

WHEELLOCK
COLLEGE



MASTER OF SCIENCE IN EARLY CHILDHOOD EDUCATION (MSc10)
Singapore 2018 – 2019

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

PROGRAM INFORMATION
LEARNER HANDBOOK

As of 05/10/17

**MASTER OF SCIENCE IN EARLY CHILDHOOD EDUCATION (MSc10)
Singapore 2018 – 2019**

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**MASTER OF SCIENCE IN EARLY CHILDHOOD EDUCATION (MSc10)
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SEED Institute in Singapore**

I. DESCRIPTION OF THE PROGRAM

Background Information

Wheelock College is a premier post-secondary institution offering 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.

Wheelock College is chartered by the Commonwealth of Massachusetts and accredited by the New England Association of Schools and Colleges (NEASC) and the National Council for Accreditation of Teacher Education (NCATE). Teacher preparation programs are also recognized by several national specialty organizations including the National Association for the Education of Young Children (NAEYC), the Association for Childhood Education International (ACEI), the Council for Exceptional Children (CEC), and the International Reading Association (IRA).

In 1998, as standards were first being established for international programs, Wheelock College's Master of Science program in Bermuda, sponsored by the Center for International Programs and Partnerships (at that time the Center for International Education, Leadership, and Innovation), was the first to be evaluated and approved for accreditation by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC). Wheelock College's programs, including its international programs leading to a bachelor of science and a master of science, were also evaluated by NEASC in 2004 and 2008. This voluntary accreditation serves the dual purpose of quality assurance and quality improvement. 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. Other degree programs offered by the Center for International Programs and Partnerships are designed to meet all standards established by relevant accrediting bodies.

Distinctive Program Features

This Master of Science program applies current knowledge and theory in the fields of child development, early education, and research to leadership in the early childhood sector. It provides an excellent model to educate professionals for leadership, management, teacher education, and policy-making positions in early childhood education in Asia and globally.

The program combines local and international faculty who are experienced in educating adult learners. Each selected faculty member possesses extensive experience in their identified area of expertise. The program grants a total of 30 credit-hours of graduate study to be offered in Singapore. Courses are offered in intensive one-week sessions, with the classes being held evenings and during weekends in order to accommodate the learners' work lives and other schedules. Required readings and assignments are provided prior to the beginning of each course and follow-up projects and assignments must be completed within a specific time frame. Learners are required to complete every assignment, to prepare for and attend every class session, and to contribute actively in class discussions. Additionally, the program is designed to ensure that learners develop a sense of community among other participants thus facilitating their working together as educators. Distinctive features include:

- Builds a cadre of leaders who can support others to teach, care for, and continue to improve the quality of lives for children and families in the 21st century
- Enhances professional development and a commitment to lifelong learning to create an upgraded core of trainers, educators, and leaders in early childhood education settings
- Serves as a "train-the-trainers" program and supports inclusionary practices throughout Southeast Asia
- Provides a cohort setting where learners work, study, and support one another, creating an environment which fosters a sense of professionalism and develops a sense of community among participants
- Exposes learners to models of exemplary early childhood education practices through readings, case studies, guest lectures, and other multimedia tools
- Develops a comprehensive understanding of the concepts, theory, and terminology associated with working in an interdisciplinary environment to care for and educate young children
- Offers an in-depth, scaffolded research sequence that includes the development of individual or small group action research projects which are presented in Singapore during the Capstone course
- Is approved as an internationally recognized master degree program by the New England Association of Schools and Colleges (NEASC).

Contact Information

Wheelock College (Boston)

Lauren Thorman

Director

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SEED Institute

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II. COURSE DESCRIPTIONS*

HDF 501 Lifespan Development: Birth to Adulthood (3 graduate credits)

Examines the physical, cognitive, social, moral, and emotional development of individuals from conception through adulthood, paying special attention to the developmental changes that take place during these periods of development. Learners discuss theory and research from different psychological approaches, including psychoanalytic, ecological, structuralist and other approaches. Special attention is paid to the social and cultural contexts in which development occurs.

CFS 618 Contemporary Issues in Child and Family Studies (3 graduate credits)

Introduces learners to contemporary issues related to the lives of children and families using the ecological approach as a framework. Interdisciplinary guest speakers select specific issues for analysis and discussion. Topics are selected for the local context and may include the role of sports and enrichment in child development, responding to changing government standards and accreditation, and supporting children with special needs.

