



## Letter of Notification (LON)

### *Policy A1.0 New Academic Programs: Approval Process*

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**Institution:** Tennessee State University  
**Proposed Academic Program:** Elementary Education, Bachelor of Science (BS)  
**Proposed Implementation Date:** Fall 2022  
**CIP 2020 Code:** 13.1202  
**CIP Code Title and Definition:** Elementary Education and Teaching

A program that prepares individuals to teach students in the elementary grades, which may include kindergarten through grade eight, depending on the school system or state regulations. Includes preparation to teach all elementary education subject matter.

**LON Submission Date:** November 30, 2021  
**Posted Date on THEC Website:** November 30, 2021  
**Public Comment Period:** November 30-December 15, 2021

#### Letter of Notification Checklist

THEC Academic Policy 1.0 (Section 1.0.6A) Letter of Notification Requirements:

- ✓ Letter of Support from the President/Chancellor signifying institutional governing board or system office support for development;
- ✓ Program name, degree designation and CIP code;
- ✓ Proposed implementation date;
- ✓ Academic Program Liaison (APL) name and contact information;
- ✓ Purpose and Nature of Program;
- ✓ Alignment with state master plan and institutional mission;
- ✓ Feasibility Study;
- ✓ Program Costs/Revenues; and
- ✓ Existing programs offered at public and private Tennessee institutions.



**TENNESSEE STATE UNIVERSITY**  
3500 JOHN A. MERRITT BOULEVARD  
NASHVILLE, TENNESSEE 37209-1561

OFFICE OF  
THE PRESIDENT

November 30, 2021

Ms. Emily House, Executive Director  
Tennessee High Education Commission  
4040 James Robertson Parkway, Suite 1900  
Nashville, TN 37243

Dear Executive Director House:

On behalf of Tennessee State University, I respectfully submit the Letter of Notification (LON) for the proposed Bachelor of Science (BS) in Elementary Education, for your review. The Board of Trustees for Tennessee State University was notified of the proposed program at the November 18, 2021 board meeting. The Board approved the proposal and the LON submission to THEC.

This proposed program is in alignment with TSU's strategic plan to support the needs of the community and provide support for workforce development in Tennessee. The proposed Bachelor of Science in Elementary Education degree program is designed to prepare teachers to identify their students' strengths and weaknesses. Based on those insights, teacher candidates will tailor content, instruction, and assessments that meet diverse student needs and interests. Teacher candidates will receive culturally responsive teaching strategies to promote diversity and inclusive teaching and learning best practices in the classroom. Teacher candidates will learn how to differentiate instruction, implement trauma-informed practices, and utilize social and emotional learning strategies, be responsive to culturally and linguistically diverse students, implement inclusion strategies to prepare elementary education teacher candidates to teach in an inclusive environment.

My administration is committed to supporting the BS in Elementary Education. Please contact me if you require additional information. We appreciate your support of TSU's plans to include the program in the scope of academic programming.

Sincerely,

A handwritten signature in blue ink that reads "Glenda Glover".

Glenda Glover  
President

# Letter of Notification to Offer BS in Elementary Education

Tennessee State University

October 01, 2021



## Letter of Notification (LON) Checklist

### *Policy A1.0 New Academic Programs: Approval Process*

A Letter of Notification (LON) must be submitted to the Tennessee Higher Education Commission (THEC) to develop new academic programs with a minimum of 24 semester credit hours as outlined in *THEC Policy A1.0 – New Academic Programs: Approval Process*. Items to be included in the LON should follow the structure of the checklist below and must include a letter from the appropriate President or Chancellor signifying support for development of the proposed program. Submissions are to be sent electronically as a PDF document and include page numbers, a table of contents, and appendices.

