

## UNDERGRADUATE PROGRAMS AT WHEELOCK COLLEGE 2008-2009

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*“Everywhere, the graduates have  
been potent forces in the  
betterment not only of schools, but  
of community life.”*

LUCY WHEELOCK



## UNDERGRADUATE PROGRAM

### UNDERGRADUATE REQUIREMENTS

Wheelock College offers arts and sciences majors and professional baccalaureate-level preparation for the fields of teaching, child life, juvenile justice and youth advocacy, and social work. The academic programs involve substantial work in the Arts and Sciences and intensive professional training. The Wheelock curriculum is responsive to the individual goals of students committed to careers in the human service professions. Therefore, from the first semester, students are involved in multidisciplinary course work and supervised field experiences.

Students preparing for careers in child life and in education complete the requirements for the Bachelor of Science (B.S.) or the Bachelor of Arts (B.A.) degree in one of the five Arts and Sciences majors: American Studies, the Arts, Human Development, the Humanities, and Mathematics/Science. Students choose one of four professional majors: child life, early childhood education, elementary education, or special education.

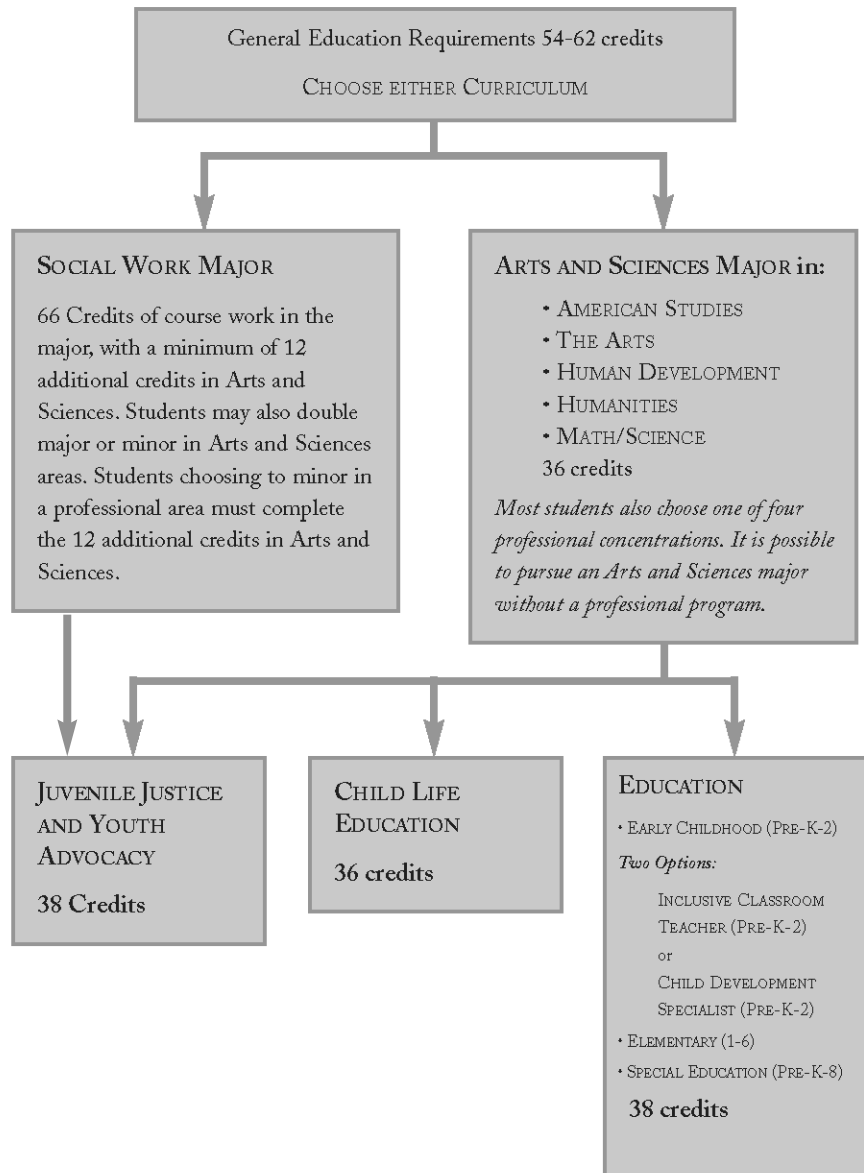
Students preparing for careers in juvenile justice and youth advocacy complete the requirements for the Bachelor of Science (B.S.), Bachelor of Arts (B.A.) or Bachelor of Social Work (B.S.W.) degree.

Students preparing for careers in social work complete the requirements for the Bachelor of Social Work (B.S.W.) degree. Students may also choose to fulfill the requirements for a double major, a major in juvenile justice and youth advocacy, or an Arts and Sciences minor. Students in this program who pursue a double major earn a B.S.W. degree.

Students may also pursue one of the Arts and Sciences majors without a professional major. This may be done in combination with other academic programs, such as a certificate in Community-Based Human Services.

The following Curriculum Flowchart illustrates the basic framework of the undergraduate curriculum.

## Curriculum Flowchart Class of 2011



*A minimum of 134 credits and a cumulative GPA of 2.0. are required for graduation.*

## ADDITIONAL CURRICULAR OPTIONS

<b>Arts and Science Minors</b>	<b>Professional Minors</b>	<b>Certificate Programs</b>
American Studies	Education Minor	Community Based
History	16-20 credits	Human Services
Human Development	Juvenile Justice	Certificate 16 credits
Humanities	Minor 16 credits	
Life Science		
Literature		
Mathematics		
Music		
Philosophy		
Physical Science		
Psychology		
Sociology		
Theatre		
Visual Art		
Women's Studies		

Some of these options (e.g., Arts and Sciences Minors) are available to all students and some are only open depending on major.

## DEGREE REQUIREMENTS

The Wheelock academic program is responsive to new scholarship and evolving standards in the human service professions. The completion of 134 total credits and a cumulative grade point average of 2.0 are required for graduation. Transfer students are required to complete a minimum of 67 credits at Wheelock College in order to earn a Wheelock degree. All undergraduate students are required to fulfill the following requirements (unless they are exempted from particular requirements). The specific requirements that comprise each are described in detail on the following pages.

### **General Requirements for All Students:**

Basic Skills and noncredit First Aid  
General Education (52-60 credits)

### **Arts and Sciences Major with Professional Major:**

Arts and Sciences Major (36 credits)  
Professional Major (36-38 credits)

### **Arts and Sciences Major without Professional Major**

Extended Arts and Sciences Major (40-48 credits)  
Students may also complete the Certificate Program in Community-Based Human Services (16 credits.)

### **Social Work Major:**

Social Work Major (66 credits)

## GENERAL EDUCATION REQUIREMENTS FOR ALL STUDENTS

### INTRODUCTION

Wheelock College's undergraduate General Education program is built on Wheelock's mission of educating people to improve the lives of children and families. The General Education goals are designed to ensure that all Wheelock undergraduate students gain important skills, learn about the various disciplines taught at the College, and learn the basic foundations for work in the human service professions. At the heart of these goals lies the College's promise to prepare graduates who will be knowledgeable, contributing citizens, and if they enter a profession, outstanding members of the education and human service professions.

The General Education goals are as follows:

1. To strengthen skills in reading, writing, oral presentation, and mathematics to a level appropriate for college work. To develop the ability to use technology effectively to locate and evaluate information.
2. To develop an understanding of the modes of thinking and inquiry used in the creative arts, humanities, mathematics, natural sciences, and social sciences.
3. To gain knowledge in the fields of the arts, humanities, mathematics, natural sciences, and social sciences.

4. To achieve the ability to engage in reflection, to analyze and interpret complex materials in print and other media, and to articulate an understanding of that material in both writing and speech. To begin to understand connections between the disciplines.
5. To learn about human development across the lifespan.
6. To expand knowledge of world geography, and cultures and institutions around the globe, through coursework, language study, or study abroad.
7. To develop an understanding of the influence of race, class, culture, gender, sexual orientation, ethnicity, and disability on human experience. To develop an understanding of racism and other forms of systemic bias.
8. To learn about the human service professions through coursework and practice in the field. To begin to develop the ability to work across professional lines and to value and understand the work of professions other than one's own.
9. To cultivate a respect for others and an understanding of ethical behavior and civic responsibility.

The General Education program has two components: Core Requirements and Arts and Sciences Requirements. Credits earned are counted toward the undergraduate degree.

#### CORE REQUIREMENTS

Core Requirements form the foundation for all academic work at Wheelock College. Specified courses in reading and writing, mathematics, and human development provide theory and practice essential to success in other coursework in the arts and sciences and professional disciplines.

##### **Critical Reading and Writing (4 or 8 credits) (ENG 110 and 111)**

Students are placed in a one semester or year-long course intended to develop skills in critical thinking and written expression. An examination will be given to determine a student's placement for this requirement.

##### **Mathematics (8 credits) (MAT 120/170, 130/131/132, 140/141)**

Courses emphasize the use of reasoning in solving mathematical problems, and are geared toward developing an understanding of mathematical concepts and processes within contexts interesting to students. Some courses require students to pass an entry exam. Some majors require specific courses.

##### **Human Growth and Development (HGD) (8 credits) (HDP 120/122 and 121/123 or HDP 124-127)**

This full-year psychology course, taken during the first year, focuses on individual growth and development from birth through old age. Students have two field work experiences in which they work with children and adults and learn observational techniques. This course is the foundation for professional courses taken during the junior and senior year.

#### ADDITIONAL CORE REQUIREMENTS

##### **Background Checks for HGD Placements and other Field Experiences**

In December 1996, Massachusetts passed a law requiring certain agencies serving children and the elderly to conduct Criminal Offender Record Inquiry (CORI) background checks on all volunteers and staff retained or hired after March 1997. In April 2007, the Department of Early Education and Care added a required DSS (Department of Social Services) background check in addition to the CORI. A few agencies also require a SORI (Sexual Offender Record Inquiry) check. The purpose of these background checks is to try to protect both the very young and the very old from exposure to abuse by those who have a history of abusing children and/or elderly persons.

Students should be aware that these background checks have become more routine, and they may be asked by schools, hospitals, community service agencies and other placement sites to obtain background clearance.

##### **First Aid (0 credits)**

All students are required to complete the First Aid, Health, and Personal safety course offered by the American Red Cross or an equivalent course that includes first aid, health, personal safety, and nutrition in order to graduate from Wheelock. Registration information may be obtained from the American Red Cross or from the Office of the Registrar.

#### ARTS AND SCIENCES REQUIREMENTS

Courses to be selected from these categories:

##### **Arts (4 credits)**

Includes courses in studio and performance arts, and history/literature of music, theatre, and the visual arts (AMT, MUS, THE, and VIS designations)

##### **History, Civilization, and Cultures (8 credits)**

Includes history and other courses that place subject matter in historical context. One of the two courses must be a history course (HIS designation)

One of the two courses must focus on the United States (US), and the other must cover areas of the world outside the United States (Global)

##### **Literature**

Includes literature (LIT designation) and dramatic literature courses (some courses with THE designation).

