



**PREPARING  
EXEMPLARY  
PRACTITIONERS** | FIELD-BASED  
INQUIRY  
PROFESSIONAL  
EXCELLENCE  
BETTERMENT  
OF SOCIETY

Adaptive • Proactive • Decisive • Leading • Reflective • Inquisitive  
Knowledgeable • Collaborative • Empathetic • Culturally Sensitive

## DATA PROGRAM REPORT

# Ed.S. EARLY CHILDHOOD EDUCATION

The University of West Georgia  
Summer 2017 | Fall 2017 | Spring 2018

Prepared by:

Katherine Fontanella, Assessment Program Specialist  
Megan Landers, Graduate Assistant

# GOALS FOR IMPROVEMENT 2017-2018

Directions: Review progress toward 2017-2018 goals data found in this annual report. Complete the table and consider the results of your efforts as you plan for 2018-2019. Record your progress at <https://goo.gl/forms/KZGjMrMIsV7jvP4B2>

To record 2018-2019 goals, please click here: <https://goo.gl/forms/S9M8BZP60UbYPWfm1>

Early Childhood Education, Ed.S. SMART	STRATEGY(IES) YOUR PROGRAM WILL USE TO ACHIEVE THIS GOAL	PROGRESS	DATA USED TO INFORM RESPONSES	STRATEGIC IMPERATIVE	PLANS TO GROW PROGRAM	DISTICTIVE FEATURES
We will develop an additional key assessment in order to broaden the data collected used to make program decisions.	Faculty will collaboratively create the key assessment which will be included as part of a new course.		Our goals from the previous AY were both from ECED 8271.	Student Success	Our program has exceeded expectations for growth and we will continue with our successful recruiting strategies.	100% online
We will develop two new courses in order to meet the demand for class seats due to the increased enrollment in our Ed.S. program and the limited number of seats available currently.	Dr. Morris will develop the two new courses along with input from faculty.		In Summer/Fall 2017, we admitted 64 students to the program. This enrollment trend will continue as our program is recognized as excellent.	Student Success		

# ECED 8272 BULLYING ASSIGNMENT GRADING RUBRIC

Term	Course Number	Course Title	Section	Course Work Due date	CourseWork Name	Assessment Tool (s)	Number of students that received this coursework	Number of students who have submitted this coursework	Number of students who have not submitted this coursework	Number of students who have been assessed for this coursework
Spring Semester 2018	ECED 8272	Teacher as Leader	E02	2018-05-14	ECED 8272 Bullying Assignment Spring 2018	ECED 8272 Bullying Assignment Grading Rubric	35	34	1	34
Spring Semester 2018	ECED 8272	Teacher as Leader	E01	2018-05-14	ECED 8272 Bullying Assignment Spring 2018	ECED 8272 Bullying Assignment Grading Rubric	42	42	0	42

**THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : ECED 8272 Bullying Assignment Grading Rubric**

ECED 8272 Bullying Assignment Rubric															
Rubric	# Unsatisfactory	% Unsatisfactory	# Emerging	% Emerging	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Resources	1	1.32%	0	0%	1	1.32%	74	97.37%	0	0%	76	3.95	4	4	0.36
Annotated Bibliography	1	1.32%	0	0%	1	1.32%	74	97.37%	0	0%	76	3.95	4	4	0.36
Describing Bullying	1	1.32%	0	0%	1	1.32%	74	97.37%	0	0%	76	3.95	4	4	0.36
Addressing Bullying	1	1.32%	0	0%	1	1.32%	74	97.37%	0	0%	76	3.95	4	4	0.36
Other Strategies	1	1.32%	0	0%	1	1.32%	74	97.37%	0	0%	76	3.95	4	4	0.36
Professional Communication	1	1.32%	0	0%	1	1.32%	74	97.37%	0	0%	76	3.95	4	4	0.36
Total/Percentage	6	1.32%	0	0%	6	1.32%	444	97.37%	0	0%	456				

# ECED 8272 TEACHER AS LEADER SELF-ASSESSMENT ASSIGNMENT

Term	Course Number	Course Title	Section	Course Work Due date	CourseWork Name	Assessment Tool (s)	Number of students that received this coursework	Number of students who have submitted this coursework	Number of students who have not submitted this coursework	Number of students who have been assessed for this coursework
Spring Semester 2018	ECED 8272	Teacher as Leader	E01	2018-05-14	ECED 8272 Teacher As Leader Self-Assessment Assignment Spring 2018	ECED 8272 Teacher as Leader Self-Assessment Grading Rubric	42	41	1	41
Spring Semester 2018	ECED 8272	Teacher as Leader	E02	2018-05-14	ECED 8272 Teacher As Leader Self-Assessment Assignment Spring 2018	ECED 8272 Teacher as Leader Self-Assessment Grading Rubric	35	33	2	33

**THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : ECED 8272 Teacher as Leader Self-Assessment Grading Rubric: 1**

ECED 8272 Teacher as Leader Self-Assessment Grading Rubric																
Rubric:	# Unsatisfactory	% Unsatisfactory	# Emerging	% Emerging	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation	
KS&D Paper:Research	0	0%	2	2.7%	7	9.46%	65	87.84%	0	0%	74	3.85	4	4	0.42	
KS&D Paper:Synthesis	0	0%	2	2.7%	7	9.46%	65	87.84%	0	0%	74	3.85	4	4	0.42	
Reflective Analysis:Pedagogical Content Knowledge	0	0%	2	2.7%	7	9.46%	65	87.84%	0	0%	74	3.85	4	4	0.42	
Reflective Analysis:Content Knowledge	0	0%	2	2.7%	7	9.46%	65	87.84%	0	0%	74	3.85	4	4	0.42	
Reflective Analysis:Teacher Skills	0	0%	2	2.7%	7	9.46%	65	87.84%	0	0%	74	3.85	4	4	0.42	
Reflective Analysis:Professional Dispositions	0	0%	2	2.7%	7	9.46%	65	87.84%	0	0%	74	3.85	4	4	0.42	
Reflective Analysis:Effective Teacher Leaders	0	0%	2	2.7%	7	9.46%	65	87.84%	0	0%	74	3.85	4	4	0.42	
Professional Communication	0	0%	2	2.7%	7	9.46%	65	87.84%	0	0%	74	3.85	4	4	0.42	
Total/Percentage	0	0%	16	2.7%	56	9.46%	520	87.84%	0	0%	592					

# ECSE 8562 USING DATA TO MEET THE NEEDS OF DIVERSE LEARNERS ASSIGNMENT

Term	Course Number	Course Title	Section	Course Work Due date	Course Work Name	Assessment Tool (s)	Number of students that received this coursework	Number of students who have submitted this coursework	Number of students who have not submitted this coursework	Number of students who have been assessed for this coursework
Summer Semester 2017	ECSE 8562	Data to Meet Needs of Divers	E01	2017-07-25	ECSE 8562 Using Data to Meet the Needs of Diverse Learners Assignment Summer 2017	ECSE 8562 Using Data to Meet the Needs of Diverse Learners Rubric	26	24	2	24

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : ECSE 8562 Using Data to Meet the Needs of Diverse Learners Rubric

ECSE 8562 Using Data to Meet the Needs of Diverse Learners Rubric															
Rubric	# Unsatisfactory	% Unsatisfactory	# Emerging	% Emerging	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Overview of Data	0	0%	0	0%	0	0%	24	100%	0	0%	24	4	4	4	0
Detailed Plan	0	0%	0	0%	10	41.67%	14	58.33%	0	0%	24	3.58	4	4	0.49
Justification	0	0%	0	0%	0	0%	24	100%	0	0%	24	4	4	4	0
Impact on Teacher Knowledge	0	0%	0	0%	4	16.67%	20	83.33%	0	0%	24	3.83	4	4	0.37
Impact of Student Learning	0	0%	0	0%	3	12.5%	21	87.5%	0	0%	24	3.88	4	4	0.33
Reflective Analysis	0	0%	0	0%	0	0%	24	100%	0	0%	24	4	4	4	0
Professional Communication	0	0%	0	0%	0	0%	24	100%	0	0%	24	4	4	4	0
Total/Percentage	0	0%	0	0%	17	10.12%	151	89.88%	0	0%	168				

ECED Ed.S.  
Oral Examination Rubric Portfolio  
For AY 18

Assessor #1

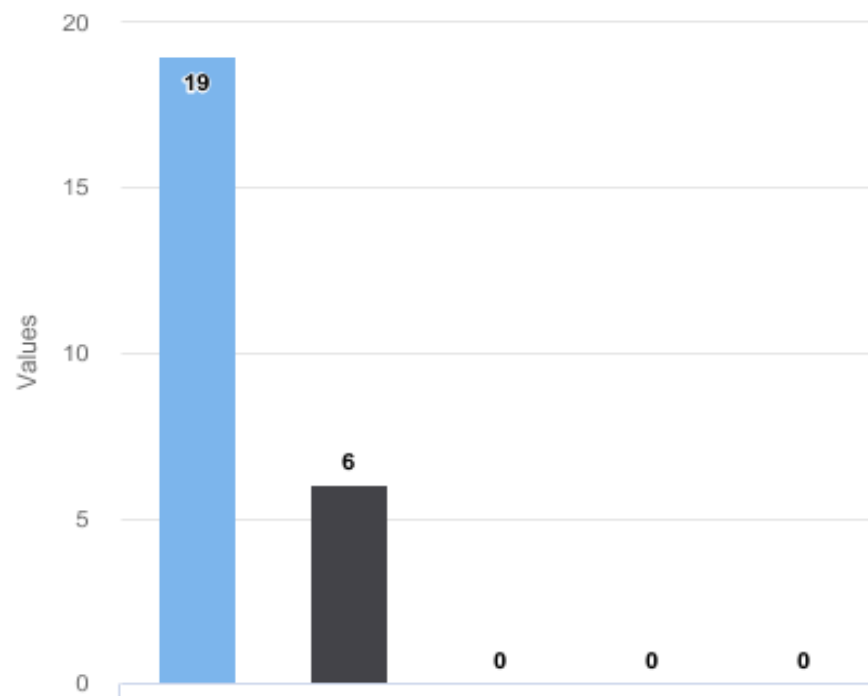
# 1. FOUR CHARACTERISTICS EDUCATIONAL LEADERS AND THE ROLE OF TEACHER LEADERS DESCRIBED.