#### ***Letter of Notification Checklist***

- **Academic program name, degree designation, proposed CIP code, and CIP code title**
- **Proposed implementation date** – The proposed implementation date should provide a realistic estimate of when the program will have gone through all of the approval steps, including institutional governing board and Commission approval, and be ready to enroll students.
- **Academic program liaison (APL) name and contact information** – The APL will serve as the information resource for the proposed academic program at the institution.
- **Background concerning academic program development** – Provide a short narrative describing the circumstances that sparked the initiation and development of the proposed academic program.
- **Purpose and nature of academic program** – Provide a general overview of the program including a description of the academic program, the target audience, purpose, program outcomes, the delivery method (on-ground, online, hybrid, etc.), and any other pertinent information.
- **Alignment with state master plan and institutional mission** – Explain how the proposed academic program is consistent with the state’s economic development, workforce development and research needs (as applicable) as well as the mission and strategic direction statement of the institution.
- **Institutional capacity to deliver the proposed academic program** – Address how the proposed program will impact the overall capacity of the institution, including potential lost enrollment to other majors/programs, collaborative agreements between departments, etc.
- **Existing programs offered at public and private Tennessee institutions** – List all academic programs with the same or similar CIP code offered at public and private higher education institutions in Tennessee along with degrees awarded for the last three years of available data.

- **Feasibility study** – The following sections must be addressed as part of the feasibility study:
  - **Student interest** can be demonstrated through student surveys, enrollments in similar programs/concentrations, etc.
  - **Local and regional need/demand** should be supported by evidence preferably using current quantitative data to support present and future needs of the State’s workforce. If similar academic programs exist, how is the local and regional need/demand for the proposed academic program being met by these institutions?
  - **Employer need/demand** can be demonstrated, although not limited to, an assessment of the employment opportunities (i.e., number of anticipated job openings), an employer needs assessment, labor market analysis, and workforce projections. Projections should be for the first three years for associate and certificate programs, five years for undergraduate and master’s programs, or seven years for doctoral programs.
  - **Future sustainable need/demand** as evidenced in letters from employers of increased need, preference for proposed academic program, willingness to pay increased salaries for proposed degree, and that the demand for graduates is sustainable, i.e. exceeds beyond the three years of the academic program, if approved.
- **Program costs/revenues** – Provide a budget narrative for the THEC Financial Projection Form. The narrative should address costs associated with hiring new faculty and staff, marketing and recruitment, equipment needs, accreditation costs, and any other relevant expenses. Revenue projections should include tuition and fees, potential research and grant activity, expected gifts, and any other expected revenues.
- **THEC Financial Projection Form** - The THEC Financial Projection Form must be included in the appendix with the LON submission and provide detailed information regarding internal reallocations, tuition and fees, specific program costs, etc. If no costs/revenues are projected an explanation should be provided in the LON and the form should still be included with a note as to why there will be no costs/revenues.

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**Letter of Notification (LON)  
Tennessee State University**

<b>Academic Program Name:</b>	Elementary Education
<b>Degree Designation:</b>	Bachelor of Science
<b>Proposed CIP code:</b>	08.13.1202
<b>CIP code Title:</b>	Elementary Education
<b>Proposed Implementation date:</b>	Fall 2022

**Academic Program Liaison (APL) name and contact information**

**Michael Harris, Ph. D. Provost and Vice President for Academic Affairs**  
**Tennessee State University**  
**3500 John A. Merritt Blvd.**  
**Nashville, Tennessee 37209**  
[mharris50@tnstate.edu](mailto:mharris50@tnstate.edu)

**Background concerning academic program development:**

Tennessee State University, the only public Historical Black University/Minority-Serving land-grant institution in Tennessee, has a unique state-wide mission of teaching, research, and service. As the only state-supported Carnegie Doctoral/Research institution located in the state capital, a federal gateway to America's South, and a central hub for education, Tennessee State University offers unparalleled teacher preparation opportunities in these areas for students interested in becoming a teacher from across the nation. Our teaching preparation programs center around academic excellence, which has earned international recognition for ground-breaking work in education. TSU is recognized as an HBCU and a Minority-Serving Institution (MSI) with a student body (80% undergraduate, 20% graduate) representing the rich cultural diversity of a vibrant society. TSU has been preparing educators since 1934 to give constituents the social and educational skills needed to overcome racial discrimination and limited economic opportunities. TSU remains committed to the democratic principle of accepting all qualified applicants. The College of Education recognized it is imperative to offer a BS degree in elementary education. Therefore, the need to enroll a more racially diverse population of teacher candidates who influence the understanding of the relationship between education and society, serve as role models, transform the schools' cultural and linguistic environment for their peers and students and advocate for culturally relevant teaching initiated the development of the proposed program. The College of Education recognizes the demand for a Bachelor of Science (BS) in Elementary Education at an HBCU to ensure that underrepresented groups are adequately prepared to identify learning gaps and develop individualized instruction to meet the diverse needs of all students. Such skills are essential to successfully help elementary education students in grades K-

