

GRADUATE PROGRAMS AT WHEELOCK COLLEGE 2008-2009

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“If peace is to come, it must come through an education which removes misunderstanding and prejudice and gives knowledge and sympathetic understanding of all races...”

LUCY WHEELOCK

GRADUATE PROGRAMS

In each graduate program offered at Wheelock College, students explore the fundamental theories, research, and practice of the professions serving children and their families. Each program involves the study of development and learning within a cultural context, as well as a critical consideration of existing knowledge. This includes re-evaluation of the historical and contemporary significance of race, culture, social class and gender.

The developmental perspective advanced at Wheelock responds to the contributions of scholars, students, educators, human service professionals, and to the children, families, and communities whose challenges and achievements guide their efforts. In practice, this perspective considers human development to be an integration of thinking, feeling, communicating, and acting in a dynamic environment.

In their graduate programs, Wheelock students concentrate on chosen areas of specialization. Critical understanding of the practices and research methods in the professions enables students to identify problems for study and to use diverse methods of inquiry to seek and implement solutions. Encouraging original and creative scholarship, the graduate programs advance and strengthen the Wheelock mission.

Recent years have brought about dramatic changes in the structure of American families and in the lives of children. These changes have served to highlight both the complexity and importance of Wheelock's mission. The increasing complexity of carrying out that mission in a multiracial, multicultural society, the national movement to rethink teacher education, and Wheelock's commitment to educating professionals for the 21st century have led the faculty and administration of Wheelock College to develop the following curriculum.

POST-BACCALAUREATE NON-DEGREE PROGRAMS

NON-DEGREE, LICENSURE PROGRAMS

Wheelock College's School of Education and Child Life offers one post-baccalaureate licensure-only program through the Elementary Education Department. The program is under revision and will not be offered before spring and summer of 2009 (see page 21-22).

Non-Degree, Advanced Course Clusters for Professional Licensure

The School of Education and Child Life offers three state approved 12-credit course clusters that will advance an Initial license to the Professional level for a teacher with a master's degree and an Initial teacher license. Twelve-credit course clusters offer an advanced and cohesive study of content in the areas of ESL, reading, and special education, which are needed for continuing professional development of many teachers. For a description of the 12-credit clusters, see p. 112 (ESL), p. 112 (reading), or p. 119 for special education.

NON-DEGREE CERTIFICATE PROGRAMS

CERTIFICATE IN PARENTING EDUCATION (15 credits)

Increasingly, parenting education is being recognized as an appropriate strategy for supporting parents and parents-to-be, and as a foundation for raising healthy children and families. There is a high demand for knowledgeable, skilled professionals in this developing field. In this program, professionals who work with families in supportive, educational and therapeutic capacities will gain knowledge of the issues and concerns of parents, and of how to respond to these concerns; gain an understanding of how adults grow and develop and of the developmental stages of parenting; and gain the skills needed to work more effectively with parents individually and in groups.

EARLY CHILDHOOD EDUCATION COURSES (12 Credits)

HDF 515	Lifespan Development II: Adult Development	3 credits
CFS 614	Perspectives on Parenting	3 credits
CFS 737	Leading Parent Groups	3 credits
CFP 603	Practicum and Seminar I: Family Studies	3 credits

ELECTIVE COURSES

Students select an additional 3 credits from among HDF or CFS course offerings with support from their academic advisor.

MASTER'S DEGREE PROGRAMS

SCHOOL OF EDUCATION AND CHILD LIFE

The School of Education and Child Life consists of five departments: Early Childhood Education; Elementary Education; Language and Literacy; Special Education; and Child Life. Graduate programs within these departments are designed for individuals who wish to pursue careers in the fields of child life, education, and language and literacy development for children and youth. Entry level career opportunities in education include early childhood, elementary, or special needs teachers for a variety of public and private settings (including school-age and group child care programs, Head Start, kindergarten, primary, elementary, and middle schools). Teachers with at least one year of experience can pursue the advanced specialist Teacher of Reading program, which is nationally recognized by the International Reading Association, and it is state-approved to move a license to the Professional stage when all state requirements for experience and mentoring have been met. The Master's Degree Program in Special Education advances an Initial Early Childhood, Elementary, or English as a Second Language (Pre-K-6) license to the Professional stage, and the program is recognized by the national Council for Exceptional Children (CEC). The Child Life programs also offer entry-level career opportunities at the graduate level, as well as more advanced study for those who are already certified as Child Life specialists.

More advanced professional development is available for experienced teachers through master's programs that can be individualized to include a specialization in ESL or reading for early childhood, elementary or teachers of students with special needs; or special education for early childhood, elementary, or ESL teachers. The Early Childhood Master's in Care and Education can also be combined with any of the three advanced 12-credit clusters to advance the Initial Early Childhood Teacher license to the Professional level.

A teacher with Early Childhood, Elementary, English as a Second Language preK-6 Initial licensure can advance that license to Professional status through the Teacher of Reading Master's Program or the Master's in Special Education. Teachers with initial licensure in Students with Moderate Disabilities (preK-8) may also advance that license to Professional status through the Teacher of Reading Master's Program.

The School of Education and Child Life believes fundamental requirements underlie the work of professionals involved with children, families and communities. These professional characteristics include commitment to a principled, democratic, multi-racial and multicultural society; knowledge of the historical and philosophical roots of care and education and family support; and dedication to working with parents as the child's first teachers and support. Students will increase their knowledge of human development, and research methods, as well as develop skills to work effectively with children and families from diverse backgrounds. Students in Education will also learn curricular design, instructional and assessment strategies, subject matter, and how to critically evaluate their own teaching philosophies. Students in Child Life will learn how to support the psychological and developmental needs of children and families, and will develop skills as child development specialists, interdisciplinary team members and health educators.

Each program in this school consists of core courses in human development, multiculturalism, and research, a practicum, field experience or internship, program-specific courses and, in some cases, electives. Students work closely with an academic advisor during their experience at Wheelock. Students may pursue study on a full-time or part-time basis, except during the semesters of supervised practica when full-time enrollment is necessary in most programs.

EDUCATOR LICENSURE

Depending on each student's selection of courses and practica, Master's program graduates may fulfill requirements for the Massachusetts Department of Elementary and Secondary Education (ESE) Initial Licensure for:

- Early Childhood: Teacher of Children with and without Disabilities (preK-2)
- Elementary Teacher (1-6)
- Teacher of Students with Moderate Disabilities (preK-8)
- Teacher of Reading (preK-12), an advanced specialist teacher license

Students may also use program courses and experiences to apply for and obtain the Massachusetts Department of Early Education and Care (EEC) credentials as Preschool Lead Teacher, School-Age Child Care Teacher and Child Care Director.

A non-degree program leading only to Initial Licensure is available for the Elementary Teacher (1-6) license. See the Urban Elementary Licensure-only Program.

Requirements for the first teacher license in Massachusetts include a baccalaureate degree, completion of a state approved preparation program, and passing scores on the license-specific Massachusetts Tests for Educator Licensure (MTEL). Educator licensure is a three-step process in Massachusetts. Step one is to obtain an Initial license which is good for five years of employment, beginning when the teacher accepts a position that requires the license. Step two is to obtain the Professional license; and step three is to renew the Professional license every five years. The state provides several routes to Professional licensure, all of which require three years of teaching under the Initial license and other state requirements for induction and mentoring. Wheelock offers master's and non-degree options for teachers with and without a master's degree who seek to advance an Initial Early Childhood, Elementary, ESL, or Special Education license to the Professional level.

For teachers who hold a master's degree and initial licensure in designated teaching areas, Wheelock offers twelve credit course clusters that can be used to advance an Initial license to Professional status. Twelve-credit course clusters in Reading or English Language Learners/English as a Second Language are designed to advance initial licenses in Early Childhood, Elementary Education, Students with Moderate Disabilities (preK-8). The twelve-credit course cluster in Reading can also be used to advance an initial license in English as a Second Language (prek-6). In addition, the twelve-credit course cluster in Special Education can be used to advance initial licenses in Early Childhood, English as a Second Language (prek-6), or Elementary Education to Professional status.

A teacher with Special Education Initial licensure can advance to Professional licensure through the Teacher of Reading Master's Program, or with a master's in special education combined with a state approved 12-credit cluster in Reading or ESL. The twelve-credit course clusters in ESL, Reading, and Special Education are authorized for Professional licensure by the Massachusetts Department of Elementary and Secondary Education (ESE) (pending final approval of the commissioner in 2008) for teachers who have an Initial license and a master's degree.

The College offers courses, workshops, and summer institutes that can be used to renew the Professional educator licenses in five year cycles. For more information on educator licensure, please refer to the Professional Licensure section of this catalog or contact the College's Educator Licensure Office at (617) 879-2242.

GRADUATE TEACHING INTERNSHIPS

The Wheelock/Brookline Schools Learning and Teaching Collaborative in Early Childhood and Elementary Education offers a limited number of yearlong paid internship. for early childhood and elementary candidates. In addition, some other communities offer paid internships for graduate students in Elementary Education and the Teacher of Students With Moderate Disabilities. These stipends vary according to site and a student's credentials.

Since students must complete three prerequisite courses before beginning the internship in the fall, they should contact the Office of Field Experience (617-879-2165) as soon as they have made a deposit to attend Wheelock, and have discussed their program of study with their academic advisors.. The placement process, which can take up to two months, should begin by March as public schools close in June and it is difficult to interview in the schools after May.

EARLY CHILDHOOD EDUCATION

The Early Childhood Education Department offers two graduate programs on the Boston campus and in various regional sites in Massachusetts: the Master's in Early Childhood Education (PreK-2), and the Master's in Care and Education in Early Childhood Settings. For a complete description of the regional deliveries of the early childhood programs, see the section on National and Regional programs on pages 133-138.