Response	Number of Responses	Percent
Exemplary(4)(4)	19	76%
Proficient(3)(3)	6	24%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	25	
<b>Mean:</b>	3.76	
<b>Median:</b>	4.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.43	

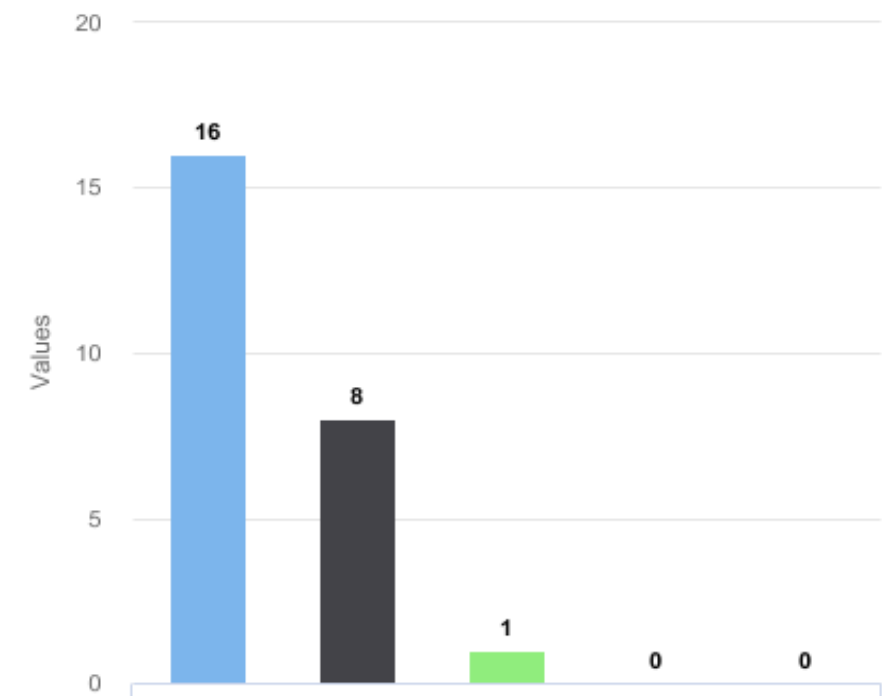
# 2. TWO EXPERIENCES AND HOW EACH PREPARED ONE TO BE A CHANGE AGENT IS DESCRIBED.

Response	Number of Responses	Percent
Exemplary(4)(4)	16	64%
Proficient(3)(3)	8	32%
Emerging(2)(2)	1	4%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	25	
<b>Mean:</b>	3.60	
<b>Median:</b>	4.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.57	

1. Four characteristics educational leaders and the rol...



2. Two experiences and how each prepared one to be a ch...



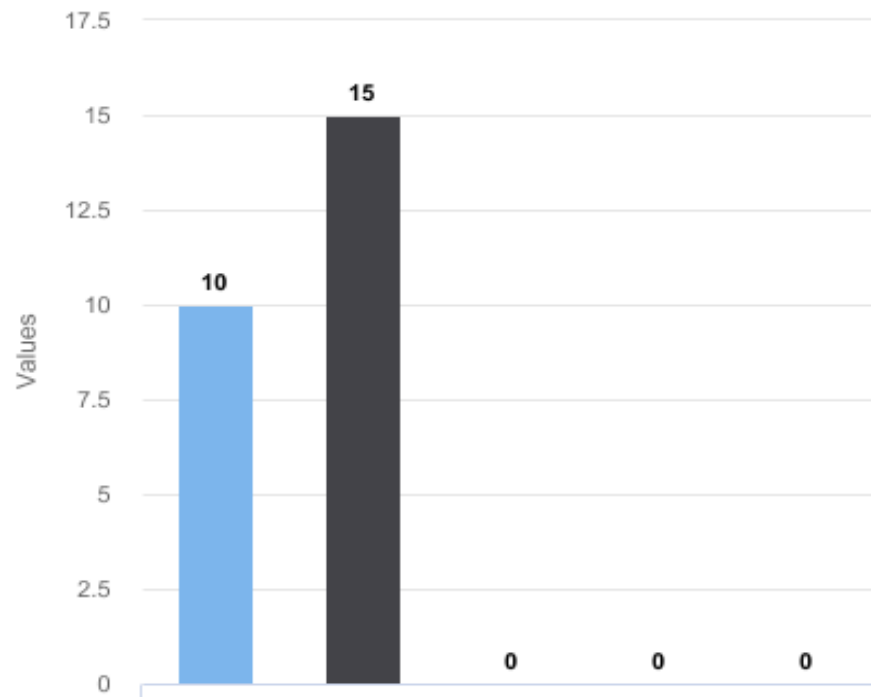
### 3. ASPECTS OF MULTICULTURALISM DEFINED AND ACTIONS AS CHANGE AGENT DESCRIBED.

Response	Number of Responses	Percent
Exemplary(4)(4)	10	40%
Proficient(3)(3)	15	60%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	25	
<b>Mean:</b>	3.40	
<b>Median:</b>	3.00	
<b>Mode:</b>	3.00	
<b>Standard Deviation:</b>	0.49	

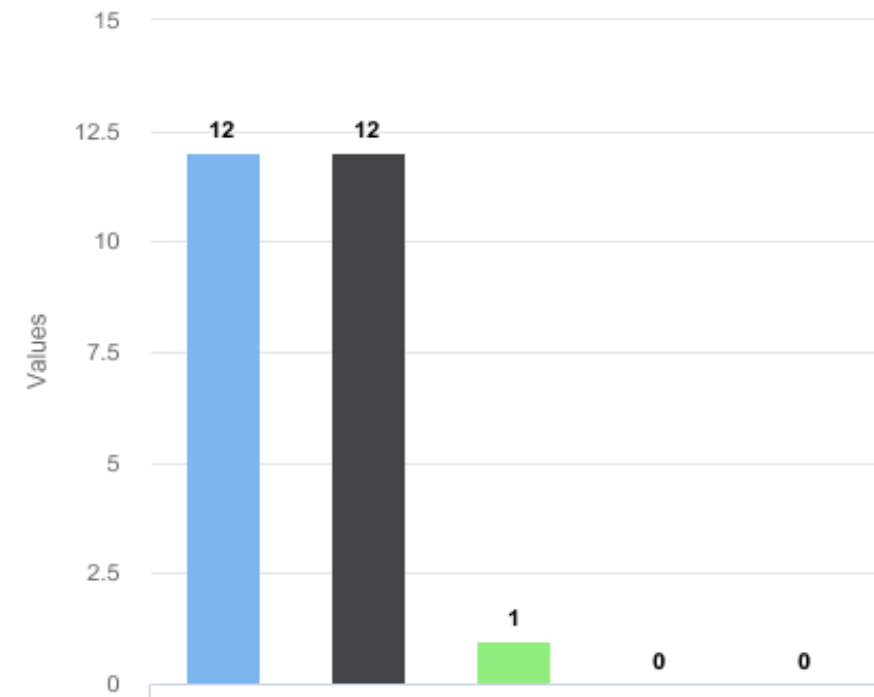
### 4. CONCEPT OF "THE HIDDEN CURRICULUM" IN PEDAGOGY IS DEFINED AND DISCUSSED.

Response	Number of Responses	Percent
Exemplary(4)(4)	12	48%
Proficient(3)(3)	12	48%
Emerging(2)(2)	1	4%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	25	
<b>Mean:</b>	3.44	
<b>Median:</b>	3.00	
<b>Mode:</b>	3.00, 4.00	
<b>Standard Deviation:</b>	0.57	

3. Aspects of multiculturalism defined and actions as c...



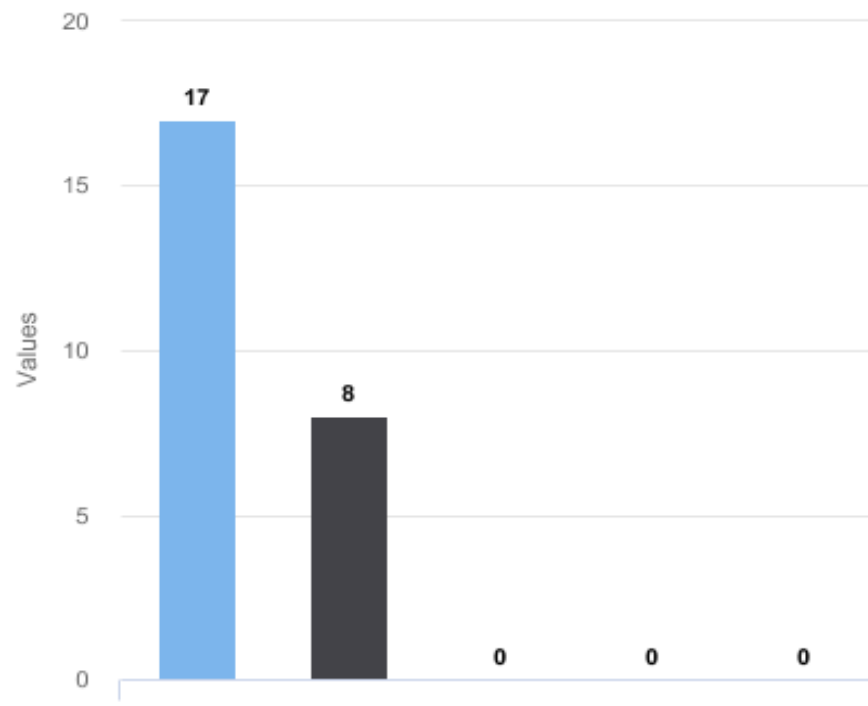
4. Concept of "the hidden curriculum" in pedagogy is de...



