

MASSACHUSETTS BOARD OF HIGHER EDUCATION

**GUIDELINES FOR IMPLEMENTING THE
EARLY CHILDHOOD EDUCATION COMPACT**

Chapter 15A, the legislation that created the Board of Higher Education, includes a section (15A:5) on the powers and duties of the Board, one portion of which reads “develop and implement a transfer compact for the purpose of facilitating and fostering the transfer of students without the loss of academic credit or standing from one public institution to another.”

The Early Childhood Education Compact applies to students transferring from participating community colleges to participating public colleges and campuses of the University of Massachusetts offering Early Childhood Education licensure at the baccalaureate level.

**(The Early Childhood Education Compact is
reprinted below in the left-hand column with implementation guidelines in the right-hand column)**

THE EARLY CHILDHOOD EDUCATION COMPACT

For students transferring from Massachusetts community colleges to public colleges and universities offering Early Childhood Education licensure at the baccalaureate level who agree to the compact.

Section I. Requirements for Early Childhood Education Compact Status

EARLY CHILDHOOD EDUCATION COMPACT	IMPLEMENTATION GUIDELINES
<p>A student shall be eligible for Early Childhood Education Compact status if he or she has met the following requirements:</p> <p>a. Achieved a passing score on the Communication and Literacy Skills Tests (CLST) of the Massachusetts Test for Educator Licensure (MTEL). (NOTE: This requirement may be completed after receipt of the associate degree).</p>	<p>A. To qualify for this Compact, students are required to achieve a passing score on the Communication and Literacy Skills Test. Institutions should review their current offerings related to the development of reading and writing skills, and ensure that candidates for this Compact are well prepared for the CLST. In conducting this review, institutions should refer to the test objectives and practice questions for the CLST, available at the Department of Education website: http://www.mtel.nesinc.com/MA_SG_opener.asp</p> <p>In order to inform institutions of students' completion of this requirement, students taking the CLST must indicate on the test registration form that they want their scores reported to both the community college in which they are enrolled and the State College or UMass campus to which they intend to transfer. Institutions are encouraged to assist students in filling out registration forms for the test, both to ensure timely and accurate application and to ensure future receipt of CLST scores.</p> <p>Students may complete the CLST requirement either before or after completing the associate degree.</p>

