



Early Childhood Education Degree Programs in Massachusetts

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Mission/Vision of Project

The Department of Early Education and Care (EEC) in partnership with the Head Start State Collaboration Office contracted with Oldham Innovative Research in 2010 to map the institutes of higher education within the Commonwealth of Massachusetts. EEC’s vision and mission for this project is to gather detailed information on early childhood education and related degrees to ease the process for the early education and out-of-school time workforce in selecting a degree and institute of higher education (IHE) to further their education¹. This relates to EEC’s commitment to ensure that all children have access to quality programs. Increasing and ensuring the attainment of meaningful, quality higher education of the early childhood workforce is a critical part of EEC’s mission.

The vision for the project also relates to the three year strategic direction outlined in the February 2009 “Department of Early Education and Care Strategic Plan: Putting Children and Families First.” In this document, three year strategic directions are delineated including: “creating a workforce system that maintains worker diversity and provides resources, supports, expectations & core competencies that lead to the outcomes we want for children.” Specifically, that vision is supported by three key indicators relating to this project:

- ❖ clearly defined education and professional development standards that are understood and embraced by the field,
- ❖ access to affordable education and professional development resources that support core competencies,
- ❖ a well-defined career ladder that adequately and fairly compensates educators as professionals.

The current effort is inspired by and aligns with the goals of a number of ongoing initiatives. The 2010 Strategic Report of the Massachusetts State Advisory Council outlined recommendations for funding during the period between September 2010 and August 2013². Recommendation #4 (below) speaks directly to the need to better understand and document the infrastructure of early education and care degrees in the Commonwealth of Massachusetts. This effort also aligns with the child care Quality Rating and Improvement System (QRIS) that is currently being piloted in Massachusetts. EEC has developed core competencies for early education and out-of-school time educators. IHEs were queried about the use of core competencies in this work. EEC also provides a number of scholarship programs to help early education and out-of-school time professionals seek higher education degrees.

Recommendation #4 from 2010 Strategic Report of the Massachusetts State Advisory Council

Early Education – Higher Education Workforce Preparation Partnership (2010-2011)
Complete development of an early education and care workforce preparation data infrastructure with the Department of Higher Education and public/private higher education institutions in the Commonwealth of Massachusetts to create access for adult learners who are early educators.

¹ OIR approached this project from the standpoint of the programs available in Massachusetts. There is not an overt emphasis on out-of-school time or family child care within most early childhood degree programs. For instance, most of the two-year colleges have structured their associate’s degree programs with the group child care course requirements/experience in mind. A few two-year colleges (e.g., North Shore Community College) have separate tracks for family child care and school age child care. Thus, the verbiage for this report is mostly in terms of early childhood education in general which includes center based care, public preschool, Head Start, family child care and out-of-school time.

² For more information related to the State Advisory Council Report see http://www.eec.state.ma.us/docs1/board_materials/20100406_sac.pdf

Key Findings

- ❖ **ECE Degree Programs.** Within the 28 Institutes of Higher Education included in the study, there are 14 associate's degree programs, 9 bachelor's degree programs, and 11 master's degree programs.
- ❖ **Location of Programs.**
 - Associate's degrees are available throughout the Commonwealth as they are located within the community colleges which are purposely spread through the Commonwealth and accessible to students.
 - Bachelor's degree programs are not as widely available although they are spread throughout the Commonwealth. Four of the bachelor degrees are available in the Boston area. The other locations for bachelor programs are Amherst (Hampshire County), Bridgewater (Plymouth County), Fitchburg (north-central Worcester County) and North Adams (in Berkshire County). There are no bachelor's programs in Franklin, Hampden, Essex, Norfolk, Bristol, Barnstable, and outlying counties (Dukes and Nantucket counties).
 - Master's degree programs are spread throughout the Commonwealth covering eight counties. There are no master's programs in Franklin, Bristol, Barnstable or outlying counties (Dukes and Nantucket counties).
- ❖ **Degrees with a concentration in ECE.** Fifteen of the 28 IHEs offer degrees with a concentration in early childhood education.
- ❖ **Certificate Programs.** Fourteen of the 28 IHEs offer certificate programs. The most common certificate program is in "infants/toddler care". The least common is a "child care director/administration" certificate.
- ❖ **Related Degrees.** Elementary Education is the most common "related" degree offered (85% of IHEs offered an elementary education degree).
- ❖ **Field Placements.** All of the private colleges and state universities allow students to do their field placement in kindergarten classrooms. Six of seven state colleges and eight out of 14 two-year colleges allow field placements in kindergarten classrooms.
- ❖ **Alignment with EEC Core Competencies.** IHEs were asked whether they aligned their courses with EEC Core Competencies. Eight out of 14 (57%) two-year colleges, all of the private colleges, five out of seven state colleges (71%) and none of the state universities currently align their courses with EEC's Core Competencies.
- ❖ **Support for Non-Traditional Students.**
 - Across all programs, the most common course offering for non-traditional students is evening classes, offered in 89% of programs. Summer classes are offered in 67% of programs and online and weekend classes are offered in 63% of programs. Only 30% of programs offer intensive track classes.
 - Two-year colleges provide the non-traditional student with the most alternative course schedules to meet their needs. Massachusetts does have a number of programs specifically designed to meet the needs of non-traditional students such as the bachelor's degree at the University Without Walls (UWW) at the University of Massachusetts at Amherst which is taught entirely online.

- ❖ **Supports for English Language Learners.**
 - Only three of 27 (11%) IHEs offer courses in a language other than English (See Appendix 5).
 - Mentoring is available for ELL students in eighteen of 27 IHEs. This is more likely to be available in two-year colleges and private colleges.
 - Developmental courses to support ELL learners are available in 79% of two-year colleges and 57% of state colleges.
 - About half of IHEs offered guidance support in other languages.
 - Program staff often did not know information about the demographics of their students. Very few programs tracked the number of ELL students in their programs.
- ❖ **Credit for CDA, experience and CEUs.** Half of the IHEs offered credit for CDAs and almost two-thirds of the IHEs offered credit for prior learning experience. However, only 10% of IHEs offered credit for continuing education units (CEUs).
- ❖ **ECE Mass Transfer Compact.** The Mass Transfer Compact is known and understood by most programs but programs reported that it was not working smoothly at this time.

Recommendations Emanating from the Report Findings

Accessible Information to Students

To best inform early childhood and out-of-school time educators of their higher educational options for professional development, information needs to be accessible and logical to potential students.

Recommendations:

- 1) **An inventory (or profile) of Institutions of Higher Education (IHE) that offer Early Childhood Education certificates and degrees should be available to potential students through EEC and consistent contact between the Department of Early Education and Care and IHE representatives to ensure that data collected is reliable and valid is essential.** The inventory should clearly include information on: types of degrees offered, certificate options, related degrees offered, off-hour and non-traditional course offerings and the types of support for students whose first language is not English. Inventory information should be updated every other year by checking websites and confirming information with IHE staff.³

Evidence

- a. Information on the IHE websites occasionally contradicted the information gathered from staff. Staff stated that courses, degree programs, and supports for students are continually evolving and changing.
 - b. Data that was easily and consistently collected from all the IHE's in this mapping study included: specific ECE degrees offered, related degrees offered, certificate programs offered, accreditation, course offerings for non-traditional students, and supports for English Language Learners.
 - c. There were certain data sets that were harder to collect and discern. Some of the data was based on estimated numbers from one person's perspective, making the data not as reliable as data based statistics. The data that was most challenging to collect included information around demographics (i.e., breakdown of student ethnicity, languages spoken, percent receiving financial aid), transfer information, and articulation agreements.
 - d. Some of the information collected was accompanied by several caveats that made the data less accessible and explicable without further explanation. Information that would be best explained by an advisor would include: credits received for a CDA, past experience and CEUs, credits received for course taught at other IHEs and in other languages, accreditation, faculty configurations, field placement requirements and opportunities, relating core competencies to course work and transfer information/articulation agreements.
- 2) **An Educational Specialist/Consultant with extensive knowledge of the IHEs should be available for students.** Beyond cursory information that a potential student can access through EEC, certain information would be better explained by a professional advisor. Designated Educational Specialist/Career Counselors known and trusted by the early childhood community could provide the guidance needed when potential students have questions regarding IHE entry. These individuals should be non-biased and help potential students chart a course of study in an IHE that best suits their needs. The individuals in these positions would have more detailed knowledge in the various components of IHEs that are better explained than depicted in an inventory or profile.

Availability of Degree Programs

Recommendations:

- 3) **Bachelor degree programs for Early Childhood Education should be increased throughout the Commonwealth.**

³ This is the product OIR is providing to EEC in June 2010. We are suggesting updating these annually each year.

Evidence

- a. Associate's degrees and master's degrees in ECE outnumber bachelor's degrees by 18% and 7% respectively.
- 4) **The need for a school age and child care director/administration certificate should be explored further** to determine its appropriateness within the career ladder and/or if the development of such types of certificates should be encouraged.

Evidence

- a. Certificate programs are more plentiful for infant/toddler and preschool specialties than for school-age or child care director/administration. In fact, there are only two IHE's that provide a certificate program in administration and four that provide a certificate specific to school-age.
- 5) **Explore further the most appropriate avenue for higher education for those interested in school-age care.** Clear recommendations and options should be articulated to this population of professionals.

Evidence

- a. It is not easy to determine what field of study would be most appropriate for those working in out-of-school-time settings other than certificate programs that are school-age specific, which are available in four two-year colleges.

Supports for Students

In order for potential early childhood and out-of-school time professionals to pursue a higher degree, many supports (e.g., financial, language, credit for prior learning, non-traditional course offerings, advising, coaching and mentoring) are necessary.

Recommendations:

- 6) **Provide objective and professional educational consultation services through local entities** contracted through EEC (see recommendation #2 under "Accessible Information to Students") to help prospective students chart their course of study in an institution that would best meet their needs.

Evidence

- a. IHE's were able to clearly articulate whether or not they did include prior learning and experience for credit. The number of credits was based on a range depending on variables like courses taken and prior experiences.
 - b. Prior learning experiences, credit for Continuing Education Units (CEUs), licensure vs. non-licensure and credit for Child Development Associate (CDA) credential are all considered by many of the IHE's but are individually-based and would require one-on-one advising for acceptance of credit.
- 7) **An alignment of accreditation standards, core competencies, and IHE courses should be mapped out clearly for IHE advisors** in order to best articulate to students what is needed to obtain an appropriate degree or credential. This will also help in determining strengths and gaps in programming.