##### **Life Sciences (4 credits)**

Courses with LSC designation

##### **Physical Sciences (4 credits)**

Courses with PSC designation

##### **Social Sciences (8-12 credits)**

One course each from two of the following disciplines: Anthropology, Sociology, Economics, Political Science, or Psychology. May also include other courses with social science content such as Philosophy and American Studies. Note: Students majoring in Human Development cannot use psychology courses to fulfill this requirement.

**Multicultural Requirement**

One course taken either for general education, the major, or as an elective, must carry the multicultural designation.

**Writing Requirement**

All undergraduate students at Wheelock are required to take the Wheelock Literacy and Communication Exam (WLCE), and pass all sections before entering practicum and/or designated pre-practicum and professional courses. The exam is also a graduation requirement for students who do not have a professional major and decide to obtain an arts and sciences bachelor's degree instead. Students who are enrolled in education programs and who pass the Communications and Literacy Skills Test, one of the Massachusetts Tests for Educator Licensure (MTEL), are exempted from the requirement to pass the WLCE.

In addition, one course designated as a writing intensive course must be taken after successful completion of the first-year English requirement (ENG 111). This course may be taken to fulfill a requirement in the Arts and Sciences categories of the General Education Requirements, in the Major, or in the Professional Major, or it may be taken as an elective. The College recommends that students complete this requirement in the sophomore or junior year.

**INDIVIDUALIZED OPPORTUNITIES**

Individual initiative is supported at Wheelock in both the academic and professional domains. The College has established programs to encourage students to undertake intensive study in traditional disciplines or innovative explorations of their own scholarly, cultural, and civic interests.

**Honors Program**

The Wheelock Honors Program offers a challenging course of study to undergraduates who seek to distinguish themselves by meeting high academic expectations. Students in the Honors Program complete eight honors courses and then undertake an independent project under the mentorship of a faculty member. Each semester, honors students additionally participate in a forum on a special topic of their choosing. Honors courses at the College are open to *all* students who seek to immerse themselves in a demanding intellectual experience, but students are admitted to the Honors Program through successful application or by meeting GPA and SAT requirements. Entering first-year students are automatically eligible for admission into the program if they have a high school GPA average of 3.5 or higher *and* an SAT score (combined Critical Reading and Math Sections) of at least 1100. For more information about the Honors Program and how to apply, please visit the College web site at <http://www.wheelock.edu/honors/>

**Independent Study**

Independent Study offers students an opportunity to do self-directed, advanced work in an area of academic interest with the guidance of a faculty member. The topic of the independent work goes beyond the scope of courses offered in any discipline area. Students initiate the planning of an Independent Study in consultation with a faculty member. The academic work is usually completed in one semester. Independent Study carries a 400 course number and the designation of the academic discipline. Students must complete an Independent Study Proposal form, available in the Office of Records and Registration, before beginning the course work. An Independent Study typically does not apply to General Education requirements; to use an Independent Study to satisfy a requirement, the student must petition the Scholastic Review Board.

**Self-Designed Major**

In very special circumstances, a student may work with advisors to propose an Individualized Program of Study. This is a comprehensive, independent learning experience designed to take the place of a Professional Studies major or Arts and Sciences major. Students who wish to pursue this option must submit, in consultation with a faculty member in the appropriate academic area, a proposal and a detailed academic map to the Scholastic Review Board for approval. For additional information, contact the Office of Academic Advising and Assistance.

**Study Abroad**

Study abroad is possible and encouraged for interested students. Assistance in the selection of a study abroad program is available in the Office of Academic Advising and Assistance.

**The Presidential International Service Learning Program**

The Presidential International Service Learning Program is currently coordinated by the Center for International Education, Leadership, and Innovation. This cross-cultural initiative is designed to promote global understanding and literacy, and an international educational experience among faculty, learners, and alumni in the greater Wheelock College community. Under this program, Wheelock College faculty members design short-term international travel experiences for students and alumni that include a significant community engagement component. Each service learning experience is linked to a for-credit on-campus course that prepares the students to focus in on the subjects, cultures, and issues being studied during the travel experience.

The number and location of trips varies each academic year. Information about available Presidential International Service Learning Programs is posted on the Wheelock College website.

## SCHOOL OF ARTS AND SCIENCES

Shirley Malone Fenner, Ed.D., Dean

### ARTS AND SCIENCES MAJORS

Five of the six undergraduate majors are in the Arts and Sciences. All students must choose one major and complete the requirements described here.

The five Arts and Sciences majors are American Studies, Arts, Human Development, Humanities, and Mathematics/Science. The Human Development major and the Mathematics/Science major lead to the Bachelor of Science (B.S.) degree. The American Studies major, and the Arts major, and the Humanities major lead to the Bachelor of Arts (B.A.) degree. Students who wish to become teachers or child life specialists must choose one of the Arts and Sciences majors. In addition, these students select an appropriate professional major in one of four areas: Child Life, Early Childhood Care and Education, Elementary Education, or Special Education. Students who wish to work in Juvenile Justice and Youth Advocacy choose to major in either Social Work or one of the Arts and Sciences majors. A student may elect to pursue an Arts and Sciences major without a professional major.

### AMERICAN STUDIES MAJOR / B.A. DEGREE

#### American Studies Major with Professional Major—36 Credits

#### American Studies Major without Professional Major—40 Credits

With its varied approaches to understanding culture, American Studies provides a framework for an in-depth analysis of the history, nature and dynamics of America as a multicultural society. The American Studies major is an interdisciplinary program that permits students to combine interests in sociology, history, literature, political science, art and psychology. Students will develop an individualized focus in consultation with their advisor that allows for a flexible, individualized program of study. Suggested areas of focus include; Popular Culture and Representation, Race and Ethnic Studies, and Women's Studies.

Students are encouraged to take courses that combine their personal interests with intellectual inquiry as a way to develop a reflective and critical approach to cultural practices and institutions. American Studies, with its focus on the ways historically oppressed groups have fought for social justice and helped shape American Society, offers students a multicultural lens that complements professional preparation for the fields of teaching, social work, juvenile justice and youth advocacy, and child life. The major is also recommended for students interested in pursuing a graduate degree in related areas.

#### AMERICAN STUDIES WITH PROFESSIONAL MAJOR/36 CREDITS

##### Requirements (12 credits)

AST 160 American Identities (4 credits)

HDS 106 Sociology of Minority Groups (4 credits)

##### American Government, History, Literature, Philosophy Survey Courses (4 credits)

*Courses used to meet this requirement may not be counted toward the individualized focus area.*

*Select One*

- AST 150 Introduction to American Government
- AST 256 Gender and Politics
- HIS 165 America Through the Civil War
- HIS 167 America Since the Civil War
- HIS 245 Women in America
- LIT 215 Survey of American Literature
- LIT 245 Native American Literature
- LIT 246 African-American Literature
- PHL 230 American Philosophy

**Intermediate (4 credits)**

*Courses used to meet this requirement may not be counted toward the individualized focus area.*

*Select one*

- AST 215 Political and Social Change in America
- AST 220 Coming to America
- AST 257 Race in America
- AST 285 Children and Families in American Society

**Advanced (4 credits)**

*Select One*

- AST 403 Senior Seminar in American Studies
- AST 410 Internship in American Studies

AMERICAN STUDIES MAJOR WITHOUT PROFESSIONAL MAJOR  
(40 CREDITS)

The 40 credit major requires one additional advanced course (4 credits)

*Select One:*

- An additional advanced course in American Studies
- An internship if not already completed as an advanced course
- An advanced course in either the Humanities or Art History
- An advanced course at one of the Colleges of the Fenway (to be decided with an advisor)

**Individualized focus area (16 Credits)**

In selecting their electives, students will work with an advisor to develop an area of study. The wide range of courses offered allows students to create a coherent focus around themes, topics, periods or debates within American culture. Examples of themes/topics includes Race and Ethnic Studies, Women's Studies, and Popular Culture. Students must complete at least one intermediate course and one advanced course.

COURSES IN AMERICAN STUDIES:

**Introductory:**

- AST 240 Media and Race in American Society
- HDA 260 Anthropology of American Men
- HDS 103 Women, Culture and Society

- HDS 105 Sociology of the Media  
 HIS 165 America Through the Civil War  
 HIS 167 America Since the Civil War  
 HIS 215 Africa and Its Global Encounters  
 HIS 235 America and the World  
 LIT 180 Film and Fiction  
 MUS 130 American Popular Music

**Intermediate**

- AST 215 Political and Social Change in America  
 AST 220 Coming to America  
 AST 256 Gender and Politics  
 AST 257 Race in America  
 AST 265 Studies in American Popular Culture  
 AST 285 Children and Families in American Society  
 HDP 282 Children and the Media  
 HDP 336 Psychological Theories and Women's Lives  
 HIS 245 Women in America  
 HIS 269 The Sixties  
 HUM 270 Asian-American Experiences  
 LIT 215 Survey of American Literature  
 LIT 225 African Literature  
 LIT 226 Literature and History of the Caribbean  
 LIT 230 African-American Women Writers  
 LIT 245 Native-American Literature  
 LIT 246 African American Literature  
 MUS 230 African-American Music  
 MUS 240 World Music Traditions  
 PHL 205 Philosophies of Social Justice  
 PHL 230 American Philosophy  
 PHL 240 Great Ages and Ideas of the Jewish People  
 THE 238 African-American Theatre  
 VIS 265 Women, Art and Society

**Advanced**

- AST 365 Studies in American Popular Culture  
 HDS 332 Feminist Theories  
 HIS 402 Advanced Studies in History  
 HIS 414 Social History of America's Working People  
 LIT 388 Advanced Studies in the Novel  
 THE 305 African and Caribbean Theatre

**ARTS MAJOR / B.A. DEGREE**

**Arts Major with Professional Major—36 Credits**

**Arts Major without Professional Major—48 Credits**

The Arts major offers programs in Music, Theatre, and Visual Arts. Students participate in the creative process, acquire theoretical tools for evaluating their own

and others' work, and study the history and literature of their chosen discipline. In addition to its value in supporting the interests of individual students, the major complements professional preparation in teaching, juvenile justice and youth advocacy, and child life. The arts have always provided people with a means of communicating ideas and reflecting on human experience. Students who have explored and developed their own creative processes are in an excellent position to nurture creative potential in the children with whom they work. Skills in performance and studio art can be a vital tool for practitioners in learning and therapeutic environments. Knowledge gained in studying the history and literature of the arts can have a direct impact on the richness of curriculum offered in the early childhood and elementary grades.

