Number, Description, and Prerequisites:**  The course name, number, and description have been changed to more accurately describe the content and scope of the revised course. The course name will change to Introduction to Educational Psychology (instead of Educational Psychology). The course number will change from 315 to 215. The redesigned course content is considered introductory and it will provide students with foundational knowledge. This change will benefit RIC students because they will be able to complete CEP 215 during their initial years at the college, rather than waiting until their junior or senior year. CEP 215 will provide a foundation for more advanced level work. To encourage students to take this course early in their college studies, no prerequisites will be required.  **Additional Notes:**  Students cannot have credit for both CEP 215 and CEP 315. The following courses currently list CEP 315 as a prerequisite:   1. CTE 300 - Methods of Teaching Career and Technical Education (4) 2. CTE 302 - Curriculum Construction in Career and Technical 3. Education (3) 4. ECED 303 - Creating an Early Childhood Learning Community (3) [This course is being deleted in another proposal) 5. \*ELED 302 - Teaching All Learners: Foundations and Strategies (4) 6. MLED 310 - Teaching Early Adolescents (3)   Note: \*ELED 302 requires concurrent enrollment in CEP 315.  Note: \*TECH 421 references the course and needs updating in the catalog.  The college catalog will list “CEP 215 or CEP 315” for courses that use CEP 315 as a prerequisite. This change is necessary so that students who have completed CEP 315 are not locked out from subsequent courses by Records. | | | | |
| A.5. [Student impact](#student_impact) | **Impact on all RIC Students**  As described in section A.4, part 1b, categorizing CEP 215 as an SB course will positively impact all RIC students by giving them another option to fulfill the Social and Behavioral Sciences (SB) General Education requirement. Concepts in CEP 215 are applicable to many areas of study, and the course should not be limited to FSEHD students. As described in section A.4 part 1c, RIC students who are interested in education, psychology, teaching, learning, school psychology, and related fields will have a new General Education course option to consider. No negative outcomes are anticipated for no-FSEHD students.  **Impact on FSEHD Students:**  As described in section A.4 section 1d, students from many FSEHD programs will benefit from CEP 215 being an SB course. As the FSEHD transitions to 4 credit courses, programs strive to meet the training needs of students while keeping the total number of credit hours closer to the 120 limit.  Changing the credit hours from 3 to 4 will temporarily impact the catalog listing of total credit hours for all initial FSEHD programs. However, at the time CEP 215 will be initially offered (Fall 2019) all undergraduate FSEHD impacted by the increase in credit hours will have undergone redesign to accommodate the increase.    Changing the course from 300-level to 200-level and eliminating prerequisites positively impacts students by providing students with an earlier introduction to the fields of psychology and education. Students who are interested in pursuing careers related these fields would especially benefit from having early access to this course. By introducing content earlier, FSEHD students benefit from improved foundational knowledge that will inform a deeper analysis of content in subsequent FSEHD coursework. | | | | |
| A.6. [Impact on other programs](#impact) | **Impact on all RIC Programs:**  Changing CEP 215 to General Education course may impact all undergraduate programs at RIC by providing another Social and Behavioral Sciences (SB) option. Adding CEP 215 provides a new SB option for advisors to suggest to students, particularly those who are interested in fields related to psychology and education. Currently, there are no SB course offerings that focus explicitly on the psychology of education, teaching, or learning.  