Requests for Implementation Authorization must be submitted in a timely manner to receive approval by the Chief Academic Officers prior to submission to the Arizona Board of Regents for approval at a regular Board meeting. In each request, please provide the following information.

I. PROGRAM NAME, DESCRIPTION and CIP CODE*

A. DEGREE(S), DEPARTMENT AND COLLEGE AND CIP CODE

Bachelor’s of Science (BS) in Elementary Education

The University of Arizona South – Division of Teacher Education

CIP Code: 131202

B. PURPOSE AND NATURE OF PROGRAM

The purpose of the Bachelors of Science degree in Elementary Education is to provide a “seamless” program of initial teacher preparation for students completing the Associates Degree in Elementary Education at community college partners in the region. For most non-traditional students who transfer from regional community colleges to the branch campus, the BS degree is more practical than the current BA degree in Elementary Education offered in conjunction with the main campus College of Education. Older students, returning to campus to train or re-train as teachers are particularly disadvantaged by the additional 0-16 non-transferable credits in a foreign language that they must complete to earn the current BA degree. The BS degree focuses more sharply on current understanding in the sciences, an area most returning students feel is more beneficial to their work as teachers. Both traditional and non-traditional students entering the pathway may expect to meet all lower division requirements established by the University of Arizona as well as a strong foundation in teacher education. At the University of Arizona South, students will complete the pathway by enrolling in a standards-based professional sequence that will lead to an institutional recommendation to the Arizona Department of Education (ADE) for K-8 certification.

The University of Arizona South Teacher Education Program, A Collaborative Community for Teaching and Learning, strives to prepare teachers who will provide students they serve in classrooms in southern Arizona and elsewhere with
“what should be their educational birthright: access to competent, caring, and qualified teachers” (National Commission on Teaching and America’s Future, 1996, p.5). The nature of the program is thus student oriented, field intensive and standards based. Classes are held at convenient times for the working adult using a variety technology platforms as well as traditional classroom interactions. Students spend a portion of four consecutive semesters in field studies under the direction of experienced mentors, learning the culture of schools and the processes of instruction. Finally, the curriculum, itself, is closely aligned with Arizona’s Professional Teaching Standards.

C. PROGRAM -- List the program requirements, including minimum number of credit hours, required courses, and any special requirements, including theses, internships, etc.

The Bachelor’s of Science in Elementary Teacher Education is offered in 2+2 partnerships with regional community colleges. The full curriculum may be found in Appendix A.

D. CURRENT COURSES AND EXISTING PROGRAMS --List current course and existing university programs which will give strengths to the proposed program.

The Initial Teacher Preparation Program for elementary school teachers is a campus-wide effort to provide seamless pathways to the teaching profession.

The following courses are provided by other campus programs:

- MATH 302A  Elementary Mathematics for Teachers (A)(3 units)
- MATH 302B  Elementary Mathematics for Teachers (B) (3 units)
- EDP 411/511  Technology Applications in Education (3 units)
- LCE 404/504  Cultural Diversity in Education (3)
- LCE 408/508  Methods of Teaching ELL Students (3)

E. NEW COURSES NEEDED --List any new courses which must be added to initiate the program; including a catalog description for each of their courses.

TED 326: Learning and Development (3): Theories of learning as they relate to the growth and development of children.

- Grading: A,B,C,D,E
- Prerequisites: None
- Usually Offered Fall, Spring

TED 311: Literacy in Elementary School (3): Methods of standards-base instruction in elementary and middle school, emphasizing methodologies for
critical reading of a variety of children’s texts and establishing a foundation for sharing and using literature in the classroom.

Gradings: A, B, C, D, E
Prerequisites: None
Usually offered: Fall, Spring

TED 300: Introduction to Education (3): This course provides an in-depth survey of the philosophies, practical and theoretical issues, and the vocabulary of the teaching profession. The study evolves around the nature and function of schools in society, school reform proposals, moral dimensions of schooling, equity of educational opportunity, alternatives to schooling and the nature of the teaching profession.

Gradings: A, B, C, D, E
Prerequisites: None
Usually offered: Fall, Spring

TED 394a Field Studies I (1): Observation and analysis of the growth and development of children as it relates to learning.

