



**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

# M.Ed. SPECIAL EDUCATION

THE UNIVERSITY OF WEST GEORGIA

SUMMER 2018 | FALL 2018 | SPRING 2019

# PROGRESS OF GOALS FOR AY 2018-2019 AND NEW GOALS FOR AY 2019-2020

Directions: Review 2018-2019 goals found in this annual report. Record your progress for 2018-2019 goals and consider the results of your efforts as you plan for 2019-2020.

- Record your progress for 2018-2019, click here (BLUE form) <https://forms.gle/sziVrB81v29NNK9B9>
- Record NEW 2019-2020 goals, click here (RED form): <https://forms.gle/gLcwPo6RYSbjMZeT8>

Special Education, M.Ed. 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
By fall 2019, 33% of M.Ed. students in the special education program will perform at the at the exemplary level across rubric criteria (a 12% increase from the 21% of M.Ed. students who performed at the exemplary level across rubric criteria on last year's key assessment) on the Evidence Based Practices Position Paper Rubric in SPED 6721. This goal aligns with student learning outcomes in CEC Advanced Standard 4.2.	Given SPED 6721 is a fully online course, a screencast will be developed and shared with students that provides an overview of the rubric and explains the requirements for earning an exemplary score across all rubric criteria. In addition, instructors of SPED 6721 will provide at least one opportunity for peer feedback before the official submission date. The rubric will be used to guide the peer feedback process. CIA will follow up with program faculty/instructors to help maintain focus on student learning outcomes at least once per semester.		Evidence Based Practices Position Paper Rubric (overall percentage across criteria).	Student Success	In spring 2019, keep active Facebook page, market to local schools, market to UWG graduates from special education and/or dual certification programs	Behavior intervention specialist emphasis; fully online, flexible, enrolls each semester, special education faculty serve as advisors, includes option for Autism Endorsement (also fully online)
By Fall 2019, 33% of M.Ed. students in the special education program will perform at the exemplary level across rubric criteria (an 12% increase from the 21% of M.Ed. students who performed at the exemplary level across rubric criteria on last year's key assessment) on the Assessment Portfolio in SPED 7721. This goal aligns with student learning outcomes in CEC Advanced Standard 1.2.	Given SPED 7721 is a fully online course, a screencast will be developed and shared with students that provides an overview of the rubric and explains the requirements for earning an exemplary score across all rubric criteria. In addition, instructors of SPED 7721 will provide at least one opportunity for peer feedback before the official submission date. The rubric will be used to guide the peer feedback process. CIA will follow up with program faculty/instructors to help maintain focus on student learning outcomes at least once per semester.		Assessment Portfolio rubric (overall percentage across rubrics)	Student Success		

# SPED 6721 EVIDENCE BASED PRACTICES POSITION PAPER PROFESSIONAL SEMINAR RUBRIC

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 2018	SPED 6721	Professional Seminar	E01	2018-07-24	SPED 6721 Evidence Based Practices Position Paper Summer 2018	SPED 6721 Evidence Based Practices Position Paper Professional Seminar Rubric	20	20	0	20
Summer Semester 2018	SPED 6721	Professional Seminar	E02	2018-07-24	SPED 6721 Evidence Based Practices Position Paper Summer 2018	SPED 6721 Evidence Based Practices Position Paper Professional Seminar Rubric	17	17	0	17

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : SPED 6721 Evidence Based Practices Position Paper Professional Seminar Rubric

### SPED 6721 EVIDENCE BASED PRACTICES POSITION PAPER PROFESSIONAL SEMINAR RUBRIC

Rubric	# Unacceptable	% Unacceptable	# Emergent	% Emergent	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Articles	0	0%	1	2.7%	2	5.41%	34	91.89%	0	0%	37	3.89	4	4	0.39
Theme	0	0%	0	0%	1	2.7%	36	97.3%	0	0%	37	3.97	4	4	0.16
Introduction, Problem Statement, Background	0	0%	0	0%	1	2.7%	36	97.3%	0	0%	37	3.97	4	4	0.16
Synthesis of Literature	0	0%	2	5.41%	7	18.92%	28	75.68%	0	0%	37	3.7	4	4	0.56
Length/Format	0	0%	7	18.92%	12	32.43%	18	48.65%	0	0%	37	3.3	3	4	0.77
Grammar	0	0%	0	0%	1	2.7%	36	97.3%	0	0%	37	3.97	4	4	0.16
Literature Review Elements:	0	0%	0	0%	0	0%	37	100%	0	0%	37	4	4	4	0
Implications for Policy and Practice	1	2.7%	3	8.11%	8	21.62%	25	67.57%	0	0%	37	3.54	4	4	0.76
Total/Percentage	1	0.34%	13	4.39%	32	10.81%	250	84.46%	0	0%	296				