REQUIREMENTS FOR CLASS OF 2009:

**Arts Major with Professional Major**

AMT 101 Introduction to the Arts (4 credits)  
(With permission, students may substitute another arts course for AMT 101.)

AMT 254 Aesthetics: Philosophy of the Arts (4 credits)

**Focus (28 credits)**

Students choose a focus in music, theatre, or visual arts. With an advisor in the discipline, a student selects a coordinated sequence of courses designed to build knowledge and skills in that area. Within each focus students must complete a designated introductory course, a course in the history or literature of the discipline, and two advanced level courses. For one of the advanced courses students may choose AMT 412, Internship in the Arts. The internship places majors in a 150-hour work experience in the arts. Students may work with specialized visual arts, theatre, or music teachers in school settings; apprentice with working artists; contribute to professional theatre groups; work in galleries; or assist with education programs at area museums. Students interested in pursuing this option must consult with the Chair of the Arts Department at least one semester prior to enrolling in the internship.

**Music Focus Requirements:**

Students who choose the music focus may wish to develop performance skills in vocal or instrumental music, or may wish to study the history of music. For any program, Introduction to Music provides basic technical language and skills necessary for later work. Students interested in performance should meet with a Music faculty member as early as possible to audition and discuss a plan of study. Colleges of the Fenway Chorus and Orchestra offer opportunities for performance.

MUS 126 Introduction to Music (4 credits)  
Four Introductory or intermediate courses (16 credits)  
Two advanced level courses (8 credits)

**Theatre Focus Requirements:**

Students who choose the theatre focus may wish to concentrate on developing performance skills, may be primarily interested in the technical aspects of theatre, or they may prefer to study dramatic literature from a variety of cultures and historical periods. Introduction to Theatre provides a strong, basic

understanding of all aspects of theatre production, from text to performance. The Wheelock Family Theatre and the Theatre Club offer in-class and extracurricular experiences.

THE 126 Introduction to Theatre (4 credits)  
 One dramatic literature course (4 credits)  
 Three introductory or intermediate courses (12 credits)  
 Two advanced level courses (8 credits)

**Visual Arts Focus Requirements:**

Students choosing the visual arts focus may develop studio skills or study the history of art. Offerings in studio art include Design, Drawing, Painting, Printmaking, Pottery, and Photography. A variety of art history courses are offered. The basic principles of visual organization taught in Design or in Drawing provide the necessary foundation for these courses.

VIS 125 Introduction to Design or VIS 130 Drawing (4 credits)  
 One art history course (4 credits)  
 Three introductory or intermediate courses (12 credits)  
 Two advanced level courses (8 credits)

*For descriptions of course offerings in the arts, please refer to the Arts, Music, Theatre, and Visual Arts headings in the Courses of Instruction section of this catalog.*

REQUIREMENTS FOR CLASS OF 2010 AND 2011:

AMT 101 Introduction to the Arts (4 credits)  
 (With permission, students may substitute another arts course for AMT 101)

AMT 254 Aesthetics (4 credits)

**Focus: 28 credits**

Students choose a focus in music, theatre (performance or dramatic literature sequences), or the visual arts (studio or art history sequences).

**Music Focus Requirements:**

MUS 126 Introduction to Music (4 credits)  
 MUS 130 American Popular Music (4 credits)  
 Three introductory or intermediate courses in music (12 credits)  
 Two advanced courses in music (8 credits).\*

**Theatre Focus Performance Sequence Requirements:**

THE 126 Introduction to Theatre (4 credits)  
 THE 203 Improvisation (4 credits)  
 THE 205 Acting (4 credits)  
 Two introductory or intermediate courses in theatre performance (one course in dramatic literature may be substituted) (8 credits)  
 Two advanced courses in theatre performance (8 credits)\*

**Theater Focus Dramatic Literature Sequence Requirements:**

THE 126 Introduction to Theater (4 credits)

Four intermediate courses in dramatic literature (one course in theater performance may be substituted) (16 credits)

Two advanced courses in dramatic literature (8 credits)\*

**Visual Art Focus Studio Sequence Requirements:**

VIS 125 Design (4 credits)

VIS 130 Drawing (4 credits)

One art history (4 credits)

Two intermediate courses in studio art (8 credits)

Two advanced courses in studio art (8 credits).\*

**Visual Art Focus History Sequence Requirements:**

VIS 112 Western Art: Renaissance to Modern (4 credits)

HUM 201 Introduction to the Humanities (4 credits)

One introductory or intermediate studio art course (4 credits)

Three intermediate or advanced art history courses; one must be a non-western art tradition (for example: African or Asian Art) (12 credits)

VIS 400 Independent Research in Art History (4 credits)\*

\*Only one independent study may be counted toward the major. Students must complete all required focus courses before requesting an independent study.

Normally independent studies will only be granted in areas where advanced courses are unavailable, and only a limited number can be granted in any semester. See the department chair as early as possible in the semester before you plan to enroll for an independent study.

**Options for Additional Work:**

**40-credit Option**

Complete one of the following courses in addition to the 36 credit major requirements:

AMT 412 Internship in the Arts – 150 hour placement in an arts organization

AMT 430 Senior Thesis/Project in the Arts – Proposals must be submitted to the arts faculty, and students must obtain approval before registering. Students must have completed the focus prior to the semester in which they propose to undertake a senior thesis or project.

Collaborative and interdisciplinary projects are encouraged.

These courses will normally be taken in the senior year, and are available through consultation with the Chair of the Arts Department and relevant faculty members.

**REQUIREMENTS FOR CLASSES OF 2012 AND LATER**

The Arts Department offers two focus areas, one in Performing Arts (Music, Theatre, and Dance) and the other in Visual Arts (Studio Art and Art History), with different formats depending on students' professional goals.

Students who are uncertain about choosing between the two focus areas may take one course in each, or take AMT 101 Introduction to the Arts, before deciding. The department will accept the credit for the arts course outside the chosen major as one of the electives.

Students are encouraged to follow the sequences outlined below as closely as possible.

FOR STUDENTS WITH PROFESSIONAL MAJORS:

**9 courses/36 credits**

**PERFORMING ARTS**

- One introductory level course (100 level) in music, theatre, or dance (4 credits)
- Two history or literature courses, one from each of two different art forms (for example one music history course and one dramatic literature course) (8 credits)
- 2 electives in music, theatre, or dance (8 credits)
- Either Movement and Drama for Children or Music for Children (4 credits); to be taken after completion of the introductory course, the two history/literature courses, and 2 electives
- AMT 254 Aesthetics (4 credits)
- Two advanced courses in music, theatre, or dance\* (8 credits)
- Submission of portfolio

**VISUAL ARTS**

- VIS 125 Introduction to Design (4 credits)
- VIS 130 Drawing (4 credits)
- One Art History course (4 credits)
- AMT 254 Aesthetics (4 credits)
- Three studio art electives (12 credits)
- Two advanced studio art courses\* (8 credits)
- Submission of portfolio

\* Only one independent study can be applied to the advanced course requirement.

AMT 412 Internship in the Arts (4 credits), a 150-hour placement in an arts organization, may be substituted for one of the advanced courses, or may be taken in addition to the 36 credit major.

**Arts Major without Professional Major (48 credits)**

Students opting to major in the Arts without a second major should follow the Requirements for the 36-credit major as listed above and add the following, for a total of 48 credits:\*

- One free art elective
- One additional course in the focus

One additional advanced course in the focus

*\*48-credit majors must include AMT 412: Internship in the Arts as one of the advanced focus courses.*

**Art Therapy Specialization  
(For Visual Arts students only)**

The 48-credit major can be preparation for an Art Therapy specialization. Students must take two courses in Art Therapy at Emmanuel College in the senior year (one of which replaces AMT 412). Interested students should consult the Chair of the Arts Department prior to the Junior year.

**MINOR PROGRAMS:**

**Music** – MUS 126 (Introduction to Music) and three other MUS courses

**Theater** – THE 126 (Introduction to Theater) and three other THE courses

**Visual Arts** – VIS 125 (Design) or VIS 130 (Drawing) and three other VIS courses

**Community Arts** – VIS 278 (Art for Children), MUS 279 (Music for Children), THE 277 (Drama for Children), and one studio or performance course in the arts.

**HUMAN DEVELOPMENT MAJOR / B.S. DEGREE / 36 CREDITS**

The Human Development major is rooted in the intellectual traditions of psychology, sociology and anthropology. The theories, research and practices of this multidisciplinary field of inquiry contribute to a greater understanding of human experience in our complex and changing world. Human Development over the life course is studied in cultural, social, historical and political contexts. Students are encouraged to explore the relevance of the field to their personal experiences and professional growth and to formulate new research questions and policy agendas for improving the quality of the lives of children, families and communities.

This major, with its emphasis on development, is designed to provide in-depth study in an area that complements professional preparation for the fields of teaching, social work, juvenile justice and youth advocacy, and child life. The major is also recommended for students interested in pursuing graduate study in related areas.

**Requirements:**

Students must take 36 credit hours of course work in Human Development, consisting of a multi-disciplinary core of 16 credits and 20 credits in one of three focus areas: Psychology, Sociology, or Children, Families and Culture. Courses taken to fulfill multi-disciplinary core requirements can not be used to fulfill focus area requirements.

**Multi-disciplinary Core (16 Credits)**

Students must complete a course in each discipline of the major (psychology, sociology, and anthropology) and a research methods course to meet the multi-disciplinary core requirement. Human Growth and Development, a college requirement for all first year students, also counts as the psychology course in the multi-disciplinary core:

**Human Growth and Development (select one) 4 credits**

HDP 120/122 - 121/123 Human Growth and Development (4 credits count toward major) or

HDP 124/126 - 125/127 Human Growth and Development Intensive (4 credits count toward major)

and

**Anthropology (select one) 4 credits**

HDA 120 Cultural Anthropology

HDA 266 Anthropology and the Family

and

**Sociology (select one) 4 credits**

HDS 101 Introduction to Sociology

HDS 102 Sociology of Everyday Life

HDS 103 Women, Culture and Society

HDS 104 Studying the Social Worlds of Children

HDS 105 Sociology of Media

HDS 106 Sociology of Minority Groups

**Research Methods (select one) 4 credits**

HDP 264 Research Methods

HDS 264 Sociological Research Methods

**Focus (20 credits)**

In addition to the multidisciplinary core requirement, students must complete 20 credits in one of three focus areas: Psychology, Sociology, or Children, Families and Culture. In each focus area, students must take a combination of introductory, intermediate and advanced courses.

**I. Psychology Focus (20 credits)**

This focus examines the psychological characteristics, processes, and behaviors of the individual and the patterns of constancy and change that occur across the lifespan.

Courses consider the multiple contexts that individuals operate within and the many social, cultural, and political influences they experience.

