Introduction

Wheelock College’s Center for International Education, Leadership, and Innovation has the capacity to offer programs leading to associate of science, bachelor of science, and master of science degrees. Each degree program leads seamlessly from one level to the next. The Center collaborates with ministries of education and health, universities, junior colleges, trade unions, and others to implement state-of-the-art educational programs that are culturally responsive to the needs of the participants. This sequence is customized for each country and allows an individual to study while continuing to work and live in their own country.

The Center facilitates articulation agreements that define transfer policies with international educational institutions including colleges, technical schools, and universities. Each local program is thoroughly reviewed and approved in order for learners to transfer their existing academic credits into Wheelock College programs. Distinctive features include:

- Collaborative endeavors with local universities, junior colleges, and training agencies
- Offerings tailored to be culturally sensitive and responsive to the needs of each group
- Cohorts of learners who work, study, and support one another
- Principles of human and life span development as a foundation
- Fieldwork and/or research components that focus on the relationship between theory and practice, the social and environmental forces influencing human development, and the pedagogy of teaching and learning
- An emphasis on the development of a Professional Teacher Portfolio and lifelong learning
- Sequenced courses designed to provide a solid educational foundation with a strong emphasis on program quality.

The Associate of Science Degree Program

The Wheelock College associate of science degree offers two options. The first option allows a learner to pursue an associate degree in arts or science with a limited number of electives in education and human development. The second option allows a learner to pursue an associate of science degree with more specialized courses in human development and child development. Graduates are prepared to assume roles as child care providers, educators in early childhood or elementary programs, or parent educators. This program of 60 credit hours combines liberal arts and sciences courses with classes in early childhood education. The program is designed to
articulate with the Wheelock College bachelor of science degree program in early childhood education. Distinctive features include:

- Requirements in liberal arts that address two key areas: essential skills and content knowledge.
  - Distribution requirements in language arts, mathematics, and computer literacy provide instruction in the acquisition of basic knowledge. Courses are designed to support learners to become more competent writers, to further their experience in critical thinking, and to strengthen their foundations for acquiring and organizing further knowledge.
  - Liberal arts distribution requirements include arts and humanities, natural and physical sciences, and history and the social sciences. Courses are designed to provide learners with content knowledge and a broader understanding of disciplines.

- Learners work, study, and support one another in a cohort setting. Research indicates that such an environment fosters a sense of professionalism, encourages lifelong learning, and develops cooperative study.

- Classes are offered on a schedule that allows learners to remain fully employed while studying in their own country.

- Courses are taught on-site by both full-time Wheelock College faculty and experienced local faculty who receive Wheelock College adjunct faculty appointments.

- Locally offered field studies and research opportunities may be required in addition to scheduled class sessions. These experiences are designed to address the individual learner’s career goals.

- An advisory group with representatives from Wheelock College and the local collaborating institution is chosen to support the program.

- Ongoing external support for all learners: a local, on-site coordinator with a Wheelock College adjunct faculty appointment is regularly available to assist the learner. In addition, the Center for International Education, Leadership, and Innovation has staff available from 6:30 A.M. to 6:00 P.M. (EST) to answer queries by both telephone and E-mail.

**College Requirements — 16 Undergraduate Credits**

**ENG 110 Principles of Writing and Reading (4 undergraduate credits)**
Emphasizes fundamental skills of reading and writing to develop learners’ expressive and analytical abilities. Review of diction, punctuation, and sentence structure is designed to strengthen learners’ ability to comprehend and use language to construct formal essays. Learners read classic and contemporary essays and works to expand their repertoire of reading and writing skills.

**MAT 150 Developing Problem Solving Skills (4 undergraduate credits)**
Emphasizes the organization and utilization of information to solve mathematics problems. Problem solving strategies developed include trial and error, problem simplification, pattern recognition,
making and testing conjectures and forming generalizations. Topics include inductive reasoning; logic, sets and valid conclusions; number theory; and elementary probability.

THE 123 Public Speaking (4 undergraduate credits)
Explores the basic principles and techniques of effective speaking. Learners develop skills in separating fact from opinion, speaking before a group and responding to issues as they are presented through speech-writing and delivery, analysis of speeches, and class discussion.