5 achieve state standards. Currently, the College of Education does not have a BS degree in Elementary Education. However, the College of Education has been approved by the Tennessee Department of Education (TDOE) and the Council for the Accreditation of Educator Preparation (CAEP) to offer elementary education concentration. HBCUs have been central to preparing teachers of color for more than 100 years and rooted in their commitments to preparing and producing effective teachers of color for children, especially children attending rural and urban schools. Although TSU has a dominant presence on campus and across the state of Tennessee, it does not offer a critical program essential to students' progress by offering a BS in Elementary Education.

### **Purpose and Nature of the Academic Program**

In today's workforce, rural or urban school districts have difficulty hiring qualified teachers in every classroom, but that's a lot harder in some cases than in others. Schools struggle to find teachers qualified and licensed to teach all students. Rural schools have long had an adamant time finding and keeping teachers, as do schools serving high numbers of children living in poverty. The proposed program is designed to provide a program delivered in three delivery modalities (on-campus, online, and hybrid) with affordable access and opportunities for underrepresented students to become successful educators. A BS degree in elementary education with three modes of delivery prepares graduates for a state license and the qualifications to lead instruction in the classroom. The online and hybrid delivery will afford students added flexibility and self-paced learning, disciplined time management skills, improved vital communication and collaboration, a broader global perspective, and enhanced critical thinking and technical skills. In addition, students will experience lower costs and debts, accelerated graduation, and attend college without leaving their homes. A bachelor's degree can also allow educators to earn a master's degree, qualifying them for higher salaries and administrative and leadership positions.

Many policymakers are currently interested in increasing the racial diversity of the teaching profession, which is essential for all students but particularly students of color. Tennessee State University is the number one producer of educators amongst the 106 HBCUs across the nation. Currently, 80 percent of K-12 teachers in the United States identify as non-Hispanic white; 9 percent identify as Hispanic; 7 percent identify as non-Hispanic Black, and 2 percent identify as non-Hispanic Asian. The teacher workforce is less racially diverse than the overall US labor force, 78 percent white, 13 percent Black, 17 percent Hispanic or Latino of any race, and 6 percent Asian. Research supports that Black students taught by same-race teachers experience benefits as far-reaching as improved academic achievement, greater educational attainment, and higher academic aspirations. The BS degree in Elementary Education will help meet the teacher shortage in marginalized communities and create a pathway for teacher shortages in high-need school districts.

TSU - the College of Education (COE) and the Educator Preparation Provider faculty (EPP) in the Elementary Education K-5 program recognize that elementary school years are critical in a child's intellectual and emotional development. A career in elementary education can suit individuals who enjoy working with children and helping them develop content area skills



(reading, writing, science, social studies, math language, and socialization skills. TSU's teacher candidates have diverse learning styles, cultural and linguistic differences, and professional experiences. The overall goal is to recruit, attract, prepare, and fulfill teaching positions in K-5 grade with a diverse teaching workforce to represent students with enthusiastic academic knowledge, skills, and dispositions.

BS in Elementary Education degree is an undergraduate degree program that prepares students for a K–5 elementary education teacher career and seeks initial licensure. Earning an elementary education degree can serve as a pathway for entering the field of education to lead in children's mental, emotional and social development, as well as to provide students with a foundation in primary content areas (reading, math, writing, literacy, science, social studies, and language arts)

The BS in Elementary Education prepares teachers to identify their students' strengths and weaknesses. Based on those insights, teacher candidates will tailor content, instruction, and assessments that meet diverse student needs and interests. Other job responsibilities include motivating and engaging students, establishing behavioral rules, and communicating with parents. But more importantly, exposing students to various cultural and social groups prepare students to become better citizens in their communities. Teacher candidates will receive culturally responsive teaching strategies to promote diversity and inclusive teaching and learning best practices in the classroom.

