

WHEELOCK COLLEGE

THE WHEELOCK COLLEGE BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION

Singapore

Offered by Wheelock College's Center for International
Programs and Partnerships
in Collaboration with
Singapore Institute of Technology
on the Campus of Ngee Ann Polytechnic

PROGRAM INFORMATION **LEARNER HANDBOOK**

As of 26 Apr 2016

The Wheelock College Bachelor of Science in Early Childhood Education,
Singapore

As of 26 Apr 2016

LEARNER HANDBOOK—PROGRAM AND POLICIES INFORMATION

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WHEELOCK COLLEGE

The Wheelock College Bachelor of Science in Early Childhood Education, Singapore

Offered by Wheelock College's Center for International Programs and Partnerships in
Collaboration with Singapore Institute of Technology

DESCRIPTION OF THE PROGRAM

BACKGROUND INFORMATION

Wheelock College is a premier post-secondary institution offering a strong professional education in the fields of early childhood and elementary education, inclusionary practices and special education, and family studies, among others. Wheelock College contributes to the knowledge of professionals in the field and generates and shares state-of-the-art theoretical and applied knowledge. Wheelock College's Center for International Programs and Partnerships delivers academic and professional development programs globally.

All international programs offered by Wheelock College are recognized by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC) and carry international accreditation. In 1998, as standards were first being established for international programs, Wheelock College's master of science program in Bermuda was the first to be evaluated and approved for accreditation by the Commission on Institutions of Higher Education of NEASC. Wheelock College's programs, including international programs leading to a bachelor of science and a master of science, were again evaluated by NEASC in 2004 and 2008. This voluntary accreditation serves the dual purpose of quality assurance and quality improvement. The New England Association 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. For more information, please visit www.wheelock.edu

Established in 2009, Singapore Institute of Technology (SIT) is an initiative of the Ministry of Education offering undergraduate degree programmes primarily for polytechnic graduates. In partnership with reputable overseas universities, SIT brings to Singapore some of the world's top industry-focused degree programmes targeted at growth sectors of the economy.

SIT represents a new model that is set to become a key pillar of university education. With a unique tripartite collaboration between its overseas university partners and the five local polytechnics, SIT provides additional government-subsidised university places and offers students greater choices in their university education.

SIT adopts a distributed campus model where its degree programmes will be conducted in an SIT building within the grounds of each polytechnic. It is slated to become the fifth public university in Singapore by the Government. At the forefront of Singapore's rapidly transforming tertiary education landscape, SIT is set to produce industry-ready and practice-oriented graduates ready to take on the challenges of tomorrow.

PROGRAM FEATURES

The Wheelock College Bachelor of Science in Early Childhood Education applies current knowledge and theory in the fields of child development and early childhood education to teaching children from infancy to age eight. This program provides an excellent model to educate future teachers, parent educators, administrators, entrepreneurs, educational researchers, and other professionals in the fields of Current Special Education and Inclusionary Practices and Early Childhood Leadership, Policy, Management, and Administration in Asia as well as around the world. The program is subject to ongoing evaluation and continuous improvement.

The program satisfies degree requirements of Wheelock College. Distinctive program features appear below.

- This is the first full-time degree program in Singapore leading to a Bachelor of Science in Early Childhood Education.
- The program features two strands of focus:
 - Current Special Education and Inclusionary Practices
 - Early Childhood Leadership, Policy, Management, and Administration
- The curriculum includes implementation of Action Research projects related to teaching and learning, and schools and communities using scientific inquiry and research methodology skills acquired in coursework.
- Courses are taught by senior, experienced Wheelock College faculty and local faculty from Singapore with Wheelock College adjunct faculty appointments.
- Culturally relevant curriculum addresses the needs of the learners in Singapore and Southeast Asia.
- Learners work, study, and support one another in a cohort setting. Experience and research indicate that such an environment develops a sense of community, fosters professionalism, facilitates collaboration, and encourages lifelong learning.

