



BALL STATE
UNIVERSITY

EDPS 251
Human Growth and Development for Secondary Education
Spring 2026

Days	Section	Time	Classroom Location
Tuesdays and Thursdays	EDPS 251 –1 CRN23877	11:00-12:15	TC 228 Teachers College Building
Tuesdays and Thursdays	EDPS 251 – 2 CRN35929	12:30-1:45	TC 109 Teachers College Building

Instructor Name: Dr. Ligia Gómez

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Office: TC 537

Office Phone: 765-285-8503

Department of Educational Psychology

Office Hours: Thursdays 2:00PM-3:30PM and via Zoom by appointment

Zoom link for Office Hours: Use the Office Hours link provided on canvas

COURSE INFORMATION

Course Description: This course is an introduction to the developmental theories and issues that are relevant to preservice teachers who are secondary education majors. The course covers biological, cognitive, social, and emotional development as they related to educational practice in middle school and high school settings. Students should leave this course with an understanding of developmental change throughout adolescence. This course is only open to students in secondary education programs.

Course Attributes: TK20 Teacher Education Course (grade of C or above will fulfill the TK20 requirement).

Course Catalogue Description: Introduction to human development emphasizing the preadolescent and adolescent periods. Covers biological, cognitive, social, and emotional development as they relate to educational practice in middle school and high school settings. Open only to students in secondary education programs.

Required Textbook:

- Ryan, A.M., Urdan, T.C., & Anderman, E.M. (2017). *Adolescent Development for Educators* (1st ed.). Boston: Pearson Education. ISBN: 9780134987248

This course is part of our course material delivery program, Ball State First Day. The bookstore will provide each student with a convenient package containing all required physical books and any digital materials will be integrated into Canvas for this course. You should have received an email from the bookstore confirming materials provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you haven't done so already, please confirm your fulfillment preference so the bookstore can prepare your materials. Students who do not want to participate in the First Day program may choose to opt out. For more information about obtaining required course materials, see [Ball State First Day](#)

Course Objectives:

Student Learning Objectives. Upon successful completion of this course, you will:

1. Understand how humans, from preadolescence through adolescence, learn and develop.
2. Recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, cultural, emotional, and physical areas.
3. Recognize the diversity of human development.
4. Design and implement developmentally appropriate and challenging learning experiences as it relates to one's chosen future profession.

Course Modality: This is an in-person lecture with high levels of participation expected in each class. We meet every Tuesday and Thursday and students are expected to come prepared to contribute to class discussions. The course schedule provided includes all due dates, assignments and tests.

Participation and Timeliness: Your regular participation and timeliness are important to your academic success. You must be self-motivated and disciplined to meet all due dates. Developing a routine is essential. Each student is expected to attend each class session and participate in class discussions, and to submit assignments on time. Assignments submitted late may be subject to a reduction in points or may be awarded no points at all.

Make Up and Late Work Policy: The schedule provided, while tentative, will allow you ample time to plan to complete the assignments, papers, and exams by the deadline. All assignments must be turned in on time. If an emergency or extenuating circumstance arises, please contact me as soon as possible before the assignment is due.

The key to being successful in this class is staying on schedule

Feedback Policy

- I will strive to respond to email from your official Ball State email address within 24 hours during week days (Monday-Friday) and within 48 hours on the weekend.
- I will make every effort to grade your quizzes, assignments, and discussions no later than within 5 business days of submission.
- Please feel free to email me before that time if you have any questions or concerns about your performance in class.

Assignment Submission Policy

- All assignments should be submitted as either Word documents with extensions of .doc or .docx, or PDF unless otherwise indicated in the assignment description.
- If you are using any other extension (Google docs, etc). Please first save your document as Word or PDF on your desktop and then upload that saved document to Canvas.
- Assignments, unless otherwise indicated should be submitted using the assignment link in the module.

Communication: Course communications will occur via **BSU email** and/or **Canvas announcements**.

