



Early Childhood Education Compact Revised 2011

Background

The original Early Childhood Education Compact went into effect in fall 2004 representing further efforts to facilitate the transfer of credits within the public higher education system. Development of the original compact took into consideration the demands of the early childhood education field in Massachusetts as well as national accreditation requirements, existing transfer policies at the time, and requirements and recommendations from the then-existing Massachusetts Department of Education and the Massachusetts Office of Child Care Services. Many changes in these areas took place over the subsequent years prompting the Early Childhood Education Compact Coordinating Committee to work with stakeholders to update and revise the Compact to meet present-day needs.

Purpose

The revised Early Childhood Education Compact (“ECE Compact”) provides community college students seeking a baccalaureate degree with a straightforward and understandable pathway toward the completion of associate and baccalaureate degrees, clearing the way for student success in Massachusetts’ public higher education system. The ECE Compact serves students planning to transfer from a Massachusetts community college to a State University or University of Massachusetts campus offering Department of Elementary and Secondary Education approved early childhood (PK-2) licensure programs for “Teachers of Students With and Without Disabilities” as well as non-licensure programs in early childhood education (e.g. infant, toddler, preschool, and related fields). The Compact also specifies coursework that fulfills Department of Early Education and Care professional child care qualifications for certification as Lead Teacher.

Benefits

In alignment with the statewide *MassTransfer* policy adopted in June 2008, the ECE Compact provides community colleges students who complete an approved associate degree with the benefits of the full transfer and applicability of credit, guaranteed admission, and a tuition discount (each benefit based on the student’s final grade point average) to linked baccalaureate programs.

Benefits for students who complete the ECE Compact at a Massachusetts Community College:

Minimum Final GPA	Benefits
2.75 GPA	<ul style="list-style-type: none"> • No admission fee • No essay • Guaranteed admission to the ECE baccalaureate program based on same criteria used for native students • Guaranteed, full transfer of college-level credits (exclusive of developmental coursework) applied to the bachelor's degree
3.0 GPA	All of the above benefits, plus a 33% tuition waiver

Note: At their discretion, baccalaureate institutions may require a higher final GPA.

SECTION I. ACADEMIC REQUIREMENTS FOR THE EARLY CHILDHOOD EDUCATION COMPACT

A student shall be eligible for the benefits provided by the Early Childhood Education Compact if he or she has met the following requirements:

- a. The student has completed an associate degree with a minimum of 60 credit hours exclusive of developmental coursework.

- b. The student has 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.)

- c. The student has completed the following curriculum, meeting the requirements of *MassTransfer*¹, EEC certification for Lead Teachers of Preschoolers² (Note: additional requirements for teacher age and experience may apply for EEC certification), and DESE licensure for Early Childhood: Teachers of Students With and Without Disabilities-Levels (PreK-2)³

1 <http://www.mass.edu/masstransfer/Advisors/documents/MassTransferImplementationGuidelines.doc>

2: http://www.mass.gov/Eeoe/docs/EEC/regs_policies/20100122_606_cmr_u.pdf

3: <http://www.doe.mass.edu/lawsregs/603CMR7.html?section=06>

The course requirements for the Early Childhood Education Compact fall into three categories, as follows:

- A. General education/distribution/core courses from Arts & Sciences departments, exclusive of developmental coursework (37 credits)**

6 credits	<p><i>English Composition/Writing</i></p> <p>These courses should involve the development of complex and abstract ideas for different writing situations and emphasize the different steps of the writing process leading to fluent, effective expression. Courses that are concerned primarily with grammar, usage,</p>
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	punctuation, or grammatical sentence and paragraphs do not meet this requirement and should not receive credit toward the degree.
9 credits	<i>Behavioral and Social Sciences</i>
9 credits	<i>Humanities and Fine Arts</i>
7 credits	<i>Natural or Physical Science</i> At least one of these courses must include a lab component.
6 credits	<i>Mathematics</i> These courses should address number sense and numeration; geometry and measurement; patterns and functions; and data analysis as appropriate to the PK-2 classroom.

B. Courses addressing early childhood education competencies from an education department (15 credits)

NOTE: All courses 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. Moreover, one of these courses must include at least 8 hours of field experience across the full age span (birth to age 8) with classroom observations in diverse settings.