Gradings: Alternative grades are awarded for this course: S, P, C, D, E
Prerequisites: Taken concurrently with TED 326
Usually offered: Fall, Spring


Gradings: A, B, C, D, E
Prerequisites: Taken concurrently with TED 394b
Usually offered: Fall, Spring

TED 322: The Creative Arts in Context (3): The integration of the creative arts with elementary school content areas.

Gradings: A, B, C, D, E
Prerequisites: None
Usually offered: Fall, Spring

TED 324: Teaching Exceptional Children (3): Standards-based methodologies for the instruction of exceptional children in the elementary and middle school classroom.

Gradings: A, B, C, D, E
Prerequisites: None
Usually offered: Fall, Spring
TED 302: Introduction to Special Education (3): The identification and characteristics of emotionally handicapped, learning disabled, mentally handicapped and gifted children.
Grading: A,B,C,D,E
Prerequisites: None
Usually offered: Fall, Spring

TED 394b Field Studies II (1): The identification and analysis of classroom process and instruction
Grading: Alternative grades are awarded for this course: S,P,C,D,E
Prerequisites: Taken concurrently with TED 320
Usually Offered: Fall, Spring

TED 330: Reading Instruction and Assessment (3): Methods of standards-based instruction in elementary and middle school are emphasized to enable students to explore a variety of philosophies, methods of instruction and assessment, and strategies integrating all areas of literacy.
Grading: A,B,C,D,E
Prerequisites: Taken concurrently with TED 494
Usually offered: Fall, Spring

TED 331: Language Arts Instruction and Assessment (3): Methods of standards-based instruction in elementary and middle school, emphasizing methodologies for teaching language and communicative arts.
Grading: A,B,C,D,E
Prerequisites: Taken concurrently with TED 494
Usually offered: Fall, Spring

TED 332: Math Instruction and Assessment (3): Methods of standards-based instruction in elementary and middle school, emphasizing the ways to acquire and use the understanding, conceptual knowledge and skills of mathematics.
Grading: A,B,C,D,E
Prerequisites: Taken concurrently with TED 494
Usually Offered: Fall, Spring

TED 333: Science Instruction and Assessment (3): Methods of standards-based instruction, emphasizing the ways to acquire and use the understanding of science taught through inquiry methodologies.
Grading: A,B,C,D,E
Prerequisites: Taken concurrently with TED 494
Usually offered: Fall, Spring
TED 334: Social Studies Instruction and Assessment (3): Methods of standards-based instruction in elementary and middle school, emphasizing ways to acquire and use the understanding, conceptual knowledge, and skills of living in rural and urban communities.

Grading: A,B,C,D,E
Prerequisites: Taken concurrently with TED 494
Usually offered: Fall, Spring


Grading: Alternative grades are awarded for this course: S,P,C,D,E
Prerequisites: Taken concurrently with TED 320
Usually Offered: Fall, Spring

TED 493: Student Teaching (12): Classroom-based internship for pre-service elementary school teachers.

Grading: Alternative grades are awarded for this course: S,P,C,D,E
Prerequisites: Completion of all TED requirements
Usually Offered: Fall, Spring

TED 498: Senior Capstone in Elementary Education (2): Issues in professional and career development

Grading: Alternative grades are awarded for this course: S,P,C,D,E
Prerequisites: Completion of all TED requirements
Usually Offered: Fall, Spring

F. REQUIREMENTS FOR ACCREDITATION --Describe the requirements for accreditation if the program will seek to become accredited. Assess the eligibility of the proposed program for accreditation.

Although it is not anticipated that the Division of Teacher Education would seek accreditation through NCATE, all teacher certification programs in Arizona must be approved by the Arizona Department of Education (ADE). The requirements for this approval are outlined in Appendix B.

The Division of Teacher Education at The University of Arizona South submitted materials describing the existing program in elementary and secondary education and was granted temporary approval in 2004. In September 2005, UA South submitted Preliminary Review materials to ADE for the program under development, and will complete the formal review and site visit during the 2006-2007 academic year.
II. STUDENT LEARNING OUTCOMES AND ASSESSMENT

A. What are the intended student outcomes, describing what students should know, understand, and/or be able to do at the conclusion of this program of study?

The Bachelors of Science in Teacher Education will be developed to meet or exceed current certification requirements established by the Arizona Department of Education (Appendix C). These standards are:

Standard 1: The (prospective) teacher designs and plans instruction that develops students’ abilities to meet Arizona’s academic standards and the districts assessment plan.