# SPED 7721 ASSESSMENT PORTFOLIO RUBRIC

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
Fall Semester 2018	SPED 7721	Assessment in Special Educ	E01	2018-12-15	SPED 7721 Assessment Portfolio Fall 2018	SPED 7721 Assessment Portfolio Rubric	30	30	0	30
Summer Semester 2018	SPED 7721	Assessment in Special Educ	E01	2018-07-20	SPED 7721 Assessment Portfolio Summer 2018	SPED 7721 Assessment Portfolio Rubric	12	12	0	12

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : SPED 7721 Assessment Portfolio Rubric

SPED 7721 Assessment Portfolio Rubric																
Rubric	# Unsatisfactory Does not or inconsistently meet standards	% Unsatisfactory Does not or inconsistently meet standards	# Basic Meets minimal standards	% Basic Meets minimal standards	# Proficient Consistently meets standards	% Proficient Consistently meets standards	# Distinguished Consistently exceeds standards	% Distinguished Consistently exceeds standards	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation	
Attachments: Copy of the formative assessment with scoring criteria Copy of the summative assessment with scoring criteria Copy of the grading tool you created Marked copies of the student's work that reflect your evaluation and student feedback	0	0%	5	12.5%	6	15%	29	72.5%	2	4.76%	40	3.6	4	4	0.7	
Two Assessments: Formative (informal) and Summative (formal)	0	0%	3	7.14%	9	21.43%	30	71.43%	0	0%	42	3.64	4	4	0.61	
Clear Criteria	0	0%	3	7.14%	9	21.43%	30	71.43%	0	0%	42	3.64	4	4	0.61	
Learner Differences	0	0%	1	2.38%	6	14.29%	35	83.33%	0	0%	42	3.81	4	4	0.45	
Marked Feedback on Assessment	0	0%	4	9.52%	10	23.81%	28	66.67%	0	0%	42	3.57	4	4	0.66	
Reflection of Assessment Analysis	0	0%	2	4.76%	17	40.48%	23	54.76%	0	0%	42	3.5	4	4	0.59	
Self-Assessment	0	0%	4	9.52%	11	26.19%	27	64.29%	0	0%	42	3.55	4	4	0.66	
Minimize Bias	0	0%	5	11.9%	13	30.95%	24	57.14%	0	0%	42	3.45	4	4	0.7	
Communication Plan	0	0%	2	4.76%	10	23.81%	30	71.43%	0	0%	42	3.67	4	4	0.56	
Content	0	0%	1	2.38%	11	26.19%	30	71.43%	0	0%	42	3.69	4	4	0.51	
Writing Style / Grammar / APA	0	0%	2	4.76%	20	47.62%	20	47.62%	0	0%	42	3.43	3	3	0.58	
Total/Percentage	0	0%	32	6.96%	122	26.52%	306	66.52%	2	0.43%	460					

# SPED 7721 ASSESSMENT PORTFOLIO RUBRIC 1.14.19

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
Spring Semester 2019	SPED 7721	Assessment in Special Educ	E01	2019-04-29	SPED 7721 Assessment Portfolio Spring 2019	SPED 7721 Assessment Portfolio Rubric 1.14.19	27	26	1	26
Spring Semester 2019	SPED 7721	Assessment in Special Educ	E02	2019-04-29	SPED 7721 Assessment Portfolio Spring 2019	SPED 7721 Assessment Portfolio Rubric 1.14.19	14	14	0	14

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : SPED 7721 Assessment Portfolio Rubric 1.14.19

