

DATE: July 23, 2020

SUBJECT: New Academic Program
University of Tennessee, Knoxville
Elementary Education, Bachelor of Science
(CIP 13.1202 – Elementary Education)

ACTION RECOMMENDED: Approval

PROGRAM DESCRIPTION

The University of Tennessee, Knoxville (UTK) proposes a Bachelor of Science (BS) in Elementary Education. The proposed program is a five-year program which consists of 120 credit hours of undergraduate coursework followed by one year (36 credits) of graduate coursework leading to the completion of the proposed Elementary Education, BS; a Master of Science (MS) in Teacher Education with an Elementary Education Professional Internship concentration; and state teaching licensure for K-5. Students will have the option to not continue their studies after completing the undergraduate degree, but they will not be eligible to apply for licensure in the state of Tennessee.

Currently, the College of Education, Health and Human Sciences offers a minor in Elementary Education. The proposed program is driven by and aligned with requirements set forth by the Tennessee Department of Education regarding issuing licensure to teach grades K-5 in the state of Tennessee and will draw on existing resources from the existing concentration. Furthermore, the proposed program has included additional literacy courses to ensure elementary educators are better prepared to meet the needs of students as defined by state mandates in the Teaching Literacy in Tennessee. Lastly, the proposed program has been designed to instill a social justice perspective in prospective teachers and encourage them to accept employment in high needs areas – both subject area and geographical.

INSTITUTIONAL GOVERNING BOARD APPROVAL

The proposed Elementary Education, BS program was approved by the University of Tennessee Board of Trustees on June 26, 2020.

PROPOSED IMPLEMENTATION DATE

Fall 2021

RELEVANCE TO INSTITUTIONAL MISSION AND STRATEGIC PLAN

The proposed program aligns with the State’s Master Plan by increasing postsecondary education options for Tennesseans who have an interest in education; contributes to the state’s attainment goal; and meets evolving workforce needs. Additionally, the proposed program aligns with state requirements for teacher licensure.

The proposed Elementary Education, BS aligns with UTK's mission in the following areas:

- **Educate:** The proposed program will produce well prepared elementary teachers.
- **Discover:** Faculty and students in the proposed program will engage in research and presentation related to that research at local, regional, and national conferences.
- **Connect:** The proposed program requires extensive practicum and internship requirements in local schools across several school systems. Teacher candidates will learn side-by-side with classroom teachers. Also, faculty for the proposed program will provide consultation and professional development to meet the needs of the partnering school systems.

CURRICULUM

The curriculum for the proposed Elementary Education, BS program will align with the state mandates for teacher education preparation programs. The program moving from a minor to an academic program will provide additional coursework in K-5 literacy, social justice science, social studies, and math areas. The proposed program will require 120 credit hours including 45 credit hours of general education courses, 39 credit hours of core courses, 15 credit hours of licensure courses and practicum requirements, and 21 hours of elective courses. The program will primarily be delivered on-ground and will not require the development of any new courses.

Graduates from the proposed program will be able to:

- Propose appropriate curricular objectives based on State and Common Core Standards;
- Develop instructional activities that consider students' strengths, interests, and needs to enable each student to advance and accelerate his/her learning;
- Combine formative and summative assessment as appropriate to support, verify, and document learning;
- Use current technologies to maximize content learning in varied contexts; and
- Design a safe, positive learning climate of openness, mutual respect, support, and inquiry.

UT Knoxville provided an update regarding the impact of the Coronavirus on the proposed Elementary Education, BS program (Appendix A). Overall, the Coronavirus pandemic is projected to have a minimal impact on the proposed program since the program will primarily be delivered on-ground. By fall 2021, UTK anticipates that courses will be offered in-person.

PROGRAM PRODUCTIVITY

Historically, students interested in Elementary Education received their undergraduate degree in psychology with a minor in Elementary Education before completing the master's degree in Elementary Teaching. The projected enrollment for the proposed Elementary Education, BS program is based on the average for the last three years. UTK anticipates that 30 candidates will enroll in the proposed Elementary Education, BS program each year.

Students interested in the proposed Elementary Education BS program can apply after earning 45 credit hours with a minimum GPA of 2.75. Admission to the program will also require an interview and self-assessment tool. Five-year enrollment and graduation projections are listed below.

	2021	2022	2023	2024	2025
Enrollment	30	30	30	30	30
Graduates	--	--	15	30	30

PROGRAM DUPLICATION

In Tennessee, teacher education preparation programs must be approved by the Department of Education to offer programs at various endorsement/grade levels. Currently, Middle Tennessee State University and Tennessee Technological University are the only two public universities that offer an Elementary Education, BS program. However, all of the other public universities and 11 private institutions in Tennessee are approved by the Department of Education to offer teacher education programs that lead to elementary education/K-5 licensure.

EXTERNAL JUDGEMENT

In lieu of an institutional site visit, THEC staff recommended a paper review since no new resources were needed to implement the proposed Elementary Education, BS program. After participating in conference calls with administrators and faculty, Dr. Aimee Morewood, Associate Professor at West Virginia University reviewed the proposal for the proposed program.