CIS 101 Introduction to Computers (2 undergraduate credits)
CIS 110 Introduction to Multi-Media Technologies (2 undergraduate credits)

The Arts and Humanities Requirements — 8 Undergraduate Credits

LIT 226 Literature and History of the Caribbean (4 undergraduate credits)
Analyzes the literature of the Caribbean in cultural and historical contexts. Works of writers from Jamaica, Trinidad, Haiti, Barbados, Guyana, Cuba, Guadeloupe, Puerto Rico and other Islands may be considered. Emphasizes the varied cultural, political and economic concerns of island writers and their exploration of Indian cultures, slave life, the African heritage, folk material, colonialism and independence movements. Studies such writers as V.S. Naipaul, Derek Walcott, Maryse Conde and Willi Chen.
---OR---
LIT 246 African American Literature (4 undergraduate credits)
Surveys African-American literature from slave narratives through contemporary novels and poetry, with attention to the historical, cultural and literary context out of which it emerged. Such writers as Phyllis Wheatley, Harriet Jacobs, Olaudah Equiano, Frederick Douglass, Jean Toomer, Paul Laurence Dunbar, Langston Hughes, Zora Neale Hurston, Ishmael Reed, Ralph Ellison, Paule Marshall, James Baldwin, Toni Morrison, Gwendolyn Brooks, Alice Walker, and Toni Cade Bambara are studied.
---OR---
LIT 262 Global Literature (4 undergraduate credits)
Surveys the diverse voices of writers outside the literary traditions of Europe and the United States. Examines themes important to literature of the non-Western developing world, such as exile, political change, colonization, nationalism and the effects of modernization on women and families. The course may take a transnational, cross-cultural focus, comparing fiction from Asia, Africa and Latin America. Or it could feature the literature of a particular region, such as Southern Africa, Central America, or the Middle East. Global Perspectives course.

VIS 338 Art for Children (4 undergraduate credits)
Introduces the variety of ways that we learn through, with and about art. This course addresses visual language and how we encounter and use it in society, personally and in the classroom. Each session, a different aspect of art making and educating are considered, such as experience and development, multiple intelligences, symbolism, and evaluation and assessment.

Human Development Requirements — 4 Undergraduate Credits

HDV 202 Human Growth and Development—Theory and Fieldwork (4 undergraduate credits)
Introduces learners to major developmental shifts throughout the life span. Learners examine how social, emotional, biological and cognitive domains change and interact to affect the life process. Competing theoretical perspectives are critically examined and the role of the sociocultural context
and cultural diversity in understanding human development is stressed. The relationship between theory, research and practice is emphasized. The course covers conception, early childhood, middle childhood, adolescence, adulthood and aging. Learners observe, record and interpret children’s behavior and to conduct semi-structured interviews on adult development. Relationships between theoretical and practical knowledge are considered in tutorial meetings. Learners work in the field one-half day a week in two different settings, one in a group setting for young children and the other with older children, adolescents, or adults, individualized to meet learners’ interests, if possible. Guided observations and journals help learners to articulate connections between developmental theory, observed behavior, and their work with individuals in specific settings.

**Life Science Requirements — 4 Undergraduate Credits**

**LSC 151 Introduction to Plants and Animals (4 undergraduate credits)**
Learners study plants and animals and their relationships with various environments. Special attention is given to the comparison of terrestrial and aquatic organisms. Topics include: structures and functions, diversity, growth, development, adaptation, reproduction, evolutionary processes that distinguish species, identification and animal behavior.

---OR---

**LSC 153 Human Biology (4 undergraduate credits)**
Provides a study of the structure and function of cells and organs within the various systems of the body. Emphasis is placed on those controlling mechanisms that allow the body to maintain a balanced metabolism and adjust to environmental changes. Topics in nutrition, illness and current research in human biology is also considered. Class sessions involve lectures, laboratory, and class discussions.

**History and Social Sciences Requirements — 8 Undergraduate Credits**

**HDS 218 Studying the Social Worlds of Children (4 undergraduate credits)**
Explores the nature of the social worlds in which children live and the rules for membership in those worlds. Differences and similarities of children's and adult's perspectives are examined. Sociological methods, concepts and theories are introduced and used to consider children's experiences. Through a wide variety of topics, learners consider the social features of children's worlds.