### SPED 7721 Assessment Portfolio Rubric 1.14.19

Rubric	# Level 1 Unacceptable Does not or inconsistently meet standards	% Level 1 Unacceptable Does not or inconsistently meet standards	# Level 2 Developing Meets minimum standards	% Level 2 Developing Meets minimum standards	# Level 3 Proficient Consistently meets standards	% Level 3 Proficient Consistently meets standards	# Level 4 Exemplary Consistently exceeds standards	% Level 4 Exemplary Consistently exceeds standards	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Attachments: 1 - Copy of the formative assessment with scoring criteria *7720 (adapted) IEP current levels, psych eval, assessment / instruction activities, & baseline data 2 - Copy of the summative assessment with scoring criteria *7720 (adapted) GAA pretest/posttest 3 - Copy of the grading tool you created 4 - Marked copies of the student's work that reflect your evaluation and student feedback	2	5%	3	7.5%	15	37.5%	20	50%	0	0%	40	3.33	3.5	4	0.82
Two Assessments: Formative and Summative	1	2.5%	1	2.5%	0	0%	38	95%	0	0%	40	3.88	4	4	0.56
Clear Criteria	0	0%	0	0%	1	2.5%	39	97.5%	0	0%	40	3.98	4	4	0.16
Learner Differences	0	0%	0	0%	2	5%	38	95%	0	0%	40	3.95	4	4	0.22
Marked Feedback on Assessment *7720 (adapted) how the assessments informed instructional practices	0	0%	0	0%	3	7.5%	37	92.5%	0	0%	40	3.92	4	4	0.26
Reflection of Assessment Analysis	0	0%	1	2.5%	3	7.5%	36	90%	0	0%	40	3.88	4	4	0.4
Self-Assessment *7720 (adapted) self-determination, self-monitoring, and reinforcement	0	0%	3	7.5%	2	5%	35	87.5%	0	0%	40	3.8	4	4	0.56
Minimize Bias	1	2.5%	2	5%	8	20%	29	72.5%	0	0%	40	3.62	4	4	0.7
Communication Plan	0	0%	0	0%	0	0%	40	100%	0	0%	40	4	4	4	0
Content	0	0%	0	0%	1	2.5%	39	97.5%	0	0%	40	3.98	4	4	0.16
Writing Style / Grammar / APA	0	0%	0	0%	0	0%	40	100%	0	0%	40	4	4	4	0
<b>Total/Percentage</b>	<b>4</b>	<b>0.91%</b>	<b>10</b>	<b>2.27%</b>	<b>35</b>	<b>7.95%</b>	<b>391</b>	<b>88.86%</b>	<b>0</b>	<b>0%</b>	<b>440</b>				

# SPED 7722 Station Teaching Project Rubric 5.30.18

Term	Course Number	Course Title	Section	CourseWork 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
Summer Semester 2018	SPED 7722	Collaboration in Spec Edu	E01	2018-07-20	SPED 7722 Station Teaching Project Summer 2018	SPED 7722 Station Teaching Project Rubric 5.30.18	30	29	1	29
Fall Semester 2018	SPED 7722	Collaboration in Spec Edu	E01	2018-12-17	SPED 7722 Station Teaching Project Fall 2018	SPED 7722 Station Teaching Project Rubric 5.30.18	22	21	1	20

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : SPED 7722 Station Teaching Project Rubric 5.30.18

### SPED 7722 STATION TEACHING PROJECT RUBRIC 5.30.18

Rubric	# Unacceptable	% Unacceptable	# Emerging	% Emerging	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Learning Outcomes	0	0%	0	0%	3	6.12%	46	93.88%	0	0%	49	3.94	4	4	0.24
Data Collection	0	0%	0	0%	5	10.42%	43	89.58%	1	2.04%	48	3.9	4	4	0.31
Lesson Introduction	0	0%	0	0%	1	2.08%	47	97.92%	1	2.04%	48	3.98	4	4	0.14
Learning Stations	0	0%	1	2.13%	6	12.77%	40	85.11%	2	4.08%	47	3.83	4	4	0.43
Evidence-Based Instruction	0	0%	0	0%	0	0%	49	100%	0	0%	49	4	4	4	0
Guided Practice / Learning Tasks	0	0%	0	0%	1	2.04%	48	97.96%	0	0%	49	3.96	4	4	0.2
Planned Supports & Technology	0	0%	0	0%	0	0%	49	100%	0	0%	49	4	4	4	0
Lesson Closure	0	0%	0	0%	7	14.29%	42	85.71%	0	0%	49	3.86	4	4	0.35
Generalization & Maintenance	0	0%	14	28.57%	8	16.33%	27	55.1%	0	0%	49	3.27	4	4	0.88
Team Member Evaluation	1	2.04%	2	4.08%	0	0%	46	93.88%	0	0%	49	3.86	4	4	0.57
Total/Percentage	1	0.21%	17	3.5%	31	6.38%	437	89.92%	4	0.82%	486				