Students are expected to log in to Canvas and check their BSU email regularly, as well as ensure their Canvas notification settings are enabled to receive notifications and announcements for EDPS251. To contact the instructor, please use legomezfranco@bsu.edu. The instructor will typically respond to messages within 48 hours. Students who use other email accounts as primary should connect the account(s) to their BSU email in order to receive the most up-to-date information for the course.

Course Requirements / Assignments

Exams: Learning will be assessed by **4 exams**, administered in-class on CANVAS. You will need a password to access the exam, which will only be provided in class on the day of the exam. You can expect

multiple choice/matching/short answer items and mini-essay items on each test. You will only have 75 minutes (during the class period) to complete the exam, so you will not have time to look up every answer.

Students may take a hardcopy of the exam in class if they prefer; however, this must be requested from the instructor via email at least 48 hours prior to the exam date and time.

Applied Lesson Presentation: This is a creative assignment and has the goal of applying developmental research and theory into a practical activity germane to your future profession (or chosen field of study). In this assignment, you will demonstrate the application of a specific tool (tool, app, artifact, instrument, etc.) by creating a developmentally appropriate activity that is framed within the specific period of development we are covering in this class and that addresses one or more developmental domains. Since the goal of this project is for you to create something practical and useable in your future study/profession, you will have a significant amount of autonomy in creating your lesson. This activity also includes a Designer module on Canvas that provides background documents that will help you better prepare your lesson. The Applied Lesson Presentation is the assignment that will be used to score candidates on Stage 1 Planning Rubric. Candidates will upload the assignment in Canvas and will be graded based on the assignment guidelines. I will also score the rubric in Tk20. More information about the presentation, including specific guidelines and due dates, are available on Canvas.

Professional Development Activities (PDAs): You are required to take part in professional development activities (PDAs) to increase your expertise, judgment, experience, and professional competence. You must complete 2 professional development activities over the course of the semester.

The following are permitted PDAs:

- Participate in a research project approved by the Department of Educational Psychology, then submit proof of your participation by uploading a screenshot of the “Thank You for Participating” page with a time stamp. Open projects can be found at: <http://espace.bsu.edu/sonar/category/open/>
- Attend (in person or virtually) and report on an approved educational or psychological research colloquium, talk, roundtable or conference presentation related to development (watch for listings on BSU bulletin boards/newsletters/email). Describe and analyze the event, noting how it relates to child development/education.
- Analyze media (not movies) that addresses a pressing issue in child development (e.g., a TED talk), making comparisons to what you’ve learned in class.
- Interview a professional who works with children at a specific developmental stage. Ask what trends they see in that developmental stage and their opinion on the most relevant issues affecting that age group. Compare the interview responses with what you’ve learned in this course.

Submit proof of completing your activities on Canvas (see instructions on Canvas). If you participate in an approved study, *the only thing you need to do is upload the screenshot* mentioned above. For the other PDA options, you can be creative with your submission—a video post, a power point/prezi, a written document (1 page, double-spaced), etc. More details on our course Canvas.

Reading Notes (Complete them before Class): You are expected to read the assigned chapters before class. As you read, you are encouraged to take note of the most important aspects and reflect on its application. Feel free to make concept maps, outlines, or use any other note-taking strategy that works for you. These *Reading Notes* will be used for discussion in class and thus only the notes submitted in Canvas before 9:00AM the morning of class will be accepted for full credit. You should complete notes for all the assigned chapters. More details on Canvas and on the Course schedule.

Reflections- What I Can Do: This assignment has the goal to provide a space for a reflection on how, you as a teacher, can apply in your future teaching practice what you have learned in the chapter. To guide your reflection, you will use the sections called “What Educators Can Do” and the “Recommendations for Educators” presented in the chapters of the textbook. Think about how those recommendations can be useful in your educational practice. Each reflection should be typed and uploaded on Canvas. In each of these reflections include two to three specific recommendations on what educators can do that resonate with you and your specific area (Math, Science, History, etc.) and reflect on how you can use them in a real-life situation. You should complete recommendations for the assigned chapters by 9:00AM on the due dates. See the course schedule for specific due dates. More details are available on Canvas.

