



PSYC6000: Child Development and Learning

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Office Hours: The date/time of your instructor's weekly office are posted at the top of the course page. If your schedule does not allow you to meet at that time, please contact your instructor to make alternate arrangements.

Course Credit: 3.0 NJCTL credits

Dates & Times:

This is a 3-credit, self-paced course, covering 11 modules of content. The exact number of hours that you can expect to spend on each module will vary based upon the module coursework, as well as your study style and preferences. You should plan to spend approximately 15 hours per credit working online, and up to 30 hours per credit working offline.

LMS Link: <https://moodle.njctl.org/course/view.php?id=335>

COURSE DESCRIPTION:

This course will acquaint candidates with an overview of development and learning from birth to age 8. Candidates will learn to create environments that are conducive to learning at every stage of development, including how to integrate play, language and literacy activities that encourage learning without "deskwork." Candidates will also learn techniques for creating learning environments that meet the needs of diverse learners, including those with disabilities and multilingual learners.

Topics include the following required content listed in 6A:9B-11.2: Cognitive and linguistic factors that affect learning and development; The creation of a climate that fosters and nurtures diversity and equitable opportunities for all children, including children who are multilingual learners and children with disabilities, and that addresses multiple intelligences and diverse learning styles; The

integration of play; Recognition of children at risk; Language and literacy across the curriculum.

Prerequisite: MET6101; **Corequisite:** MET6103

STUDENT LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

1. Candidates will understand the continuum of child development from birth to age nine.
2. Candidates will be familiar with typical developmental behaviors and benchmarks for children in grades Pre-K through 3.
3. Candidates will understand the unique speech and language development considerations for English language learners.
4. Candidates will identify indicators of non-typical development.
5. Candidates will apply their learning to create developmentally appropriate lesson plans.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text(s):

When viewing each module's PowerPoint slideshow, you should review all external links in white boxes *unless* they are denoted as optional. Other links within the slideshow and inserted into the "notes" section are for reference or further information only.

GRADE DISTRIBUTION AND SCALE:

In order to receive a Passing grade, the participant must complete the following course requirements: all short answer assignments, critical thinking assignments, and the final reflection outlined in the *Assignments* section of the Class Schedule (below).

Grade Distribution:

Proctored Assessments	70%
Critical Thinking Assignments	5%
Short Answer Assignments	15%
Proctored Final Assignment	10%

Grade Scale:

A	93 – 100
A-	90 – 92
B+	86 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79

C	73 – 76
C-	70 – 72
D	60.0 – 69.9
F	59.9 or below

GRADING RUBRICS:

The following rubric is used to score:

- Short Answer Assignment – 10% of grade
- Critical Thinking Assignments – 10% of grade

The minimum possible score for this rubric is 4 points, and the score will be converted to the minimum grade available in this module (which is zero unless the scale is used). The maximum score of 25 points will be converted to the maximum grade.

Intermediate scores will be converted respectively and rounded to the nearest available grade. If a scale is used instead of a grade, the score will be converted to the scale elements as if they were consecutive integers.

Critical Thinking Rubric:

	Meets Expectations	Approaches Expectations	Below Expectations	Limited Evidence
	13-15 Points	10-12 Points	7-9 Points	4-6 Points
Requirements	Includes all of the required components, as specified in the assignment.	Includes most of the required components, as specified in the assignment.	Includes some of the required components, as specified in the assignment.	Includes few of the required components, as specified in the assignment.
	13-15 Points	10-12 Points	7-9 Points	4-6 Points
Content	Demonstrates strong or adequate knowledge of the materials; correctly represents knowledge from the readings and sources.	Some significant but not major errors or omissions in demonstration of knowledge.	Major errors or omissions in demonstration of knowledge.	Fails to demonstrate knowledge of the materials.
	17-20 Points	13-16 Points	9-12 Points	5-8 Points
Critical Thinking and Analysis	Demonstrates strong or adequate critical thinking and analysis of concepts and applications.	Some significant but not major errors or omissions in critical thinking and analysis.	Major errors or omissions in critical thinking and analysis.	Fails to demonstrate critical thinking and analysis.
Mechanics and Writing				