**Introductory Courses (Take 4 credits)**

HDP 102 General Psychology

HDP 104 Social Psychology

**Intermediate Courses (Take 4-8 credits)**

HDP 220 Theories of Personality

HDP 221 Family Theories

HDP 222 Language and Culture

HDP 223 Abnormal Psychology

HDP 224 Theories of Emotional Development

HDP 227 Language Development

HDP 257 Infant and Toddler Behavior and Development

HDP 265 Achievement Motivation

HDP 270 Psychology of Gender

HDP 290 Children with Special Needs

**Advanced Courses (Take 8-12 credits)**

- HDP 301 Counseling Psychology
- HDP 352 Cognitive Development
- HDP 362 Meaning and Development of Play
- HDP 366 Adolescent Development
- HDP 368 Adult Development
- HDP 379/80 Emotional Problems of Children
- HDP 382 Nature of Linguistic Knowledge

Students choosing to major in human development with a psychology focus may combine their major with the following professional majors and certificates: Child Life, Juvenile Justice and Youth Advocacy, Human Service Certificate, Early Childhood Education, Elementary Education, and Special Education. Instead of a professional major, some students may also want to double major in Social Work, Humanities, Math/Science, American Studies or the Arts.

Students with a major in Elementary Education should consider taking one or more of the following courses as part of their psychology focus:

- HDP 224 Theories of Emotional Development
- HDP 227 Language Development
- HDP 352 Cognitive Development

Students majoring in human development with a focus in psychology may also pursue an extended major without a professional major by taking an additional 4 advanced credits. Students interested in completing additional fieldwork may do so as an independent study with a faculty advisor.

Students interested in graduate study in clinical or counseling psychology should complete the following courses as part of their psychology focus or extended major.

- HDP 102 General Psychology
- HDP 220 Theories of Personality
- HDP 223 Abnormal Psychology
- HDP 301 Counseling Psychology

**II. Sociology Focus (20 credits)**

This focus introduces students to the various ways that sociologists understand how individuals, groups and societies work together and change over time. Course topics range from face-to-face interaction and everyday life behavior to broader issues such as poverty, deviance, and racism.

**Introductory Level (Take 4 credits)**

- HDS 101 Introduction to Sociology
- HDS 102 Sociology of Everyday Life
- HDS 103 Women, Culture and Society
- HDS 104 Studying the Social Worlds of Children
- HDS 105 Sociology of Media
- HDS 106 Sociology of Minority Groups

**Intermediate Level (Take 4- 8 credits)**

- AST 215 Political and Social Change in America
- AST 220 Coming to America

- AST 285 Children and Families in American Society  
 HDS 225 Cross-Cultural Perspectives on Health and Illness

**Advanced (Take 8 - 12 credits)**

- HDS 332 Feminist Theories: Controversies and Current Issues  
 HDS 343 On Being Different: Sociological Perspectives  
 HDS 357 Sociological Studies of Children: Recent Works  
 HHS 414 Social History of America's Working People

Students choosing to major in human development with a sociology focus may combine their major with the following professional majors and certificates: Juvenile Justice and Youth Advocacy, Human Service Certificate, Child Life, Early Childhood, Elementary Education and Special Education (Moderate Disabilities). Instead of a professional major, some students may also want to double major in Social Work, Humanities, Math/Science, American Studies or the Arts.

Students majoring in human development with a focus in sociology may also pursue an extended major without a professional major by taking an additional 4 advanced credits. Students interested in completing additional fieldwork may do so as an independent study with a faculty advisor.

**III. Focus on Children, Families and Culture (20 credits)**

This focus explicitly foregrounds the relationships between children, families and society/culture. Students must take a variety of introductory, intermediate and advanced courses. One of these advanced courses should be in sociology (HDS prefix).

**Introductory Courses (Take 4 credits)**

- HDS 103 Women, Culture and Society  
 HDS 104 Studying the Social Worlds of Children  
 HDS 105 Sociology of Media  
 HDS 106 Sociology of Minority Groups

**Intermediate Courses (Take 4-8 credits)**

- AST 285 Children and Families in American Society  
 HDA 266 Anthropology and the Family  
 HDP 214 Violence in Lives of Children and Families  
 HDP 221 Family Theories  
 HDP 222 Language and Culture  
 HDP 282 Children and the Media

**Advanced Courses (Take 8 -12credits, including 4 credits in Sociology—HDS prefix)**

- HDP 316 Children's Political Lives  
 HDP 358 Cross-Cultural Perspectives on Child Care  
 HDP 362 Meaning and Development of Play  
 HDS 332 Feminist Theories: Controversies and Current Issues  
 HDS 343 On Being Different: Sociological Perspectives  
 HDS 357 Sociological Studies of Children: Recent Works

Students choosing to major in human development with a focus on children, families and culture may combine their major with the following professional majors and certificates: Child Life, Juvenile Justice and Youth Advocacy, Human Service Certificate, Early Childhood Education, Elementary Education and Special Education

(Moderate Disabilities). Instead of a professional major, some students may also want to double major in Social Work, Humanities, Math/Science, American Studies or the Arts.

Students majoring in human development with a focus on children, families and culture may also pursue an extended major without a professional major by taking an additional 4 advanced credits. Students interested in completing additional fieldwork may do so as an independent study with a faculty advisor.

## HUMANITIES MAJOR / B.A. DEGREE

The Humanities major is a multidisciplinary major based in history, literature, and philosophy. The major introduces the origin of the idea of “humanities” as human-centered inquiry, and explores its broadened meaning in our time. The major enables students to consider a variety of responses to questions of value, identity, and meaning as expressed in the histories, literatures, philosophies, religions, and arts of different cultures. An aim of the Humanities major is to develop in students an appreciation not only of their own intellectual heritages but also of the cultural legacies of other peoples. In Humanities courses, students are encouraged to explore the changing lives of women, people of color, and working people throughout the world.

The Humanities major complements professional preparation for the fields of teaching, social work and child life. It provides a lens through which students can view, reflect on, and understand human experience.

### Requirements (20 credits)

HUM 201 Introduction to the Humanities (4 credits)

Global Perspectives Course (4 credits)

Humanities or Art History course at the intermediate or advanced level (4 credits)

Integrated Course (4 credits)

HUM 450 Research Seminar in the Humanities (4 credits)

### Focus (16 credits)

Students select a focus in one of the following disciplines: literature, history, or philosophy. At least 4 credits in the focus must be at the advanced level.

### Global Perspectives Courses:

These are courses based in Asian, African, or Latin American cultures.

HIS 210 Encounters Between East and West in World History

HIS 215 Africa and its Global Encounters

LIT 226 Literature and History of the Caribbean

LIT 225 African Literature

MUS 240 World Music Traditions

PHL 215 Asian Thought

THE 305 African and Caribbean Theatre

### Integrated Courses:

These are courses that integrate at least two disciplines.

AST 160	American Identities
AST 215	Political and Social Change in America
HIS 194	Europe in the Age of Discovery
HIS 208	Twentieth Century European History
HUM 270	Asian-American Experiences
LIT 226	Literature and History of the Caribbean
LIT 225	African Literature
LIT 240	The English Renaissance
LIT 270	The American Renaissance
LIT 262	Shakespeare
LIT 263	The Epic: Heroes and Monsters
LIT 301	Medieval Literature: Epic and Romance
PHL 240	Great Ages and Ideas of the Jewish People

### Courses

**History** courses in the Humanities program seek to deepen students' understanding of the past. They introduce students to the analytical distinctions between what happened in the past and what is written about it (historiography). Courses engage students in the principal intellectual activities of historians: discerning and weighing historical interpretations (secondary sources), and constructing historical interpretations from documents and artifacts (primary sources). Courses pose historical questions; establish the context of historical materials; and select, analyze, synthesize, and arrange historical evidence. Students are encouraged to enter debates, confronting and grappling with historical problems.

**Literature** courses help students discover and build on their own strengths as readers, writers, and literary critics. Engagement with literary texts is both personal and critical. On a personal level, reading literature allows imaginative access to people, places, writing styles, and cultures. Literature classes also teach analytic skills. In class discussions and written assignments, students learn how to recognize and interpret literary elements including plot, character, structure, theme, genre, irony, and metaphor. Literature classes are usually organized around genres (novels or poetry), particular writers or groups of writers (Toni Morrison, Shakespeare, or the American Renaissance), or broad surveys of national, regional, or ethnic literatures. Literature courses provide tools for seeing and understanding the creativity and diversity of human thought, experience, and culture.

**Philosophy** courses at Wheelock are intended to involve students in the continuing historical dialogue of philosophers, the goal of which is the development of critically informed world views. These courses seek to help students learn to respond both sympathetically and critically to points of view, whether familiar or foreign; to follow and assess arguments aimed at establishing or rejecting aspects of worldviews; and to grow toward an intellectually responsible framing of their own worldviews. Philosophy courses may focus on different historical or cultural threads of dialogue or schools of thought (World Religions, American Philosophy, Asian Thought, etc.), or they may focus on specific problems or issues or aspects of world-views (ethical theory, philosophy of religion, philosophy of education, aesthetics). Depth in the discipline is achieved largely through developing familiarity with patterns of thought through a variety of historical periods or through cultural or religious locations, problems, or issues.

For descriptions of all courses that may be used in constructing a focus in the Humanities major, refer to the History, Humanities, Literature, and Philosophy headings in the Courses of Instruction section of this catalog.

**HUMANITIES MAJOR WITHOUT PROFESSIONAL MAJOR (40 CREDITS)**

Students who choose to major in the Humanities without a Professional program follow the requirements for the 36-credit major as listed above and must also complete an additional course in the focus at the intermediate or advanced level.

**MATHEMATICS AND SCIENCES MAJOR / B.S. DEGREE**

The Mathematics and Science Department offers a 36-credit major for students electing a professional major and a 48-credit major for those students without a professional major. There are three pathways through the 36-credit major: Mathematics, Science, and Interdisciplinary. The pathways share the following goals:

- To help students experience the esthetic beauty and joy of intellectual achievement associated with math and science.
- To help students develop skills in critical thinking, communicating ideas, and modes of inquiry.
- To aid students in developing the skills to be engaged in the world as a quantitatively and scientifically literate citizen.

The Mathematics and Science Pathways are designed especially for future leaders in mathematics or science education. The Interdisciplinary Track is appropriate for a variety of students, including education students who prefer a broader preparation in both mathematics and science, students interested in environmental science who wish to do a program in conjunction with the Colleges of the Fenway, and others who wish to design their own programs, drawing on the resources of the department, in conjunction with an advisor.

Courses within the major emphasize developing knowledge through investigation, collaborative learning, reflection, and communication. Besides including relevant subject matter, they also model hands-on, minds-on ways of teaching mathematics and science.

