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

Master’s of Education (M.Ed.) in Secondary Education

The University of Arizona South (UA South) - Teacher Education Division

CIP Code: 130101

B. PURPOSE AND NATURE OF PROGRAM

The purpose of the Master’s of Education in Secondary Education is to provide a “seamless” program of initial teacher preparation for students completing lower division general education requirements at regional community colleges and upper division requirements for teaching majors and minors at UA South and other accredited four-year institutions. Under current federal and state guidelines for certification, students have had to complete coursework in both the major and minor or extended majors (social studies and English) in addition to the 38 credit hours of education course-work that is also required in the current B.A. in secondary education. In earning the baccalaureate, secondary education students thus exceed the ABOR requirement of 120 credit hours by as many as 24 credit hours. UA South proposes to substitute the existing B.A. in Secondary Education for a M.Ed. in Secondary Education. Because the program relates educational theory and methodology to pre-service practice, the M.Ed. degree is more appropriate than the Master of Arts (M.A.) degree. Additionally, no thesis is required in this program; instead, a participant research project will document student efforts to develop professionally.

The proposed Initial Teacher Preparation Program in secondary education is conceived as a “fast-track”, one-year professional program that allows students holding bachelors degrees to meet certification standards and earn an M.Ed. in
secondary education in as little as twelve months. As a “cohort” program, students may take all their classes together beginning as soon as the summer after completing baccalaureate requirements. The program, however, is flexible enough to permit multiple entry points during the academic year. Students meet internship requirements by working in area high school and middle schools during the entire academic year.

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

Prospective students must have completed a B.A. or a B.S. degree from UA South or other accredited university in any of the following majors:

Art    Biology
Business    Chemistry
Economics    English
French    Geography
German    Health
History    Math
Music    Physics
Political Science    American Government
Social Studies    Spanish

Additional admission requirements are:

* 3.0 GPA on upper and lower division coursework toward the Bachelors Degree (or the most recently completed 60 transfer units.

* 6 credit hours in undergraduate education coursework.

* Completion of an application to the University of Arizona South Teacher Education Division and the Graduate College.

Program content will be delivered over an intense one-year time frame, but admission to the program may occur during any semester. TED 502 (3): Action Research Methodologies must be taken during the first semester of enrollment. The program consists of the following graduate classes:

EDP 511 (3): Technology Applications in Education (Fall)
LCE 504 (3): Cultural Diversity in the Classroom (Summer)
LCE 508 (3): Methods of Teaching ELL Students (Fall, Spring)
TED 535 (3): Action Research Methodologies (Fall, Spring)
TED 502 (3): Research in Teaching and Schooling (Summer)
TED 520 (3): Classroom Management and Instruction (Spring)
TED 530 (3): Methods and Models (Fall, Spring)
TED 516 (3): Teaching Exceptional Children in the Secondary School Classroom (Fall)
TED 527 (3): Adolescent Development and Learning (Spring only)
TED 593A (3): Secondary School Internship (Fall, Spring)
TED 593B (6): Secondary School Internship (Fall, Spring)

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

The following courses are offered by other campus Divisions:

Division of Liberal Studies
   LCE 508 (3): Methods of Teaching ELL Students
   LCE 504 (3): Cultural Diversity in Education

Division of Science, Technology, and Professional Studies
   EDP 511 (3): Technology Applications in Education

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.

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

   Grading: A,B,C,D,E
   Prerequisites: None
   Usually Offered: Summer

TED 520 (3): Classroom Management and Instruction: Analysis of theories and practice of instruction, management techniques and assessment.
   Grading: A,B,C,D,E
   Prerequisites: None
   Usually Offered: Spring
LCE 504 (3): Analysis of aspects of culture that affect education. An overview of different cultures serves as the basis for discussing issues pertaining to school achievement.
  Grading: A,B,C,D,E
  Prerequisites: None
  Usually Offered: Summer

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

  Grading: Alternative grades are awarded for this course: S,P,C,D,E.
  Prerequisites: Taken concurrently with TED 530 and TED 535
  Usually Offered: Fall, Spring

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

TED 527 (3): Adolescent Development and Learning: This course provides an in-depth survey of the philosophies, practical and theoretical issues regarding adolescent development and learning.
  Grading: A,B,C,D,E
  Prerequisites: None
  Usually Offered: Spring

  Grading: Alternative grades are awarded for this course: S,P,C,D,E.
  Prerequisites: TTE 535
  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 program in Arizona must be approved by the Arizona Department of Education (ADE). The requirements for this approval are outlined in Appendix A.

