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THE UNIVERSITY SYSTEM OF GEORGIA

BACCALAUREATE AND MASTER'S DEGREES

NEW PROPOSAL FORMS
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LETTER OF INTENT

NOV 02 2009

M.MIDDLETON

Institution: Gainesville State College

Institutional Contact: Dr. Marya Leatherwood, Vice President for Academic Affairs

Date: October 30, 2009

School/Division: Humanities and Fine Arts

Department: English

Name of Proposed Program: Bachelor of Arts in English

Degree: Bachelor of Arts

Major: English with a concentration in Secondary Education

Degree Inscription: B.A. English

CIP Code: 23.0101; 13.1305

Anticipated Starting Date: 2011

Program Classification: English Language and Literature, General; English/Language Arts Teacher Education

1. Description and Objectives of Degree:

To address the critical shortage of secondary teachers in northeast Georgia, Gainesville State College (GSC) seeks to offer a Bachelor of Arts (B.A.) degree in English with a concentration in secondary education. This program will be offered on the Gainesville campus and will rely on standard delivery methods that incorporate technology and face-to-face instruction. Where appropriate, and largely to accommodate the needs of student schedules, consideration will be given for development of hybrid courses that combine on-line delivery with face-to-face time. GSC's Bachelor of Arts in English degree will prepare graduates as English teachers for secondary schools in northeast Georgia; in addition, the degree program provides an ideal foundation for careers in publishing, technical editing, public relations, or mass media; for graduate studies in English; or for professional training in law, business, medicine, or public service.

Students will begin the 120-hour program¹ with "Introduction to Literary Studies," which presents fundamental terms, methods, and theoretical approaches. The remainder of the program consists of courses in period and genre studies, as well as interdisciplinary electives. English majors will be able to:

- Write and speak fluently and correctly in a variety of situations.
- Apply critical methodologies to a wide range of genres, styles, and discourse levels.
- Use modern technologies to conduct research using electronic and paper resources, integrate research as support for original ideas, and document the researched information in Modern Language Association (MLA) style.
- Understand how literary, cultural, social, economic, and political events and movements have affected writers and their texts.

Additionally, graduates of the secondary education concentration will be able to:

- Demonstrate knowledge of adolescent development in order to explain how to support growth in cognitive, social, physical, and emotional domains.
- Acquire a thorough understanding of students' needs to create positive learning environments.
- Employ educational methodology and technology to engage all learners.
- Use effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.
- Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.

2. Program Fit to Institutional Mission and to Nationally Accepted Trends in the Discipline:

As shown by the Georgia Department of Labor's *Workforce Trends: An Analysis of Long-Term Employment Projections to 2014* and the University System of Georgia's *Teacher Preparation Report*, most teachers seek employment in the communities and regions where they complete their degrees. Gainesville State College, as the only open-access higher education institution in northeast Georgia, would provide a seamless teacher

¹ Exclusive of Gainesville State College's current 3-credit hour Physical Education and Wellness requirements

preparation program in English for area students.² The bachelor's degree in English will further the mission of GSC as it "seeks to provide broad access to a quality liberal arts higher education primarily for the population of Northeast Georgia."³ The proposed program contributes to the College's goal of "offering a limited number of baccalaureate programs and upper-division courses to meet the educational, civic, and economic needs and the interests of students."⁴

Additionally, the proposed bachelor's degree in English meets the second and sixth priorities of the College's Strategic Goals: "to facilitate success and educational goal attainment for all students and to foster a welcoming environment that values and reflects diversity and inclusion" and "to enhance the College's services and opportunities to the community."⁵ Furthermore, the proposed bachelor degree program addresses the University System of Georgia's strategic goal of "renewing excellence in undergraduate education to meet students' 21st century educational needs" and increasing "the System's participation in research and economic development to the benefit of a global Georgia" for students in northeast Georgia.⁶

GSC serves an area with significant population growth, particularly among traditionally underrepresented groups such as the Hispanic, Black, and Asian populations. The growth in the Hispanic population in our service area, for example, is reflected in the increased enrollment of the Hispanic students at GSC, which now stands at 635 self-reported (approximately 7.6% of total enrollment). With such numbers, GSC is uniquely positioned to significantly impact the production of Hispanic English teachers who can meet the growing need in our service area and beyond. The proposed English education concentration will embed English to Speakers of Other Languages (ESOL) standards so that candidates will not only be certified secondary English teachers, but also earn the ESOL endorsement without completing any additional coursework.

The pedagogical basis for the program derives from the Modern Language Association's *Report to the Teagle Foundation on the Undergraduate Major in Language and Literature*: "At once structured and flexible, the major in language and literature should follow an integrative, synergetic model responsive to the demands of technological innovation and the realities of globalized societies."⁷ Program outcomes also meet the standards of the National Council of Teachers of English *Guidelines for the Preparation of Teachers of English Language Arts*.