PROGRAM: Master's in Early Childhood Education (Leading to Massachusetts Department of Elementary and Secondary Education (ESE) Early Childhood Teacher With and Without Disabilities, PreK-2, Initial Licensure)

The nationally recognized Early Childhood Education (PreK-2) Master's Program is designed to prepare professionals who wish to pursue careers in public schools, child care programs, Head Start programs, and community- or corporate-based early care and education settings. Students develop skills in curriculum design, observation and assessment, communication, collaboration, responding to diverse learning styles, and classroom management. Emphasis is

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placed on a commitment to equity in a multi-racial and multicultural society, working in partnership with families, fully integrating children with special needs into the learning environment, and collaboration with community agencies. To be eligible for state licensure through this program, students must meet all program requirements, including successfully passing the Massachusetts Tests for Educator Licensure (MTEL). The license enables educators to work in diverse settings, including inclusive pre-K-2 public school settings and early childhood programs serving children ages 3-8 in public and private settings.

Students follow a sequence of two semesters of student teaching experience in early childhood settings: one practicum in a kindergarten or a pre-kindergarten level site and one in a 1st or 2nd grade site, one of which must include children with special needs.

Students may begin their course work on a part-time basis, but must enroll full-time during semesters in which the two practica are completed. Full-time students may complete the program in four semesters, and are strongly encouraged to begin in the spring or summer. All students should meet with their advisors to develop a study plan, as there is a sequence of courses that must be maintained. Preference is given to applicants who have previous experience working with children and families, preferably in a group setting. A prerequisite for admission is completion of a Bachelor's degree with a major in the Arts and Sciences or an equivalent.

Licensure: Massachusetts' Department of Elementary and Secondary Education Early Childhood: Teacher of Students With and Without Disabilities (PreK-2) Initial Licensure.

Total Credits: 34

ENTRANCE TO PROGRAM: ORIENTATION TO SCHOOL OF EDUCATION AND CHILD LIFE PROGRAMS

Core Courses: 9 credits

Human development course: 3 credits

HDF 504 Child Development: The Early Years*‡

Multicultural course:

EDU 505 Racial and Cultural Identities* 3 credits

Research course:

RES 651 Action Research I 1 credits

and

RES 652 Action Research II 2 credits

PROGRAM COURSES: 25 Credits

ACD 501 Building a Foundation of Graduate Writing * 0 credits

ACD 506 Early Childhood MTEL Subject Review 0 credits

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ACD 510	Foundations of Reading MTEL Review	0 credits
EDU 520	Introduction to Inclusive Early Childhood Education	3 credits
RDG 537	Developing Literacy **	3 credits
EDU 535	Developing Numeracy for Diverse Learners**	3 credits
PRACTICUM CORE I:		
EDU 522	Curriculum for EC Social Studies and Arts*** FALL ONLY	2 credits
EDU 528	Impact of Special Needs: ECE FALL ONLY	2 credits
EDP 521	Practicum & Seminar: ECE PreK/K++	3 credits
or		
EDP 526	Practicum & Seminar ECE 1st/2nd++	
PRACTICUM CORE II:		
EDU 525	Curriculum for ECE Science, Tech and Health*** SPRING ONLY	2 credits
EDP 521	Practicum & Seminar: ECE PreK, K++	3 credits
or		
EDP 526	Practicum & Seminar: ECE, 1st/2nd++	
COMPLETION OF PROGRAM:		
RDG 625	Early Childhood Literacy ****	3 credits
EDU 685	Capstone Course	1 credit
Must have passed MTEL Literacy, Communication, Early Childhood Subject, and Foundations of Reading Tests to enter this course.		
+Students who have completed an undergraduate major in childhood development, human development, child psychology, or related fields within five years of entering the program may petition for course exemption and then choose from the full list of human development core courses.		
++ Both levels must be completed, but in no recommended order.		
*Must be taken prior to practicum I.		
**Must be taken prior to, or concurrently with, practicum I or II.		
***Must be taken concurrently with practicum.		
****Must be taken after RDG 537.		
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PROGRAM: Master's in Care and Education in Early Childhood Settings

The nationally recognized Care and Education in Early Childhood Setting Master's Program is designed for students who will work with young children from 2.8 to 8 years of age in public, private and parochial care and education settings as care givers, classroom teachers, lead teachers, directors, and/or family liaison workers. This program prepares students to work with an increasingly diverse population of children, families and communities.

This program includes field-based experiences in early care and education settings. Students may take up to two 300 hour field experiences. A student may utilize their own classroom/setting for the field based experience, if employed in an appropriate setting, as determined by the faculty in the program and the Field Experience Office. The program includes foundation courses in early childhood education including children with special needs, child development, early childhood curricula and multicultural issues. Students may select additional preparation foci through a range of selected courses from the broader graduate course and institute menu in consultation with their advisor.

Certification: Students completing the program can use the course experience to qualify for the Department of Early Education and Care (EEC) lead teacher credential.

Depending on students' prior experience and course of study at Wheelock, the program may also lead to DEEC Director I certification.

This program does not lead to institutional endorsement for a PreK-2 teacher license issued by the Massachusetts Department of Elementary and Secondary Education (SES)

Total Credits: 30

ENTRANCE TO PROGRAM: ORIENTATION TO SCHOOL OF EDUCATION AND CHILD LIFE PROGRAMS

Core Courses: 9 credits required

Human Development Course:

HDF 504 Child Development: The Early Years*	3 credits
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Multicultural Course:

EDU 505 Racial and Cultural Identities*	3 credits
Research Selective	3 credits

FOUNDATIONAL COURSES: 14 Credits Required

Courses must be taken prior to the field experience

ACD 501 Building a Foundation of Graduate Writing	0 credits
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EDU 520	Introduction to Inclusive Early Childhood Education	3 credits
<i>Courses that must be taken after EDU 520 and HDF 504 and may be taken prior to or during the Field Experience</i>		
RDG 537	Developing Literacy	3 credits
EDU 528	Impact of Special Needs: ECE	2 credits
EDU 522	Curriculum for EC Social Studies and Arts	3 credits
or		
EDU 525	Curriculum for ECE Science, Technology, and Health	
EDP 530	Field Experience and Seminar in Early Childhood Education	3 credits
COMPLETION OF PROGRAM: 1 Credit Required		
EDU 655	Capstone: Care and Education**	1 credit
<i>*Must be taken prior to or concurrently with EDU 520.</i>		
FOCUS OF STUDY (6 CREDITS)		
All students must do a focus of study consisting of six credits in a related area and drawing from an approved list of selectives. A focus of study can be selected from the following options or can be constructed by the student in consultation with their academic advisor. All areas of focus (see below) must be approved by and planned with the academic advisor.		
SUGGESTED AREAS OF FOCUS		
Early Childhood Language and Literacy Development		
EDP 531	Extended Field Experience in Early Childhood Education	
RDG 558	Multicultural Children's Literature	
RDG 616	Assessment of Reading and Writing	
RDG 622	Individualized Instruction in Literacy	
RDG 625	Early Childhood Literacy	
HDF 530	Language Acquisition	
HDF 532	Nature of Linguistic Knowledge	
HDF 702	Language and Culture	
Early Child Care Environments		
EDP 531	Extended Field Experience in B-3 Education	
CFS 504	Assessment of Development: B-3	
HDF 658	Cross Cultural Perspectives on Child Care	
LPA 836	Caring for Infants and Toddlers	
LPA 732	Policy Issues in Child Care	
HDF 526	The Meaning and Development of Play	
		<i>continues next page</i>

Family Communication and Support

- EDP 531 Extended Field Experience in Early Childhood Education
 CFS 602 Family Interaction
 CFS 604 Family Systems: Theory and Application
 CFS 606 Family Support: Children with Special Needs
 CFS 608 Multicultural Perspectives on the Family
 CFS 612 Family and Culture
 CFS 614 Perspectives on Parenting
 CFS 630 Helping Children Cope with Stress
 CFS 753 Responding to Questions Parents Ask
 HDF 784 Working with Children in Violent Times

Expressive Arts

- EDP 531 Extended Field Experience in Early Childhood Education
 EDU 522 Curriculum for EC Social Studies and Arts
 (if not taken for other program requirement)
 PRO 578 Art for Children
 PRO 579 Music for Children
 THE 515 Movement, Mask and Music

Math, Science and Technology

- EDP 531 Extended Field Experience in Early Childhood Education
 EDU 525 Curriculum for ECE Science, Technology and Health (if not taken
 for other program requirement)
 EDU 535 Developing Numeracy for Diverse Learners
 EDU 590 Science for Teachers of Children
 SPE 546 Assistive Technology
 LPA 730 Planning a Technology Environment

Child Development

- EDP 531 Extended Field Experience in Early Childhood Education
 HDF 502 Infant and Toddler Behavior and Development
 HDF 521 Children's Cognitive Development
 HDF 526 The Meaning and Development of Play
 HDF 528 Emotional Development
 HDF 530 Language Acquisition
 HDF 532 Nature and Linguistic Knowledge
 HDF 784 Working with Children in Violent Times

Early Childhood Curriculum Development

- EDP 531 Extended Field Experience in Early Childhood
 Education
 CFS 504 Assessment of Development: B-3
 CFS 514 Curriculum Development: B-3
 EDU 522 Curriculum for EC Social Studies and Arts
 (if not taken for other program requirement)
 EDU 525 Curriculum for ECE Science, Technology and Health(if not taken for
 other program requirement)
 EDU 535 Elementary Mathematics

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EDU 590 Science for Teachers of Children
 HDF 526 The Meaning and Development of Play
 HDF 784 Working with Children in Violent Times
 PRO 578 Art for Children
 PRO 579 Music for Children
 THE 515 Movement, Mask and Music

Early Childhood Special Needs

EDP 531 Extended Field Experience in Early Childhood
 Education (in an inclusive setting)
 HDF 526 The Meaning and Development of Play
 HDF 530 Language Acquisition
 SPE 560 Managing Behavior
 SPE 546 Assistive Technology
 CFS 606 Family Support: Children with Special Needs

Early Childhood Leadership, Policy and Administration

EDP 531 Extended Field Experience in Early Childhood Education
 HDF 536 The Education of Young Children: Theories, Practices and Policies
 LPA 730 Planning a Technology Environment
 LPA 732 Policy Issues in Child Care
 LPA 804 Policy Issues in Early Care and Education
 LPA 805 Starting a Child Care Program
 LPA 806 Financial and Legal Aspects of Center Management
 LPA 807 The Early Childhood Organization: The Human Side of
 Management
 LPA 824 Leading the Change: Family Friendly Programs
 LPA 830 Director to Director: Mentoring
 LPA 841 Early Childhood Mentor Teacher

ELEMENTARY EDUCATION

The Elementary Education Department offers three graduate programs on the Boston Campus: Master's in Elementary Education leading to Initial licensure (1-6), Non-licensure Educational Studies Master's Program, and the Urban Elementary Licensure-only non-degree Program. The elementary master's programs are also offered in a 2-year cohort model on Martha's Vineyard in Massachusetts (beginning in 2008-2009) and in Beaufort, South Carolina. For more information on National and Regional Programs, please visit www.wheelock.edu.