EARLY CHILDHOOD EDUCATION COMPACT (Section I, cont.)	IMPLEMENTATION GUIDELINES
<p>b. Completed an associate degree with a minimum of 60 credit hours exclusive of developmental coursework;</p> <p>c. Achieved a minimum cumulative grade point average of not less than 2.75 (in a 4.0 system) (note: at their discretion, individual institutions may require a higher grade point average);</p>	<p>B. This Compact applies to any associate degree provided that the 2.75 grade point average was achieved and the “minimum content core” completed. At their discretion, individual institutions may require a higher grade point average; in such instances, institutions should notify prospective students and their institutions of such variance from the language of this Compact.</p> <p>Although minimum grades are not required for individual courses satisfying the required “minimum content core,” receiving institutions may require students to take additional coursework in a content area if they determine the students’ competency in that area has not been satisfied.</p>
<p>d. Completed the following 45 – 60 credit core curriculum, exclusive of developmental coursework. The core is designed to meet the requirements of the Commonwealth Transfer Compact, the Office of Child Care Services qualifications for professional child care workers (See 102 CMR 7.07(21) of the <i>Standards for the Licensure or Approval of Group Child Care Centers and School Age Child Care Programs</i>), and the Department of Education’s regulations for licensure as an Early Childhood Teacher. (See Section 7.05 (1) and Section 7.06: (5) of the <i>Regulations for Educator Licensure and Preparation Program Approval</i>).</p>	<p>C. This Compact imposes minimum core content requirements on the participating community colleges. If any community college wishes to offer Early Childhood Education Compact status to eligible graduates, it will have to offer <u>at least</u> the proposed “minimum core” of arts and sciences courses in terms of level and number of credits.</p> <p>Individual students may use these credits for additional courses in early childhood education, provided they have been assured that their intended transfer institution will accept them for credit under a separate articulation or course equivalency agreement.</p>
<p>6 credits <i>Composition/Writing</i></p>	
<p>18 credits <i>Humanities and Social Science</i> (9 credits of each)</p> <p>a. To satisfy the Commonwealth Transfer Compact, students must complete 9 credits in each of the above areas, and <u>these courses must be offered by humanities and social science departments.</u></p> <p>b. In addition, students should select courses from these areas that will help prepare them for the Subject Matter Test for Early Childhood Education of the Massachusetts Test for Educator Licensure (MTEL). Otherwise, they are unlikely to be able to meet the demands of the test and their baccalaureate degree in the 60-68 credits normally required upon transfer to a participating four-year institution. The topics listed below cover the humanities and social science topics that will be addressed in the subject matter test.</p> <ul style="list-style-type: none"> - Children’s Literature (This must be a humanities course to meet transfer compact requirements. Students not taking this course must take 2 of the courses listed under “3-6 credits” below.) - History, Geography, Government, Economics - The Arts, basic principles and concepts. (Studio and performance courses will not prepare students for the MTEL) 	<p>D. The 18 credits of Humanities/Social Science (9 credits Humanities/9 credits Social Science) will satisfy arts and sciences coursework not identified in other sections of this Compact but required in 7.06 (5) (b) and (c) of the <i>Regulations</i> and included on the subject matter test for Early Childhood Education of the MTEL. These are:</p> <p>(b) 1. English language arts</p> <ul style="list-style-type: none"> a. Children’s literature: genres, literary elements, literary techniques, vocabulary demands b. Approaches and practices for developing skill in using writing tools c. Writing process and formal elements of writing <p>4. Basic principles and concepts of history, geography, government, and economics appropriate to the PreK-2 grades</p> <p>(c) Topics in basic principles and concepts of the arts, health, and physical education appropriate to the PreK-2 grades shall be included in the program but will not be addressed on a written test of subject matter knowledge.</p> <p>Courses may focus on one particular core content requirement, or may cover multiple areas. No community college need offer courses covering all topics. Content areas not completed at the community college will be completed at the receiving institution.</p>