## 5. APPROACHES OR METHODS OF TEACHING DESCRIBED AND JUSTIFIED.

Response	Number of Responses	Percent
Exemplary(4)(4)	17	68%
Proficient(3)(3)	8	32%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	25	
<b>Mean:</b>	3.68	
<b>Median:</b>	4.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.47	

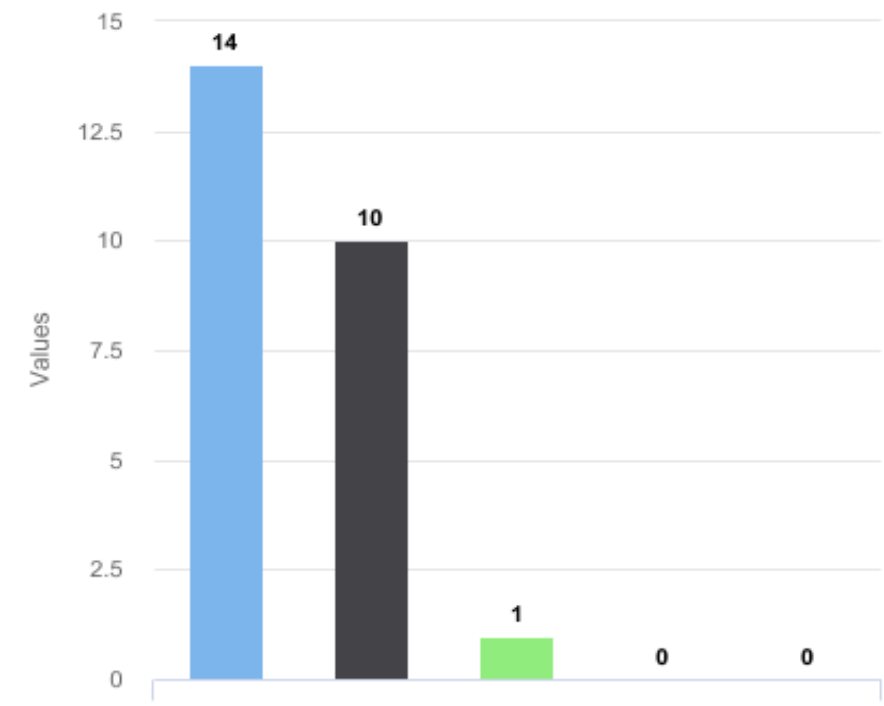
### 5. Approaches or methods of teaching described and just...



## 6. ACCESSING RESOURCES AND PROCESS USED TO ADDRESS STUDENT BULLYING IS DESCRIBED.

Response	Number of Responses	Percent
Exemplary(4)(4)	14	56%
Proficient(3)(3)	10	40%
Emerging(2)(2)	1	4%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	25	
<b>Mean:</b>	3.52	
<b>Median:</b>	4.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.57	

### 6. Accessing resources and process used to address stud...

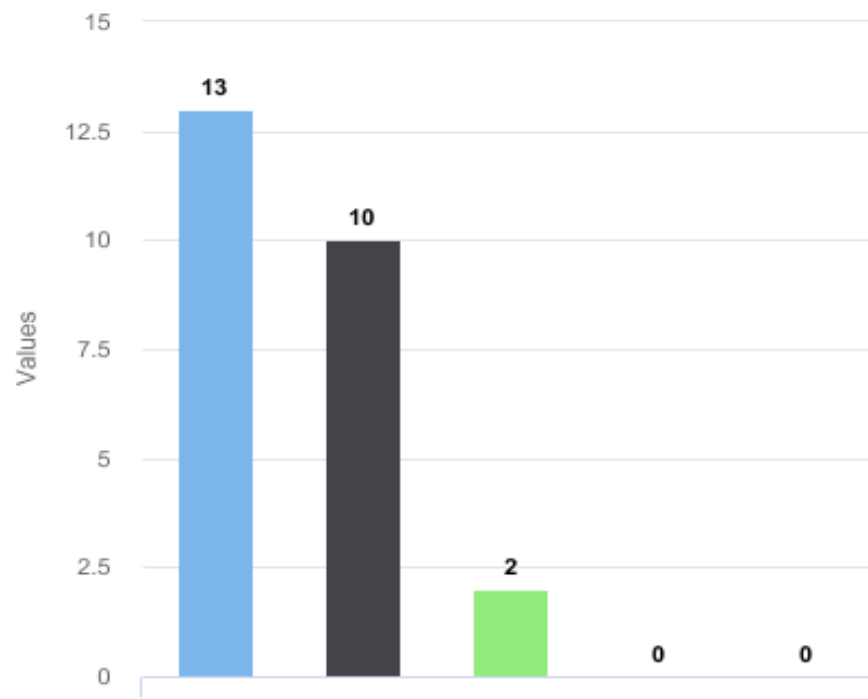




## 7. RESPONSIBILITIES AND KNOWLEDGE ESSENTIAL TO TEACHER RESEARCHERS IS DISCUSSED.

Response	Number of Responses	Percent
Exemplary(4)(4)	13	52%
Proficient(3)(3)	10	40%
Emerging(2)(2)	2	8%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	25	
<b>Mean:</b>	3.44	
<b>Median:</b>	4.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.64	

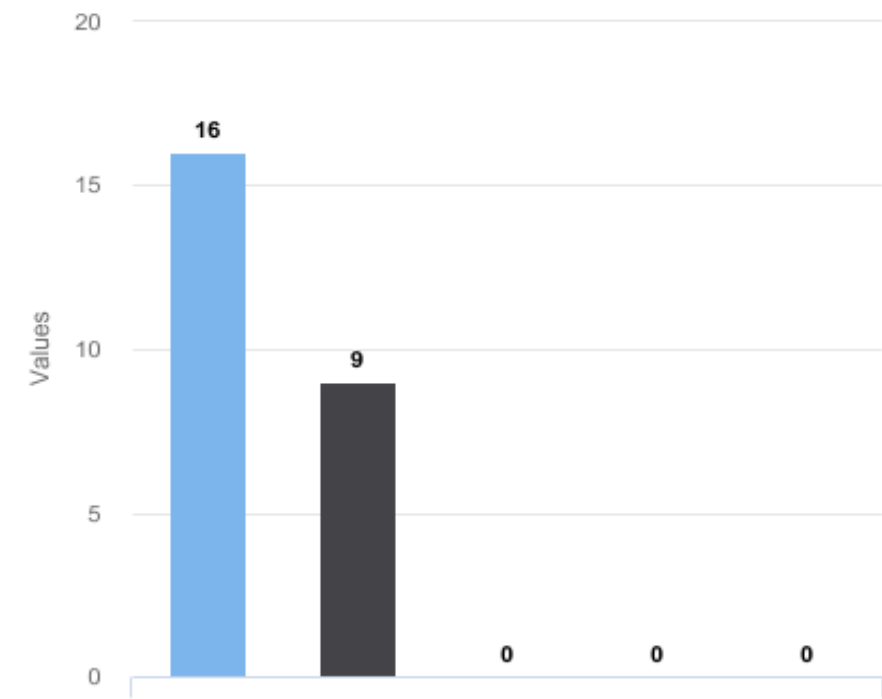
### 7. Responsibilities and knowledge essential to teacher ...



## 8. HOW TO DEVELOP A RESEARCH PLAN TO ADDRESS THE SELECTED STUDENT NEED IS DISCUSSED.

Response	Number of Responses	Percent
Exemplary(4)(4)	16	64%
Proficient(3)(3)	9	36%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	25	
<b>Mean:</b>	3.64	
<b>Median:</b>	4.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.48	

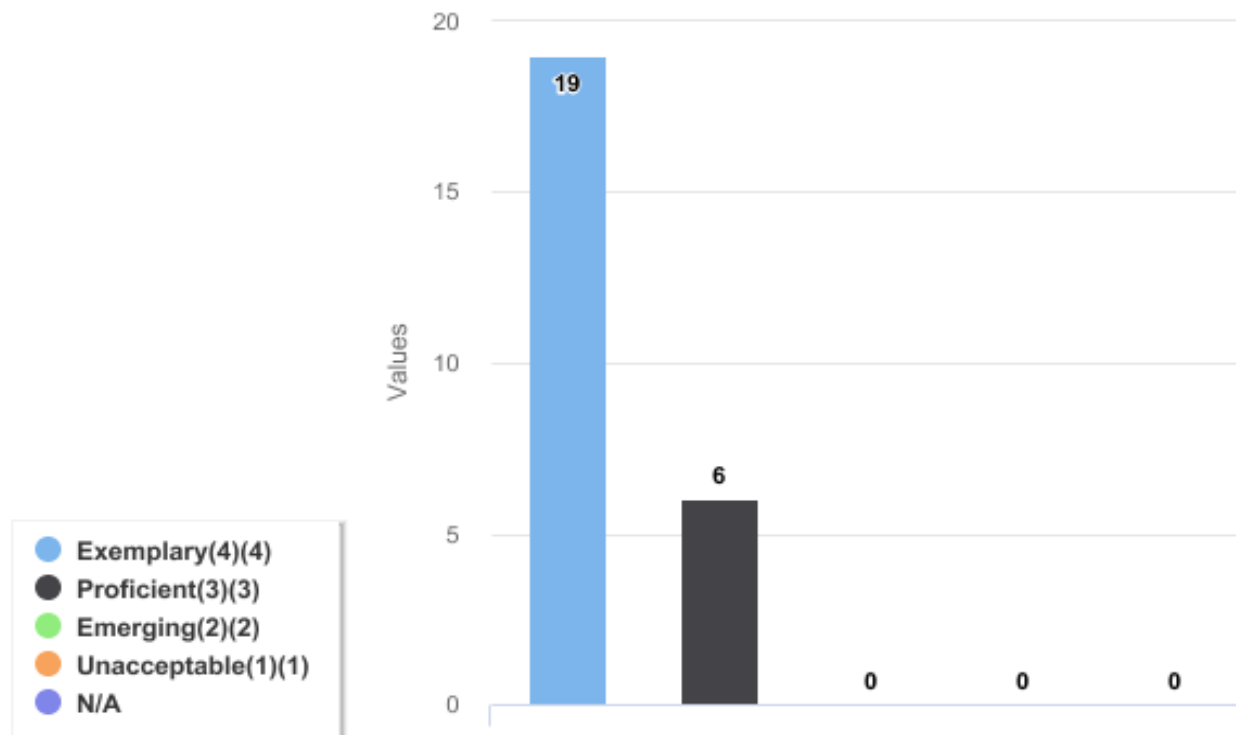
### 8. How to develop a research plan to address the select...