**HDP 362 Meaning and Development of Play (4 undergraduate credits)**
Explores the meaning and development of play from infancy through adulthood. Various manifestations of play, such as solitary activity, sociodramatic play and games with rules are considered and discussed in the light of developmental and educational concerns. Major theoretical and empirical contributions to the study of play are examined, including the work of Erikson, Piaget, Bruner and Singer. Topics to be covered in the course include: the modes in which play is expressed at various ages; the role of play in social, emotional and cognitive development; the value of play to learning and therapy; and the role of the environment in shaping play.

**Teaching Requirements — 20 Undergraduate Credits**

**EDU 306 Introduction to Inclusive Elementary Education in a Diverse Society (4 undergraduate credits)**
Introduces learners to history and philosophy of education and educational theories. Explores and develops teaching and learning skills in elementary education for diverse learners in diverse communities. Analyzes relationships among schools, the home, and community. Addresses
collaborations of social justice (educational, social, political, legal, and economic perspectives),
etnicity and family, multiple intelligences, multicultural literature, journal writing, mini-curriculum
development. Introduces the legal aspect of working with special needs students, as appropriate.

EDU 316 Curriculum Development in Inclusive Elementary Classrooms
(4 undergraduate credits)
Explores curriculum development in the context of field experiences in school classrooms. Examines relationships among children’s acquisition, structuring, and organization of knowledge; child development; racial and cultural identities; and pedagogical stances. Reinforces how theories of learning and schooling influence curriculum and are shaped by cultural, political, social, and economic forces. Analyzes the formation and effects of school cultures on practice. Curriculum frameworks that guide methods for planning, implementing, and evaluating lessons and curriculum units and assessing children’s understandings are studied. Explores criteria for examining published and classroom-created materials and technology integration.

EDU 321 Teaching Science and Technology in Elementary Classrooms
(2 undergraduate credits)
Introduces science concepts taught in elementary classrooms. Explores the role of science inquiry and the role of each of the traditional domains of science (life, earth/space, and physical) in a science program.

EDU 323 Teaching History and Social Sciences in Elementary Classrooms
(2 undergraduate credits)
Examines subject matter of history and related social sciences (geography, economics, government and civics, political science, anthropology, and sociology) appropriate to the elementary grades. Course content includes key concepts, epistemology, pedagogy, and assessment related to the discipline. Emphasis is placed on understanding sociocultural contexts for the study of history, and exploring multicultural, anti-bias, and anti-racist teaching practices that promote learning for all children.

EDU 337 Teaching Reading and Writing to Elementary Children in a Diverse Society
(4 undergraduate credits)
Analyzes the stages of the child’s reading development from birth to 11 years of age. Examines assessment procedures, teaching strategies, print environments, reading materials, and classroom organizational patterns in terms of their effect upon the child’s expected course of reading development and in light of current reading research. Emphasizes the child as a reader during the advanced stages of reading development.

EDU 338 Inquiry into Literacy Instruction for Elementary Children
(2 undergraduate credits)
Emphasizes collaborative teacher inquiry in planning effective instruction in six salient areas of literacy development: assessment, oral language development, phonemic awareness, phonics, comprehension, and the reading/writing connection. Beginning with assessment, learners develop action plans designed to put current literacy research and theory into practice. Through a variety of experiences, direct teaching, and peer collaboration, learners evolve as knowledgeable practitioners, who demonstrate understanding of the assessment/instruction cycle, organize and plan effective instruction, and value the on-going nature of teacher inquiry in professional growth.

EDP 317 Elementary Practicum I (2 undergraduate credits)
Provides opportunities for learners to implement assessment strategies and curriculum designed to accompany coursework in child development, and the theory and principles of education in a
classroom setting. Simultaneously, learners reflect upon and evaluate the impact of their teaching on children’s learning and their own professional development.

**Total: 60 Undergraduate Credit Hours**

**The Bachelor of Science Degree Program**

The Wheelock College bachelor of science degree program is designed to prepare learners who already possess a liberal arts background and want to continue their studies in education. This program has been designed to satisfy all Wheelock College distribution requirements. Graduates are prepared to assume roles as lead teachers and administrators. This program is designed for those learners who have completed a the Wheelock College associate of science degree program as previously described or have earned a total of 60 transferable credits from previous coursework or life experience credits. Distinctive features include:

- Candidates who possess an associate or similar degree with 60 credit-hours accepted for transfer can pursue this program and earn 60 additional credits to earn a Wheelock College Bachelor of Science degree. A total of 120 credits of undergraduate study with a cumulative grade point average of 2.0 are required for matriculation.

