

MASSACHUSETTS BOARD OF HIGHER EDUCATION

**GUIDELINES FOR IMPLEMENTING THE
ELEMENTARY 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 Elementary Education Compact applies to students transferring from participating community colleges to participating public colleges and campuses of the University of Massachusetts offering Elementary Education licensure at the baccalaureate level.

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

THE ELEMENTARY EDUCATION COMPACT

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

Section I. Requirements for Elementary Education Compact Status

ELEMENTARY EDUCATION COMPACT	IMPLEMENTATION GUIDELINES
A student shall be eligible for Elementary Education Compact status if he or she has met the following requirements: a. Completed an Associate degree with a minimum of 60 credit hours, exclusive of developmental coursework; b. 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);	A. 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. 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.

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<p>c. Completed the following 44 – 59 credit core, exclusive of developmental coursework. The core is designed to meet the requirements of both the Commonwealth Transfer Compact, and the Department of Education’s regulations. [See Section 7.05: (1)(b) and Section 7.06 (7)(b) of the <i>Regulations for Educator Licensure and Preparation Program Approval (“Regulations”).</i>]</p>	<p>B. This Compact imposes minimum core content requirements on the participating community colleges. If any community college wishes to offer Elementary Education Compact status to eligible graduates, it will have to offer <u>at least</u> the proposed “minimum core.” However, each college may require Elementary Education core coursework that exceeds the “minimum content core.”</p>
<p>6 credits <i>Composition/Writing</i></p> <p>18 credits <i>Humanities and Social Science</i> (9 credits of each) To satisfy the Commonwealth Transfer Compact, students must complete 9 credits in each of the above areas. In addition, students must select courses that meet the following Department of Education core content knowledge areas, bearing in mind that competency must be demonstrated in all these areas on the General Curriculum Test of the Massachusetts Test for Educator Licensure (MTEL). Students are required to complete coursework in these areas at both the lower and upper level; areas not covered by coursework at the community college will need to be completed after transfer.</p> <ul style="list-style-type: none"> - Children’s Literature <u>Note:</u> to satisfy the Commonwealth Transfer Compact, this course must be a literature department course, not an education course. - American Literature - World Literature - British Literature - US History, colonial to present - World History, ancient to present (includes European History) - Geography - Economics - US Government (including founding documents) 	<p>C. The 18 credits of Humanities/Social Science (9 credits Humanities/9 credits Social Science) will satisfy lower level arts and sciences coursework required in 7.05 (1)(b) of the <i>Regulations</i> and should address topics included on the General Curriculum test of the MTEL (section 7.05 (1) (b) of the <i>Regulations</i>), which are:</p> <ul style="list-style-type: none"> a. Children’s and young adult literature b. Adult literature, classical and contemporary works c. Genres, literary elements, and literary techniques d. Nature, history, and structure of the English language: lexicon and grammar e. Major developments and figures in Massachusetts, U.S., and world history, with stress on Western civilization f. Basic economic principles and concepts g. Basic geographical principles and concepts h. U.S. political principles, ideals, institutions, and processes, their history and development <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>

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<p>6 credits <i>Mathematics</i> (appropriate to the Elementary School curriculum) <u>Note:</u> to satisfy the Commonwealth Transfer Compact, this course must be a mathematics department course, not an education course</p>	<p>D. The 6 credits of Mathematics should address the basic principles and concepts related to elementary school mathematics in the following areas (section 7.06 (7)(b) 2. of the <i>Regulations</i>):</p> <ol style="list-style-type: none"> a. number sense and numeration b. patterns and functions c. geometry and measurement d. data analysis <p>NOTE: This course must be a <u>college-level</u> mathematics department course. Only college-level course credits consistent with the standards set forth in the Undergraduate Experience recommendations are included under this Compact.</p>
<p>4 credits <i>Physical Science with lab or Appropriate Integrated Laboratory Science</i> (appropriate to the Elementary School curriculum) <u>Note:</u> to satisfy the Commonwealth Transfer Compact, this course must be a science department course, not an education course.</p> <p>4 credits <i>Biological Science with lab or Appropriate Integrated Laboratory Science</i> (appropriate to the Elementary School curriculum) <u>Note:</u> to satisfy the Commonwealth Transfer Compact, this course must be a science department course, not an education course.</p>	<p>E. The 4 credits of Physical Science with lab and 4 credits of Biological Science with Lab (<u>or</u> Appropriate Integrated Laboratory Sciences) should address the following topics included on the General Curriculum test of the MTEL (section 7.06 (7)(b) 4. of the <i>Regulations</i>):</p> <ol style="list-style-type: none"> a. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum b. Basic principles and concepts of physical sciences appropriate to the elementary 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
<p>3 credits <i>Child Development</i></p>	<p>F. The 3 credits in child development should address the following topics included on the General Curriculum test of the MTEL (section 7.06 (7)(b) 5. of the <i>Regulations</i>):</p> <ol style="list-style-type: none"> 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
	<p>G. For more detailed information concerning the appropriate content of the coursework described above in I.B. through I.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).</p>

