Bachelor of Science in Early Childhood Education
Singapore, 2005 – 2007

Offered by RTRC Asia in Collaboration with Wheelock College’s Center for International Education, Leadership, and Innovation

Background Information

Wheelock College’s founding and enduring mission is to improve the quality of life for children and their families. Established in 1888, the College is a premier post-secondary institution offering professional education in the fields of early childhood and elementary education, human development, and family studies. Wheelock College provides strong professional education, contributes to the expertise of professionals in the field, and generates and shares new theoretical and applied knowledge relevant to the development of stronger educational practices and policy. The College is strategically positioned to excel at educating and preparing professionals to work with children and families. Professional knowledge is integrated throughout the curriculum and theoretical and practical innovations are translated into practice.

Wheelock College’s Center for International Education, Leadership, and Innovation was established in 1992 to deliver a range of academic degree programs, innovative seminars, and professional development programs globally. The Center coordinates all Wheelock College endeavors outside of the United States, including its most significant degree-granting programs to date, in Asia and Bermuda. For over fourteen years, Wheelock College has collaborated with RTRC Asia in Singapore to offer state-of-the art educational programs for professionals in the field of early childhood and elementary education. Wheelock College and RTRC Asia have also collaborated to develop master of science and diploma programs.

This bachelor of science program is designed for those learners who have completed one of the following tracks:

- Diploma in Early Childhood Care and Education (Validated by Wheelock College) and equivalent to an Associate of Early Childhood degree with 61 transferable credits and Diploma in Preschool Education—Leadership (Validated by Wheelock College) with 12 transferable credits for a total of 73 undergraduate credit-hours.

- Diploma from Ngee Ann Polytechnic (total of 119.5 credit units) which is a combined Diploma in Teaching and Diploma in Leadership. 73 undergraduate credit-hours will articulate into the bachelor of science program.

Distinctive Program Features

The Wheelock College Bachelor of Science in Early Childhood Education program is designed to prepare learners to continue to pursue a career in education, and satisfy the degree requirements of Wheelock College. Graduates of this program are prepared to assume multiple roles as
educators, administrators and directors of programs. Distinctive features include:

- The program offered features two major components: Liberal Arts and Professional Education with a focus on literacy, special education, and the creative arts.
- A total of 120 credits of undergraduate study with a cumulative grade point average of 2.0 are required to earn the Bachelor of Science in Early Childhood Education degree from Wheelock College.
- The program offers a total of 48 credit-hours. In addition, applicants must be able to articulate 73 undergraduate credit-hours into the program from one of two tracks: 1) Diploma in Early Childhood Care and Education validated by Wheelock College with RTRC Asia with 61 transferable credits and Diploma in Preschool Education—Leadership validated by Wheelock College with RTRC Asia with 12 transferable credits, or 2) 73 undergraduate credit-hours eligible to be articulated from the Diploma from Ngee Ann Polytechnic which is a combined Diploma in Teaching and Diploma in Leadership.
- The courses are taught by senior, experienced Wheelock College faculty and local faculty with Wheelock College adjunct faculty appointments.
- The program is custom designed to address the needs of the learners and allows learners to remain fully employed while studying in their own country except for the semester when learners conduct field experiences.
- Learners work, study, and support one another in a cohort setting. Experience and research indicate that such an environment fosters a sense of professionalism and encourages lifelong learning.
- Some of the courses meet weekly during a semester. Courses taught by Wheelock College faculty are intensive and are offered in a block style 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 normally required within a specified timeframe after the last class.
- Field experiences are required in addition to scheduled class sessions and related projects.
- A format for designing, implementing, and completing EDU 400 Independent Study in Early Childhood Education is provided.
- Learners who are unable to attend a particular class session due to religious beliefs or extenuating circumstances are supported with alternative assignments for the work missed.
- The development of a Professional Teacher Portfolio to document each learner’s growth is required.
- Wheelock College’s Singapore Center for International Education, Leadership, and Innovation provides ongoing support for all learners with an on-site Executive Director and Visiting Scholar. In addition, the Center for International Education, Leadership, and Innovation at Wheelock College in Boston has staff available from 6:30 A.M. to 6:00 P.M. (EST) to answer queries by both telephone and E-mail.

**Planned Course Sequence**

**July 2005**
THE 225 Readers Theatre (4 undergraduate credits)
PRO/THE 337 Drama for Children (4 undergraduate credits)

**August–September 2005**
SPE 445 Meeting the Learning Needs of Children in a Diverse Society (4 undergraduate credits)
ENG 111 Critical Writing and Reading (4 undergraduate credits)
October–December 2005
LSC 151 Introduction to Plants and Animals (4 undergraduate credits)
EDU 337 Teaching Reading and Writing to Children in a Diverse Society (4 undergraduate credits)

January–March 2006
HDP 362 Meaning and Development of Play (4 undergraduate credits)
SPE 394 Designing Curriculum and Learning Environments for Students with Special Needs (4 undergraduate credits)

April–July 2006
LIT 220 Film & Fiction (4 undergraduate credits)
SWK 345 Human Behavior and the Social Environment (4 undergraduate credits)

August–October 2006
MAT 150 Developing Problem Solving Skills (4 undergraduate credits)
EDU 480 Portfolio Development and Presentation (4 undergraduate credits)

Course Descriptions

THE 225 Readers Theatre (4 undergraduate credits)
Provides learners with opportunities to learn the principles and techniques of reading literature aloud such as plays, poetry, or children's' literature. Emphasizes literary analysis, logical and emotional content of literature, and ensemble performance.