PROGRAM OF STUDY: Master's in Elementary Education (leading to Initial Licensure to Teach in Grades 1-6)

The nationally recognized Master of Science in Elementary Education leads to institutional endorsement for the Massachusetts Department of Elementary and Secondary Education Elementary Teacher (1-6) license at the Initial stage, and prepares educators who wish to work with children in those grades in a public

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or private school setting. Students increase and develop competencies in the use of their knowledge of subject matter and children's development as they design curriculum; employ strategies for teaching diverse learners; assess student learning and use supervision and reflection to improve their practice. Emphasis is placed on a commitment to promoting equity and achievement in a multiracial, multicultural society, working in partnership with families; and enabling all children to participate fully in the learning environment.

Full-time students may complete the program in four semesters and are urged to begin in the summer semester. Students follow a sequence of courses and have the option of doing either a full-year internship in a single elementary classroom, or a 100-hour Fall prepracticum and full-time Spring student teaching practicum in different elementary classrooms. Students may begin their course work on a part-time basis but must enroll full-time during the semester in which the practicum is completed. Upon entering the program, all students must meet with an advisor to develop a study plan. Preference for admission is given to applicants with prior experience working with children and families, preferably in a group setting. A prerequisite for admission is completion of a major in the Arts and Sciences or its equivalent.

Beginning in the fall 2008, all elementary candidates will have an opportunity to complete additional special education courses and experiences that enable them to apply for the moderate disabilities Initial license upon program completion and after they receive their elementary license. This integrated elementary/special education program of study will be available to all candidates accepted to either the elementary or the special education program. Master's candidates can also include an advanced 12-credit cluster of courses approved by the state to advance their Initial license to the Professional level after three years of teaching under the Initial license. For more information on the 12-credit cluster route to Professional licensure for teachers with a master's degree and an Initial license, contact the Education Licensure office at 617-879-2242.

Licensure: Elementary Teacher (1-6) Initial Licensure.

Total Credits: 34

ENTRANCE TO PROGRAM: Orientation to School of Education and Child Life Programs

CORE COURSES: 9 Credits

ACD 501 Graduate Writing 0 credits

Human Development Selective* (choose one)

HDF 501 Lifespan Development 3 credits

HDF 508 Learning and Development in Children 3 credits

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Research selective: (choose one)

RES 651 & 652	Action Research, I & II	3 credits
RES 720	Oral History Research Methods	3 credits
RES 723	Teacher as Researcher	3 credits
RES 740	Advanced Research Seminar	3 credits

Multicultural course:

EDU 505	Racial and Cultural Identities	3 credits
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PROGRAM COURSES: 10 Credits

EDU 540	Intro to Inclusive Elem Communities	2 credits
RDG 537	Developing Literacy	3 credits
EDU 534	Mathematics for Teachers	2 credits
EDU 545	Elementary Science (Fall only)	3 credits
EDP 535	ELE Prepracticum and Seminar (100 hours-Fall only)	1 credit
SPE 548	Children with Special Needs I	1 credit
Or		
SPE 542	Impact of Special Needs	3 credits

PREPRACTICUM: 12 Credits

RDG 623	Focused Instruction in Literacy	3 credits
EDU 535	Developing Numeracy for Diverse Learners	3 credits
EDU 546	ELE History and Social Sciences (Spring only)	3 credits
EDP 536	Elementary Practicum and Seminar (300 hours-Spring only)	3 credits

COMPLETION OF PROGRAM: 1 Credit

EDU 685	Capstone: Elementary Education***	1 credit
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*Must be taken prior to prepracticum. Students who have an extensive background in child development, human development, child psychology, or related fields may petition for course exemption and select from among all of the human development course offerings.

***Prerequisites for EDU 685: Passing score on the Massachusetts Tests for Educator Licensure (MTEL) including the Communication and Literacy Skills Test, the General Curriculum Test, and the Foundations of Reading Test.

Note to all students regarding practica and internship: Students are advised to limit the number of courses they take while engaged in the practicum or the year-long internship as the demands of full-time student teaching are substantial when combined with the accompanying coursework. Students should consult with an academic advisor to construct their course sequence.

PROGRAM OF STUDY: Master of Science in Educational Studies-
Elementary Education

Non-Licensure Program

Total Credits: 30

CORE COURSES: 9 Credits Required

Human Development Selective (choose one)	3 credits
HDF 521 Children's Cognitive Development	
HDF 530 Language Acquisition	
HDF 532 Linguistics & Second Language Acquisition	
HDF 702 Language and Culture	
Multicultural Selective	3 credits
Research Selective (choose one)	3 credits
RES 651 & 652 Action Research, Parts I & II	
RES 720 Oral History Research Methods	
RES 723 Teacher as Researcher	
RES 740 Directed Research Seminar	

SCHOOL OF EDUCATION AND CHILD LIFE COURSES: 4 Credits

EDU 505 Racial and Cultural Identities	3 credits
EDU 655 Capstone: Elementary Education	1 credits

PROGRAM COURSES: 17 Credits Required

Students work with an advisor to select courses in Education, Language and Literacy, and Human Development to develop a program specialty in elementary education.

URBAN TEACHER PROGRAM (LICENSURE-ONLY)
with articulation into the Elementary Master's of Science in Education
Program

This program has been re-structured; a new cohort of students will begin in 2008. Wheelock's Urban Elementary Licensure-only Teacher Program is cohort based, community and child centered, and designed to meet the needs of the changing diverse population. Teachers today must be in a position to work with all children and families.

This program is designed to prepare a diverse cohort of elementary educators who wish to work with children in grades 1-6 in public or private settings. The program includes course work in the history, philosophy, and current political reality of today's schools; a course in child development with emphasis on the diverse learning needs and styles of children; an on-going curriculum and reflective seminar; courses that include methods of teaching reading, writing, math, and science to diverse learners; and seventy-five (75) hours of pre-practicum observation followed by three hundred (300) hours of classroom work (student teaching).

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Students engage in reflective thinking and critical inquiry in relation to instructional decision making. Throughout the program, Wheelock faculty engage the cohort in on-going critical review of teaching practices. After the initial coursework, students spend July and part of August in student teaching placements and integrated history and social science curricula seminars. Students teach five days per week, in selected schools in Boston and are supervised by certified teachers and Wheelock supervisors.

Accepted applicants to the intensive summer program are provided orientation to the program that includes preparation support for the state licensure examinations. The support is offered in February and March to enable eligible candidates to take and pass the required exams in March, May, and July to qualify for licensure at the close of the program in August. To be eligible for licensure through the intensive program, a candidate must have some elementary teaching experience and qualify for a waiver from half of the elementary practicum under Massachusetts state regulations. Other participants in the intensive summer program are entering the profession and will complete a prepracticum in the summer term and finish requirements for licensure as they complete the Master's in Elementary Education program during the full academic year. A third group of participants is composed of experienced teachers who seek preparation for work in urban settings and want to add the area of elementary teacher (1-6) to their educator licensure

LANGUAGE AND LITERACY

The Language and Literacy Department offers several graduate programs: a Teacher of Reading master's degree program which leads to Massachusetts Educator Licensure for grades preK-12, a non-licensure master's degree program in Language and Literacy Studies, and 12-credit advanced professional course clusters in Reading, and in English Language Learners / English as a Second Language.

PROGRAM OF STUDY: Master's Degree Teacher of Reading

The Teacher of Reading master's degree is designed for students who want to become reading specialists or classroom teachers who are experts in teaching reading and writing in multilingual and multicultural settings. Through a set of courses and field experiences, students develop a base of knowledge about children's literacy development, learn to observe and assess children's reading abilities, and develop a repertoire of teaching strategies that reflect a balanced approach to literacy instruction. In addition, students learn how to partner with, advocate for, and support schools, families and communities in improving literacy outcomes. Upon successful completion of the program requirements and the required Massachusetts Tests for Educator Licensure (MTEL), students are eligible to apply for Massachusetts Teacher of Reading Initial license (preK-12).

Before program entry, students must have an initial teacher license, typically in early childhood, elementary, middle school, or special education, and must have at least one year of teaching experience in the area of this first license. The Master's in Reading fulfills state requirements that lead to Professional

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Licensure for teachers with initial license in Early Childhood, Elementary, English as a Second Language (pre-K-6) and Moderate Disabilities (preK-8).

Entrance Requirements: An initial teaching license and at least one year of teaching experience under this initial license.

Total Credits: 31

ENTRANCE TO PROGRAM: ORIENTATION TO SCHOOL OF EDUCATION AND CHILD LIFE PROGRAMS

CORE COURSES: 9 Credits

Human Development core course 3 credits

HDF 530 Language Acquisition

Multicultural core course 3 credits

HDF 702 Language and Culture*

Research core course 3 credits

RES 722 Research in Language and Literacy

PROGRAM COURSES: 21 Credits

RDG 558 Multicultural Children's Literature 3 credits

RDG 568 Developing Young Writers 3 credits

RDG 618 Literacy Across the Curriculum* 3 credits

RDG 622 Individualized Instruction in Literacy* 3 credits

RDG 626 Diagnosis and Correction of Reading Problems 3 credits

RDP 609 Practicum and Seminar:
Teacher of Reading (150 hrs) 3 credits

Reading selective: (choose one) 3 credits

RDG 530 Teaching Literacy to English Language Learners 3 credits

RDG 560 African-American Children's Literature 3 credits

RDG 616 Assessment of Reading and Writing 3 credits

COMPLETION OF PROGRAM

EDU 706 Capstone: Teacher of Reading** 1 credit

*Must be taken prior to RDP 609

**Entrance to capstone requirement: passing scores on the Reading Specialist and Communication and Literacy Massachusetts Skills Tests for Educator Licensure (MTEL).