Adding another SB option could potentially result in lower enrollment in other 200-level SB courses. However, as stated in the [RIC General Education webpage](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/General-Education), Distribution courses are intended to “advance professional goals, enhance personal interests, or explore new areas.” Adding any new SB course would lower enrollment in other courses, but the tradeoff is being able to offer new and valuable content to RIC students.  **Impact on the Psychology Department**  The department most likely to be affected by CEP 215 as an SB is the Psychology Department, due to the overlap between Psychology and Educational Psychology. Students interested in Educational Psychology and related fields may choose CEP 215 rather than the PSYC 110 or PSYC 215 options. CEP 215 offers unique and valuable content that may be a better fit for some students.  *CEP 215 and PSYC 110: Introduction to Psychology*  The content of CEP 215 is more specialized than PSYC 110, Introduction to Psychology. Introduction to Psychology surveys a very wide range of topics. Some of the content in PSYC 110 is not as emphasized in CEP 215 as PSYC 110 (e.g., Biopsychology, States of Consciousness, Sensation & Perception,). Some of the topics in PSYC 110 overlap with CEP 215 content (e.g., Human Behavior, Learning, Lifespan Development, Motivation & Emotion). This is to be expected, as PSYC 110 introduces the entire field of Psychology, including Educational Psychology. Similarly, PSYC 110 introduces the field of Social Psychology – and Social Psychology is also offered as an SB course option.  *CEP 215 and PSYC 215: Social Psychology*  There is also some overlap between the content of CEP 215 and PSYC 215 Social Psychology. However, Educational Psychology and Social Psychology are separate fields of study within the broader field of Psychology. Both courses include content on Methods, Cultures, Stereotypes, Prejudice, and Discrimination, and Law – but CEP 215 largely focuses on these concepts within educational settings (e.g., methods in Educational Psychology, laws and policies related to education, etc.). Many of the major topics in PSYC 215 are not highly emphasized in CEP 215 (e.g., Social Cognition, Social Attribution, Persuasion, Relationships & Attraction, Groups & Aggression, Altruism & Cooperation, etc.). Similarly, many major topics in CEP 215 are not emphasized in PSYC 215 (e.g., Research Methods in Educational Psychology, Educational Law/Policies, Supporting Diverse Students and Students with Disabilities, Behavioral Views of Learning, Theories of Cognitive/Personal/Moral Development, Motivation in Teaching and Learning, Assessment in Education, etc.).  **Impact on the CEP Department**  The Counseling, Educational Leadership, and School Psychology (CEP) department may potentially benefit from CEP 215 as an SB. Offering CEP 215 as an SB will expand the range of students completing the course and thus provide exposure to the departments School Psychology and Counseling graduate programs. Currently, most students completing CEP 315 are pre-service teachers in FSEHD programs, even though the content of Educational Psychology is widely applicable to non-teachers. Undergraduate RIC students often contact CEP graduate faculty to inquire about undergraduate level coursework recommended prior to graduate training in School Psychology and Counseling. CEP faculty often recommend coursework in Educational Psychology in preparation for graduate work; however, many non-FSEHD students are discouraged to learn that course credits would not apply to their major. Offering CEP 215 as an SB will expand the connections between the CEP Department faculty and Rhode Island College students.  **Impact on FSEHD Programs:**  Changing CEP 215 to a SB General Education course will positively impact the 14 FSEHD programs listed in section A.4 by providing an alternate course for completing their SB requirement.  Changing the credit hour from 3 to 4 will temporarily impact the catalog listing of total credit hours for all initial FSEHD programs. However, at the time CEP 215 will be initiated (Fall 2019) all undergraduate FSEHD impacted by the increase in credit hours will have undergone redesign to accommodate the increase. | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | None | | | |
| [*Library*:](#library) | None | | | |