EDU 528 The Impact of Special Needs on Learning and Development: The Early Years (3 graduate credits)

Explores the impact of mild to severe disabling conditions on development in early childhood (birth to age eight). Learners study models of legislation governing the rights and services affecting children with special needs and their families. The attitudes and stereotypes of the larger society are explored as they affect children, families and the larger community. Strategies for promoting inclusive classroom environments and working with families to meet individual students' needs are addressed. Uses categorical labels to help learners gain knowledge of differences in children's development, however, emphasis is on understanding children as individuals with varying performance and rates of development, rather than as members of a disability group with common characteristics.

RES 725 Research Methods (3 graduate credits)

Explores alternate research methods and paradigms to answer questions in education and children's services. Topics include formulating research questions and related hypotheses, analysis of published research, sampling, selection of instruments, research ethics, and data analysis.

EDU 560 Developing Infant and Toddler Programs (3 graduate credits)

Explores research on quality care programs for infants and toddlers, examining best practices in infant and toddler curriculum, programming, and evaluation. Addresses design and evaluation of early learning environments, early intervention strategies, family involvement, and developmentally appropriate practice to meet the needs of infants and toddlers with and without special needs.

EDU 561 Early Childhood Curriculum Planning and Assessment (3 graduate credits)

Explores the recursive cycle of curriculum development beginning with an examination of the fundamental bases of curricula. Draws on curriculum theory and models. Topics include curriculum planning and

development in inclusive environments, assessing student learning based on identified learning objectives, designing curriculum to meet standards, and managing curriculum change.

EDU 562 Early Childhood Program Development and Evaluation (3 graduate credits)

Examines the elements of high-quality early childhood programs, including family communication and collaboration; designing the learning environment; utilizing technology; and addressing issues of national accreditation, accountability to identified standards, and evaluation. Techniques for staff supervision, mentoring, and evaluation are introduced. Prerequisite: Builds on Early Childhood Curriculum Planning and Assessment.

RES 723 Practitioner as Researcher (3 graduate credits)

Offers learners opportunities to design and implement a research project to answer questions they have about their own site-based practice. Learners will review and compare a number of teacher research projects 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.

LPA 720 Leadership for Organizational Change in Educational Settings (3 graduate credits)

Examines organizational models and systems theory in educational settings. A focus on strategic planning and effective management and leadership will develop participants' ability to manage group dynamics and mentoring, as well as promote positive organizational change. Learners will apply theories of organization through the use of case studies and field experiences.

EDU 905 Capstone Research (3 graduate credits)

Allows learners to finalize and present the outcomes of the Action Research project initially designed during Practitioner as Researcher. Offers opportunities for feedback and planning for future dissemination and follow-up of research findings. Prerequisites: Serves as Capstone course for Master's program, taken after both Research Methods and Practitioner as Researcher.

Courses and sequence are subject to change due to professor availability & other related issues.

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III. GENERAL POLICIES FOR LEARNERS

Please keep a copy of this document for reference. The completed signed copy should be returned to SEED Institute for submission to Lauren Thorman, Wheelock College (Boston). You will not be allowed to attend classes until a signed copy is submitted.

Signature: _____ Printed Name: _____

Wheelock College has established the following information and policies for the Master of Science in Early Childhood Education (SEED MSc10). Signing above and initialing each of the following statements certifies that you understand and accept each of these policies.

Please Initial Each Item

1. Graduate learners are held to the policies and standards outlined in *The Wheelock College Course Catalog Undergraduate and Graduate Programs*. The academic work of graduate learners is subject to review by the Wheelock College Graduate Review Board. The Wheelock College Catalog is an official, binding document. _____

2. 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, Wheelock College-Singapore. _____

3. 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> _____

4. **Grading Policy**

Wheelock College uses a system of letter grades for academic credit that are equivalent to the following numerical quality points. In order to maintain good academic standing, learners must maintain a minimum of a B- (2.67) cumulative average. A learner who does not remain in good academic standing will be placed on probation and/or be subject to academic dismissal.

Letter Grade	Quality Point	Equivalent
A	4.00	Superior
A-	3.67	Excellent
B+	3.33	Very Good
B	3.00	Good
B-	2.67	Satisfactory
F	0.00	Failing
R	0.00	Research or Satisfactory progress in a continuing course
AU	0.00	Audit
I	0.00	Incomplete
WD	0.00	Withdrawal
P (Pass)		Pass. Not included in grade-point average.

5. **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. Prior to the final class meeting, the learner must submit the approved request to SEED Institute and a copy will be provided to Lauren Thorman, Director, Center for International Programs and Partnerships at Wheelock College in Boston. 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) on a learner's transcript.

When an intensive course is completed, learners will be given approximately two weeks to complete a final assignment. This final assignment must be turned in to SEED Institute **on or before the due date** stated on the course syllabus. Generally, late assignments will be marked down one grade increment (A to A-; A- to B+) for each day

that they are late. It is the responsibility of the learner to notify the instructor in advance if he/she is unable to complete an assignment on time.