## 9. IMPLICATIONS OF THE GIVEN STUDY FOR EARLY CHILDHOOD EDUCATORS IS DESCRIBED.

Response	Number of Responses	Percent
Exemplary(4)(4)	19	76%
Proficient(3)(3)	6	24%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	25	
<b>Mean:</b>	3.76	
<b>Median:</b>	4.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.43	

### 9. Implications of the given study for early childhood ...



ECED Ed.S.  
Oral Examination Rubric Portfolio  
For AY 18

Assessor #2

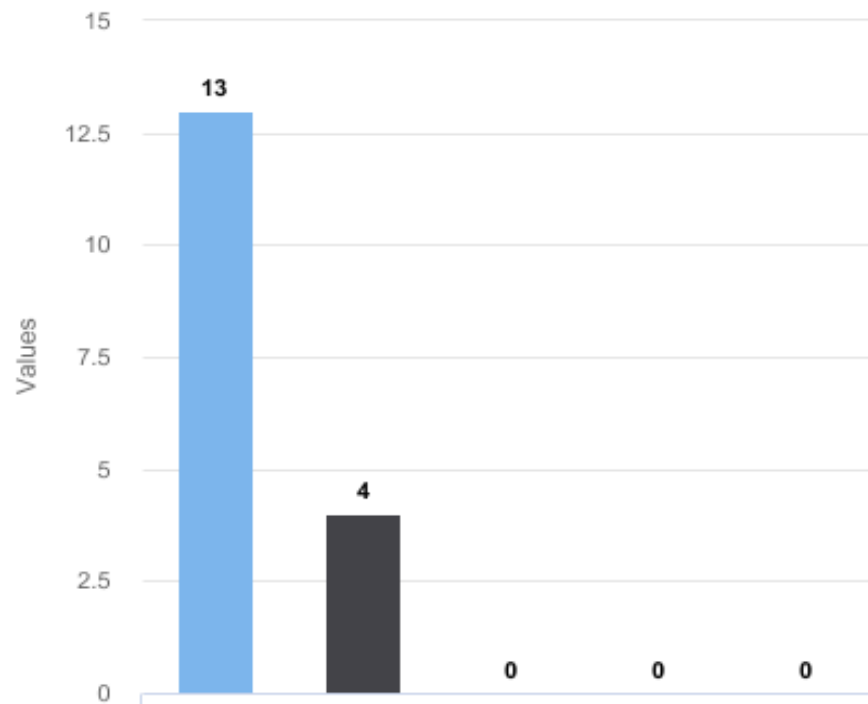
# 1. FOUR CHARACTERISTICS EDUCATIONAL LEADERS AND THE ROLE OF TEACHER LEADERS DESCRIBED.

Response	Number of Responses	Percent
Exemplary(4)(4)	13	76.47%
Proficient(3)(3)	4	23.53%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	17	
<b>Mean:</b>	3.76	
<b>Median:</b>	4.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.42	

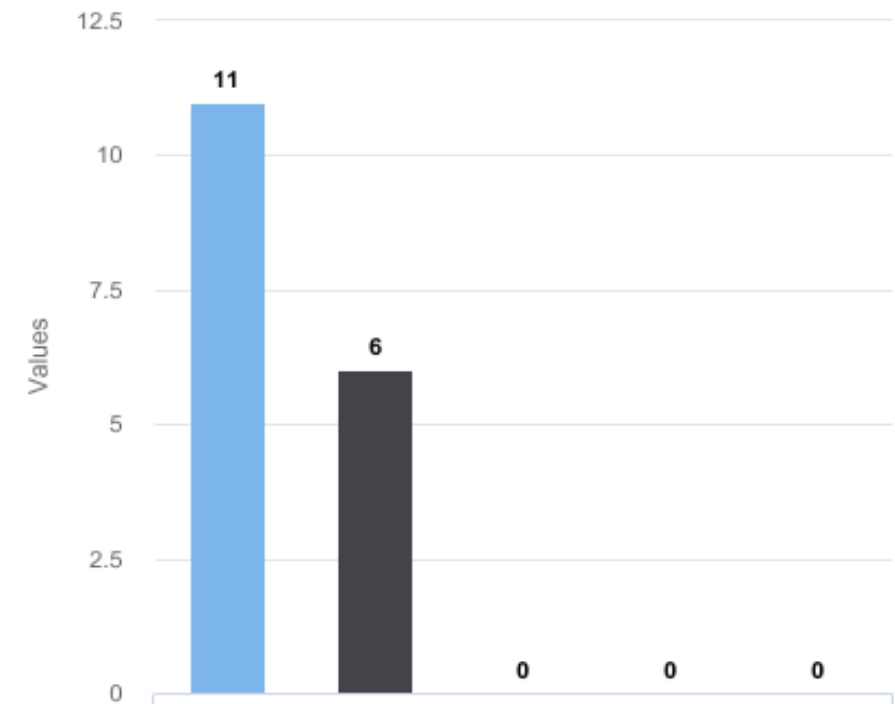
# 2. TWO EXPERIENCES AND HOW EACH PREPARED ONE TO BE A CHANGE AGENT IS DESCRIBED.

Response	Number of Responses	Percent
Exemplary(4)(4)	11	64.71%
Proficient(3)(3)	6	35.29%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	17	
<b>Mean:</b>	3.65	
<b>Median:</b>	4.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.48	

1. Four characteristics educational leaders and the rol...



2. Two experiences and how each prepared one to be a ch...



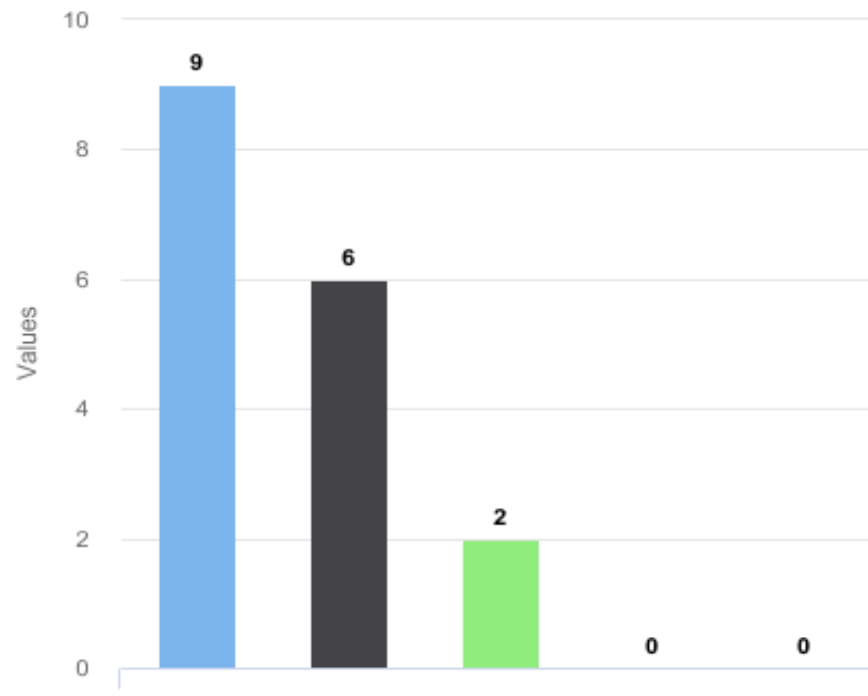
### 3. ASPECTS OF MULTICULTURALISM DEFINED AND ACTIONS AS CHANGE AGENT DESCRIBED.

Response	Number of Responses	Percent
Exemplary(4)(4)	9	52.94%
Proficient(3)(3)	6	35.29%
Emerging(2)(2)	2	11.76%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	17	
<b>Mean:</b>	3.41	
<b>Median:</b>	4.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.69	

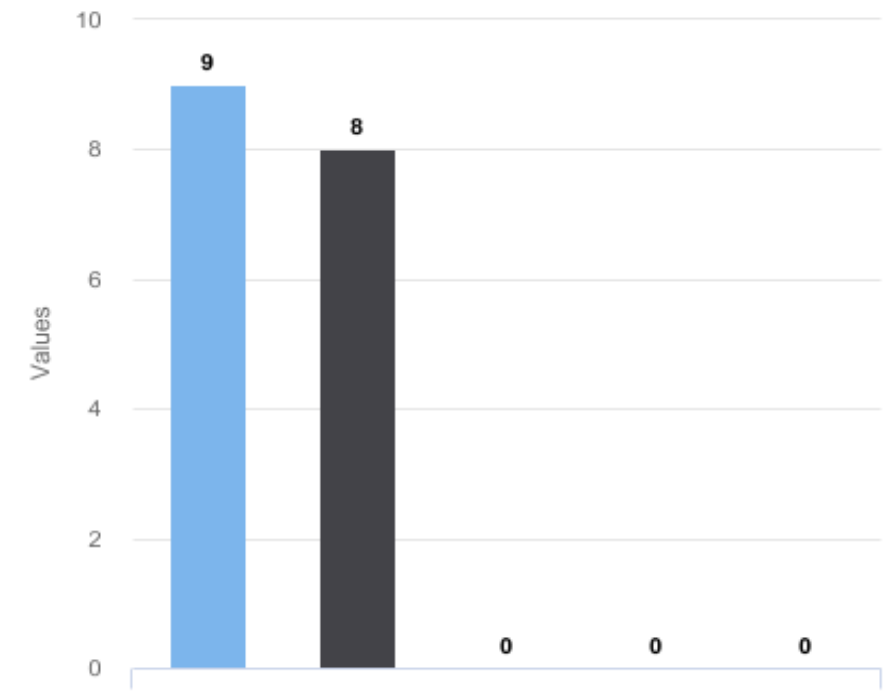
### 4. CONCEPT OF “THE HIDDEN CURRICULUM” IN PEDAGOGY IS DEFINED AND DISCUSSED.