**PATHWAY I: MATHEMATICS PATHWAY**

The Mathematics Pathway is intended to be taken in conjunction with an Elementary Education, Special Education or Early Childhood Education major. The pathway helps students to:

- Develop skills in problem solving and posing, reasoning and proof, written and oral mathematical communication, representation, and forming mathematical connections.
- Attain a strong background in the mathematical content most relevant to the K-6 curriculum, including number and operation, algebra, geometry and measurement, and probability statistics and data analysis.

- Acquire a significant amount of specialized mathematical knowledge for teaching, and find links between conceptual understanding and pedagogical approaches to teaching those concepts.

**36 Credit Major:**

Entry Requirements: Math 140/141 or Math 130/131/132. Students may begin taking mathematics courses in the major concurrently with Math 132.

**Required Core: 12 credits**

MAT 230 Algebra and Number Theory

MAT 245 Geometry

MAT 255 Probability and Statistics

**Mathematics Selectives: 8 credits**

Two additional mathematics courses: one must be advanced; the other may be intermediate or advanced.

**Seminar: 4 credits**

Math 390 Mathematics Seminar

**Science Courses: 12 credits**

MSC 184 Science Inquiry and the Natural World

1 Additional Physical Science Course

1 Additional Life Science Course

At least one science course must be at the Intermediate or Advanced level.

**48 Credit Major without Professional Major:**

The Mathematics Pathway is intended to be taken in conjunction with an education major; however, students who choose not to complete the major late in their program can elect a 48-credit major without major. Such students also have the option of switching to the Interdisciplinary Pathway.

For the 48-credit major without a professional major, students must complete the requirements of the above 36 credit major, including Calculus I as one of the mathematics selectives. The program must also include Calculus II (taken at another college), and two additional advanced mathematics courses, decided in consultation with an advisor.

**Minor: 16 credits**

MAT 230 Algebra and Number Theory

MAT 245 Geometry

MAT 255 Probability and Statistics

MAT 390 Mathematics Seminar

The Mathematics Minor is intended for students concentrating in education who desire a strong preparation in mathematics, but do not wish to major in the subject. Students are strongly encouraged to take these four designated courses as a minor; however, in some cases, in consultation with an advisor, substitute courses may be approved.

Students not interested in teaching may also do a general mathematics minor under the Interdisciplinary Track.

## PATHWAY II: SCIENCE PATHWAY

The Science Pathway is part of the Clear Sky Program at Wheelock College. Clear Sky is a program to produce and support scientifically skilled and knowledgeable pre-service elementary teachers. The Science Pathway is intended to be taken in conjunction with an Elementary, Special Education or Early Childhood Education major. The pathway helps students to

- Clarify the concepts underlying the nature of science, scientific thinking, and scientific modes of inquiry.
- Develop a level of expertise in science that comes from studying a discipline in depth.
- Broaden their knowledge of science disciplines and the range of scientific study.
- Find links between science concepts and pedagogical approaches to teaching those concepts.

### 36-Credit Major

The requirements of the Science Pathway can be divided into an induction course (4 credits), core domain courses (12 credits), minor core domain courses (8 credits), a mathematics course (4 credits), a selective (4 credits), and a capstone course (4 credits). There is also an educational core requirement. For the 2008-2009 academic year, the available core domains will be human biology and environmental science, and the available minor core domain will be physical science. In subsequent years, additional domains will be available. No more than three courses in the major can be at the introductory level. Students must take either Math 130/131/132 or Math 140/141 as support courses for the major; credits for these courses do not count toward the major.

#### Induction Course: 4 credits

Students are strongly encouraged to take another introductory science course either concurrently with the induction course or in the subsequent semester.

MSC 184 Science Inquiry and the Natural World

#### Core Domain Courses: 12 credits

Must choose one of the core domains, and take one introductory, one intermediate, and one advanced course in that domain.

#### Human Biology Core Domain:

##### Introductory Courses (4 credits)

LSC 152 Nutrition  
LSC 153 Human Biology

##### Intermediate Courses (4 credits)

LSC 250 Human Physiology  
LSC 280 Metabolic Processes in the Human Female

##### Advanced Courses (4 credits)

LSC 302 Human Diseases  
LSC 305 Human Genetics  
LSC 317 Human Embryology

**Environmental Science Core Domain:****Introductory (4 credits)**

- LSC 151 Introduction to Plants and Animals  
 LSC 185 Discovering Planet Earth  
 LSC 192 The Living World

**Intermediate Courses (4 credits)**

- LSC 254 Marine Biology  
 LSC 255 Marine Mammals and the Gulf of Maine

**Advanced Courses (4 credits)**

- LSC 335 Environmental Impacts  
 LSC 400 Independent Studies in Life Science

**Minor Core Domain Courses – Physical Sciences: 8 credits**

The minor core domain consists of two courses, either one at the introductory and one at the intermediate level or one at the intermediate and one at the advanced level.

**Introductory courses:**

- PSC 152 Earth Science  
 PSC 154 Investigations in Physical Science  
 PSC 161 The Solar System  
 PSC 185 Discovering Planet Earth  
 PSC 191 The Physical Universe

**Intermediate Courses:**

- PSC 250 Physical Processes in the Human Body  
 PSC 251 Principles of Chemistry  
 PSC 253 Introduction to Oceanography

**Advanced courses:**

- PSC 305 Physical Oceanography  
 PSC 399 Field Studies in Environmental Science  
 PSC 400 Independent Studies in Physical Science

**Mathematics Course: 4 credits**

One of the following courses:

- MAT 230 Algebra and Number Theory  
 MAT 245 Geometry  
 MAT 255 Probability and Statistics  
 MAT 280 Calculus I

**Selective: 4 credits**

Any mathematics or science course. Only a total of three courses in the major may be at the introductory level. Students may complete an optional additional minor core domain in mathematics by completing two of the above mathematics courses.

**Capstone: 4 credits**

- MSC 401 Seminar in Critical Thinking

**Education Requirement: 4 credits applied to education major**

- EDU 351 Teach and Learn Science in Early Childhood

### PATHWAY III: INTERDISCIPLINARY PATHWAY

#### **36-Credit Major**

##### **Mathematics Support Requirement:**

Completion of the College Requirement in Mathematics. Students who use the regular Concepts and Processes sequence (Math 130/131) for this requirement, must also complete Math 132.

##### **Introductory Science Course:**

4 credits. Students must take one of the following courses in their first or second year at Wheelock:

MSC 185 Discovering Planet Earth

PSC 191 The Physical Universe

LSC 192 The Living World

MSC 184 Science Inquiry in the Natural World

Students electing to take PSC 191 or LSC 192 are strongly encouraged to take both courses (with the other course counting as a selective).

**Intermediate or Advanced Mathematics Course:** 4 credits. Students must take one mathematics course at the 200 level or above.

**Selectives:** 24 credits. In conjunction with their academic advisors, students determine the scope of the major. At least one course must be chosen from life science, and one from physical science. At most, two courses can be at the introductory level and at least one course must be at the advanced level.

**Capstone:** 4 credits. Students must take either MSC 401 Seminar in Critical Thinking or MAT 390 Mathematics Seminar. Students may take both courses (with one counting as a selective).

**Minor:** Working in conjunction with an advisor, students may design a 16-credit minor in mathematics, physical, or life sciences.

#### **48 Credit Major without a Professional Major:**

The Department of Mathematics/Science allows students who do not elect a professional major, in Education or Child Life, to follow a course of study beyond the 36-credit major. After consulting with a Mathematics/Science academic advisor, students may choose to focus their major in such areas as: environmental studies, human biology, or mathematics. Students enrolled in this major may elect to take a selection of courses in their area of focus, or may wish to incorporate a 4-8 credit Field Study into their program of study.

## **ARTS AND SCIENCES MINORS**

All undergraduates who major in the Arts and Sciences or Social Work, are encouraged to pursue additional, focused study of the arts and sciences by fulfilling the requirements for a minor in a field outside their major. Students design their minors (16 credits) in consultation with a faculty member in the discipline. Only one course in the minor may be counted toward another degree requirement.

## SCHOOL OF EDUCATION AND CHILD LIFE

Eleonora Villegas-Reimers, Ed.D., Dean

### PROFESSIONAL MAJORS

Students can prepare for careers as Child Life Specialists and Teachers through professional majors completed in conjunction with an arts and sciences major. Professional majors in education and child life and their requirements are outlined below.

#### CHILD LIFE SPECIALIST / 36 CREDITS

Beginning with students entering the College in Fall 2009, the Child Life program will be a five-year program combining a BS or BA degree with an MS in Child Life; for the most updated information on program requirements, check the Wheelock website.

The Child Life program prepares child life specialists to work in inpatient, outpatient and community-based health care settings. Through the use of play and other forms of communication, the child life specialist functions as a member of the professional health care team to help reduce the stress of hospitalization, illness and health care procedures. Sensitivity to the emotional and developmental needs of children and families of diverse backgrounds is stressed as an important concern of this field. For information on child life certification, please refer to the Professional Licensure and Certification section of this catalog.

#### Requirements:

Interested students are required to apply to be admitted into this major during their sophomore year, and must meet with the Coordinator of the Undergraduate Child Life program. The program includes two required internship experiences: Internship Core I – the student works under the direct supervision and mentorship of a Certified Child Life Specialist in a pediatric hospital; Internship Core II – the student works in a non-health care setting. There is an opportunity for students in Internship Core I to complete their internship on-campus or off-campus. Students must meet with the Coordinator of the Child Life program to discuss this option and get approval to pursue it.

#### Support Courses (4 credits)

These courses may also apply to the General Education Requirements.

LSC 153 Human Biology (4 credits)

or

LSC 302 Human Diseases (4 credits)

Students must fulfill the biology requirement prior to entering Internship Core I

MAT 120 and MAT 170

**Professional Core Courses**

CLF 204 Child Health Systems (2 credits)

CLF 205 Introduction to Child Life (2 credits)

Open to second semester first year students and all sophomores.

CLF 350 Role of the Child Life Specialist (4 credits)

Open to junior level students only. Please refer to course prerequisites. All sections of the WLCE must be completed by the course selection deadline.

**Internship Core I**

CLF 421 Child Life Methods and Materials (4 credits)

CLF 423 Issues and Processes Seminar (2-4 credits)\*

\*Students completing an off-campus internship receive 4 credits

CLP 472 Child Life Internship (400 hour) (8 credits)

Open to second-semester juniors and first-semester seniors. Please refer to Internship Core I course prerequisites.

**Internship Core II**

CLF 452 Integrative Seminar in Child Life (2 credits)

CLP 474 Alternative Applications of Child Life (4 credits)

Open to students who have successfully completed Internship Core II course prerequisites.

HDP 362 Meaning and Development of Play (4 credits)

It is recommended that students complete this course prior to Internship Core I

**Selectives (4 credits)**

The selectives requirement may be fulfilled by completing any course in Human Development (HD), Child and Family Studies (CFS) or Professional Studies (PRO), or one from the following list, provided the course has not been used to fulfill any other requirement.