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 Masters of Education (M.Ed.) in Secondary Education will be developed to meet or exceed current certification requirements established by the Arizona Department of Education (Appendix B). These standards are:

Standard 1: The (prospective) teacher designs and plans instruction that develops students’ abilities to meet Arizona’s academic standards and the district’s 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. Engagement in classroom research and presentation of findings
E. Videotaping and analyzing peer-teaching
F. A minimum of 4 formal observations conducted by University mentors who provide student teachers a written record of teaching successes and challenges
G. A mid-term and final evaluation conducted during the internship (TED 593B) by both University mentors and classroom mentors
H. Successful completion of the internship as judged by student, classroom mentor, and University mentor
I. Satisfactory completion of all Arizona Educator Proficiency Assessments (Title II – National Assessment Systems)

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 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 31 FTE students enrolled in secondary education classes at UA South.

A Title IV 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>1st yr.</th>
<th>2nd yr.</th>
<th>3rd yr.</th>
<th>4th yr.</th>
<th>5th yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Student Majors</td>
<td>30</td>
<td>30</td>
<td>40</td>
<td>40</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>No. Degrees</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27</td>
<td>27</td>
<td>36</td>
<td>36</td>
<td>40</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 21st 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.

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>130101 Teach for Tucson Elem &amp; Sec Certification</td>
<td>The University of Arizona</td>
<td>No ADE Approved</td>
</tr>
<tr>
<td>2</td>
<td>130101 M.Ed. Secondary Certification</td>
<td>NAU Flagstaff</td>
<td>No ADE Approved</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).

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>PRIVATE INSTITUTION</th>
<th>NCA ACCREDITATION? (Y or N)</th>
<th>PROGRAM ACCREDITATION? (Y or N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed. Secondary Cert.</td>
<td>University of Phoenix</td>
<td>Y</td>
<td>NCATE</td>
</tr>
</tbody>
</table>

2. 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>WICHE INSTITUTION &amp; LOCATION</th>
<th>NCA ACCREDITATION? (Y or N)</th>
<th>PROGRAM ACCREDITATION? (Y or N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 M.Ed. Certification</td>
<td>Western New Mexico Univ.</td>
<td>Y</td>
<td>NCATE</td>
</tr>
<tr>
<td>2 M.Ed. Certification</td>
<td>Boise State University</td>
<td>Y</td>
<td>NCATE</td>
</tr>
<tr>
<td>3 M.Ed. Certification</td>
<td>Eastern Washington University</td>
<td>Y</td>
<td>NCATE</td>
</tr>
</tbody>
</table>

B. JUSTIFICATION FOR DUPLICATIVE 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).

   For most communities in Southern Arizona, the need for teachers increases in proportion to the distance these communities are from major population centers. Rural communities, far from Tucson, have the most need, but less remote suburban communities also struggle to attract qualified teachers. Three years ago, officials at the Vail Unified School District approached Pima Community College and UA South officials regarding the possibility of developing a community-based teacher education program on Tucson’s far southeast-side. Like many rapidly
growing areas, Vail had experienced chronic difficulty in placing qualified teachers in their district classrooms. As a model of the effectiveness of such outreach, the community college and UA South provided a flexible schedule of classes and supervised practica and internships at area schools. More recently, the Sahuarita and Sunnyside School Districts have joined the partnership. The flexibility in scheduling and in the allocation of faculty resources is the primary reason that UA South could deliver these services and The UA Main could not. The proposed program will provide increased flexibility because the component courses are designed to be delivered by ITV and D2L platforms. Thus, a number of UA South learning sites can be “linked” for instruction.

### EXISTING PROGRAMS: ARIZONA UNIVERSITY SYSTEM

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 NAU M.Ed</td>
<td>132</td>
<td>N/A</td>
<td>N/A</td>
<td>15</td>
<td>28</td>
<td>89</td>
</tr>
<tr>
<td>2 UA M.Ed</td>
<td>140</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>TOTAL</td>
<td>272</td>
<td>28</td>
<td>28</td>
<td>43</td>
<td>56</td>
<td>117</td>
</tr>
</tbody>
</table>

### NEW PROGRAM

5-YEAR PROJECTED ENROLLMENT

<table>
<thead>
<tr>
<th>1st Yr.</th>
<th>2nd Yr.</th>
<th>3rd Yr.</th>
<th>4th Yr.</th>
<th>5th Yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Student Majors</td>
<td>30</td>
<td>30</td>
<td>40</td>
<td>40</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 to Nogales, Safford and other communities that have expressed an interest in having UA South provide initial teacher preparation opportunities in their communities. 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 outside 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 use of distant learning platforms, including Interactive Television (ITV) and internet course formats (D2L) permits small co-convening sections at various UA South learning sites throughout the region. A master Delivery Schedule follows:

<table>
<thead>
<tr>
<th>Summer Admit</th>
<th>Fall Admit</th>
<th>Spring Admit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer I &amp; II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TED 502 (internet)</td>
<td>TED 504 (internet)</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>EDP 511 (lab)</td>
<td>EDP 511 (lab)</td>
<td></td>
</tr>
<tr>
<td>TED 535 (internet)</td>
<td>TTE 535 (internet)</td>
<td></td>
</tr>
<tr>
<td>TED 530 (ITV)</td>
<td>TED 530 (ITV)</td>
<td></td>
</tr>
<tr>
<td>TED 516 (ITV)</td>
<td>TED 516 (ITV)</td>
<td></td>
</tr>
<tr>
<td>TED 593a (field-base)</td>
<td>TED 593a (field-base)</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
</tr>
<tr>
<td>TED 520 (ITV)</td>
<td>TED 520 (ITV)</td>
<td>TED 520 (ITV)</td>
</tr>
<tr>
<td>TED 527 (ITV)</td>
<td>TED 527 (ITV)</td>
<td>TED 535 (internet)</td>
</tr>
</tbody>
</table>
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 and analysis of the feasibility of collaborating on the offering of this program.

The growing trend for Master’s level certification programs is driven by increased efforts by Arizona Universities to “out-reach” to rural areas of the state. Northern Arizona University delivers such a program in the northern and western parts of the state; UA South proposes to deliver the program in the eastern and southern parts of the state. The Teach for Tucson Program at UA Main is a community –
based program designed to meet the needs of urban school districts in Tucson and the surrounding area. A feasibility study conducted in 1998 with the support of the College of Education determined that the narrow focus of Teach for Tucson at that time (mathematics and science) would not be economically practical to deliver in the rural areas of southern Arizona.

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 those periods of “enrollment caps” by providing an alternative to those 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.

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 was granted a differentiated fee schedule for students, resulting in substantial savings to our constituents.

VI. EXPECTED FACULTY AND RESOURCE REQUIRMENTS

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 Taught In 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 511</td>
</tr>
<tr>
<td>Duncan, James</td>
<td>Assoc. Professor Emeritus</td>
<td>PH.D</td>
<td>16</td>
<td>.5</td>
<td>TED 530</td>
</tr>
<tr>
<td>Hung, Woei</td>
<td>Assist. Prof.</td>
<td>PH.D</td>
<td>0</td>
<td>.25</td>
<td>EDP 511</td>
</tr>
<tr>
<td>Kartchner, Ruth</td>
<td>Assoc. Prof.</td>
<td>PH.D</td>
<td>0</td>
<td>.75</td>
<td>LCE 504, LCE 508</td>
</tr>
<tr>
<td>Stocek, Charlotte</td>
<td>Adjunct Prof.</td>
<td>PH.D</td>
<td>26</td>
<td>.5</td>
<td>TED 535</td>
</tr>
<tr>
<td>“Line E” Secondary Education Specialist</td>
<td>Assist/ Assoc. Prof.</td>
<td>PH.D</td>
<td>1.0</td>
<td>TED 502, TED 520, TED 530</td>
<td></td>
</tr>
<tr>
<td>“Line F” Secondary Education Specialist</td>
<td>Assist/ Assoc. Prof.</td>
<td>PH.D</td>
<td>1.0</td>
<td>TED 502, TED 530, TED 520</td>
<td></td>
</tr>
<tr>
<td>“Line A” Human Development Specialist</td>
<td>Assist/ Assoc. Prof.</td>
<td>PH.D</td>
<td>1.0</td>
<td>TED 527</td>
<td></td>
</tr>
<tr>
<td>“Line B” Special Education Specialist</td>
<td>Assist/ Assoc. Prof.</td>
<td>PH.D</td>
<td>1.0</td>
<td>TED 516</td>
<td></td>
</tr>
</tbody>
</table>

Faculty vitas may be found in Appendix C.

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.

Permission to fill four vacant “lines” in the Division has been granted. These new Tenure-track faculty will be hired during the current academic year.
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 31 FTE in its secondary certification program. A total of 6.5 faculty FTE were qualified to deliver coursework in the current M.Ed. program. Vacant lines, expected to be filled this academic year, in the Division of Teacher Education account for an additional 4 FTE. Two of the 4 will be dedicated to the graduate degree 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>PROJECTED STUDENT/FACULTY FTE ANNUALLY</th>
<th>Division of Teacher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Year</td>
</tr>
<tr>
<td>Student FTE</td>
<td>30</td>
</tr>
<tr>
<td>Faculty FTE</td>
<td>9.15</td>
</tr>
</tbody>
</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 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 is 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 provide 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 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/ugstudy/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.

See Appendix D.

VIII. OTHER RELEVANT INFORMATION.

_________________________________________________________

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/ugstudy/UCCForms.htm and choose Implementation Authorization
Excel Worksheet ***

April 17, 1997