Active Participation / Attendance: The attendance/participation points must be earned through the semester by meeting the course expectations listed below. Each class students will earn cumulative points towards their attendance/participation points. Students may inquire about their attendance/participation performance with the instructor, as needed. Since this course deals with some controversial and potentially stressful topics, a focus on *respectful discourse* is key to a successful class, especially as students are learning to function as a diverse class with multiple viewpoints. Any work to ostracize, villainize, or otherwise bring hostility against other students who are abiding by classroom conduct guidelines will not be tolerated. The instructor has the following expectations for class participation:

- Prompt arrival to class
- Attendance to all class meetings, aside from excused absences.
- Completion of in-class work. Students will have the opportunity to earn participation/attendance points in class. Late completion due to an excused absence is possible with a deduction of points. See breakdown on canvas.
- Regular completion of assigned readings and active and reflective participation in class discussions.
- Professionalism and respect for other students and the instructor.
- Refraining from phone/device/internet use for anything other than the current course activity, unless a student has special permission from the instructor for a unique circumstance.

This course will adhere to the policy published in the BSU Code of Student Rights & Responsibilities. You are required to attend class on-time and stay for the duration of the class. Not attending class may affect student financial aid. Absences should be discussed with the instructor as soon as possible. Missed classes may result in loss of class participation scores or missed assessments. Any make-ups are at the discretion of the instructor and on presentation of a documented excuse satisfactory to the course instructor. No assignments will be accepted past the designated due date without documentation of extenuating circumstances.

Course Grading

Did you master the course content, as indicated by performance on traditional assessments, such as exams, quizzes, in class activities and projects? This will be assessed using a traditional grading scale.

Here is a breakdown of the course activities and their contribution to the course grade:

Course Activity	Number of Points	% of your Grade
4 Exams (100 points each)	400	40%
Applied Lesson Presentation	200	20%
4 Reflections-What Can I Do (30 points each)	120	12%
12 Reading Notes (10 points each)	120	12%
2 Professional Development Activities (20 points each)	40	4%
In Class Active Participation & Attendance	120	12%
TOTAL	1,000	100%

Grades will be assigned according to the following scale:

A = 94 – 100%	B- = 80 – 83%	D+ = 67 – 69%
A- = 90 – 93%	C+ = 77 – 79%	D = 64 – 66%
B+ = 87 – 89%	C = 74 – 76%	D- = 60 – 63%
B = 84 – 86%	C- = 70 – 73%	F = below 60%

UNIVERSITY POLICIES AND STATEMENTS

University Statement: We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's [Disability Services Office](#) coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Freedom of Expression: In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's [Statement on Freedom of Expression](#), the resources on Ball State's [Freedom of Expression webpage](#), and [Ball State's Beneficence Pledge](#).

Attendance Policies: Course attendance policies will be consistent with [University policies regarding student absences](#). Absences will be excused for the following: funeral and bereavement leave, jury duty, late course addition, military absences, observance of religious holidays, pregnancy leave, student-athletes participating in University- or department-approved activities, and university advisories. Students may encounter other circumstances (e.g. car accidents, job interviews) that result in course absences. Only faculty members can excuse these absences and adjustments are at the discretion of the instructor. In general, students are expected to notify all their instructors once they anticipate being absent for any reason (e.g., funeral) or as soon as possible after the absence begins (e.g., unexpected injury or illness). The student may need to provide documentation (with confidential information redacted when appropriate) to each instructor if requested. We will take attendance in all classes.

High-Impact Practices: Ball State University seeks to provide each undergraduate student a premier educational experience. As such, a strategic imperative, as defined by our strategic plan, is that every student will complete at least one course that includes one of the following high-impact practices: Undergraduate Research; Immersive Learning; Study Abroad or Away; Societal Issues or Global Challenge

Title IX: Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit bsu.edu/titleix or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu. **As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment.** This includes information shared in class discussions, assignments, or private conversations.