- Learners earn a Bachelor of Science degree from Wheelock College and credits towards a Wheelock College Master of Science degree.
- Wheelock College's Center for International Programs and Partnerships-Singapore provides ongoing support for all learners with a local, on-site Executive Director based in the SIT office at Ngee Ann Polytechnic.

COURSE SCHEDULE

YEAR 1, SEMESTER 1

THE 277	Movement and Drama for Children
THE 351	Learning and Teaching through the Arts
EDU 240	Impact of Special Needs on Learning and Development: The Early Years
SPE 393	Inclusive Curriculum and Environments
HDP 264	Research Methods
HDP 362	The Meaning and Development of Play

YEAR 1, SEMESTER 2

EDU 326	Promoting Young Children's Language Development and Acquisition
EDU 340	Developing Literacy for Young Children in a Multilingual Society
LPA 706	The Role of the Mentor Teacher
EDU 367/ 420	Communication and Collaboration with Families, Professionals, and Communities
MAT 170	Statistics for the Behavioral Sciences
RES 651	Action Research I (continues next semester)

YEAR 2, SEMESTER 1

PRO 415	Helping Children Cope with Stress (taught in Boston during Summer Immersion Program)
PSC 399	Field Studies in Science (taught in Boston during Summer Immersion Program)
THE 352	Immersion and Integration through Drama (taught in Boston during Summer Immersion Program)
EDU 352	Information Technology in Early Childhood Education
RES 652	Action Research II

YEAR 2, SEMESTER 2

EDU 402	Interpersonal Skills of Leadership
EDU 474	Policy, Advocacy, and Leadership in Early Childhood Education
HDP 358	Cross-Cultural Perspectives on Childcare
SPE 341	Assessing Students with Special Needs
EDU 483	Entrepreneurship in Early Childhood Education

Total Program Credits = 80

Additional Graduation Requirements (non-credit)

1. Service Learning
2. Presentation of Portfolio

LIBRARY RESOURCES

The Wheelock College Library offers extensive online resources for off-campus learners. The Library staff is eager to establish a link between you and the wealth of information available at the Library and has developed special services to support your information needs as a gateway to knowledge since you do not have easy access to the campus.

To access the Library's offerings, including a long list of electronic databases and e-Books, visit the website at <http://www.wheelock.edu/library/distance-learners>. They have also compiled excellent research guides for specific subject areas, including:

Early Childhood Education: <http://library.wheelock.edu/sp/subjects/guide.php?subject=ece>

Curriculum Resources: <http://library.wheelock.edu/sp/subjects/guide.php?subject=cr>

Coping with Traumatic Events:

<http://library.wheelock.edu/sp/subjects/guide.php?subject=violence>

Literacy & Reading: <http://library.wheelock.edu/sp/subjects/guide.php?subject=literacy>

Math & Science: <http://library.wheelock.edu/sp/subjects/guide.php?subject=mas>

In addition to these, there are other guides that may be helpful. The index to all of the Library's online research guides can be found here: <http://library.wheelock.edu/sp/subjects/index.php>

Contact Information:

Reference staff members can provide assistance with finding and accessing information. They are available for consultation and advice in developing search strategies and navigating online resources. You can contact them by phone at (617) 879-2222, by email at reference@wheelock.edu, or by AIM at screen name wcreference.

Maric Kramer

E-Learning and Reference Librarian

mkramer@wheelock.edu

Mission Statement of the Wheelock College Library

The mission of the Wheelock College Library is to meet the curricular, research, and professional information needs of the Wheelock community and beyond in their efforts to improve the lives of children and their families; to support the notion of a liberal arts education; to lead in supporting educational interactions by providing collections and services in appreciation of cultural, ideological, and geographical diversity; and to serve as a gateway to knowledge.