	9-10 Points	7-8 Points	5-6 Points	3-4 Points
Demonstrates college-level proficiency in organization, grammar, and style	Project is clearly organized, well written, and in proper format (including APA as applicable) as outlined in the assignment. Strong sentence and paragraph structure; few errors in grammar and spelling. Proper APA formatting when applicable.	Project is fairly well organized and written, and is in proper format (including APA as applicable) as outlined in the assignment. Reasonably good sentence and paragraph structure; significant number of errors in grammar and spelling.	Project is poorly organized; does not follow proper paper format (including APA as applicable). Inconsistent to inadequate sentence and paragraph development; numerous errors in grammar and spelling.	Project is not organized or well written, and is not in proper paper format (including APA as applicable). Poor quality work; unacceptable in terms of grammar and spelling.

Short Answer Rubric:

	Meets Expectations	Approaches Expectations	Below Expectations	Limited Evidence
	7 Points	5 Points	3 Points	1 Point
Content	Demonstrates excellent knowledge of concepts, skills, and theories relevant to topic.	Demonstrates fair knowledge of concepts, skills, and theories.	Demonstrates incomplete or insubstantial knowledge of concepts, skills, and theories.	Demonstrates little or no knowledge of concepts, skills, and theories.
Depth of Reflection	Content is well supported and addresses all required components of the assignment.	Content is partially supported; addresses most of the required components of the assignment.	Content contains major deficiencies; addresses some of the required components of the assignment.	Content is not supported and/or includes few of the required components of the assignment.
Evidence and Practice	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows some evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are detailed, but the response is brief.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
	4 Points	3 Points	2 Points	1 Point
Writing Quality	Writing is well-organized, clear, concise, and focused; no errors.	Some minor errors or omissions in writing organization, focus, and clarity.	Some significant errors or omissions in writing organization, focus, and clarity.	Numerous errors in writing organization, focus, and/or clarity.

ACADEMIC STANDING:

NJCTL has established standards for academic good standing within a student's academic program. Students enrolled in any NJCTL online course must receive an 80 or higher to successfully complete a course and receive credit for that course. An 80 is equivalent to a GPA of 2.7 or B-. Additionally, students in an endorsement program must receive a cumulative GPA of 3.0 for all courses combined in order to successfully complete the program.

ACADEMIC INTEGRITY:

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work, unauthorized possession of academic materials, and unauthorized collaboration.

Please refer to the school's Policy on the Use of Generative AI posted in the Graduate Student Handbook for allowable uses of AI.

CITING SOURCES WITH APA STYLE:

All students are expected to follow proper writing and APA requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. Resources for doing so can be found [here](#).

DISABILITY SERVICES STATEMENT:

We are committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Dean of Students, Melissa Axelsson, for additional information to coordinate reasonable accommodations for students with documented disabilities (melissa@njctl.org).

NETIQUETTE:

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.

READING SCHEDULE:

Required readings are available within each module by clicking the links within each presentation

Module	Graded Assignments
1 - Gross Motor Development	<ul style="list-style-type: none"> • Short Answer Assignment • Proctored Assessment, includes Multiple Choice and Written Response
2 - Fine Motor Development	<ul style="list-style-type: none"> • Short Answer Assignment • Proctored Assessment, only Written Response
3 - Speech & Language Development	<ul style="list-style-type: none"> • Proctored Assessment, includes Multiple Choice and Written Response
4 - Speech & Language Considerations for English Language Learners	<ul style="list-style-type: none"> • Short Answer Assignment • Proctored Assessment, includes Multiple Choice and Written Response
5 - Cognitive & Intellectual Development	<ul style="list-style-type: none"> • Proctored Assessment, only Written Response
6 - Social & Emotional Development	<ul style="list-style-type: none"> • Proctored Assessment, includes Multiple Choice and Written Response • Critical Thinking Assignment • Proctored Assessment, only Written Response
7 - Recognizing Non-Typical Development	<ul style="list-style-type: none"> • Short Answer Assignment • Proctored Assessment, only Written Response
8 - Final Reflection	<ul style="list-style-type: none"> • Proctored Critical Thinking Assignment