

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number EDUC 221 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Application to place EDUC 221 on the Social & Behavioral Sciences General Education Menu.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	-	I	I	I
2.	Description (not affecting content)	A	A	A	I	-	I	I	I
3.	Course term(s)	A	I	A	I	-	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	-	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	-	A	A	I
6.	Course number within the hundred	A	A	I	I	-	I	I	I
7.	Course number beyond the hundred	A	A	A	A	-	A	A	I
8.	Prerequisites	A	A	A	I	-	I	I	I
9.	Course fee(s)	A	-	A	-	-	-	A	I
10.	From U to G or G to U	A	A	A	A	-	A	A	I
11.	Cross-list course	A	A	A	A	-	A	A	I
12.	Department of record	A	A	A	A	-	A	A	I
13.	Close a course	A	A	A	A	-	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	-	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	—	A	—	A	—	A	—
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	—	A	—	A	A	A	—
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	—	—	—	A	—	A	—	A	—
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	—	A	—	A	A	A	—
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	—	—	—	—	—	A	A	A	A	—
2.	Policies governing academic probation and suspension	—	—	—	—	—	A	A	A	A	—
3.	Requirements for graduating with honors	—	—	—	—	—	A	A	A	A	—
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	—	A	A	—	A	—
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	—	A	A	—	A	—
7.	Educational Program — Add ³	A	A	A	A	—	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	—	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	—	A	A	—	A	—
10.	Minor — Revise	A	A	A	I	—	I	I	—	I	—
11.	Minor — Add	A	A	A	A	—	A	A	—	A	—
12.	Minor — Discontinue	A	A	A	A	—	A	A	—	A	—
13.	Degree — Add	A	A	A	A	—	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	—	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	—	R	A	—	A	A	A	A	I
16.	Minor — Discontinue	R	—	R	A	—	A	A	—	A	—
17.	Degree — Discontinue	R	—	R	A	—	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or AUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Revised 8-29-22

Department/School Chair(s)	
<i>Stephanie Talley</i> Signature	<i>9.16.22</i> Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

University General Education Council	
_____ Chair's signature	_____ Approval date

Abilene Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of Faculty Senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for Social and Behavioral Science Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Social and Behavioral Science Description

Courses within this domain help students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be based on the rubric submitted as part of this course application.

Subject code, course number, and title of course:	EDUC 221—Educational Psychology
Terms offered:	Fall/Spring/Summer
Catalog description:	An introduction to theories of development, learning, motivation, memory and intelligence. May be used to satisfy University Requirements. Prerequisite: Sophomore standing.
Course prerequisites:	Sophomore standing
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	none
Other general education menus on which the course appears or you are applying for:	none

Description of Menu Fit

Please describe how your class fits into the Social and Behavioral Sciences Menu (200 words or less).

Fit:

Students will be introduced to multiple theories/theorists that will help them examine behaviors and interactions between groups of people and how people learn. Emphasis is placed on understanding learning and cognitive development and the application of this knowledge in multiple contexts. The content of the course provides foundational knowledge of educational psychology including theories of development, learning, motivation, memory, intelligence and brain research. Theories/theorists studied include but are not limited to Maslow, Skinner, Pavlov, Erikson, Piaget, Vygotsky, Bronfenbrenner and Bandura.

Course Content

Using your syllabus as evidence, demonstrate that either the majority of course content or the majority of graded student work adheres to the Social and Behavioral Sciences description above (200 words or less).

Course Content:

Using theory, students will examine the behaviors and interactions of many people in various settings. Students will identify and describe major theories of development, learning and intelligence. They will identify key issues related to the afore mentioned areas as well as assessment and our current cultural contexts. Students will analyze the relationship between these theories and their impact on behavior, development and learning. In the Freedom Writer's Synthesis students evaluate one character's physical, social, emotional, and moral development applying knowledge from different theories, meeting learning outcome A2. In the Socratic Seminars and the Identifying Theories paper, students will consider multiple viewpoints and synthesize information from multiple sources, meeting outcome C1. The Identifying Theories paper and the Hypothetical Patient/Student/Client assignment, students will use information from multiple sources to draw informed conclusions thus meeting student learning outcome C2. (See attached syllabus for more detailed descriptions of assignments.)

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

The ability to receive (learn) and transmit (teach) information well is necessary in many areas. In multiple contexts, people are teaching and learning. This course is designed to support students in various future professions from healthcare and education to business. Knowing characteristics of emotional, social and cognitive development is useful in various professions. Business leaders use principles of teaching and learning in trainings. Healthcare professionals use them in patient care. Teachers use the principles in classroom instruction. Parents use them in instruction their children. Ministers use them in teaching the bible to congregants. Youth ministers use them when designing lessons for teenagers. Applications of the theories taught in this course are varied and wide.