Standard 2: The (prospective) teacher creates and maintains a learning climate that supports the development of students’ abilities to meet Arizona’s academic standards.

Standard 3: The (prospective) teacher implements and manages instruction that develops students’ abilities to meet Arizona’s academic standards.

Standard 4: The (prospective) teacher assesses learning and communicates results to students, parents and other professional with respect to students’ abilities to meet Arizona’s academic standards.

Standard 5: The (prospective) teacher collaborates with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students’ abilities to meet Arizona’s academic standards and transition from school to work or post-secondary education.

Standard 6: The (prospective) teacher reviews and evaluates his or her overall performance and implements a professional development plan.

Standard 7: The (prospective) teacher has general academic knowledge as demonstrated by the attainment of a bachelor’s degree. The teacher also has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance to meet Arizona’s academic standards.

Standard 8: The (prospective) teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and
manage instruction, create and maintain an appropriate learning environment, and assess student learning.

B. **Provide a plan for assessing intended student outcomes.**

The following assessment measures will be used to evaluate the academic and professional competencies of students:

A. Mid-term and final written examinations in each class
B. Individual conferences with students
C. Class presentations by individuals and small groups
D. Faculty review of portfolios constructed by individual students
E. Reflective journals written by students for university mentors or classroom mentors
F. Videotaping and analyzing peer-teaching
G. Review of integrated units (planned, implemented, and evaluated as part of the student teaching internship)
H. A minimum of 8 formal observations conducted by University mentors who provide student teachers a written record of teaching successes and challenges
I. A mid-term and final evaluation conducted during the internship semester by both University mentors and classroom mentors
J. Successful completion of the internship as judged by student, classroom mentor, and University mentor
K. Satisfactory completion of all Arizona Educator Proficiency Assessments (Title II – National Assessment Systems)

All students will be required to maintain a GPA of 3.0 during the preparation program.

III. **STATE'S NEED FOR THE PROGRAM**

A. **How does this program fulfill the needs of the state of Arizona and the region?** – Explain.

The on-going need for “highly qualified” individuals to teach the children and youth of our state is well documented. Although the major universities in Arizona continue to provide candidates for teaching positions in the metropolitan areas, a critical need remains in the rural areas of southeastern Arizona.

B. **Is there sufficient student demand for the program?** – Explain and please answer the following questions.

Under the auspices of the College of Education at the main campus, The University of Arizona South has prepared teachers in rural Arizona for the past sixteen years. During that period, the branch campus has experienced a growing
demand for its Initial Teacher Preparation Program. Currently there are 157 FTE
students enrolled in teacher education classes at UA South.

A Title V grant involving both Cochise Community College and The University
of Arizona South seeks to strengthen the recruitment and retention of minority
student in Cochise County. Currently in year three of five, both campuses are
involved in “institutionalizing” the strategies for minority membership in the
teaching profession.

1. What is the anticipated student enrollment for this program? (Please utilize
the following tabular format).

<table>
<thead>
<tr>
<th>5-YEAR PROJECTED ANNUAL ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st yr.</td>
</tr>
<tr>
<td>No. Student Majors</td>
</tr>
</tbody>
</table>

2. What is the local, regional and national need for this program? Provide
evidence of the need for this program. Include an assessment of the
employment opportunities for graduates of the program during the next
three years.

In January 2003, the Morrison Institute of Public Policy published a
comprehensive analysis of “the teacher shortage” in Arizona. The
resulting analysis indicates that due to the growing population of school-
aged children in Arizona, the attrition and migration of teachers from
Arizona’s classrooms, and the growing number of career teachers reaching
retirement age, as many as 1,420 new teachers will be needed each year
for the next decade. The report concluded that the severest shortages have
occurred in the “fast-growing and rural areas of the state, as well as
teaching specializations such as special education and Limited English
Proficiency.

As the 2004/05 ABOR Redesign Study made clear, there will be a
tremendous need to expand educational access in Southern Arizona over
the next few decades. The percentage increase in population for the
region, e.g., Cochise County, Greenlee County, Graham County, Santa
Cruz County and the southeast portion of Pima County, is projected to be
10% over the next five years. Likewise, the percentage increase in
population for northern Mexico, e.g., Nogales, Naco, Cananea, and Agua
Prieta, is also projected to be 10% during the same time frame. By the year
2006, the anticipated population of the region will approach 1,000,000
people.
3. Beginning with the first year in which degrees will be awarded, what is the anticipated number of degrees that will be awarded each year for the first five years? (Please utilize the following tabular format).

