



Teacher Education, A.A. 2017/2018

Early Childhood & Teacher Education Department



Contents

Program	Error! Bookmark not defined.
Program Goals	3
2015/18 Curriculum Profile	4
Program Map (link also to website)	4
Professional Development	5
Courses Offered by Semester	5
Fall 2017	5
Spring 2018	5
Summer 2018	6
Retention Rates Fall to Spring	Error! Bookmark not defined.
Student Enrollment (Three-Year Annual Trend)	6
Student Graduation (Three-Year Annual Trend)	7
Synopsis of Significant Findings	7
Program Improvement Plans Implemented or In-Progress	7
Advisory Committee Work	8
Student Advisement by Semester	8
Yearly Return on Investment	8
Alumni Surveys	9
Program Learning Assessment Plan (Weave)	9
Student Alumni	9
Curriculum Committee Work (Link)	9
Final Program Approvals (Board of trustees) approvals to move program forward	9
Accreditation	9
Evaluation of the Program	9
Appendix A: Program Map for <Program>	10
Appendix B: Program and Student Assessment of Learning	12



Teacher Education

Associate of Arts

62 Credit Hours

Program Goals

1. Develop activities that promote inquiry within the context of a global society and create learning experiences that make these aspects of subject matter meaningful for students
2. Apply theory of student learning and develop, and provide learning opportunities that support intellectual, social and personal development of all students.
3. Demonstrate the ability to differentiate instruction based on how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. Demonstrate the ability to long-range plan and develop curriculum Develops, implements and evaluates curriculum based upon student, district and state performance standards.
5. Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
6. Demonstrate competency in the use of individual and group motivation and behavior to create a learning environment that encourage positive social interactions, active engagement in learning and self-motivation.
7. Models effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interactions in the classroom.
8. Demonstrate competency in the use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Perform as reflective practitioners who continually assess the effect of choices and actions. Actively seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate improved learning opportunities for students.
10. Foster relationships with colleagues, parents and educational partners in the larger community to support student learning and well-being.



The Associate of Arts Degree in Teacher Education includes courses in the general field of elementary and secondary education as well as supplementary courses that may reflect an area of specialization. The degree also prepares the student for a career as an educational paraprofessional. Students pursuing this program are encouraged to pursue a Bachelor of Arts degree in elementary or secondary education.

https://luna.edu/media/page_files/Curriculum_Profile_Teacher_Education_2.pdf

Early Childhood Teacher (Birth-Grade 3) Concentration Associate of Arts

Degree Requirements **Credit Hours: 62**

General Education Core	(36 hours)	
Area I. Communications.....	(9 hours)	
ENG 111 Freshman Composition	3	
ENG 115 Freshman Composition II		3
SPCH 111 Public Speaking	3	
AREA II. Mathematics	(4 hours)	
MATH 180		4
AREA III. Laboratory Science	(8 hours)	
AREA IV. Social and Behavioral Sciences	(6 hours)	
AREA V. Humanities and Fine Arts	(9 hours)	
From at least 2 different disciplines and		
HISTHistory of New Mexico (required course)		
PROGRAM REQUIREMENTS	(23 hours)	
ECME 123 Introduction to Language, Literacy, and Reading	3	
EDUC 102 Health, Safety and Nutrition		2
EDUC 105 Introduction to Teaching	3	
EDUC 201 Child Growth, Development and Learning		3
EDUC 205 Teaching Elementary School Mathematics		3
EDUC 214 Introduction to Special Education		3
EDUC 220 Multicultural Education	3	
EDUC 225 Teacher Education Practicum		3
RELATED STUDIES	(3 hours)	
CSA 150 Computer Fundamentals		3

Program Map

Refer to Appendix A for the program map.