Response	Number of Responses	Percent
Exemplary(4)(4)	9	52.94%
Proficient(3)(3)	8	47.06%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	17	
<b>Mean:</b>	3.53	
<b>Median:</b>	4.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.50	

3. Aspects of multiculturalism defined and actions as c...



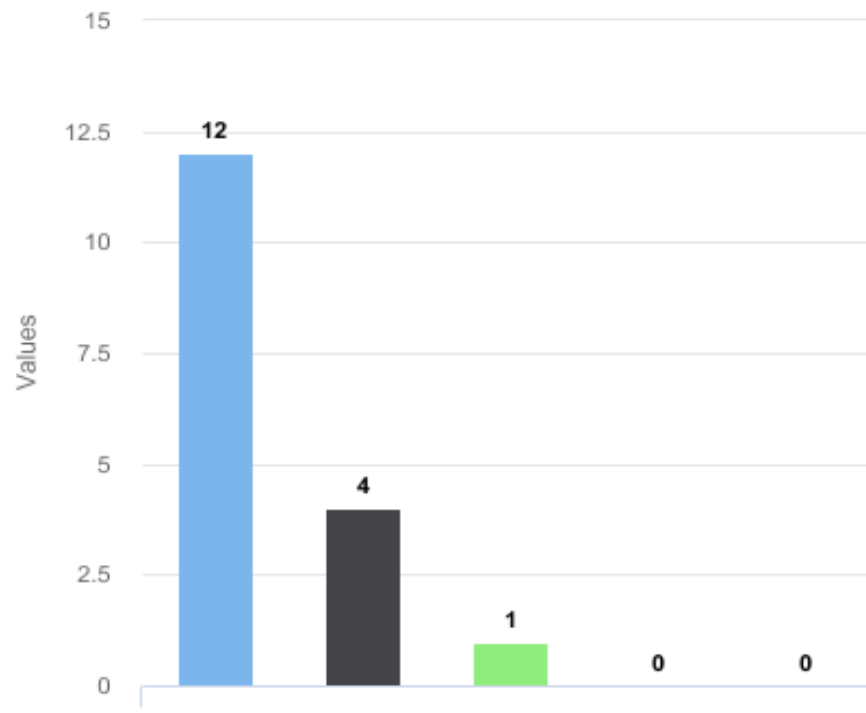
4. Concept of “the hidden curriculum” in pedagogy is de...



## 5. APPROACHES OR METHODS OF TEACHING DESCRIBED AND JUSTIFIED.

Response	Number of Responses	Percent
Exemplary(4)(4)	12	70.59%
Proficient(3)(3)	4	23.53%
Emerging(2)(2)	1	5.88%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	17	
<b>Mean:</b>	3.65	
<b>Median:</b>	4.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.59	

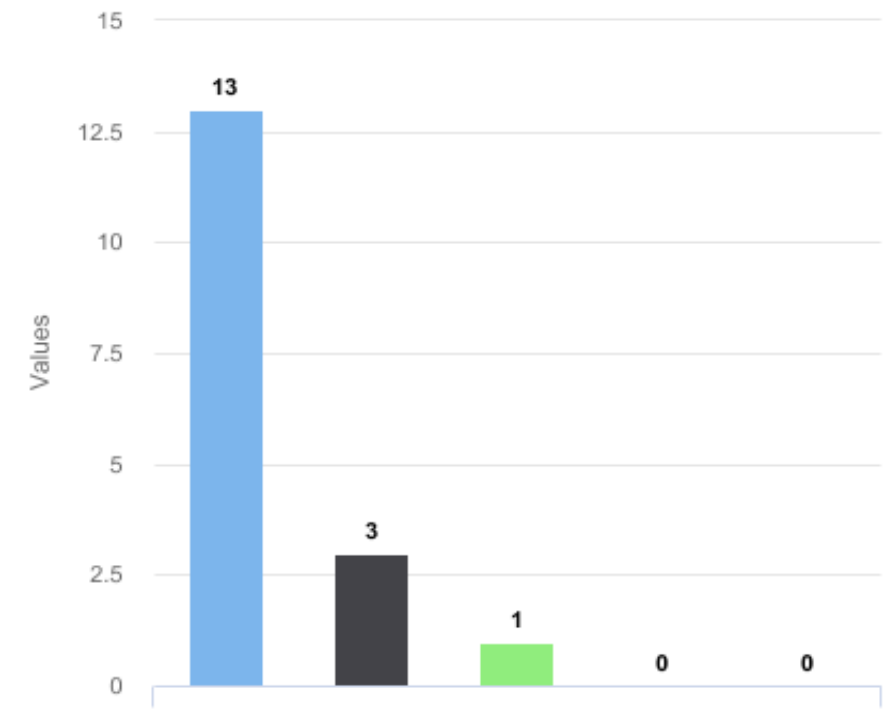
### 5. Approaches or methods of teaching described and just...



## 6. ACCESSING RESOURCES AND PROCESS USED TO ADDRESS STUDENT BULLYING IS DESCRIBED.

Response	Number of Responses	Percent
Exemplary(4)(4)	13	76.47%
Proficient(3)(3)	3	17.65%
Emerging(2)(2)	1	5.88%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	17	
<b>Mean:</b>	3.71	
<b>Median:</b>	4.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.57	

### 6. Accessing resources and process used to address stud...



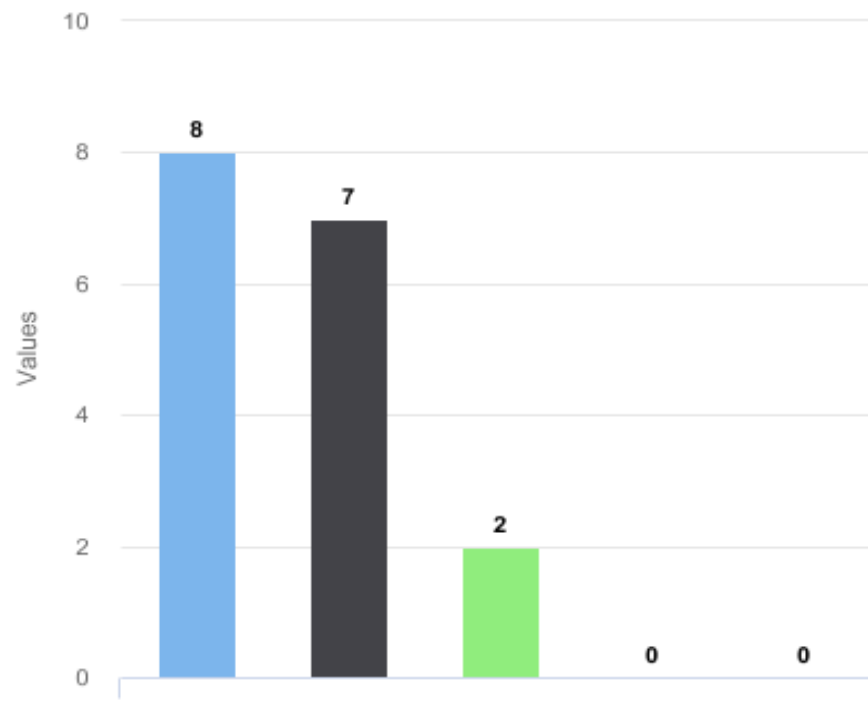
## 7. RESPONSIBILITIES AND KNOWLEDGE ESSENTIAL TO TEACHER RESEARCHERS IS DISCUSSED.

Response	Number of Responses	Percent
Exemplary(4)(4)	8	47.06%
Proficient(3)(3)	7	41.18%
Emerging(2)(2)	2	11.76%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	17	
<b>Mean:</b>	3.35	
<b>Median:</b>	3.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.68	

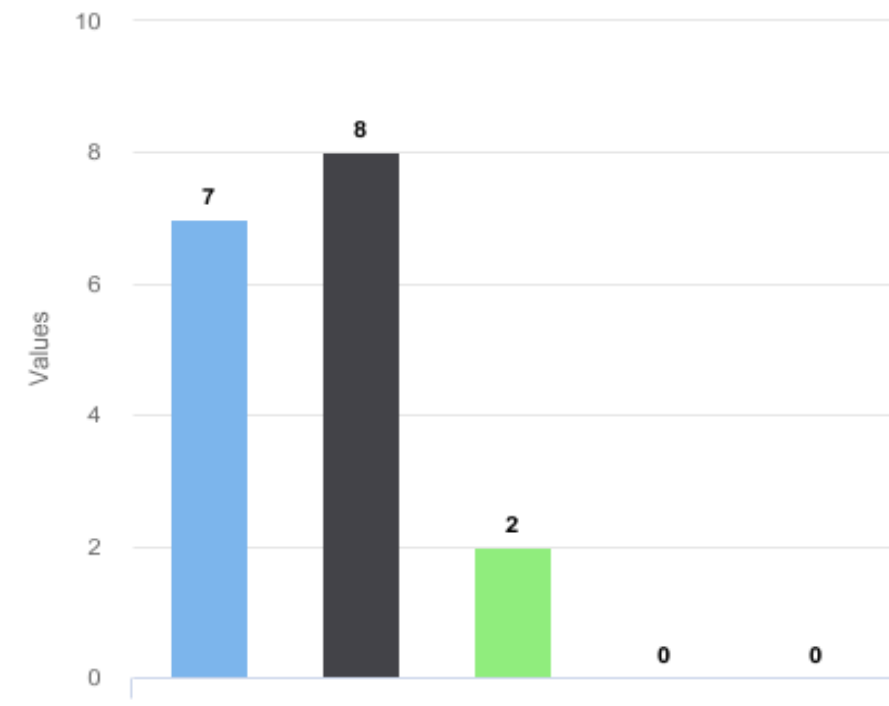
## 8. HOW TO DEVELOP A RESEARCH PLAN TO ADDRESS THE SELECTED STUDENT NEED IS DISCUSSED.