² Georgia Department of Labor. *Workforce Trends: An Analysis of Long-Term Employment Projections to 2014*. Georgia Department of Labor. Web. 28 Sept. 2009. <http://explorer.dol.state.ga.us/mis/Current/gaworkforcecurrent.pdf>

³ Gainesville State College. Mission, Vision, and Strategic Goals August 12, 2008. <http://www.gsc.edu/about/internal/opir/strategicplanning/Documents/MissionVisionGoals.pdf>

⁴ [GSC Mission, Vision, and Strategic Goals](#)

⁵ [GSC Mission, Vision, and Strategic Goals](#)

⁶ University System of Georgia. *University System of Georgia Strategic Plan*. University System of Georgia, 2009. Web. 28 Sept. 2009. <http://usg.edu/strategicplan/>

⁷ Modern Language Association. *Report to the Teagle Foundation on the Undergraduate Major in Language and Literature*. Modern Language Association, February 2009. Web. 28 Sept. 2009. http://www.mla.org/pdf/2008_mla_whitepaper.pdf

3. Program Justification to Discipline/Geographic Region/ State/ Nation and Not Necessarily Program Duplication:

Northeast Georgia is one of the fastest growing areas of the state, creating an increased demand for new schools and teachers. According to the Georgia Department of Labor, secondary school teaching is "an occupation that is fast-growing and high-paying, with plentiful expected annual job openings."⁸ In addition, the U.S. Bureau of Labor Statistics' *Occupational Outlook Handbook* notes that "job opportunities for teachers over the next 10 years will vary from good to excellent" and that "most job openings will result from the need to replace the large number of teachers who are expected to retire over the 2006-2016 period."⁹ The Bureau projects that the need for secondary school teachers will increase by 5% (54,000) in that period. The USG *Teacher Preparation Report* (TPR) confirms both the Georgia and U.S. Department of Labor's conclusions and indicates the need for the expansion of existing teacher preparation programs and the creation of new teachers for our state and region. The TPR recognizes that "the majority of our [USG] students are hired in close proximity to the university that prepares them."¹⁰ In response, the USG has committed itself to creating "distinctive programs designed to attract local students and address both quality and quantity" and "develop specific programs on college campuses to target diverse populations and meet the needs of the state's varied socio-economic regions."¹¹

GSC's proposed B.A. in English will achieve this goal by preparing graduates to meet the rapidly growing demand for English teachers in Northeast Georgia. The *Environmental Scan of Northeast Georgia* (ESNG), a report prepared for GSC by the Hanover Research Council, cites both the National Center for Education Statistic's (NCES) and the Western Interstate Commission for Higher Education's (WICHE) estimates that growth rates in the number of high school graduates in Georgia will "be among the highest in the United States."¹² The NCES projects a 24.4% increase in the state's public high school graduates between 2000-01 and 2013-14; moreover, WICHE projects a growth rate of 38.6%. According to WICHE, graduates from Georgia's private high schools are projected to grow by 102.1% within the same time frame.¹³

These increased graduation rates cited by NCES and WICHE correspond with the Hanover Research Council's conclusion that "education is one of the top growth industries in the GSC service area."¹⁴ The demand for teachers will also be driven by the need for teacher replacement. Approximately 1,127 secondary teachers in northeast Georgia are eligible to retire this year; this number is expected to triple by 2012. Hanover projects the demand for teachers in Georgia between 2004 and 2014 at approximately 15,000, with 26.6% in secondary education. In

⁸ Georgia Department of Labor. *Workforce Trends*

⁹ U.S. Bureau of Labor Statistics. *Occupational Outlook Handbook, 2008-09 Edition*. Web. 28 Sept. 2009. <http://www.bls.gov/oco/ocos069.htm>

¹⁰ University System of Georgia, Department of P-16 Initiatives. *2008 Report on the Preparation of New Teachers by University System of Georgia Institutions*. University System of Georgia, 15 March 2009. Web. 28 Sept. 2009. http://www.usg.edu/educator_prep/documents/2008_teacher_prep_report.pdf

¹¹ USG, *2008 Report on New Teacher Preparation*

¹² Hanover Research Council. *Environmental Scan of Northeast Georgia*. Prepared for Gainesville State College, January 2009. Web. 28 Sept. 2009. [https://portal.gsc.edu/depts/IE/Documents/Strategic Plan/Environmental Scan of Northeast Georgia.pdf](https://portal.gsc.edu/depts/IE/Documents/Strategic%20Plan/Environmental%20Scan%20of%20Northeast%20Georgia.pdf) (password protected)

¹³ *Environmental Scan of Northeast Georgia*

¹⁴ *Environmental Scan of Northeast Georgia*

Overview of Georgia's Educator Workforce, the Georgia Professional Standards Commission (GPSC) projects the demand at over 28,000 teachers.¹⁵