- Courses are taught by senior, experienced Wheelock College faculty and local faculty with Wheelock College adjunct faculty appointments.

- The 60 credit-hours of undergraduate study offered “in country” are custom designed to address the needs of the learners. The program may be completed over two years, including summers.

- Learners work, study, and support one another in a cohort setting. Research indicates that such an environment fosters a sense of professionalism, encourages lifelong learning, and develops cooperative learning.

- Classes are offered on a schedule that allows learners to remain fully employed while studying in their own country.

- Classes can be offered intensively during late afternoons, evenings, and weekends. Reading and writing assignments are typically completed prior to the first class session, and a follow-up project is required within a specified timeframe after the last class.

- Field and research experiences, offered locally, can be required in addition to scheduled class sessions.

- The development of a Professional Teacher Portfolio to document each learner’s growth is required.

- An advisory group with representatives from Wheelock College and the local collaborating institution is chosen to support the program.

- Ongoing external support for all learners. A local, on-site coordinator who has a Wheelock College adjunct faculty appointment is regularly available to assist the learner. In addition,
the Center for International Education, Leadership, and Innovation has staff available from 6:30 A.M. to 6:00 P.M. (EST) to answer queries by both telephone and E-mail.

**College Requirements — 8 Undergraduate Credits**

**ENG 111 Critical Writing and Reading (4 undergraduate credits)**
Concentrates on writing to develop learners’ self-awareness and critical thinking. Writing assignments based on experience and on readings are designed to develop strengths in clarity, coherence, organization and analysis. Readings representing the multidisciplinary topics in arts, human development, humanities, and mathematics/science may serve as models to deepen learners’ understanding of good writing and thinking. Includes a review of grammar.

**Math 205 Statistics for the Behavioral Sciences (4 undergraduate credits)**
Develops an understanding of elementary statistical techniques needed in handling group data in the behavioral sciences. Includes setting up frequency distributions, portrayal of data by graphs, measures of central tendency and variability of data, percentiles and standard scores. Emphasis is on sampling theory, hypothesis testing and drawing conclusions about a population from sample data.

**The Arts and Humanities Requirements — 8 Undergraduate Credits**

**HUM 201 Introduction to the Humanities (4 undergraduate credits)**
Introduces the study of humanities as it is revealed in the disciplines of history, literature, and philosophy. Beginning with the earliest human societies, considers the human impulses to produce art, explore the moral world, create myths, tell stories, preserve memories and find meaning in human life and in the physical universe. Explores the differences between oral and literate societies. Using a “Worldviews” approach, the course studies the diverse roots of modern Western culture.

**MUS 288 Introduction to World Music Traditions (4 undergraduate credits)**
Examines the roles and functions of various world music traditions within the context of human life, including Native American, Asian, African, and Eastern European. Uses music to provide exposure to aspects of history, society and culture outside of the traditional western European genres. Provides learners with ethnomusicaological conceptual frameworks applicable to all music, western and non-western. Includes lecture, discussion, audio and audiovisual presentations.

**Human Development Requirements — 4 Undergraduate Credits**

**HDV 212 Human Growth and Development—Theory and Fieldwork (4 undergraduate credits)**
Introduces learners to major developmental shifts throughout the life span. Learners examine how social, emotional, biological and cognitive domains change and interact to affect the life process. Competing theoretical perspectives are critically examined and the role of the sociocultural context and cultural diversity in understanding human development is stressed. The relationship between theory, research and practice is emphasized. The course covers conception, early childhood, middle childhood, adolescence, adulthood and aging. Learners observe, record, and interpret children’s behavior and conduct semi-structured interviews on adult development. Relationships between theoretical and practical knowledge are considered in tutorial meetings. Learners work in the field one-half day a week in two different settings, one in a group setting for young children and the other with older children, adolescents, or adults, individualized to meet learners’ interests.
Guided observations and journals help learners to articulate connections between developmental theory, observed behavior, and their work with individuals in specific settings.