3 credits	<i>A course on early childhood growth and development</i> that covers the age span from birth to age eight in order to meet EEC Lead Teacher requirements. NOTE: A student may substitute an equivalent course from a Social Science department that develops these competencies for this age span.
3 credits	A course introducing early childhood education, including foundations and addressing state and national frameworks.
6 credits	Two courses focused on competencies from the following list : <ul style="list-style-type: none"> • <i>early childhood curriculum</i> • <i>program planning</i> • <i>behavior management</i> • <i>adaptations and procedures for children with special needs</i> including I.E.P. preparation, implementation, and evaluation. Note: if this course is used for EEC Lead Teacher certification, then it must specifically address inclusion of children with special needs under age three.
3 credits	<i>An early childhood education practicum</i> working with children in a field placement that includes at least 150 hours over a minimum of 8 weeks in PreK-K education (includes pre-school settings approved by EEC) and be accompanied by a theoretical component that integrates the practicum experience, the EEC core competencies, and ESE Professional Standards for Teachers (PST).

C. Courses in preparation for the academic major after transfer (9 credits)

Students should enroll in courses to prepare them for their chosen academic major after transfer.

9 credits	Note: Students may substitute additional Early Childhood Education courses provided they obtain prior approval from the institution to which they intend to transfer.
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D. MTEL recommendation for ECE licensure track

Students interested in Early Childhood licensure programs should be strongly encouraged to take the Communication and Literacy Skills Test (CLST) of the Massachusetts Test for Educator Licensure (MTEL) at the Community College immediately after completing their six credits of English Composition/Writing. Students should check with receiving institutions to determine admission requirements for formal acceptance into DESE-approved Early Childhood initial licensure programs which typically include passing the CLST prior to program acceptance.

E. Portfolio development

Both the requirements of the National Council for Accreditation of Teacher Education 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.

Section II: Information Sharing

In alignment with the *MassTransfer* policy, the Massachusetts public higher education institutions agree to share information about participating students as set forth in this Section, to the extent permissible under appropriate statutes, regulations and institutional policies regarding confidentiality of student records. This exchange of information allows institutions to provide students with the broadest range of academic choices and support services, thereby creating an environment conducive to academic success.

- A. To the extent permissible under applicable law, the Massachusetts community colleges agree to provide upon request the state universities and the University of Massachusetts campuses with directory information, as defined by the respective community college, such as names, addresses, and majors for participating students enrolled on their campuses.
- B. To the extent permissible under applicable law, the state universities and the University of Massachusetts campuses agree to provide non-identifying student information on *ECE Compact* students such as graduation and retention rates, grade point averages, and academic majors and degree programs upon request from the community colleges. Any release of such

information shall not, directly or indirectly, transmit personally identifying information about any student who has not granted permission for participating institutions to share such information.

- C. Each state university and University of Massachusetts campus agrees to provide freshman applicants not offered admission with information on the ECE Compact if the applicant is potentially suitable for participation. The state universities and University of Massachusetts campuses will provide the appropriate community college(s) with names and addresses of all such applicants who grant permission for the release of this information.

In order to encourage students who are academically suspended, or who otherwise leave the state university or University of Massachusetts campus while not in good academic standing, to consider educational opportunities at the community colleges, the state universities and University of Massachusetts campuses agree to undertake reasonable efforts to provide community colleges with the names, addresses and other pertinent academic records of such students who grant permission for the release of this information.

Section III: Implementation and Oversight of the Early Childhood Education Compact

An Early Childhood Education Transfer Coordinating Committee, convened by the Department 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 universities appointed by the State University Council of Presidents Office and two from the University of Massachusetts appointed by the President's Office in consultation with the campuses); three representatives from the *MassTransfer* Steering Committee (one representing the community colleges, the state universities and the University of Massachusetts, respectively); and a representative from each of the following: the Department of Higher Education, the Department of Elementary and Secondary Education; and the Department of Early Education and Care.

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 Elementary and Secondary Education's core content knowledge requirements and the Department of Early Education and Care's professional child care requirements for certification.

Section IV: Further Understandings

Notwithstanding any provision of this policy, the Early Childhood Education Compact does not:

1. Preclude community colleges or the state universities or University of Massachusetts campuses from entering into similar agreements with other institutions of higher education.

2. Prevent the state universities or University of Massachusetts from admitting community college students through existing admission processes.
3. Limit a state university or University of Massachusetts campus from eliminating a school, department or degree program.
4. Ensure eligibility for federal, state, or institutional financial assistance.
5. Provide any guarantees or representations regarding tuition rates or fees at the community colleges, state universities, or University of Massachusetts.