The Library collection currently holds approximately 92,000 items and 536 active periodical titles which support the various curriculum offerings of the College. In addition, it includes a complete ERIC collection and a large collection of curriculum materials for learners to use with children (e.g., picture-story books, fiction and non-fiction books, audio recordings, filmstrips, videocassettes, computer software, study prints, textbook series, kits, games, and curriculum guides). Library Archives hold original Froebelian gifts and Montessori materials as well as historical children's literature, a collection of 19th century writing on the kindergarten movement, and materials documenting the history of Wheelock.

APA Citation Style Help Guide

A book published by a single author:

Cianciolo, P. J. (1997). *Picture books for children*. Chicago: American Library Association.

A book published by several authors:

Sutherland, Z., Hearne, B., & Sutton, R. (1991). *The best in children's books, 1985-1990*. Chicago: University of Chicago Press.

An edited book:

Muse, D. (Ed.). (1997). *The New Press guide to multicultural resources for children*. New York: New Press.

An article in a periodical:

Entwisle, D. R. (1998). Another look at education for poor children. *Contemporary Sociology*, 27(6), 566-567.

An article in an edited book:

Anglo, S. (1990). Humanism and the court arts. In A. Goodman, & A. MacKay (Eds.). *The impact of humanism on western Europe* (pp. 66-98). London: Longman.

An ERIC document:

Reeve, R. (1996). *A continuing education program on attention deficit/hyperactivity disorder* (Report No. BBB11444). Reston, VA: Council for Exceptional Children. (ERIC Document Reproduction Service ED 392 175).

A Web page:

Charlotte Latin School Pond Study. (1999). *The microscopic community*. Retrieved October 25, 2001, from <http://bio.bio.rpi.edu/ms99/MooreW/florafauna/microbe.html>.

A downloaded article:

Burns, M. K. (1999). Effectiveness of special education personnel in the intervention assistance team model. *The Journal of Educational Research*, 92(6), 354-356. Retrieved October 25, 2002 from WilsonWeb Education Abstracts FT database.

An encyclopedia article:

Enfield, R. E. (1994). Rational-emotive behavior therapy. In *Encyclopedia of Psychology* (Vol. 3, pp. 279-280). New York: Wiley.

Databases

Learners will be provided with a Wheelock College e-mail address for use during the course of the program. This log-in and password will also grant learners full access to all Library databases.

Databases Available:

Academic OneFile	JSTOR
Academic Search Premier	Junior Edition K-12
Article Multi-Search	Kids Infobits
ARTStor	Lexis-Nexis Academic
Biography in Context	LGBT Life
Black Thought and Culture	Literature Resources from Gale
Boston Business Journal	Massachusetts History Online
Boston Globe	MEDLINE
Child Development & Adolescent Studies	Military and Government Collection
CINAHL	Nursing Resource Center
Contemporary Literary Criticism	Opposing Viewpoints Resource Center
Credo Reference	Oxford Art Online
ebrary Academic Complete	ProQuest Collection
Educators Reference Complete	ProQuest Massachusetts Newsstand
ERIC	PsycARTICLES
European Views of the Americas	PsycINFO
Family & Society Studies Worldwide	Sage Journals Online
Films on Demand	Sage Knowledge (eBooks)
Gale Virtual Reference Library	Science in Context
General OneFile	ScienceDirect Social and Behavioral Sciences
General Reference Center Gold	SocINDEX – with Full Text
Global Issues in Context	Spring Journals
GreenFILE	Teacher Reference Center
Health and Wellness Resource Center	U.S. History in Context
Health Reference Center Academic	Videatives
Humanities International Index	Women and Social Movements in the United States, 1600-2000
In the First Person: Index to Letters, Diaries, Oral Histories, and Other Personal Narratives	World History in Context

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GENERAL POLICIES FOR LEARNERS

Please keep a copy of this document for future reference. The completed signed copy should be returned to the Executive Director. A learner will not be allowed to attend classes until a signed copy is submitted.

