Type of Request | Authorization to Plan New Degree Program  
---|---  
Degree Title and Program Name | Master’s of Education in Secondary Education  
Requested by | University of Arizona South  
Level | GRADUATE PROGRAM X UNDERGRADUATE PROGRAM □  
CIP Code | 130101  
Type of Program | Unique □ Duplicate X  
What is the purpose of this 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.
What is the State’s need for this program?

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.

What is the projected student demand for this program? (This explanation may include numbers of requests from current students, requests from high schools, requests from potential students not currently enrolled, or other sources.)

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<tr>
<th>Year</th>
<th>Students</th>
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<tbody>
<tr>
<td>1st</td>
<td>30</td>
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<td>2nd</td>
<td>30</td>
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<td>3rd</td>
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<td>40</td>
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<td>5th</td>
<td>45</td>
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How does this program meet the University’s strategic goals?

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.

DUPLICATIVE PROGRAMS
A. Other Programs Offered in Arizona

M.Ed. Secondary Certification – University of Phoenix
B. Rationale for planning/implementing a duplicative program.
As appropriate, these considerations should be addressed:
- Proposal is in a basic academic subject
- There is a Long-term Student Demand That Cannot Be Met Satisfactorily by Existing Program(s);
- Proposal meets the demand of Nontraditional, Older, or Part-time Students;
- Proposal utilizes alternative delivery systems
- Collaborative Efforts to minimize duplication
- Impact on existing programs
- Resources Already Available and Costs of Implementing the Program are Negligible

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.

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 out-side areas of the state.

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.
B. Rationale for planning/implementing a duplicative program.
As appropriate, these considerations should be addressed:
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• There is a Long-term Student Demand That Cannot Be Met Satisfactorily by Existing Program(s);
• Proposal meets the demand of Nontraditional, Older, or Part-time Students;
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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.

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.

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.
B. Rationale for planning/implementing a duplicative program.
   As appropriate, these considerations should be addressed:
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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.
| What new resources are anticipated for this program? | If the University wishes to support the program as a distance learning endeavor, then additional resources will be required to facilitate distance learning. |