



**Department of Education
CAEP Annual Reporting Measures
2018**

The Educator Preparation Program (EPP) at The University of Tampa strives to maintain the highest of standards as it prepares its completers to go into classrooms in the School district of Hillsborough County, across the state of Florida, and this country to positively impact lives of young people. The EPP supports the state accreditation standards as defined by the Florida Department of Education, and the national accreditation standards as defined by the Council for the Accreditation of Educational Preparation, CAEP.

CAEP (Council for the Accreditation of Educator Preparation) has eight annual reporting measures that are used to provide information to the public on both *program impact* (Measures 1-4) and *program outcomes* (Measures 5-8). The eight measures are:

Measure 1: Impact that completers' teaching has on P-12 learning and development

- Value-Added ratings — state ratings of teachers' impact on gains in student learning, as measured by standardized test scores of the students in their classes.

Measure 2: Indicators of teaching effectiveness

— principal ratings of the competence of recent graduates, as mandated under the Ohio Teacher Evaluation System.

Measure 3: Results of employer surveys, and including retention and employment milestones

- Principal survey — a survey of principals' perception of recent UT graduates' preparation in the region served by the university.

Measure 4: Results of completer surveys

- Graduate survey — a survey of in-service teachers one year after graduation from a UT teacher preparation program.

Measure 5: Graduation rates from preparation programs

- Completer graduation rates — including rates for successful completion of student teaching, by program area.

Measure 6: Ability of completers to meet licensing (certification) and any additional state requirements

- State licensure exam results — including passage rates and mean scores by year and program area.

Measure 7: Ability of completers to be hired in education positions for which they are prepared

- Survey of employment — employment rates and average salaries of UT graduates

Measure 8: Student loan default rates and other consumer information

- UT cohort default rate — University-wide rate of default on student loans for the years 2009 - 2015, based on data provided by the Office of Federal Student Aid
- Tuition cost estimator — tuition costs per year of enrollment. Provided by the UT Office of Financial Aid and Scholarships.

The Department of Education at the University of Tampa recognizes the importance of providing reliable and accurate information on its Educator Preparation Programs (EPP) to the public. This information serves as the EPP's demonstration of accountability to stakeholders and provision of transparent information to potential candidates.

**#1 Impact of P-12 Learning and Development
Value Added Model (VAM)**

Do the students who graduate from the UT EPP program impact student learning in a positive way when they go into classrooms and begin teaching?

Introduction

The State of Florida began using the value added model (VAM) for both math and reading as a result of the introduction of the Student Success Act (Senate Bill 736). Value added modeling is a statistical modeling process that uses a student’s previous academic performance to predict future performance. When actual performance is compared to predicted performance, the premise behind the VAM approach is that anything beyond what a student is expected to have achieved based on past history can be attributed as the “value added” by the teacher. The factor unique to a teacher is typically referred to as a teacher effect and is thought to be the causal impact of the teacher’s instructional efficacy on the student’s achievement as reflected via the test scores.

Description of the Data

Answering the question of whether our EPP graduates impact student learning in a positive way when they go into classrooms and begin teaching is a complicated question to answer.

The data provided from the Florida Department Of Education for the 2018 Annual Program Performance Report (APPR) includes the academic years 2012-2013, 2013-2014, and 2014-2015. Previous years’ reporting followed a similar pattern of data collection.

School sites, resource availability and classrooms can vary a great deal depending upon the school district and demographic composition of its student body. EPP candidates are mentored throughout their program and are provided with carefully selected school placements to give them a wide range of school practicum experiences before they graduate so that they are prepared to provide the best teaching to their future students and have the most impact on student learning.

Data indicates that UT teacher completers do positively impact student learning in Math and Reading. The chart below shows student growth percentiles for reading and math as measured by the Florida Standards Assessments (FSA) benchmark assessment.

VAM Math Scores From FLDOE Institutional Files

Cohort(s) by Major Program Completers whose P - 12 students received a VAM Score in Math	UT Number of Program Completers whose P - 12 students received a VAM Score in Math	UT Average Annual Math VAM score for P - 12 students of Program Completers from aggregate years
2016 - 2017 (score results from 2015-2016)		
Mathematics 6 - 12	0	---
Elementary Education	17	0.131
2015 - 2016 (score results from 2014 - 2015)		
Mathematics 6 - 12	2	0.29
Elementary Education	16	0.125
2014 - 2015 (score results from 2013 - 2014)		
Mathematics 6 - 12	3	0.004
Elementary Education	14	0.002

VAM Reading Scores From FDOE Institutional Files

Cohort(s) by Major Program Completers whose P - 12 students received a VAM Score in Reading	UT Number of Program Completers whose P - 12 students received a VAM Score in Reading	UT Average Annual Reading VAM score for P - 12 students of Program Completers from aggregate years
2016 - 2017 (score results from 2015-2016)		
Mathematics 6 - 12	1	-0.156
English 6 - 12	4	0.258
Elementary Education	16	-0.9
2015 - 2016 (score results from 2014 - 2015)		
Mathematics 6 - 12	2	-0.414
English 6 - 12	2	1.445
Elementary Education	16	-0.124
2014 - 2015 (score results from 2013 - 2014)		
Mathematics 6 - 12	3	-0.247
English 6 - 12	1	.619
Elementary Education	14	.047