<table>
<thead>
<tr>
<th>PROJECTED DEGREES AWARDED ANNUALLY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>1\textsuperscript{st} Year</td>
</tr>
<tr>
<td>No. Degrees</td>
</tr>
</tbody>
</table>

IV. APPROPRIATENESS FOR THE UNIVERSITY -- Explain how the proposed program is consistent with the University mission and strategic direction statements of the university is the most appropriate location within the Arizona University System for the program.

The University of Arizona’s Mission Statement identifies the institution as “a distinguished land-grant, educational and research institution...dedicated to preparing students for an increasing diverse and technological world and to improving the quality of life for the people of Arizona and the nation.” The University is comprised of three major components: the main campus, the Arizona Health Sciences Center, and the University of Arizona South (UA South), the branch campus. Each component fulfils a unique mission and serves a specific purpose within the overall structure of the University.

To meet the educational needs of the 21\textsuperscript{st} Century, University of Arizona President Peter Likins has delineated two differentiated, but equally vital Core Enterprises for the University. The Main Campus will focus on its student-centered Core Enterprise of world-class teaching and research excellence. The second Core Enterprise of academic outreach, led by UA South, is intended to expand access to flexible, accessible, affordable, high quality college education for all Arizonans.

Centered in Sierra Vista, UA South has already established a successful model for identifying and fulfilling the needs of rural communities to address the shortage of qualified teachers and, as a result of those efforts, has added teacher preparation sites in the City of Douglas, Pima Community College East Campus and the Vail School District. Beginning in July of 2006, UA South will expand those efforts by sending Intensive Community Outreach Teams into Nogales, Safford and other communities that have expressed an interest in having UA South provide initial teacher preparation opportunities in their regions. As a basic premise, the branch campus believes that those communities seeking our assistance, have greater success in “growing their own” cadre of teachers than recruiting teachers from out-side areas of the state. UA South will serve this need with a 2+2 model that has been refined and proven successful in many communities.
The enterprise is characterized by:

A. Community embedded  
B. Fully integrated distance and technology-based learning 
C. Geographically dispersed, “face to face” Learning Centers  
D. Cost effective and efficient  
E. High quality, flexible, affordable and accessible college education 
F. Available to all Southern Arizonans, especially:
   i. Underserved student populations such as rural residents and time and place bound students 
   ii. Underrepresented student populations such as Hispanics and Native Americans

V. EXISTING PROGRAMS AT OTHER CAMPUSES

A. EXISTING PROGRAMS IN ARIZONA

1. Arizona University System -- List all programs with the same CIP code definition at the same academic level (Bachelor's, Master's, Doctoral) currently offered in the Arizona University System. (Please utilize the following tabular format).

<table>
<thead>
<tr>
<th>CIP CODE</th>
<th>PROGRAM</th>
<th>LOCATION ARIZONA UNIVERSITY SYSTEM</th>
<th>PROGRAM ACCREDITATION YES/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B.A.E.</td>
<td>UA Main Tucson</td>
<td>No Approved by ADE</td>
</tr>
<tr>
<td>2</td>
<td>B.A.E.</td>
<td>ASU Phoenix</td>
<td>No Approved by ADE</td>
</tr>
<tr>
<td>3</td>
<td>B.S.E.</td>
<td>NAU Flagstaff</td>
<td>No Approved by ADE</td>
</tr>
<tr>
<td>4</td>
<td>B.A.E.</td>
<td>ASU West Phoenix</td>
<td>No Approved by ADE</td>
</tr>
</tbody>
</table>

1. Other Institutions -- List all programs at the same academic level currently offered by private institutions in the state of Arizona, and indicate whether the institution and the program are accredited. (A list of institutions will be provided by Board staff. Please utilize the following tabular format and contact Board staff for assistance, if needed).
1. Programs Offered in Other WICHE States -- Identify WICHE institutions that currently offer this program. If appropriate, briefly describe the program(s). (Please utilize the following tabular format).