The program of study is designed to prepare highly effective teacher candidates to meet the academic challenges in inclusive elementary education K-5 classrooms. The program consists of 120 credit hours of general education courses, education courses, electives, and a year-long residency path with an on-campus course length of 16 weeks and an online course length of 7 weeks, leading to an elementary education licensure degree program. The program integrates coursework (reading/language, mathematics, science, social studies, art, music, physical education, and applications) with virtual and in-person field experiences with a year residency that prepares teacher candidates for the challenges and rewards of real-world classroom environments. The curriculum aligns with state elementary education certification requirements, including both theory Teacher candidates will learn how to differentiate instruction, implement trauma-informed practices, and utilize social and emotional learning strategies, be responsive to culturally and linguistically diverse students, implement inclusion strategies to prepare elementary education teachers candidates to teach in an inclusive environment. The BS in Elementary Education degree curriculum at TSU includes lesson planning and development, methods for teaching English Learners, strategies teaching students with disabilities, early and adolescent development, reflective practice, and research-based and evidence-based best practices in teaching and learning.

Teacher candidates who complete the Elementary Grades K-5 program will receive a BS. Elementary Education degree and will be eligible to apply for an elementary education teaching licensure not only in Tennessee but across the nation upon completion of the program requirements. General education courses in the program of study are approved by the Tennessee

Higher Education Commission (THEC) as a part of its common general education core. The six areas structuring this general education curriculum (Communication, Humanities and Fine Arts, Natural Sciences, History, Social and Behavioral Sciences, and Mathematics) and the expected learning outcomes for each area align closely with the "Standards for General Education" of the Tennessee Department of Education's (TDOE) Educator Preparation Policy.

The BS in elementary education degree prepares teachers for education jobs with children in kindergarten through the fifth (K-5) grades. The BS Elementary education degree program will be offered undergraduate level designed to prepare teacher candidates with the theoretical and practical skills needed to provide quality education to children in various classroom settings. The elementary education curriculum BS will provide a practical understanding of child development and psychology balanced with teacher education. Prospective teacher candidates learn to work with parents and provide the academic, social, physical, and emotional support needed for child development and growth.

### **Program Learning Outcomes**

The program learning outcomes for Elementary Education Grades K-5 program pathway leading to licensure prepares teacher candidates:

- to become competent and caring facilitators of learning, committed to diversity and the success of all.
- To effectively plan, implement relevant, culturally and linguistically responsive, and developmentally appropriate instruction for all elementary students, grades K-5.
- to be highly qualified with an understanding of content knowledge for effective teaching
- to demonstrate effective planning, instruction, and assessment and use data to drive instruction and think critically to solve problems in and out of the classroom.
- To display knowledge, skills, and dispositions align with the expectations of professionalism related to success as an educator and beyond (i.e., fairness, commitment, collaboration, reflective practice, technology, and best practices.
- To be licensed to teach in grades K-5, making them eligible for hire by school systems in the state.

### **Alignment with State Master Plan and Institutional Mission**

Tennessee leads the nation in education reform. The number of Tennesseans with bachelor's degrees or higher increased by 9.7 percent from 26.3 percent to 28.9 percent over the same period. The priorities of the state's economic development, workforce development, and research need to address Tennessee's need for the greater educational attainment of all its citizen and the responsibility of its higher education institutions to accomplish this objective by promoting research and. As the only public HBCU in Tennessee, TSU is positioned to address challenges impacting underrepresented and underserved populations in Tennessee. The state has implemented strategic goals to eliminate education and skills gaps across the state, expand access to underrepresented groups, improve the graduation rate, ensure that every student is making progress toward a degree, partner with educational institutions to better prepare students for the

workforce, and create a pipeline of highly qualified workers in the state. Tennessee State University's mission statement aligns with Tennessee's economic development and workforce development plan. Tennessee State University mission statement:

*Tennessee State University, through its legacy as an HBCU and land grant institution, transforms lives, prepares a diverse population of leaders, and contributes to economic and community development by providing affordable and accessible educational programs at various degree levels promoting academic excellence through scholarly inquiry, teaching, research, lifelong learning, and public service.*