Evidence

- a. Course alignment with the core competencies at IHE's is not consistent. Almost half of two-year colleges, all of the private colleges, five out of seven state colleges, and none of the state universities align their courses with the core competencies.

- 8) **Availability of intensive tracks and online classes should be increased for bachelor and master's programs** as these options are more available for those obtaining an associate's degree.

Evidence

- a. 86% of community colleges provide online classes whereas 33% of private colleges, 29% of state colleges, and 67% of state universities provide the same.
 - b. Over a third of community colleges (36%) provide intensive track courses. Only one institution per state college, private college, and state university offer the same type of courses.
 - c. 100% of community colleges, private colleges, and state colleges offer evening courses. Only a third of the state universities do the same.
- 9) **Explore providing IHEs with information on best practices and the need for providing supports for ELL students.** There are a number of programs that excel in supporting ELL students, however, these programs are located in particular parts of the state and may not be accessible to all students that need the supports. A map of where ELL students are located around the state and where IHE programs are located would be beneficial.

Evidence

- a. Programs at Urban College of Boston, Bunker Hill Community College and Salem State College would be worth profiling as they offer four or more different types of supports to ELL students.

ECE Transfer Compact and Articulation Agreements

To better support the early education and care and out-of-school time workforce to provide higher quality programming, higher degrees of professional development are necessary. Research indicates that early childhood settings that employ an educated workforce results in better outcomes for young children. In an effort to honor prior learning and experience, the statewide Early Childhood Education Compact was created in 2004. This compact builds on the Commonwealth Transfer Compact and the Joint Admissions Agreement to ease the process for students transitioning from a two-year institution into a four-year institution. The compact offers a full transfer of credit, guaranteed admission, and a tuition waiver to numerous academic programs across the Commonwealth. The Department of Higher Education (DHE) has established the Early Childhood Education Transfer Coordinating Committee to review and update the current compact which only addresses transfer into a teacher licensure bachelor's degree program. One goal of the Committee is to also address transfer into a bachelor's degree program in early childhood education for students who are not seeking teacher licensure.

Recommendations:

- 10) **EEC should continue to collaborate with DHE and IHEs** around the ECE Transfer Compact. Data on the effectiveness and usage of the compact should be reviewed annually.
- 11) **Information sessions should be provided to perspective students** so that they too can better understand the ECE Transfer Compact and how it can be a benefit to them as they continue their education.
- 12) **Fact sheets should be created on how the ECE Transfer compact works as a reminder to interested parties**, a contact person should be included for further questions regarding the ECE Transfer Compact. Education Specialist/Consultants could work with DHE to disseminate information and help explain the ECE Transfer Compact further to IHE's as well as students.

Evidence

- a. It is not clear how well the existing ECE Transfer Compact is being utilized. Information was only received from half of the two-year institutions. Seven of the two-year institutions have both an ECE career and transfer track. One reported only having a career track and information was not received from the other six.

- b. All but one of the two-year colleges understood the ECE Transfer Compact, but many feel that four-year institutions are not honoring the compact.
- c. With a preponderance of adjunct faculty in ECE programs (especially by community and private colleges) there seems to be a lapse in knowledge on how the ECE Transfer Compact works.
- d. One state university indicated that the ECE Transfer Compact is not very useful as the courses do not align well and what does and does not transfer is not always clear.

Methodological Recommendations

- 13) **Determine the most appropriate time to collect updated information from IHEs.** When gathering information from IHEs, it should be done during the school year. Trying to collect information after May 1st is not recommended.

Evidence

- a. OIR gathered information on the IHE during May and early June due to the timeline of the contract. This is an extremely busy time of year for IHEs. Many people took 2-3 weeks to respond after multiple contacts. A number of the IHE contacts only had time to give cursory answers to questions. OIR used multiple methods to encourage participation including phone calls, emails, emailed questions that could be emailed or faxed back.

- 14) **If more detailed information is desired on particular questions, focus groups of multiple IHE representatives would be useful.**

Evidence

- a. The IHE staff OIR spoke to had limited time. A limited number of respondents were willing to speak on the phone for extended discussions and most respondents wanted to simply answer the asked questions. Focus groups would allow EEC to ask in-depth questions and get in-depth answers.

Methodology

Deliverables

This project will produce four key deliverables, of which this report is one. The deliverables include:

1. A full report outlining trends and evidence based recommendations
2. A database with information on all IHEs
3. A profile of each IHE
4. A listing of all ECE courses within each IHE degree program

Areas of Inquiry

Based on questions included in the RFP for this project, a list of questions was developed for each IHE. These questions relate to areas where there is currently limited knowledge about ECE degree programs. The areas of inquiry include:

- Program Characteristics
 - Type of degree
 - Certificate programs
 - Related degrees
 - Accreditation
 - Full, part and adjunct faculty
 - Field placement information
 - Core Competencies
- Supports for Non-Traditional Students
 - Off-hour and non-traditional course offerings
 - Number of years to complete part-time degree
 - Mentoring opportunities for ELL/ESOL students
 - Guidance supports offered in language other than English
- Student Demographics
 - Students in program
 - Age range
 - Gender
 - Ethnicity
 - Language spoken
 - Percent receiving financial aid
- Transfer Information and Articulation Agreements
 - Credit for CDA
 - Credit for experience
 - Accept CEUs from other entities
 - Career and Transfer (Licensure) Track
 - Licensure vs. Non-Licensure
 - ECE Compact (Articulation Agreements)

Programs Contacted

A list of IHEs was generated by staff at EEC. These are programs that are known or suspected to have degrees in early education (See Table 1). OIR staff contacted all IHEs and determined that all but two have degrees in early education.

Table 1: List of Institute of Higher Education programs identified by EEC

Two-Year Colleges	State Colleges	Private Colleges	Universities
Berkshire Community College Bristol Community College Bunker Hill Community College Cape Cod Community College Greenfield Community College Holyoke Community College Mass Bay Community College Middlesex Community College Mt. Wachusett Community College North Shore Community College Northern Essex Community College Quinsigamond Community College Roxbury Community College Springfield Technical Community College Urban College of Boston ⁴	Bridgewater State College Fitchburg State College Framingham State College MA College of Liberal Arts Salem State College Westfield State College Worcester State College	Cambridge College ⁵ Lesley College Wheelock College	UMass Amherst: main campus UMass Amherst: University Without Walls U Mass Boston U Mass Dartmouth U Mass Lowell
Status of Data Collection			
Information was provided from all the colleges listed above with the exception of Roxbury Community College ⁶	Received information from all of the State Colleges listed.	Received information from all of the Private Colleges listed.	Received information from Universities with the exception of UMass Dartmouth and UMass Lowell who do not currently offer an ECE degree.

Gathering Information from Institutes of Higher Education

In mid-April, 2010 Oldham Innovative Research (OIR) made first contact with Early Childhood Education department chairs, professors, enrollment counselors, or administrative assistants at the schools from Table 1 to collect information on their Early Childhood Education programs. Each person was initially contacted by phone and then received a follow up email after a message was left. The email included a list of questions that they could fill out and email back, as well as an option to talk through the questions on the phone. Those who did not respond were called again and/or sent a second email with a letter from the EEC detailing the project. For those who still did not respond, a one page school profile fact sheet was created based on information from the school website. The fact sheet was emailed for review, noting that it would be posted on the EEC website.

⁴ Urban College of Boston is a private two-year college. The rest of the “two-year colleges” named are state two-year institutions.

⁵ Information for Cambridge College was collected from the main campus and two regional campuses.

⁶ Any information presented on Roxbury Community College is from their website.

All state colleges, universities, and private colleges, and thirteen out of the 14 two-year colleges (93%) submitted information either through email or on the phone. Two of the four universities, University of Massachusetts Lowell and Dartmouth, report that they do not have Early Childhood Education programs. Because Amherst has two very distinct programs (the main campus and University Without Walls), both programs are reported on separately, resulting in three universities total.

Cautions in considering the data presented in this report

The data is presented in ranges, averages, medians, and percentages. Sometimes these are presented for all 28 programs, sometimes just for a single IHE. Because data was only examined for three private colleges, for example, this data **does not** represent *all* private colleges. Additionally, when percentages of private colleges and state universities are presented, these numbers are only based on **three** schools. Thus, percentages should be viewed cautiously. They can be used to reflect on the IHEs from whom information was gathered, but not to indicate trends about a category of IHEs. Additionally, many IHEs estimated their answers (e.g. about 30% of our students speak a language other than English). Thus, all numbers presented in this report should be viewed as estimates.

Research Findings

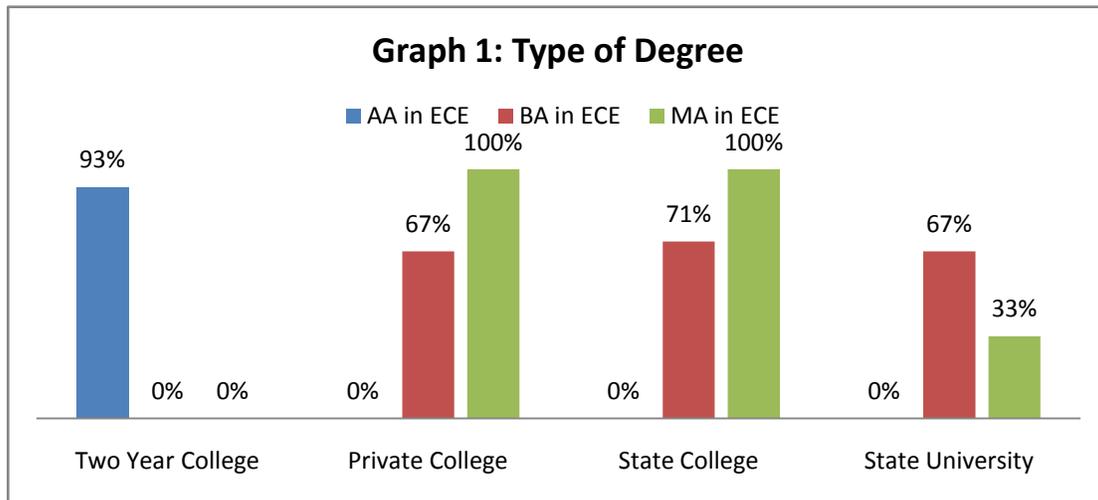
Program Characteristics

Early Childhood Education Degree Programs

Within the 28 IHEs included in the study, there are 14 associate’s Degree programs, nine bachelor’s Degree programs, and eleven master’s Degree programs. Fifteen of the 28 IHEs offer degrees with a concentration in early childhood education. See Appendix 1 for a breakdown of degree programs by IHE.