EDU 331 Multicultural Picture Books (2 credits)

and

EDU 332 Multicultural Chapter Books (2 credits)

EDU 346 Science Teaching and Learning: The Preschool and Elementary Years (4 credits)

CFS 240 Helping Children Cope With Grief and Loss (4 credits)

PRO 417 Welcoming LGBT Families in Education and Human Services (4 credits)

CLP 674 The Hospitalized Child in England (4 credits)

**EARLY CHILDHOOD INCLUSIVE CLASSROOM TEACHER / 38 CREDITS****Leading to Massachusetts Department of Elementary and Secondary Education (ESE) Early Childhood Teacher of Students with and without Disabilities, Pre-K-2, Initial License**

The Early Childhood program is recognized by the National Association for the Education of Young Children (NAEYC), and it focuses on comprehensive education and care of children birth to 8-years old, and professional interactions with

their families and communities. Students study the foundations and principles of early childhood education and special education in order to formulate a developmental framework that will guide them in their practice in early childhood settings. Emphasis is placed on responding to the developmental, cultural and racial uniqueness of each child as students learn to design, implement and evaluate learning environments and curricular activities. Each student completes two practica in public or private early childhood settings. To complete this program and qualify for state licensure, students must meet the program requirements, including: one full time practicum in a first or second grade classroom, and one half-time practicum in a pre-school setting with children birth-to-6 years old.; successfully complete the Required Massachusetts Tests for Educator Licensure (MTEL). In at least one setting, students must work with some children with identified special needs. Concurrently with, or following the second practicum, students may elect to complete an optional internship in a Kindergarten or other approved early childhood setting (full or half-time). For information on teacher licensure, please refer to the Professional Licensure and Certification section of this catalog.

**Support Courses**

MAT 130 and MAT 131

**Requirements:**

*Must be completed prior to entering the first practicum:*

EDU 201 Orientation to Education Programs (0 credits)

EDU 255 Racial and Cultural Identities (2 credits)

EDU 305 Principles of Inclusive Early Childhood Education in a Diverse Society (4 credits)

EDU 320 Mathematics for Young Children (4 credits)

EDU 327 Teaching Reading to Young Children (4 credits)

Prepare for, take, and pass the MTEL Communication and Literacy Skills tests.

**Prior to or concurrently with Primary Practicum Core:**

EDU 341 Assessment of Young Children with and without Special Needs (B-8) (2 credits) (may be taken concurrently with, or following EDU 305)

EDU 328 Early Literacy for Young Children (2 credits)

**Integrated Core I - Primary Level of Early Education (Grade 1 - 2)**

MTEL Literacy & Communication Tests must be completed prior to registering for practicum at course selection

EDP 437 Early Childhood Practicum and Seminar, Grades 1 and 2 (6 credits)

EDP 436 Teaching & Learning in the Primary Grades (4 credits)

**Integrated Core II - Early Childhood Settings in Diverse Communities (B - 6)**

EDP 457 Early Childhood Practicum and Seminar (ages B-6) (4 credits)

EDP 456 Teaching & Collaboration in Diverse Early Childhood Settings (4 credits)

**Completion of Major**

Both the MTEL Early Childhood Subject Test and the MTEL Foundations of Reading Test must be completed prior to entering the Capstone course.

EDU 464 Seminar in Policy, Advocacy and Leadership in ECE (1 credit)

EDU 465 Capstone – Early Education (1 credit)

**Optional Elective (for candidates who want to focus on kindergarten classroom)**

May be taken concurrently with or following Practicum Core II

EDP 467 Kindergarten/Early Childhood Internship (150 - 300 hr) (2–4 credits)

**CHILD DEVELOPMENT SPECIALIST / 38 CREDITS****Leading to Massachusetts Early Education and Care (EEC) Certification**

The nationally recognized Child Development Specialist major provides a variety of options for students interested in working with children in early child care and other ECE settings, such as museum work, publishing, and resource and referral. Students interested in teaching in pre-school and early care settings might use courses and experiences in this program as they apply to the Massachusetts Department of Early Education and Care (EEC) for the lead teacher credential. Normally, these students complete two practica with children birth to 5-years-old. Students follow the same pre-practicum preparation as is required for all Early Childhood Inclusive teacher concentrators. Students do their Integrated Core I full-time practicum in a Kindergarten, and Integrated Core II half-time practicum in a child care setting. Concurrent with or following the second practicum core, students may elect to complete an optional internship (half to full time) such as Child Care Director, Work-Family Directions, a different Pre-K age group, or any other approved early childhood setting. For information on licensure for teachers, please refer to the Professional Certification and Licensure section of this catalog.

**Support Courses**

MAT 130 and MAT 131

**Requirements:**

*Must be completed prior to entering the first practicum:*

EDU 201 Orientation to Education Programs (0 credits)

EDU 255 Racial and Cultural Identities (2 credits)

EDU 305 Principles of Inclusive Early Childhood  
Education in a Diverse Society (4 credits)

EDU 320 Mathematics for Young Children (4 credits)

EDU 327 Teaching Reading to Young Children (4 credits)

**Must be taken prior to or concurrently with Primary Practicum Core**

EDU 341 Assessment of Young Children with or  
without special needs (B-8) (2 credits)  
(may be taken concurrently with, or  
following EDU 305)

EDU 328 Early Literacy for Young Children (2 credits)

**Integrated Core I - Primary Level of Early Education (Grade K)**

- EDP 427 Early Childhood Practicum and Seminar Grade K (6 credits)  
 EDP 436 Teaching & Learning in the Primary Grades (4 credits)

**Integrated Core II - Early Childhood Setting in Diverse Communities (B - 6)**

- EDP 457 Early Childhood Practicum and Seminar (B-6) (4 credits)  
 EDP 456 Teaching & Collaboration in Diverse Early Childhood Settings (B-6)  
 (4 credits)

**Completion of Major**

- EDU 462 Capstone: Child Development Specialist (1 credit)  
 EDU 464 Seminar in Policy, Advocacy and Leadership in ECE (1 credit)  
*Optional Electives (for candidates who are preparing for a center director position after several years of teaching in early care settings, or for candidates who want to focus on teaching in the kindergarten classroom) may be taken concurrently with or following Practicum Core II*  
 EDU 427 Child Care Management and Administration (4 credits)  
 Necessary for EEC Director Certification  
 EDP 467 Kindergarten/Early Childhood Internships (150-300 hr) (2-4 credits)

**ELEMENTARY EDUCATION / 38 CREDITS****Leading to Massachusetts Department of Elementary and Secondary Education (ESE) Elementary Teacher, 1-6, Initial License**

The Elementary Education major prepares students to become teachers of elementary school children in public and private schools, with a focus on urban settings. To be eligible for state licensure through this program, students must meet the program requirements including the successful completion of the required Massachusetts Tests for Educator Licensure (MTEL). Students study the foundations of elementary education, theories and methods of teaching and assessing student learning in inclusive classrooms, and standards-based curriculum development. Students study the arts and sciences disciplines including human development, and they build content knowledge in the subject matter they will be teaching. They develop a theoretical framework for understanding and evaluating educational practice and work with children and their families in diverse communities in a multicultural society. Students learn to design, implement, and assess the effectiveness of curriculum and instruction in relation to the development and academic achievement of all children. Each student completes a 100-hour pre-practicum core, followed by a full-time practicum core that goes beyond the state requirement of 300 contact hours and involves teaching in grades 1-6 in a public or private school that utilizes the Massachusetts Curriculum Frameworks and student learning standards. For information on teacher licensure, please refer to the Professional Certification and Licensure section of this catalog.

**Support Courses**

- MAT 130, MAT 131 and MAT 132  
 Or  
 MAT 140 and MAT 141

**American Government**

- AST 150 Intro to American Government 4 credits

**US History (select one):**

HIS 165 America through the Civil War 4 credits

HIS 167 America Since the Civil War 4 credits

**Requirements:**

Must be completed prior to entering the Elementary Pre-practicum Core:

EDU 201 Orientation to Education Programs (0 credits)

EDU 255 Racial and Cultural Identities (2 credits)

EDU 306 Introduction to Elementary Teaching (4 credits)

EDU 330 Elementary Mathematics (4 credits)

EDU 337 Teaching Reading (4 credits)

EDU 338 Inquiry into Elementary Literacy (2 credits) (completed prior to or concurrent with the pre-practicum)

**Elementary Prepracticum Core**

MTEL Literacy & Communication Test must be completed prior to registering for Pre-practicum at Course Selection

EDU 316 ELE Curriculum Development (3 credits)

EDP 317 Elementary Pre-practicum (100 hours) (1 credit)

EDU 321 Elementary Science and Technology (2 credits)

EDU 323 Elementary History & Social Sciences (2 credits)

**Elementary Practicum Core**

EDU 446 Elementary Teaching & Learning (4 credits)

EDP 447 Elementary Practicum (6 credits)

EDU 445 Meeting Diverse Learning Needs (2 credits)

**Completion of Major**

MTEL General Curriculum (subject matter) test and MTEL Foundations of Reading Test must be completed prior to registering for Capstone at Course Selection

EDU 485 Capstone: Elementary Education (2 credits)

Students are required to take arts and sciences courses that provide them with content knowledge appropriate to the elementary teaching role. The courses must also meet the state requirements for program approval. Please see your academic advisor for specific guidance.

**SPECIAL EDUCATION: TEACHER OF STUDENTS WITH MODERATE DISABILITIES / 38 CREDITS****Leading to Massachusetts Department of Elementary and Secondary Education Moderate Disabilities (Pre K – 8), Initial License**

The program 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 schools. Students develop skills in inclusive curriculum design, creating a supportive classroom ecology, differentiated teaching strategies, behavior management, collaborative problem-solving, formal and informal assessment, and commitment to equity for all children in

a multiracial and multicultural society. To be eligible for State Licensure, students must meet all program requirements and successfully complete the Massachusetts Test for Educator Licensure (MTEL).