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>PRIVATE INSTITUTION &amp; LOCATION</th>
<th>NCA ACCREDITATION? (Y or N)</th>
<th>PROGRAM ACCREDITATION? (Y or N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BA Elem, Grand Canyon</td>
<td>Yes</td>
<td>No ADE approved</td>
</tr>
<tr>
<td>2</td>
<td>BA Elem, Ottawa Univ.</td>
<td>Yes</td>
<td>No ADE approved</td>
</tr>
<tr>
<td>3</td>
<td>BA Elem, Prescott University</td>
<td>Yes</td>
<td>NASDTEC ADE approved</td>
</tr>
<tr>
<td>4</td>
<td>BA Elem, Southwestern University</td>
<td>Yes</td>
<td>No ADE approved</td>
</tr>
</tbody>
</table>

B. JUSTIFICATION FOR DDUPLICATIVE PROGRAM -- Provide information under one or more of the following subheadings, as appropriate for the program. Board Policy 2-203.B.3 states that, "...It is not necessary for a degree program to meet all of the criteria described in Board Policy. However, the Board expects substantial justification for all requests for authorization to begin planning a new program that duplicates a program offered by another Arizona public university."
Board Policy 2 - 203.C.3 states that, "A review of the justification as described in section B.2. above, under which the duplicated program was approved for planning, must show that the rationale continues to be pertinent."

NOTE: For Items 4, 5, and 6 below, supporting documentation could be in the form of a letter from the university currently offering the program detailing enrollment expectations, the feasibility of technological delivery of courses, collaboration efforts, and the effect on existing programs.

1. Long-term Student Demand That Cannot be Met Satisfactorily by Existing Program(s) -- Explain the relationship between projected demand and the capacity of the existing program(s). Provide historical data for the existing program(s) for degrees awarded for the past five years. Provide anticipated five-year projected enrollment for the new program. (Please utilize the following tabular format).

As reported earlier in this document, the Morrison Institute of Public Policy published a comprehensive analysis of “the teacher shortage” in Arizona. The resulting analysis indicates that due to the growing population of school-aged children in Arizona, the attrition and migration of teachers from Arizona’s classrooms, and the growing number of career teachers reaching retirement age, as many as 1,420 new teachers will be needed each year for the next decade. The report concluded that the severest shortages have occurred in the “fast-growing and rural areas of the state, as well as teaching specializations such as special education and Limited English Proficiency.

As the data below indicate, there is a substantial gap between the need for teachers in Arizona and the number of teacher candidates prepared by the Arizona University System. Compounding the “short-gap” is the recognition that many teacher candidates study at University campuses in Arizona and relocate to other states or do not enter the profession.

Projected enrollments at Arizona campuses could not be determined, but it is generally expected that any additional growth within Colleges of Education will occur at branch campuses whose primary function is academic outreach.

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</tr>
</thead>
<tbody>
<tr>
<td>UA/UAS</td>
<td>1719</td>
<td>311</td>
<td>319</td>
<td>347</td>
<td>353</td>
<td>384</td>
</tr>
<tr>
<td>ASU/ASUW/ASU Poly</td>
<td>1765</td>
<td>329</td>
<td>343</td>
<td>349</td>
<td>330</td>
<td>414</td>
</tr>
</tbody>
</table>
2. Nontraditional, Older, or Part-Time Student Demand -- Provide a needs assessment and explanation.

Centered in Sierra Vista, UA South has already established a successful model for identifying and fulfilling the needs of rural communities to address the shortage of qualified teachers and, as a result of those efforts, has added teacher preparation sites in the City of Douglas, Pima Community College East Campus and the Vail School District. Beginning in July of 2006, UA South will expand those efforts by sending Intensive Community Outreach Teams into Nogales, Safford and other communities that have expressed an interest in having UA South provide initial teacher preparation opportunities in their regions. As a basic premise, the branch campus believes that those communities seeking our assistance, have greater success in “growing their own” cadre of teachers than recruiting teachers from out-side areas of the state.

3. Alternate Delivery Systems

a. Analyze the feasibility and the desirability of delivering the existing program(s) off-campus, e.g. by listing the courses required for the new program and indicating whether they are offered as part of the existing program(s) and could be delivered by means of information technology.

