Requests For Planning 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*

Bachelor’s of Science (BS) in Elementary Education

The University of Arizona South – Teacher Education Division

CIP Code: 131202

II. STUDENT LEARNING OUTCOMES AND ASSESSMENTS

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 Elementary Education will be developed to meet or exceed current certification requirements established by the Arizona Department of Education. 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 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

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?

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

B. Is there sufficient demand for the program?

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.

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>No. Student Majors</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>120</td>
</tr>
</tbody>
</table>

2. What are the sources for these projections of student enrollment? –

The Division of Teacher Education at UA South has current enrollments exceeding those projected for initial enrollment in the proposed program. As the branch campus expands its efforts to develop 2+2 partnerships with community colleges in rural Arizona, enrollments are expected to increase incrementally.

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>Year:</td>
</tr>
<tr>
<td>No. Degrees</td>
</tr>
</tbody>
</table>
C. Existing Programs at Other Campuses

Arizona University System – List all programs with the same CIP code definition at the same academic level (Bachelors, Masters, 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>131202</td>
<td>B.A.E.</td>
<td>UA Main - Tucson No</td>
</tr>
<tr>
<td>2</td>
<td>131202</td>
<td>B.A.E.</td>
<td>ASU - Phoenix No ADE Approved</td>
</tr>
<tr>
<td>3</td>
<td>131202</td>
<td>B.S.E.</td>
<td>NAU – Flagstaff/statewide No ADE Approved</td>
</tr>
<tr>
<td>4</td>
<td>131202</td>
<td>B.A.E.</td>
<td>ASU West - Phoenix No ADE Approved</td>
</tr>
</tbody>
</table>

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 OFFERED IN OTHER WICHE STATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM</td>
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<tr>
<td>---------</td>
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<tr>
<td>BA Elem</td>
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<td>BA Elem</td>
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<td>BA Elem</td>
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</tbody>
</table>
D. **Justification for a Duplicative Program** – Provide information under one or more of the following subheadings, as appropriate for the program. Board policy states that, “It is not necessary for a degree program to meet all of the criteria described in Board Policy 2-203.B.2. 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.”

**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. **Basic Academic Subject** – Provide information showing that this program is a basic academic subject normally taught in most universities.

2. **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 data for the existing program(s): historical data showing degrees awarded for the past five years and five-year projected enrollment. (Please use the following formats).

3. 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.

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” (Gau, R et.al., 2003).
### EXISTING PROGRAMS: ARIZONA UNIVERSITY SYSTEM

**Historical Data: Degrees Awarded For The Past 5 Years**

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>1 UA/UA S</td>
<td>1719</td>
<td>311</td>
<td>319</td>
<td>347</td>
<td>353</td>
<td>384</td>
</tr>
<tr>
<td>2 ASU/ASUW ASU Poly</td>
<td>1765</td>
<td>329</td>
<td>343</td>
<td>349</td>
<td>330</td>
<td>414</td>
</tr>
<tr>
<td>3 NAU? All Learning Sites</td>
<td>2873</td>
<td>608</td>
<td>631</td>
<td>506</td>
<td>626</td>
<td>502</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6357</strong></td>
<td><strong>1248</strong></td>
<td><strong>1293</strong></td>
<td><strong>1202</strong></td>
<td><strong>1309</strong></td>
<td><strong>1300</strong></td>
</tr>
</tbody>
</table>

4. **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.

5. **Alternative 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(s), indicating whether they are offered as part of existing program(s), and indicating if they 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 area courses 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.

6. 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 Bachelor’s 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.

7. Effect on Existing Program(s) – Explain why the establishment of the program will not adversely affect existing programs.

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.

8. 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 same 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.

IV. APPROPRIATENESS FOR THE UNIVERSITY – Explain how the proposed program is consistent with the University Mission and Strategic Direction statements of the university and why the university is the most appropriate location within the Arizona University System for the program.

To meet the educational needs of the 21st, University 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 Research and Teaching 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. The proposed program in Teacher Education at UA South is consistent with this vision and consistent with its own Mission Statement (Appendix B).

V. EXPECTED FACULTY AND RESOURCE REQUIREMENTS—Describe the resources necessary for the program such as courses, faculty, equipment, and library resources, if these data are available. If the incremental costs for implementing the program are negligible and explained under section III.D.7 above, include a statement to that effect.

Because the proposed B.S. in Elementary Education replaces the current shared program in Teaching and Teacher Education (TTE), no additional resources are needed to initiate the program at current enrollment numbers.
ADDITIONAL INSTRUCTION FOR HOW TO FORMAT THE SUMMARY OF 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.