Learner's Name: _____

Wheelock College has established the following information and policies for this program of study. The learner's initials to the right of each statement signify the acceptance and understanding of these terms.

Please Initial Each Item

Undergraduate learners are held to the standards outlined in *The Wheelock College Course Catalog Undergraduate and Graduate Programs*. The academics of undergraduate learners is subject to review by the Wheelock College Advisory Board selected for this program.

Please note that some of the following information is an abbreviated version of the Academic Policies listed in *The Wheelock College Course Catalog Undergraduate and Graduate Programs* and may not be complete. The official catalog is complete and supersedes this document in all circumstances. Questions about academic policies, procedures, or requirements should be directed to the Executive Director, Center for International Programs and Partnerships-Singapore.

Learners are required to read and follow these guidelines throughout their involvement in this program. The catalog can be accessed online at

<http://www.wheelock.edu/academics/registrar/course-catalog>

Undergraduate Grading Policy

Wheelock College uses a system of letter grades that are equivalent to the following numerical quality points.

Letter Grade	Quality Point Equivalent
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67 Minimum passing
F	0.00 Failing
P	0.00 Passing
R	0.00 Satisfactory progress in a continuing course
I	0.00 Incomplete
IX	0.00 Incomplete – continuing
WD	0.00 Withdrawal

Incomplete Grades

The grade of Incomplete (I) may be given to a learner for reasons of health or extraordinary circumstances only. It is the responsibility of the learner to obtain a Request for Incomplete Grade Form and to acquire the instructor's signature of approval. The learner must submit the instructor-signed request form to the Executive Director who will provide a copy to Dr. Linda Davis, Dean, Center for International Programs and Partnerships in Boston prior to the final class meeting. A separate form must be completed and signed for each course.

A learner who is granted a temporary grade of Incomplete (I) must turn in his or her completed work no later than 5 weeks after the final class meeting (the learner and instructor will calculate the exact date and record it on the Incomplete Request form which serves as a formal contract). Normally, no additional extensions are possible beyond the original, agreed-upon submission date. An Incomplete left unresolved after the deadline will automatically convert to a grade of Fail (F) or No Credit (NC) on a learner's transcript.

Research (R) is the grade submitted by an instructor to indicate satisfactory progress in a continuing course. This grade may only be submitted for RES 651/652 Action Research as this course will be offered in two parts over two semesters.

Writing Competencies

It is essential that learners are able to write in clear, professional manner. The following are the factors upon which written work will be evaluated:

Content—Central ideas are clearly defined, developed fully, and supported with sufficient relevant detail. Ideas are discussed in a coherent, logical manner and are supported, when appropriate, by the student's own arguments, by research findings, and/or by theoretical material from the relevant literature. Each aspect of the assignment is thoroughly addressed.

Organization—Unless otherwise indicated, the written assignment has a clearly articulated introduction, a well-developed middle section, and a conclusion. There is a smooth flow of content throughout and adequacy of transitions between topics.

Semantics and Use of Non-Biased Language—Wording is appropriate, clear and concise, without the use of slang. Language is also gender neutral and does not contain wording that reinforces labeling or stereotyping.

Grammar, Punctuation and Spelling—Grammar and punctuation help to clarify meaning by following accepted conventions. Spelling is correct. The paper is carefully proofread for typographical and other errors - and spell-check has been used. Sentence structure is clear. Note: Papers that contain more than 12 errors in spelling, grammar and/or punctuation will be returned ungraded to the student and the student will be required to re-submit the paper with corrections made, for a lower grade.

All learners are encouraged to utilize Peer Writing Consultants to strengthen their writing. Learners whose work does not meet the above criteria may be referred for further support services.

Standards for Assignments

Assignments must be word processed and submitted in hardcopy unless otherwise indicated by the Instructors. All written work must follow APA Guidelines and be in 12-pt. font, double-spaced with 1" margins.

Required Textbook Purchase

Each course will require learners to purchase at least one book. Under no circumstance will learners be allowed to copy from the textbook in violation of existing copyright laws.