In keeping with TSU's mission statement, the purpose of this request is to address the high need for teachers underrepresented and minority teachers throughout the United States, particularly in urban areas. TSU's strategic direction statement presents the opportunity to expand partnerships in new ways to address emerging economic growth. Community development needs to help shape and redefine work, cultivating a climate of academic excellence to ensure long-term sustainability. TSU aligns with the State Master Plan collaborating and engaging in the Supporting Post-Secondary Access in Rural Counties providing geographic access to higher education and CTE dual enrollment, Tennessee Pathways rigorous post-secondary and work-based learning opportunities in high school, and seamless alignment between secondary and post-secondary programs as well as career opportunities as a result of establishing school district partnerships. TSU uses Tennessee Pathways to align high school programs, post-secondary partners, to offer high-quality employment opportunities. The planned program at Tennessee State University is aligned with the state's plan to support teachers and K-12 education. The Governor's \$41.8 billion budget plan includes:

- \$120.1 million for a 4% total increase to the fund allows for pay raises for teachers and other school worker positions.
- \$110 million for various literacy initiatives.
- \$10 million for ten new vocational education sites under the Governor's Investment in Vocational Education program is GIVE.
- \$24 million to help charter schools pay for buildings and campuses.
- \$63.2 million for 4% salary increases in higher education.

This investment in education at the state level shows the significant alignment between the planned program at Tennessee State University to produce more teachers and the areas the state sees as essential and worthwhile to fund. Additionally, the program shows significant alignment with the mission of the institution.

### **Institutional Capacity to Deliver the Proposed Academic Program**

TSU has a long history of institutional capacity to deliver education programs. Initially named Tennessee Agricultural and Industrial State Normal School for Negroes, the university was founded in 1912. From the beginning, it "was established to prepare teachers and *leaders* ..." (Taylor, 1988, p. 75). As early as 1934, the University's Division of Education and Teacher Training but has undergone several revisions over the years but has endured to this present day.

The institution has maintained financial stability and sustainability in its programs. The BS in Elementary Education is designed to prepare future educators for teaching diverse learners in kindergarten through 5<sup>th</sup> grade. The program will prepare teacher candidates for the initial teaching license and an undergraduate degree in elementary education. Students will be trained in content knowledge, instructional pedagogy, literacy, assessment, classroom management, methods, social and emotional learning, trauma-informed teaching, and inequities in education. The proposed academic program BS Elementary Education can impact the overall enrollment in the Department of Teaching and Learning in the College of Education and the University. The interest to have a BS in Elementary Education degree will decrease the number of students obtaining the concentration in elementary education. There is an anticipated decrease in the number of students. The enrollment for students in the new Elementary Education program will increase by this number and be counted in the total enrollment for the College of Education.

### **Existing Programs Offered at Public and Private Tennessee Institutions**

According to the Academic Supply and Occupational Demand in Tennessee (2020) Tennessee Higher Education Commission, there are five different educational systems: 13 colleges represented by the Tennessee Independent Colleges and Universities Associations (TICUA); three universities represented by Local Governing Institutions (LGIs); one college designated by the Propriety system; and one college represented by the Tennessee Board of Regents (TBR) that offer careers in elementary education and Exceptional Special Education which requires a bachelor's degree (see appendix A). Currently, TSU does not provide a BS in Elementary Education. It is the only public HBCUs and Minority Serving Institution in Tennessee providing access and affordability to underrepresented groups. The elementary education undergraduate concentration produces more than 14 students per year. The market demand shows the low productivity of the concentration is based on not having the BS in Elementary Education degree. However, the projected, anticipated growth in elementary education and the need for the BS in Elementary Education will increase elementary education majors prepared to fill the demand reflected in various reports while expanding the capacity of those awardees.

The proposed new program at TSU will utilize on-campus, online and hybrid delivery modalities with a stronger emphasis on the connection between theory and practice, flexibility, accelerated degree. Most importantly, increase the number of teachers across the state and the nation who will complete college.

### **Feasibility Study**

The supporting evidence documenting the need for elementary education teachers was collected from the following sources (see appendix A).