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<p>3 credits <i>Exploring Teaching/Foundations of Education with Pre-Practicum</i></p>	<p>H. The 3 credits in exploring teaching/foundations of education with pre-practicum should address the following topics:</p> <ul style="list-style-type: none"> a. Major events and people in the history of education and their impact on present-day school practices b. Various school structures and governance systems c. The impact of curriculum, including state curriculum frameworks, and teacher-based decision making on student learning d. The importance and impact of social issues and diverse student needs on teaching and learning <p>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.</p>
<p>9 – 15 credits <i>Preparation courses for Academic Major after Transfer</i> (note: these courses may also fulfill other core requirements listed above)</p>	<p>I. The 9 -15 credits of “Preparation for an Academic Major after Transfer” are included to ensure that students are prepared to enter an academic major at their selected State College or UMass campus. Candidates for Elementary Education licensure are required to complete an Arts & Sciences major along with the coursework described in I.B. through I.F.</p> <p><i>Additional Elementary Education</i> courses can be substituted for academic major preparation courses provided they are transferable to specific institutions through separate articulation agreements or course equivalencies</p>

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<p>d. Achieved passing score on the Communication and Literacy Skills Test (CLST) of the MTEL.</p>	<p>J. 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>
<p>The sending institution is responsible for identifying the transcript of each student who is a candidate for transfer under this compact.</p>	<p>K. The sending institution, not the receiving institution, is responsible for calculating the student's cumulative grade point average for the purposes of determining whether the student meets the requirements of the Elementary Education Compact. Receiving institutions will not recalculate the grade point average in order to determine whether the student qualifies as a Compact student.</p> <p>L. The sending institution should document the student's intention to satisfy the Elementary Education Compact at three points: (1) when the student elects to participate in the Joint Admissions program as an "Elementary Education Compact" student, (2) when the student completes a Joint Admissions "Intent to Enroll" form, indicating that he or she is ready to transfer, and (3) when the student completes the Associate degree at the sending institution, to confirm that the student has met all the academic requirements for Elementary Education Compact status.</p> <p>It is the student's, not the sending institution's, responsibility to inform the receiving institution of fulfillment of the CLST requirement. However, institutions wishing to do so may take responsibility for documenting this requirement.</p>

Section II: Credits to be Transferred

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<p>Students fulfilling the requirements of the Elementary 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 Elementary Education Teacher License;b. institutional general education requirements;c. academic major requirements;d. elementary 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 Elementary Education Compact students also. Elementary Education Compact students are to be treated like native students.B. A minimum of 60 credits must be transferred for Elementary 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 Elementary Education Teacher License, institutional general education requirements, academic major requirements, elementary 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 Elementary 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 Elementary 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 Elementary 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 Elementary 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 Elementary Education Teacher License, institutional general education requirements, academic major requirements, and elementary 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

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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 Elementary 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 Elementary Education Compact students are to be treated the same as native students. For example, if the major the Elementary 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: Elementary Education Transfer Coordinating Committee

An Elementary Education Transfer Coordinating Committee, convened by the Board of Higher Education, will provide implementation and oversight of the Elementary Education Compact. The Coordinating Committee will consist of a total of eleven 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 and the Department of Education.

The Coordinating Committee will monitor, evaluate and, when necessary, modify the administration of the Elementary 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 Elementary 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.

Section VI: Publication of Requirements

Each public college and university that accepts this policy shall include in its official undergraduate catalog the provisions of the Elementary 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

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The student with Elementary 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

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<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 Elementary 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 Elementary 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

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<p>The Elementary Education Compact takes effect for students matriculating at participating Community Colleges beginning in the Fall Term of 2004.</p>	<p>Students who matriculate at participating Community Colleges prior to the Fall term of 2004 who are able to meet the conditions of the Elementary Education Compact should not be disadvantaged. Currently enrolled students should be certified as Elementary Education Compact students by the sending institution if they meet the criteria.</p>

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