**Support Courses**

MAT 130, MAT 131 and MAT 132

Or

MAT 140 and MAT 141

**American Government**

AST 150 Intro to American Government 4 credits

**US History (select one):**

HIS 165 America through the Civil War 4 credits

HIS 167 America Since the Civil War 4 credits

**Requirements:**

*Must be completed prior to entering the first practicum:*

EDU 201 Orientation to Education Programs (0 credits)

HDP 290 Children with Special Needs (4 credits)

EDU 255 Racial and Cultural Identities (2 credits)

SPE 264 Behavior Management (2 credits)

SPE 346 Assistive Technology (2 credits)

EDU 330 Elementary Mathematics (4 credits)

EDU 337 Teaching Reading (4 credits)

SPE 392 Teaching Students with Diverse Learning Needs (2 credits)

MTEL Communication and Literacy Skills Test must be completed prior to registering for Practicum I at Course Selection

**Special Education Practicum Core I**

EDU 338 Inquiry into Elementary Literacy (2 credits)

ACD 305 MTEL Preparation - Subject Review (0 credit)

SPE 394 Curriculum, Learning and Special Needs (4 credits)

SPP 460 Practicum I (4credits)

SPP 461 Seminar I (2 credits)

**Special Needs Practicum Core II**

SPE 481 Assessing Children with Special Needs (4 credits)

SPP 470 Practicum II (3 credits)

SPP471 Seminar II (1 credits)

**Completion of Major**

All sections of the MTEL (Communication and Literacy Skills Test, General Curriculum, Foundation of Reading) must be completed; strongly advised to complete Practicum Core II Prior to taking

SPE 465 Capstone and Portfolio: Special Education (2 credits)

## EDUCATION MINOR / 16 CREDITS

The Education minor is designed for students interested in exploring professional options in education that are outside of the classroom, such as working in educational publishing, creating educational software, or working in after school settings. The Education Minor is open to all interested students who do not have an Education major. It can be combined with the Community-based Human Service Certificate, the Juvenile Justice and Youth Advocacy major, or the Social Work major. It provides an education option for students with a Human Development major who are interested in school psychology rather than working with children in the classroom. The Education Minor does not lead to state licensure. It does not require passage of any sections of the Massachusetts Tests for Educator Licensure.

### Required courses (10 credits)

EDU 255 Racial and Cultural Identities (2 credits)

### Introductory Education Course (4 credits) (select one)

EDU 305 Principles of Inclusive Early Childhood Education in a Diverse Society (4 credits)

EDU 306 Introduction to Elementary Education (4 credits)

HDP 290 Children with Special Needs (4 credits)

### Reading Course (4 credits) (select one)

EDU 327 Teaching Reading to Young Children

EDU 337 Teaching Reading (Elementary)

### Selective courses (Select 6 credits):

EDU 316 Elementary Curriculum Development (3 credits) with EDP 317 Elementary Prepracticum (1 credits)

EDU 320 Mathematics for Young Children (4 credits)

EDU 321 Elementary Science and Technology (2 credits)

EDU 323 History and Social Sciences (2 credits)

EDU 330 Elementary Mathematics (4 credits)

EDU 341 Assessing Young Children With and Without Special Needs (2 credits)

EDU 331 Children's Picture Books (2 credits)

EDU 332 Children's Chapter Books (2 credits)

EDU 351 Teaching and Learning Science in the Early Childhood Classroom (2 credits)

SPE 346 Assistive Technology (2 credits)

SPE 264 Behavior Management (2 credits)

SPE 392 Teaching Students with Diverse Learning Needs (2 credits)

## SCHOOL OF SOCIAL WORK AND FAMILY STUDIES

Kathleen Kirk Bishop, Ph.D., Dean

### SOCIAL WORK MAJOR / B.S.W. DEGREE / 66 CREDITS

The Social Work major leads to the Bachelor of Social Work (B.S.W.) degree. The mission of the B.S.W. program is to improve the quality of life for children, adults, families, and communities by preparing entry-level generalist social work practitioners who work collaboratively with clients to provide services, help to identify and secure resources, and advance social and economic justice. Social workers serve people of all ages, from infants to senior citizens. The program places students in practicum sites that reflect diverse needs of people in society. In keeping with the goal of the Social Work program, the primary focus of the senior practicum is generalist practice, in which students are given a range of assignments to learn a core group of skills. The program is accredited by the Council on Social Work Education.

#### Requirements:

The 66-credit curriculum involves study in five areas: Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice, Social Research, and Practica. As part of required course work, students complete a social policy and advocacy field component. There are also two semesters of practicum in the senior year in which the student functions as a social worker and works directly with clients. These experiences are completed in the fall and spring semesters with the accompanying practice courses and seminars. Students participate in selection of the practicum site and are supervised by an agency field instructor under the guidance of a faculty field liaison. Unlike students pursuing one of the Arts and Sciences majors, Social Work majors do not select a separate Professional Major. However, it is possible for Social Work Majors to pursue a major or minor in Juvenile Justice and Youth Advocacy. All Social Work majors must complete additional Arts and Sciences coursework beyond General Education requirements. Students can complete this requirement of additional Arts and Sciences coursework in one of three ways: by completing a second major in American Studies, the Arts, Human Development, the Humanities, or Math/Science; by completing a 16 credit minor in an Arts and Sciences discipline or by completing 12 elective credits in the Arts and Sciences. Students choosing a double major or additional major in Juvenile Justice and Youth Advocacy earn a B.S.W. degree. For information on Social Work Licensure, please refer to the Professional Licensure and Certification section of this catalog.

#### Advanced Standing Status in the MSW Program (30 Credits)

Upon graduation from the BSW program, student may apply for Advanced Standing status in the MSW program. This program is offered to eligible BSW graduates and allows them to complete the MSW degree as a full time student in a two semester (fall and spring) schedule, or as a part time student in a two year (fall and spring) schedule. All programs typically begin in the fall semester.

**Support Courses**

These courses may also apply to the General Education Requirements

- LSC 153 Human Biology (4 credits)
- MAT 120 Quantitative Reasoning (4 credits)
- MAT 170 Statistics for the Behavioral Sciences (4 credits)
- HDS 101 Introduction to Sociology (4 credits)
- AST 150 Introduction to American Government (4 credits)

**Professional Core Courses**

- SWK 205 Introduction to Social Work (4 credits)
- SWK 225 Dynamics of Oppression and Discrimination (4 credits)
- SWK 268 Social Research (4 credits)
- SWK 345 Human Behavior and the Social Environment (4 credits)
- SWK 355 Social Welfare Policy and Services (4 credits)
- SWK 440 Social Work Practice and Skills Lab I (4 credits)
- SWK 450 Social Work Practice and Skills Lab II (4 credits)
- SWK 451 Social Work Practice & Field Seminar I (2 credits)
- SWK 452 Social Work Practice: Practicum I (4 credits)
- SWK 455 Social Work Practice and Skills Lab III (4 credits)
- SWK 456 Social Work Practice & Field Seminar II (2 credits)
- SWK 457 Social Work Practice: Practicum II (4 credits)

**Selectives (2 credits)**

The Selective requirement may be fulfilled by completing any course in Human Development (HD) or Professional Studies (PRO), or Child and Family Studies (CFS), or one from the following list, provided the course has not been used to fulfill any other requirement.

- CLF 204 Child Health Systems (2 credits)
- HDF 714 Child Law (graduate course) (3 credits)

### **SOCIAL WORK MAJOR WITH A MAJOR IN JUVENILE JUSTICE AND YOUTH ADVOCACY / 84 CREDITS / BACHELOR OF SOCIAL WORK DEGREE**

The mission of the Bachelor of Social Work program is to improve the quality of life for children, adults, families and communities by preparing entry-level generalist social work practitioners who work collaboratively with clients to provide services, help to identify and secure resources, and advance social and economic justice. Social workers serve people of all ages, from infants to senior citizens. The Program places students in practicum sites that reflect diverse needs of people in society. In keeping with the goal of the B.S.W. Program, the primary focus of the senior practicum is generalist practice, in which students are given a range of assignments to learn a core group of skills. The Juvenile Justice and Youth Advocacy program is an undergraduate major that prepares students to work with youth and their families in a range of settings including preventative programs, advocacy programs, and programs for juvenile offenders. Students in this major gain a thorough understanding of adolescent development, legal systems, of the conditions and circumstances that place youth at risk for involvement in the juvenile justice system and of effective methods of prevention, advocacy, and intervention with youth. Social Work students concentrating in Juvenile Justice and Youth Advocacy will complete SWK 452 in a juvenile justice related setting.

**Support Courses / 20 credits (required) (some courses may be applied to general education requirements)**

AST 150 American Government  
 LSC 153 Human Biology  
 HDS 101 Introduction to Sociology  
 MAT 170 Statistics for the Behavioral Sciences  
 HDP 366 Adolescent Development

**Social Work and Juvenile Justice Courses/32 credits (required)**

SWK 205 Introduction to Social Work  
 SWK 225 Dynamics of Oppression/Discrimination  
 SWK 345 Human Behavior and the Social Environment  
 SWK 355 Social Welfare Policy and Services (spring only)  
 SWK 440 Social Work Methods I  
 JJA 302 Causes and Prevention of Juvenile Delinquency  
 JJA 301 Juvenile Courts and Juvenile Law  
 JJA380 Juvenile Intervention and Advocacy

**Research/ 4 credits (choose one)**

SWK 268 Social Research (fall only)  
 HDP 264 Research Methods  
 HDS 264 Sociological Research Methods

**Practicum Core I/ 12 credits (fall semester only)**

SWK450 Social Work Practice: Methods and Skills Lab II  
 SWK451 Social Work Practice: Field Seminar I  
 SWK452 Social Work Practice: Practicum I  
 JJA 402 Seminar in Juvenile Justice

**Practicum Core II/12 credits (Spring Semester Only)**

SWK455 Social Work Practice: Methods and Skills Lab III  
 SWK456 Social Work Practice: Field Sem II  
 SWK457 Social Work Practice: Practicum II  
 JJA 403 Integrative Seminar in Juvenile Justice

**Selective/ 4 credits**

JJA201 Intro to Juvenile Justice and Delinquency

**PROFESSIONAL MAJOR**

Students can complete a professional major in Juvenile Justice and Youth Advocacy in conjunction with their major in Social Work or in conjunction with an arts and sciences major. The requirements for the major are outlined below.

**JUVENILE JUSTICE AND YOUTH ADVOCACY / 38 CREDITS**

The Juvenile Justice and Youth Advocacy Program is a 38-credit undergraduate professional major that prepares students to work with youth and their families in a range of settings including preventative programs, advocacy programs, and programs for juvenile offenders. Students in this major gain a thorough understanding of the

conditions and circumstances that place youth at risk for involvement in the juvenile justice system, the juvenile justice system itself, and of effective methods of prevention, advocacy, and intervention with youth. Students in the major complete community-based field study, as well as a semester-long 200 hour internship.