PROGRAM OF STUDY: Master's in Language and Literacy Studies

The Language and Literacy Studies master's degree is non-licensure program designed for students interested in developing expertise in particular aspects of language and literacy, such as multilingual literacy or reading, writing and assessment. The program incorporates a common core that includes human development, multiculturalism, and research, and culminates with a 1-credit capstone. Working with a faculty advisor, students design a 21-credit program focus within language and literacy. Students may use this program as preparation for work in curriculum development, school leadership, or doctoral study in literacy.

Non-Licensure Master's Program

Total credits: 31

CORE COURSES: 9 Credits

Human Development core course (choose one)

HDF 521	Children's Cognitive Development	3 credits
HDF 530	Language Acquisition	

Multicultural core course

HDF 702	Language and Culture	3 credits
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Research core course

RES 722	Research in Language and Literacy	3 credits
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SPECIALTY COURSES: 21 Credits

(Specific program developed with advisor. Suggestions given below.)

Working in Multilingual Communities

MLE 535	Second Language Acquisition and Assessment
RDG 530	Teaching Literacy to English Language Learners
RDG 558	Multicultural Children's Literature
RDG 568	Developing Young Writers
RDG 650	African-American Children's Literature
MLE 525	Content Area Instruction for English Language Learners
MLE 530	Supporting Second Language Acquisition

Reading, Writing and Assessment

RDG 616	Assessment of Reading and Writing
RDG 618	Literacy Across the Curriculum
RDG 558	Multicultural Children's Literature
RDG 568	Developing Young Writers
RDG 622	Individualized Instruction in Literacy
RDG 623	Focused Instruction in Literacy
RDG 626	Diagnosis and Correction of Reading Problems

COMPLETION OF PROGRAM

EDU 708	Capstone: Language and Literacy Studies	1 credit
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PROGRAM: Advanced Professional Course Cluster in Reading

The Advanced Professional Course Clusters at Wheelock College are designed to help teachers who hold a master's degree and Initial licensure move to Professional status. The APCC in Reading is designed for those teachers who hold Initial licensure in early childhood education, elementary education, English as a Second Language (ppre-K-6) and special education (Teacher of Students with Moderate Disabilities). This 12-credit course cluster helps teachers develop expertise in teaching reading in culturally and linguistically diverse classrooms. The 12-credit course clusters are offered with permission from the Department of Elementary and Secondary Education, to advance Initial licenses to the Professional level.

Teachers who hold Initial licensure in early childhood education, elementary education or special education may also be interested in Wheelock's APCC in English Language Learners/English as a Second Language.

PROGRAM: 12 Credits

RDG 618	Literacy Across the Curriculum	3 credits
HDF 702	Language and Culture	3 credits
RDG 616	Assessment of Reading and Writing	3 credits

Students select one of the two options below:

RDG 530	Teaching Literacy to English Language Learners	3 credits
RDG 622	Individualized Instruction in Literacy	3 credits

PROGRAM: Advanced Professional Course Cluster in Teaching English Language Learners/English as a Second Language

The Advanced Professional Course Clusters (APCCs) at Wheelock College are designed to help teachers who hold a master's degree to advance an Initial licensure to the Professional level. The APCC in English Language Learners/English as a Second Language is designed for those teachers who hold Initial licensure in early childhood education, elementary education, and special education (Teacher of Students with Moderate Disabilities). This 12-credit course cluster develops expertise in working with young English language learners in mainstream or sheltered English immersion classrooms for grades preK-6. (The APCCs are pending final approval from the Massachusetts Department of Education, 2006-2007.)

Teachers who hold Initial licensure in English as a Second Language should consider the APCCs in Reading or Special Education.

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PROGRAM: 12 Credits

RDG 530	Teaching Literacy to English Language Learners	3 credits
MLE 535	Second Language Acquisition and Assessment	3 credits
MLE 530	Supporting Second Language Acquisition	3 credits
MLE 525	Content Instruction for English Language Learners	3 credits

LEADERSHIP AND POLICY IN EARLY CARE AND ADMINISTRATION

The Leadership, Policy, and Administration Program (only offered through the National and Regional Programs) is designed for professionals in the field of care and education who wish to develop specialized skills in leadership, policy and administration. Students prepare for leadership roles in child care programs, public and private schools, policy arenas, and professional organizations.

Wheelock College believes that new leaders are required to help children, families and communities meet today's challenges. The purpose of the Leadership program is to prepare its graduates to work collaboratively among various human services and utilize community resources to create a comprehensive and integrated response to the needs of children and their families.

The course of study in this program is designed so that students learn a common set of leadership competencies. Participants in each professional program also pursue the courses that address the special requirements of their fields.

Each student's program is comprised of core courses in human development, multiculturalism and research, as well as department requirements, specialty courses and electives. A practicum in the student's area of specialization is carefully selected by the student and academic advisor. The program is not designed to lead to institutional endorsement for a teaching credential.

Applicants to these programs must demonstrate at least two years of prior professional experience with children and families, as well as leadership potential. Students may pursue study on a full-time or part-time basis.

PROGRAM OF STUDY: Master's in Leadership and Policy in Early Care and Education

The Leadership and Policy in Early Care and Education Program prepares candidates for leadership roles in a variety of diverse community settings, including particularly those with a public policy and advocacy context. Students enhance and strengthen their skills in interpersonal communication, supervision, consultation, finance, policy analysis, and program development and evaluation.

The program includes core courses in the areas of human development, multiculturalism and research, and department courses in leadership, policy and

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interprofessional work. Working closely with an academic advisor, students plan and sequence a range of program and specialization courses. In addition to these requirements and practicum, students may focus on areas such as policy, child development, curriculum, professional development, research, or family studies. Students may pursue study on a full-time or part-time basis. Full-time students can complete the program in four semesters, generally two summer semesters and one academic year. The program often appeals to educators although it is not a school-based leadership program.

Certification: Candidates use courses and experiences to apply independently to the Department of Early Education and Care (EEC) for the credential Child Care Director

Total Credits: 36

ENTRANCE TO PROGRAM: ORIENTATION TO SCHOOL OF EDUCATION AND CHILD LIFE PROGRAMS

CORE COURSES: 9 Credits

HDF 515	Lifespan Development II: Adult Development	3 credits
	Multicultural selective	3 credits
	Research selective	3 credits

DEPARTMENT COURSES: 10 Credits

LPA 701	Becoming Leaders in a Democracy	3 credits
EDU 710	Capstone: Advanced	1 credit
LPA 702	Interpersonal Skills of Leadership	3 credits
LPA 734	Social Policy and Community Collaboration	3 credits

PROGRAM COURSES: 11 Credits

LPA 720	Leadership for Organizational Change	3 credits
LPA 806	Financial and Legal Aspects of Center Management*	2 credits
LPP 651	Practicum and Seminar: Leadership in ECE and Human Service Settings	6 credits

ELECTIVE COURSES: 6 Credits

SPECIAL EDUCATION

The Special Education Department offers three graduate programs: a Masters in Teacher of Students with Moderate Disabilities, a Masters in Educational Studies, and a 12-credit advanced professional course cluster in Special Education.

PROGRAM OF STUDY: Master's in Teacher of Students with Moderate Disabilities (Pres-K-8)

The nationally recognized (CEC) Teaching Students with Moderate Disabilities (TSMD) Master's is designed to prepare professionals to work with children, pre-kindergarten through eighth grade, with mild to moderate disabilities who participate in inclusive, resource, or substantially separate public or private school classrooms. Students develop skills in an inclusive curriculum design, creating a supportive classroom ecology, differentiated teaching strategies, behavior management, collaborative problem-solving, formal and informal assessment, and a commitment to equity for all children in a multiracial and multicultural society. Additional emphasis is placed on racial and cultural identities, assistive technology, research, and advanced professional topics in the field. To successfully complete the Master's program, a student must have received a passing score on the sections of the Massachusetts Test for Educator Licensure (MTEL) required by the Massachusetts Department of Education. Upon successful completion of the state approved and nationally recognized program students will have earned a Master of Science degree in Education and are eligible for institutional endorsement for the Massachusetts Teacher of Students with Moderate Disabilities (PreK-8) Initial license.

The program is intended for graduate level students who desire an in-depth, guided experience. Typically, Master's students are employed in paid full-time internships as co-teachers in partner schools, teaching and teaming with their Mentor teachers and Wheelock College faculty. With faculty approval, students who are currently employed in a special education setting may use that site for their internship.

The Master's program is designed for people with a variety of work and educational backgrounds, including recent liberal arts or education graduates, mid-career teaching professionals, and people seeking a career change. We welcome students who have worked previously in paraprofessional or teaching assistant positions or in community-based education and service programs and who are seeking to move into full teaching positions. The TSMD program is designed to minimize the financial and time constraints often associated with earning a Master's degree by providing paid internships, and by compressing students' time in the college to 14 months.

Licensure: Massachusetts Department of Elementary and Secondary Education (ESE) Teacher of Students with Moderate Disabilities (PreK-8) Initial License.

Total Credits: 30-36

Note: The sequence of courses below is typical but variations are permitted.

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Students usually begin the program in the summer, however, other starting dates are allowed with permission of the Department. Some courses are offered during intersession or on weekends so that students have every opportunity to customize their schedules.