Professional Development

Brenda Ortega, Director: CQI 1: Starting the Path; CPR/AED Basic Life Support Training; Child Sexual Abuse Prevention/Awareness; Leadership Training; Early Learning NM Health & Safety Orientation; 45 Hour Face-to-Face Early Care, Education and Family Support; Quality Care for All; NMHEAR; FOCUS Training-ongoing with FOCUS Consultant



Tycie Jackson, Advisor: Advisor Orientation; FERPA Training; Dyslexia Workshop

Belanna Apodaca, Administrative Assistant: Meeting notes and Minutes Documentation Training

Martha Trujillo, Lead Teacher/Preschool Manager: FOCUS Training-ongoing with FOCUS Consultant

Marcella Salazar, Preschool Teacher: CPR/AED; Early Care, Education and Family Support 6 Hour Quality Early Childhood Programs for All; and Health and Safety Orientation; FOCUS Training-ongoing with FOCUS Consultant

Courses Offered by Semester

Fall 2017

Teacher Education Courses Offered Fall 2017								
Course	#	Title	Credit Hours	Days	Times	Campus	Bldg	Room
EDUC	102T	Health, Safety and Nutrition	2	M-W--	9:00AM-9:50AM	Main Campus	EARL	117
EDUC	201	Child Growth, Development and Learning	3	M-W--	11:00AM-12:15PM	Main Campus	EARL	117
EDUC	225	Teacher Education Practicum	3	-----S	8:00-4:00	Main Campus	EARL	117

Spring 2018

Teacher Education Courses Offered Spring 2017								
Course	#	Title	Credit Hours	Days	Times	Campus	Bldg	Room
ECME	123	Introduction to Language, Literacy & Reading	3	-T-R--	12:30PM-1:45PM	Main Campus	EARL	117
EDUC	102T	Health, Safety and Nutrition	2	M-W--	9:00AM-9:50AM	Main Campus	EARL	117
EDUC	201	Child Growth, Development and Learning	3	M-W--	8:00AM-9:15PM	Main Campus	EARL	117
EDUC	214	Introduction to Special Education	3	-T-R--	5:00PM-6:30PM	Main Campus	EARL	117
EDUC	220	Multicultural Education	3	M-W--	5:00PM-6:30PM	Main Campus	EARL	117

Summer 2018

Teacher Education Courses Offered Summer 2018								
Course	#	Title	Credit Hours	Days	Times	Campus	Bldg	Room
EDUC	105	Introduction to Teaching	3	MTW--	8:00AM-10:00AM	Main Campus	EARL	117
EDUC	205	Teaching Elementary School Mathematics	3	MTW--	4:00PM-6:00PM	Main Campus	EARL	117
ECME	123T	Introduction to Language, Literacy, and Reading <i>Did Not Make</i>	3	-T-R--	12:30PM-1:45PM	Main Campus	EARL	117



Student Enrollment (Three-Year Annual Trend)

2015/2016	2016/2017	2017/18
25	16	12

Fall 2017 By Course

Course	Credit	# Students Enrolled	Student Credit Hours
EDUC 102T Health, Safety and Nutrition	2	7	14
EDUC 201 Child Growth, Development and Learning	3	6	18
EDUC 225 Teacher Education Practicum	3	1	3

Spring 2018 By Course

Course	Credit	# Students Enrolled	Student Credit Hours
ECME 123 Introduction to Language, Literacy & Reading	3	11	33
EDUC 102T Health, Safety and Nutrition	2	4	8
EDUC 201 Child Growth, Development and Learning	3	2	6
EDUC 214 Introduction to Special Education	3	5	15
EDUC 220 Multicultural Education	3	6	18

Summer 2018 By Course

Course	Credit	# Students Enrolled	Student Credit Hours
EDUC 105 Introduction to Teaching	3	2	6
EDUC 205 Teaching Elementary School Mathematics	3	2	6

Student Graduation (Three-Year Annual Trend)

2015/2016	2016/2017	2017/18
0	0	2

Synopsis of Significant Findings

- The Department has experienced a significant drop in enrollment in the TEDU program.
- Even though the enrollment numbers in AY1516 totalled 25 there were no graduates; nor were there any graduates in AY1617.
- The enrollment numbers indicate that students are not completing the TEDU program. They are transferring to another program or dropping out completely.



- The Department was in a transition period in the 2016/2017 SY.
- The entire department experienced turn-over of three of its full-time employees during the Academic Year 2017-2018.
- The institution was put under a show cause order by the HLC.