| [*Technology*](#technology) | None | | | |
| [*Facilities*](#facilities): | None | | | |
| A.8. [Semester effective](#Semester_effective) | Fall, 2019 | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) | CEP 315 | CEP 215 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | Educational Psychology | Introduction to Educational Psychology |
| B.4. [Course description](#description) | Learner-centered psychological principles and research findings are analyzed. Emphasis is on the characteristics of the learner and the nature of developmentally responsive pedagogy. | Students examine introductory topics in Educational Psychology including human development, diversity, motivation, behavior, learning, teaching, and assessment both in and out of school environments. |
| B.5. [Prerequisite(s)](#prereqs) | Admission to a teacher education program or consent of department chair. | No prerequisites |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours) | 3 | 4 |
| B.8. [Credit hours](#credits) | 3 | 4 |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) | Required for major in some FSEHD programs | Required for major in some FSEHD programs, and offered as a General Education SB Distribution course for all RIC students. |
| B.13. Is this an Honors course? |  |  |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | NO | YES  category: SB |
| B.15. [How will student performance be evaluated?](#performance) | Attendance, Class participation, Exams, Papers, Interviews | Attendance, Class participation, Exams, Papers, Interviews, Video Observation/Analysis |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| 1. Demonstrate *scientific literacy*, *critical thinking*, and *ethical reasoning* related to **research** **methods in Educational Psychology** (e.g., a scientific, problem-solving approach to learning and teaching, data-based decision-making, understanding research designs, etc.). | **SB**: Scientific Literacy, Critical Thinking, & Ethical Reasoning  **FSEHD:** 1, 2, 3, 4  **RIPTS:** 1, 3, 4, 5, 6, 9  **RI Initiatives:** MTSS, SEL, Bullying and School Violence, Personalized Learning, | Exams, Case Studies, Teacher Interview Assignment, and Participation |
| 1. Demonstrate *critical thinking* and *ethical reasoning* related to **theories of cognitive, personal, emotional, and moral development** (e.g., Piaget, Vygotsky, Erikson, Bronfenbrenner, Kohlberg, etc.). | **SB**: Critical Thinking, Ethical Reasoning  **FSEHD**: 1, 2, 3, 4  **RIPTS:** 1, 3, 4, 5, 6  **RI Initiatives:** SEL, Bullying and School Violence, Personalized Learning | Exams, Case Studies, Participation |
| 1. Demonstrate *critical thinking*, *ethical reasoning* and *civic knowledge* related to **learner differences, culture, and diversity** (e.g., differences in language, race, ethnicity, socioeconomic status, sexual orientation, gender identity, disability status; understand special education law/categories, etc.). | **SB**: Critical Thinking, Ethical Reasoning & Civic Knowledge  **FSEHD**: 1, 2, 3, 4  **RIPTS**: 1, 3, 4, 5, 6, 10, 11  **RI Initiatives**: IDEA, ESSA, SEL, Bullying and School Violence, Special Population Initiatives, English Learner Programs, WIDA English Language Development Standards | Exams, Case Studies, Teacher Interview, Participation via Blackboard Students with Disabilities Online Module. |
| 1. Demonstrate *critical thinking*, *ethical reasoning* and *scientific literacy* related to behavioral, cognitive, and social cognitive views of **learning and motivation** (e.g., Pavlov, Skinner, Watson, Bandura, Maslow, etc.). | **FSEHD:** 1, 2, 3, 4  **SB**: Critical Thinking, Ethical Reasoning, Scientific Literacy  **RIPTS**: 1, 3, 4, 5, 6  **RI** **Initiatives**: SEL, Personalized Learning, Bullying and School Violence | Exams, Case Studies, Teacher Interview, Participation |
| 1. Demonstrate *critical thinking*, *ethical reasoning* and *scientific literacy,* related to **instruction** and **classroom/group behavioral management.** | **FSEHD:** 1, 2, 3, 4  **SB**: Critical Thinking, Ethical Reasoning, Scientific Literacy  **RIPTS:** 1, 3, 4, 5, 6, 9, 11  **RI Initiatives:** MTSS, IDEA, ESSA, SEL | Video Observation/Analysis Assignment, Case studies, Exams, Teacher Interview Assignment. |