ENTRANCE TO PROGRAM: ORIENTATION TO SCHOOL OF EDUCATION AND CHILD LIFE PROGRAMS

SUPPORT COURSES AVAILABLE:

ACD 501	Building a Foundation of Graduate Writing (MTEL)	0 credits
ACD 505	Elementary Education MTEL Subject Review	0 credits
ACD 510	Foundations of Reading MTEL Prep	0 credits

PREPRACTICUM CORE:

SPE 542	Impact of Special Needs	3 credits
EDU 505	Racial and Cultural Identities	3 credits
*RDG 537	Developing Literacy	3 credits
**Human Development Course		3 credits

PRACTICUM CORE:

Fall

SPP 640	Internship: Student with Special Needs (300 hours minimum)	3 credits
SPP 641	Seminar: Student with Special Needs (taken with SPP 640)	1 credit
SPE 652	Inclusive Special Education	3 credits
or		
SPE 654	Advanced Inclusive Curriculum	3 credits
EDU 535	Developing Numeracy for Diverse Learners	3 credits

Spring/Summer as scheduled

SPE 656	Special Education Assessment	3 credits
RES 725	Research Methods	3 credits
SPE 710	Assistive Technology	1 credits
SPE 560	Management of Behavior	2 credits
SPE 650	Teaching Reading to Struggling Readers	2 credits

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Completion of Program

SPE 685	Democracy and Special Education	2 credits
SPE 680	Portfolio Development: Special Education	1 credits
Total Credits:		30-36

+ A portfolio is required for the completion of the Program. The successful completion of MTEL is required as evidence of meeting certain Wheelock and Massachusetts Department of Education Professional Standards. When the portfolio is complete and ready for presentation, students may register for the 1 credit Portfolio requirement and exit the program.

Notes of Explanation for the TSMD Master's Degree Program of Study

The total number of credits required for a Master's degree may be as few as 30 credits, depending on the student's Program of Study (POS). Students who have not taken a previous human development course and require the full 3 credits of modules will complete the program with 36 credits (see notes below under *, and **).

*Wheelock College undergraduates who complete requirements for an elementary or early childhood license do not have to take the course RDG 537 Developing Literacy if they took a similar course and received a grade of B or better.

**This program requires a Human Development graduate or undergraduate course taken within the past 5 years with a grade of B or better. If a human development course has not been taken within the past 5 years, the following are suggested courses from which to choose one course and your Program of Study will include an additional 3 credits:

HDF 501	Lifespan Development I: Conception through Adolescence
HDF 521	Cognitive Development
HDF 528	Emotional Development
HDF 530	Language Acquisition

PROGRAM: Master's of Science in Educational Studies: Special Education

This program is open to students who would like to pursue a Master's Degree but are not interested in obtaining state licensure as a teacher of students with moderate disabilities. Students work with an advisor to develop a program of study in a specialized area of special education.

Non-Licensure Program

Total Credits: 30

ENTRANCE TO PROGRAM: ORIENTATION TO THE SCHOOL OF EDUCATION AND CHILD LIFE PROGRAMS

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CORE COURSES: 9 Credits Required

Human Development Selective (choose one)		
HDF 521	Children's Cognitive Development	3 credits
HDF 530	Language Acquisition	
HDF 532	Linguistics & Second Language Acquisition	
HDF 702	Language and Culture	
Multicultural Selective		3 credits
Research Selective (choose one)		3 credits
RES 720	Oral History Research Methods	
RES 722	Research in Language & Literacy	
RES 724	Research Methods	
RES 740	Directed Research Seminar	

OTHER EDUCATION COURSES: 5 Credits

EDU 505	Racial and Cultural Identities	3 credits
SPE 685	Democracy and Special Education	2 credits

PROGRAM SPECIALTY COURSES: 16 Credits**PROGRAM REQUIREMENTS: 4 Credits**

SPE 542	Impact of Special Needs	3 credits
SPE 680	Portfolio Development: Special Education	1 credit

PROGRAM SELECTIVES: 12 Credits

Students select from the following courses to develop a program specialty in special education:

SPP 900	Field Experience with Special Populations	3 credits
SPE 560	Management of Behavior	2 credits
SPE 652	Inclusive Special Education	3 credits
SPE 654	Advanced Inclusive Curriculum	3 credits
SPE 656	Special Education Assessment	3 credits
SPE 650	Teaching Reading for Struggling Readers	2 credits
RDG 537	Developing Literacy	3 credits
RDG 616	Assessment of Reading and Writing	3 credits
RDG 622	Individualized Instruction in Literacy	3 credits
SPE 710	Assistive Technology	1 credit

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PROGRAM: Advanced Professional Course Cluster in Special Education

The Advanced Professional 12-credit Course Clusters at Wheelock College are designed to help teachers who have a master's degree and Initial licensure move to Professional status. The APCC in Special Education is designed for those teachers with Initial licensure in early childhood education, elementary education, and English as a second language. This 12-credit course cluster helps teachers to develop expertise in teaching children with exceptional learning needs in diverse settings. (The 12-credit course clusters are offered with permission of the Massachusetts Department of Elementary and Secondary Education to advance Initial license to the Professional level.

Teachers who hold Initial licensure in special education (Teacher of Students with Moderate Disability) should consider the APCC in Reading or Teaching English Language Learners/English as a Second Language.

Program: 12 credits

SPE 542	Impact of Special Needs	3 credits
SPE 654	Advanced Inclusive Curriculum	3 credits
SPE 656	Special Education Assessment	3 credits
SPE 560	Management of Behavior	2 credits
SPE 710	Assistive Technology	1 credit

CHILD LIFE

MASTER'S PROGRAM IN CHILD LIFE AND FAMILY-CENTERED CARE

The Child Life and Family-Centered Care program prepares students to work as child life specialists in inpatient, outpatient, and community-based health care settings. Students develop skills as child development specialists, interdisciplinary team members and health educators. They select courses in child life, human development, multiculturalism, research, and child and family studies. The Child Life and Family-Centered Care Program includes clinical experiences and course work that prepare students, as members of an interdisciplinary health team, to support the psychosocial and developmental needs of children and families across the health care continuum.

Students applying for the Master of Science in Child Life and Family-Centered Care program must complete a minimum of 100 hours of volunteer work in a pediatric health care setting under the supervision of a Child Life Specialist prior to acceptance to the program. Upon acceptance, the student and faculty advisor will develop a plan of academic study and clinical experience based on the student's needs and professional goals. Students may pursue study on a full-time or part-time basis.

Following new requirements of the Child Life Council, the Child Life and Family-Centered Care program is being revised. Some changes in program requirements are expected in 2008-2009. For information on these changes, see the Wheelock College webpage at www.wheelock.edu.

PROGRAM: Masters in Child Life and Family Centered Care

This program is designed to train students for entry level positions as child life specialists in a variety of health care settings.

During two internships (one 400-hour, and one 200-hour hour) supervised by a certified Child Life Specialist , students develop knowledge and skills based on the Child Life Council Competencies. In collaboration with the health care team students assess, plan, implement and evaluate developmental and psychosocial services to support children and families during health care experiences.

Certification: Upon successful completion of the program, students will obtain a Master of Science in Child Life and Family Centered Care, and will be eligible to sit for the Child Life Council Certification examination.

Total Credits: 39

CORE COURSES: 9 Credits Required

HDF 526	The Meaning and Development of Play	3 credits
	Multicultural selective	3 credits
	Research selective	3 credits

DEPARTMENT COURSES: 6 Credits Required

	Selectives in Human Development or other related courses*	6 credits
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PROGRAM COURSES: 18 Credits Required

CLF 632	The Child and Family in Health Care	3 credits
CLF 670	Clinical Issues in Child Life Programs (taken concurrently with CLP 671 or CLP 673)	3 credits
CLP 671	Clinical Experience & Seminar I: Children in Health Care Settings	6 credits
CLF 770	Child Life Program Development and Administration (taken concurrently with CLP 671 or 673)	3 credits
CLP 673	Clinical Experience and Seminar II: Child Health & Development	3 credits

ELECTIVE COURSES: 6 Credits Required

* to be discussed with academic advisor

PROGRAM: Child Life and Family Centered Care: Advanced Standing

Designed for students who are currently eligible to become certified as Child Life Specialists or have completed a 480-hour internship under a certified Child Life Specialist, this program offers opportunities for students to advance the skills of the Child Life Competencies. During one required 200-hour internship in a community health care or specialty settings, students work with interdisciplinary teams in more specialized areas of child life, including: child development and family-centered care, health promotion, bereavement support and program development. Students may elect to do an additional 200-hour internship. Upon successful completion of the program, students will obtain a Master of Science in Child Life and Family Centered Care and will be eligible to sit for the Child Life Council Certification Examination.

PROGRAM: Child Life and Family Centered Care: Advanced Standing.

Total Credits: 36

CORE COURSES: 9 Credits Required

HDF 526 The Meaning and Development of Play	3 credits
Multicultural selective	3 credits
Research selective	3 credits

DEPARTMENT COURSES: 9 Credits Required

Human Development of other related field	9 credits
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PROGRAM COURSES: 12 Credits Required

CLF 632 The Child and Family in Health Care	3 credits
CLF 670 Clinical Issues in Child Life Programs (taken concurrently with CLP 670)	3 credits
CLP 670 Clinical Experience and Seminar I: Child Health & Development	3 credits
CLF 770 Child Life Program Development and Administration	3 credits

ELECTIVE COURSES: 6 Credits**OPTIONAL INTERNSHIP:**

CLP 672 Clinical Experience and Seminar II	(3 credits)
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PROGRAM : Child Life and Family Centered Care: Combined degree
(for Wheelock alumni)

The combined degree program is designed for Wheelock undergraduate alumni with a major in Child Life who have obtained their undergraduate degree within the past three years. Students are exempted from 12 credits from the regular program, and complete one 200-hour internship in a community health care or specialty setting. This program offers students the opportunity to advance the skills of the Child Life Competencies in more specialized areas of child life including: child development and family-centered care, health promotion, bereavement support and program development. Upon successful completion of the program, students will obtain a Master of Science in Child Life and Family Centered Care and will be eligible to sit for the Child Life Council Certification Examination.