Response	Number of Responses	Percent
Exemplary(4)(4)	7	41.18%
Proficient(3)(3)	8	47.06%
Emerging(2)(2)	2	11.76%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	17	
<b>Mean:</b>	3.29	
<b>Median:</b>	3.00	
<b>Mode:</b>	3.00	
<b>Standard Deviation:</b>	0.67	

### 7. Responsibilities and knowledge essential to teacher ...



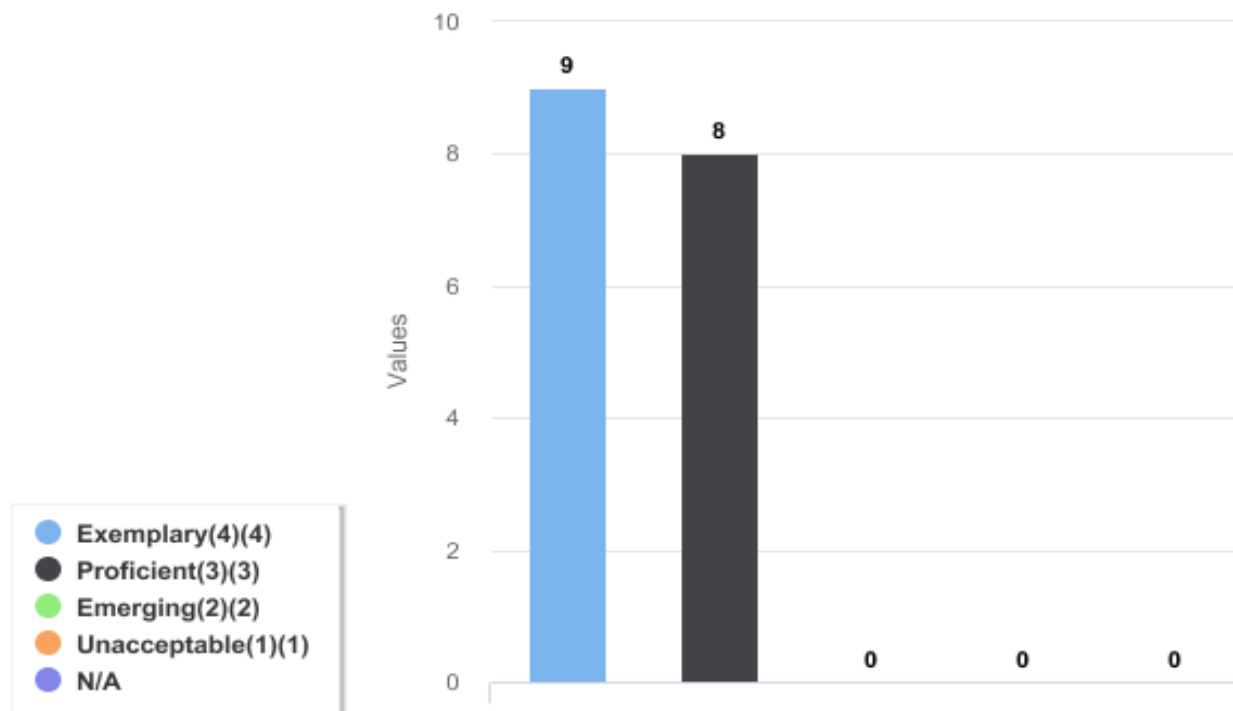
### 8. How to develop a research plan to address the select...



## 9. IMPLICATIONS OF THE GIVEN STUDY FOR EARLY CHILDHOOD EDUCATORS IS DESCRIBED.

Response	Number of Responses	Percent
Exemplary(4)(4)	9	52.94%
Proficient(3)(3)	8	47.06%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	17	
<b>Mean:</b>	3.53	
<b>Median:</b>	4.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.50	

9. Implications of the given study for early childhood ...





ECED 8271

Hidden Curriculum Rubric

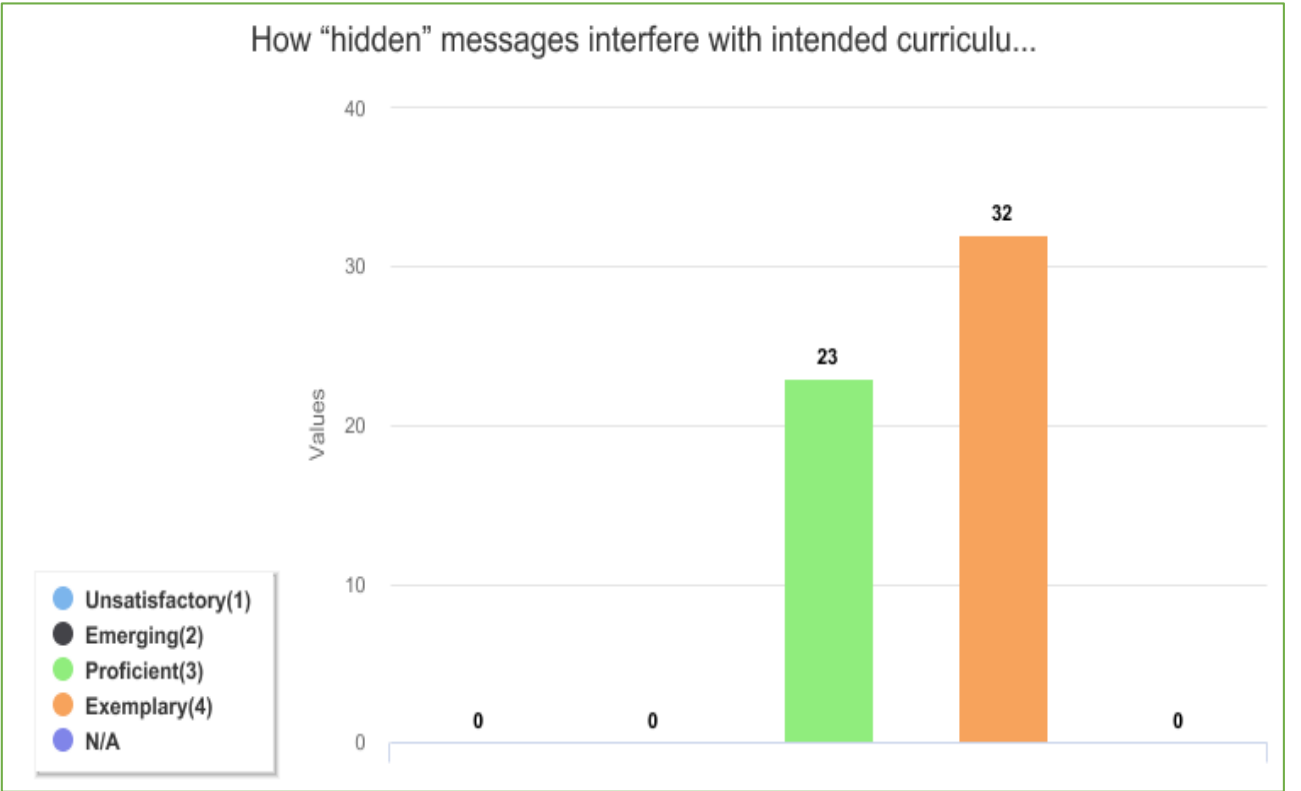
For Fall 2017

# IDENTIFYING "HIDDEN" MESSAGES IN YOUR SCHOOL

Response	Number of Responses	Percent
Unsatisfactory(1)	0	0%
Emerging(2)	1	1.82%
Proficient(3)	17	30.91%
Exemplary(4)	37	67.27%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	55	
<b>Mean:</b>	3.65	
<b>Median:</b>	4.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.51	

# HOW "HIDDEN" MESSAGES INTERFERE WITH INTENDED CURRICULUM

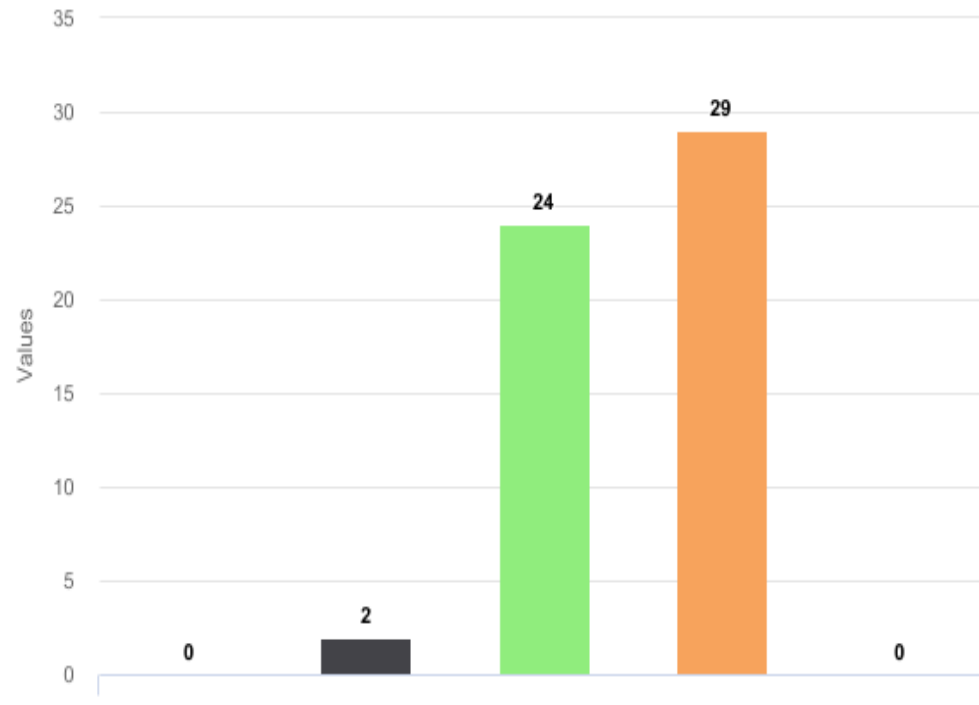
Response	Number of Responses	Percent
Unsatisfactory(1)	0	0%
Emerging(2)	0	0%
Proficient(3)	23	41.82%
Exemplary(4)	32	58.18%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	55	
<b>Mean:</b>	3.58	
<b>Median:</b>	4.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.49	



## HOW TEACHERS AND ADMINISTRATORS CAN CORRECT UNINTENDED MESSAGES

Response	Number of Responses	Percent
Unsatisfactory(1)	0	0%
Emerging(2)	2	3.64%
Proficient(3)	24	43.64%
Exemplary(4)	29	52.73%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	55	
<b>Mean:</b>	3.49	
<b>Median:</b>	4.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.57	