EARLY CHILDHOOD EDUCATION COMPACT (Section I, cont.)		IMPLEMENTATION GUIDELINES
3 credits	<i>Early Childhood Growth and Development or Child Psychology</i> course (Birth to age 8 is required for OCCS certification.) (NOTE: If course is offered by a Social Sciences department, it can be used to satisfy part of the 9 credits of Social Science required above)	E. The 3 credits in child development should address the following topics included on the Early Childhood subject matter test of the MTEL (section 7.06 (5) (b) 5. the <i>Regulations</i>): a. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence b. Characteristics and instructional implications of moderately and severely disabling conditions
4 credits	<i>Physical Science with lab or Appropriate Integrated Laboratory Science</i> (appropriate to the Early Childhood School curriculum) <u>Note:</u> to satisfy the Commonwealth Transfer Compact, this course must be a science department course, not an education course.	F. The 4 credits of Physical Science with lab and 4 credits of Biological Science with Lab (or Appropriate Integrated Laboratory Sciences) should address the following topics included on the Early Childhood subject matter test of the MTEL (section 7.06 (5) (b) 4. of the <i>Regulations</i>): a. Basic principles and concepts of the life sciences appropriate to the Early Childhood school curriculum b. Basic principles and concepts of physical sciences appropriate to the Early Childhood school curriculum c. Principles and procedures of scientific inquiry d. History of major scientific and technological discoveries or inventions e. Safety issues related to science investigations
4 credits	<i>Biological Science with lab or Appropriate Integrated Laboratory Science</i> (appropriate to the Early Childhood School curriculum) <u>Note:</u> to satisfy the Commonwealth Transfer Compact, this course must be a science department course, not an education course.	
3 credits	<i>Mathematics</i> (appropriate to the Early Childhood School curriculum) <u>Note:</u> to satisfy the Commonwealth Transfer Compact, this course must be a mathematics department course, not an education course.	G. The 3 credits of Mathematics should address the following basic principles and concepts included in the Early Childhood test of the MTEL (section 7.06 (5) (b) 2. of the <i>Regulations</i>): o number sense and numeration o patterns and functions o geometry and measurement o data analysis
		H. For more detailed information concerning the appropriate content of the coursework described above in B. through F., institutions should consult the test objectives of the General Curriculum test of the MTEL, available at the Department of Education's web site: (http://www.mtel.nesinc.com/MA_SG_opener.asp).
12 credits	<i>Early Childhood Education courses</i> NOTE: All course curricula must address issues, adaptations, and procedures for children with diverse needs, including those with disabilities, those with limited English proficiency, and those who are gifted and talented.	I. Both the requirements of NCATE and the practices of Massachusetts colleges have moved toward the use of outcomes to measure competency in teacher preparation. This has led to the widespread practice of portfolio development in baccalaureate programs. These portfolios typically integrate student experiences over the entire preparation program. Community colleges may find it helpful for their students to begin the process while completing the associate degree. The pre-practicum should consist of at least 15 hours of observation and participation in a number of school settings reflecting a variety of educational practice.
3 credits	<i>Introduction to Early Childhood Education with Field Experience:</i> Should include foundations and state and national frameworks	

EARLY CHILDHOOD EDUCATION COMPACT (Section I, cont.)	IMPLEMENTATION GUIDELINES
<p>3 – 6 credits <i>Early Childhood Education Practicum</i>: Course should be a capstone course of at least 150 hours over a minimum of 8 weeks in PreK-K education (includes pre-school settings approved by OCCS) and be accompanied by a theoretical component that integrates the practicum experience with previous classroom learning.</p> <p>3 – 6 credits <u>Choose 1 – 2 Courses from the following list of topics (Students who have not selected Children’s Literature will need 2. See note below.):</u></p> <ul style="list-style-type: none"> • <i>Course Addressing Issues, Adaptations and Procedures for Children with Special Needs</i>: Should include I.E.P. preparation, implementation and evaluation. To qualify as OCCS “Children with special needs, birth – 16 years” course, the course must specifically address inclusion of children with special needs under age 3. • <i>Early Childhood Curriculum*</i> • <i>Program Planning*</i> • <i>Behavior Management*</i> <p>* One of these courses, in addition to Child Growth and Development, is required for OCCS Lead Teacher Certification.</p> <p>Note: to qualify for OCCS Lead Teacher, students must have four courses in Early Childhood. One must be Child Development, which is required in this transfer compact program, and another <u>must</u> be selected from among the asterisked courses listed above. The Introduction to Early Childhood Education will count as the third, and Children’s Literature can count as the fourth. Students who do not select Children’s Literature as one of their humanities/social science courses will need to take two courses from the four listed above.</p>	<p>J. This course need not be labeled a “practicum” by the community college so long as it meets the requirements for <u>both</u> the 150-hour practicum required by the Office for Child Care Services and the 100-hour PreK-K practicum described in the DOE <i>Regulations</i>. This 100-hour practicum is the first part of the 300-hour practicum requirement for teacher licensure in early childhood education. The second part, a 200-hour student teaching experience in grades 1-2, will be completed at the four-year institution.</p>