VAM UT Institutional/State Comparisons from FDOE Institutional Files

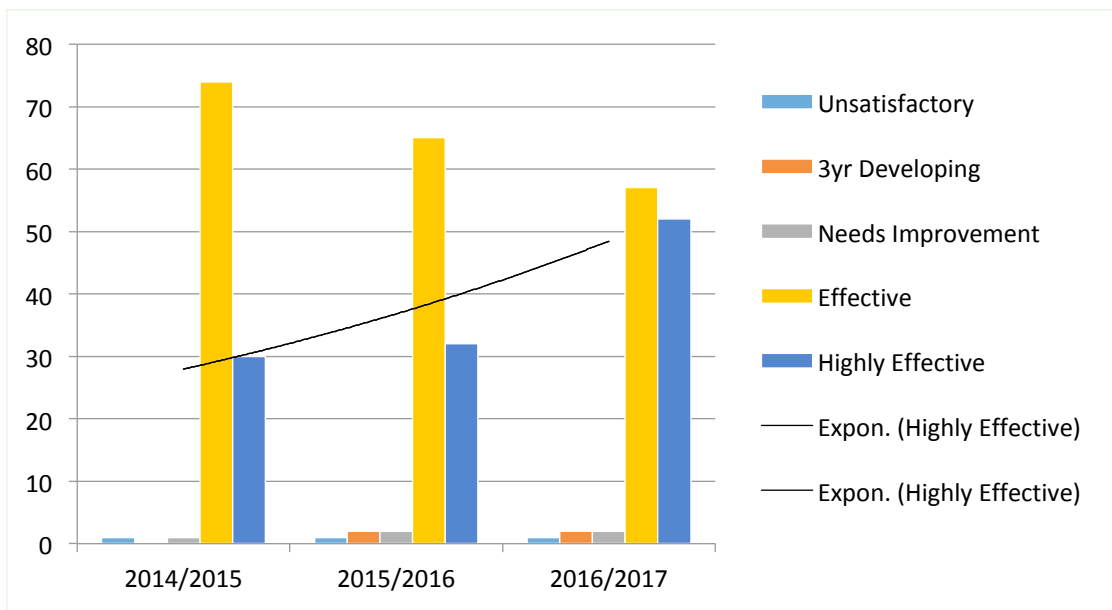
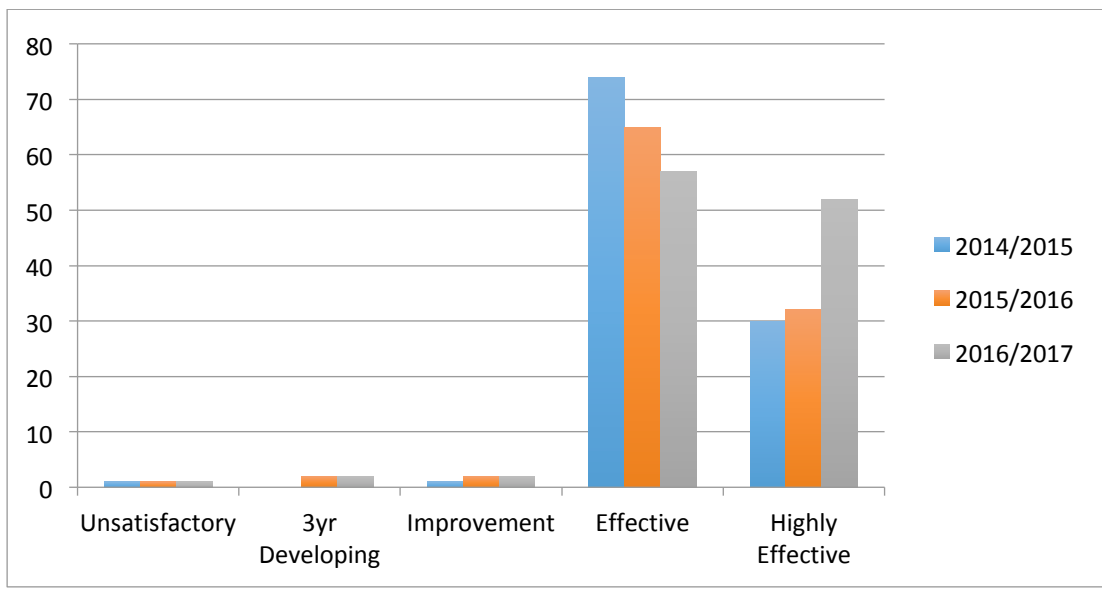
Cohort(s) by Major For Three-Year Aggregate	UT Number	UT Average VAM Score	ITP Number	ITP Average VAM Score
2016-2017 (score results from 2015-2016)				
Reading	18	.084	3173	-.030
Math	12	-.048	2177	-.031
2015-2016 (score results from 2014-2015)				
Reading	21	.004	3483	-.0267
Math	17	.131	2372	-.0348
2014-2015 (score results from 2013-2014)				
Reading	19	.003	3805	.113
Math	20	.164	2693	.139

#2 Indicators of Teaching Effectiveness

Do the completers from the UT EPP program get good evaluations from their administrators? Are they successful as measured by their evaluators?

The teacher evaluation results measure is computed based on the performance rating assigned by the local school district for program completers from the previous three-year period. The percentage of UT teachers who have earned an overall rating of Effective or Highly Effective in 2014/15 was 98%, in 2015/16 was 95% and in 2016/17 was 96%. See below with comparison to Hillsborough district and statewide results in 2016/17. In addition, since 2014, the number of UT teachers receiving a rating of Highly Effective has steadily risen from 28% in 2014/15 to 46% in 2016/17.

Teacher Evaluation Results - all Programs (Per Annum, 2015 - 2018 APPR)



District Name	2016-17 Personnel Evaluations, Percent of Those with an Evaluation, Classroom Teachers										Number Not Evaluated	Percent Not Evaluated	Total
	Highly Effective		Effective		Needs Improvement		3 Years - Developing		Unsatisfactory				
	N	%	N	%	N	%	N	%	N	%			
HILLSBOROUGH	9,211	66.6%	4,337	31.3%	135	1.0%	30	0.2%	126	0.9%	2,250	14.0%	16,089
STATEWIDE TOTAL	85,192	51.1%	78,377	47.1%	1,549	0.9%	1,067	0.6%	392	0.2%	25,331	13.2%	191,908

Teacher Evaluation Results by Program (Per Annum, 2015 - 2018 APPR)

B.S. Secondary Education Biology (6-12)

Teacher Evaluation Categories	Evaluation Totals for Program Completers (over a 3-year period) employed in an instructional position	Teacher Evaluation Percentages for Program Completers (over a 3-year period) employed in an instructional position
2016 - 2017 (score results from 2015-2016)		
Highly Effective	2	29.00%
Effective	4	57.00%
Needs Improvement	1	14.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	7/10 (70%) Completers Evaluated	100.00%
2015 - 2016 (score results from 2014 - 2015)		
Highly Effective	1	14.30%
Effective	6	85.70%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	7/12 (58.3%) Completers Evaluated	100.00%
2014 - 2015 (score results from 2013 - 2014)		
Highly Effective	4	30.80%
Effective	9	69.20%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	13 Completers Evaluated	65.00%

B.S. Elementary Education (K-6) with ESOL & Reading Endorsement

Teacher Evaluation Categories	Evaluation Totals for Program Completers (over a 3-year period) employed in an instructional position	Teacher Evaluation Percentages for Program Completers (over a 3-year period) employed in an instructional position
2016 - 2017 (score results from 2015-2016)		
Highly Effective	39	38.80%
Effective	34	58.20%
Needs Improvement	1	1.50%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	74/113 Completers Evaluated	100.00%
2015 - 2016 (score results from 2014 - 2015)		
Highly Effective	26	38.80%
Effective	39	58.20%
Needs Improvement	1	1.50%
3 Years-Developing	1	1.50%
Unsatisfactory	0	0.00%
Total Number Evaluated	67/124 Completers Evaluated	100.00%
2014 - 2015 (score results from 2013 - 2014)		
Highly Effective	17	27.40%
Effective	43	69.40%
Needs Improvement	1	1.60%
3 Years-Developing	0	0.00%
Unsatisfactory	1	1.60%
Total Number Evaluated	62 Completers Evaluated	51.70%

B.S. Secondary Education English (6-12) with ESOL Endorsement

Teacher Evaluation Categories	Evaluation Totals for Program Completers (over a 3-year period) employed in an instructional position	Teacher Evaluation Percentages for Program Completers (over a 3-year period) employed in an instructional position
2016 - 2017 (score results from 2015-2016)		
Highly Effective	5	63.00%
Effective	3	37.00%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	8/9 (89 %) Completers Evaluated	100.00%
2015 - 2016 (score results from 2014 - 2015)		