PRO/THE 337 Drama for Children (4 undergraduate credits)
Explores the value of creative drama for young and primary-aged children. Learners develop the skills and techniques required to create drama activities that enhance self-expression and build self-esteem and community. Learners plan, implement, and evaluate drama experiences for children while investigating the role of drama as a vehicle for teaching and learning in a variety of settings.

SPE 445 Meeting the Learning Needs of Children in a Diverse Society (4 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 assist instruction. Learners examine ways to document the impact of instruction on learning.

ENG 111 Critical Writing and Reading (4 undergraduate credits)
Emphasizes fundamental skills of reading and writing to develop students' abilities to think critically and logically, and to express their thinking accurately through language. Critical thinking is essential not only for academic work but for the individual's active participation in a democratic society. Review of diction, punctuation, sentence structure, and summarizing is designed to strengthen students' ability to comprehend and use language appropriately to construct essays. Learners read essays and short stories to expand their repertoire of reading and writing skills.

LSC 151 Introduction to Plants and Animals (4 undergraduate credits)
Studies 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, migration, evolutionary
processes that distinguish species, identification, and animal behavior. Laboratory work, lab reports, related readings, and field trips supplement lectures and assignments. Laboratory and field investigations are an integral part of the course. Activities include observation, specimen collection, and experimentation.

**EDU 337 Teaching Reading and Writing to 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.

**HDP 362 Meaning and Development of Play**
(4 undergraduate credits)
Surveys and analyzes the major theories and research findings concerning the development and meaning of play from infancy to adulthood. Various manifestations of play, such as a solitary activity, socio-dramatic play, and games with rules are considered in light of the developmental and educational concerns. Examines the ways in which play is expressed at different ages, the role of culture, play materials and adult assessment, and facilitation of play. Learners are asked to relate the central course concepts to their future professional roles as facilitators of children’s play.

**SPE 394 Designing Curriculum & Learning Environments for Students with Special Needs**
(4 undergraduate credits)
Provides instruction and experience in designing curricula and learning environments for students with special needs. Learners apply theoretical and assessment information to establish goals and objectives; to select, modify, and develop materials and instructional activities; to identify and use resources to meet individual and group goals; and to evaluate the appropriateness of ongoing inclusive programs. Techniques and materials for developing language, academic, social and career/vocational strategies are presented. Includes a tutoring experience with a child experiencing a learning disability or special challenge.

**LIT 220 Film & Fiction**
(4 undergraduate credits)
Compares cinematic and literary treatment of a story. This course seeks to develop the learner’s critical ability as a reader and viewer and simultaneously develop a perception of literary and cinematic structure and technique.

**SWK Human Behavior and the Social Environment**
(4 undergraduate credits)
Focuses on the interaction between human behavior and the social environment. Relevant concepts from the biological and behavioral sciences are reviewed to provide learners with a holistic view of human behavior. Includes topics such as systems theory, the strengths perspective, mind-body interaction, social stratification, social support, resiliency, environmental racism, coping and adaptation, and empowerment. A case study project provides learners with the opportunity to understand the interaction among biological, psychological, social, cultural, and spiritual factors.

**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.

**EDU 480 Portfolio Development and Presentation**
(4 undergraduate credits)
Enables learners to assemble and present their evidence of having achieved Wheelock College and...
RTRC Asia Education Standards. Learners follow a plan to develop a Professional Teaching Portfolio, integrating all aspects of their teaching and learning to support them as lifelong learners. This is an approach for documenting professional growth, encouraging reflection and peer mentoring, and self-evaluation. Faculty allow some time to discuss the integration of the portfolio and implications in relation to each course. Learners are asked to bring their portfolio to class sessions for ongoing review and examination. A Professional Teacher Portfolio should include these essential elements:

- Table of contents
- Resume and certification information
- Statement of one’s personal teaching philosophy and teaching style
- List of one’s competencies
- Brief summary of one’s professional growth and development, career goals and objectives, professional affiliations, resources, and contacts
- Formal classroom observations
- Videotapes, audiotapes, and photos of the classroom and pictures of classroom activities, bulletin boards, room arrangements, and field trips
- Records of strategies and challenges mastered from experience
- Clippings, reports, newsletters, and articles that are relevant to what has been described in writing
- Notes and comments received from children, students, parents, colleagues, and administrators
- Selections from a teaching journal
- Self-evaluation and reflection on feedback
- Samples of learner’s creative projects and exemplary work
- Well articulated lesson plans
- Student test results and awards
- Writing samples
- Lists and discussions of participation in school and after-school community events and activities
- Pre- and post-test scores as it relates to teaching a unit of study
- Assessment instruments used to date.

Total: 48 Undergraduate Credit Hours