**Physical Science Requirements — 4 Undergraduate Credits**

**PSC 154 Investigations in Physical Science (4 undergraduate credits)**
Emphasizes the processes of scientific investigation through laboratory experimentation. Topics include properties of matter, heat and temperature, magnetism, electrostatics and electricity, and wave motion. Attention is given to making measurements representing experimental data and drawing logical conclusions.

---OR---

**PSC 305 Physical Oceanography (4 undergraduate credits)**
Investigates the physical properties of the world’s oceans. Special attention is paid to understanding the physical properties, forces and interactions of waves, tides and currents. Topics include wave generation; dynamic effects of waves, tides and currents on coastal areas; velocities of waves and currents; forces exerted on geologic features and coastal construction; forces generating tides and tidal currents; and surface- and deep-water currents. Coursework includes experimentation with simulations and models, and field experiences.

**History and Social Sciences Requirements — 4 Undergraduate Credits**

**HIS 210 World History, Encounters between East and West (4 undergraduate credits)**
Explores world cultures East and West in the modern period. Using the “city” as our focus, learners investigate the historical changes unleashed by the duel revolutions of the 19th century that swept through regions stretching from England to Egypt and from Italy to Turkey. The course probes five cities and their cultures — Istanbul, Cairo, Florence, London and Paris. Fundamental questions include: To what extent does culture reflect the social, political, economic and aesthetic transformations that took place? Primary and secondary sources, films, art, and music permit the learners to explore how diverse peoples around the world confronted the French Revolution, the Industrial Revolution, imperialism and World War I.

**Teaching Requirements — 18 Undergraduate Credits**

**EDU 330 Teaching Mathematics to Elementary Children in a Diverse Society (4 undergraduate credits)**
Explores the content and methods of teaching mathematics to children from 3 to 11 years of age. Included are such topics as prenumber development; whole number concepts and operations; fractions, ratios, and decimals; topology, geometry, and measurement; and problem solving. Learners are expected to design and present curriculum materials. Emphasis is on the methods of teaching and sequencing the mathematical content for children in grades 1 through 6.

**EDP 446 Teaching and Learning in Elementary Grades (4 undergraduate credits)**
Focuses on interactions among elementary age children, parents, teachers and school communities. Classroom issues and events are explored. A framework is created for providing positive classroom climates supportive of children’s self-esteem and responsive to diverse backgrounds. Strategies are presented for helping children become self-reliant and responsible for their actions. Effective communication with parents, community members and colleagues is emphasized. Learners are encouraged to become reflective practitioners.
EDP 447 Elementary Practicum and Seminar (6 undergraduate credits)
Provides learners with opportunities to develop skills in working with elementary age children of
diverse backgrounds and to integrate educational theories into teaching practices. After an initial
observation and orientation period, learners work in an elementary setting. During the semester,
they increasingly assume responsibility for organizing and designing curriculum. Through
conferences with their classroom teachers and college supervisors, and through reflection, learners
evaluate all aspects of their teaching.

SPE 445 Meeting the Learning Needs of Elementary Children (2 undergraduate credits)
Explores contemporary theoretical perspectives of causation of diverse learning needs. Addresses
curriculum development and instructional methodology appropriate for inclusive classrooms.
Examines students’ learning needs in historical and social contexts. Considers factors that affect
learning, including neurological, perceptual, cognitive, language, motor, behavioral, and
motivational issues. Learners use standardized and informal assessments to inform instruction.
Learners examine ways to document the impact of instruction on learning.

EDU 465 Capstone Course (appropriate to the cultural setting) (2 undergraduate credits)
Examines learners’ pre-professional experiences and extends their understanding of education
including early childhood programs. Addresses contemporary initiatives of school reform,
relationships within public educational initiatives, and historic and contemporary contexts. Highlights
educational responses offered to diverse groups based on race, class, language, culture and ability.

**Elective Requirements — 14 Undergraduate Credits**

A minimum of 14 additional credits of electives is also required.

