Bachelor of Science in Early Childhood Education
Singapore, 2006 – 2008

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

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 considered 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 knowledge 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 globally a range of academic degree programs, innovative seminars, and professional development programs. 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 programs and diploma programs.

All courses delivered by the Center for International Education, Leadership, and Innovation carry international accreditation by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC). NEASC is recognized by the U.S. Department of Education and by the Council on Higher Education Accreditation as being a reliable authority on the quality of institutions of higher education. Wheelock College’s programs, including international programs leading to a bachelor of science and a master of science, were first evaluated by NEASC in 1998 and again in 2004.

In addition to NEASC accreditation, Wheelock College is chartered by the Commonwealth of Massachusetts and accredited by the National Council for Accreditation of Teacher Education (NCATE). The Bachelor of Social Work program is accredited by the Council on Social Work Education (CSWE). Teacher preparation programs at the undergraduate and graduate levels are approved by the Commonwealth of Massachusetts Department of Education and the Interstate Certification Compact. They are also recognized by the following national specialty organizations:

- National Association for the Education of Young Children (NAEYC)
- Association for Childhood Education International (ACEI)
- Council for Exceptional Children (CEC)
International Reading Association (IRA)

Wheelock’s focused commitment, coupled with solid academic programs, has won it a national reputation for leadership, innovation, and excellence. For example, in 1997, the National Center for Restructuring Education, Schools, and Teaching (NCREST) ranked Wheelock among the top seven schools for teacher preparation in the U.S. In 1998, Parents magazine honored Wheelock College as an outstanding teaching institution with its first Education Award at their National Child Care Awards presentation. In extending this honor, they noted that Wheelock “is one of only a few colleges in the country that includes a focus on preparing professionals for preschool education, and the College is widely recognized for the excellence of its graduates.”

This Bachelor of Science in Early Childhood Education 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. 73 undergraduate credit hours will articulate into the bachelor of science program.

- 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.

In addition, applicants are required to pass three entrance exams before graduation: the English Placement Exam, the Mathematics Assessment, and the Wheelock Literacy and Communication Exam (WLCE). The exams are given early in the program. Each participant who does not successfully pass these exams is required to seek additional support.

**Distinctive Program Features**

The Bachelor of Science in Early Childhood Education degree is designed to prepare learners to continue to pursue a career in education and satisfies 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, inclusive and special education, and the creative and expressive arts.

- A total of 120 credits of undergraduate study with a cumulative grade point average of 2.0 is 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.

• Courses taught by Wheelock College faculty are intensive and are offered during a one week block style during late afternoons, evenings, and weekends. Courses taught by local adjunct faculty can be offered over a two week period. Reading and writing assignments are to be completed prior to the first class session, and a follow-up project is required within a specified timeframe after the last class.

• 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**

**June–July 2006**
The 225 Readers Theatre (4 undergraduate credits)
PRO/THE 337 Drama for Children (4 undergraduate credits)

**August–September 2006**
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 2006**
MAT 150 Developing Problem Solving Skills (4 undergraduate credits)
EDU 337 Teaching Reading and Writing to Children in a Diverse Society (4 undergraduate credits)

**January–March 2007**
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 2007**
LIT 220 Film & Fiction (4 undergraduate credits)
PRO 415 Helping Children Cope with Stress (4 undergraduate credits)
August–October 2007
LSC 151 Introduction to Plants and Animals (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 an historical and social context. 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 apply the theoretical knowledge presented in this course to their future practice. Includes an observational experience with a child experiencing a learning disability or special challenge.

ENG 111 Critical Writing and Reading (4 undergraduate credits)
Emphasizes fundamental skills of reading and writing to develop learners’ 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 learners’ 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.

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 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 and observational 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.

PRO 415 Helping Children Cope with Stress (4 undergraduate credits)
Presents theory, research, and clinical evidence concerning the effects of stress on children's coping patterns and development. Stressors range from normal family life cycle transitions to the threat of separation and loss through divorce, illness, or death, to the chronic stress of poverty. Explore concepts of vulnerability and resilience and practical methods for helping children increase their competence in mastering stress.

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 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 over an extended period of time. 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 prepares one to assume a leadership role in a changing society. It includes these elements:

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Wheelock College Center for International Education, Leadership, and Innovation
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• Statement of one’s personal teaching philosophy and teaching style
• 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
• 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
• Details of participation in school and after-school community events and activities
• Assessment instruments used to date.

Total: 48 Undergraduate Credit Hours