Statistical analyses also point to a significant need for more English teachers. The U.S. Department of Education identifies teaching specialties that are already experiencing teaching shortages in Georgia; two of the areas listed are English Language Arts and English Language Arts with a specialization in Reading. In addition, three of Georgia's fastest growing and top hiring school districts (Hall, Gwinnett, and Forsyth) represent the majority of GSC's student population. While the numbers of English teachers hired by these three counties has grown steadily, GPSC estimates that demand will continue to rise, driven by a recovering economy, increased enrollment, and policies that mandate smaller class size. Projections also indicate that the GSC service area will see a steady stream of teacher retirements in the next five years as over 350 English teachers become eligible for retirement. In addition to this increased demand for new teachers, the current labor pool needs further educational development. Current secondary education teachers who are not fully certified in the field are a significant problem. According to the GPSC, "[Although] mathematics and the sciences have received recent attention for their shortages, ranging from slightly over 14% to more than 18% . . . the shortage of fully certified English teachers is almost as large at just under 12%."¹⁶ In the GSC service area alone, 2.6% of English teachers are working under a non-renewable certificate.

To determine GSC student interest in the proposed program, a random sample of 1,000 students was surveyed. Of the 966 respondents, 212 indicated that they were either "interested" or "very interested." In addition, 55 students who are currently enrolled in the English/ English education, indicated a strong preference to remain at GSC to complete a B.A. degree.

4. Institutional Resources that will be Expended Specifically for this Program:

At the present time, this program has the appropriate level of faculty expertise and qualifications to deliver this four year degree. With enrollment growth it is anticipated additional staff and faculty hires will be made to deliver and support the baccalaureate curriculum; tuition revenues will provide the resources needed to fund these positions. Nine education faculty members have the credentials to teach and supervise teacher candidates in the education concentration. Furthermore, the Director of Field and Clinical Experiences will be responsible for appropriate placement in public schools.

The Library annually assesses the collection and updates according to curricular changes. As the English bachelor's degree is developed and implemented, the Library's electronic and print offerings would be updated accordingly to ensure adequate access. In fall 2011, an additional 133,000 square feet of instructional space will be available to accommodate student growth and new program development at GSC. The new classroom/office building will provide approximately 26 classrooms, 96 faculty/staff/administrative offices, and 13 computer/media/language laboratories. The new building will also contain a number of student study rooms, conference rooms, student gathering spaces, lounges, and a multipurpose room that can accommodate 260 auditorium style seats.

¹⁵ USG, *2008 Report on New Teacher Preparation*

¹⁶ USG, *2008 Report on New Teacher Preparation*

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October 30, 2009

Dr. Marci Middleton
Assistant Vice Chancellor, Academic Programs
Board of Regents of the University System of Georgia
270 Washington Street, SW
Atlanta, Georgia 30334

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M. MIDDLETON

Dear Dr. Middleton:

It is my pleasure to submit Letters of Intent (LOIs) from Gainesville State College for your review and consideration.

The attached Letters of Intent (LOIs) are seeking approval to develop proposals for seven baccalaureate degrees in liberal arts disciplines, each with an education concentration for teacher certification, and a baccalaureate degree in Middle Grades Education with an ESOL endorsement.

These eight new baccalaureate degrees are well aligned with Gainesville State College's mission ... *to provide broad access to a quality liberal arts higher education primarily for the population of Northeast Georgia.* These LOIs have been approved by our College's Academic Affairs Committee and each LOI received an affirming vote of approval of 94% or greater from our faculty, as a whole, on October 16, 2009.

These new baccalaureate degrees are also well aligned with the University System of Georgia's strategic goals. As you are aware, a significant number of our student body are first generation college students, many of whom face considerable economic challenges while earning their college degrees. As you will see from the data presented in each of the LOIs, our currently enrolled students have expressed a strong desire to attain a four year degree in these disciplines and have indicated that they would prefer to continue their education at Gainesville State College if the opportunity were to be available to them. While many of our students continue to pursue their four year degrees at other USG institutions, having these degrees offered at the Gainesville campus would increase educational access and affordability for this population of learners as well as assist in meeting USG's goal of increasing access to higher education by expanding the system's educational capacity to serve an additional 100,000 students by the year 2020.

The projected teacher shortage in the state of Georgia and the northeast region has been well documented by both national and regional data that cites an intersection between teacher retirements

and the increase in student enrollments as our regional population expands. Thus, USG's commitment to meeting 80% of the state's need for teachers by the year 2020 would also be well served by these new baccalaureate programs. Each of the eight baccalaureate degrees being proposed includes an education concentration that would lead to certification to teach at various levels in the primary, middle, and secondary levels. As noted in Dr. Maryellen Cosgrove's letter of support, the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (GA PSC) are scheduled to conduct an onsite accreditation review during the latter part of the 2010-2011 academic year. Consequently, the timing of these LOIs is fortuitous. By developing and delivering more baccalaureate programs that prepare teachers for primary, middle, and secondary levels, GSC will strengthen our College's partnerships with our region's school districts.