Section II: Credits to be Transferred

EARLY CHILDHOOD EDUCATION COMPACT	IMPLEMENTATION GUIDELINES
<p>Students fulfilling the requirements of the Early Childhood Education Compact are guaranteed a minimum of 60 transfer credits, exclusive of developmental credit as defined by the Board of Higher Education, applied to their degree requirements at the State College or University. The credits will be applied as follows:</p> <ul style="list-style-type: none">a. lower level arts and sciences coursework for the “Route One” requirements for the Initial Early Childhood Education Teacher License;b. institutional general education requirements;c. academic major requirements;d. Early Childhood education lower level requirements;e. free electives. <p>Only college-level course credits consistent with the standards set forth in the Undergraduate Experience recommendations are included under this Compact. Credits awarded by the sending institution through CLEP, challenge examinations, and other life-experience evaluations for course credit will be included when the community college certifies that a student qualifies under this Compact.</p>	<ul style="list-style-type: none">A. If the Institution allows “D” grades to count toward fulfillment of graduation requirements for native students, it will do so for Early Childhood Education Compact students also. Early Childhood Education Compact students are treated like native students.B. A minimum of 60 credits must be transferred for Early Childhood Education Compact students. If a student presents more than 60 credits, the receiving institution may, but is not required to, accept additional credits for transfer.C. All 60 credits will be accepted either as lower level arts and sciences coursework for the “Route One” requirements for the Initial Early Childhood Education Teacher License, institutional general education requirements, academic major requirements, Early Childhood education lower level requirements, free electives, or any combination. All 60 credits apply towards the receiving institution’s graduation requirements, whether or not these credits were earned in courses similar to those found in the receiving institution’s curricula. For students not certified as Early Childhood Education Compact students, the receiving institution is under no obligation to accept for transfer credit courses that it does not offer in its own curricula.D. The Early Childhood Education Compact specifies that credits awarded by the sending institution through CLEP, challenge examinations, and other life-experience evaluations for course credit may be included when the community college certifies that a student qualifies under the Early Childhood Education Compact. The sending institution, not the receiving institution, is responsible for evaluating these credits.E. The sending institution is responsible for entering clearly on the student’s transcript information showing which credits were earned at the sending institution, and which were transferred from other institutions or awarded as “life experience” credits.F. The sending institution is responsible for validating any credits accepted from non-accredited institutions, using any of the following methods: CLEP, challenge examinations, or evaluation of life experience. Credits accepted from non-accredited institutions must be translated by the sending institution into courses offered by that institution.

Section III: Credits Beyond the Associate Degree

To complete the baccalaureate degree and receive Early Childhood Education licensure at the baccalaureate level, a student who transfers under this Compact may not be required to take more than 68 additional credits at the receiving institution unless the requirements of the student's academic major are such that:

the combination of additional requirements in arts and sciences coursework for the "Route One" requirements for the Initial Early Childhood Education Teacher License, institutional general education requirements, academic major requirements, and Early Childhood education requirements total more than 68 credits.

Under these circumstances, transfer students will be subject to the same requirements as native students. (The term "native students" refers to students who began their undergraduate education at the baccalaureate institution.)

It is further understood that receiving institutions may require additional coursework if Department of Education licensure requirements change during the course of the associate degree.

Section IV: Admission to Competitive Majors or Programs

EARLY CHILDHOOD EDUCATION COMPACT	IMPLEMENTATION GUIDELINES
If because of space or fiscal limitations the receiving institution does not admit all qualified applicants to a given major or program, the receiving institution will use the same criteria for applicants who are transfer students under this Compact as it does for its native students.	The Early Childhood Education Compact student, although encouraged to begin taking courses for his or her academic major after transfer, is not guaranteed admission to a particular academic major after transfer to the State College or University campus. If the academic major the student wishes to enter requires a higher grade point average than the 2.75 specified by this Compact, or has special requirements for admission, in these cases as in others Early Childhood Education Compact students are to be treated the same as native students. For example, if the major the Early Childhood Education Compact student wishes to enter requires that the native student repeat any courses in which the student has earned a grade of "D," that requirement holds for the Compact student also.