Certification: Eligible to apply for the Child Life Certification Examination

Entrance Requirements: B.A./B.S. from Wheelock College within the past three years

Total credits: 27

CORE COURSES: 3 Credits Required

Research selective	3 credits
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DEPARTMENT COURSES: 6 Credits Required

Selectives in Human Development or other Related fields	6 credits
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PROGRAM COURSES: 9 Credits Required

CLF 670 Clinical Issues in Child Life Programs	3 credits
CLP 670 Clinical Experience and Seminar I: Child Health & Development (200 hours)	3 credits
CLF 770 Child Life Program Development and Administration	3 credits

SELECTIVES: 9 Credits Required (Including but Not Limited to the Following Courses):

CFS 504 Assessment of Development in B-3	
CFS 506 Neurobehavioral Assessment of the Newborn	
CFS 514 Curriculum Development B-3	
PROPROPRO 534 Helping Children Cope with Death, Dying and Bereavement	
CFS 602 Family Interaction	
CFS 614 Perspectives on Parenting	
PROPROPRO 622 Issues in Death and Dying	
CFS 630 Helping Children Cope with Stress	<i>continues next page</i>

PROPROPRO 632 Cross-Cultural Perspectives on Grief
 CFS 634 Families and Chronic Illness
 EDU 531 Learning and Teaching Through the Arts
 HDF 501 Lifespan Development I: Birth Through Adolescence
 HDF 502 Infant and Toddler Behavior and Development
 HDF 521 Children's Cognitive Development
 HDF 560 Risk and Resiliency in Infancy
 HDF 706 Cross Cultural Perspectives on Human Development
 PRO 577 Drama for Children
 PRO 578 Art for Children
 PRO 579 Music for Children
 SPE 546 Assistive Technology

THE HOSPITALIZED CHILD IN ENGLAND, SUMMER PROGRAM

The Hospitalized Child in England (CLP 674) provides a five-week summer experience with children and families receiving health care. Students work with a hospital play specialist in a London area hospital to provide psychosocial support to the child and parents during the hospital stay. Supervision is provided by Wheelock College faculty.

Seminars and site visits introduce students to British health care professionals and to children's programs of special interest. Students also learn about the health care system in Britain and how it provides services to a diverse society. Other topics discussed are hospice care, pain management and child advocacy.

This program is open to undergraduate and graduate students from Wheelock or other institutions, as well as interested child life professionals. Applicants should have completed a minimum of 100 hours of volunteer work under the supervision of a Child Life Specialist. For more information, contact the Office of Admissions and Financial Aid, (617) 879-2206.

The Application Deadline for this program is April 1.

Wheelock College reserves the right to cancel this program if there is insufficient enrollment. All students will be notified within a few weeks of the application deadline of this decision.

SCHOOL OF SOCIAL WORK AND FAMILY STUDIES

SOCIAL WORK

MASTER OF SOCIAL WORK DEGREE (MSW)

The Master of Social Work program is designed to educate a diverse group of students who are committed to being leaders in effecting change in the social conditions of children and their families, especially those who are the most discriminated against, oppressed, and disadvantaged. Students will be prepared for advanced, justice-based social work practice through a series of required and elective courses that will provide them with professional knowledge, skills, and values, reflecting strengths-based and empowerment approaches that are family-centered, community-based, interprofessional, and directed toward change at the individual, family, community, and systems levels.

The program requires students to study in the five core areas of professional social work education: human behavior and the social environment, social work practice, social policy, social research, and field practicum experience in local health, education, and social service settings in Boston and the surrounding area. These core areas of study are further contextualized in the Wheelock MSW program by nine curricular themes: human rights and social and economic justice; values and ethics; multicultural competence; the strengths and ecosystemic perspectives; and partnered practice that is family-centered, community-based, and interprofessionally collaborative.

In the first year of the program, students prepare for practice with individuals, small groups, families, organizations, and communities through study in the five core areas. The second year of the program is organized around a singular concentration on children and families in their communities, especially those children and families who are most at risk for not being able to participate fully in society's services, resources, and supports. Some of the conditions that put families at risk include, but are not limited to, poverty, homelessness, violence, substance abuse, long-term individual and group discrimination, incarceration, special health and education needs, immigrant or refugee status, and religious or spiritual diversity. Building on the foundation knowledge of the first year, students in the second year identify a particular area of interest or self identified specialization within the concentration (e.g., violence in the lives of children and families, death, dying, and bereavement, parenting education and family supports, early childhood, and others) and use their policy, practice, research, human behavior, and field practicum experience to further refine and develop their knowledge and skills in that area. Additionally, students will have the opportunity in their second year to choose elective courses that support and strengthen their particular area of interest or specialization. For example, a student with an interest in family violence might be placed in the Child Witness to Violence Program at Boston Medical Center for their concentration field practicum, use their advanced human behavior class to write a grant proposal that focuses on supporting families experiencing violence, and take an elective on Children and the Law.

Upon completion of the MSW degree, students are eligible to sit for the intermediate licensure examination (LCSW) in Massachusetts. General questions about state licensure can be answered by searching the NASW website (<http://naswma.org/licensingQs.asp>). Students planning to practice in other states can also consult NASW state chapter websites for additional information on licensure, which can be located through the national website (<http://www.naswdc.org>).

Applicants to the program will need to consult the catalog for specific admissions requirements for MSW students. Students may pursue admission to the program in the following categories: full-time and half-time in the regular two and four year programs, and full-time and half-time in the advanced standing program.

Full-time study is completed in four full-time semesters on a two-year, fall and spring semester schedule. Part-time study can be completed within four years, usually including no more than eight part-time semesters on a four-year, fall and spring semester schedule. Advanced standing full time study is completed in a two semester (fall and spring) schedule. Advanced standing part-time study is completed in a two year (fall and spring) schedule. All programs typically begin in the fall semester.

The MSW program was granted full accreditation on June 9, 2003 by the Council of Social Work Education (CSWE), the professional accrediting organization for all social work programs in the country.

PROGRAM OF STUDY: Master of Social Work Degree (MSW)

Program: Full-Time

Total Credits: 60

FOUNDATION YEAR: SEMESTER 1 (FALL)

SWK 510	Human Behavior and the Social Environment I	3 credits
SWK 520	Social Policy	3 credits
SWK 540	Generalist Social Work Practice I	3 credits
SWK 542	Social Work Practice Laboratory I	2 credits
SWK 550	Social Work Field Practicum and Seminar I	3 credits

FOUNDATION YEAR: SEMESTER 2 (SPRING)

SWK 511	Human Behavior and the Social Environment II	3 credits
SWK 530	Foundations of Social Research	3 credits
SWK 541	Generalist Social Work Practice II	3 credits
SWK 543	Social Work Practice Laboratory II	1 credit
SWK 546	Multicultural Social Work Assessment: Applying Theory to Practice	3 credits
SWK 551	Social Work Field Practicum and Seminar II	3 credits

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CONCENTRATION YEAR: SEMESTER 3 (FALL)

SWK 610	Human Behavior and the Social Environment: Advanced Applications	3 credits
SWK 630	Advanced Social Research	3 credits
SWK 640	Social Work Practice with Children & Families I	3 credits
SWK 650	Social Work Field Practicum and Seminar III	3 credits
SWK 690	Integrative Project Seminar I	1 credit
	Concentration Elective	3 credits

CONCENTRATION YEAR: SEMESTER 4 (SPRING)

SWK 620	Social Policy Practice	3 credits
SWK 641	Social Work Practice with Children & Families II	3 credits
SWK 651	Social Work Field Practicum and Seminar IV	3 credits
SWK 691	Integrative Project Seminar II	2 credits
	Concentration Elective	3 credits

PROGRAM OF STUDY: Master of Social Work Degree (MSW)

Program: Part Time

Total Credits: 60

FOUNDATION YEAR: SEMESTER 1 (FALL)

SWK 510	Human Behavior and the Social Environment I	3 credits
SWK 520	Social Policy	3 credits

FOUNDATION YEAR: SEMESTER 2 (SPRING)

SWK 511	Human Behavior and the Social Environment II	3 credits
SWK 530	Foundations of Social Research	3 credits

FOUNDATION YEAR: SEMESTER 3 (FALL)

SWK 540	Generalist Social Work Practice I	3 credits
SWK 542	Social Work Practice Laboratory I	2 credits
SWK 550	Social Work Field Practicum and Seminar I	3 credits

FOUNDATION YEAR: SEMESTER 4 (SPRING)

SWK 541	Generalist Social Work Practice II	3 credits
SWK 543	Social Work Practice Laboratory II	1 credit
SWK 546	Multicultural Social Work Assessment: Applying Theory to Practice	3 credits
SWK 551	Social Work Field Practicum and Seminar II	3 credits

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CONCENTRATION YEAR: SEMESTER 5 (FALL)

SWK 610 Human Behavior and the Social Environment: Advanced Applications	3 credits
SWK 630 Advanced Social Research	3 credits
Concentration Elective	3 credits

CONCENTRATION YEAR: SEMESTER 6 (SPRING)

SWK 620 Social Policy Practice	3 credits
Concentration Elective	3 credits

CONCENTRATION YEAR: SEMESTER 7 (FALL)

SWK 640 Social Work Practice with Children & Families I	3 credits
SWK 650 Social Work Field Practicum and Seminar III	3 credits
SWK 690 Integrative Project Seminar I	1 credit

CONCENTRATION YEAR: SEMESTER 8 (SPRING)

SWK 641 Social Work Practice with Children & Families II	3 credits
SWK 651 Social Work Field Practicum and Seminar IV	3 credits
SWK 691 Integrative Project Seminar II	2 credits

PROGRAM OF STUDY: Master of Social Work Degree (MSW)

Program: Advanced Standing

Total Credits: Minimum of 30 Credits

CONCENTRATION YEAR: SEMESTER 1 (FALL)