Program Improvement Plans Implemented or In-Progress

- A director and department advisor were hired.
- Recruitment efforts are underway—multiple contacts have been made with students who have taken at least one class in our department; people who have expressed interest in the program have been contacted several times; participation in institution-wide recruitment events.
- Professional development opportunities are being sought out and submitted for approval such as the NAEYC National Conference, NACADA Conference, NMAEYC Conference, on-going FOCUS training. Other relative trainings as found and/or as necessary will be sought out and submitted for approval.
- Participation in institution-wide committees that help to enhance particular department goals (i.e.-R&C Committee, Academic Leadership Committee, Advisement Sub-Committee, Assessment Panel Team, etc.).
- Use of the 5 Star/CYFD Licensed Preschool as a lab for program students.
- The Director became involved in the Early Childhood Education HED Taskforce.
- The Director, Program Advisor and one adjunct were trained in LCCs new WEAVE program for program assessment. They are working toward inputting all of the Education Department’s relative information in to the program.

Advisory Committee Work

This department does not have an advisory committee.

Student Advisement by Semester

A minimum of 15 students were advised by the Administrative Assistant before the Department Director was hired. Thereafter, approximately 25 students were advised by the Administrative Assistant with the advice and consent of the Director or by the Director herself until the Department Advisor’s hiring in April 2018. The Department Advisor contacted and/or met with 31 students in her short tenure. The Advisor compiled files and charts for each student.

Advisement per Program since April 2018 to May 2018:	Number of Students	Number of Graduates in May



	Advised per Program:	2018
Early Childhood Multicultural Education: Birth to Grade 3, A.A.	18	4
Early Childhood Multicultural Education: Families, Infants & Toddlers, A.A.	1	0
Early Childhood Development Certificate	2	0
Teacher Education, A.A.	5	2
Non-major or Gen. Studies Students who have expressed interest in the ECME or Teacher Education programs.	3	0
TOTAL ECME: Birth to Grade 3, A.A./ECD Certificate	20	4
TOTAL	29	6

Yearly Return on Investment

Costs for instruction are listed by course.

Revenue*

Course Name	#of Credits	#of Students	SCH	Tier \$	Tier Funding Tot	Tuition \$40	Total Revenue
EDUC 102	2	7	14	\$133	\$1,862	\$280	\$2,142
EDUC 201	3	6	18	\$133	\$2,394	\$240	\$2,634
EDUC 225	3	1	3	\$133	\$399	\$40	\$439
ECME 123	3	11	33	\$133	\$4,389	\$440	\$4,829
EDUC 102	2	4	8	\$133	\$1,064	\$160	\$1,224
EDUC 201	3	2	6	\$133	\$798	\$80	\$878
EDUC 214	3	5	15	\$133	\$1,995	\$200	\$2,195
EDUC 220	3	6	18	\$133	\$2,394	\$240	\$2,634
EDUC 105	3	2	6	\$133	\$798	\$80	\$878
EDUC 205	3	2	6	\$133	\$798	\$80	\$878
TOTALS	28	46	127	--	\$16,891	\$1,840	\$18,731

*Included in the Revenue are the number of students overall who took ECME 123, EDUC 102, and EDUC 201 during AY2017/2018 which are also required for the ECME: Birth to Grade 3 A.A.

Costs*

Course Name	Instructor Salary	Fringe	Operational Costs (63 and 64 codes)	Total Costs
EDUC 102	\$650 x 2	\$0.00	\$274.23	\$1,574.23
EDUC 201	\$650 x 3	\$0.00	\$274.23	\$2,224.23
EDUC 225	\$650 x 3	\$0.00	\$274.23	\$2,224.23
ECME 123	\$650 x 3	\$0.00	\$274.23	\$2,224.23
EDUC 102	\$550 x 2	\$0.00	\$274.23	\$1,374.23



EDUC 201	\$650 x 3	\$0.00	\$274.23	\$2,224.23
EDUC 214	\$550 x 3	\$0.00	\$274.23	\$1,924.23
EDUC 220	\$650 x 3	\$0.00	\$274.23	\$2,224.23
EDUC 105	\$650 x 3	\$0.00	\$274.23	\$2,224.23
EDUC 205	\$650 x 3	\$0.00	\$274.23	\$2,224.23
TOTALS			\$2,742.30	\$20,442.30

*Included in the Costs are the number of students overall who took ECME 123, EDUC 102, and EDUC 201 during AY2017/2018 which are also required for the ECME: Birth to Grade 3 A.A.

