



## **BS Early Childhood Education Licensure and Non-Licensure Program Learning Outcomes and Performance**

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### **Outcomes**

**PLO.1 ETHICS & DISPOSITIONS** Exhibiting SoEL professional dispositions, demonstrating moral decision-making, upholds ethical standards with all stakeholders; reflecting Christ-like behavior as the foundation of work with families, young children, and communities.

**PLO2: CHILD DEVELOPMENT** Actively promoting child development and developmentally appropriate learning experiences for all children in child care, classroom, home, and community settings

**PLO 3: ENVIRONMENT** Creating safe, healthy, respectful, supportive, and challenging learning environments, where young children have access to quality learning opportunities that inspire and set the stage for growth across the developmental domains.

**PLO 4: DIVERSITY** Exhibiting knowledge and understanding of the dynamics of diverse family and community characteristics; honoring diverse cultural values, language, and norms by encouraging a child's learning connectedness to home.

**PLO 5: MANAGEMENT** Considering contextual factors, learning cycle choices, development, and environment to proactively determine appropriate setting and behavior management procedures and practices; Initiating and thinking professionally in a timely manner to address management concerns.

**PLO 6: CURRICULUM** Designing developmentally appropriate content-rich purposeful curriculum emphasizing the integration of topics and disciplines; Integrating academic standards, child development, impacting contextual factors and individual/group interests, needs, learning styles.

**PLO 7: FAMILY** Facilitating positive, respectful, and reciprocal relationship-based interactions as a foundation to support, empower, and engage young children and families.

**PLO 8: CONSTRUCTIVISM** Applying constructivist (Vygotsky) theoretical framework into practice throughout academic disciplines to design and support inquiry-based, play-based, open-ended, project-based, and problem-based learning experiences.

**PLO 9: ADVOCACY** Participating in informed advocacy for young children, families, and the early childhood profession through multiple types of advocacy (citizen, issue-based, self-group, peer, statutory, family & friend).

**PLO 10: INSTRUCTION** Evaluating and implementing developmentally appropriate effective approaches when selecting a wide variety of tools, resources, and strategies to meet the unique needs of all learners including: technology, inquiry-based, project-based, problem-based, UDL, RI, differentiation practices.

PLO 11: ASSESSMENT Demonstrating skills in systematic and responsible observing, documenting, assessing, analyzing, and reporting data to support early learning.

PLO 12: FIELD EXPERIENCES: SERVANT LEADERSHIP Practicing servant leadership philosophy and principles in approach to clinical and service experiences, serving by putting the needs of others first, sharing power, aspiring to lead after trust and relations are earned and built, helping young children, families, and communities develop and perform as highly as possible.

## Performance

The last three cycles of data for both programs show candidate performance above the program selected 80% benchmark. This performance indicates to program faculty that the program is effective.

### Non-Licensure Candidate Performance on PLO Assessments

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Cycle	% Met PLO Assessment Target	N
4WI2021	98.60%	215
4SP2022	93.22%	59
4SU2022	92.54%	134

### Licensure Candidate Performance on PLO Assessments

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Cycle	% Met PLO Assessment Target	N
4FA2021	100.00%	18
4WI2021	90.88%	299
4SP2022	94.44%	17