SWK 610 Human Behavior and the Social Environment: Advanced Applications	3 credits
SWK 630 Advanced Social Research	3 credits
SWK 640 Social Work Practice with Children & Families I	3 credits
SWK 650 Social Work Field Practicum and Seminar III	3 credits
SWK 690 Integrative Project Seminar I	1 credit
Concentration Elective	3 credits

CONCENTRATION YEAR: SEMESTER 2 (SPRING)

SWK 620 Social Policy Practice	3 credits
SWK 641 Social Work Practice with Children & Families II	3 credits
SWK 651 Social Work Field Practicum and Seminar IV	3 credits
SWK 691 Integrative Project Seminar II	2 credits
Concentration Elective	3 credits

PROGRAM OF STUDY: Master of Social Work Degree (MSW)		
Program: Advanced Standing Part-Time		
Total Credits: Minimum of 30 Credits		
CONCENTRATION YEAR: SEMESTER 1 (FALL)		
SWK 610	Human Behavior and the Social Environment: Advanced Applications	3 credits
SWK 630	Advanced Social Research	3 credits
	Concentration Elective	3 credits
CONCENTRATION YEAR: SEMESTER 2 (SPRING)		
SWK 620	Social Policy Practice	3 credits
	ConcentrationConcentrationElective	3 credits
CONCENTRATION YEAR: SEMESTER 3 (FALL)		
SWK 640	Social Work Practice with Children & Families I	3 credits
SWK 650	Social Work Field Practicum and Seminar III	3 credits
SWK 690	Integrative Project Seminar I	1 credit
CONCENTRATIONCONCENTRATIONYEAR: SEMESTER 4 (SPRING)		
SWK 641	Social Work Practice with Children & Families II	3 credits
SWK 651	Social Work Field Practicum and Seminar IV	3 credits
SWK 691	Integrative Project Seminar II	2 credits

MASTER OF SOCIAL WORK FIELD PRACTICUM**Basic Requirements:**

Following acceptance into Wheelock's MSW program, each student will meet with the Coordinator of Social Work Field Education to discuss their areas of interest and begin the process of identifying their internship for the academic year. All students eligible for field practicum are in the field for a full academic year and must complete the following:

MSW-Foundation Year Students:

- are required to be in the field 16 hours per week. Days are not predetermined: the schedule is established through a collaborative effort between the student and the field instructor.
- must receive a minimum of 1 hour of supervision per week provided by an MSW licensed at the LCSW or LICSW level.
- must complete a minimum of 240 hours per semester, for a total of 480 hours for the academic year.

MSW-Concentration Year Students:

- are required to be in the field 24 hours per week. Days are not predetermined; the schedule is established through a collaborative effort between the student and the field instructor.
- must receive a minimum of 1 hour of supervision per week provided by an MSW licensed at the LCSW or LICSW level.
- complete a minimum of 360 hours per semester, for a total of 720 hours for the academic year.

Flexible Field Option

The MSW program is committed to providing support and flexibility to our students to support their success in achieving their academic and professional goals. Being mindful that many of our students are not only graduate students but may juggle an array of professional and personal responsibilities, we meet individually with each of our students in order to assess individual needs and to collaborate with the student and potential field practicum sites to craft a flexible field practicum experience. The goal is to assist students in fulfilling the required hours in a more flexible format while also allowing for a rich, yet challenging, field experience. Students must still:

- receive a minimum of 1 hour of supervision per week provided by an MSW licensed at the LCSW or LICSW level.
- fulfill the required total number of hours as specified by the program year.

INTERNATIONAL DEGREE PROGRAMS

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

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

- Collaborative endeavors with local universities, junior colleges, and training agencies
- Offerings tailored to be culturally sensitive and responsive to the needs of each group
- Cohorts of learners who work, study, and support one another
- Principles of human and life span development as a foundation
- Fieldwork and/or research components that focus on the relationship between theory and practice, the social and environmental forces influencing

- human development, and the pedagogy of teaching and learning
- An emphasis on the development of a Professional Portfolio and lifelong learning
- Sequenced courses designed to provide a solid educational foundation with a strong emphasis on program quality.

THE MASTER OF SCIENCE DEGREE PROGRAM

The Wheelock College master of science degree program provides advanced educational opportunities for learners. All Wheelock College master of science programs are designed to share the latest research-based knowledge with adult learners and to support them to develop competencies in curriculum development, review, and evaluation. Participants engage in critical thinking and research studies that are essential to the development of lifelong learning skills. Graduates are prepared to assume important roles as early childhood and elementary educators and leaders. In this position, such a cadre of leaders can help others teach, care for, and continue to improve the quality of life for children and families in the 21st century. The program is not a full educator preparation program and it does not lead to a credential locally or in the United States.

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

Distinctive features include:

- Programs are designed with an emphasis on mathematics, science, language arts/literacy, early education, program evaluation, technology, or inclusive and special education.
- Courses are taught by senior, experienced Wheelock College faculty in an intensive format referred to as block learning. These courses are conducted during late afternoons, evenings, and weekends. Reading and writing assignments are typically completed prior to the first class session, and a follow-up project is required within a specific timeframe.
- The 30 credit-hours of graduate study required can normally be completed over 18-24 months as the learner continues to remain fully employed while studying in their own country.
- Learners work, study, and support one another in a cohort setting. Research indicates that such an environment fosters a sense of professionalism, encourages lifelong learning, and develops cooperative learning.
- Courses, field studies, and practicum experiences are offered “in country” and are designed to address the individual learner’s career goals.
- The development of a Professional Teacher Portfolio to document each learner’s growth is required.
- A research project is required that allows learners to collaborate in research teams.
- An advisory group with representatives from Wheelock College and the local collaborating institution support the program.
- Ongoing external support for all learners: a local, on-site coordinator who has a Wheelock College adjunct faculty appointment is regularly available to assist

the learner. In addition, the Center for International Education, Leadership, and Innovation has staff available from 6:30 A.M. to 6:00 P.M. (EST) to answer queries by both telephone and e-mail.

Sample courses:

HDF 521	Children's Cognitive Development	3 graduate credits
	or	
HDF 501	Lifespan Development: Birth through Adulthood	3 graduate credits
EDU 520	Introduction to Inclusive Early Childhood Programs	3 graduate credits
CFS 608	Multicultural Perspectives on the Family	3 graduate credits
	or	
RDG 558	Multicultural Children's Literature	3 graduate credits
RES 723	Teacher as Researcher	3 graduate credits
RDG 537	Developing Literacy For Diverse Learners	3 graduate credits
EDU 535	Developing Numeracy for Diverse Learners	3 graduate credits
LPA 706	Role of the Mentor Teacher	3 graduate credits
CTA 615	Educational Environments for Children	3 graduate credits
CFS 614	Perspectives on Parenting	3 graduate credits
	or	
CFS 616	Schools and Families: Enriching the Partnership	3 graduate credits
EDU 900	Independent Study in Education	3 graduate credits
Total:	30 Graduate Credit Hours	

MASTER OF SCIENCE IN EARLY CHILDHOOD EDUCATION WITH A FOCUS ON INCLUSION AND SPECIAL EDUCATION IN COLLABORATION WITH RTRC ASIA

Distinctive Program Features

The Wheelock College/RTRC Asia Master of Science program in Early Childhood Education with a Focus on Inclusion and Special Education presents an overview of exceptionality, inclusive education, and special education within the Singaporean culture. This program prepares early childhood and primary school educators, child care professionals and administrators to better identify, assess, and understand the range of individual needs in order to develop more effective inclusionary practices for young children and their families. This Master of Science program provides an excellent model to prepare professionals for leadership, management, policy making decisions, and teaching in inclusionary classroom environments. It is not a full educator preparation program, and does not lead to a credential locally or in the

United States. Distinctive features include:

- Builds a cadre of educators and leaders who can support others to teach, care for, and continue to improve the quality of lives for children with special needs and families in the 21st Century
- Serves as a “trainer of trainers” program and supports inclusionary practices throughout Southeast Asia
- Enhances professional development and a commitment to lifelong learning to create an upgraded core of trainers, educators, and leaders in inclusive early childhood and primary education settings
- Develops learners’ understanding of the historical background, legislation passed, and lessons learned from such countries as Denmark, Sweden, and the United States regarding care, support, and education for children with special needs
- Explores a spectrum of beliefs and perspectives regarding inclusion among educators, policymakers, and others
- Exposes learners to models of exemplary inclusionary practices through readings, case studies, guest lectures, and videotapes
- Develops a comprehensive understanding of the terminology associated with working in an interdisciplinary environment caring for and educating young children with special needs
- Prepares learners to work in both educational programs and clinical services
- Offers knowledge and competence for professionals to be effective in developing developmentally appropriate curricula for children with special needs
- Enables learners to develop individual lesson plans and schedules for children with special needs to facilitate their adaptation to inclusive environments
- Supports learners in the development of a professional portfolio
- Encourages learners to research and pursue an area of interest
- Approved as an internationally recognized master degree program by the New England Association of Schools and Colleges (NEASC) as a United States degree. Evaluated and approved for accreditation by the Commission on Institutions of Higher Education of NEASC.

As a requirement for graduation from this program, learners must compile an extensive Professional Teacher Portfolio. Professional teacher portfolios encourage and reinforce the importance of lifelong learning and clearly articulate the importance of career development. Learners follow a plan to compile, build, and develop their portfolios throughout the entire program and they are submitted for review during the last phase. This comprehensive Professional Teacher Portfolio is the result of an ongoing process and reflection on learning.

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 offers a total of 30 credit-hours of graduate study to be offered in Singapore. Courses are taught in intensive one-week sessions, with the classes being held during evenings and 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 timeframe. 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.