Academic Year 2017-2018

Revenue– Cost = Profit
\$18,731 - \$20,442.30 =
(\$1,711.30)

Alumni Surveys

This department does not have any alumni surveys on file but plans to develop at least one, which will be sent out by December 2018.

Program Learning Assessment Plan (Weave)

Appendix C provides the program assessment of learning plan created by the faculty.

Student Alumni

This department did not have a tracking plan for its graduating students. However, the new director and the program advisor are developing plans to maintain updated files on its graduates by which yearly contact can be made to gauge their status. Of the six 2018 graduates contact has been maintained with five of them.

Student Alumni Academic Year 2017-2018				
Student	Major	Degree Earned	Term Awarded	After Graduation Plans

1	Early Childhood Multicultural Education: Birth to Grade 3	A.A.	Summer 2018	Attend NMHU; work toward a B.A.
2	Early Childhood Multicultural Education: Birth to Grade 3	A.A.	Spring 2018	Works at a local Daycare/Preschool; Attend NMHU; work toward a B.A.
3	Early Childhood Multicultural Education: Birth to Grade 3	A.A.	Spring 2018	Attend NMHU; work toward a B.A.
4	Early Childhood Multicultural Education: Birth to Grade 3	A.A.	Summer 2018	Works at a local Daycare/Preschool; coaches several local school sports; Attend NMHU; work toward a B.A.
5	Teacher Education	A.A.	Spring 2018	Unable to Contact
6	Teacher Education	A.A.	Summer 2018	Plans to continue work toward a B.A. at NMHU

Curriculum Committee Work (Link)

Program changes will be submitted to the curriculum committee as per the HED Core Curriculum requirement changes.

Final Program Approvals (Board of trustees) approvals to move program forward

There are none to be reported as of the time of this report. However, the Director will submit requests for approvals as the need for program changes come about. In addition, the Education Department will submit requests for travel and permission to attend conferences for professional development to various conferences for Education Department members as well as the Administrative Assistant. For example, Department members will likely attend the NMAEYC Conference and Appelbaum Trainings if the travel requests are approved.

Accreditation

The accreditation process is aligned to HLC standards. Since the Institution is on probation the Education Department is being guided by the VP to implement the appropriate measures.

Evaluation of the Program

Summary

The 2017-18 Academic Year was a transitional year for the Teacher Education program as it experienced the hiring of new staff in all but one of 5 positions. While there was sufficient program information such as a department strategic plan, course syllabi, student learning outcomes, suggested assignments, etc. to work with there was insufficient and incorrect statistical data to be had. Nevertheless, the data serves as place from which to start. In addition, there has been a concerted effort to maintain greater accuracy for the students and graduates of this particular academic year.

Leadership Challenges

The Education Director was hired in September 2017. By December the Director's qualifications regarding leadership of the Preschool were questioned by the CYFDs Licensing and FOCUS departments which caused some backlash from the staff. By January CYFDs Licensing Department determined that the Director was indeed qualified and by March FOCUS determined the same. The director made concerted efforts to complete the required trainings by CYFD.

Higher Learning Commission Show-Cause Order



Luna Community College was placed under a Show-Cause Order by the HLC on November 8, 2017 because it was out of compliance with a number of HLC's Criteria for Accreditation. As a result of the Show-Cause Order, the Institution focused on preparing its case as to why it should remain accredited. During that time it was actively working toward compliance. The Show-Cause Order served as an impetus for quick and thorough learning about the Education Department including various aspects of the overall institution.

Overall Department Challenges

The Education Department is conscientiously working toward increased program enrollment, retention and completion by participating in recruitment events and contacting former and potential students and actively advising current program students.

The Education Department has had difficulty finding instructors who meet the qualifications set forth by the institution and HLC. Oftentimes, pay is an issue. Two of the long-time adjunct instructors do not have M.A.s but are experienced Early Childhood educators.



Appendix A: Program Map
Teacher Education, A. A.