Highly Effective	1	20.00%
Effective	4	80.00%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	5/6 (83.3%) Completers Evaluated	100.00%
2014 - 2015 (score results from 2013 - 2014)		
Highly Effective	4	30.80%
Effective	9	69.20%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	13 Completers Evaluated	65.00%

B.S. Secondary Education Mathematics (6-12)

Teacher Evaluation Categories	Evaluation Totals for Program Completers (over a 3-year period) employed in an instructional position	Teacher Evaluation Percentages for Program Completers (over a 3-year period) employed in an instructional position
2016 - 2017 (score results from 2015-2016)		
Highly Effective	3	33.00%
Effective	6	67.00%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	9/11 (81.8%) Completers Evaluated	100.00%
2015 - 2016 (score results from 2014 - 2015)		
Highly Effective	1	10.00%
Effective	8	80.00%
Needs Improvement	0	
3 Years-Developing	0	0.00%
Unsatisfactory	1	0.00%
Total Number Evaluated	10/14 (71.4%) Completers Evaluated	100.00%
2014 - 2015 (score results from 2013 - 2014)		
Highly Effective	3	50.00%
Effective	3	50.00%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	6 Completers Evaluated	42.90%

B.S. Music Education (6=K-12)

Teacher Evaluation Categories	Evaluation Totals for Program Completers (over a 3-year period) employed in an instructional position	Teacher Evaluation Percentages for Program Completers (over a 3-year period) employed in an instructional position
2016 - 2017 (score results from 2015-2016)		
Highly Effective	0	0.00%
Effective	5	100.00%
Needs Improvement	0	0.00%
3 Years-Developing	1	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	5/7 (71%) Completers Evaluated	100.00%
2015 - 2016 (score results from 2014 - 2015)		
Highly Effective	1	16.70%
Effective	4	66.70%
Needs Improvement	0	0.00%
3 Years-Developing	1	16.70%
Unsatisfactory	0	0.00%
Total Number Evaluated	6/7 (85.7%) Completers Evaluated	100.10%
2014 - 2015 (score results from 2013 - 2014)		
Highly Effective	1	20.00%
Effective	4	80.00%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	5 Completers Evaluated	83.30%

B.S. Physical Education K6-12)

Teacher Evaluation Categories	Evaluation Totals for Program Completers (over a 3-year period) employed in an instructional position	Teacher Evaluation Percentages for Program Completers (over a 3-year period) employed in an instructional position
2016 - 2017 (score results from 2015-2016)		
Highly Effective	1	25.00%
Effective	2	50.00%
Needs Improvement	0	0.00%
3 Years-Developing	1	25.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	4/10 (40%)	100.00%

	Completers Evaluated	
2015 - 2016 (score results from 2014 - 2015)		
Highly Effective	1	50.00%
Effective	0	0.00%
Needs Improvement	1	50.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	2/12 (16.7%) Completers Evaluated	100.00%
2014 - 2015 (score results from 2013 - 2014)		
Highly Effective	0	0.00%
Effective	2	100.00%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	2 Completers Evaluated	14.30%

B.S. Secondary Education Social Science (6-12)

Teacher Evaluation Categories	Evaluation Totals for Program Completers (over a 3-year period) employed in an instructional position	Teacher Evaluation Percentages for Program Completers (over a 3-year period) employed in an instructional position
2016 - 2017 (score results from 2015-2016)		
Highly Effective	2	33.00%
Effective	3	50.00%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	1	17.00%
Total Number Evaluated	6/10 (60%) Completers Evaluated	100.00%
2015 - 2016 (score results from 2014 - 2015)		
Highly Effective	1	25.00%
Effective	2	50.00%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	1	25.00%
Total Number Evaluated	4/10 (40%) Completers Evaluated	10.00%
2014 - 2015 (score results from 2013 - 2014)		
Highly Effective	1	20.00%
Effective	4	80.00%
Needs Improvement	0	0.00%
3 Years-Developing	0	0.00%
Unsatisfactory	0	0.00%
Total Number Evaluated	5 Completers Evaluated	50.00%

#3 Satisfaction of Employers and Employment Milestones

Acquisition of data from current employers provides valuable information not otherwise accounted for by the data currently available for CAEP standard 4.3: Satisfaction of Employers. Therefore, the Employer Satisfaction Survey listed in the Florida Department of Education generated Employment Data Report are disseminated to employers (school administrators) annually. Using this survey employers are asked to provide feedback on the degree to which they are satisfied with UT Education graduates hired as teachers in their schools.

Questions on the Employer Survey focuses on 14 areas: (1) Communicative Ability, (2) Reading Intervention, (3) Technology Usage, (4) Understanding the FL Standards, (5) Ability to Teach Diverse Students, (6) Critical Thinking, (7) Human Development & Learning, (8) Subject Matter, as well as (9) Engagement in Professional Development, (10) Adherence to the Code of Ethics, (11) Maintaining a Positive Learning Environment, (12) Quality of Planning & Instructional Delivery, (13) Quality of Professional Relationships, (14) Impact on Student Learning.

Regarding the most recent 2017 - 2018 Survey:

One hundred fifty seven (157) Employer Satisfaction Surveys were mailed to principals of program completers listed on the FDOE generated Employment Data Report who graduated between Fall of 2013 and Spring of 2017. The return rate to date is N= 60/157 in the sample for a 38% return rate. A good response for external surveys is 10%-15% return rate.

The results indicate that in all categories between 2016/17 and 2017/18, the overall percentage of UT teacher graduates scoring “exemplary” by principals has increased. Of the 14 areas, more than 90% of UT teacher graduates were scored by principals as “exemplary” in the following categories:

- (1) Communicative Ability,
- (8) Subject Matter,
- (10) Adherence to the Code of Ethics,
- (11) Maintaining a Positive Learning Environment,
- (13) Quality of Professional Relationships.

While still in the Acceptable range, the areas in which principals thought UT teacher graduates excelled least in were:

- (2) Reading Intervention,
- (3) Technology Usage.

The survey results provide insight into the UT Educator Preparation programs and the ways in which employers of graduates in their first and second year of employment feel the program has equipped the graduates for the profession. Results of the survey increased knowledge of employer satisfaction with UT graduates, particularly the graduates’ level of professionalism, content knowledge, instructional practices, ability to communicate effectively, and ability to collaborate with peers. Through using these results, the UT EPP can continue to excel in areas in which graduates are thriving and work to improve the areas that employers view as less successful.

Data results are included below.

Employer Satisfaction Survey 2015 -2018

On the table below, school administrators indicated their perception of the completers overall preparedness for teaching by marking a check in the appropriate cell using the following rating key:

1 – Unacceptable – consistently performed at a level less than acceptable, reflective of the need to strengthen and/or redevelop.

2 – Acceptable – consistently performed at an acceptable level but still needs some attention to this area for consistency or improvement.

3 – Exemplary – consistently performed at a level well beyond that expected.

Comments – Their comments were welcomed to guide the University of Tampa’s Teacher Preparation Program in continuous improvement efforts.

The percentages reported below reflect the combined scores across all program completers, those who graduated 1, 2, 3, and 4 years prior.