Use of Mobile Phones

Learners may not use mobile phones during class. Phones must be turned off while the class is in session. Laptops may be used as part of class when authorized by the faculty member.

Attendance and Absences from a Course

Active participation in class discussions will help learners to think critically about issues raised in the course. Each member of the class is responsible for contributing to class discussions. It is crucial that learners come to class prepared in order to engage fully in the dialogue. In addition, learners are encouraged to ask questions, challenge assumptions, and probe diverse perspectives. Regular attendance and active involvement in class will contribute significantly to the final grade.

Class attendance will be recorded as learners are required to attend every scheduled class session. It is the responsibility of the learner to provide advance notice to the Instructor if, due to extreme circumstances, he/she is unable to attend a class session, expecting to arrive late, or requesting permission to leave class early. Being late or leaving class early is disruptive and is not acceptable unless the learner has prior approval.

Unexcused or excessive absences may result in no credit for the class and possible failure. The Instructor makes the final determination of grades. Being excused for an absence does not relieve the learner of his/her responsibility to complete all of the assigned work to the satisfaction of the Instructor on or before the established due date. The Instructor also has the right to assign additional assignments to learners to make up for time absent from class.

Please note carefully any additional requirements regarding classroom presence and behavior on the syllabus for each

course.

Academic Honesty Policy

As with all courses at Wheelock College, you are expected to do work that reflects the College's standards for academic honesty as outlined in the Student Handbook. Plagiarism, cheating and all other forms of academic dishonesty will not be tolerated, as discussed within the Wheelock College Academic Handbook. Infractions will be taken very seriously.

In your papers, you are expected to formulate the content of your answers independently, utilizing collaboration and collegial consultation as a support for your own work. If you are receiving assistance with your writing or with proofreading, which is encouraged, this help should focus only on your writing and not on the content. The content of the paper must be your own and the purpose of any writing assistance is to help you improve what you have written.

In certain assignments, you will be asked to discuss readings, or to incorporate other authors' comments into your essays. In these instances, it is very important that you give proper credit for the ideas and/or the wording of these scholars. Correct paraphrasing, quoting, and reference page citations are essential and must follow the format established by APA (The American Psychological Association).

Written assignments must demonstrate the student's own understanding of the concepts discussed in class and from assigned readings and other sources, such as journal articles and websites. Direct quotation of others' work must appear in quotation marks and be properly cited per APA format. Papers are to include a limit of one directly quoted sentence from another source for every two pages of text. This means that a 10-page paper will contain no more than 5 sentences that are direct quotations from other sources. The rest of the paper must be in the student's own words and those words must be substantially different from the words in books, articles and other sources used for the paper. Grades will be lowered for papers that exceed the limit of direct quotes.

Outcomes will be determined on a case-by-case basis. However, failure to practice academic honesty can result in one or more of the following:

- Lowering of a course grade
 - Failing a course
-

- Dismissal from the College

Please refer to the Wheelock College Undergraduate and Graduate Programs Course Catalog as this is the official binding document for all policies and procedures relating to this program.

Academic Honor Code

Central to the Academic Honesty System is the Academic Honor Code. Undergraduate learners must agree to be bound by the Code at the beginning of each academic year. All learners must comply with the Academic Honor Code at all times while they are enrolled at the College. The Academic Honor Code is as follows:
As a citizen of the Wheelock College community, I am committed to acting honestly and with integrity in all aspects of academic life. I pledge to conduct myself ethically in my academic endeavors. I accept responsibility for what I write and what I say. In the spirit of trust, I will not misrepresent my academic work. I will not cheat and I will work toward creating a fair academic environment for all.