Program Map

Semester 1

Course	Number	Title of Course	Credit Hours
ECME	123	Introduction to Language, Literacy, and Reading	3
EDUC	102	Health, Safety and Nutrition	2
EDUC	105	Introduction to Teaching	3
MATH	180	College Algebra	4
CSA	150	Computer Fundamentals	3
Total Semester 1 Credit Hours			15

Semester 2

Course	Number	Title of Course	Credit Hours
EDUC	214	Teaching Elementary School Mathematics	3
HIST	220	History of New Mexico	3
ENG	111	Freshman Composition I	3
		Social and Behavioral Sciences	3
		Laboratory Science	4
Total Semester 2 Credit Hours			16

Semester 3

Course	Number	Title of Course	Credit Hours
EDUC	201	Child Growth, Development and Learning	3
EDUC	214	Introduction to Special Education	3
ENG	115	Freshman Composition II	3
		Humanities	3
		Laboratory Science	4
Total Semester 3 Credit Hours			16

Semester 4

Course	Number	Title of Course	Credit Hours
EDUC	220	Multicultural Education	3
EDUC	225	Teacher Education Practicum	3
SPCH	111	Public Speaking	3
		Fine Arts	3
		Social and Behavioral Sciences	3
Total Semester 4 Credit Hours			15

Appendix B: Curriculum Map

Objective 1: Develop activities that promote inquiry within the context of a global society and create learning experiences that make these aspects of subject matter meaningful for students.

EDUC 102 EDUC 201 EDUC 205 EDUC 214
EDUC 220 EDUC 225 ECME 123
NM Professional Educator Code of Ethics

Objective 2: Apply theory of student learning and develop, and provide learning opportunities that support the intellectual, social and personal development of all students.

EDUC 102 EDUC 105 EDUC 201 EDUC 205 EDUC 214
EDUC 220 EDUC 225 ECME 123
NM Professional Educator Code of Ethics

Objective 3: Demonstrate the ability to differentiate instruction based on how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

EDUC 102 EDUC 105 EDUC 205 EDUC 214 EDUC 220
EDUC 225 ECME 123
NM Professional Educator Code of Ethics

Objective 4: Demonstrate the ability to long-range plan and develop curriculum. Develop, implement and evaluate curriculum based upon student, district and state performance standards.

EDUC 102 EDUC 205 EDUC 214 EDUC 214 EDUC 220
EDUC 225 ECME 123
NM Professional Educator Code of Ethics

Objective 5: Use a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

EDUC 105 EDUC 201 EDUC 205
EDUC 214 EDUC 225 ECME 123
NM Professional Educator Code of Ethics

Objective 6: Demonstrate competency in the use of individual and group motivation and behavior to create a learning environment that encourage positive social interactions, active engagement in learning and self-motivation.

EDUC 205 EDUC 214 EDUC 225 ECME 123
NM Professional Educator Code of Ethics

Objective 7: Models effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interactions in the classroom.

EDUC 205 EDUC 214 EDUC 220
EDUC 225 ECME 123
NM Professional Educator Code of Ethics

Objective 8: Demonstrate competency in the use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

EDUC 205 EDUC 214 EDUC 225 ECME 123
NM Professional Educator Code of Ethics

Objective 9: Perform as reflective practitioners who continually assess the effect of choices and actions. Actively seek out opportunities to grow professionally and utilize assessment and professional growth to generate improved learning opportunities for students.

EDUC 105 EDUC 201 EDUC 205 EDUC 214 EDUC 220
EDUC 225 ECME 123
NM Professional Educator Code of Ethics

EDUC 102 EDUC 105 EDUC 214
EDUC 225
NM Professional Educator Code of Ethics

Objective 11: Demonstrate mastery in the program goals by successfully completing each program course with a "C" or better.