| 1. Demonstrate *critical thinking*, *civic* *knowledge*, *ethical reasoning,* and *scientific literacy* related to various **assessments used in educational settings** (e.g., understanding historical and current issues related to cognitive, academic, social/emotional assessments, understanding basic issues in assessment such as reliability, validity, test bias, etc.). | **SB**: Critical Thinking & Scientific Literacy  **FSEHD**: 1, 2, 3, 4  **RIPTS**: 1, 3, 4, 5, 6, 9  **RI Initiatives**: MTSS, SEL, Personalized Learning, Comprehensive Assessment System, RI-CAS | Exams, Case Studies, Teacher Interview Assignment. |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| **Topic 1:** **Introduction to the field of Educational Psychology**  Topic 1a: What is Educational Psychology?  Topic 1b: How does Educational Psychology apply to various fields of study?  Topic 1c: Overview of Topics in Educational Psychology  **Topic 2**: **Research Methods in Educational Psychology**  Topic 2a: What Methods do Educational Psychologists Use in their Research?  Topic 2b: Scientific Literacy in Educational Psychology – Case Examples  Topic 2c: Research in Educational Psychology: Past and Present  **Topic 3:** **Theories of Development: Cognitive**  Topic 6a: Cognitive Development: An Overview  Topic 6b: Piaget’s Theory of Cognitive Development  Topic 6c: Vygotsky’s Sociocultural Perspective  **Topic 4:** **Theories of Development: Personal, Social, and Moral**  Topic 7a: Bronfenbrenner and the Social Context for Development  Topic 7b: Erikson and Identify, Self-Concept  Topic 7c: Kohlberg and Theories of Moral Development    **Topic 5:** **Human Developmental Differences**  Topic 3a: Individual Differences and the Law (IDEA, Section 504)  Topics 3b: Categories of Disability under IDEA  Topic 3c: Research-Based Practices for Supporting Students with Disabilities  **Topic 6:** **Culture and Diversity**  Topic 5a: Economic and Social Class Differences  Topic 5b: Ethnicity and Race  Topic 5c: Language Diversity  Topic 5c: Gender and LGBTQ  **Topic 7:** **Human Behavior**  Topic 8a: Pavlov and Classical Conditioning  Topic 8b: Skinner and Operant Conditioning  Topic 8c: Applied Behavior Analysis (ABA)  **Topic 8**: **Environmental** **Considerations**  Topic 9a: Classroom or Group Management  Topic 9b: Creating a Positive Learning Environment  Topic 9c: Critical Thinking and Ethical Reasoning related to Behavioral Challenges  **Topic 9:** **Evidence-Based Instructional Practices**  Topic 13a: Overview of Research on Teaching  Topic 13b: Instructional Approaches/ Introduction to Video Analysis  Topic 13c: Differentiated Instruction    **Topic 10:** **Motivation**  Topic 11a: Overview of Learning and Motivation  Topic 11b: Bandura and Social Cognitive Theory  Topic 11c: Maslow’s Hierarchy of Needs    **Topic 11:** **Social-Emotional Behavior**  Topic 12a: Overview of Social Emotional Learning  Topic 12b: Self-Determination Theories  Topic 12c: Attribution Theory and Goal Orientations  **Topic 12:** **Assessment**  Topic 14a: Basics of Assessment: Measurement, Reliability, Validity, Bias  Topic 14b: Types of Assessments  Topic 14c: Critical Thinking and Ethical Reasoning |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Jenlyn Furey | Program Director, School Psychology Program (CEP Department) |  |  |
| John Eagle | Chair, Counseling, Educational Leadership, and School Psychology Department (CEP) |  |  |
| Carolyn Obel-Omia | Chair, Elementary Education Department |  |  |
| Robin Auld | Chair, Health and Physical Education Department |  |  |
| Lesley Bogad | Chair, Educational Studies Department |  |  |
| Ying Hui | Chair, Special Education Department |  |  |
| Douglas Bosch | Chair, Art Department |  |  |
| Ian Greitzer | Chair, Music, Theatre, and Dance Department |  |  |
| Julie Horwitz  Gerri August | Co-Deans, Feinstein School of Education and Human Development |  |  |
| Earl Simson | Dean, Faculty of Arts and Sciences |  |  |
| Jeffrey Mello | Dean, School of Business |  |  |
| Debra Servello | Interim Dean, School of Nursing |  |  |
| Jayashree Nimmagadda | Interim Dean, School of Social Work |  |  |
| Jim Magyar | Chair, Committee on General Education (COGE) |  |  |