**Support Courses (12 credits)**

HDP 366 Adolescent Development (4 credits)  
 MAT 120 Quantitative Reasoning (4 credits)  
 MAT 170 Statistics (4 credits)

**Choose one (4 credits):**

HDS 106 Sociology of Minority Groups (4 credits)  
 SWK 225 Dynamics of Oppression and Discrimination (4 credits)

**Research (select one) (4 credits):**

To be completed by the end of the students junior year

HDP 264 Research Methods  
 HDS 264 Sociological Research Methods  
 SWK 268 Social Research

**Professional Core Courses (22 credits)**

JJA 201 Intro. to Juvenile Justice and Delinquency (4 credits)  
 JJA 301 Juvenile Courts and Juvenile Law (4 credits)  
 JJA 302 Causes and Prevention of Delinquency (4 credits)  
 JJA 380 Juvenile Intervention and Advocacy (4 credits)  
 JJP 401 Practicum in Juvenile Justice (2 credits)  
 JJA 402 Seminar in Juvenile Justice (2 credits)  
 JJA 403 Integrative Seminar in Juvenile Justice (2 credits)

**Selective Courses (4 credits)**

Choose 4 credits from the following

HDP 301 Counseling Psychology (4 credits)  
 HDS 343 On Being Different: Sociological Perspectives (4 credits)  
 HDP 355 Violence in the Lives of Children and Families (4 credits)  
 PRO 314 Child Neglect and Abuse (2 credits)  
 PRO 342 Child Welfare (2 credits)  
 PRO 344 Crisis Intervention (4 credits)  
 SWK 345 Human Behavior and Social Environment (4 credits)

**JUVENILE JUSTICE AND YOUTH ADVOCACY (FOR SOCIAL WORK MAJORS)**

Social Work majors can pursue a professional major in Juvenile Justice and Youth Advocacy and will complete the SWK 452 Practicum at a juvenile justice related site. For the completed program outline for Social Work students concentrating in Juvenile Justice and Youth Advocacy see the Bachelor of Social Work Section of the catalog.

## MINORS AND CERTIFICATES

### JUVENILE JUSTICE AND YOUTH ADVOCACY MINOR /16 CREDITS

The Juvenile Justice and Youth Advocacy Minor provides students with an understanding of the conditions and circumstances that place youth at risk for involvement in the juvenile justice system and of effective methods of prevention, advocacy, and intervention with young adults. The minor also includes coursework on juvenile law, court procedures, and systems that serve youth and their families. Students in the minor will complete a community based field experience. The minor consists of the following courses:

- JJA 201 Introduction to Juvenile Justice and Delinquency (4 credits)
- JJA 302 Causes and Prevention of Delinquency (4 credits)
- JJA 301 Juvenile Courts and Juvenile Law (4 credits)
- JJA 380 Juvenile Intervention and Advocacy (4 credits)

### CERTIFICATE PROGRAM IN COMMUNITY-BASED HUMAN SERVICES / 16 CREDITS

The Certificate Program in Community-Based Human Services is a 16-credit program designed for juniors or seniors who plan to complete an Arts and Science major without a professional major or for students with a professional major, in consultation with their advisor. The program allows students to explore new professional directions that might lead to employment after graduation or to continued studies in graduate school. It consists of an Introductory course (CFS 340 Introduction to Community-Based Human Services), a practicum and seminar in human services (CFP 420 Practicum and Seminar in Human Services), and an additional 8 credits of selective courses. Courses used as selectives for this program may not count toward other degree requirements.

#### Required Courses

- CFS 340 Introduction to Human Services (4 credits) (fall only) Prerequisite: HDP 120/122 - HDP 121/123 or HDP 124/127
- CFP 420 Practicum and Seminar in Human Services (4 credits) (spring only) Prerequisites: Completion of WLCE and CFS 340

#### Selective courses (8 credits):

- JJA 201 Intro to Juvenile Justice and Delinquency
- HDP 290 Children with Special Needs
- HDP 301 Counseling Psychology
- HDP 214 Violence in the Lives of Children and Families
- HDP 221 Family Theories
- HDP 223 Abnormal Psychology
- HDP 366 Adolescent Development
- HDP 379 Emotional Problems of Children
- HDP 380 Seminar in Emotional Problems of Children
- HDS 101 Introduction to Sociology
- HDS 106 Sociology of Minority Groups
- HDS 343 On Being Different: Sociological Perspectives
- PRO 245 Caring for Child with Chronic Illness and their Families
- PRO 275 AIDS and Addiction

- PRO 314 Child Neglect and Abuse
- PRO 342 Child Welfare
- PRO 344 Crisis Intervention
- PRO 415 Helping Children Cope with Stress
- SWK 345 Human Behavior and Social Environment

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## NATIONAL AND REGIONAL DEGREE PROGRAMS

### Field Scholars

The Enhancing the Field Scholars Program is designed for early childhood educators with an associate degree who are interested in earning a Bachelor of Science degree from Wheelock College. Selected courses are at an advanced level, to add to the knowledge base students have acquired through their associate degree program and experience as preschool teachers. The number of classes students take in the program will depend on the number of credits that students transfer into Wheelock. This program is offered at the Boston campus, in Cape Cod, MA, and in Maine. For specific information about the cohort program in each location check the Wheelock webpage.

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## INTERNATIONAL DEGREE PROGRAMS

### Background Information:

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. None of the international programs are full educator preparation programs, and do not lead to a credential locally or in the United States. 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 examine 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 ASSOCIATE OF SCIENCE DEGREE PROGRAM

The Wheelock College associate of science degree offers two options. The first option allows a learner to pursue an associate degree in arts or science with a limited number of electives in education and human development. The second option allows a learner to pursue an associate of science degree with more specialized courses in human development and child development. Graduates are prepared to assume roles as child care providers, educators in early childhood or elementary programs, or parent educators. This program of 60 credit hours combines liberal arts and sciences courses with classes in early childhood education. The program is designed to articulate with the Wheelock College bachelor of science degree program in early childhood education. Distinctive features include:

- Requirements in liberal arts that address two key areas: essential skills and content knowledge.
- Distribution requirements in language arts, mathematics, and computer literacy provide instruction in the acquisition of basic knowledge. Courses are designed to support learners to become more competent writers, to further their experience in critical thinking, and to strengthen their foundations for acquiring and organizing further knowledge.
- Liberal arts distribution requirements include arts and humanities, natural and physical sciences, and history and the social sciences. Courses are designed to provide learners with content knowledge and a broader understanding of disciplines.
- 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 study.
- Classes are offered on a schedule that allows learners to remain fully employed while studying in their own country.
- Courses are taught on-site by both full-time Wheelock College faculty and experienced local faculty who receive Wheelock College adjunct faculty appointments.
- Locally offered field studies and research opportunities may be required in addition to scheduled class sessions. These experiences are designed to address the individual learner's career goals.
- An advisory group with representatives from Wheelock College and the local collaborating institution is chosen to support the program.
- Ongoing external support for all learners: a local, on-site coordinator with 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.

For a description of Wheelock College's International Bachelor of Science Program, contact the Center for International Education, Leadership and Innovation at 617-879-2227.

#### THE BACHELOR OF SCIENCE DEGREE PROGRAM

The Wheelock College bachelor of science degree program is designed to prepare learners who already possess a liberal arts background and want to continue their studies in education. This program has been designed to satisfy all Wheelock College distribution requirements. This program is designed for those learners who have completed the Wheelock College associate of science degree program as previously described or have earned a total of 60 transferable credits from previous coursework or life experience credits. Distinctive features include:

- Candidates who possess an associate or similar degree with 60 credit-hours accepted for transfer can pursue this program and earn 60 additional credits to earn a Wheelock College Bachelor of Science degree. A total of 120 credits of undergraduate study with a cumulative grade point average of 2.0 are required for matriculation.
- Courses are taught by senior, experienced Wheelock College faculty and local faculty with Wheelock College adjunct faculty appointments.
- The 60 credit-hours of undergraduate study offered "in country" are custom designed to address the needs of the learners. The program may be completed over two years, including summers.
- 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.
- Classes are offered on a schedule that allows learners to remain fully employed while studying in their own country.
- Classes can be offered intensively 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 specified timeframe after the last class.
- Field and research experiences, offered locally, can be required in addition to scheduled class sessions.
- The development of a Professional Portfolio to document each learner's growth is required.
- An advisory group with representatives from Wheelock College and the local collaborating institution is chosen to 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.

For a description of Wheelock College's International Bachelor of Science Program, contact the Center for International Education, Leadership and Innovation at 617-879-2227.

## **BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATIONAL STUDIES AND LEADERSHIP**

Offered Collaboratively by Ngee Ann Polytechnic, Wheelock College's Center for International Education, Leadership, and Innovation, U.S.A., and Regional Training and Resource Centre in Early Childhood Care and Education (RTRC Asia)

### **Distinctive Program Features**

The Wheelock College Bachelor of Science in Early Childhood Educational Studies and Leadership applies current knowledge and integrates theory in the fields of human development and early childhood education to teaching children from infancy to age 8. This program provides an excellent model to educate future teachers, parent educators, administrators and leaders, researchers, entrepreneurs, therapeutic specialists, resource staff for inclusive and special education, and other professionals in the fields of Current Special Education and Inclusionary Practices and Early Childhood Leadership, Policy, Management, and Administration in Asia and globally. After completing this program, learners will not only have earned a degree from Wheelock College, but will have received first-class preparation to pursue the career of their choice. Distinctive features include:

- The first full-time degree program in Singapore leading to a Bachelor of Science in Early Childhood Educational Studies and Leadership.
- Two strands of focus are offered, including:
  - Current Special Education and Inclusionary Practices
  - Early Childhood Leadership, Policy, Management, and Administration.
- Throughout the program, Course Integration Modules support the learner to translate theory into practice. They include:
  - The application of methodology in Action Research projects. Sample topics include: educating children in an inclusionary environment, successful strategies for parent-professional communications, creating meaningful community outreach programs, and the attributes of a successful leader.
  - The development of Professional Teacher Portfolios, a tool that encourages and reinforces the importance of creativity, lifelong learning, and the learner's growth throughout the program.
- Courses taught by senior, experienced Wheelock College faculty and local faculty from Ngee Ann Polytechnic and RTRC Asia with Wheelock College adjunct faculty appointments.
- A culturally relevant program that addresses the needs of the learners in Singapore and globally.
- Opportunities for learners to work, study, and support one another in a cohort setting which develops a sense of community, fosters professionalism, facilitates collaboration, and encourages lifelong learning.

- The opportunity to participate in an immersive overseas experience during the summer. Each learner in this program will go to Wheelock College in Boston, MA, USA for an Immersion Program.
- Learners earn a Bachelor of Science degree from Wheelock College and eight credits towards a Wheelock College Master of Science degree.
- Participants of this program are Wheelock College learners, and have the right to use all Wheelock resources including library facilities, etc.
- Learners also have access to Caterpillar's Cove Child Development and Study Centre, a model research and teaching environment.
- Wheelock College's Singapore Center for International Education, Leadership, and Innovation provides ongoing support for all learners with an on-site Executive Director and Visiting Scholar. In addition, the Center for International Education, Leadership, and Innovation at Wheelock College in Boston has staff available from 6:30 A.M. to 6:00 P.M. (EST) to answer queries by both telephone and E-mail.
- The program does not lead to a teacher credential locally or in the United States.

For more information about the Wheelock College Bachelor of Science in Early Childhood Educational Studies and Leadership, contact the Center for International Education, Leadership and Innovation at 617-879-2227.