The propose program of study consists of four sequences comprised of four to six content areas:

**Foundation Sequence** (Semester 1 or 2)

- EDP 411/511: Instructional Technology (lab)*
- TED 326: Learning and Development (internet)
- MATH 302A: Elementary Mathematics for Teachers (ITV)*
- TED 311: Literacy in Elementary School (internet)
- TED 300: Introduction to Education (internet)*
LCE 404/504: Cultural Diversity in Education (internet)*
TED 394A; Field Studies I (field-based)

**Professional Sequence** (Semester 1 or 2)
LCE 408/508: Structured English Immersion (ITV/internet)*
TED 420/520; Classroom Management and Instruction (ITV)
TED 322: Creative Arts in Context (studio)
MATH 302B: Elementary Mathematics for Teachers (ITV)*
TED 324: Teaching Exceptional Children (ITV)
TED 302: Introduction to Special Education (internet)*
TED 394B: Field Studies II (field-based)

**Methods Sequence** (Semester 3)
TED 330: Reading Instruction and Assessment
TED 331: Language Arts Instruction and Assessment
TED 332: Mathematics Instruction and Assessment
TED 333: Science Instruction and Assessment
TED 334: Social Studies Instruction and Assessment
TED 494: Field Studies III (field-based)

**Internship** (Semester 4)
TED 493: Student Teaching (field-based)
TED 498: Senior Capstone in Elementary Education

* Denotes content areas that are offered by community college partners or other UA South programs.

b. If it has been determined that this program cannot be delivered off-campus by the university currently offering the program because of limited resources or because of the need for specialized equipment or library resources not available in the foreseeable future, or because the program cannot be delivered at a level of quality comparable to that of the on-campus program, as required by ABOR policy 2-205.A.1, provide an explanation to that effect.

UA South serves a diverse, often place-bound, nontraditional student population with classes at the Sierra Vista Campus, Pima Community College East Campus, the Douglas Office, and various sites throughout Cochise County and southeastern Pima County. In Fall 2004, 36% of UA South’s students were from underrepresented groups, including 28% Hispanic. The average age was 29.8, but ranged from 18-69 years of age; 70% of the students were female. Part-time students form an important part of the UA South community since 68% of students were registered for 6 semester hours of credit or less.
4. Collaborative Efforts -- Describe efforts that have been made to collaborate between the universities to offer this program (e.g., joint degrees, shared courses, and team teaching of courses) and to minimize the duplication of programs and courses. Include an analysis of the feasibility of collaborating on the offering of this program.

The University of Arizona South is an upper division campus of UA Main. As such, the branch campus articulates with its community college partners in order to develop academic and professional programs that lead to Bachelors Degrees. The proposed program in initial teacher preparation represents a sharing of the endeavor with our community college partners. Five of the required twelve content areas in the Foundation and Professional Sequences are offered at the lower division. Thus, students pursuing Associate Degrees in elementary Education (AAEE) and transferring to UA South suffer no unused credit loss in completing the 120 credit hour degree, a truly seamless program.

5. Effect on Existing Program(s) -- Explain why the establishment of the program will not adversely affect existing program.

The Initial Teacher Preparation Program has been the driving force behind the growth of the University’s presence in Cochise County since 1988. During that time it has served those place-bound students in the county and has aided the College of Education in past periods of enrollment caps by providing an alternative to those qualified main-campus students who had been denied admission there. We have shared the same mission of preparing students for the teaching profession.

As UA South assumes a greater role in the academic outreach efforts of the main campus, it will continue to tailor its degree programs to meet the needs of community college transfer students. In doing so, it will serve non-traditional students, those who are place-bound, time-constrained or working adults - Critical targets for outreach.

6. Resources Already Available and Costs of implementing the Program are Negligible -- Provide data to support a statement that resources necessary for the program such as courses, faculty, equipment, and library resources are already available as part of other programs at the university, and the incremental costs for implementing the program are negligible.

In 2004, The University of Arizona South’s Initial Teacher Certification Program was independently approved by the Arizona Department of Education. In the materials submitted, UA South listed 13 full-time faculty members (10 tenure track and 3 clinical faculty) and 10 contracted adjunct faculty who teach within the program. Capital expenditures for classrooms and equipment as well as student services and support will remain
constant in substituting the proposed program for the main campus program.

Currently, the UA South campus maintains the resources needed to offer the Initial Teacher preparation program at four learning sites at a cost savings to both the main campus and students. We do so by focusing faculty responsibility on teaching, 3 to 4 classes each semester, and encouraging technologically supported platforms for teaching. In 2004, the University of Arizona South negotiated a differentiated fee schedule for students, resulting in substantial savings to our constituents.