Section V: Early Childhood Education Transfer Coordinating Committee

An Early Childhood Education Transfer Coordinating Committee, convened by the Board of Higher Education, will provide implementation and oversight of the Early Childhood Education Compact. The Coordinating Committee will consist of a total of twelve members: six members who are education faculty/administrators familiar with licensure regulations (two from the Community Colleges appointed by the Community College Executive Office, two from the State Colleges appointed by the State College Council of Presidents Office and two from the University appointed by the President's Office in consultation with the campuses); the three Joint Admissions Steering Committee co-chairs (one representing the Community Colleges, the State Colleges and the University campuses, respectively); and representatives from the Massachusetts Board of Higher Education, the Office of Child Care Services, and the Department of Education.

CONTINUED FROM PREVIOUS PAGE

The Coordinating Committee will monitor, evaluate and, when necessary, modify the administration of the Early Childhood Education Compact. In addition, the Committee should implement guidelines that are consistent across the system to address such issues as: professional development, student advising, preparation for the CLST of MTEL, and curriculum development. The Early Childhood Education Transfer Coordinating Committee will work to create a system for evaluating the effectiveness of this Compact, and will assist the campuses with developing courses that meet the Department of Education's core content knowledge areas.

Each public college and university that accepts this policy shall include in its official undergraduate catalog the provisions of the Early Childhood Education Compact. Each campus agrees to use its best effort to provide participating Community College, State College or University campuses, respectively, with prompt notifications of changes in programs and curricula.

Section VII: Transfer Records

EARLY CHILDHOOD EDUCATION COMPACT	IMPLEMENTATION GUIDELINES
The student with Early Childhood Education Compact status will be furnished by the receiving institution a list of courses to be fulfilled to earn a bachelor's degree no later than the end of the first semester at the receiving institution.	The receiving institution's Transfer Officer will have the responsibility to convey to the student the list of courses to be fulfilled to earn a bachelor's degree, unless this responsibility is assigned to another staff member.

Section VIII: Student Appeals

EARLY CHILDHOOD EDUCATION COMPACT	IMPLEMENTATION GUIDELINES
<p>A student who believes that the provisions of this Compact have not been applied fairly to his/her transfer application has the right to appeal.</p> <p>Initially, differences of interpretation regarding the award of transfer credit shall be resolved between the student and the institution. The student shall present his/her evaluation of the situation to the institution from which he/she is transferring. Representatives from the two institutions shall then have the opportunity to resolve the differences.</p> <p>Absent a satisfactory resolution, differences of interpretation may be presented to the Joint Admissions Agreement Subcommittee for Appeals.</p>	<p>An Early Childhood Education Compact student who wishes to appeal decisions about the award of transfer credit should submit to the receiving institution's Transfer Officer, in writing, a request for reconsideration of a specific transfer of credit decision explaining fully the disagreement with the receiving institution's transfer of credit award. An Early Childhood Education Compact student may not appeal for exception to the provisions of this Compact.</p> <p>If the difference remains unresolved, the student may continue the appeal by presenting the above information to the Transfer Officer of the sending institution, who will initiate discussion with the receiving institution if the student's appeal is found to be supportable.</p> <p>When differences of interpretation remain unresolved between institutions, the two institutions should present their differences to the Joint Admissions Subcommittee for Appeals. To initiate this process, either institution should contact the State Coordinator of Transfer and Articulation at the Board of Higher Education.</p>

Section IX: Effective Date

EARLY CHILDHOOD EDUCATION COMPACT	IMPLEMENTATION GUIDELINES
The Early Childhood Education Compact takes effect for students matriculating at participating Community Colleges beginning in the Fall Term of 2004.	Students who matriculate at participating Community Colleges prior to the Fall term of 2004 who are able to meet the conditions of the Early Childhood Education Compact should not be disadvantaged. Currently enrolled students should be certified as Early Childhood Education Compact students by the sending institution if they meet the criteria.