Type of IHE ⁷	Total number of IHE ⁸	Offer concentration in ECE	Offer an AA in ECE	Offer a BA in ECE	Offer a Master’s in ECE
Two-Year Colleges	15	5 (33%)	14 (93%)	0 (0%)	0 (0%)
Private Colleges	3	3 (100%)	0 (0%)	2 (67%)	3 (100%)
State Colleges	7	4 (57%)	0 (0%)	5 (71%)	7 (100%)
State Universities	3	3 (100%)	0 (0%)	2 (67%)	1 (33%)
Total	28	15	14	9	11

Associates’ Degree programs are exclusively offered in two-year colleges, of the colleges surveyed. All of the private and state colleges included in the study offered master’s degrees in early childhood education while about two-thirds offered bachelor’s degrees in early childhood education.



Certificate Programs in Early Childhood Topics

Fourteen of the 28 IHEs offer certificate programs. The majority of the certificate programs are in two-year colleges (79% of the offered certificate programs are in two-year colleges). Within the two-year colleges, the most common certificate offered is one in infants/toddlers (in eight programs). The least common certificate is a child care director/administration certificate (in two programs). Across all types of IHEs, nine offer a certificate in

⁷ State colleges and state universities are four-year programs.

⁸ For two-year colleges, the total number of IHEs included ranges from 13 to 14. Roxbury Community College did not provide written or oral information, however OIR was able to get limited information off of their website.

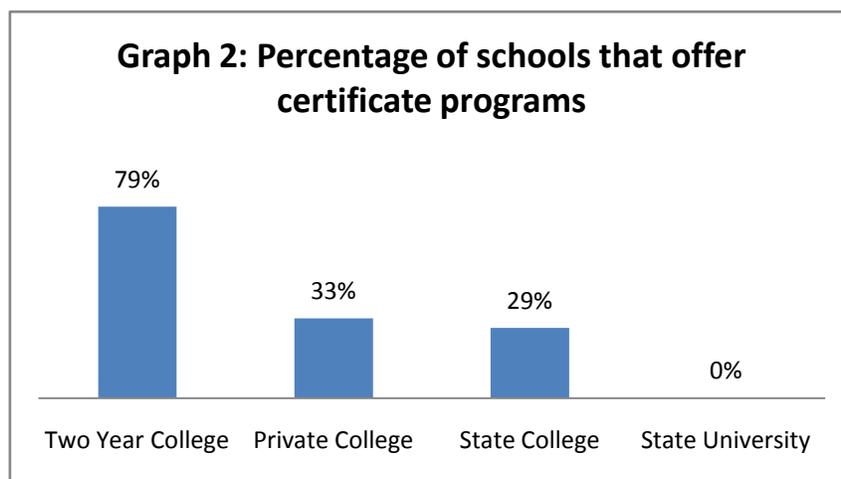
infants/toddlers, five in preschoolers, four in school-age children, and two related to child care director/administrator.

Some of the other types of certificate programs offered include:

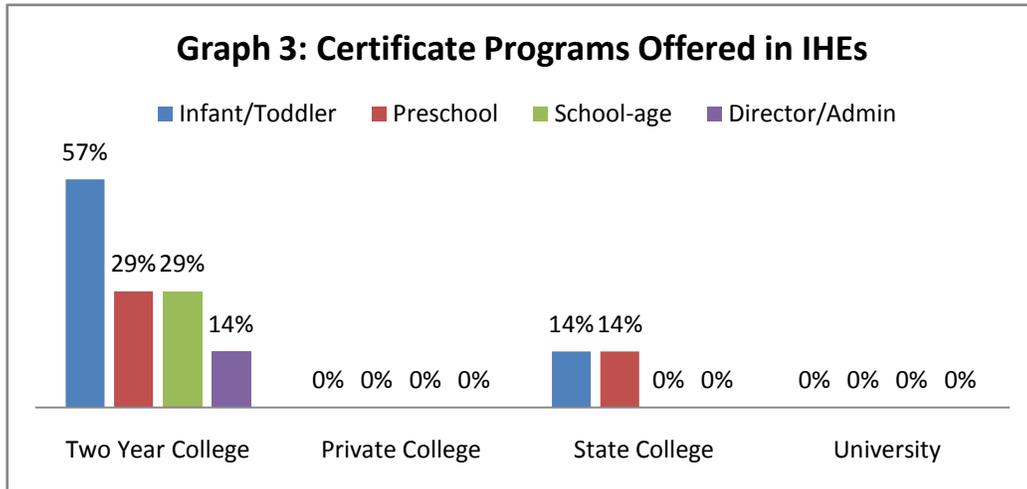
- Behavior Analysis (Cambridge College)
- Child Development Associate (Quinsigamond Community College and Urban College of Boston)
- Daycare Lead Teacher (Massachusetts College of Liberal Arts)
- Early Childhood Development (Bunker Hill and Greenfield Community College)
- Introductory and Intermediate Early Childhood Education (Berkshire Community College)
- Bilingual Early Childhood Education (Urban College of Boston)
- Head Start Family Services (Urban College of Boston)
- Family Child Care (Urban College of Boston)
- Family Development (North Shore Community College)
- Special Education (Worcester State College)
- Youth Worker (North Shore Community College)
- Student selected interest area (Middlesex Community College)

Table 2. Type of Certificate Programs Offered in IHEs

Type of IHE	Total number of IHE	Offer certificate programs	Infant/ Toddler Certificate	Preschool Certificate	School-age Certificate	Director/ Admin Certificate
Two-Year College	14	11 (79%)	8 (57%)	5 (29%)	5 (29%)	2 (14%)
Private College ⁹	3	1 (33%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
State College	7	2 (29%)	1 (14%)	1 (14%)	0 (0%)	0 (0%)
State Universities	3	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	27	14	9	6	5	2



⁹ Wheelock College is in the process of securing funding for certificate programs.



Related Degrees

EEC regulations defining the qualifications needed to work in a licensed center-based group child care program specify that educators must have a certain amount of experience and/or a degree in early childhood education *or a related degree*. A related degree is defined as “a program at an accredited institution of higher learning which includes the study of care giving, development, education, health care, or psychology of children, birth to eight years of age, or provision of direct services to children and their families”¹⁰.

EEC has two interests in investigating “related degrees”: (1) to map where and what kind of related degrees are offered in each IHE and (2) to learn whether credits from courses within related degrees could count toward an ECE degree.

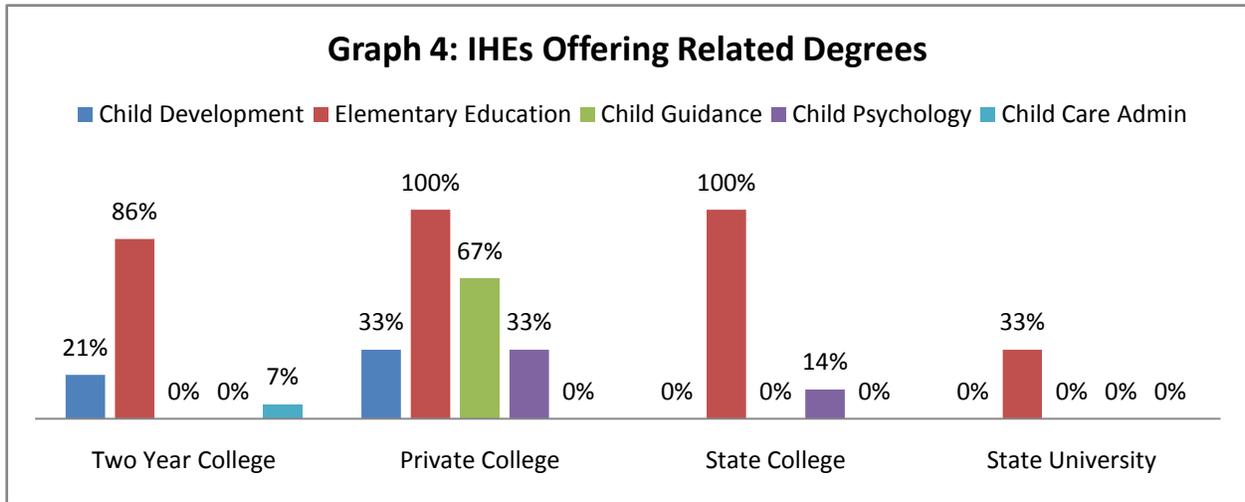
Types of Related Degrees. Elementary Education is by far the most common degree offered (23 out of 27 or 85% of IHEs offered an elementary education degree). Only four programs offer a degree in child development, and only two in child guidance, two in child psychology, and one in child care administration.

Other degrees that respondents felt were “related” included:

- Autism/Behavior Analysis (Cambridge College)
- Special Education (Cambridge College and Fitchburg State College)
- Special Education and Language and Literacy (Framingham State College)
- Individualized design degrees in early childhood education (UMass Amherst: University Without Walls)
- Child Studies (Salem State College)

Type of IHE	Total Number of IHE	Child Dev. Degree	Elem. Educ. Degree	Child Guidance Degree	Child Psych. Degree	Child Care Admin Degree
Two-Year College	14	3 (21%)	12 (86%)	0 (0%)	0 (0%)	1 (7%)
Private College	3	1 (33%)	3 (100%)	2 (67%)	1 (33%)	0 (0%)
State College	7	0 (0%)	7 (100%)	0 (0%)	1 (14%)	0 (0%)
State Universities	3	0 (0%)	1 (33%)	0 (0%)	0 (0%)	0 (0%)
Total	27	4	23	2	2	1

¹⁰ 606 CMR 7.09(18)3.



Using Credits from Related Degrees for ECE Degrees.

Two-Year College: Eight out of 12 programs that have related degrees (67%) say that students can use credits from related degrees for the ECE degree. Four programs note that only some courses would transfer. Other schools note that it tends to be general education courses that count for credit.

It varies – but quite often we are able to take some of it. We are now bounded by our NAEYC accreditation however, in that our graduates must all experience five key assessments that are housed in five courses. Our accreditation requires that students complete these key assessments; this may not be possible when considering accepting other coursework– Greenfield Community College

Private College: Two of the three (67%) private colleges have a process for counting credits from related degrees.

Yes, on masters level, up to 12 credits can be transferred into any education program. On bachelors level, up to 90 credits can be transferred into the EEC program. - Cambridge College

All undergraduate students in ECE have another Arts and Sciences major. Course work may transfer into that major; we review prior course work in ECE and count it toward and ECE degree when it is equivalent to our courses. – Wheelock college

State College: Three out of seven (43%) state colleges stated that credits from related degrees could be used for ECE degrees. Two of those three who said yes cautioned that it would depend on the courses taken.