# SPED 7726 ARTICLE CRITIQUE RUBRIC

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
Fall Semester 2018	SPED 7726	Autism: Collab & Instruction	E01	2018-12-17	SPED 7726 Article Critique Assignment Fall 2018	SPED 7726 Article Critique Rubric	30	29	1	29
Fall Semester 2018	SPED 7726	Autism: Collab & Instruction	E02	2018-12-17	SPED 7726 Article Critique Assignment Fall 2018	SPED 7726 Article Critique Rubric	18	18	0	18
Spring Semester 2019	SPED 7726	Autism: Collab & Instruction	E01	2019-04-29	SPED 7726 Article Critique Assignment Spring 2019	SPED 7726 Article Critique Rubric	8	7	1	7

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : SPED 7726 Article Critique Rubric

7726 Article Critique Rubric															
Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Summary: Description	0	0%	2	3.7%	6	11.11%	46	85.19%	0	0%	54	1.91	2	2	0.24
Summary: Author perspective and purpose	1	1.85%	1	1.85%	3	5.56%	49	90.74%	0	0%	54	1.92	2	2	0.32
Critique: Opinion	0	0%	2	3.7%	3	5.56%	49	90.74%	0	0%	54	1.94	2	2	0.22
Critique: Future use	1	1.85%	1	1.85%	0	0%	52	96.3%	0	0%	54	1.94	2	2	0.3
Mechanics, APA format, person first language	0	0%	2	3.7%	5	9.26%	47	87.04%	0	0%	54	0.93	1	1	0.2
Copy of article and reference provided in APA format	0	0%	1	1.85%	11	20.37%	42	77.78%	0	0%	54	0.88	1	1	0.22
<b>Total/Percentage</b>	<b>2</b>	<b>0.62%</b>	<b>9</b>	<b>2.78%</b>	<b>28</b>	<b>8.64%</b>	<b>285</b>	<b>87.96%</b>	<b>0</b>	<b>0%</b>	<b>324</b>				

# SPED 7726 MODEL CLASSROOM 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
Fall Semester 2018	SPED 7726	Autism: Collab & Instruction	E01	2018-12-17	SPED 7726 Model Classroom Assignment Fall 2018	SPED 7726 Model Classroom Rubric	30	29	1	29
Fall Semester 2018	SPED 7726	Autism: Collab & Instruction	E02	2018-12-17	SPED 7726 Model Classroom Assignment Fall 2018	SPED 7726 Model Classroom Rubric	18	18	0	18
Spring Semester 2019	SPED 7726	Autism: Collab & Instruction	E01	2019-04-29	SPED 7726 Model Classroom Assignment Spring 2019	SPED 7726 Model Classroom Rubric	8	7	1	7

## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : SPED 7726 Model Classroom Rubric

### 7726 Model Classroom Assignment Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Student Profiles Summary	0	0%	1	1.85%	5	9.26%	48	88.89%	0	0%	54	5.74	6	6	0.77
Physical Environment	0	0%	1	1.85%	3	5.56%	50	92.59%	0	0%	54	5.81	6	6	0.7
Temporal Structure	0	0%	2	3.7%	3	5.56%	49	90.74%	0	0%	54	5.74	6	6	0.86
Systematic Instruction	0	0%	7	12.96%	6	11.11%	41	75.93%	0	0%	54	5.26	6	6	1.4
Communication	0	0%	8	14.81%	8	14.81%	38	70.37%	0	0%	54	5.11	6	6	1.47
Behavior	0	0%	8	14.81%	11	20.37%	35	64.81%	0	0%	54	5	6	6	1.48
Mechanics, APA format, person first language:	1	1.85%	1	1.85%	2	3.7%	50	92.59%	0	0%	54	1.93	2	2	0.31
References and headings	1	1.85%	5	9.26%	5	9.26%	43	79.63%	0	0%	54	1.82	2	2	0.4
Total/Percentage	2	0.46%	33	7.64%	43	9.95%	354	81.94%	0	0%	432				