EDUC 102 EDUC 105 EDUC 201 EDUC 205 EDUC 214
EDUC 220 EDUC 225 ECME 123
NM Professional Educator Code of Ethics



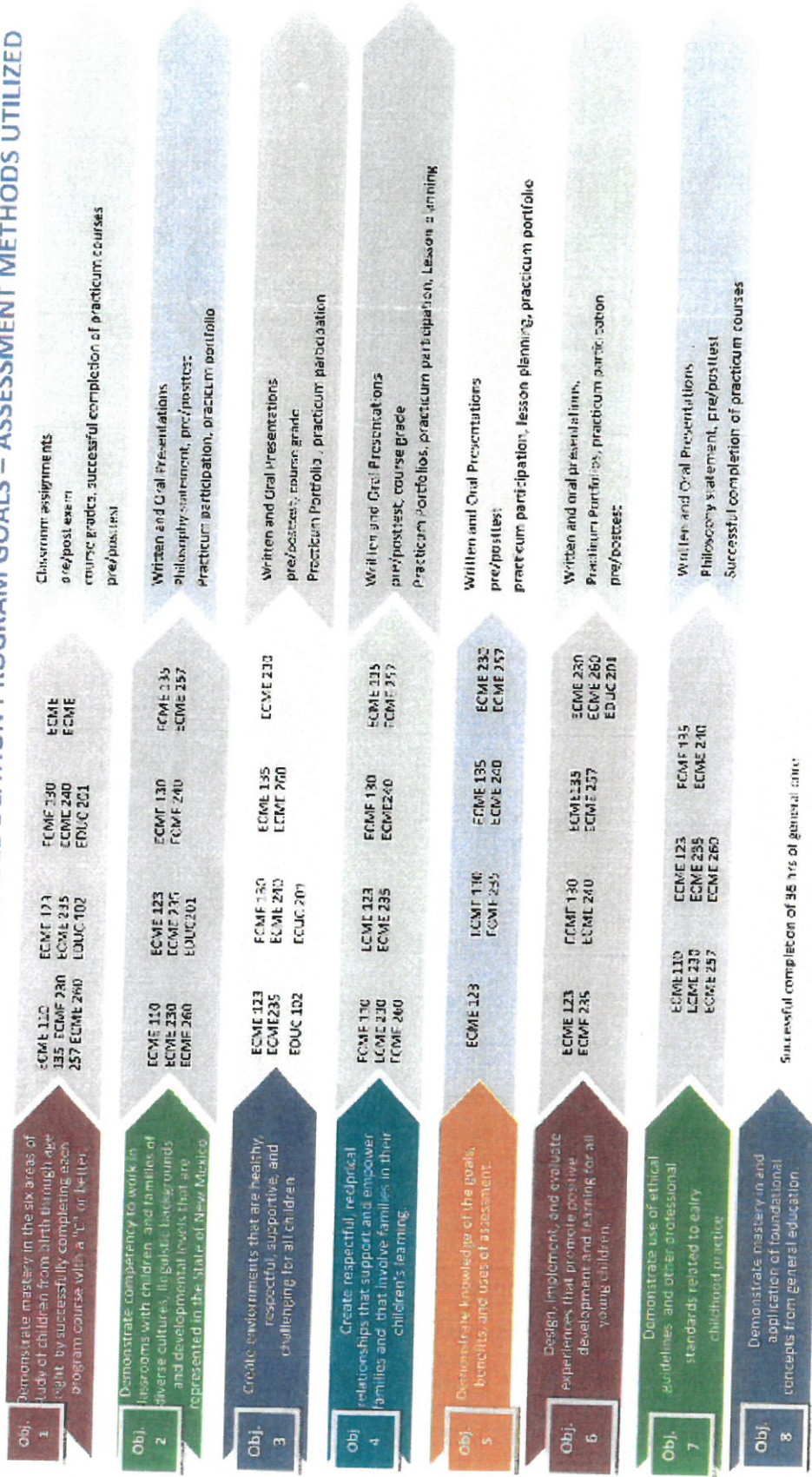
Program:		Degree:	Program Hours:
Teacher Education		Associate of Arts	23 Credit Hours
Course	Number	Title of Course	Credit Hours
ECME	123	Introduction to Language, Literacy, and Reading	3
EDUC	102	Health, Safety and Nutrition	2
EDUC	105	Introduction to Teaching	3
EDUC	201	Child Growth, Development and Learning	3
EDUC	205	Teaching Elementary School Mathematics	3
EDUC	214	Introduction to Special Education	3
EDUC	220	Multicultural Education	3
EDUC	225	Teacher Education Practicum	3
Core Requirements:			39 Credit Hours
Total Program and Core Requirements:			62 Credit Hours