Employer Satisfaction Survey 2015-2018			
For 2013-2014, 2014-2015, 2015-2016, 2016-2017 Completers			
Teaching Behaviors	Unacceptable	Acceptable	Exemplary
	1	2	3
<i>Writes and speaks in a logical and understandable style with appropriate grammar.</i>			
2017 - 2018		9%	91%
2016 -2017		23%	77%
2015 - 2016			2.63
<i>Recognizes signs of student's difficulty with reading and computational processes and applies appropriate measures to improve students' reading and computational performance.</i>			
2017 - 2018	1%	23%	76%
2016 -2017		38%	62%
2015 - 2016			2.25
<i>Uses and integrates appropriate technology in teaching and learning processes.</i>			
2017 - 2018		25%	75%
2016 -2017		47%	53%
2015 - 2016			2.44
<i>Demonstrates knowledge and understanding of the Florida State Standards.</i>			
2017 - 2018		20%	80%
2016 -2017	4%	47%	49%
2015 - 2016			2.38
<i>Teaches to diverse needs.</i>			
2017 - 2018	1%	18%	81%
2016 -2017		33%	67%
2015 - 2016			2.38
<i>Promotes critical thinking.</i>			
2017 - 2018	1%	20%	79%
2016 -2017	4%	33%	63%
2015 - 2016			2.56

<i>Engages in continuous professional development activities.</i>			
2017 - 2018		18%	82%
2016 -2017		23%	77%
2015 - 2016			2.69
<i>Adheres to the Code of Ethics and Principles of Professional Conduct in Florida.</i>			
2017 - 2018		9%	91%
2016 -2017		14%	86%
2015 - 2016			2.69
<i>In planning and teaching demonstrates knowledge of human development and learning.</i>			
2017 - 2018	1%	22%	77%
2016 -2017		33%	67%
2015 - 2016			2.38
<i>Possesses knowledge of subject matter.</i>			
2017 - 2018	1%	9%	90%
2016 -2017		42%	58%
2015 - 2016			2.5
<i>Establishes and maintains positive learning environments.</i>			
2017 - 2018		9%	91%
2016 -2017		42%	58%
2015 - 2016			2.5
<i>Quality of planning and implementation of lessons.</i>			
2017 - 2018	1%	18%	81%
2016 -2017	4%	14%	82%
2015 - 2016			2.44
<i>Quality of professional relationships.</i>			
2017 - 2018		10%	90%
2016 -2017		19%	81%
2015 - 2016			2.69
<i>Impact on P-12 student learning based on student achievement data.</i>			
2017 - 2018	1%	14%	85%
2016 -2017		47%	53%
2015 - 2016			2.19

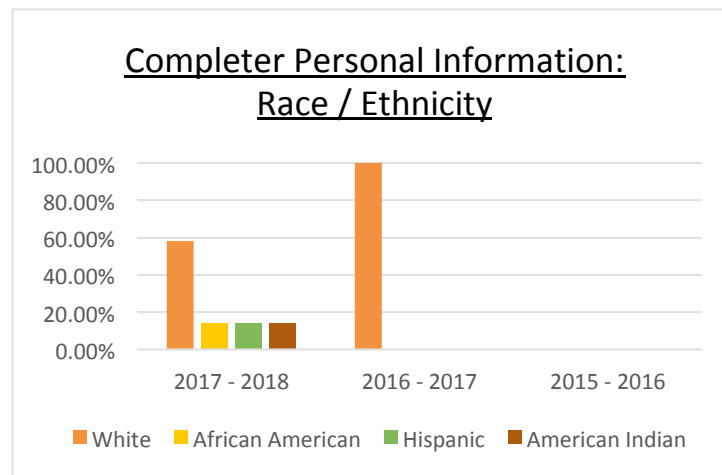
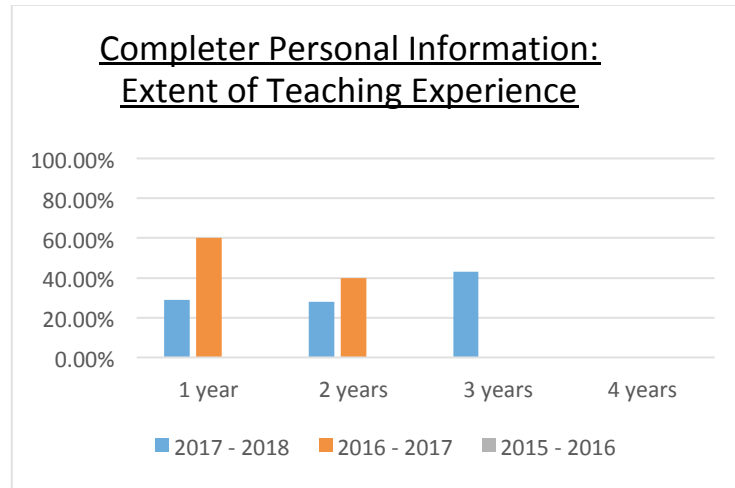
*Please Note: 2015 - 2016 results were reported as averages, not percentages as in 2016 - 2017 and 2017 – 2018

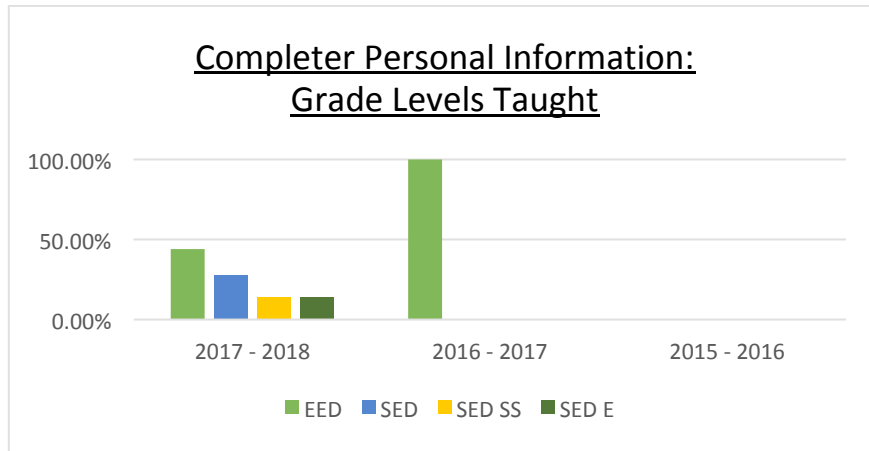
#4 Satisfaction of Completers

The Completer Satisfaction Survey and the Employer Satisfaction Survey listed in the FDOE generated Employment Data Report are disseminated to program completers and employers in April / May of year of completion. The results are included below.

The EPP acknowledges that each cohort will respond differently to each of the question items in the “Satisfaction of Completers” survey based on the cohort’s experiences. The Elementary & Secondary Curriculum Committees as well as the Clinical Education Committee within the EPP through the semesterly Classroom Climate Evaluations, practicum surveys of Supervisors and Cooperating Teachers as well as instructor input will now respond in a timely fashion to each cohort’s instructional needs from Fall 2019 onwards through two one credit Instructional Labs designed to target and resolve student weak areas before program completion.