- **Academic Supply and Occupational Demand Report (2019 – 2020)**
- **EAB New Undergraduate Degree Program Opportunities Market Analysis (September 2020)**
- **Elementary and Secondary Teacher Projection Model, 1973 through 2028**
- **US Department of Education**

- **US Bureau of Labor Statistics**
- **National Center for Education Statistics**
- **Occupational Employment Statistics program**
- **Tennessee-Occupations with High Employer Demand**
- **Student Interest for the Proposed Academic Program**
- **U. S. Bureau of Labor Statistics**

### **Student Interest for Proposed Academic Program**

The Teacher Education Support Services administers an initial licensure exit interview to gauge students' opinions who have completed the teacher education program. The survey is the first and crucial stage in our teacher candidates' professional journeys. By assessing future teachers' knowledge, skills, dispositions, and mindsets serve two goals: the foundations for their capacity to lead and facilitate successful student learning and the opportunity to improve our teacher education programs. We administered a survey to students who had not declared a major to obtain teaching as a career. Students who indicated that they were interested in teaching or showed they were undecided were oversampled to have enough education majors in the sample. Due to the oversampling, half of the respondents reported at least some interest in becoming a K–12 teacher: 21% were "definitely" interested, 9% were "moderately" curious, and 20% were "somewhat interested." The remaining 50% were "not at all interested." Those students interested in teaching gave the following reasons: based on the growing demand for teachers which guarantees a job after college; the opportunity to impact the lives of children; you can teach in other states; family-friendly work schedule; incentives for continuing your education, contributing to the community; and a chance to change the future. During the past three years, TSU graduated 14 students per year with a concentration in elementary education. By offering a BS degree in elementary education via three delivery modalities (on-campus, online, and hybrid), student enrollment will increase to help close the teacher of color teaching gap.

### **TSU Local and Regional Need/Demand:**

The local and regional needs/demand are further supported by the Academic Supply and Occupational Report (2019 -202). Tennessee shortages in rural and urban Tennessee are common across all communities and classrooms, which affect student populations more than others, based on differences in wages, working conditions, concentrations of teacher preparation institutions, demographics of the teaching force as well as a wide range of policies that influence recruitment and retention of educators. The state of Tennessee is experiencing teacher shortages in elementary and secondary education. Also, there is a noticeable discrepancy between the teachers of color in the workforce and students of color. Many Tennessee school districts are looking to hire a more significant number of teachers of color available in the pool. According to Tennessee-Occupations with Higher Employer Demand, tutors, teachers, instructors, and all other projected employment will increase an annual average percent change of 1.04% (**see appendix A**). According to the National Center for Education Statistics (NCES), the number of teachers in elementary and secondary schools is projected to increase seven percent (Table 8). The Elementary and Secondary Teachers projections were 0.7 percent for one year out, 1.4

percent for two years out, 3.0 percent for five years out, and 6.5 percent for ten years out (see tables 6 – 8 in appendix A).

### **Employer Needs/Demand**

According to the Learning Policy Institute report, by 2020, an estimated 300,00 new teachers will be needed each year, and by 2025, that number will increase to 316,000. Based on this data and projections, it appears that teacher shortages will continue to grow across the nation. The National Center for Education Statistics (2018), EAB Undergraduate Degree Program Opportunities market analysis (2020) (see appendix C) aligned with the labor market needs to offer the best potential programs to attract adult students. The labor market data identified special education teachers, kindergarten, and elementary school at a high percentage point. The labor market scores were above 2.5. According to the Learning Policy Institute (2020), to understand how states and districts are experiencing teacher shortages around the country, the teacher workforce reports estimate by state the number of teachers not fully certified for their teaching assignments. State laws typically specify that such teachers can be hired or assigned only if a fully certified teacher is not available. Therefore, these data provide a strong indicator of the severity of shortages. For example, Tennessee reports uncertified teachers only in core academic areas rather than in all subjects. Other states report tallies from surveys that represent a subset of districts in the state. In addition, we acknowledge that these data also most likely underrepresent the extent and impact of shortages because school districts often address shortages by canceling courses, increasing class sizes, or starting the school year with substitute teachers.

The following reports highlight elementary education teachers' academic supply and occupational demand with connections between degrees produced and jobs available in Tennessee. The evidence found in appendix A highlights four areas (1) Expected Degrees presents projections of post-secondary credentials to be awarded by public, private, and proprietary institutions in Tennessee through 2021; (2) State Workforce Needs identifies the top 25 high-demand occupations with the highest number of annual openings in Tennessee through 2026. (3) Institutions Offering Programs in High-Demand Occupations lists the public, private, and proprietary institutions across Tennessee that offer programs in the 25 highest-demand occupations; and (4).