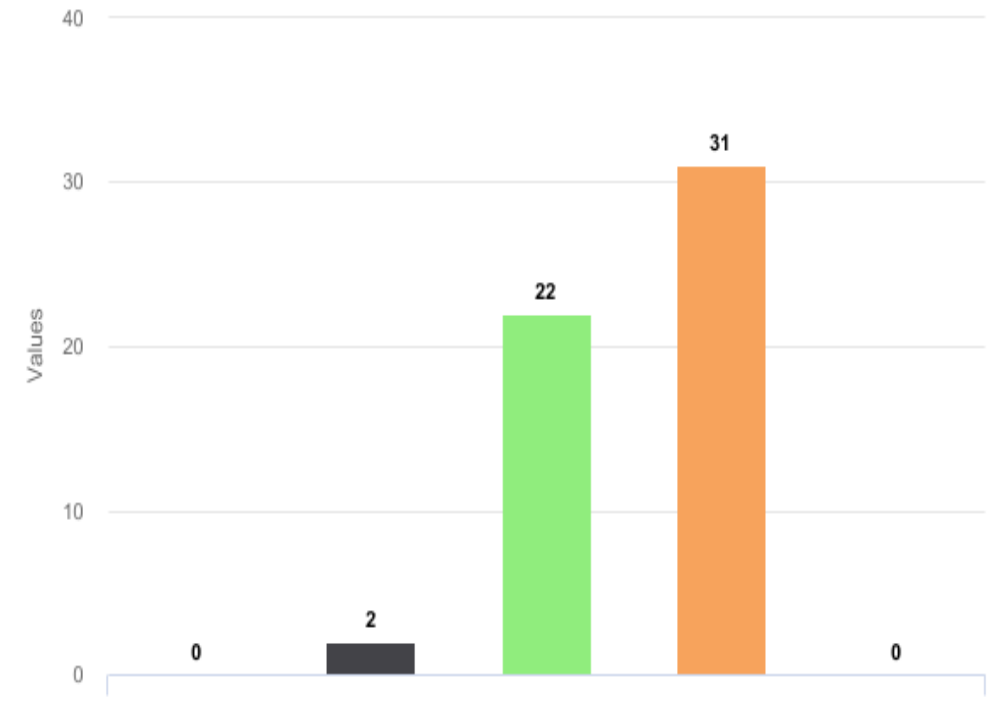
How teachers and administrators can correct unintended ...



## PLAN TO COUNTERACT 1 NEGATIVE

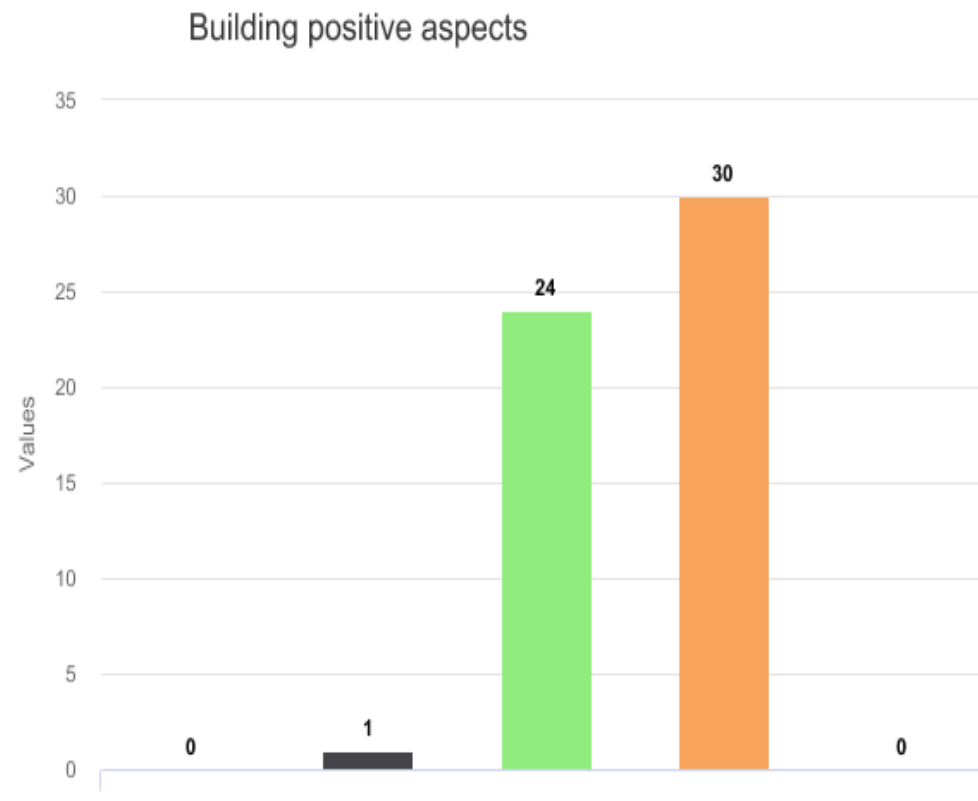
Response	Number of Responses	Percent
Unsatisfactory(1)	0	0%
Emerging(2)	2	3.64%
Proficient(3)	22	40%
Exemplary(4)	31	56.36%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	55	
<b>Mean:</b>	3.53	
<b>Median:</b>	4.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.57	

Plan to counteract 1 negative



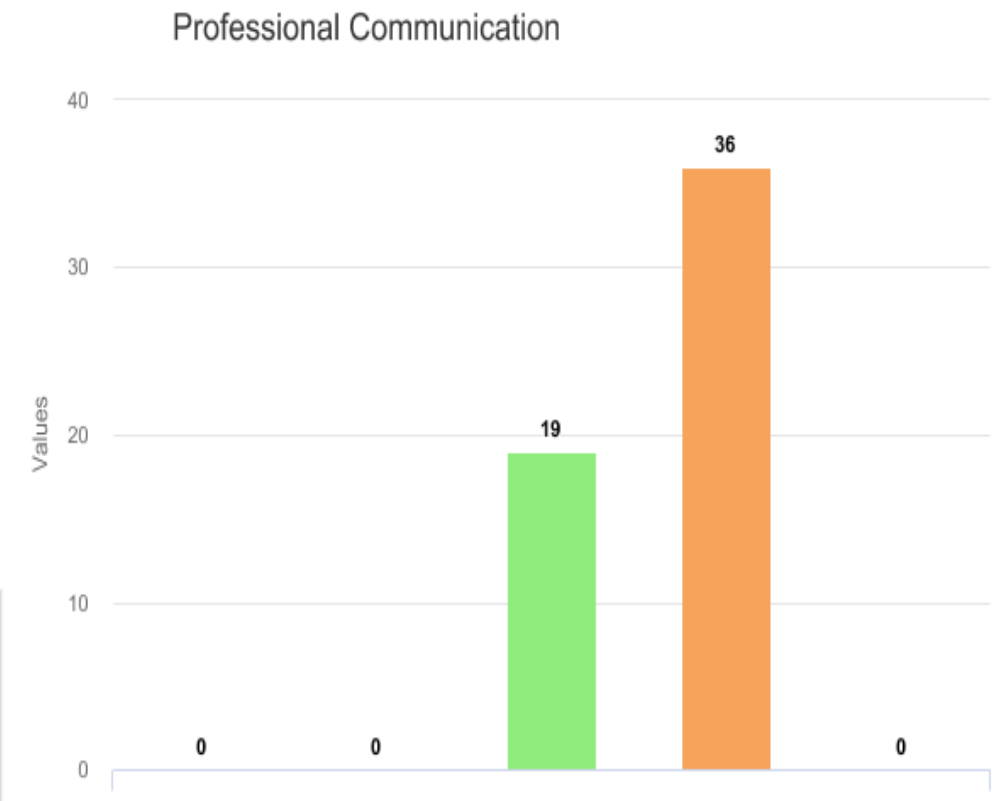
## BUILDING POSITIVE ASPECTS

Response	Number of Responses	Percent
Unsatisfactory(1)	0	0%
Emerging(2)	1	1.82%
Proficient(3)	24	43.64%
Exemplary(4)	30	54.55%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	55	
<b>Mean:</b>	3.53	
<b>Median:</b>	4.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.53	