# SPED 7765 DIFFERENTIATED INSTRUCTION PROJECT-GRADING RUBRIC

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 2018	SPED 7765	Adv Differentiated Instructio	E01	2018-07-20	SPED 7765 Differentiated Instruction Project Summer 2018	SPED 7765 Differentiated Instruction Project - Grading Rubric	29	29	0	29

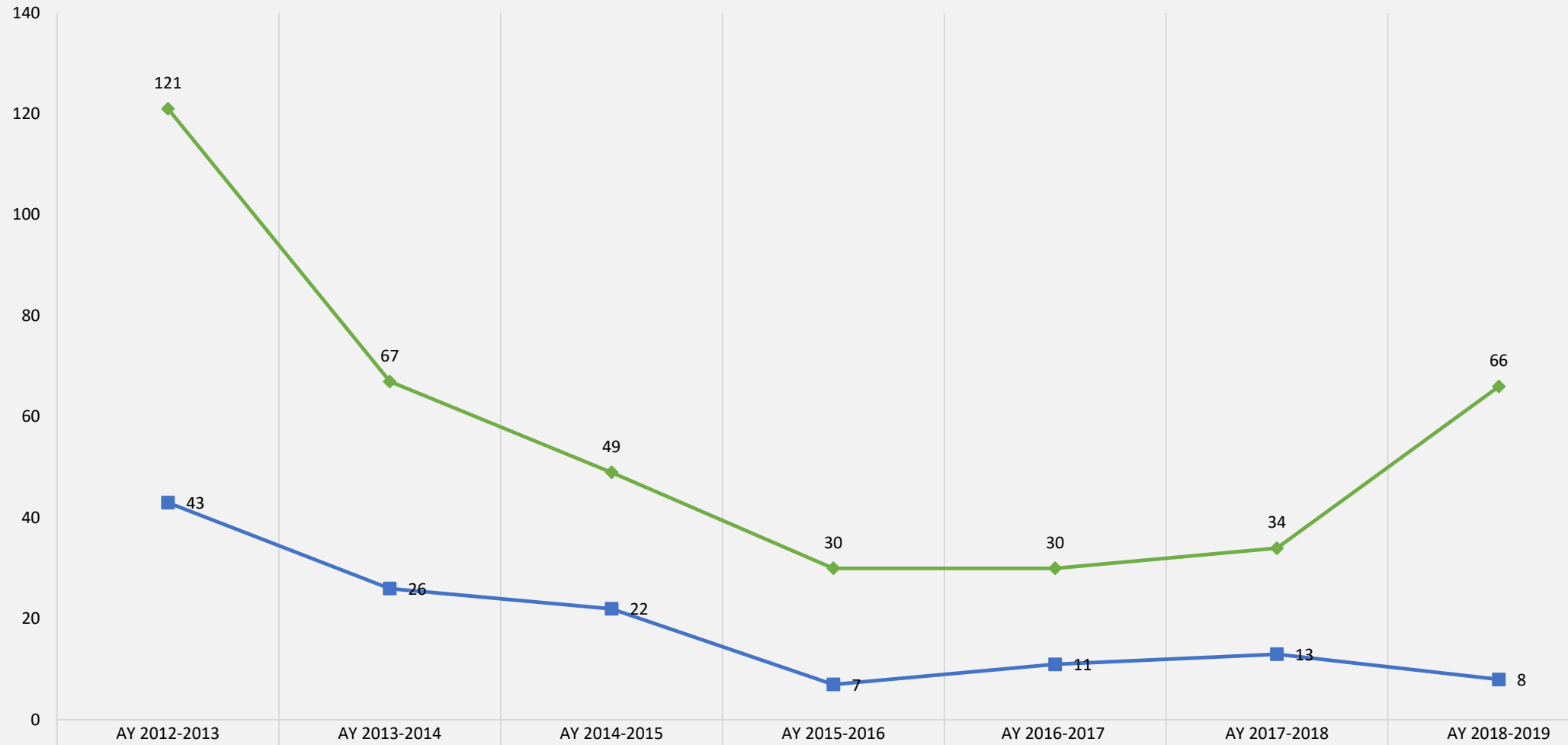
## THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : SPED 7765 Differentiated Instruction Project - Grading Rubric