6. **Writing Competencies**

It is essential that learners are able to write in clear, professional manner. The following are the factors upon which a piece of 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.

7. **Attendance Policies**

Attendance will be recorded as there is a strict attendance policy that requires learners to attend all scheduled class sessions and orientation sessions. It is the responsibility of the learners to notify the Instructor in advance of unavoidable absences such as illness and to arrange to make up work that is missed. If illness or an unexpected crisis occurs during the course, the learner should immediately consult with the Instructor to determine the feasibility of completing the course despite the necessitated absence. Learners may not be able to make up work for an absence from scheduled class time of more than four hours.

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.

8. ***Standards for Assignments***

Assignments must be word processed and submitted in hardcopy unless otherwise indicated by the professor. In addition, they must meet the expectations of each professor. All written work must follow APA Guidelines and be in 12-pt. font, double-spaced with 1" margins.

9. ***Research Assistance***

Research assistance is available from the Wheelock College Library. The Library will support learners in the program as off-campus learners and provide learners with online resources. To access online databases, learners will use the same log-in and password that they use to access their Wheelock e-mail address. Reference assistance will be available by e-mail, fax, and phone. This information will be reviewed and expanded on during Orientation.

10. ***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.

11. ***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 students 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.

12. **Academic Honor Code**

Central to the Academic Honesty System is Wheelock College's Academic Honor Code. Learners are required to agree to be bound by the Code when they enter the program. All learners must comply with the Code at all times while they are enrolled in this Program.

"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."

13. **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.

14. **Plagiarism**

Referring to sources is a necessary and expected part of any research project or paper. However, 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
 - using 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.
-

15. **Declaration of a Learner's Original Product**

All assignments must include a signed declaration that the work being submitted is the learner's original product. 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.

16. **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.
-

17. 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.

18. 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.

19. 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.

20. Unauthorized Use of Aids During Examinations

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

21. 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.

22. 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.
-

23. 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 an appropriate penalty would be.
 - Wheelock College's Academic Honesty Policy is discussed at orientation and learners must sign an Academic Honesty Policy Document confirming that they understand and agree to this policy as a requirement for enrollment. Additional information regarding Wheelock College's Academic Honesty Policy is available online at <http://www.wheelock.edu/cat/>.
-

24. Penalties

An Instructor has discretion to determine what penalty to impose if he or she believes that a learner has violated the Academic Honesty Code. These penalties may include, but are not limited to: lowering a grade or assigning a failing grade for a specific assignment, lowering a grade for a course, failure of a course, dismissal from academic program, or assigning additional work.

25. Academic Standards for Graduate Learners

A 2.67 (B-) semester and cumulative grade-point average is the minimum acceptable standard for all graduate learners. Graduate learners whose grade-point averages are below 2.67 are automatically placed on academic probation. In addition, a learner must demonstrate a strong likelihood that he or she will be able to complete successfully the requirements of a graduate program. The Graduate Review Board at Wheelock College monitors a graduate learner's academic progress.

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

- failing to achieve a minimum cumulative grade-point average of 2.67
- receiving one failing grade of “F” regardless of grade point average.

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 program for academic reasons.

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

26. *Removal from Academic Probation*

At the conclusion of each semester, the Academic Review Board will review the record of each 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 a failing grade 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 2.67 or higher, achieved a minimum 2.67 cumulative grade-point average or higher in the subsequent semester.

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

27. *Academic Dismissal*

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

- receives grades of “F” in one or more courses
- violates the standards for academic honesty
- fails to be removed from academic probation after a semester.

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.

28. Academic Appeal

A learner has a right to appeal a final grade or academic dismissal to the Academic Appeals Board. Learners are responsible for knowing the steps and the associated time limits that are involved in these appeals, which are 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. Further information is available online at: <http://www.wheelock.edu/cat/>

29. Dismissal

If any aspect of this agreement is not fulfilled by the participant, Wheelock College reserves the right to dismiss the candidate from the program. Candidates that are dismissed will not be allowed back into the program.

30. Religious Observance

Learners who cannot attend classes due to religious reasons must notify the professor one week prior to the commencement of the class. Alternative assignments for classes missed due to absences for religious reasons will be assigned.

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

Signature: _____ Date: _____

Printed Name: _____

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IV. LEARNER QUESTIONNAIRE

(To Be Completed during Orientation to the Program)

Name: _____

1. How are you currently involved in the field of education? If not in the field of education, what is your current field of work?

2. What are the ultimate goals and plans you have for your career? What are your specific career expectations for five years from now?