Category 1: Personal Information





Category 2: Teacher Preparation Program

<u>(a) Quality of Instruction</u>	1 Ineffective	2 Not Very Effective	3 Effective	4 Very Effective
<i>1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:</i>				
a. Aligns instruction with state-adopted standards at the appropriate level of rigor (InTASC 4n, 7a, 7g);				
2017 - 2018			43.00%	57.00%
2016 - 2017				100.00%
2015 - 2016*	3.5			
b. Sequences lessons and concepts to ensure coherence and required prior knowledge (InTASC 1a, 7c);				
2017 - 2018			43.00%	57.00%
2016 - 2017			40.00%	60.00%
2015 - 2016*	3.8			
c. Designs instruction for students to achieve mastery (InTASC 2g, 2l, 4r, 7b, 8a);				
2017 - 2018		28.00%		72.00%
2016 - 2017				100.00%
2015 - 2016*	3.8			
d. Selects appropriate formative assessments to monitor learning (InTASC 1a, 6a, 6j, 7d);				
2017 - 2018			57.00%	43.00%
2016 - 2017			20.00%	80.00%
2015 - 2016*	3.7			
e. Uses diagnostic student data to plan lessons (InTASC 6c, 6l, 7e, 9c, 10a); and				
2017 - 2018			43.00%	57.00%
2016 - 2017			20.00%	80.00%
2015 - 2016*	3.6			
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (InTASC 7a, 8e).				
2017 - 2018			57.00%	43.00%
2016 - 2017			20.00%	80.00%
2015 - 2016*	3.8			
<i>2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>				
	1 Ineffective	2 Not Very Effective	3 Effective	4 Very Effective
a. Organizes, allocates, and manages the resources of time, space, and attention (InTASC 2f, 3d);				
2017 - 2018			43.00%	57.00%
2016 - 2017			20.00%	80.00%

2015 - 2016*	3.7			
b. Manages individual and class behaviors through a well-planned management system (InTASC 3j, 3k);				
2017 - 2018			57.00%	43.00%
2016 - 2017			40.00%	60.00%
2015 - 2016*	3.8			
c. Conveys high expectations to all students (InTASC 2l, 3c);				
2017 - 2018			57.00%	43.00%
2016 - 2017			40.00%	60.00%
2015 - 2016*	3.8			
d. Respects students' cultural, linguistic and family background (InTASC 1h, 2j, 2m, 3a, 4m, 7n);				
2017 - 2018			57.00%	43.00%
2016 - 2017				100.00%
2015 - 2016*	3.8			
e. Models clear, acceptable oral and written communication skills (InTASC 3h, 3l, 3q, 4l);				
2017 - 2018			43.00%	57.00%
2016 - 2017			40.00%	60.00%
2015 - 2016*	3.9			
f. Maintains a climate of openness, inquiry, fairness and support (InTASC 2n, 3a, 3k, 3n);				
2017 - 2018			43.00%	57.00%
2016 - 2017			20.00%	80.00%
2015 - 2016*	3.8			
g. Integrates current information and communication technologies (InTASC 3g, 3m, 4g);				
2017 - 2018		14.00%	43.00%	43.00%
2016 - 2017			20.00%	80.00%
2015 - 2016*	3.8			
h. Adapts the learning environment to accommodate the differing needs and diversity of students (InTASC 2a, 8a); and				
2017 - 2018			43.00%	57.00%
2016 - 2017			60.00%	40.00%
2015 - 2016*	3.7			
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (InTASC 3g, 3m, 4g, 5l, 8g).				
2017 - 2018		14.00%	43.00%	43.00%
2016 - 2017				
2015 - 2016*	3.7			
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:				
	1 Ineffective	2 Not Very Effective	3 Effective	4 Very Effective
a. Deliver engaging and challenging lessons (InTASC 4l);				
2017 - 2018			57.00%	43.00%
2016 - 2017			40.00%	60.00%
2015 - 2016*	3.8			
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (InTASC 5h);				
2017 - 2018			57.00%	43.00%
2016 - 2017			40.00%	60.00%
2015 - 2016*	3.6			
c. Identify gaps in students' subject matter knowledge (InTASC 1a);				
2017 - 2018			28.00%	72.00%
2016 - 2017			40.00%	60.00%
2015 - 2016*	3.6			
d. Modify instruction to respond to preconceptions or misconceptions (InTASC 1a, 4e, 4k);				

2017 - 2018			57.00%	43.00%
2016 - 2017		20.00%	20.00%	60.00%
2015 - 2016*	3.6			
e. Relate and integrate the subject matter with other disciplines and life experiences (InTASC 4b, 5b, 5j, 7h);				
2017 - 2018		43.00%		57.00%
2016 - 2017				100.00%
2015 - 2016*	3.6			
f. Employ higher-order questioning techniques (InTASC 5d, 5m, 8f, 8i);				
2017 - 2018			43.00%	57.00%
2016 - 2017			60.00%	40.00%
2015 - 2016*	3.6			
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (InTASC 4g, 5l, 7k, 8g);				
2017 - 2018			57.00%	43.00%
2016 - 2017				100.00%
2015 - 2016*	3.8			
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students (InTASC 1g, 2a, 2b, 7b, 7q, 8b);				
2017 - 2018		28.00%	14.00%	58.00%
2016 - 2017			49.00%	60.00%
2015 - 2016*	3.8			
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement (InTASC 3r, 6f); and				
2017 - 2018			57.00%	43.00%
2016 - 2017				100.00%
2015 - 2016*	3.9			
j. Utilize student feedback to monitor instructional needs and to adjust instruction (InTASC 3e, 7l).				
2017 - 2018			57.00%	43.00%
2016 - 2017			40.00%	60.00%
2015 - 2016*	3.8			
4. Assessment. The effective educator consistently:				
	1 Ineffective	2 Not Very Effective	3 Effective	4 Very Effective
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process (InTASC 6e, 6g, 6t, 10a);				
2017 - 2018			57.00%	43.00%
2016 - 2017		20.00%	40.00%	40.00%
2015 - 2016*	3.3			
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (InTASC 6a, 6b);				
2017 - 2018		14.00%	43.00%	43.00%
2016 - 2017			20.00%	80.00%
2015 - 2016*	3.4			
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains (InTASC 1a, 6c, 6e, 6g);				
2017 - 2018			57.00%	43.00%
2016 - 2017			20.00%	80.00%
2015 - 2016*	3.3			
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge (InTASC 6h, 6p);				
2017 - 2018			57.00%	43.00%
2016 - 2017			60.00%	40.00%
2015 - 2016*	3.3			
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)				

(InTASC 6d);				
2017 - 2018			43.00%	57.00%
2016 - 2017		20.00%	40.00%	40.00%
2015 - 2016*	3.5			
f. Applies technology to organize and integrate assessment information (InTASC 6i).				
2017 - 2018		14.00%	43.00%	43.00%
2016 - 2017			60.00%	40.00%
2015 - 2016*	3.5			