Courses

EDU 900	Independent Study in Education	6 graduate credits
HDF 501	Lifespan Development: Birth to Adulthood	3 graduate credits
EDU 520	Introduction to Inclusive Early Childhood Education in Multicultural/Multiracial/Multilingual Society	3 graduate credits
RES 723	Teacher as Researcher	3 graduate credits
CFS 516	Curriculum Planning and Program Development in Early Intervention	3 graduate credits
EDU 528/529	The Impact of Special Needs on Learning and Development: The Early Years	3 graduate credits
CFS 606	Working with Families of Children with Special Needs	3 graduate credits
EDU 550	Issues in Early Childhood Literacy and Numeracy Development	3 graduate credits
EDU 615	Educational Environments for Children	3 graduate credits
EDU 680	Presentation of Portfolios	
Total:	30 Graduate Credit Hours	

NATIONAL AND REGIONAL MASTER'S DEGREE PROGRAMS

Wheelock College offers master's programs in a number of locations in Massachusetts, other New England States and in South Carolina. These programs provide opportunities to enhance professional skills through graduate study in human development, multiculturalism, research, curriculum, and family studies. Because all classes are held on weekends, these programs are particularly convenient for people who are working fulltime or who live some distance from the Boston campus. Regional master's programs are offered at various sites as announced in mailings and on the website www.wheelock.edu. Students complete their programs in 2 years by attending weekend classes.

The curriculum focus of each master's program is dependent on the needs of the communities in which the programs are located. Current programs are: Early Childhood Education with Initial PreK-2 Licensure option; Leadership and Policy in Early Care and Education, and, Elementary Education (1-6 Initial Licensure), and Teacher of Reading with Initial PreK-12 Licensure option.

Courses vary according to the curriculum focus of the program at each location. For specific course offerings and start-up dates for each location, contact the National and Regional Programs Office at 617-879-2311 or natreg@wheelock.edu.

PROGRAM OF STUDY: Master's in Leadership and Policy in Early Care and Education. (Portland, Maine and New Hampshire)*

COURSE OF STUDY

HDF 515	Lifespan Development II: Adult Development	3 credits
EDU 505	Racial and Cultural Identities	3 credits
LPA 701	Becoming Leaders in a Democracy	3 credits
LPA 702	Interpersonal Skills of Leadership	3 credits
LPA 710	Financial Management in Educational and Human Service Settings	2 credits
LPA 720	Leadership for Organizational Change in Educational Settings	3 credits
RDG 625	Language and Literacy Development in Early Childhood Multilingual Settings	3 credits
RES 723	Practitioner as Researcher	3 credits
EDU 710	Capstone: Leadership	1 credit
HDF 604	Family Systems	3 credits
LPA 736	Education of Young Children: Theories, Practices and Policies	3 credits
LPP 651	Practicum & Seminar – Leadership in ECE and Human Services Settings	6 credits

36 Total credit hours required for program completion

*This program is not designed for educators working solely in school settings and does not lead to a credential.

PROGRAM OF STUDY: Teacher of Reading (Attleboro, Massachusetts)

The Teacher of Reading master's degree is designed for teachers who want to develop expertise in literacy. Students develop a base of knowledge about children's literacy development, learn to observe and assess children's reading abilities, and develop a repertoire of teaching strategies that reflect a balanced approach to literacy instruction. Upon successful completion of the program requirements and the required Massachusetts Tests for Educator Licensure (MTEL), students are eligible for Massachusetts Teacher of Reading initial licensure (preK-12), an advanced specialist license.

Before program entry, students must have an initial teacher license, typically in early childhood, elementary, middle school, or special education and must have at least one year of teaching experience in the area of this first license.

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<p>The Teacher of Reading program is a state-approved master's program for moving licenses in Early Childhood, Elementary Education, English as a Second Language (preK-6), and Teacher of Students with Moderate Disabilities to professional status in Massachusetts.</p> <p>Entrance Requirements: An initial teaching license and at least one year of teaching experience under this initial license.</p> <p>Total Credits: 31</p>		
CORE COURSES: 9 Credits		
Human Development core course		3 credits
HDF 530 Language Acquisition		
Multicultural core course		3 credits
HDF 702 Language and Culture		
Research core course		3 credits
RES 722 Research in Language and Literacy		
PROGRAM COURSES: 21 Credits		
RDG 530 Teaching Literacy to		
English Language Learners		3 credits
RDG 618 Literacy Across the Curriculum		3 credits
RDG 568 Developing Young Writers		3 credits
RDG 558 Multicultural Children's Literature		3 credits
RDG 622 Individualized Instruction in		
Literacy		3 credits
RDG 626 Diagnosis and Correction of		
Reading Problems		3 credits
RDP 609 Practicum and Seminar:		
Teacher of Reading (150 hrs)		3 credits
COMPLETION OF PROGRAM		
EDU 706 Education Capstone, Advanced Teacher of Reading*		1 credit
<p>*Entrance to capstone requirement: passing scores on the Reading Specialist and Communication and Literacy Skills Massachusetts Tests for Education Licensure (MTEL)</p>		

PROGRAM OF STUDY: Master's of Science in Early Childhood
Education with Initial PreK-2 Licensure

LICENSURE OPTION: 39 Credit Hours

FALL RIVER, CAPE COD AND METHUEN, MASSACHUSETTS COURSE OF STUDY

Licensure Option: Early Childhood Teacher of Students with and without Disabilities PreK- 2 Initial Licensure

HDF 504	Child Development: The Early Years	3 credits
EDU 505	Racial and Cultural Identities	3 credits
EDU 515	Curriculum for EC Science, Technology and Health	2 credits
EDU 520	Introduction to Inclusive ECE	3 credits
EDU 522	Curriculum for EC Social Studies and Arts	3 credits
EDU 528	Impact of Special Needs :ECE	3 credits
EDU 535	Developing Numeracy for Diverse Learners	3 credits
RDG 537	Developing Literacy	3 credits
RDG 625	Early Childhood Literacy	3 credits
RES 723	Practitioner as Researcher	3 credits
EDU 702	Capstone: Early Education Initial Licensure	1 credit
EDP 526	Practicum and Seminar 1, 2	3 credits
EDP 521	Practicum and Seminar PreK – K	3 credits

OTHER PROGRAM COURSES

Students not taking the Licensure option will take:

EDU 607 Teacher Inquiry

Students taking the Licensure option will take:

EDU 655 Capstone: Early Care and Education 1 credit
non licensure candidates

Other Program Courses

ACD 501 Building a Foundation of Graduate Writing non credit

ACD 506 Early Childhood MTEL
Subject Review non credit for licensure

ACD 510 Foundations of Reading MTEL Review non credit for licensure

Non-Licensure Option: 33 Credit Hours

Licensure Option: 36 Credit Hours

PROGRAM OF STUDY: Master's in Elementary Education with a Specialty in Language and literacy Development*

South Carolina Course of Study

This licensure and master's program is designed for college graduates who are teaching or preparing to teach grades 1-6 in urban inner city classrooms. The program strives to prepare effective teachers through a child-centered, community oriented and competency-based curriculum.

Interwoven into the content of all course work in the program is the strong emphasis on the history, philosophy, and current political reality of today's inner city schools; a course in child development with emphasis on the diverse learning needs and styles of children; an on-going curriculum and reflective seminar; courses that include methods of teaching reading, writing, math, and science to diverse learners; and seventy-five (75) hours of pre-practicum observation followed by 150 to 450 hours of supervised student teaching, depending on the candidate's level of experience.

Students engage in reflective thinking and critical inquiry throughout the program. After the initial coursework, students spend July, August, and part of September in year round student teaching placements and integrated history and social science curricula seminars. Students teach five days per week, in selected urban schools in the Beaufort South Carolina area and are supervised by certified mentor teachers and Wheelock supervisors.

Upon completion of the program and the Praxis test requirements for elementary teachers in South Carolina, candidates are eligible for the Master's of Science degree. Candidates can use their coursework to apply independently for the elementary license in South Carolina or come to Massachusetts to complete a practicum and to pass the required Massachusetts state licensure examinations to earn college endorsement for the Elementary Teacher (1-6) License.

Candidates enrolled in the South Carolina program, who have little or no teaching experience prior to entering the program, complete a 300 hour student teaching experience in one of the year round schools.

Licensure: Graduates may use courses toward South Carolina Elementary Certification through an independent application process.

Total Credits: 44 (Master's- 32 credits and Specialty - 12 credits)

ENTRANCE TO PROGRAM: Orientation to School of Education and Child Life Programs

Intensive course work focuses on the integration of teaching and learning and the foundations of writing.

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Four carefully coordinated courses meet daily in late May and June in preparation for the practicum. Integrated assignments are designed and evaluated jointly by instructors of the courses. An introduction to the program and intensive test preparation support are available in February through April for applicants who seek employment in the fall as a licensed teacher.

REQUIREMENTS

ACD 501	Building a Foundations for Graduate Writing	0 credits
HDF 508	Learning and Development in Children and 75 Pre-practicum hours	3 credits
EDU 535	Developing Numeracy for Diverse Learners	3 credits
RDG 537	Developing Literacy	3 credits
HDF 702	Language and Culture	3 credits
ACD 505	Elementary Education Subject Review	0 credits

After the initial coursework, students spend July, August, and part of September in year round school settings doing student teaching placements and integrated history and social science curricula seminars. Students teach five days per week in selected schools in the Beaufort, South Carolina area. Students are supervised by certified co-operating teachers and Wheelock Supervisors.

EDP 536	Elementary Practicum and Seminar	3 credits
EDU 546	Elementary History and Social Sciences	3 credits
RES 722	Research in Language and Literacy	3 credits
EDU 610	Mathematical Thinking for Teachers	3 credits
RDG 616	Assessment of Reading and Writing	3 credits
HDF 530	Language Acquisition	3 credits
SPE 542	Impact of Special Needs	3 credits
EDU 505	Racial and Cultural Identities	3 credits
RDG 618	Literacy across the Curriculum	3 credits
EDU 685	Capstone: Elementary Education Initial Licensure/Portfolio Presentation	1 credit
RDG 558	Multicultural Children's Literature	3 credits

The following courses qualify for the Specialty: Language and Literacy:

RDG 616	Assessment of Reading & Writing	3 credits
RDG 618	Literacy Across the Curriculum	3 credits
RDG 558	Multicultural Children's Literature	3 credits
HDF 702	Language and Culture	3 credits