Relevant Outcomes

At a minimum, a course applying to the Social and Behavioral Science menu must address at least one performance indicator from each of the following areas:

- Social and Behavioral Sciences Subject Matter
- A2: Listen to, understand, and critically evaluate rhetorical claims.
- C1: Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each performance indicator. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
SBS subject matter	Synthesis Papers
Outcome A2	Freedom Writers Synthesis
Outcome C1	Identifying Theories Paper
Outcome C2	Hypothetical Patient/Student/Client Assignment

Please use the following rubric to perform assessment each year. If a performance indicator is not assessed, please write “Not Assessed” in the “Meets Expectations” section. The last two pages have rubric examples for your reference; these pages may be deleted before submitting your application.

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Students score less than 74% using the rubric for the paper/assignment.	Students score between 74-92 % using the rubric for the paper/assignment.	Students score 92% or above using the rubric for the paper/assignment.

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source			
Interpret source within rhetorical context	Students do not clearly connect character to their level of moral development; personal ecological development and psycho-social development with supporting evidence.	Students clearly connect character to their level of moral development; personal ecological development and psycho-social development with supporting evidence.	Students strongly connect character to their level of moral development; personal ecological development and psycho-social development with supporting evidence.
Evaluate relevance of source within multiple contexts			

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic			
Develop and express an evidence-based viewpoint on a topic	Description of systems is limited and/or does not include specific examples; general and vague.	Describes systems with detail. Examples demonstrate a fair depth of understanding to provide context.	Thoroughly describes each system using specific examples and demonstrates strong depth of understanding to provide context.
Synthesize information from multiple sources	Paper does not show depth of understanding pertaining to theory and its future applications.	Paper focuses on the main tenets of the theory and shows developing understanding of its application to future practice.	Paper focuses on the main tenets of the theory and shows strong understanding of its application to future practice.

Student Learning Outcome C2 (Hypothetical Client/Student/Patient)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Description is limited and/or does not include specific examples.	Describes systems. Examples demonstrate a fair depth of understanding to provide context.	Thoroughly describes each system using specific examples that demonstrate strong depth of understanding to provide context.

Course Syllabus
EDUC 221 - Educational Psychology
Fall 2022

Contact Information

[REDACTED] – ED BLDG 104
325-674-2121 (office)
Office Hours MW11-1 TR 9-11

[REDACTED]@acu.edu
325-660-1091 (cell – until 8 pm)

Mission Statements

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

The mission of the College of Education and Human Services is to equip students for global ministry through exemplary practice and service in education and human services.

The mission of the Department of Teacher Education is to prepare Christian educational professionals for positions of educational service and leadership throughout the world.

Course Description

This course will explore theories of learning, development, learning, motivation, memory, intelligence and assessment. If we are to teach and/or learn effectively it is important to

- define what it means to learn.
- know who the learners are.
- understand how people learn.
- identify factors that affect the desire and/or ability to learn.

As learners ourselves, we all have intuitive understandings of these issues. However, our understandings are often limited to our personal experiences and we lack the vocabulary to thoroughly describe these experiences. As you go through this course you will have the opportunity to broaden and refine your understanding of these topics as you begin developing a professional vocabulary.

This course meets the requirements of a social science or gen ed class. It is a required course for secondary education majors. The content of the course will provide a foundational knowledge of educational psychology, including theories of development, learning, motivation, memory, intelligence and brain research.

Learner Outcomes:

Upon successful completion of this course, students will:

1. identify and describe major theories of development, learning, intelligence and motivation.
2. identify key issues related to development, learning, intelligence, motivation, assessment and the impact of our current culture.
3. relate personal and/or observed experience with theories of development, learning, intelligence, motivation, assessment and culture.
4. analyze developmental theories to identify relationships between them.
5. evaluate current educational practices based on theories of development, learning, intelligence, and motivation.
6. articulate and support personal positions on issues related to teaching and learning.

Required Texts:

Woolfolk, Anita. (2014) *Educational Psychology: Active Learning Edition (custom version)*, Pearson Education, Inc.

Medina, John (2014) *Brain Rules*, Pear Press *Make sure it is the 2014 edition

COURSE POLICIES

Integration of faith and learning:

We believe that all careers that involve service are a form of ministry. It is impossible for us to separate what we believe about people from our Christian faith. Therefore, in this class you will be called upon to explore how your faith shapes you as a professional. This will be accomplished in both incidental and intentional ways.