State University: University of Massachusetts at Amherst has a process for counting credit from related degrees.

Amount of full time and other faculty

An interesting trend that emerged in terms of the number of faculty is that IHEs are more or less reliant on adjunct instructors. For example, two-year colleges and private colleges report being more reliant on adjunct instructors than full or part time instructors. This reliance is reported as both a strength, in exposing students to a variety of professionals, and a weaknesses, in that adjunct instructors are less likely to be familiar with all the rules and regulations of the university and less helpful in terms of advising students.

Two-Year College: In two-year colleges, there are few full time staff and a strong reliance on adjunct faculty. Full time staff ranged from one to four with an average of two full time staff. Adjunct staff ranged from two to 30 with an average of 10 adjunct instructors.

Private College: There is also a heavy dependence on adjunct faculty within private colleges. For example, at the Springfield site of Cambridge College, there are no full time faculty, five part-time faculty and 10 adjuncts. At Wheelock, there are nine full time faculty, three part-time faculty and about 10 adjuncts. Within Lesley University, there are eight full time faculty and six adjuncts in the undergraduate program and two full time faculty, one part time faculty and 30 adjuncts in the graduate program.

State College: State colleges report having from four to 14 full time faculty in their programs with an average of six and a half full time faculty. Adjuncts in these programs range from one to 15 with an average of six.

State University: State universities report having more full time faculty. University of Massachusetts Amherst has 11 full time faculty on their main campus and eight full time faculty within their University Without Walls program. University of Massachusetts at Boston has three full time faculty and four to 10 adjunct instructors.

Accreditation

Programs are accredited through a variety of organizations, including National Association for the Education of Young Children (NAEYC), which is typical for two-year institutions; National Council for Accreditation of Teacher Education (NCATE), which is typical of four-year colleges; and New England Association of Schools and Colleges (NEASC), which is typical for private colleges.

- ❖ 50% of two-year colleges are accredited through **NAEYC**, while about a third of private colleges, state colleges and state universities are accredited through NAEYC.
- ❖ About a third of private colleges, state colleges and state universities were accredited through **NCATE**.
- ❖ All private colleges and about a third of other types of IHEs are accredited by **NEASC**.

Many programs are working on accreditation. Others have taken the time to align their courses, but have yet to get formal accreditation.

Not formally, but we have attended workshops by NAEYC and have followed guidelines in developing program and setting up student learning outcomes assessment. We will not formally get accredited due to ongoing costs to maintain accreditation fee but we would be able to be accredited. - Two-year college

We are accredited through NEASC. The University is going through TEAC (Teacher Education Accreditation Council). We are aligned with NAEYC standards. - Private college

Yes, we are accredited through NCATE with NAEYC as the review board. - State college

Table 4. Type of Accreditation Achieved by IHEs			
Type of IHE	Type of Accreditation		
	NAEYC	NCATE	NEASC
Two-Year Colleges	47%	0%	40%
Private College	33%	33%	100%
State College	29%	43%	29%
State University	33%	33%	33%

Field placements

Field placements are in part dictated by state licensing regulations. For example, an early childhood teacher (licensed by the Department of Elementary and Secondary Education, ESE) must complete 300 hours of a field placement; 100 of the hours are in prekindergarten or kindergarten programs and 200 of the hours are in grades 1 or 2. At least one setting must include children with disabilities.

IHEs were asked whether students are allowed to do field placements in kindergarten. Many replied that they are, in accordance with EEC regulations. However, there is some variation, especially in programs not leading to licensure as a lead teacher.

All of the private colleges and state universities allow students to do their field placement in kindergarten. Six out of seven stage colleges allow it and eight out of 14 two-year colleges allow it. There were many variations in how IHEs approach this question. Their responses illustrate these variations:

Yes. In the graduate program, the student must do 100 hours in PreK or K setting and 200 hours in 1st/2nd grade (it is a state requirement) – Lesley University

The Child Development Lab (CDL) serves as a preschool for ages 2.9-6 and also a pre-practicum site for ECE majors in Field Study II and for graduate students in special education. Pre-practicum placements in Early Childhood consist of a K, 1 or 2 classroom for Field Study I class, the Child Development Lab preschool for students' Field Study II class, a first or second grade public school classroom for their Field Study III class, and in practicum (student teaching) students complete the first six weeks (100 hours) in a Kindergarten and then ten weeks (200 hours) in a first or second grade classroom (matching ESE licensing requirements) - Framingham State College

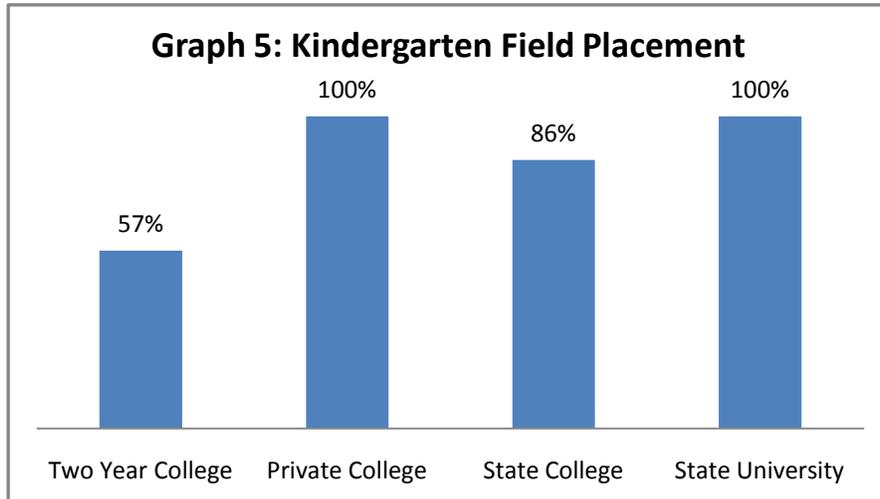
Students may do field placements in all you have listed (infant/toddler classroom, preschool, kindergarten) including family child care homes. They may have the option of doing one of two field placements in a Kindergarten classroom. We will also negotiate using their current job as field placement if it meets several conditions. – Greenfield Community College

(Students are) not usually (allowed to do their field placement in kindergarten), unless they are already a paraprofessional. (The placement) is mostly done in preschool classrooms. Westfield asked us to keep people in preschool schools and we want to keep our relationship strong with them. About 87% of the elementary ed students do the Westfield (child care) program. – Holyoke Community College

(Field placements in kindergarten) do not usually occur, but perhaps if kindergarten has a developmentally appropriate curriculum in place. If employed as an aid in kindergarten more likely to be a placement option. – Bunker Hill Community College

Type of IHE	Total Number of IHE	Field placement in kindergarten?
Two-Year Colleges	14	8 (57%)
Private College	3	3 (100%)
State College	7	6 (86%)
State Universities	2 ¹¹	2(100%)
Total	27	19

¹¹ Only the two bachelor's level programs require a field placement.



Core Competencies

IHEs were asked whether they aligned their courses with EEC’s Core Competencies. About half of two-year colleges, all of the private colleges, five out of seven state colleges and none of the state universities align coursework with core competencies.

Two-Year College: Eight out of 14 indicate that they do or are in the process of aligning their courses with the EEC Core Competencies.

Yes, competencies are all addressed in the coursework. Each student in the second Student Teaching Seminar has to complete a portfolio which topics align with the competencies – Berkshire Community College

Not specifically. Each education course instructor uses them as a guideline, but we focus more on NAEYC’s standards. – Greenfield Community College

Private College: Three out of three private colleges indicate that they do or are in the process of aligning their courses with the EEC Core Competencies.

We are working on it now. It will be easy to adjust the curriculum (not the courses) to do this. We already speak to most of the competencies, we just need some adjusting. – Cambridge College

All course syllabi in ECE include objectives and core competencies, Wheelock Education Standards and NAEYC standards met in the course. Required key assessments in all full teacher preparation programs have competencies aligned with the NAEYC standards and some assessments are also aligned with state and institutional standards. – Wheelock College

State College: Five out of seven indicate that some portions of their programs are aligned with core competencies. Some base this alignment on an outline provided by EEC.

For our licensure program– no, we don’t use the core competencies. For our early education and care program, all course syllabi reference the Standards and Guidelines. Some course syllabi have been updated to include Core Competencies

Our courses are aligned to the MA Professional Standards for Teachers, the ESE subject matter knowledge standards for the Early Childhood PreK-2 license, and the NAEYC core standards. We are currently working on finalizing a matrix that aligns course topics and assessments with the above standards. These documents will be available after we undergo our next program approval process (2010-2011). – Framingham State College

No, our courses are organized according to our NCATE accreditation standards, but there is overlap between these standards.

State University: None of the state universities indicated that they align their courses with the EEC Core Competencies. One is aligned with NAEYC standards.

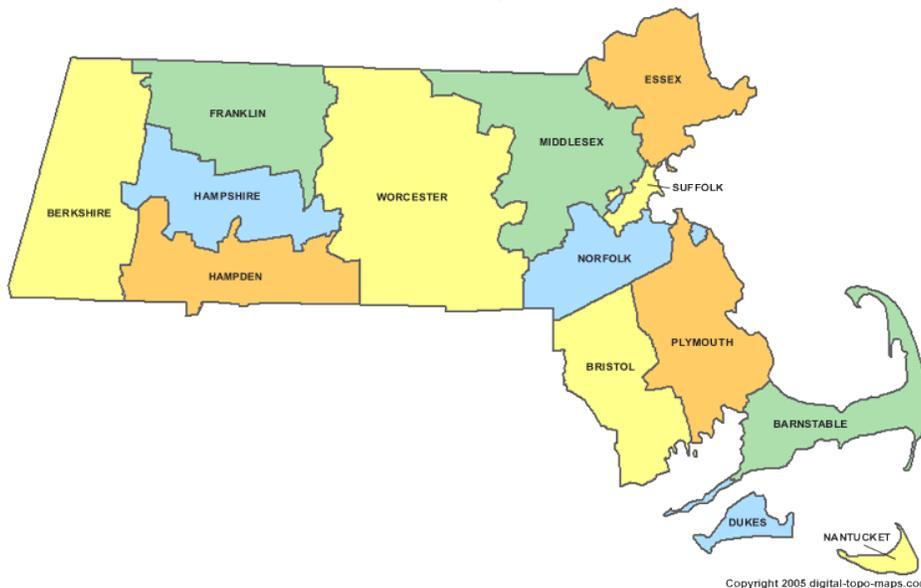
We do not organize or align our courses with the core competencies but core competencies are covered in the courses. They (EEC) should really approve the core competencies and have an implementation plan in place, which would take into account that implementation takes time. – State University

Location of Programs

Associate's degrees are available throughout the Commonwealth as they are located within the community colleges which are purposely spread through the Commonwealth and accessible to students.