**Total: 60 Undergraduate Credit Hours**

**The Master of Science Degree Program**

The Wheelock College master of science degree program provides advanced educational
opportunities for learners. All Wheelock College master of science programs are designed to share
the latest research-based knowledge with adult learners and to support them to develop
competencies in curriculum development, review, and evaluation. Participants engage in critical
thinking and research studies that are essential to the development of lifelong learning skills.
Graduates are prepared to assume important roles as early childhood and elementary educators
and leaders. In this position, such a cadre of leaders can help others teach, care for, and continue
to improve the quality of life for children and families in the 21st century.

This program is designed for those learners who have completed a bachelor of science degree. The
overall objective is to meet the given needs of the learners involved and to be responsive to the
specific country and culture. The development of a Professional Teacher Portfolio is an integral
component and requirement in this program. Distinctive features include:

- Programs are designed with an emphasis on teaching mathematics, science, language
  arts/literacy, early education, program evaluation, technology, or inclusive and special
  education.

- Courses are taught by senior, experienced Wheelock College faculty in an intensive format
  referred to as block learning. These courses are conducted during late afternoons,
evenings, and weekends. Reading and writing assignments are typically completed prior to
the first class session, and a follow-up project is required within a specific timeframe.

- The 30 credit-hours of graduate study required can normally be completed over 18-24
  months as the learner continues to remain fully employed while studying in their own
country.

- Learners work, study, and support one another in a cohort setting. Research indicates that
  such an environment fosters a sense of professionalism, encourages lifelong learning, and
develops cooperative learning.

- Courses, field studies, and practicum experiences are offered “in country” and are designed
to address the individual learner's career goals.

- The development of a Professional Teacher Portfolio to document each learner’s growth is
  required.

- A research project is required that allows learners to collaborate in research teams.

- An advisory group with representatives from Wheelock College and the local collaborating
  institution support the program.

- Ongoing external support for all learners: a local, on-site coordinator who has a Wheelock
  College adjunct faculty appointment is regularly available to assist the learner. In addition,
  the Center for International Education, Leadership, and Innovation has staff available from
  6:30 A.M. to 6:00 P.M. (EST) to answer queries by both telephone and E-mail.

HDF 521 Children’s Cognitive Development (3 graduate credits)
Examines ways in which children construct knowledge about physical, social, and intellectual
worlds. Considers contributions of Piagetian, information processing and other cognitive theories in
understanding children’s cognitive development. Introduces learners to clinical interviewing
techniques. Requires exploratory action research with children.

---OR---

HDF 501 Lifespan Development: Birth through Adulthood (3 graduate credits)
Examines models of development in individuals from conception to adulthood including physical,
cognitive, social, moral, and emotional aspects. Special attention is given to the changes that take
place during these periods of development in an Asian or other appropriate contexts. Theory and
research from different psychological and philosophical approaches are discussed, including
psychoanalytic, ecological, structuralist, and others.

EDU 520 Introduction to Inclusive Early Childhood Programs (3 graduate credits)
Examines historical, philosophical, and theoretical foundations for early childhood education for
children and their families (from ages 3 to 9) and investigates the application of those principles to
models of care and education. Issues of curriculum design and assessment are introduced as inter-
related processes that include structuring learning environments and experiences that are
responsive to children’s interests and abilities. Learners analyze and evaluate curricula that foster
language, social/emotional, physical, cognitive, and moral development through play, exploration,
experimentation, and other developmentally appropriate models of learning for children. Strategies
for developing learning opportunities that are appropriate for all children including children with
special needs and children from diverse cultural, ethnic, and linguistic backgrounds are surveyed.
CFS 608 Multicultural Perspectives on the Family: Examining Contemporary Literature (3 graduate credits)
Analyzes parent-child relationships through the life cycle as revealed in the writings of contemporary authors of varying races, ethnicities, and cultures. Examines the ways in which cultural assumptions and values are embedded in the parenting process and their influence on parenting behaviors, children’s development, and family relationships. Novels, plays, and biographies are supplemented with a selective review of research literature on ethnicity and family systems.

---OR---
RDG 558 Multicultural Children’s Literature: Encountering And Understanding Diversity (3 graduate credits)
Considers the use of multicultural literature within the broader context of educating for diversity, and addresses the potential role of children’s literature as a vehicle for exploring literary theme and genre from multiple perspectives. Develops instructional strategies that promote literacy development, support respect for cultural diversity in classroom settings, and discover multicultural literature resources within the community. By providing an inclusive instructional framework, the course enables learners to design experiences that foster an understanding of diversify and an appreciation for multicultural literature within their own classrooms.