Academic Review Board

An Academic Review Board will be established with members from Wheelock College and SIT. An instructor may choose to refer academic matters to the Academic Review Board. The Board will make recommendations to Wheelock College regarding whatever penalties they deem appropriate under the circumstances, including suspension or expulsion from the Program and Wheelock College. Repeat violations of the Academic Honesty Code will typically result in harsher penalties. The Board may consider whether the penalty imposed by the instructor for a repeat violator is adequate and may recommend that more severe penalties be imposed.

Academic Dishonesty

Academic dishonesty is broadly defined as any act that undermines or compromises academic integrity. It can take many forms. It is the responsibility of all Wheelock College learners to understand what constitutes academic dishonesty. It is the responsibility of each learner to seek advice if he or she does not fully understand what constitutes academic dishonesty. Some of the most obvious forms of academic dishonesty are outlined in the following sections on plagiarism, cheating, falsifying data, multiple submissions of papers or projects, submitting work prepared by another individual, unauthorized collaboration, unauthorized use of aids during examinations, and other forms of dishonesty.

Plagiarism

Referring to sources is a necessary and expected part of any research project or paper. It is necessary to **credit and cite** any and all outside sources used in any project or paper that are not the learner's original work.

Plagiarism is a form of academic dishonesty and is the deliberate use of the work, words, or ideas of another person or other source without clearly acknowledging the source. Examples of plagiarism include but are not limited to:

- copying word for word from another source without acknowledgement (i.e., not putting quotation marks around words that come from another source or quoting the author directly)
 - paraphrasing from another source without acknowledgement
 - use of special terms or phrases from another source without acknowledgement
 - using sentences, phrases or words that closely parallel another source without acknowledgement
 - summarizing without acknowledgment
-
-
-
-
-
-

Declaration of a Learner's Original Product

All assignments much include a signed declaration that the work being submitted is learner's original product (see form attached). The statement further declares that if plagiarism or any other form of academic dishonesty is suspected that the learner will be subjected to penalties articulated in the Academic Policies for Learners which may result in suspension or expulsion from the Program

Cheating

Cheating is a form of academic dishonesty and includes but is not limited to:

- copying from another individual during a test or examination
- receiving help without acknowledging that help

Falsifying Data

Falsifying data is a form of academic dishonesty and includes crediting or citing sources that have not been used or fabricating data. It may also include false reports of observations, such as child observations, that have not actually taken place.

Multiple Submission of Papers or Projects

Submitting a project or paper that has been or will be submitted for another course without prior permission from the instructors of those courses is a form of academic dishonesty.

Submitting Work Prepared by Another Individual

Submitting work prepared by another individual is a form of academic dishonesty. Unauthorized submission of materials obtained from another person's files, commercial term paper sources, or Internet web sites are some common examples of this form of academic dishonesty.

Unauthorized Use of Aids During Examinations

Unauthorized use of books, calculators, notes, or other aids during examinations is a form of academic dishonesty.

Unauthorized Collaboration

Unauthorized collaboration with others during classroom examinations, take home exams, or projects is a form of academic dishonesty. While collaboration may be authorized and appropriate in some situations, the role of each collaborator must be clear and acknowledged.

Other Forms of Dishonesty

As stated above, academic dishonesty can take many forms, including the following:

- unauthorized computer use
- damage or theft of library materials
- forgeries
- misrepresenting work that is submitted
- misrepresenting personal circumstances to an instructor to obtain an extension of time or other relief from course requirements

Procedures to Review Possible Academic Honesty Violations

The Academic Honesty System is administered by the Academic Appeals Board. The Academic Appeals Board is responsible for reviewing possible violations of the Academic Honesty Code. The following procedures will be followed:

All situations involving possible violations will initially be handled by the instructor who has reason to believe that a learner has violated the Academic Honesty Code. The instructor must notify the learner of the possible violation and present whatever information exists about the possible violation to the learner. The learner must be given an opportunity to respond.

If the instructor believes that a violation of the Academic Honesty Code has occurred, he or she may complete an Academic Dishonesty Report documenting the violation and indicating what penalty he or she has imposed. The completed Report must be sent to Wheelock College.