VI. EXPECTED FACULTY AND RESOURCE REQUIREMENTS

A. FACULTY

1. Current Faculty -- List the name, rank, highest degree and estimate of the level of involvement of all current faculty who will participate in the program. If the proposed program is at the graduate level, also list the number of master's theses and doctoral dissertations each of these faculty has directed to completion. Attach a brief vita for each faculty member listed.

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Highest Degree</th>
<th>Theses/Dissertations Directed</th>
<th>FTE in Education</th>
<th>Courses to Be Taught in Proposed Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Callahan, Phillip</td>
<td>Assoc.Prof.</td>
<td>PH.D.</td>
<td>25</td>
<td>.5</td>
<td>EDP 411</td>
</tr>
<tr>
<td>Duncan, James</td>
<td>Assoc.Prof. Emeritus</td>
<td>PH.D</td>
<td>16</td>
<td>.5</td>
<td>TED 332</td>
</tr>
<tr>
<td>Kartchner, Ruth</td>
<td>Assoc.Prof.</td>
<td>PH.D</td>
<td>0</td>
<td>.5</td>
<td>LCE 408</td>
</tr>
<tr>
<td>Schmidt, Jacquelin</td>
<td>Clinical Asst.Prof.</td>
<td>M.A.</td>
<td>1.0</td>
<td>TED 334</td>
<td>TED 300 T ED 322 T ED 333</td>
</tr>
<tr>
<td>Simon, Flora Ann</td>
<td>Clinical Asst.Prof.</td>
<td>M.A.</td>
<td>1.0</td>
<td>TED 333</td>
<td>T ED 331 T ED 332 T ED 331</td>
</tr>
<tr>
<td>Hung, Woei</td>
<td>Asst.Prof.</td>
<td>PH.D</td>
<td>.25</td>
<td>EDP 411</td>
<td></td>
</tr>
<tr>
<td>Stocek, Charlotte</td>
<td>Adjunct Prof.</td>
<td>PH.D</td>
<td>26</td>
<td>.5</td>
<td>TED 420</td>
</tr>
<tr>
<td>Zizza, Frank</td>
<td>Assoc.Prof.</td>
<td>PH.D</td>
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<td>“Line A” Human Development Specialist</td>
<td>Asst./Assoc.Prof.</td>
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<td>“Line C” Elementary Education</td>
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<td>PH.D</td>
<td>1.0</td>
<td>TED 332 TED 333</td>
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</table>
2. Additional Faculty -- Describe the additional faculty needed during the next three years for the initiation of the program and list the anticipated schedule for addition of these faculty.

When the demand for courses exceeds the load regular faculty can absorb and special expertise is needed, part-time faculty are hired. The need is created through sabbatical, faculty vacancies, and increased demand for classes at multiple learning sites. Adjunct faculty are employed on a semester basis and may teach two courses per semester. In general, adjunct faculty must have completed or be in the process of completing terminal degree requirements in their field. Exceptions are those of the rank of Master Teacher in our public schools who may serve as instructors or mentors. Currently (F’05), six adjunct faculty members serve the Initial Teacher Preparation Program. If UA South accepts current invitations to join two additional communities (Nogales and Safford/Thatcher), it is projected that an additional 8 part-time faculty or clinical faculty will be needed in year two.

3. Current FTE Student and Faculty -- Give the present numbers of FTE students and FTE faculty in the department or unit in which the program will be offered.

During the current academic year (’04 –’05), The Division of Teacher Education at The University of Arizona South campus(s) registered 157 FTE. A total of 8.25 faculty FTE were involved in delivery of the current program.

4. Projected FTE Students and Faculty -- Give the proposed numbers of FTE students and FTE faculty for the next three years in the department or unit in which the program will be offered.

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
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<td><strong>Student FTE</strong></td>
<td>120</td>
<td>160</td>
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<td><strong>Faculty FTE</strong></td>
<td>11.5</td>
<td>11</td>
<td>14</td>
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</table>
B. LIBRARY

1. Current Relevant Holdings -- Describe the current library holdings relevant to the proposed program and assess the adequacy of these holdings.

The University of Arizona Library System and services is available to all students and faculty at UA South. Students or faculty may order books and journal articles thru the SABIO system and have them delivered to their home or campus address.