General Education Core Requirements			
			TOTAL CORE HOURS
			39
Course	Number	Title of Course	Credit Hours
AREA	I	COMMUNICATIONS	
ENG	111	Freshman Composition I	3
ENG	115	Freshman Composition II	3
SPCH	111	Public Speaking	3
AREA	II	MATHEMATICS	
MATH	180	College Algebra	4
AREA	III	LABORATORY SCIENCE	8
AREA	IV	SOCIAL AND BEHAVIORAL SCIENCES	6
AREA	V	HUMANITIES AND FINE ARTS	
		Humanities	3
		Fine Arts	3
HIST	220	History of New Mexico	3
AREA	VI	RELATED STUDIES	
CSA	150	Computer Fundamentals	3
TOTAL CORE/PROGRAM HOURS			62



Appendix C: Program and Student Assessment of Learning

EARLY CHILDHOOD MULTICULTURAL EDUCATION PROGRAM GOALS – ASSESSMENT METHODS UTILIZED



EDUC 225
**TEACHER EDUCATION
PRACTICUM**
FALL 2018 & SECTION 01
CLOA PRESENTATION

Brenda Ortega
Early Childhood Education
Luna Community College
Director

Purpose

The purpose of this report is to assess student learning based on the established Course Learning Outcomes for **(EDUC 225 Teacher Education Practicum)** course. The focus of this report is to document the methods and results of the assessments that were used throughout the course. The results will then be used to make informed decisions on modifications to course content, emphasis teaching methodologies, and improvements in student learning.

Course Description

- ❖ This course provides the students with the opportunity to plan, implement, and evaluate their personal strategies with a K-12 classroom setting and/or within a setting approved by the department director. A total of 40 contact hours within a classroom setting will be required for this class. Prereq: EDUC102 Coreq: First Aid/CPR Certification and Criminal Record Clearance

Course Learning Outcomes

1. Complete a professional self-evaluation
2. Develop a professional resume
3. Design a professional development plan that is future oriented
4. Compile a network list of professional resources and individuals
5. Demonstrate proficiency in reflective practices/habits through journaling, record keeping, and maintaining a professional activities log
6. Demonstrate significant professional growth in knowledge and skill application
7. Demonstrate comprehension of and the ability to successfully apply professional and ethical standards governing the profession

Assessment Methods

- 30% Weekly meeting with mentor
- 70% Practicum Portfolio

Pre N/A N/A

Post N/A N/A



		Pre/Post-Test									
		1	2	3	4	5	6	7	8	9	10
Pre	N/A										
Post	N/A										

Grade Distribution

What was the ultimate outcome?

		Grade Distribution														
		A	B	C	D	F	W	Total	%A	%B	%C	%D	%F	%W	%U*	%R*
Beginning	Examined	2														
Courses																
		1	1					2	50%	50%	0%	0%	0%	0%	0%	100%

* Students earning A, B or C, S grades

Conclusion

Fall 2018: 2 Teacher Education program students enrolled for EDUC225 Teacher Practicum
Evaluating the data:

1. Complete a professional self-evaluation; Average rubric score 4=good
2. Develop a professional resume; Average rubric score 2=unsatisfactory **Explanation: lack of alignment in syllabus, student practicum guide, instructor grading rubric and NM state standards.**
3. Design a professional development plan that is future oriented; Average rubric score 2=unsatisfactory **Explanation: lack of alignment in syllabus, student practicum guide, instructor grading rubric and NM state standards.**
4. Compile a network list of professional resources and individuals; Average rubric score 2=unsatisfactory **Explanation: lack of alignment in syllabus, student practicum guide, instructor grading rubric and NM state standards.**
5. Demonstrate proficiency in reflective practices/habits through journaling, record keeping, and maintaining a professional activities log; Average rubric score 3.5=Good
6. Demonstrate significant professional growth in knowledge and skill application; Average rubric score 3.5= Average
7. Demonstrate comprehension of and the ability to successfully apply professional and ethical standards governing the profession; Average rubric score 4=good
50% earned a B 50% earned a C