If the instructor and learner do not agree that a violation has occurred and/or on the penalty imposed, the learner may request a hearing before the Academic Appeals Board. The instructor and the learner must attend or be involved with the hearing process and both will be given an opportunity to present information to the Board.

After both the instructor and the learner have been given an opportunity to present information to the Board, the Board will decide: (a) if a violation of the Academic Honesty Code has occurred and (b), if a violation has occurred, whether the penalty imposed by the instructor is appropriate or, if not, what would be an appropriate penalty.

Academic Standards for Undergraduates

A 2.0 (C) cumulative grade point average is the minimum acceptable standard for all undergraduate students. An undergraduate student must maintain this standard to graduate from the College and to enter a practicum. Also, all undergraduates must attain a grade of "C" or higher in the professional studies courses and the preprofessional courses required for the professional program in which they are enrolled.

These courses are:

1. EDU 240 Impact of Special Needs on Learning and Development: The Early Years

2. SPE 393 Inclusive Curriculum and Environments
 3. EDU 326 Promoting Young Children's Language Acquisition and Development
 4. EDU 340 Developing Literacy for Young Children in a Multilingual Society
 5. LPA 706 The Role of the Mentor Teacher
 6. EDU 367/420 Communication and Collaboration with Families, Professionals, and Communities
 7. EDU 402 Interpersonal Skills of Leadership
 8. EDU 474 Policy, Advocacy, and Leadership in Early Childhood Education
 9. SPE 341 Assessing Students with Special Needs
 10. EDU 483 Entrepreneurship in Early Childhood Education
-

Academic Warning

The Academic Review Board will send a written warning at the end of each semester to each undergraduate learner who:

- receives a failing grade of "F" in any course
 - fails to achieve a semester grade-point average of 2.0 or higher
 - fails to achieve a cumulative grade-point average of 2.15 or higher
-
-
-
-

Academic Probation

An undergraduate learner will be placed on academic probation under any of the following circumstances:

- failing to achieve a cumulative grade-point average of 2.0 or higher
 - receiving two failing grades of "F" in courses in one semester
-
-

Academic probation is notice to the learner that academic dismissal may occur unless the learner's performance significantly improves. If a learner is placed on academic probation for two semesters, not necessarily consecutive, the learner may be dismissed from the College for academic reasons.

The Academic Review Board will attempt to notify each undergraduate learner to confirm his or her probationary status. However, even if a learner is not notified, he or she is on academic probation if any of the above circumstances apply.

Removal from Academic Probation

At the conclusion of each semester, the Academic Review Board will review the record of each undergraduate learner who has been placed on academic probation for the previous semester. The Board may remove the learner from academic probation if the learner has demonstrated any of the following:

- after receiving two failing grades of “F” in the previous semester, demonstrated sufficient academic progress as determined by the Academic Review Board
- after failing to achieve a cumulative grade-point average of 2.0 or higher, achieved a minimum 2.0 cumulative grade-point average or higher

The Academic Review Board decides, in its sole discretion, whether to remove an undergraduate learner from academic probation. The decision of the Academic Review Board regarding academic probation is final.

Academic Dismissal

The Academic Review Board may dismiss an undergraduate learner from the college if the learner:

- fails to achieve a 1.0 semester grade-point average after his or her first semester at the college
- has been placed on academic probation for two semesters or phases (which need not be consecutive)
- fails to show promise in working with people in the human service professions and those served by those professions.

The Academic Review Board decides, in its sole discretion, whether to dismiss a learner for academic reasons. The Academic Review Board will send written notice of academic dismissal to the learner. A learner may appeal an academic dismissal to the Academic Appeals Board as described in the Academic Appeals section.