### SPED 7765 Differentiated Instruction Project- Grading Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Description of Students:	0	0%	4	13.79%	24	82.76%	1	3.45%	0	0%	29	2.9	3	3	0.4
Student Goals:	1	3.45%	6	20.69%	17	58.62%	5	17.24%	0	0%	29	2.9	3	3	0.71
Assessment Plan:	0	0%	8	27.59%	20	68.97%	1	3.45%	0	0%	29	2.76	3	3	0.5
Materials and Directions:	0	0%	6	20.69%	23	79.31%	0	0%	0	0%	29	2.79	3	3	0.41
Strategies for Instruction:	0	0%	9	31.03%	18	62.07%	2	6.9%	0	0%	29	2.76	3	3	0.57
Differentiated Plan:	0	0%	6	20.69%	22	75.86%	1	3.45%	0	0%	29	2.83	3	3	0.46
Rationale & References:	11	39.29%	9	32.14%	4	14.29%	4	14.29%	1	3.45%	28	2.04	2	1	1.05
Data Based Decision Reflection:	0	0%	7	24.14%	20	68.97%	2	6.9%	0	0%	29	2.83	3	3	0.53
<b>Total/Percentage</b>	<b>12</b>	<b>5.19%</b>	<b>55</b>	<b>23.81%</b>	<b>148</b>	<b>64.07%</b>	<b>16</b>	<b>6.93%</b>	<b>1</b>	<b>0.43%</b>	<b>231</b>				