Throughout the course we will make connections between our calling and our Christian faith. You will also be asked to respond to integrative questions that will challenge you to reflect on how your faith will influence you in the workplace.

Academic Integrity:

Academic integrity is behavior that honors the learning environment -- regardless of setting, context, location or modality. Academic dishonesty, or failure to practice academic integrity, negatively affects the learning environment and other members of the ACU community. Academic dishonesty includes -- but is not limited to -- plagiarism, collusion, cheating, fabrication, facilitating academic dishonesty, failure to contribute to a collaborative project, and sabotage. Academic dishonesty detracts from a student's personal learning, which will affect her or his academic grade, standing in a course or program, and/or standing in the university. Academic dishonesty also has a chilling effect on the ACU community creating an air of suspicion in the learning environment.

The full Policy is available for review at the Provost's office website (<http://www.acu.edu/campusoffices/provost>) and the following offices: Provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

ADA Compliance Statement:

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the SOAR office directly at (325) 674-2667.

Attendance and participation policy:

The success of the class depends on *active* discussion by all class members. In order to participate in class discussions, students must be present at class meetings. Attendance, however, is the more than physical presence. Meaningful attendance requires that you come to class prepared by completing readings and assignments in order to actively participate and share in class discussions, activities and reflections. It also means that you bring the necessary materials and supplies with you to class each time. You will be personally responsible for all materials discussed in class, even if you are absent. Please notify me by either email or phone if you are absent or tardy. 3 tardies is equivalent to an absence. After the number of your absences is equivalent to 1 ½ week of classes, 3 points will be deducted your final grade for each additional absence. Absences equivalent to three weeks of class may result in withdrawal from the course.

Assignment policy:

Assignments are listed on the course calendar, which is discussed on the first day of class and will be posted on Canvas. Details will be given as each assignment or project is introduced. All assignments should be submitted at the beginning of class on the due date unless otherwise indicated. If you are absent on the day a written assignment is due, you can submit it on or before the next class period without a late penalty. If the assignment is not submitted by the next class period, a late penalty will be assessed. Late work is accepted only at the discretion of the teacher. **ALL course assignments must be submitted in order to qualify for a C or better in the course.**

The ACU Writing Center, located in the Learning Commons, welcomes all students who would like free assistance with their writing. Tutors will provide feedback for any written assignment at any stage of the writing process. Hours of operation are posted at www.acu.edu/writingcenter. You can call 674-4833 for more information.

Graded Components:

Each assignment, large or small, will include a rubric outlining the criteria by which the assignment will be graded. This course is made up of four modules. In order to calculate your final average, assignments will be weighted as follows.

Discussion boards – 15%

- Discussion Posts - Each module will culminate with the synthesis of information through a discussion post related to the content presented.
- Socratic Seminars - Each module will include a Socratic Seminar where students are either assigned or will find their own article related to the module's content. Students will summarize the article and create leveled questions to help lead a class discussion over the research they've found.

Presentations – 20%

- Brain Rules - Students will read a chosen chapter out of Brain Rules and present the content of the chapter to their classmates.
- Hypothetical Student/Patient/Client - Students will be given characteristics/life circumstances of a hypothetical student/client, using their knowledge of Bronfenbrenner's bio-ecological systems theory, they will work in teams to create a response plan based on their chosen major.
- How Are You Smart? - Students will reflect on ways that they will use their intelligences to serve them both personally and professionally.

Reflections – 30%

- Personal Systems Map - Using their knowledge of Bronfenbrenner's bio-ecological systems theory, students will reflect on their own micro-, meso-, exo-, macro-, and chronosystems in order to understand the connections between systems and the impact those interactions have had on the students' own lives.
- Cultural Frames Assignment - After a reading over culturally responsive practices, students will complete their own cultural frames, answering a series of questions that will be used to drive discussion in class.
- Freedom Writers Synthesis - The movie "Freedom Writers" will be used to tie together multiple modules/theories. Students will be asked to analyze the characters from the movie using the theories covered in previous modules.

Papers – 35%

- Integrated Faith - Students will use the story of the woman caught in adultery to identify, describe, and discuss the different levels of moral development present in the characters.
- Identifying Theory - Students will be asked to synthesize and connect one learning theory discussed in class to the previous modules related to development, the brain, culture, and social and moral development.

Grading Scale:

92-100	A
83-91	B
74-82	C
65-73	D
Below 65	F