Dr. Morewood made a recommendation for the approval of the proposed program and stated “this undergraduate program is needed so that teacher education candidates have the opportunity to take reading and writing content and pedagogy courses that will prepare them to be effective teachers. It seems from the information provided in this report that other state institutions already have BS degrees in place for their teacher education programs. In order for UTK to effectively prepare teachers who are ready to enter the profession, and stay competitive in within their state, they also must have a BS program in elementary education.”

STUDENT DEMAND

The proposed Elementary Education, BS program is based on expanding the Elementary Education minor. On average for the past five years, 35 students have received their undergraduate degree with a minor in Elementary Education. A student interest survey was distributed along with a focus group to gauge students’ interest in the proposed Elementary Education, BS program. Overall, close to 250 undergraduate students who had contacted the advising center for information on teacher education were surveyed. Results of the survey indicated that 89 percent were interested in pursuing an Elementary Education degree.

OPPORTUNITIES FOR PROGRAM GRADUATES

According to a 2016 national report, *A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.* an estimated 316,000 new teachers will be needed each year. The U.S. Department of Education has reported teacher shortages in Tennessee in elementary education, Special Education and English as a Second Language. The proposed program is designed to aid in filling those gaps throughout Tennessee with an emphasis on high needs areas including both specialty areas and geographical areas.

Letters of support for the proposed program were provided by the Knox County Department of Public Instruction and UTK's Department of Psychology.

INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM

The Department of Theory and Practice in Teacher Education at the University of Tennessee, Knoxville, can support an Elementary Education undergraduate major by drawing on current resources and faculty expertise. The proposed program will have minimal impact on the current offerings at UTK. The Department currently offers much of the coursework necessary for the proposed Elementary Education, BS program based on the existing minor. Appendix B outlines the five-year financial projections for the proposed Elementary Education, BS program which outlines minimal expenditures.

ASSESSMENT AND POST-APPROVAL MONITORING

An annual performance review of the proposed program will be conducted for the first five years following program approval. The review will be based on benchmarks established in the approved proposal. At the end of this period, the campus, institutional governing board, and Commission staff will perform a summative evaluation. The benchmarks include, but are not limited to, enrollment and graduation, program cost, progress toward accreditation, and other metrics set by the institution and Commission staff. If benchmarks are not met during the monitoring period, the Commission may recommend that the institutional governing board terminate the program. If additional time is needed and requested by the institutional governing board, the Commission may choose to extend the monitoring period.

Institution: University of Tennessee, Knoxville
Academic Program, Degree Designation: Elementary Education, B.S.
Proposed Implementation Date: Fall 2021

Questions: Coronavirus Impact on New Academic Programs
<p>Overall Program Need</p> <ul style="list-style-type: none"> <p>▪ Is this academic program as relevant as before the pandemic? <i>The new program provides an undergraduate pathway to become an elementary teacher, and it is not anticipated that the pandemic will impact the demand for elementary teachers in Tennessee in the long term. It will take four years for a student to complete the elementary education undergraduate degree, and an additional year to complete their teaching internship. The first licensed elementary teachers will appear on the job market in 2026. Our school partners have expressed enthusiasm for the new undergraduate pathway, and there is no reason to suspect that the interest or need would decline due to the pandemic.</i></p> <p>▪ Does this remain the most needed utilization of institutional resources in light of the pandemic? <i>The new academic program does not need additional institutional resources for implementation. It will draw on upon current resources (e.g., current Elementary and Teacher Licensure courses) as well as faculty expertise that already exists in the Department of Theory and Practice in Teacher Education (TPTE). The undergraduate program will not require any additional institutional resources beyond what is already allocated to the Elementary Education undergraduate minor and Masters of Science in Teacher Education (with an Elementary Education Professional Internship concentration) program.</i></p>
<p>Implementation Date, Admissions, and Enrollment</p> <ul style="list-style-type: none"> <p>▪ Any projected change in the proposed implementation date for the program? <i>No.</i></p> <p>▪ Will there be any adjustments needed in admission standards? <i>Admission Board interviews for entry into the program will be offered via Zoom until in-person interviews are reinstated. The admission standards have not changed.</i></p> <p>▪ Have enrollment projections shifted for the proposed program? If so, please provide an updated enrollment and graduation table and include an updated financial projections form. <i>No.</i></p>
<p>Program Delivery</p> <ul style="list-style-type: none"> <p>▪ What is the current delivery mode of the proposed academic program? <i>In-person.</i></p>

- Are there plans to change the delivery mode for this program in light of the pandemic?
UTK has shifted all courses online for the summer 2020 semester, but no formal decisions have been made past that point. We are hopeful that by the Fall 2021 semester, we will be able to hold courses in-person.
- What percentage of the curriculum is devoted to online delivery?
None of the proposed curriculum is devoted to online delivery.