Academic Appeal

A learner has a right to appeal a final grade or academic dismissal. A learner may appeal a final grade or academic dismissal to the Academic Appeals Board. Learners are responsible to know the steps and the associated time limits that are involved in these appeals, described online. The failure of a learner to file a written notice of intent to appeal a final grade or academic dismissal within thirty days from the date that the final grade or notice of academic dismissal was mailed to the learner will result in the dismissal of his or her appeal. Undertaking such an appeal is an extraordinary matter.

Deferment Policy

Learners from Cohort 10 who wish to defer their studies due to reasons of health or extraordinary circumstances only must make a written request to the [Wheelock College Academic Appeals Board.] Every effort will be made to accommodate each learner's request for a deferment. However, as this is the final cohort, the learner will not be able to repeat a course under the SIT-Wheelock College-Singapore arrangement. Wheelock College-Boston may be willing to consider an independent study arrangement for 1-2 courses but this will be considered on a case-by-case basis.

If a semester of courses are missed, a special, written request would have to be made to complete the program requirements within five years, and likely at the Wheelock College Boston campus at the current prevailing per credit tuition rate at the time.

I hereby agree to adhere to all of the policies and procedures described in this document.

Signature: _____ Date: _____

Printed Name: _____

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ASSIGNMENT DECLARATION FORM

This form must be completed, signed and attached with all course assignments.

DECLARATION: I hereby declare that this assignment is my own work. I understand that if plagiarism or any other form of academic dishonesty is suspected, I will be subjected to penalties articulated in the Academic Policies for Learners which may result in suspension or expulsion from the Program.

Course Title: _____

Assignment Title: _____

Name /s

Signature /s

Date: _____

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REQUEST FOR INCOMPLETE GRADE FORM

Learner's Name

Course #

Title

Date

Reason for Request:

Outline of Coursework to be Completed:

Deadline Date of Completion:

The deadline date for submitting the overdue coursework will be set by the Instructor (usually two weeks after the original due date).

Instructor's Signature Date

My signature below acknowledges that I have been informed that Incomplete grades automatically turn into a failing grade ("F") if the work is not submitted by the due date.

Learner's Signature Date

Return to: Executive Director, Wheelock College–Singapore

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LEARNER INFORMATION AND CONSENT AGREEMENTS

Name: _____

Address: _____ Postal Code: _____

Phone (mobile): _____ (home): _____

E-mail Address: _____ Fax: _____

In Case of Emergency, Contact: _____

Photography Consent Agreement

I hereby give permission to Wheelock College to take photographs of me and to use said photographs in the College's promotional efforts. Such efforts include, but are not limited to, advertising, brochures, catalogs, newsletters, newspaper articles, and/or web pages. Wheelock College reserves the right to choose which photographs will be used. I agree to hold Wheelock College and the photographer harmless for any and all damages. My signature below signifies my acceptance of this consent:

Signature: _____

Date: _____

The Wheelock College Course Catalog Consent Agreement

I hereby acknowledge that I am aware that the Wheelock College Course Catalog Undergraduate and Graduate Programs is a legal binding document. As a learner enrolled in a Wheelock College Degree Program offered by the Center for International Programs and Partnerships, I am aware that all Wheelock College policies and standards as outlined in the complete catalog apply to my participation in this program. I also acknowledge that I am aware of where to obtain a copy of the complete catalog in order to refer to the policies that affect me while in this program. Copies of the complete catalog are available in the Library and can be accessed online at <http://www.wheelock.edu/academics/registrar/course-catalog>. My signature below signifies my acceptance of this consent:

Signature: _____

Date: _____

Release Consent Agreement

I hereby give permission to Wheelock College to copy, distribute, display, and perform original or derivative works that I submit. In return, I will be given credit, and maintain ownership of the work otherwise established with Wheelock College. The work will not be used for commercial purposes unless I grant permission to Wheelock College. Wheelock College reserves the right to choose which works will be copied, distributed, displayed, or performed. My signature below signifies my acceptance of this consent:

Signature: _____

Date: _____

***Return this fully completed document to Executive Director,
Wheelock College–Singapore***