What happens after I report? The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant **chooses** to meet with the Title IX Coordinator, Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward. If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

University Grade Appeal Policy: If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the [University Grade Appeal Policy and Process](#).]

Student Academic Ethics Policy: Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's [academic integrity website](#) (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University [Student Academic Ethics Policy](#).

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

Generative AI Statement: All work conducted and/or submitted in this course must be your own, completed in accordance with Ball State University's [Student Academic Ethics Policy](#). During this class, we may use ChatGPT or other generative AI applications. You will be informed as to when, where, and how these tools are permitted to be used, along with guidance for attribution. You may choose to use AI tools to help brainstorm assignments or projects or to revise existing work you have written. However, you must cite any AI-generated material that informed your work. Using ChatGPT or any other AI tool is not allowed when taking tests, to answer reflections or when completing reading notes.

STUDENT SUPPORT SERVICES

The Learning Center: The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on "Navigate" in the Academic Tools section, or just go directly to bsu.navigate.eab.com.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit bsu.edu/learningcenter or call 765-285-1006. Follow us on Instagram: [BallStateLC](#).

The Writing Center: All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing. The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to bsu.edu/writingcenter. Online and in-person appointments are available; however, plan ahead because appointments book quickly!

The Basic Needs Hub: If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the [Basic Needs Hub](#). The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a [Basic Needs Assistance Form](#).

The Counseling Center: The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found [here](#).

The Speaking Center: The [Speaking Center](#) is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this [direct link](#) to sign up for a time. Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

CANVAS AND STUDENT PRIVACY

Canvas Accessibility: Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010. Find more information by visiting the [Canvas Voluntary Product Accessibility Template \(VPAT\)](#).

FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading [Ball State's FERPA and Privacy and Protection](#).

Video Conferencing Recording: In this class, software may be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings typically will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Students who prefer to listen only must disable their audio capability and visual camera. If you have concerns, please discuss these options with me.

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

COURSE EXPECTATIONS AND POLICIES

Course Participation Expectations

- This course is designed with weekly activities, discussion, and other forms of regular collaboration and communication.
- It is recommended that you log into your Canvas course 3 to 4 times a week and check your official Ball State email account daily to view announcements and prepare for class.
- Complete all assignments, quizzes, tests, and any other activities by the stated due dates.

Feedback Policy

- I will respond to email from your official Ball State email address within 24 hours during weekdays (Monday-Friday) and within 48 hours on the weekend.
- I will grade your quizzes, assignments, and discussions no later than within one week of submission.
- Contact me directly if you have questions or concerns about your performance in class.

Late Assignment Policy

- All assignments are due by the time on the due dates indicated in the course schedule.
- Assignments posted after the indicated due dates will be subject to a decreased letter grade for each day late.
- Internet connectivity and technical issues may occur and impede you from turning in work on time. Turn in work early and often, and set up a back-up plan, such as visiting a local library or borrowing a peer's computer.
- You have one (1) permitted late assignment to allow for these issues, to which you can turn in one assignment 24 hours late.
- Canvas will not accept assignments for grading after 11:59 pm EST/EDT on the final day of class.

Assignment Submission Policy

- All assignments should be submitted as Word documents with extensions of .doc or .docx unless otherwise indicated in the assignment description.
- Assignments, unless otherwise indicated, should be submitted using the assignment link in the module.
- AI tool to generate content without proper attribution constitutes a violation of Ball State University's [Student Academic Ethics Policy](#)

Grading Policy

- It is my policy that appropriate evaluation of your academic performance is an integral part of your learning experience.
- In the absence of mistakes, fraud, bad faith or incompetence, I will be the key decision-maker on the assignment of grades.