<i>(b) Continuous Improvement, Responsibility and Ethics</i>	1 Ineffective	2 Not Very Effective	3 Effective	4 Very Effective
1. Continuous Professional Improvement. The effective educator consistently:				
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (InTASC 9n);				
2017 - 2018			43.00%	57.00%
2016 - 2017			40.00%	60.00%
2015 - 2016*	3.7			
b. Examines and uses data-informed research to improve instruction and student achievement (InTASC 9h);				
2017 - 2018			57.00%	43.00%
2016 - 2017			60.00%	40.00%
2015 - 2016*	3.6			
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons (InTASC 7m);				
2017 - 2018			57.00%	43.00%
2016 - 2017				
2015 - 2016*	3.6			
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (InTASC 7e, 8c, 10d);				
2017 - 2018			57.00%	43.00%
2016 - 2017			60.00%	40.00%
2015 - 2016*	3.5			
e. Engages in targeted professional growth opportunities and reflective practices (InTASC 9a, 9b, 10f), and				
2017 - 2018			43.00%	57.00%
2016 - 2017			40.00%	60.00%
2015 - 2016*	3.8			
f. Implements knowledge and skills learned in professional development in the teaching and learning process (InTASC 9k).				
2017 - 2018			14.00%	86.00%
2016 - 2017			20.00%	80.00%
2015 - 2016*	3.8			

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.				
	1 Ineffective	2 Not Very Effective	3 Effective	4 Very Effective
a. Makes reasonable efforts to protect students from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety (InTASC 3a);				
2017 - 2018			29.00%	71.00%
2016 - 2017		20.00%	40.00%	40.00%
2015 - 2016	3.8			

b. Maintains honesty in all professional dealings;				
2017 - 2018			14.00%	86.00%
2016 - 2017				100.00%
2015 - 2016*	3.8			
c. Demonstrates positive regard for the culture, language, religion, gender and sexual orientation of the student (InTASC 9e, 9m, 10q);				
2017 - 2018			14.00%	86.00%
2016 - 2017				100.00%
2015 - 2016*	3.8			
d. Respects others' views and opinions (InTASC 3q, 3r);				
2017 - 2018			14.00%	86.00%
2016 - 2017			20.00%	80.00%
2015 - 2016*				
e. Adheres to the Code of Ethics and Principles of Professional Conduct in Florida (InTASC 9o);				
2017 - 2018			14.00%	86.00%
2016 - 2017			20.00%	80.00%
2015 - 2016*	3.9			
Please rate your professional preparation in the following areas of Reading.				
	1 Ineffective	2 Not Very Effective	3 Effective	4 Very Effective
1. Incorporate reading strategies in instructional planning in various subject areas.				
2017 - 2018			14.00%	86.00%
2016 - 2017			20.00%	80.00%
2015 - 2016*	3.5			
2. Integrate reading activities in other curricular areas.				
2017 - 2018			14.00%	86.00%
2016 - 2017				100.00%
2015 - 2016*	3.5			
3. Use individual reading assessments to improve student academic performance.				
2017 - 2018			14.00%	86.00%
2016 - 2017			40.00%	60.00%
2015 - 2016*	3.5			
4. Demonstrate knowledge of research-based, developmentally appropriate reading strategies.				
2017 - 2018			14.00%	86.00%
2016 - 2017				100.00%
2015 - 2016*	3.2			
5. Overall, in the area of Reading.				
2017 - 2018			14.00%	86.00%
2016 - 2017				100.00%
2015 - 2016*	3.4			

Please rate your professional preparation in the following areas of the Florida Assessment.				
	1 Ineffective	2 Not Very Effective	3 Effective	4 Very Effective
1. Prepare students for taking the Florida Assessment by using the state standards to guide instruction.				
2017 - 2018			29.00%	71.00%
2016 - 2017		20.00%	40.00%	40.00%
2015 - 2016*	3.3			
2. Prepare students for taking the state exam by using the Florida Assessment aggregated data to create and assess instruction that focuses on improving student achievement.				
2017 - 2018			57.00%	43.00%
2016 - 2017		20.00%	40.00%	40.00%

2015 - 2016*	3.3			
3. Monitor student performance on core benchmarks throughout the year (using checklists, rubrics, questions, teacher observation, and other forms of assessment).				
2017 - 2018		14.00%	28.00%	58.00%
2016 - 2017		20.00%	20.00%	60.00%
2015 - 2016*	3.5			
4. Provide students with strategies to improve test-taking skills.				
2017 - 2018		28.00%	15.00%	57.00%
2016 - 2017		20.00%	40.00%	40.00%
2015 - 2016*	3.7			
5. Collaborate with colleagues and administrators to improve student achievement on the Florida Assessment.				
2017 - 2018			57.00%	43.00%
2016 - 2017		20.00%	60.00%	20.00%
2015 - 2016*	3.6			
Please rate your professional preparation related to the Florida Subject Area Competencies and Skills.				
	1 Ineffective	2 Not Very Effective	3 Effective	4 Very Effective
1. Within my major, subject area competencies were addressed in a manner that allowed effective application of the content knowledge in the field.				
2017 - 2018			14.00%	86.00%
2016 - 2017			60.00%	40.00%
2015 - 2016*	3.6			

Please rate your professional preparation of the ESOL competencies and standards.				
	1 Ineffective	2 Not Very Effective	3 Effective	4 Very Effective
1. Within my major, the ESOL competencies and standards were addressed in a manner that allowed effective application of ESOL methodologies in the field.				
2017 - 2018			29.00%	71.00%
2016 - 2017				100.00%
2015 - 2016*	3.3			
2. Incorporate ESOL strategies in instructional planning in various subject areas.				
2017 - 2018			29.00%	71.00%
2016 - 2017			20.00%	80.00%
2015 - 2016*	3.3			
3. Demonstrate knowledge of research-based, developmentally appropriate ESOL strategies.				
2017 - 2018			29.00%	71.00%
2016 - 2017			20.00%	80.00%
2015 - 2016*	3.3			
* Note: Results from 2015 - 2016 were gathered and reported as an average, rather than as a percentage.				

Category 4: Teaching Experience

1. What is your employment status for next year?							
	<u>Contract Signed</u>	<u>Contract Expected</u>	<u>Teaching in another district</u>	<u>Teaching in another state</u>	<u>Unsure</u>	<u>Leaving Teaching</u>	<u>Not Rehired</u>
2017 - 2018	28.00%	44.00%		28.00%			
2016 - 2017	60.00%	20.00%			20.00%		
2015 - 2016	90% Contract Signed; 10% Unsure						

2. Overall, how effective do you feel as a teacher?				
	Ineffective	Not Very Effective	Effective	Very Effective
2017 - 2018			57.00%	43.00%
2016 - 2017			80.00%	20.00%
2015 - 2016			40.00%	60.00%
3. Over this past year, how would you rate your impact on P-12 student learning based on your students' achievement data?				
	Ineffective	Not Very Effective	Effective	Very Effective
2017 - 2018			57.00%	43.00%
2016 - 2017			80.00%	20.00%
2015 - 2016			40.00%	60.00%

Category Five: General

1. Overall, how would you rate the teacher preparation you received at The University of Tampa?				
	Ineffective	Not Very Effective	Effective	Very Effective
2017 - 2018			29.00%	71.00%
2016 - 2017				100.00%
2015 - 2016		10.00%	20.00%	70.00%