Bachelor's degree programs are not as widely available although they are spread throughout the Commonwealth. Four of the bachelor degrees are available in the Boston area. The other locations for bachelor programs are Amherst (Hampshire County), Bridgewater (Plymouth County), Fitchburg (north-central Worcester County) and North Adams (in Berkshire County). There are no bachelor's programs in Franklin, Hampden, Essex, Norfolk, Bristol, Barnstable, and outlying counties (Dukes and Nantucket counties).

Master's degree programs are spread throughout the Commonwealth covering eight counties. There are no master's programs in Franklin, Bristol, Barnstable or outlying counties (Dukes and Nantucket counties).



Supports for Non-Traditional Students

Across all programs, the most common course offering for non-traditional students is evening classes, offered in 89% of programs. Summer classes are offered in 67% of programs and online and weekend classes are offered in 63% of programs. Only 30% of programs offer intensive track classes. (See Appendix 5 for supports by IHE).

Two-Year College: provide the non-traditional student with the most alternatives. All of the two-year colleges provide evenings classes, 86% provide online classes, 77% provide weekend and summer classes, and 38% offer intensive track classes. Other supports offered in two-year colleges include hybrid classes (part online and part face-to-face), accelerated weekend classes, fast track for full time workers, and intersession classes (between the traditional academic semesters).

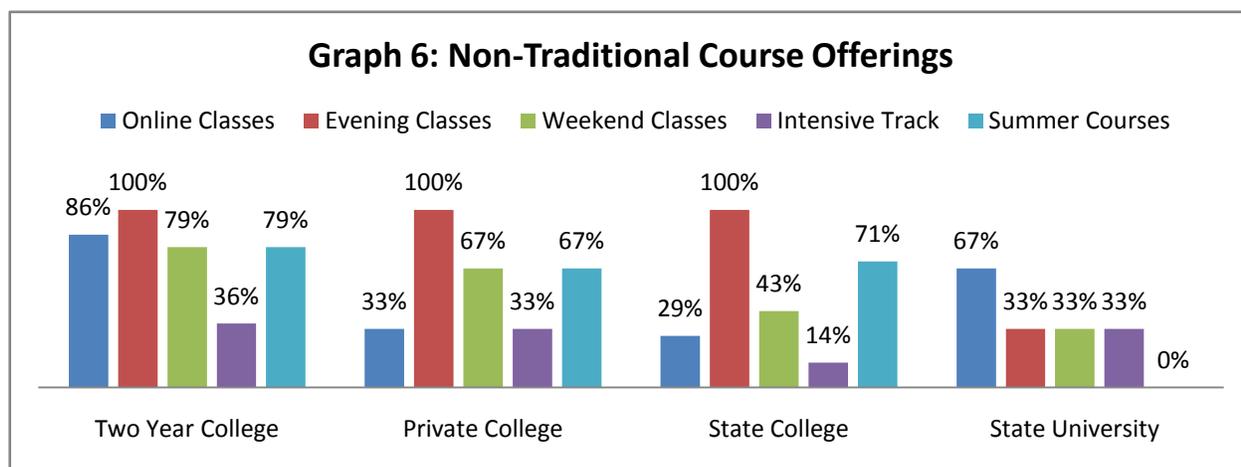
Private College: also provide support for the non-traditional student. Evening classes are the most likely to be offered, followed by weekend classes and summer classes. Online courses and intensive track classes are less likely (only available at one out of the four private colleges). Other supports offered include regional locations (Cambridge College) and intensive weekend classes.

State College: are most likely to provide evening (100%) and summer (71%) classes as supports for non-traditional students. Some also offer online classes (29%), weekend classes (43%), and intensive track classes (14%). Other supports offered in state colleges include intersession and late afternoon classes.

State University: are most likely to offer online classes (67%) as a support for non-traditional students. Evening, weekend and intensive track classes are offered in one of the state universities studied. These options are offered in the University Without Walls which was purposely established to offer options to non-traditional students. None of the state universities offer intensive track classes.

Table 6. Supports offered for Non-Traditional Students in IHEs

Type of IHE	Total Number of IHE	Online classes	Evening classes	Weekend classes	Intensive track classes	Summer courses
Two-Year Colleges	14	12 (86%)	14 (100%)	11 (79%)	5 (36%)	11 (79%)
Private Colleges	3	1 (33%)	3 (100%)	2 (67%)	1 (33%)	2 (67%)
State Colleges	7	2 (29%)	7 (100%)	3 (43%)	1 (14%)	5 (71%)
State Universities	3	2 (67%)	1 (33%)	1 (33%)	1 (33%)	0 (0%)
	27	17	24	17	8	18



Courses offered in other languages

Only three out of 27 (11%) IHEs offer courses in languages other than English. One of the two-year colleges, Urban College of Boston, has an exemplary program, offering a full ECE degree program in either Spanish or Mandarin/Cantonese (See Sidebar 1). The two other programs that offered courses in other languages only offer single courses in a single language (and only occasionally).

Mentoring offered for English Language Learners (ELL)/English Speakers of Other Languages (ESOL)

Mentoring for English language learners is much more common than courses offered in other languages; mentoring is offered in eighteen out of 27 (67%) IHEs, 100% of private colleges, and 86% of two-year colleges offer mentoring for students. Forty-three percent (43%) of state colleges and none of the state universities offer mentoring for English language learners. It should be noted that some of this “mentoring” support offered is not specific to ELL/ESOL students but offered to all students. Some examples of mentoring offered include the following:¹²

- Academic Achievement Center (Bridgewater State College)
- Reading Center (Bridgewater State College)
- Tutoring Support Center (Fitchburg State College)
- Bilingual staff (Westfield State College and Mass Bay Community College)
- Advising and transitional courses; learning community seminars (Bunker Hill Community College)
- Peer tutoring (Greenfield Community College and Wheelock College)

Sidebar 1: The Urban College Early Childhood Education (ECE) Bilingual Program

The Bilingual program is a career pathway for adult learners who speak languages other than English. The program builds on students’ first language by offering ECE core courses in their native languages, and providing formidable English language support to gradually transition them into the English program. The bilingual program uses a comprehensive approach to build students basic language and academic skills, sets high expectations for students, and ensures ready and competent professionals that excel in the field. Students are encouraged to simultaneously take courses in English while they are enrolled in the bilingual program, with a minimum requirement of one developmental English course for every two courses taken in native language instruction. The college currently offers courses in Spanish and Mandarin/Cantonese.

¹² These are examples of colleges that have these types of support and are not an exhaustive list of *all* colleges that have this type of support.

- ESOL courses (“achievement” or “developmental” courses) (Berkshire, North Shore, Northern Essex and Springfield Technical Community College)

ESOL or Developmental Courses

One of the mentoring supports offered to ELL or ESOL students is the availability of ESOL or developmental courses. ESOL courses help students learn English. The developmental courses help prepare them to take additional college courses. Seventy-nine percent (79%) of two-year colleges offered this support; 57% of state colleges and two out of three state universities offer this support. None of the private colleges spoken with offer this support.

Credit for Non-English Courses

IHEs were asked whether they would accept credits from courses taught in languages other than English. Many IHEs referenced an example of a student coming from another country who has college credits and wants to transfer the credits into a degree program. One hundred percent (100%) of private colleges, 57% of two-year colleges, 29% of state colleges and one out of three state universities state that they would accept credit. Many programs had not encountered this issue so these estimates should not be considered absolute.

Yes, if the school they come from is accredited – Middlesex Community College

Yes, that can be done. Usually the review is done as one applies to enter a full program here and is from another country. – Wheelock College

Possibly, provided it is 1) from an accredited institution and 2) approved by chair. – Salem State College

We haven't ever had to deal with that. – Massachusetts College of Liberal Arts

Sidebar 2: Recent efforts to support ESOL and Adult Basic Education (ABE) students

We have worked with our Continuing Education Department to create a new program that supports ESL and ABE students build their English skills while working with an ECE focus. This program is called Pathways for Success. – Quinsigamond Community College

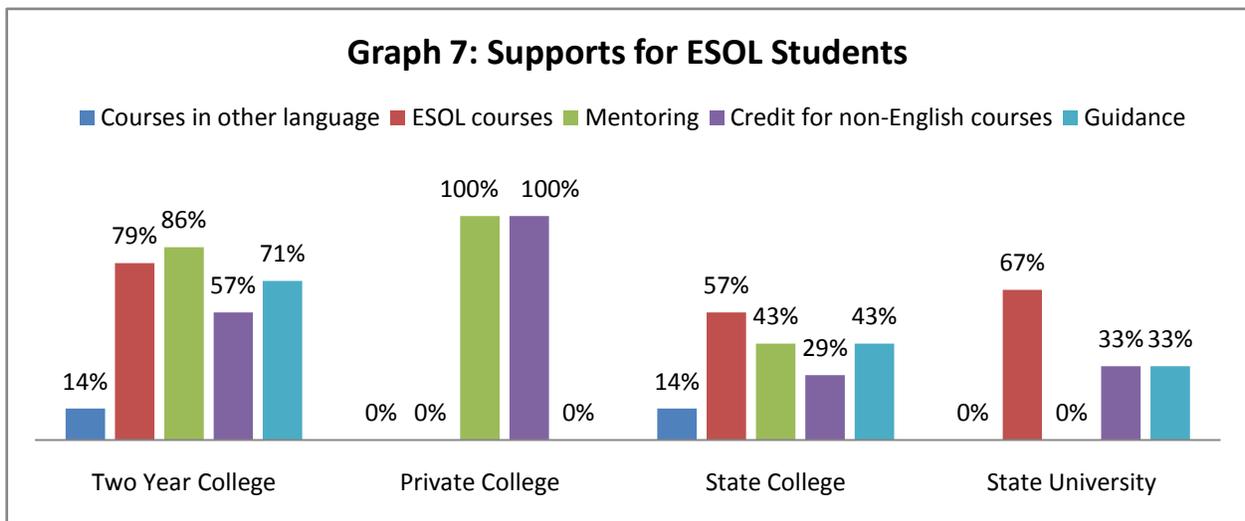
We received a federal grant, "Tapping Academic Potential" (TAP), to support adult ELL. We currently have 3 new staff and 2 instructors working in TAP grant. The grant makes more resources and support available to ELL and Building Careers students. –Urban College of Boston

Guidance Support Offered in Other Languages

Ten out of 14 (71%) two-year colleges report that they offer guidance supports in other languages.¹³ Three out of the seven (43%) state colleges and one out of the three state universities offer this support. None of the private colleges spoken with offer this support. Some schools noted that this type of guidance is offered on an individual basis not as an organized service. Thus, these estimates would likely be lower if only organized services are considered.