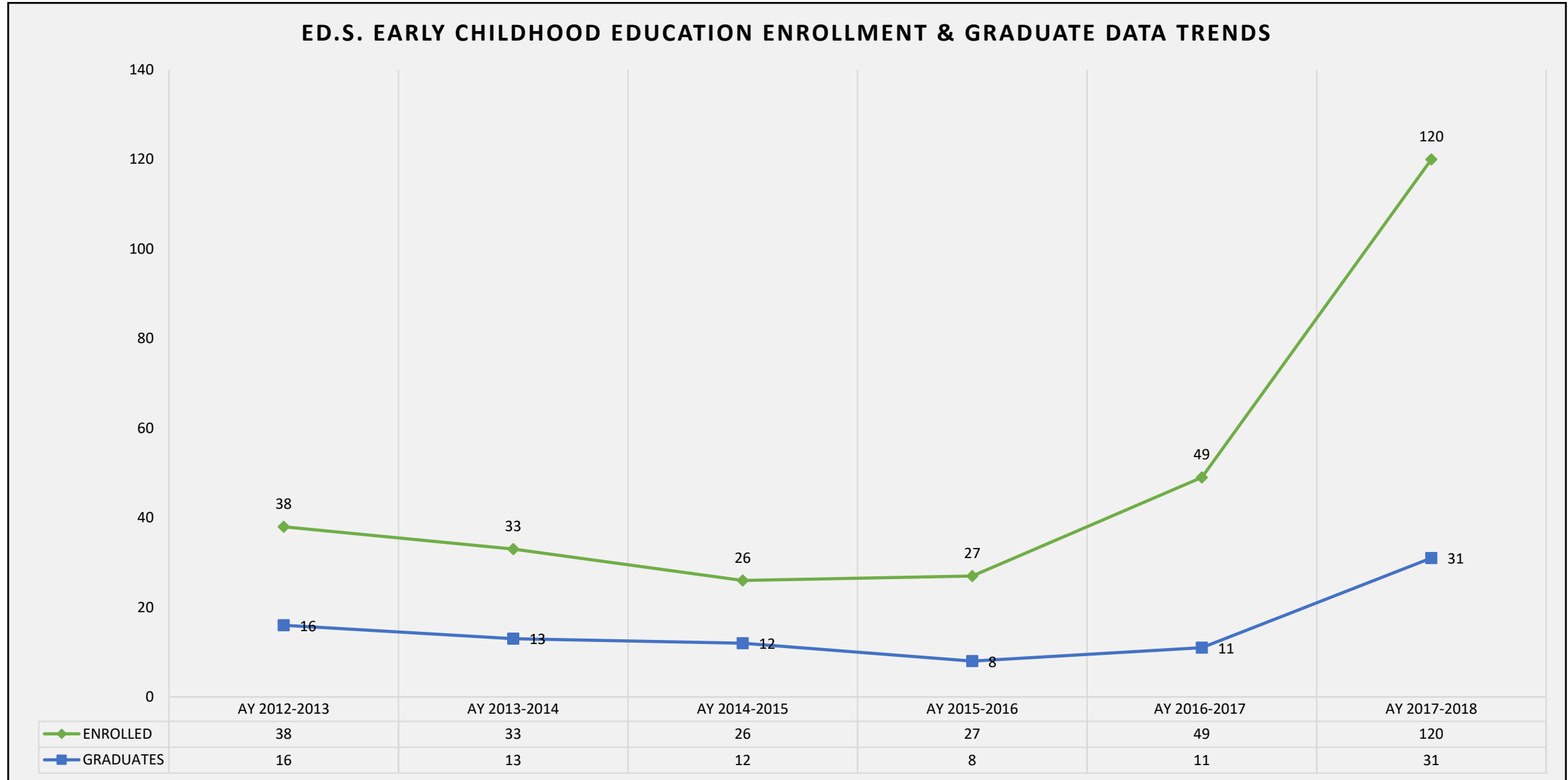


## PROFESSIONAL COMMUNICATION

Response	Number of Responses	Percent
Unsatisfactory(1)	0	0%
Emerging(2)	0	0%
Proficient(3)	19	34.55%
Exemplary(4)	36	65.45%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	55	
<b>Mean:</b>	3.65	
<b>Median:</b>	4.00	
<b>Mode:</b>	4.00	
<b>Standard Deviation:</b>	0.48	



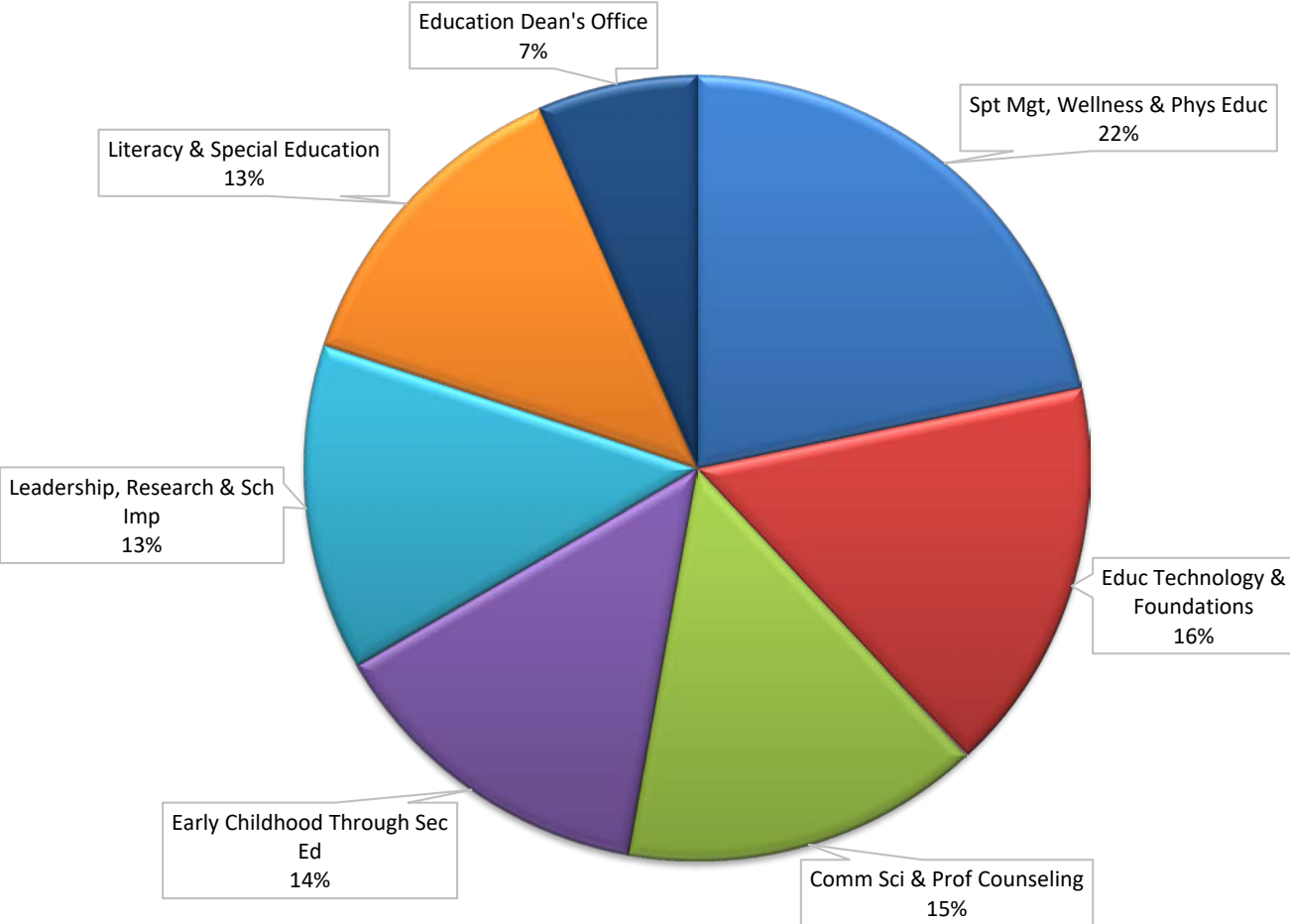
# ENROLLMENT AND GRADUATION TREND DATA



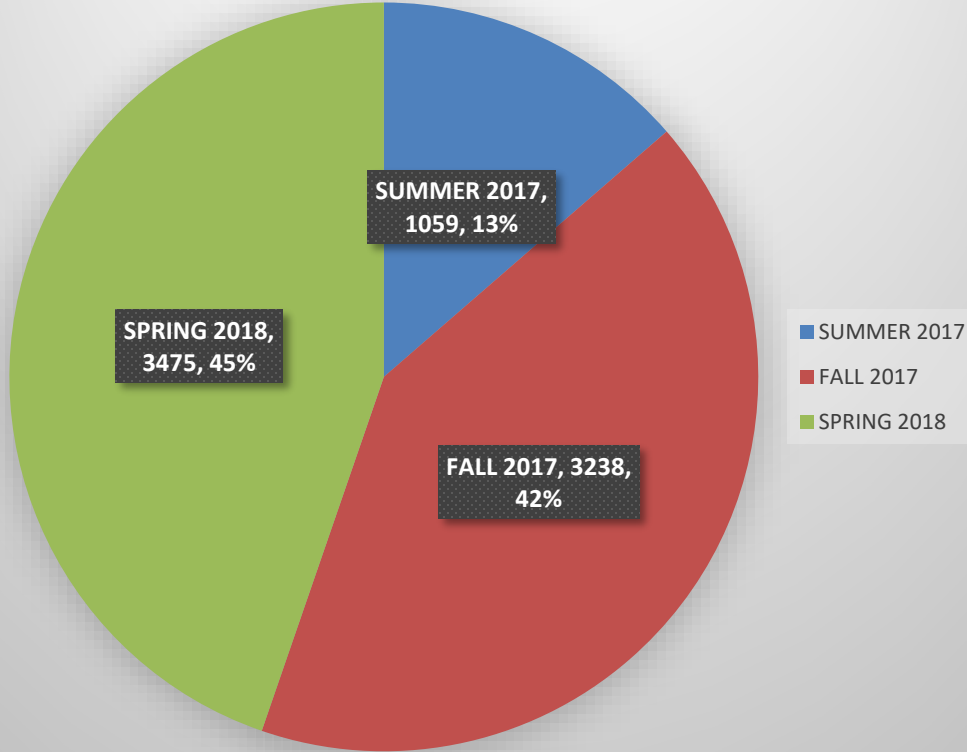
# CREDIT HOUR PRODUCTION

TERM	SUMMER 2017			FALL 2017			SPRING 2018			Total by ROWS		
DEPT	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS
Spt Mgt, Wellness & Phys Educ	456	622	1226	2054	2202	5050	2309	2432	5932	4819	5256	12208
Educ Technology & Foundations	854	921	2562	1111	1090	3333	1093	1221	3279	3058	3232	9174
Comm Sci & Prof Counseling	614	893	1922	1093	1453	3377	996	1410	3044	2703	3756	8343
Early Childhood Through Sec Ed	363	478	1059	1217	1856	3238	1225	1732	3475	2805	4066	7772
Leadership, Research & Sch Imp	743	914	2154	939	1094	2735	921	1136	2684	2603	3144	7573
Literacy & Special Education	425	610	1192	1068	1536	3181	1071	1594	3140	2564	3740	7513
Education Dean's Office	148	199	444	525	545	1575	557	615	1671	1230	1359	3690
<b>Total by COLUMNS</b>	<b>3603</b>	<b>4637</b>	<b>10559</b>	<b>8007</b>	<b>9776</b>	<b>22489</b>	<b>8172</b>	<b>10140</b>	<b>23225</b>	<b>19782</b>	<b>24553</b>	<b>56273</b>

**CREDIT HOUR PRODUCTION FOR AY 18 FOR COLLEGE OF EDUCATION**



**CREDIT HOUR PRODUCTION FOR EARLY CHILDHOOD THROUGH SECONDARY EDUCATION**



# CREDIT HOUR PRODUCTION

Term	SUMMER 2017			SPRING 2017			FALL 2018			Total by ROWS		
	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS
ECED	248	268	744	789	1028	2391	729	965	2297	1766	2261	5432
ECSE	83	150	249	144	210	345	247	320	616	474	680	1210
EDME	0	0	0	56	60	112	0	0	0	56	60	112
PTED	22	30	66	0	0	0	0	0	0	22	30	66
SEED	10	30	0	146	366	204	174	255	389	330	651	593
UTCH	0	0	0	82	192	186	75	192	173	157	384	359
Total by COLUMNS	363	478	1059	1217	1856	3238	1225	1732	3475	2805	4066	7772

**TOTAL CREDIT HOUR PRODUCTION BY SUBJECT FOR AY 2017 - 2018**