# ENROLLMENT AND GRADUATION

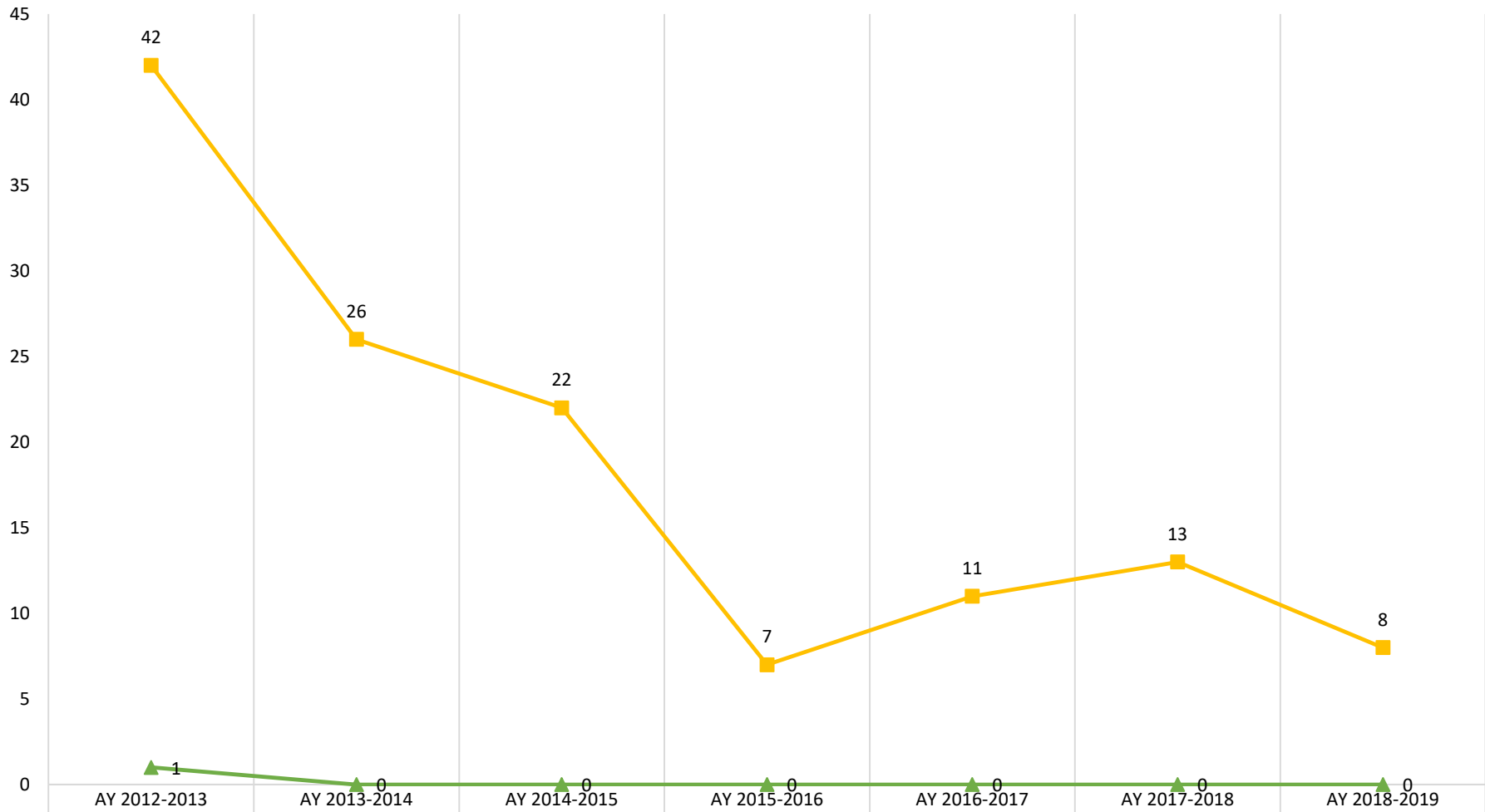
## M.ED. IN SPECIAL EDUCATION ENROLLMENT AND GRADUATION DATA TRENDS



ENROLLED	121	67	49	30	30	34	66
GRADUATES	43	26	22	7	11	13	8

# GRADUATION

## GRADUATION TRENDS FOR M.ED. IN SPECIAL EDUCATION

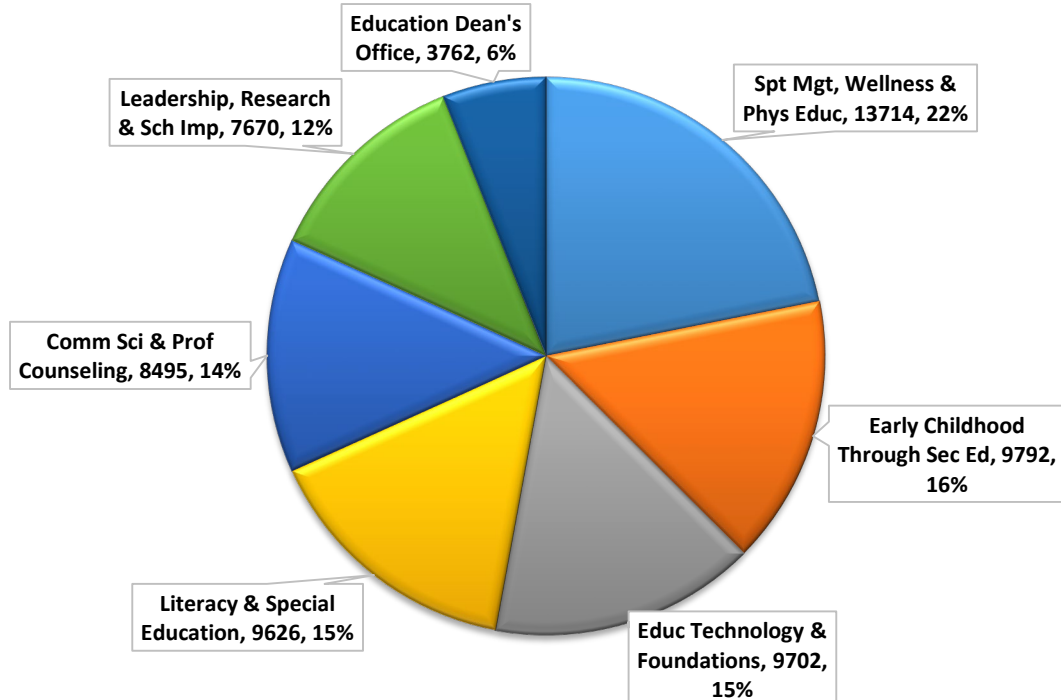


M.Ed. Special Education	42	26	22	7	11	13	8
M.Ed. Special Education General Curriculum	1	0	0	0	0	0	0