Engagement Expectations

- To support a respectful and engaging academic community that encourages the free exchange of ideas and civil discourse, we will follow these ground rules:
- **Respect different perspectives.** Share your ideas and let others share theirs.
- **Challenge ideas, not people.** Disagree respectfully. No personal attacks or put-downs. Focus on exploring ideas critically and constructively.
- **Listen to understand.** Stay curious, ask questions to understand, and give others space to speak.
- **Assume good intentions.** Approach discussions with curiosity and compassion.
- **Keep it private.** What is shared in class stays in class. Do not share others' words or work without permission.
- **Be respectful.** Avoid hurtful language, stereotypes, or content that may demean others. Keep feedback constructive.

STANDARDS AND COMPETENCIES ASSOCIATED WITH THIS COURSE

Rules for Educator Preparation and Accountability (REPA):

Mastery of the theoretical and empirical literatures of developmental psychology is critical to the practice of effective teachers. The Indiana Department of Education's Rules for Educator Preparation and Accountability (REPA) require prospective teachers to demonstrate mastery of a set of developmental standards as a condition for teacher licensure. In this class we will critically examine topics and issues that are derived from these licensing standards. Hence this class is designed to assist pre-service teachers in meeting the Middle School Standards and Secondary Education Standards.

I recommend that you print your own copy of the Middle School and Secondary Education standards. We will cover only those standards that are most relevant to human development. Here is a list of standards that we will address: Standard 1: Students Development and Diversity; Standard 2: Learning Processes; Standard 5: Learning Environment

These standards are available on the Indiana Department of Education website:

<http://www.doe.in.gov/licensing/repateacherstandards>



2022 Initial Level Standards

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

R1.1 The Learner and Learning The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

Interstate Teacher Assessment and Support Consortium (InTASC) Standards. Teacher education majors are required to demonstrate proficiency on the ten InTASC Standards. This class will mainly focus on InTASC Standard 1.

InTASC Standards: The Learner and Learning:

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

A complete list of InTASC standards can be found here:

<https://casso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

International Society for Technology in Education (ISTE)

ISTE Standard for Educators: 5a. Designer using technology: Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

CAEP Planning Stage 1: The following rubric will be used for assessment (including TK20)

The Applied Lesson Presentation is the assignment that will be used to score candidates on Stage 1 Planning Rubric. Candidates will upload the assignment in Canvas and will be graded based on the assignment guidelines. I will also score the rubric in Tk20.

Category	Does Not Meet Expectation	Meets Expectation	Exceeds Expectation
STAGE 1 PLANNING: Demonstrates understanding of the student population and can identify appropriate adjustment of educational activities that meet group and individual developmental needs.	Candidate is unable to accurately identify developmentally-appropriate educational activities for a given age range OR does not demonstrate awareness of the importance to adjust educational opportunities to meet the needs of learners who do not perform at the same level of their peers.	Candidate accurately identifies developmentally-appropriate educational activities or standards for a specified age range AND can articulate the importance of adjusting experiences to meet the needs of learners who do not perform at the same level of their peers.	Candidate provides clear rationale for selection of educational experiences that addresses (a) content standards, (b) developmental readiness, and (c) individualized adaptations – and uses quality references to support decision making rationale.

NACE College and Career Readiness for the New College Graduates: The National Association of Colleges and Employers (NACE), has developed a definition and identified competencies associated with career readiness for the new college graduate. Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

This course will cover some of the following competencies:

- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.
- **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
- **Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.
- **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

A complete description can be found here:

<https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>

Course Schedule Spring 2026*

EDPS 251 Human Development for Secondary Education Course Schedule Spring 2026			
Week	Date	Topic / To read before class	Assignments Due
Week 1	Tuesday Jan. 6	Course Overview	Have the required Textbook
	Thursday Jan. 8	Chapter 1: Systems Theories	Due: "I am ready to begin" assignment due on Canvas
Week 2	Tuesday Jan. 13	Chapter 2: Physical Development	Prior to Class: Read Chapter 2 Due: Ch.2 Reading Notes
	Thursday Jan. 15	Chapter 2 Cont.	
Week 3	Tuesday Jan. 20	Chapter 3: Cognitive and Intellectual Development	Prior to Class: Read Chapter 3 Due: Ch.3 Reading Notes
	Thursday Jan. 22	Ch. 3 Cont.	Due: Ch. 3 Reflections-What I Can Do
Week 4	Tuesday Jan. 27	Test 1 (Ch 1, 2, 3)	Last opportunity to submit (Ch.1, 2 & 3) reading notes for partial credit. No credit after today.
	Thursday Jan. 29	Chapter 4 Social and Moral Development	Prior to Class: Read Chapter 4 Due: Ch.4 Reading Notes
Week 5	Tuesday Feb. 3	Ch 4. Cont.	
	Thursday Feb. 5	Chapter 5 Identity and Self- Perceptions	Prior to Class: Read Chapter 5 Due: Ch.5 Reading Notes
Week 6	Tuesday Feb. 10	Chapter 5 Cont.	
	Thursday Feb. 12	Chapter 6: Families	Prior to Class: Read Chapter 6 Due: Ch.6 Reading Notes
Week 7	Tuesday Feb. 17	Ch. 6 Cont.	Due: Ch. 6 Reflections-What I Can Do
	Thursday Feb. 19	Lesson Presentation Guidelines	
Week 8	Tuesday Feb. 24	ISTE Standards for educators: Designer 2.5a Module Using Technology to Create, Adapt, and Personalize Learning	Work on 30+ tools for diverse learners Work on IRIS Center link-Respond to Questions and upload the Designer 5A assignment Due: ISTE Designer 5A assignment—UDL
	Thursday Feb. 26	Test 2 (Ch. 4, 5, 6)	Last opportunity to submit (Ch. 4, 5 & 6) reading notes for partial credit. No credit after today.
Week 9	Tuesday March 3	Spring Break	
	Thursday March 5	Spring Break	

Week	Date	Topic / To read before class	Assignments Due
Week 10	Tuesday March 10	Ch. 7 Technology	Prior to Class: Read Chapter 7 Due: Ch.7 Reading Notes
	Thursday March 12	Chapter 8: Peers	Prior to Class: Read Chapter 8 Due: Ch.8 Reading Notes
Week 11	Tuesday March 17	Ch. 8 Cont.	Due: Ch. 8 Reflections-What I Can Do
	Thursday March 19	Chapter 9: Motivation, Classrooms, and Schools	Prior to Class: Read Chapter 9 Due: Ch.9 Reading Notes
Week 12	Tuesday March 24	Ch.9 Cont.	
	Thursday March 26	Test 3 (Chapters 7, 8 & 9)	Last opportunity to submit (Ch. 7, 8 & 9) reading notes for partial credit. No credit after today.
Week 13	Tuesday March 31	Chapter 10: Sexuality and Romantic Relationships	Prior to Class: Read Chapter 10 Due: Ch.10 Reading Notes
	Thursday April 2	<i>1st Round of Lesson Presentations</i>	
Week 14	Tuesday April 7	Chapter 11: Mental Health, Stress and Coping Strategies	Prior to Class: Read Chapter 11 Due: Ch.11 Reading Notes
	Thursday April 9	<i>2nd Round of Lesson Presentations</i>	Due: Ch.11 Reflections-What I Can Do
Week 15	Tuesday April 14	Chapter 12: Moving into Adulthood <i>Teacher Scholar</i>	Prior to Class: Read Chapter 12 Due: Ch.12 Reading Notes
	Thursday April 16	<i>3rd Round of Lesson Presentations</i>	Professional Development Assignment (PDA 1 of 2) due today
Week 16	Tuesday April 21	<i>4th Round of Lesson Presentations</i>	Professional Development Assignment (PDA 2 of 2) due today
	Thursday April 23	Test 4 (Chapters 10, 11 & 12)	Last opportunity to submit (Ch. 10, 11 & 12) reading notes for partial credit. No credit after today.
	April 28- May 1	Final Examination Period	

**Schedule subject to change. You will be notified if there is any change made to this document.*