Library resources through our community college partners in the field of education are growing as Associate Degrees in Elementary Education are developed. Students holding a valid CATCARD are entitled to use the resources of Cochise Community College with no charge.

2. Additional Acquisitions Needed -- Describe additional library acquisitions needed during the next three years for the successful initiation of the program.

No new acquisitions are planned at this time. Faculty at UA South have the opportunity to request new acquisitions at UA Main and Cochise Community College on a yearly basis.

C. PHYSICAL FACILITIES AND EQUIPMENT

1. Existing Physical Facilities -- Assess the adequacy of the existing physical facilities and equipment available to the proposed program. Include special classrooms, laboratories, physical equipment, computer facilities, etc.

The University of Arizona South facilities have a combined square footage of 33,408 feet for the Sierra Vista and Douglas campuses.

The footprint for the Sierra Vista campus (30,118 sq. ft.) consists of 15 classrooms, 53 Offices, 4 Conference Rooms, 7 Study Areas, and 2 student lounges. Of the Classrooms, 3 are configured for computer training and two 2 are Internet Television (ITV) equipped able to link with the Douglas Campus.
The Douglas campus (3,290 sq. ft.) consists of 3 classrooms and 3 offices. One classroom is configured for computer training and the other 2 are ITV equipped.

In addition to the buildings physically located on the Sierra Vista and Douglas campuses, the University of Arizona South includes the 4,000 square foot Arizona Folklore Preserve building located in Ramsey Canyon.

The University also rents classroom space on a semester-by-semester basis from Pima Community College East Campus in Tucson. Office space for 3 offices and a reception area is included in the classroom use fee and a separate charge is not billed for this courtesy space. Classroom space fluctuates by semester and UA South is invoiced based on the actual number of classrooms used by UA South during a semester.

Office space and one classroom totaling 775 square feet are also rented at the Vail Education Center in Vail, Arizona.

2. Additional Facilities Required or Anticipated -- Describe physical facilities and equipment that will be required or are anticipated during the next three years for the proposed program.

The University South Foundation, Inc. is currently negotiating the lease of office and classroom space in S.E. Pima County to provide additional faculty and student support. An existing portable ITV platform will serve the new site.

D. OTHER SUPPORT

1. Other Support Now Available -- List support staff, university and non-university assistance.

The Office of Student Academic Support (SAS) is responsible for providing services to students at UA South or working as liaisons to offices on the Main Campus.

UA South staff provides assistance to students in the following areas: academic advising, financial aid, registration, bursar, and Veterans’ Services.

UA South has a one professional advisor dedicated to working with the Teacher Education students. This advisor splits her time between the UA South Campus in Sierra Vista and the Pima CC East Campus. She is also
responsible for advising and recruiting activities at other Pima CC campuses and in Douglas, Benson, and Nogales.

2. Other Support Needed, Next Three Years -- List additional staff needed and other assistance needed for the next three years.

Significant functions affecting UA South students are still handled by offices on the main campus. UA South staff members are liaisons for students with the Disability Resource Center, admissions, Dean of Students Office, career services, Campus Health, and the Domicile Office.

UA South has submitted a $2M decision package to be considered by the Legislature in the 2006 session. Included in that package are funds for additional staff for admissions/recruitment and academic advising.

VII. FINANCING

A. SUPPORTING FUNDS FROM OUTSIDE SOURCES -- List.

B. NEW ACADEMIC DEGREE PROGRAM BUDGET PROJECTIONS FORM -- Complete the budget form available at http://www2.nau.edu/academicadmin/UCCForms.htm describing the current departmental budget and estimating additional costs for the first three years of operation for the proposed program. Please note that these costs for each year are incremental costs, not cumulative costs. (Appendix E)

See Appendix E

VIII. OTHER RELEVANT INFORMATION -- Explain.

_______________________________________________

ADDITIONAL INSTRUCTION FOR HOW TO FORMAT THE REPORT

- In order to ensure consistency, headings and bolding should follow the format of this guideline. Leave a one-inch margin at the top so that the Board office can paginate all documents.

*** For the New Academic Program Budget Projections Worksheet, please see: http://www2.nau.edu/academicadmin/UCCForms.htm and choose Implementation Authorization Excel Worksheet ***

April 17, 1997