Table 7. Supports Offered for English Speakers of Other Languages

Type of IHE	Total Number of IHE	Courses offered in other languages	Mentoring for ELL/ESL students	ESOL or developmental courses	Can non-English courses be used for credit?	Guidance services in other languages?
Two-Year College	14	2 ¹⁴ (14%)	12 (86%)	11 (79%)	8 ¹⁵ (57%)	10 (71%)
Private College	3	0 (0%)	3 (100%)	0 (0%)	3 (100%)	0 (0%)
State College	7	1 ¹⁶ (14%)	3 (43%)	4 (57%)	2 (29%)	3 (43%)
State University	3	0 (0%)	0 (0%)	2 (67%)	1 (33%)	1 (33%)
Total	27	3	18	17	14	14



¹³ Schools were not asked what languages guidance supports were offered in.

¹⁴ In Spanish and Cantonese

¹⁵ Three schools gave a “yes, if accredited” while the other four schools said “perhaps” or “depends”.

¹⁶ Occasionally in Spanish.

Students Demographics

Size of Programs

Two-Year College: Estimates of students in the ECE programs range from 28 to 580 (median = 186). The age range is from late teens to 80.

Private College: Estimates of students in the ECE programs range from seven to 50 in undergraduate programs and 12 to 100 in graduate programs. The age range is from 21 to 50 with the average students being in late 20’s to mid 30’s.

State College: Estimates of students in the ECE programs range from 124 to 295 students (median = 169). The age range is from late teens to mid-60’s.

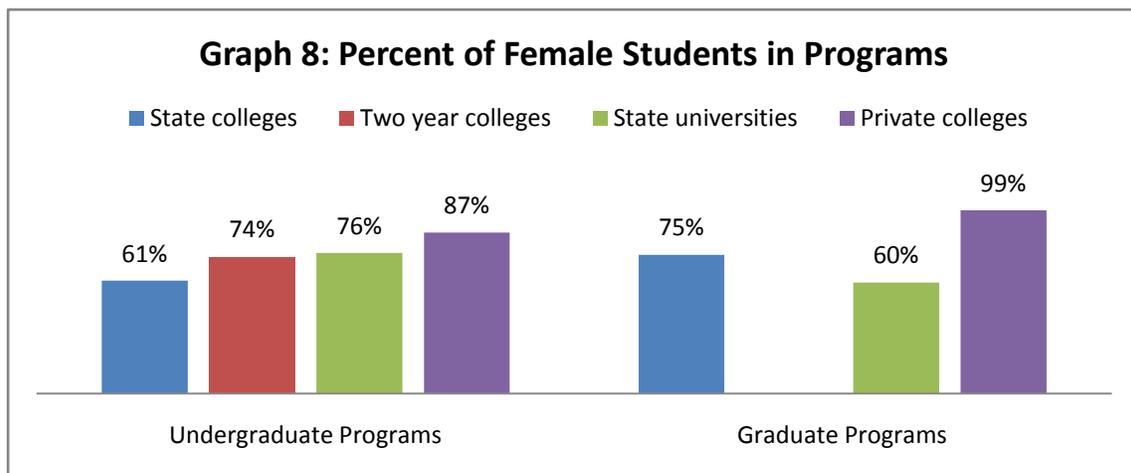
State University: Estimates of students in the ECE programs range from 56 to 200 in undergraduate programs (the “200” estimate is high as it includes students with an ED minor). University of Massachusetts Amherst has 10 graduate students. University of Massachusetts Boston has 64 graduate students.

Of note is that two-year colleges tend to have higher percentages of non-matriculated students. The range of non-matriculated is from 0% to 48% with an average of 15% non-matriculated students across all of the two-year colleges that reported student demographics. However, these estimates are not absolute as many programs note that they cannot or do not track non-matriculated students.

Gender Balance

Early care and education degree programs are predominately attended by female students. Undergraduate programs have more gender equity than graduate programs. State colleges and two-year colleges have more gender equity as compared to state universities and private colleges.

Data in Graph 7 should be treated cautiously. Demographics are among the most challenging information for programs to report on. Only 23 out of 30 programs reported demographics information. Many two-year programs were not able to report on demographics (six out of 14 two-year colleges). Some programs reported only on information for the school as a whole, rather than the specific ECE program. Others provided unofficial estimates for these numbers. This data should be used to note potential trends, but should not be considered accurate estimates.



Ethnicity Balance

Ethnicity is also challenging for some programs to report on. Some programs do not track the ethnicity of students. Other programs note that the ethnicity data that was requested is tracked by a particular department and not easily accessible (see quote below). While most of the private colleges, state colleges, and state universities report a breakdown of students by ethnicity, only 50% of two-year colleges were able to report this type of data. Higher percentages of non-Caucasian individuals were reported to be enrolled in two-year colleges and private colleges. While this breakdown does not show it, individuals also verbally reported that there are a higher percentage of Caucasian students in graduate programs than in undergraduate programs.

Type of IHE	Total Number of IHE	Number of programs reporting data	Caucasian	African American	Latino	Asian/Pacific Islanders	Native American	Multi Ethnic
Two-Year Colleges	14	7	66%	13%	17%	3%	0%	Do not track
Private Colleges	3	3	56% ¹⁷	18%	9%	3%	1%	Do not track
State Colleges	7	6	80%	5%	4%	2%	0.4%	Do not track
State Universities	3	3	80%	6%	6%	9%	0.4%	Do not track

English Language Learner Students

Only a handful of programs report on the number/percentage of students who are ELL students.

“Questions 12 and 21 refer to the number of students who do not speak English as their first language and number of students who speak a language other than English. We have only recently started capturing this information from first-time freshmen during orientation, so we cannot provide information based on the entire student population. I have included the percentages based on first-time freshmen, but it should be noted that these percentages are for a specific segment of the student population” - Bridgewater state College

Type of IHE	Total Number of IHE	Number of programs reporting data	% ELL
Two-Year College	14	4	8 – 33%
Private College	3	1	42% (full time); 58% (part time)
State College	7	1	1%
State University	3	1	.2%

¹⁷ 56% is for undergraduates. At the graduate level, this number increased to 81%

Receipt of Financial Aid

Similar to other demographic questions, less than half of programs were able to report on the number or percentage of students who are receiving financial aid. Again, this data is housed in different parts of the IHE and the respondent did not always have access to that information. The majority of the data below comes from IHE websites and contact with administrative departments.

Table 10. Percentage of Students receiving Financial Aid from IHEs			
Type of IHE	Total Number of IHE	Number of programs reporting data	% receive financial aid
Two-Year College	14	5	40 – 100%
Private College	3	4	68 - 95%
State College	7	2	48 - 55%
State University	3	3	100% undergraduate 30-80% graduate

Transfer Information and Articulation Agreements

Course credit is given for a Child Development Associate and prior learning experiences by about half of the IHEs. Fewer IHEs (only 11%) offer course credit for CEUs.

Credit Given for Child Development Associate (CDA)

The Child Development Associate (CDA) credential is nationally recognized credential for individuals working with children (birth to five) in early child programs, family child care homes, and as home visitors. The Council of Professional Recognition evaluates and award CDA credentials. A Child Development Associate is an individual who has successfully completed the CDA assessment process and has been awarded the CDA Credential. CDAs are able to meet the specific needs of children and work with parents and other adults to nurture children's physical, social, emotional, and intellectual growth in a child development framework. A CDA must have 120 hours of training specific to eight competency standards, have worked 480 hours with children in the past five years, and must pass a verification process.

51% of all of the IHEs included in this study offer credits for CDA. Nine out of 14 (64%) two-year colleges offer credit for a CDA. Two private colleges, two state colleges, and one state university offer credit for CDA.

Two-Year College: Two-year colleges report giving from 3 to 8 credits.

Private College: Private colleges report giving from 3 to 12 credits (1 has a portfolio program to submit, others just give a certain number of credits).

State College: State colleges reported that the number of credits depends on the courses taken.

State University: The one state university that gives credit reports that they give 3 credits for a CDA.

Credit Given for Prior Learning Experience

Prior learning experience is when an individual receives credit hours for recent prior work (usually past two years) in a preferred area of study. Credit hours for prior learning experience vary depending on the IHE and degree type.

62% of all of the IHEs included in the study offer credits for experience. All of the private colleges, 71% of the two-year colleges, 43% of the state colleges, and one of the state universities offer credit for experience.

Two-Year College: 3 to 8 credits offered.

Private College: 6 to 12 credits offered.

State College: anywhere from 6 to 57 credits offered.

State University: 3 to 30 credits offered.

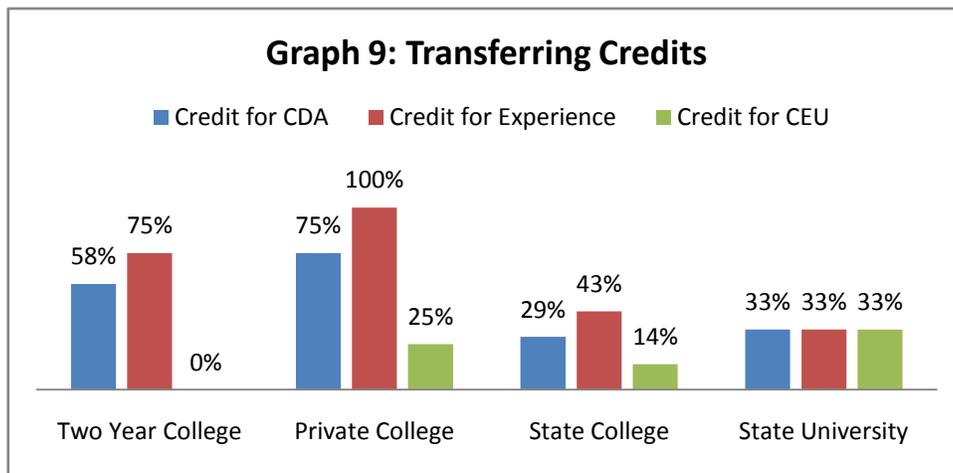
Turning Continuing Education Units (CEUs) into Credit

Only 3 IHEs have a process for turning CEUs into credit: one private college, one state college, and one state university. Some programs noted that they do not accept CEUs because regulatory standards have not been established to assess the validity of the CEU.

If it is considered part of a course that is required for the major, it would be reviewed by the appropriate committee to see if accepted. – State College

University Without Walls, a state university, has developed a system for all of these supports (CDA, prior learning experience, and CEUs). This university was established for students returning to school and is advanced in their thinking about offering credit to students.