Finally, these baccalaureate programs will serve as an economic engine for both our state and for our regional area, by preparing graduates with a strong liberal arts background to meet USG's intent that our students are learning what they need to lead full lives and to become productive citizens. Strengthening our colleges and universities serves to build stronger communities through the economic impact created by the purchasing of goods and services within the community and the effects on the labor market in both the short- and long-term (Parsons & Griffiths, 2003; Stokes & Coomes, 1998). Thus, expanding the number of four year degrees that Gainesville State College offers will serve to retain our students in the immediate region and strengthen the economic base of our region.

Thank you for your continued support of Gainesville State College. Please advise if I can answer any questions regarding these Letters of Intent.

Sincerely,



Marya L. Leatherwood, Ph.D.
Vice President for Academic Affairs



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October 30, 2009

Dr. Marci Middleton
Assistant Vice Chancellor, Academic Programs
Board of Regents of the University System of Georgia
270 Washington Street, SW
Atlanta, Georgia 30334

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M.MIDDLETON

Dear Dr. Middleton:

Enclosed are eight baccalaureate degree Letters of Intent from Gainesville State College (GSC) all of which have education concentrations that will lead to certification to teach pre-kindergarten through grade twelve (BA in art); grades four through eight (BS in middle grades education), and secondary education (BS in biology, economics, mathematics, and BA in English, history, political science). Graduates will become certified at the initial level; however, they may also pursue advanced degrees in education after graduation. The timing of these Letters of Intent is appropriate because the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (GA PSC) have scheduled an onsite accreditation review during spring 2011. When these programs achieve a successful developmental review, GSC will be able to admit candidates into these teacher education preparation programs beginning fall 2011.

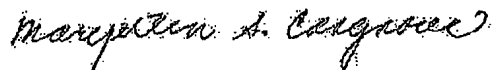
Data analyses from the Georgia Department of Labor, Georgia Professional Standards Commission, Hanover Research Council, National Center for Education Statistics, University System of Georgia, U.S. Bureau of Labor Statistics, and the Western Interstate Commission for Higher Education indicate that the growth rates in the number of high school graduates in Georgia will be among the highest in the United States. At the recent Georgia Professional Standards Commission (PSC) "Best Practice and Leader Recruitment and Retention: Recruiting for Retention Collaborative Conference" (Sept. 28-29, 2009) data were released for the Gainesville State College service area that indicate a 6.4% teacher attrition rate and 4.7% educators teaching with non-renewable certificates during FY 09. During this current academic year, 20.23% or 1,538 of the region's teachers are eligible to retire and this will continue to increase after the economy rebounds. The service area for GSC includes the Pioneer Regional Educational Service Agency (RESA) school districts (Banks, Dawson, Franklin, Habersham, Hall, Hart, Lumpkin, Rabun, Stephens, Towns and Union counties); however, many GSC students also reside in bordering counties such as Barrow, Forsyth, Gwinnett, Jackson and Oconee. Thus, the convergence of an increasing school aged population with a decreasing teacher work force will have a negative impact on the stability and growth of this region.

The USG 20,000 x 2020 initiative also supports this need to produce more quality educators to teach in Georgia's pre-kindergarten through grade twelve.

With the exception of the BS degree in biology education, these proposed baccalaureate degrees will be limited to 120-hours exclusive of the GSC 3-credit hour health and wellness requirement. The degrees will also be offered on the Gainesville campus and will align with the Georgia Performance Standards and the Georgia Assessments for Certification of Educators examinations ensuring that the teacher candidates will have the necessary knowledge to teach Georgia's students. Furthermore, the pedagogical courses will address the NCATE and GA PSC standards which will reinforce the quality of the GSC teacher candidates' skills and dispositions to become effective teachers who believe that all students must and can learn at higher levels. A unique component of the GSC baccalaureate degrees will be the fact that the English to Speakers of Other Languages (ESOL) standards will be embedded in the required education courses; thus, enabling all the teacher candidates to earn the GA PSC ESOL endorsement in order to better meet the needs of all students regardless of their primary languages and cultures. GSC currently has nine full-time education instructors plus a Director of Field and Clinical Experience; thus, the required education courses and school-based requirements will be taught by qualified faculty.

I appreciate your time and commitment to review these eight Letters of Intent to offer additional baccalaureate degrees at Gainesville State College.

Sincerely,



Maryellen S. Cosgrove, Ph.D.
Professor
Chair - Education, Health and Wellness