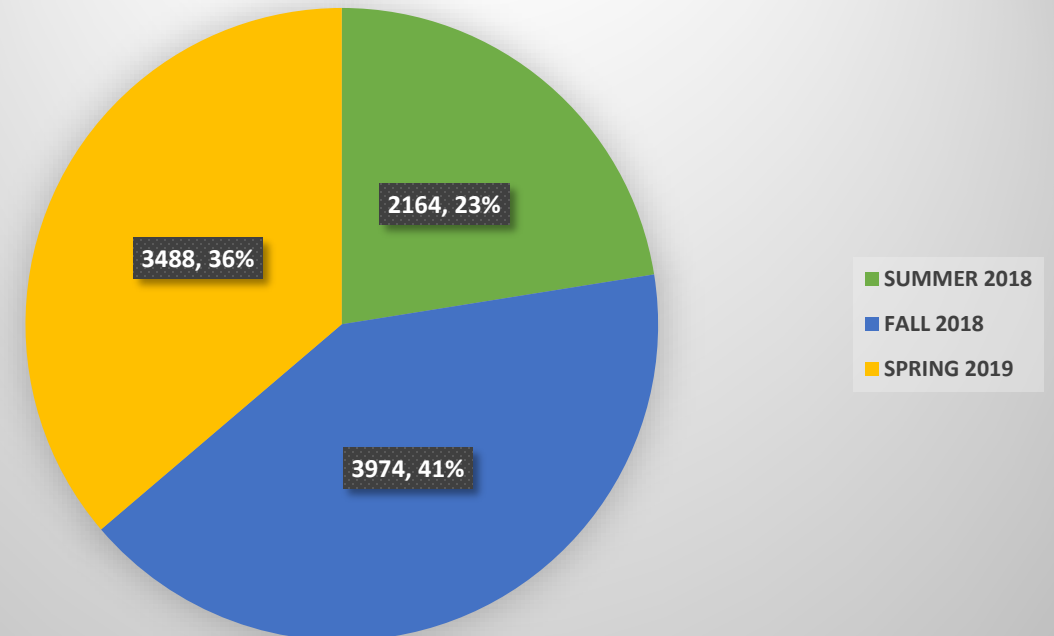
# CREDIT HOUR PRODUCTION

TERM	SUMMER 2018				FALL 2018				SPRING 2019				Total by ROWS		
DEPT	ENRL	MAX_ENRL	FILL_RATE	CRED_HRS	ENRL	MAX_ENRL	FILL_RATE	CRED_HRS	ENRL	MAX_ENRL	FILL_RATE	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS
Spt Mgt, Wellness & Phys Educ	624	816	76%	1798	2252	2350	96%	5630	2345	2342	100%	6286	5221	5508	13714
Early Childhood Through Sec Ed	654	700	93%	1953	1498	2254	66%	3884	1448	1838	79%	3955	3600	4792	9792
Educ Technology & Foundations	946	1025	92%	2838	1172	1252	94%	3516	1116	1270	88%	3348	3234	3547	9702
Literacy & Special Education	747	1095	68%	2164	1318	1811	73%	3974	1169	1586	74%	3488	3234	4492	9626
Comm Sci & Prof Counseling	579	827	70%	1818	1119	1451	77%	3431	1062	1357	78%	3246	2760	3635	8495
Leadership, Research & Sch Imp	880	1129	78%	2571	869	1139	76%	2524	883	1100	80%	2575	2632	3368	7670
Education Dean's Office	183	225	81%	549	556	570	97%	1668	515	530	97%	1545	1254	1325	3762
<b>Total by COLUMNS</b>	<b>4613</b>	<b>5817</b>		<b>13691</b>	<b>8784</b>	<b>10827</b>		<b>24627</b>	<b>8538</b>	<b>10023</b>		<b>24443</b>	<b>21935</b>	<b>26667</b>	<b>62761</b>

CREDIT HOUR PRODUCTION FOR COLLEGE OF EDUCATION FOR AY 18-19  
BY DEPARTMENT



CREDIT HOUR PRODUCTION FOR LITERACY & SPECIAL  
EDUCATION BY TERM



# CREDIT HOUR PRODUCTION

TERM	SUMMER 2018			FALL 2018			SPRING 2019			TOTAL		
SUBJ	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS
SPED	530	815	1513	964	1295	2912	885	1185	2644	2379	3295	7069
READ	217	280	651	340	486	1020	265	371	787	822	1137	2458
PTED	0	0	0	14	30	42	19	30	57	33	60	99
<b>TOTAL</b>	<b>747</b>	<b>1095</b>	<b>2164</b>	<b>1318</b>	<b>1811</b>	<b>3974</b>	<b>1169</b>	<b>1586</b>	<b>3488</b>	<b>3234</b>	<b>4492</b>	<b>9626</b>

**TOTAL CREDIT HOUR PRODUCTION BY SUBJECT FOR AY 2018-2019**