RES 723 Teacher as Researcher (3 graduate credits)
Offers learners opportunities to design and implement a research project to answer questions they have about the teaching and learning process in their classrooms and schools. Learners review and compare a number of teacher research projects across the country and examine the concept and practice of teacher research as a strategy to build collaboration in schools and strengthen the professional role of teachers particularly in program evaluation and assessment.

RDG 537 Developing Literacy For Diverse Learners (3 graduate credits)
Introduces theoretical and instructional issues in the development of oral language, reading, and writing skills, as well as other forms of expressive communication. Considers the effects of language, culture, and learning style on the development of literacy. Analyzes connections between observation and assessment of language skills and various instructional strategies. Topics include oral language development, emergent literacy, and strategies for beginning reading, choosing literature, expanding comprehension, critical reading, and expanding written language skills. Emphasis is consistently placed on meeting the needs of diverse students and on the goals of reading and writing as tools for meaningful communication.

EDU 535 Developing Numeracy for Diverse Learners (3 graduate credits)
Builds on the learner’s prior knowledge of numeracy development to examine current Issues that influence pedagogy, curricular choices, and materials. Addresses the teacher’s role in creating an environment that effectively responds to a range of learning styles, contexts, and attitudes regarding numeracy. Emphasizes strategies for maximizing each child’s intellectual growth in mathematics. The language of mathematics, including writing, reading, and discourse, is presented as a strand throughout the course. Assessment of mathematical thinking and practice is also a focus.

LPA 706 Role of the Mentor Teacher (3 graduate credits)
Addresses issues raised by mentor teachers as they move into a variety of new roles and structures. Topics include effective observation, communication, and supervising skills; adult development and learning; state-of-the-art knowledge about teaching, learning and curriculum; and societal changes. Examines organizational issues such as selecting and assigning mentors, differentiating teacher roles, empowering teachers, working out evaluation responsibilities, providing time and other resources, and creating and coordinating the required new roles and structures for
both mentor teachers and colleague. The course also addresses the many aspects of creating healthy organizations for children and families, such as schools and early child care centers.

**CTA 615 Educational Environments for Children (3 graduate credits)**
Assists the learner in designing, planning, implementing, and evaluating developmentally appropriate environments that encourage the growth and active learning of children, with a focus on infants, toddlers, preschoolers, and early elementary-aged children. Principles of environmental design and plans for implementation of early childhood settings are presented. Learners gain practical, hands-on experiences that aid them to select, organize, create, and evaluate various educational programs, products and environments that allow children to grow and learn. Learners are also supported in redesigning spaces in their current centers as they address multiple issues. Attention is given to meeting the individual needs of children and constraints of specific environments.

**CFS 614 Perspectives on Parenting (3 graduate credits)**
Explores selective topics including parenthood and personal development, parent-child issues, child-rearing practices, varieties of parenthood experiences, sources of stress for children and their parents, parents’ involvement in their child's learning, and the dynamics of family life.

---OR---

**CFS 616 Schools and Families: Enriching the Partnership (3 graduate credits)**
Focuses on the ways in which parent-professional relationships (as individuals and groups) may be enhanced. Topics include: effects of contemporary family patterns on home-school communication; sources of stress and frustration for both parents and school personnel; individual communication and problem solving skills; and structural approaches to promoting parent involvement and collaboration in school and early childhood settings.

**EDU 900 Independent Study in Education (3–6 graduate credits)**
Provides an opportunity for learners to work individually or in groups to pursue individual or collaborative research or applied studies that relate to topics regarding children, families and/or educational environments. A few of the areas of exploration are topics such as: The Role and Meaning of Play, Stages of Character Development, Designing After-School Programs, Innovative Supports for Parents at the Workplace, Selection of Appropriate Software for Children, Children and the Media, and Stress in Children’s Lives. Learners pursue an area of keen interest. Each learner or team must engage in the identification of a project, outline objectives and/or hypotheses generated, and the means for achieving and assessing them. In addition, a time management plan, initial bibliography, plan for evaluation, and plan for sharing information with others must be submitted. Each individual or group may be expected to share their findings with other learners in the future.

**Total: 30 Graduate Credit Hours**