2. In retrospect, what do you believe to be the most valuable or useful aspect of your teacher preparation?
<ul style="list-style-type: none"> • The amount of hands-on experience I got early on in my time at UT • The professors who were most relatable to interns. • Professors who were invested in their class. • Cannot say enough about the great things in my teacher preparation experience at UT. Most valuable – internship and how they gave us more responsibility each semester in the classroom. The success of the students also had to do with the full-time professors • Internship
3. Was there any area of teaching that was not addressed in your teacher preparation program? If so, specify components that would have been appropriate.
<ul style="list-style-type: none"> • Could have had more help in creating monthly lesson plans – not lesson plans for only 1 week – more long-term planning. • Need more about data-driven instruction. i.e., how do I use formative and summative assessment to plan future lessons? What happens if half the class understands the information and the other half is struggling? • RTI – going over Tier I, II, III. • A class on ethics and on family/child support • How to truly differentiate instruction when you class is extremely low and extremely high mixed together. <p>2015 - 2016 - 50% indicated "Yes"; 50% indicated "No"</p>

Outcome Measures

#5 Graduation Rates

The complete graduation rate is defined as the rate at which candidates successfully complete all upper division courses (EDU 300/400 level), pass the final internship and successfully pass the Florida Teacher Comprehensive Exam compared with the number of candidates who are admitted to the EPP after having met all application criteria.

Analysis and Results:

Data in the tables below provide strong evidence of successful candidate completion rates for the EPP and all program areas. The vast majority of completion rates for undergraduates fall in the 90%-100% range. In total between Fall 2015 and Fall 2018, 110 students were admitted to the six undergraduate programs (Elementary, Secondary English, Math, Biology, Social Science, PE) and one graduate program (Educational Leadership). Of the 110 admitted students 90 have graduated on time, this is a combined graduation rate of 82%. The few cases of lower completion rates are explained by the small numbers of candidates completing the FLDOE licensure exam during the final semester.

Semester: Spring 2017 – Fall 2018

Program	# Admitted into EDU Department	# Graduated	% Percentage
Elementary (ESOL/Reading)	6	5	83%
Secondary English	0	0	-
Secondary Math	0	0	-
Secondary Social Studies	0	0	-
Secondary Biology	1	1	100%
PE K-12	0	0	-

M.Ed. Educational Leadership (Fall '17)	13	8	61.5% ¹
M.Ed. Educational Leadership (Sp '18)	7	4	57.1%
M.Ed. Educational Leadership (Fall '18)	-	-	-

Semester: Fall 2016 – Spring 2018

Program	# Admitted into EDU Department	# Graduated	% Percentage
Elementary (ESOL/Reading)	29	27	93.1%
Secondary English	1	1	100%
Secondary Math	1	1	100%
Secondary Social Studies	4	4	100%
Secondary Biology	0	0	-
PE K-12	1	1	100%

M.Ed. Educational Leadership	0	0	-

¹ M.Ed. (EDL) candidates may take up to 7 years to complete their graduate program. The quickest a candidate can progress through the M.ED (EDL) is 13 month, though if a candidate completes their studies as a part-time student, finishing the degree may take longer. This percentage only represents candidates who had completed the program by end of Fall 2018, not the percentage of passing students.

Semester: Spring 2016 – Fall 2017

Program	# Admitted into EDU Department	# Graduated	% Percentage
Elementary (ESOL/Reading)	7	4	57%
Secondary English	1	0	0%
Secondary Math	0	0	-
Secondary Social Studies	0	0	-
Secondary Biology	0	0	-
PE K-12	1	0	0%

M.Ed. Educational Leadership	0	0	-

Semester: Fall 2015 – Spring 2017

Program	# Admitted into EDU Department	# Graduated	% Percentage
Elementary (ESOL/Reading)	27	26	96%
Secondary English	4	3	75%
Secondary Math	2	1	50%
Secondary Social Studies	3	2	66%
Secondary Biology	0	0	-
PE K-12	2	2	100%

M.Ed. Educational Leadership	0	0	-

#6 Ability of Completers to Meet Licensing (Certification) and any Additional State Requirements

For all of the teacher licensure areas in which UT offers programs, Florida contracts with Pearson to provide licensure exams, which are known as the Florida Teacher Comprehensive Exam (FTCE). Undergraduate applicants for an initial teaching license were required to pass three licensure exams (General Knowledge, Professional, Subject-Area). These exams are necessary to graduate. They are offered at various times throughout the program. The General Knowledge exam serves as an admission requirement, the Professional exam serves as a mid-way check point, and the Subject-area exam is linked to the passing requirements of the final internship. Candidates in the M.Ed. (Educational Leadership) program are required to pass the Florida Educational Leadership Exam (FELE). This exam also serves as a graduation requirement.

Three years of scores are reported in the tables below. For each exam, mean scores, and the passing rates for candidates are reported.

(Undergraduate: Elementary/Secondary Education programs & Graduate: Educational Leadership program)

	Number of Candidates (Institution / State Total) Tested in Professional Exam	State Mean	EPP Mean	% of State Passing	% of EPP Passing
SPRING 2016	26 / 1463	214.8	217.6	97%	100%
FALL 2016	13 / 1429	213.4	215.8	96%	100%
SPRING 2017	28 / 1402	215.0	215.5	97%	100%
FALL 2017	15 / 1313	213.6	218.6	96%	100%
SPRING 2018	21 / 1309	213.5	218.3	95%	95%
FALL 2018	11 / 999	211.0	206.9	83%	70%

Program	Number of Candidates (Institution / State Total) Tested in Subject Area Exam	State Mean	EPP Mean	% of State Passing	% of EPP Passing
Elementary (ESOL/Reading)					
SPRING 2016	17 / 2344	205.1	210.2	80%	94%
FALL 2016	21 / 1930	205.5	215.7	80%	100%
SPRING 2017	12 / 2327	204.0	210.3	76%	100%
FALL 2017	14 / 1738	206.7	214.4	80%	100%
SPRING 2018	15 / 2026	204.8	216.8	76%	100%
FALL 2018	3 / 1374	202.7	217.0	67%	100%
Secondary English					
SPRING 2016	3 / 1205	203.8 Essay 8.1	211.0 Essay 9.5	75%	100%
FALL 2016	0 / 746	205.9 Essay 8.6	- Essay -	82%	-
SPRING 2017	6 / 1275	205.1 Essay 8.2	212.0 Essay 8.7	79%	100%
FALL 2017	2 / 620	205.1 Essay 8.3	218.0 Essay 10.0	78%	100%
SPRING 2018	0 / 1279	205.9 Essay 8.3	- Essay -	80%	-
FALL 2018	0 / 494	202.8 Essay 7.9	- Essay -	69%	-

