**Program Assessment Policy for the**

**Bachelor’s Degree in Early Care and Education (BECE)**

(June 2011)

The BECE degree is a program jointly offered through the Department of Exceptional Student Education and the Department of Curriculum, Culture, and Educational Inquiry. It is a 120-credit (minimum) program comprised of 60 lower division credits, and 60 upper division credits. A summary of the BECE degree program follows:

**Lower Division Courses (60 credits)**

General Education requirements obtained from community or state college courses transferred to FAU, or from FAU courses, including Intellectual Foundations and other course requirements.

**College of Education Required Courses (9 credits)**

LAE 4353 Language Arts & Literature: Birth –Grade 8

EDF 3430 Educational Measurement & Evaluation

RED 4308 Reading Development I: Birth – Grade 3

**BECE Core (21 credits)**

**ESE Courses**

EEX 3201 Typical/ Atypical Child Development: Birth - Age 8

EEX 3226 Assessment of All Young Children

EEX 3754 Building Family, Community and School Partnerships

EEX 3603 Positive Behavior Supports in Inclusive Early Childhood Settings

EEX 4112 Language Development and Intervention in Young Children

**CCEI Courses**

EEC 3214 Designing and Implementing a Blended Curriculum: Birth - Age 8

EEC 4313 Blended Early Childhood Methods: Birth - Age 5

**Early Childhood Electives (30 credits)**

Elective courses selected in consultation with a faculty advisor.

The College of Education Required Courses, and many of the Early Childhood Electives (if they are COE courses) contain Critical Assignments (CAs). These CAs are central to the course, and represent foundational content on which students must show mastery. Assessment of students’ proficiency in these CAs is an important part of the instructional relationship between faculty and students. These CAs, like all course assignments, demonstrate students’ content proficiency *within each course*.

Assessment of student progress *through the program* involves tracking beyond individual course assignments. The COE has a required assessment system (Live Text) that is used to collect performance data on students as they progress through degree programs. For the BECE assessment plan, student progress in four courses from the BECE Core will be tracked in the COE assessment system, and these data will serve as indicators of student progress through the degree program. The courses are:

* EEC 3214 Designing and Implementing a Blended Curriculum: Birth - Age 8
* EEX 3226 Assessment of All Young Children
* EEX 3603 Positive Behavior Supports in Inclusive Early Childhood Settings
* EEC 4313 Blended Early Childhood Methods: Birth - Age 5

Each course is didactic in nature and incorporates content that is foundational to the field. Each course is delivered in a different semester, so that students enroll in one of these courses each semester that they participate in BECE coursework. The final course (EEC 4313) draws together content and experiences from each early childhood course, and requires that students synthesize their skills and knowledge. Important features of the BECE program assessment model are:

1. All students in the BECE degree program take these courses;
2. Few students who are not enrolled in the BECE degree program take these particular courses;
3. The courses are taken at different points in time during the program;
4. All four courses include foundational content expected of all early childhood educators;
5. One course (EEC 4313) requires that students synthesize their learning from prior course work;
6. Performance data from the Critical Assignments for each course can be entered into the Live Text system;
7. The syllabus for each of the four courses will include the COE-required statement mandating that students taking the particular course must purchase Live Text;
8. Collectively the four courses provide coverage of the broader FAU assessment model (Academic Learning Compact) that links student progress to *Content* (Declarative Knowledge and Procedural Knowledge), *Critical Thinking*, and *Communication* (Oral Communication and Written Communication) outcomes.
9. Implementation of the program assessment policy for the BECE degree will begin in Fall semester of 2011.

The following table summarizes program assessment model for the BECE degree program, and shows the connection to the FAU assessment model linking student progress to *Content* (Declarative Knowledge and Procedural Knowledge), *Critical Thinking*, and *Communication* (Oral Communication and Written Communication) outcomes.

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| --- | --- | --- | --- | --- | --- |
| **Course**  **and CA** | **Content:**  **Declarative Knowledge** | **Content:**  **Procedural**  **Knowledge** | **Critical**  **Thinking** | **Oral**  **Communication** | **Written Communication** |
| EEC 3214  Blended Curriculum  (CA: Program Design) | X |  |  |  |  |
| EEX 3226 Assessment  (CA: Test Administration & Interpretation ) |  |  | X |  | X |
| EEX 3603  Positive Behavior Support  (CA: Management Plan) |  |  |  | X | X |
| EEC 4313  Blended Methods  (CA: Activities, Strategies, On-going Assessment) |  | X | X |  |  |