3. Why are you enrolling in this program?

4. What are some of the ways that you believe Wheelock College and SEED Institute can support you over the next few years to achieve those goals? Please be specific.

Thank You!

***Return this fully completed document to SEED Institute
for submission to Lauren Thorman, Wheelock College (Boston).***

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V. LEARNER INFORMATION AND CONSENT AGREEMENTS

a. Learner Information

Name: _____

Address: _____

Postal Code: _____

Phone (day): _____ (evening): _____

E-mail Address: _____ Fax: _____

Place of Employment: _____

In Case of Emergency, Contact: _____

b. 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: _____

c. Catalog Consent Agreement

I hereby acknowledge that I am aware that the Wheelock College Catalog is a legal binding document. As a learner enrolled in a Wheelock College Graduate 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 Wheelock College Catalog apply to my participation in this program. I also acknowledge that I am aware of where to obtain a Wheelock College Catalog in order to refer to the policies that affect me while in this program. **The complete Wheelock College Catalog is available online at <http://www.wheelock.edu/cat/>.** My signature below signifies my acceptance of this consent:

Signature: _____

Date: _____

d. 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 SEED Institute for submission to Lauren Thorman, Wheelock College (Boston).

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**APPENDIX A: National Association for the Education of Young Children Code of Ethical Conduct and
Statement of Commitment**

Code of Ethical Conduct and Statement of Commitment

Learners are expected to be familiar with the National Association for the Education of Young Children's Code of Ethical Conduct and Statement of Commitment, revised April 2005 and reaffirmed May 2011 and available at <http://www.naeyc.org/files/naeyc/file/positions/Ethics%20Position%20Statement2011.pdf>

NAEYC recognizes that those who work with young children face many daily decisions that have moral and ethical implications. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The Statement of Commitment is not part of the Code but is a personal acknowledgement of an individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. The primary focus of the Code is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschool and prekindergarten programs, child care centers, hospital and child life settings, family child care homes, kindergartens, and primary classrooms. When the issues involve young children, then these provisions also apply to specialists who do not work directly with children, including program administrators, parent educators, early childhood adult educators, and officials with responsibility for program monitoring and licensing.

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APPENDIX B: REQUEST FOR INCOMPLETE GRADE FORM

Student's Name

I request an Incomplete Grade in:

Course #	Title	Date
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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 Faculty Member (usually two weeks after the original due date).

Faculty 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

MASTER OF SCIENCE IN EARLY CHILDHOOD EDUCATION (MSc10)
Singapore 2018 – 2019

Offered by the Wheelock College Center for International Programs and Partnerships in
Collaboration with SEED Institute in Singapore

APPENDIX C: Wheelock College Library Information

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 websites at <https://library.wheelock.edu/sp/subjects/guide.php?subject=singapore> and/or <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.

Tracy Joyce
Learning and Research Services Librarian
617-879-1141
tjoyce@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

Reference List:

A book with one author:

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

A book with 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.

Current List of Databases for Off-Campus Access*

Academic OneFile	Lexis-Nexis Academic
Academic Search Premier (ASP)	LGBT Life
Alexander Street (streaming video)	Library, Information Science & Technology
Article Multi-search	Abstracts (LISTA)
ARTStor	Lynda.com
Biblioboard (e-books)	Massachusetts History Online
Biography in Context	MEDLINE
Black Thought and Culture	Military & Government Collection
Boston Business Journal	Nursing Resource Center
Boston Globe	Opposing Viewpoints in Context
CINAHL with Full Text	Oxford Art Online (reference)
Communications and Mass Media	Oxford Reference (reference)
Collection	PILOTS: Published International Literature
CQ Researcher (reference)	On Traumatic Stress
Credo Reference (reference)	ProQuest Collection
EBL (e-books)	ProQuest Education Journals
ebrary Academic Complete (e-books)	ProQuest Health and Medicine
Education Source	ProQuest News and Newspapers
Educator's Reference Complete	ProQuest Science & Technology
Encyclopaedia Britannica	ProQuest Social Sciences
Encyclopedia of Social Work	PsycARTICLES
ERIC	PsycINFO
European Views of the Americas	Sage Journals
Gale Literary Sources	SAGE Knowledge (reference)
Gale Virtual Reference Library (reference)	Science in Context
General OneFile	ScienceDirect
General Reference Center Gold	SocINDEX with Full-Text
Global Issues in Context	Springer Link
GreenFILE	Teacher Reference Center
Health and Wellness Resource Center	U.S. History in Context
Health Reference Center Academic	Videatives (streaming video)
Humanities Source	Women and Social Movements in the
JSTOR	United States, 1600-2000
Kanopy (streaming video)	World History in Context
Kids Infobits	

*As of March 20, 2017