Secondary Math						
SPRING 2016						
FALL 2016	0 / 348	206.1	-	68%	-	
SPRING 2017	0 / 46	204.5	-	87%	-	
FALL 2017	0 / 67	205.6	-	90%	-	
SPRING 2018	0 / 38	204.2	-	89%	-	
FALL 2018	3 / 25	207.2	209.7	92%	100%	
	0 / 40	202.3	-	75%	-	
Secondary Social Studies						
SPRING 2016	0 / 85	210.0	206.0	88%	100%	
FALL 2016	1 / 83	207.9	206.0	84%	100%	
SPRING 2017	0 / 93	208.3	-	89%	-	
FALL 2017	4 / 73	208.8	216.5	86%	100%	
SPRING 2018	0 / 94	210.2	-	90%	-	
FALL 2018	0 / 50	204.9	-	66%	-	
Secondary Biology						
SPRING 2016	1 / 35	214.8	218.0	91%	100%	
FALL 2016	1 / 27	211.9	226.0	93%	100%	
SPRING 2017	1 / 41	213.0	226.0	93%	100%	
FALL 2017	0 / 21	214.0	-	100%	-	
SPRING 2018	1 / 36	214.7	217.0	94%	100%	
FALL 2018	0 / 17	207.7		76%	-	
PE K-12						
SPRING 2016	1 / 345	201.1	209.0	68%	100%	
FALL 2016	1 / 15	196.8	218.0	80%	100%	
SPRING 2017	2 / 20	200.4	203.0	90%	100%	
FALL 2017	0 / 11	199.7	-	91%	-	
SPRING 2018	0 / 20	199.0	-	80%	-	
FALL 2018	1 / 8	193.5	201.0	50%	100%	
M.Ed. Educational Leadership						
FALL 2017	9 / 1619	Subtest 1 – 208.2 Subtest 2 - 207.8 Subtest 3 - 207.3	Subtest 1 – 209.7 Subtest 2 – 214.0 Subtest 3 – 207.7	83%	100%	
SPRING 2018	22 / 2279	Subtest 1 – 205.5 Subtest 2 – 205.4 Subtest 3 – 204.7	Subtest 1 – 210.9 Subtest 2 – 204.7 Subtest 3 – 203.4	77%	86%	
FALL 2018	6 / 980	Subtest 1 – 205.2 Subtest 2 – 204.9 Subtest 3 – 204.6	Subtest 1 – 204.7 Subtest 2 – 213.0 Subtest 3 – 203.3	72%	100%	

#7 Ability of Completers to be Hired in Education Positions for which they have prepared

Ability of Completers Hired in Education Positions For Which They Prepared

<u>Program</u>	<u># of Students Admitted</u>	<u># of Students who left the program</u>	<u>Percentage Hired in Educational Setting</u>	<u>Percentage Hired in Non-Educational Setting, Unknown, or moved on to Graduate School</u>
<u>EED</u>				
2017 - 2018*	37	0	-	-
2016 - 2017	35	1	68%	32%
2015 - 2016	31	0	81%	19%
<u>SED</u>				
2017 - 2018*	10	0	-	-
2016 - 2017	8	1	86%	14%
2015 - 2016	12	0	42%	58%
<u>EDL</u>				
2017 - 2018	38	0	100%***	-
2016 - 2017	13	0	100%	0%
2015 - 2016**	-	-	-	-

*Current EED and SED Cohorts in progression of program completion

**EDL Program courses first offered in Spring 2017

*** Based on the number of students who have graduated from academic year cohorts; 4 students still progressing towards program completion

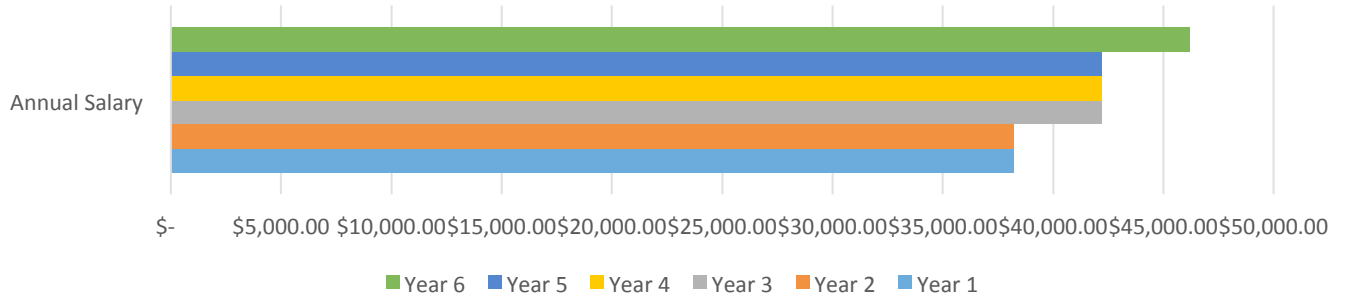
**Average Salaries of UT EEP and SED Graduates
(working within Hillsborough County School District)**

	<u>Hourly Pay</u>	<u>Annual Salary</u>
Year 0	\$ 24.12	\$ 38,201.17
Year 1	\$ 24.12	\$ 38,201.17
Year 2	\$ 24.12	\$ 38,201.17
Year 3	\$ 26.64	\$ 42,201.09
Year 4	\$ 26.64	\$ 42,201.09
Year 5	\$ 26.64	\$ 42,201.09
Year 6	\$ 29.17	\$ 46,201.32

**based on 8 hour day / 198 contracted days per academic year*

NOTE: Hourly rate is increased upon the completion of each 3rd year of instruction.

Average Salaries of University of Tampa
EED and SED Program Graduates



#8 Student Loan Default Rates and Other Consumer Information

UT Loan	Default Rate		
Row Labels	3YR DRAFT	3YR OFFICIAL	Grand Total
2009	8.31%	8.48%	8.48%
2010	6.93%	6.95%	6.95%
2011	6.60%	6.70%	6.70%
2012	4.90%	4.90%	4.90%
2013	4.70%	4.80%	4.80%
2014	3.40%	3.40%	3.40%
2015	3.20%	3.00%	3.20%
Grand Total	8.31%	8.48%	8.48%

2018 - 2019 Academic Year Average UT Tuition Costs for Full-Time EED and SED Program Students

<u>EED & SED Program</u>	<u>Tuition Hours per term</u>	<u>Annual Tuition Cost</u>	<u>Total Cost for Program Completion</u>
Tuition	18	\$ 27,206.00	
Mandatory Fees		<u>\$ 2,002.00</u>	
		\$ 29,208.00	\$116, 832*
<p>Note: Undergraduate tuition rate is based on a flat rate of \$13,603 for 12 - 18 credit hours; generally, \$579 /credit hour up to 9 hours & after 18 hours per term. Mandatory Fees for Undergraduate students include: Student Service Fee; Student Government Fee; Student Health Fee; and, Miscellaneous Fees for Change of course after registration, Fall & Spring Orientation Fee(s), Vehicle Registration, etc...</p> <p><i>*Total cost based on 2018 - 2019 rates</i></p>			

2018 - 2019 Academic Year Average UT Tuition Costs for EDL Program Students

<u>Program</u>	<u>Hours for Program Completion</u>	<u>Total Cost for Program</u>
EDL	30	\$18, 570
<p>Note: Graduate tuition rate is based on \$619 / credit hour</p>		