Type of IHE	Total Number of IHE	Credit for CDA	Credit for Experience	Process for turning CEUs into credit
Two-Year College	14	9 ¹⁸ (64%)	10 ¹⁹ (71%)	0
Private College	3	2 (67%)	3 (100%)	1 (33%)
State College	7	2 (29%)	3 (43%)	1 (14%)
State University	3	1 (33%)	1 (33%)	1 (33%)
Total	27	14	17	3



Career and Transfer (Licensure) Track

Many two-year institutions offer early childhood education degrees in either a career or transfer track. The career track is intended for students who plan to immediately enter the job market after graduation, or for those who are already employed in a preschool setting and enroll in school to advance their knowledge. The transfer or licensure track is for students who plan to transfer to a four-year institution to earn a license in early childhood education. Individuals must have a license from the Department of Elementary and Secondary Education (ESE) to teach in the Massachusetts prek- 12 public school system. ESE licensure is not a requirement to work in Massachusetts early education and care and out-of-school time programs licensed by EEC.

Of the 14 two-year colleges, seven (50%) specified having both an ECE career and transfer track. One (7%) has a career track only. The other six (43%) did not specify having a career or transfer track.

Licensure vs. Non-Licensure

The majority of four-year institutions offer early childhood education undergraduate programs for ESE initial licensure and both initial and professional licensure for graduate programs. A smaller percentage of schools offer non-licensure ECE programs.

¹⁸ One school allows a student to waive courses if they have completed a CDA.

¹⁹ One school allows students to waive their field placement for prior learning experience.

Of the seven state colleges, two (29%) offer a non-licensure bachelor’s degree program (Salem State College: Bachelor of Science in Education with a concentration in ECE, Bridgewater State College: Bachelor of Science in Education with a concentration in Early Education and Care); two (29%) offer non-licensure master’s degrees. Of the three state universities, two offer non-licensure ECE bachelor’s programs. Of these two, one university offers a non-licensure master’s program. All (100%) of the private four-year colleges offer non-licensure bachelor’s programs in ECE or EEC.

ECE Transfer Compact (Articulation Agreements)

In the fall of 2004, the statewide Early Childhood Education Transfer Compact went into effect. This compact builds on the Commonwealth Transfer Compact and the Joint Admissions Agreement. The goal of the ECE Compact is to ease the process for students enrolled in an ECE degree program when transitioning from a two-year institution into a four-year institution. The MassTransfer policy extends the benefits of the ECE Compact by offering full transfer of credit, guaranteed admission, and a tuition waiver to numerous academic programs across the state. The Department of Higher Education (DHE) has established the Early Childhood Education Transfer Coordinating Committee to review and update the current compact.

When institutions were asked about any articulation agreements that they have, many referred to the MassTransfer. Four-year institutions often stated that they have agreements with all MA community (or two-year) colleges, implying the MassTransfer.

Two-year colleges were asked if they had articulation agreements with high school, vocational technical school, and/or colleges and universities. With this information, students can learn if they can articulate high school credits into the two-year degrees and if they can articulate the two-year degree into a four-year degree programs (See Table 12). Examples of programs are described by two community colleges below.

We have a program with a local high school: 16 high school juniors and seniors are taking a class at the high school for which they get 3 credits to Berkshire. - Berkshire Community College

We have 6 articulation agreements with area high schools where they can take one class in high school that counts toward Holyoke college credit. 2+2 with Westfield State College. Great relationship with them. They take all 67 education credits. We have an amazing agreement and I know that other people struggle with 4 year schools accepting credits. – Holyoke Community College

Table 12. Articulation Agreements of Community Colleges				
	High School	Vocational Technical School	College	University
Berkshire Community College	X		X	
Bristol Community College	X	X (in process)		
Bunker Hill Community College	X	X	X	X
Cape Cod Community College		X	X	X
Greenfield Community College				
Holyoke Community College	X		X	X
Mass Bay Community College	X		X	X (in process)
Middlesex Community College		X	X	X
Mt. Wachusett Community College		X	X	
North Shore Community College	X	X	X	X
Northern Essex Community College	X	X	X	X
Quinsigamond Community College	X			
Roxbury Community College			X	

Springfield Technical Community College	X (not for ECE degree)			
Urban College of Boston			X	X

Programs were asked whether staff understand the Early Childhood Education Transfer Compact and to provide comments about their experiences utilizing it.

Two-Year College: All but one of the two-year colleges understands the ECE Transfer Compact, but many feel that four-year institutions are not honoring it. Others report that there is a lapse in knowledge among adjunct instructors.

The one full time professor understands it. For the adjuncts, it hasn't been on their radar. They have other full time jobs and only teach one class in the evening.

Adjunct staff probably doesn't understand since they are only there teaching one class.

4 year schools don't honor it. Even though their presidents signed onto the compact, the departments say that they won't honor the classes. They change the 200 level classes to 300 so that students who are transferring in classes don't count.

It's difficult to know; we only have anecdotal evidence that students have problems having other institutions accept all of their credits.

All education staff understand it, but the general school advisors get confused with it.

The transfer compacts are not working

Too many changes by the 4 year colleges in between articulation agreements not honoring the credits from community colleges. I have four assigned advisors for the education majors from the enrollment office to help.

Private College: One of the private colleges does not know what it is and one is in process of learning about it.

State College: State colleges report that identifying courses to count for credit is challenging.

What does and does not transfer in particular in the Education coursework can be somewhat confusing. The difficulties arise in courses like Psych of Development where transfers from community colleges usually have credit in that course but only cover birth through age 8 and that's fine for the EEC but not sufficient for the DESE license our students are working towards.

Identifying courses is challenging.

State University: One state university reports that the transfer compact is not very useful.

it's not very useful. Each community college has its own alignment of courses and it's difficult to match up for students. Each community college has different general education requirements and it is difficult to articulate to students what will work. They heard that EEC was going to post something making it really clear how articulation works between AA and BA degrees but the students never saw this in action. There are a ton of people for whom the articulation agreements are too late. Basically, when you transfer- it is

difficult! There are also funding issues- in the past, courses were offered to teachers for free and this was a disservice because now they are not free. Building Careers was paying for courses but not now.

Appendix 1: Specific ECE degrees offered within IHE programs

Name of IHE	Associate's	Bachelor's	Master's	Degree with concentration in ECE
Bridgewater State College		✓	✓	
Fitchburg State College		✓	✓	✓
Framingham State College			✓	✓
MA College of Liberal Arts		✓	✓	✓
Salem State College			✓	✓
Westfield State College			✓	
Worcester State College			✓	
UMass Amherst				✓
UMass Amherst (UWW)		✓		✓
UMass Boston		✓	✓	✓
Cambridge College		✓	✓	✓
Cambridge College Lawrence			✓	✓
Cambridge College Springfield			✓	✓
Lesley University		✓	✓	✓
Wheelock College		✓	✓	
Berkshire Community College				✓
Bristol Community College	✓			✓
Bunker Hill Community College	✓			
Cape Cod Community College	✓			
Greenfield Community College	✓			
Holyoke Community College	✓			
MassBay Community College	✓			
Middlesex Community College	✓			✓
Mt. Wachusett Community College	✓			✓
North Shore Community College	✓			
Northern Essex Community College	✓			
Quinsigamond Community College	✓			
Roxbury Community College	✓			
Springfield Technical Community College	✓			✓
Urban College of Boston	✓			

Appendix 2: Certificate programs offered within IHE programs

Name of IHE	Infant/ Toddler	Preschool	School Age	Admin/ Director	Other
Bridgewater State College					
Fitchburg State College					
Framingham State College					
MA College of Liberal Arts					Daycare Lead Teacher
Salem State College					
Westfield State College					
Worcester State College	✓	✓			Special Education
UMass Amherst					
UMass Amherst (UWW)					
UMass Boston					
Cambridge College					
Cambridge College Lawrence					
Cambridge College Springfield					Behavior Analyst Certificate (post master's)
Lesley University					
Wheelock College					
Berkshire Community College					Introductory and Intermediate ECE
Bristol Community College	✓	✓	✓		
Bunker Hill Community College					Early Childhood Development
Cape Cod Community College	✓	✓			
Greenfield Community College					ECE
Holyoke Community College	✓	✓		✓	Preschool Lead Teacher
MassBay Community College	✓				ECE
Middlesex Community College	✓	✓	✓	✓	
Mt. Wachusett Community College					
North Shore Community College	✓	✓			Youth Worker. Family Development
Northern Essex Community College					
Quinsigamond Community College	✓		✓		CDA. Associate Teacher
Roxbury Community College					
Springfield Technical Community College					
Urban College of Boston	✓	✓	✓		Family Child Care. CDA and Family Services. ECE Bilingual Spanish/ Cantonese

Appendix 3: Related degrees offered within IHEs

Name of IHE	Child Development	Elementary Education	Child Guidance	Child Psychology	Child Care Administration
Bridgewater State College		✓		✓	
Fitchburg State College		✓			
Framingham State College		✓			
MA College of Liberal Arts		✓			
Salem State College		✓			
Westfield State College		✓			
Worcester State College		✓			
UMass Amherst		✓			
UMass Amherst (UWW)	✓				
UMass Boston					
Cambridge College		✓	✓		✓
Cambridge College Lawrence		✓			✓
Cambridge College Springfield		✓	✓		
Lesley University		✓	✓		
Wheelock College		✓		✓	
Berkshire Community College		✓			
Bristol Community College		✓			
Bunker Hill Community College		✓		✓	✓
Cape Cod Community College					
Greenfield Community College		✓			
Holyoke Community College		✓			
MassBay Community College		✓			
Middlesex Community College		✓			
Mt. Wachusett Community College	✓	✓			
North Shore Community College	✓	✓			
Northern Essex Community College		✓			
Quinsigamond Community College	✓	✓			
Roxbury Community College					
Springfield Technical Community College		✓			
Urban College of Boston					