Staffing and Placements

- What faculty and staff searches are planned prior to implementing the proposed program?
There are no new faculty/staff positions needed for the Elementary Education academic program to begin. We will begin the program using current faculty resources.
- Are any faculty and staff searches currently being advertised? If so, what is the anticipated hire date for these positions? Any challenges in hiring for these positions?
Dr. Pattie Davis-Wiley (Professor of World Languages, and named in this proposal) is retiring, and there is a faculty search underway to fill her vacated position. The position is advertised as Assistant Professor in World Language/ ESL Education (tenure track). The search committee has indicated that there is a satisfactory pool of applicants; they have since narrowed the pool to three candidates for interviewing. The hire date is August 2020.
- If applicable, are there any special considerations that will need to be made for student placements in clinical and/or internship settings?
No; it will be a minimum of 3-4 years before the first students need a practicum experience.

Accreditation

- Are there any accreditation considerations in light of the pandemic for the proposed program?
UTK's teacher preparation programs were accredited by the National Council for Accreditation of Teacher Education in 2014 and then transitioned to accreditation through the Council of the Accreditation of Educator Preparation (CAEP) in 2014.
- In addition to annual reporting, CAEP conducts an in-depth program review on a seven-year cycle. This review includes the submission of a self-study report to CAEP, which must include multiple sources of data and evidence that the EPP meets the rigorous CAEP standards. Following the submission of the self-study report, CAEP will conduct a site visit along with the Tennessee Department of Education (TNDOE) to verify the information presented in the self-study report. The site visitors will author a report to submit to the CAEP accreditation council, who make the final accreditation decision.*
- UTK is undergoing an in-depth 7-year review. UTK's Self-Study report has been submitted to CAEP (<https://sites.google.com/utk.edu/bgse-2020-caep-ssr/home?authuser=1>), and the site visit is currently planned for October 2020.*

Fiscal

- If applicable, are there any renovation and/or equipment purchases that have been affected by the pandemic?
No.

- How equipped is the proposed program to endure any significant institutional budget cuts?
Although the program is proposed to start in the fall of 2021, the department of Theory and Practice in Teacher Education (which houses Elementary Education) will not provide coursework until the fall 2023 semester. We do not anticipate any significant budget cuts at that time.

Other

- Are there any additional changes/considerations for the proposed academic program due to the pandemic?
Not at this time.

Appendix B
THEC Financial Projections
University of Tennessee, Knoxville
Elementary Education, Bachelor of Science

<i>Seven-year projections are required for doctoral programs.</i>						
<i>Five-year projections are required for baccalaureate and Master's degree programs</i>						
<i>Three-year projections are required for associate degrees and undergraduate certificates.</i>						
<i>Projections should include cost of living increases per year.</i>						
<i>Planning year projections are not required but should be included when appropriate.</i>						
	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
I. Expenditures						
A. One-time Expenditures						
New/Renovated Space ¹	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total One-time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures						
Personnel						
Administration						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Faculty	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Support Staff						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Support Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistants						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition and Fees* (See Below)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating						
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Printing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Operating	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Recurring	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES (A + B)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

*If tuition and fees for Graduate Assistants are included, please provide the following information.						
Base Tuition and Fees Rate	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Number of Graduate Assistants	-	-	-	-	-	-
	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
II. Revenue						
Tuition and Fees ²	\$ -	\$ 414,000	\$ 422,280	\$ 430,740	\$ 439,350	\$ 448,140
Institutional Reallocations ³	\$ -	\$ (414,000)	\$ (422,280)	\$ (430,740)	\$ (439,350)	\$ (448,140)
Federal Grants ⁴	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Private Grants or Gifts ⁵	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other ⁶	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
BALANCED BUDGET LINE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Notes:						
(1) Provide the funding source(s) for the new or renovated space.						
Yearly tuition and fees rates are based on 2019-20 in-state tuition for fall and spring semester at 12+ credits each (\$6632 x 2 semesters).						
An annual 2% increase in tuition is applied.						
(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.						
N/A						
(3) Identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.						
N/A						
(4) Provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.						
N/A						
(5) Provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).						
N/A						
(6) Provide information regarding other sources of the funding.						
N/A						

	Year 1, 2020-21	Year 2, 2021-22	Year 3, 2022-23	Year 4, 2023-24	Year 5, 2024-25
II. Revenue					
	50 students	53 students	58 students	63 students	68 students
Tuition and Fees ¹	676,312	730,677	814,696	901,316	990,537
Institutional Reallocations ²	(672,812)	(730,427)	(814,446)	(901,066)	(990,287)
Federal Grants ³	-	-	-	-	-
Private Grants or Gifts ⁴	-	-	-	-	-
Other ⁵	-	-	-	-	-
BALANCED BUDGET LINE	\$ 3,500	\$ 250	\$ 250	\$ 250	\$ 250

Notes:

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

Yearly tuition and fees rates are based on 2018-19 in-state tuition for fall and spring semester at 12+ credits each (\$6503 x 2 semesters).
An annual 2% increase in tuition is applied.

(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.

N/A

(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.

N/A

(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).

N/A

(5) Please provide information regarding other sources of the funding.

N/A