### **Future Sustainable Need/Demand**

According to Projections of Education Statistics to 2028, between fall 2016, and fall 2028, the number of elementary and secondary teachers is projected to increase 7% (table 8 Appendix A). There will always be a need for great teachers. Regardless of temporary economic conditions, hiring practices, budget cuts, or other factors that impact the education system, the need for teachers is timeless and universal. Society will always need educators, and in that respect, teaching is one career in which you can be confident you will always have a purpose. Due partly to rising school enrollments, elementary school teachers can expect continued job growth in their field. The Bureau of Labor Statistics (BLS) (appendix B) projects employment for kindergarten and elementary school teachers to grow by 4% between 2019 and 2029. At the elementary school level, the number of teachers was 11 percent higher in 2017–18 than in 1999–2000 (1.6 million),

while at the secondary school level, the number of teachers was 26 percent higher in 2017–18 than in 1999–2000 (1.4 million). In 2017–18, about 79 percent of public school teachers were White, 9 percent were Hispanic, 7 percent were Black, 2 percent were Asian, 2 percent were of Two or more races, and 1 percent were American Indian/Alaska Native; additionally, those who were Pacific Islander made up less than 1 percent of public school teachers. The percentage of public school teachers who were White and the percentage who were Black were lower in 2017–18 than in 1999–2000 when 84 percent were White, and 8 percent were Black.<sup>2</sup> In contrast, the percentage of Hispanic was higher in 2017–18 than in 1999–2000, when 6 percent were Hispanic.

The National Center for Education Statistics (NCES) is the primary federal entity for collecting data. After relatively flat student enrollment growth for the past decade, the National Center for Education Statistics (NCES) predicts the school-going population will increase by roughly three million students in the next decade. Districts are looking to reinstate classes and programs that were cut or reduced during the past year. It would require hiring an additional 145,000 teachers, on top of standard hiring needs, to reduce average pupil-teacher ratios from the current 16-to-1 to ratios of 15.3 to 1. High levels of attrition, estimated to be nearly 8% of the workforce annually, are responsible for the largest share of annual demand. The teaching workforce continues to be a leaky bucket, losing hundreds of thousands of teachers each year—most of them before retirement age. Changing attrition would change the projected shortages more than any other single factor. And even though the teacher labor market might be balanced at the state level, subjects or regions within the state may be experiencing shortages. These disparities, related to policy differences, create very different labor markets from one state and even one district to the next.

The elementary education teacher shortage provides an opportunity for Tennessee to take a long-term approach to mitigate the current need while establishing a comprehensive and systematic pipeline to build a vital teaching profession. TSU recognizes that the BS in elementary education will be an investment that may seem substantial. Still, evidence suggests that this proposal would ultimately save far more in reduced costs for teachers and student underachievement. Preventing and solving the elementary education teacher shortage among underrepresented groups so that all children receive high-quality instruction is essential in a 21st-century economy for the success of individuals and society.

### **Program costs/revenues**

The program cost/revenues will be met from internal allocation, tuition, fees, or other sources such as grants and gifts. Due to faculty teaching the elementary education concentration, there are no additional costs for the program. The Tennessee State Department of Education recognizes the BS Elementary Education program as an approved K- 5 concentration licensure program. Therefore, TSU has had qualified full-time tenured and tenured track elementary education faculty. There are five full-time faculty that have been in these roles for more than three years. There will be no additional costs for hiring new faculty and staff, equipment, recruitment, or accreditation costs. The BS in Elementary Education focuses

There will be no additional costs/revenues projected for the BS Elementary Education Program.



APPENDIX A

ACADEMIC SUPPLY AND OCCUPATIONAL DEMAND SUPPORTING EVIDENCE  
ELEMENTARY EDUCATION K-5

## **Appendix B**

### **Supporting Evidence**

- Academic Supply and Occupational Demand Report (2019 – 2020)
- EAB New Undergraduate Degree Program Opportunities Market Analysis (September 2020)
- Elementary and Secondary Teacher Projection Model, 1973 through 2028
- US Department of Education
- US Bureau of Labor Statistics
- National Center for Education Statistics
- New teacher Hires Projection Model, 1988 -2028
- Occupational Employment Statistics program
- Tennessee-Occupations with High Employer Demand
- U. S. Bureau of Labor Statistics

**Tennessee Higher Education Commission  
Appendix A: THEC Financial Projections Form  
Tennessee State University  
Bachelor of Science Elementary Education**

Seven-year projections are required for doctoral programs.  
Five-year projections are required for baccalaureate and Master's degree programs  
Three-year projections are required for associate degrees and undergraduate certificates.  
Projections should include cost of living increases per year.  
Planning year projections are not required but should be included when appropriate.