Appendix 4: Course offerings for non-traditional students

Name of IHE	Online classes	Evening classes	Weekend classes	Intensive track classes	Summer courses
Bridgewater State College		✓	✓		
Fitchburg State College	✓	✓	✓		✓
Framingham State College		✓			
MA College of Liberal Arts		✓	✓	✓	✓
Salem State College		✓			✓
Westfield State College	✓	✓			✓
Worcester State College	✓	✓			✓
UMass Amherst					
UMass Amherst (UWW)	✓				
UMass Boston	✓	✓	✓	✓	
Cambridge College					
Cambridge College Lawrence		✓	✓		
Cambridge College Springfield		✓	✓		
Lesley University	✓	✓	✓	✓	✓
Wheelock College		✓			✓
Berkshire Community College	✓	✓			
Bristol Community College	✓	✓	✓	✓	✓
Bunker Hill Community College	✓	✓	✓		✓
Cape Cod Community College	✓	✓	✓		✓
Greenfield Community College	✓	✓			
Holyoke Community College	✓	✓	✓		✓
MassBay Community College	✓	✓	✓	✓	✓
Middlesex Community College	✓	✓	✓	✓	✓
Mt. Wachusett Community College	✓	✓	✓	✓	✓
North Shore Community College	✓	✓	✓		✓
Northern Essex Community College	✓	✓	✓		✓
Quinsigamond Community College	✓	✓		✓	✓
Roxbury Community College					
Springfield Technical Community College		✓	✓		
Urban College of Boston		✓	✓		✓

Appendix 5: Supports for English Language Learners

Name of IHE	Courses offered in other languages	ESOL or developmental classes	Mentoring for ELL/ESOL students	Non-English courses count for credit	Guidance services in other languages
Bridgewater State College			✓	✓	✓
Fitchburg State College			✓		
Framingham State College		✓			
MA College of Liberal Arts		✓			
Salem State College	✓	✓	✓	✓	✓
Westfield State College			✓		✓
Worcester State College		✓			
UMass Amherst		✓		✓	✓
UMass Amherst (UWW)					
UMass Boston		✓		✓	
Cambridge College				✓	
Cambridge College Lawrence				✓	
Cambridge College Springfield			✓	✓	✓
Lesley University			✓	✓	
Wheelock College			✓	✓	✓
Berkshire Community College		✓	✓		✓
Bristol Community College		✓		✓	
Bunker Hill Community College		✓	✓	✓	✓
Cape Cod Community College		✓		✓	
Greenfield Community College		✓	✓		
Holyoke Community College		✓	✓		✓
MassBay Community College		✓	✓		✓
Middlesex Community College			✓	✓	✓
Mt. Wachusett Community College			✓	✓	✓
North Shore Community College		✓	✓		✓
Northern Essex Community College		✓	✓		✓
Quinsigamond Community College			✓	✓	
Roxbury Community College		✓			
Springfield Technical Community College	✓	✓		✓	✓
Urban College of Boston	✓	✓	✓	✓	✓

Appendix 6: Relevant Department of Early Education and Care Regulations

Massachusetts Department of Early Education and Care Core Competencies for Early Education and Care and Out-of School Time Educators (2.4.2010)

Core Competency Area 1: Understanding the Growth and Core Development of Children and Youth

Subcategories

- A. General principles of child and youth development
- B. Physical development
- C. Sensory development
- D. Language development
- E. Cognitive development
- F. Social-emotional development
- G. Individual differences in development

Core Competency Area 2: Guiding and Interacting with Children and Youth

Subcategories

- A. Acceptance of all children and youth
- B. Relationships/interactions with children and youth
- C. Supporting children's and youth's interactions
- D. Child guidance
- E. Groups and environments

Core Competency Area 3: Partnering with Families and Communities

Subcategories

- A. Respect for diverse cultures and communities
- B. Communication/relationships with family
- C. Family involvement
- D. Resources to support families
- E. Improving partnerships with schools and communities

Core Competency Area 4: Health, Safety, and Nutrition

Subcategories

- A. Hygiene and health promotion
- B. Preventing and responding to infectious disease and managing chronic illness
- C. Mental health
- D. Basic safety and emergency preparedness
- E. Safeguarding children and youth
- F. Nutrition
- G. Food handling/environment
- H. Physical fitness and activity

Core Competency Area 5: Learning Environments and Implementing Curriculum

Subcategories

- A. Creating the learning environment
- B. Curriculum

Core Competency Area 6: Observation, Assessment, and Documentation

Subcategories

- A. Observing and recording
- B. Communicating with families and staff in observation and assessment process

- C. Using appropriate assessment methods
- D. Planning for individualized learning
- E. Facilitating referrals based on observation and assessment

Core Competency Area 7: Program Planning and Development

Subcategories

- A. Regulations, requirements, and policies
- B. Program planning, evaluation, and continuous improvement
- C. Personnel issues
- D. Managing resources

Core Competency Area 8: Professionalism and Leadership

Subcategories

- A. Professional attitudes, behaviors, and ethical standards/professional guidelines
- B. Communication skills
- C. Relationships and team building
- D. Professional development
- E. Leadership

Massachusetts Department of Early Education and Care Requirements for Large Group and School Age Child Care Programs

606 CMR 7.09(18) Additional Requirements for Large Group and School Age Child Care Programs Serving Children Younger Than School Age

(a) Definitions. For the purposes of educator qualifications in 606 CMR 7.09(18) the following definitions shall apply:

1. Alternative Early Childhood Training Program. The successful completion of a post-secondary early childhood teacher training program, approved by the Department, which includes both academic study of the categories in 606 CMR 7.09(18)(b) and at least one practicum as defined below.
2. Practicum. The successful completion of a minimum of 150 hours, over at least an eight week period, of direct work with infants and toddlers or preschoolers, supervised by personnel from an institution of higher learning or an alternative early childhood training program, with at least three site visits, including conferencing, and placement with a lead teacher qualified staff member. Responsibilities of the student intern shall include program planning, parent relations, and management of the whole group for a portion of the placement. The practicum must be with the appropriate chronological or developmental age to qualify staff to work with the corresponding age group. One practicum may substitute for nine months of work experience.
3. Related Field of Study. A program at an accredited institution of higher learning which includes the study of caregiving, development, education, health care, or psychology of children, birth to eight years of age, or provision of direct services to children and their families.
4. Work Experience. Experience in providing direct care and teaching during all types of program activities to a group of children, under seven years of age and not yet enrolled in first grade, or special needs children up to age 16, at least 12 hours per week, on a regular basis, in periods of at least four weeks in one program. Work experience of less than 12 hours per week may count as follows: 50 hours of consistent work at one program is equivalent to one month of work experience. Work experience, whether paid or unpaid, must meet the staff supervision requirements in 606 CMR 7.09(17)(b)&(c). Work experience must be in a licensed group child care center, family child care home or equivalent program accepted by the Department.

Appendix 7: Questions asked of IHEs

A. Program Characteristics

1. Do you offer a specific degree in ECE?
 - a. If you do offer a specific degree in ECE, what degrees do you offer? (*Associates, Bachelors, and/or Masters*)
2. Do you offer a degree with a concentration in ECE?
 - a. If you offer a degree with an ECE concentration what are the name(s) of those degrees?
3. Do you offer certificate programs in ECE?
 - a. What type of certificate programs do you offer?
(*Infant/Toddler, Preschool, School-age, Director/Admin, etc.*)
4. What types of related degrees are offered?
(*We are specifically interested in Child Development, Elementary Education, Child Guidance, Child Psychology (ages 0-8), and Child Care Administration*)
5. Can course work from related degrees be counted toward an ECE degree?
6. What school/college/department offers degrees in ECE?
7. What school/college/department offers degrees in Child Development?
8. What school/college/department offers degrees in Elementary Education?
9. What school/college/department offers degrees in Child Guidance?
10. What school/college/department offers degrees in Child Psychology?
11. What school/college/department offers degrees in Child Care Administration?
12. Is your ECE program accredited by NAEYC, NCATE, or another accrediting body (please list)?
13. Number of full-time faculty in ECE department.
14. Number of part-time faculty in ECE department.
15. Number of adjunct faculty in ECE department.
16. What type of options are available for the non-traditional student who cannot attend classes during the day? (for example *Evening, weekend, intensive, summer, online*)
17. In what type of classrooms can students do their field placement? (infant/toddler; preschool; kindergarten)?
 - 17a. Specifically, do students have the option of completing field placement student teaching in Kindergarten classrooms?

B. Student Demographics (*at program level if possible; otherwise at school level*)

1. How many students do you have (in each degree/certificate)?
2. Do you have information on your student demographics (age, gender, ethnicity, etc) or where shall I get that information?
3. What is the age range of students at the school?
4. What number/percentage of the school population is female?

5. What number/percentage of the school population is male?
6. What number/percentage of the school population is Caucasians?
7. What number/percentage of the school population is African American?
8. What number/percentage of the school population is Latino/a?
9. What number/percentage of the school population is Asian/Pacific Islanders?
10. What number/percentage of the school population is Native American/American Indian?
11. What number/percentage of the school population is multi-ethnic?
12. What number/percentage of the school population does not speak English as their first language (are ELL)?

13. What number/percentage of students are matriculated in your ECE degree program this year?
14. What number/percentage of students are non-matriculated ECE students this year?

15. What is the average length of time for a non-traditional student going to school part-time to achieve his/her Associates in ECE?
16. What is the average length of time for a non-traditional student going to school part-time to achieve his/her Bachelors in ECE?
17. What is the average length of time for a non-traditional student going to school part-time to achieve his/her Masters in ECE?

18. On average, what percentage of students receive financial aid?
19. What percentage of students are currently enrolled in the ESE teacher licensure track?
20. What percentage of students are currently enrolled in the non-licensure track?

21. What percentage of students speak a language other than English?
22. Are ECE courses offered in other languages?
23. What other languages are ECE courses offered?
24. Are there mentoring opportunities for ELL/ESL students?
25. Does a student get credit for non-English coursework that counts toward an ECE degree?
26. If a student transfers into your program, are courses that have been taught in other languages count toward an ECE degree in your program?
27. Are there guidance supports offered in other languages?

C. Transfer, Articulation, Credit for Prior Learning

1. What types of articulation agreements do you currently have (i.e., vocational technical high schools, college/university?)
 - a. If other sorts of articulation agreements exist, what are they?
 - b. What schools/colleges/universities do you currently have articulation agreements?
2. How many credits are given to a student if they have a CDA credential?
3. How many credits are given to a student if they have prior learning experience?
 - a. What is the criteria for awarding an individual prior learning credits?
4. Do you accept CEU's from other entities?
 - a. Do you have a process for turning CEU's into credit?

- b. If you do have a process for turning CEU's into credit, what is that process?
5. Do staff understand the details of the early childhood transfer compact?
 - a. If staff do not understand the early childhood transfer compact, what part(s) are most confusing?
6. Do you organize or align your courses according to ECE core competencies? Do you have documentation of the alignment with core competencies? (if so, link or document)
7. Do you have a clearly articulated career pathway available for students to use (e.g., a visual map of coursework)? (if so, link or document)
8. With which schools do you have Joint Admission Agreements?
9. General Notes?