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>I. Expenditures</b>								
<b>A. One-time Expenditures</b>								
New/Renovated Space <sup>1</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -					\$ -	\$ -
Library	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -					\$ -	\$ -
Other	\$ -	\$ 15,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ -	\$ -
<b>Sub-Total One-time</b>	\$ -	\$ 15,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ -	\$ -
<b>B. Recurring Expenditures</b>								
<b>Personnel</b>								
<b>Administration</b>								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Sub-Total Administration</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Faculty</b>								
Salary	\$ -	\$ 60,000	\$ 260,000	\$ 267,800	\$ 275,834	\$ 284,109	\$ -	\$ -
Benefits	\$ -	\$ -	\$ 70,000	\$ 72,100	\$ 74,263	\$ 76,491	\$ -	\$ -
<b>Sub-Total Faculty</b>	\$ -	\$ 60,000	\$ 330,000	\$ 339,900	\$ 350,097	\$ 360,600	\$ -	\$ -
<b>Support Staff</b>								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Sub-Total Support Staff</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Graduate Assistants</b>								
Salary	\$ -	\$ -	\$ 18,000	\$ 18,540	\$ 19,096	\$ 19,669	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition and Fees* (See Below)	\$ -	\$ -	\$ 10,954	\$ 11,283	\$ 11,621	\$ 11,970	\$ -	\$ -
<b>Sub-Total Graduate Assistants</b>	\$ -	\$ -	\$ 28,954	\$ 29,823	\$ 30,717	\$ 31,639	\$ -	\$ -
<b>Operating</b>								
Travel	\$ -	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ -	\$ -
Printing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ -	\$ -
Other	\$ -	\$ -					\$ -	\$ -
<b>Sub-Total Operating</b>	\$ -	\$ -	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ -	\$ -
<b>Total Recurring</b>	\$ -	\$ 60,000	\$ 398,954	\$ 409,723	\$ 420,814	\$ 432,239	\$ -	\$ -
<b>TOTAL EXPENDITURES (A + B)</b>	\$ -	\$ 75,000	\$ 408,954	\$ 419,723	\$ 430,814	\$ 442,239	\$ -	\$ -

**\*If tuition and fees for Graduate Assistants are included, please provide the following information.**

Base Tuition and Fees Rate	\$ -	\$ 10,635.00	\$ 10,954.05	\$ 11,282.67	\$ 11,621.15	\$ 11,969.79	\$ -	\$ -
Number of Graduate Assistants	-	-	1	1	1	1	-	-

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>II. Revenue</b>								
Tuition and Fees <sup>2</sup>	\$ -	\$ 265,875	\$ 520,317	\$ 631,830	\$ 662,406	\$ 682,278	\$ -	\$ -
Institutional Reallocations <sup>3</sup>	\$ -	\$ (190,875)	\$ (111,363)	\$ (212,107)	\$ (231,591)	\$ (240,039)	\$ -	\$ -
Federal Grants <sup>4</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Private Grants or Gifts <sup>5</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other <sup>6</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>BALANCED BUDGET LINE</b>	\$ -	\$ 75,000	\$ 408,954	\$ 419,723	\$ 430,814	\$ 442,239	\$ -	\$ -

**Notes:**

(1) Provide the funding source(s) for the new or renovated space.

**(2) In what year is tuition and fee revenue expected to be generated? Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program. Explain any differential fees.**

Tuition will be generated as follows. Year-1: 20 FT and 10 PT students; Year-2: 38 FT and 19 PT students; Year-3: 42 FT and 28 PT students; Year-4 and Year5: 42 FT and 30 PT students in each year. There are no additional fees for the proposed program.

**(3) Identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.**

The program is expected to be self-sufficient with tuition revenue generation.

**(4) Provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.**

No federal grants are expected for the first 5 years.

**(5) Provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).**

Even though we may get some donations and gifts (in terms of hardware) from our industry partners, they are not listed as they are not guaranteed at this point.

**(6) Provide information regarding other sources of the funding.**

No other sources are expected.