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THE UNIVERSITY SYSTEM OF GEORGIA

## BACCALAUREATE AND MASTER'S DEGREES

NEW PROPOSAL FORMS  
*(Submit One Copy)*

### LETTER OF INTENT

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NOV 02 2009

**Institution:** Gainesville State College

**M. MIDDLETON**

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

**Date:** October 30, 2009

**School/Division:** Social Sciences

**Department:** History

**Name of Proposed Program:** Bachelor of Arts in History

**Degree:** Bachelor of Arts

**Major:** History with a concentration in Secondary Education

**Degree Inscription:** B.A. History

**CIP Code:** 54.0101; 13.1328

**Anticipated Starting Date:** 2011

**Program Classification:** History, General; History Teacher Education

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## 1. Description and Objectives of Degree:

Gainesville State College (GSC) seeks to offer a Bachelor of Arts degree in history with a concentration in secondary education. The main objectives of the degree are to prepare history teachers for the secondary schools of northeast Georgia and to provide a traditional four-year history degree for students in the region who cannot commute or relocate to a community with a state college or university or private college that offers this program. As the Georgia Department of Labor's Workforce Trends: An Analysis of Long-term Employment Projections to 2014 and the University System of Georgia's (USG) "Teacher Preparation Report" note, most teachers seek employment in the communities and regions where they complete their degrees.<sup>1</sup> GSC, as the only open access higher educational institution in northeast Georgia, is in an excellent position to provide a seamless teacher preparation program in history for students in the region. The program is also designed to prepare students for success in graduate studies ranging from graduate study of history to law school and other professional preparation. As outlined in the American Historical Association's Careers for Students of History, a bachelor's degree in history opens up a wide-range of professional options from employment in museums and other forms of public history to publishing and library and archival occupations.<sup>2</sup> This degree will require a total of 120 total credit hours<sup>3</sup> and will be offered on the Gainesville campus, relying 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.

The program's objectives conform to the standards advocated by the National Council for History Education, the American Historical Association, the Organization of American Historians, and the National Council for Accreditation of Teacher Education.<sup>4</sup> Students who graduate with a major in history will be able to:

- Demonstrate an understanding of historical methods and explain how history is written and interpreted.
- Demonstrate a chronological understanding of the diverse peoples, cultures, and events that have shaped human civilization.
- Demonstrate effective writing, analytical thinking, and oral communication skills in relation to the study of history.
- Demonstrate an understanding of geography in relation to history.
- Conduct research and identify, present, and evaluate historical information using primary and secondary sources.

Students who graduate with a major in history with a concentration in secondary education will, in addition to the objectives stated above, be able to demonstrate the ability to:

- Assist learners in placing historical narratives in proper chronological order.

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<sup>1</sup> 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>

<sup>2</sup> American Historical Association. "Careers for Students of History." <http://www.historians.org/pubs/careers/index.htm>

<sup>3</sup> Exclusive of the current Gainesville State College 3-credit hour Physical Education and Wellness requirements,

<sup>4</sup> National Council for History Education; American Historical Association; National Organization of American Historians; National Council for Accreditation of Teacher Education;

- Enable learners to identify the central questions addressed in historical narratives.
- Guide learners in practicing skills of historical analysis and interpretation.
- Assist learners in developing historical research capabilities that enable them to formulate historical questions, obtain historical data, question historical data, and construct sound historical interpretations.
- Help learners identify issues and problems in the past.
- Assist learners in acquiring knowledge of United States history and of the many peoples who have contributed to the development of North America.
- Guide learners in acquiring knowledge of the history and values of diverse civilizations throughout the world.
- Enable learners to develop an historical understanding of social, political, economic, and cultural history and the history of science and technology.

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

The Bachelor of Arts in history with a secondary education concentration will contribute to the furtherance of GSC's institutional mission to offer "broad access to a quality liberal arts higher education primarily for the population of northeast Georgia."<sup>5</sup> The proposed program will also contribute to GSC offering "a limited number of baccalaureate programs and upper-division courses to meet the educational, civic, and economic needs of the community and region," and "career programs and courses relevant to area employment needs and the interests of students."<sup>6</sup> The Bachelor of Arts in history with a secondary education concentration will help meet GSC's strategic goals by facilitating "success and educational goal attainment for all students," and enhancing "the College's services and opportunities to the community."<sup>7</sup>

Additionally, the proposed bachelor's degree in history 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."<sup>8</sup> Furthermore, the proposed bachelor degree program addresses the University System of Georgia's strategic goal of "renewing excellence in undergraduate education to meet students' 21<sup>st</sup> 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.<sup>9</sup>

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 history teachers who can meet the growing need in our service area

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<sup>5</sup> Gainesville State College. Mission, Vision, and Strategic Goals August 12, 2008. <http://www.gsc.edu/about/internal/opir/strategicplanning/Documents/MissionVisionGoals.pdf>

<sup>6</sup> [GSC Mission, Vision, and Strategic Goals](#)

<sup>7</sup> [GSC Mission, Vision, and Strategic Goals](#)

<sup>8</sup> [GSC Mission, Vision, and Strategic Goals](#)

<sup>9</sup> University System of Georgia. *University System of Georgia Strategic Plan*. University System of Georgia, 2009. Web. 28 Sept. 2009. <http://usg.edu/strategicplan/>

and beyond. The proposed history education concentration will embed English to Speakers of Other Languages (ESOL) standards so that candidates will not only be certified secondary history teachers, but also earn the ESOL endorsement without completing any additional coursework.

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

Northeast Georgia has been experiencing unprecedented population growth, which has resulted in an increasing demand for schools and teachers. History teachers are in particular demand. According to the Georgia Department of Labor's Georgia Workforce Trends, secondary school teaching is a "hot" job. The "hot" category is defined as an occupation that is "fast-growing and high-paying with plentiful expected annual job openings."<sup>10</sup> 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 2006-16 period." The Bureau projects that the need for secondary school teachers will increase by 5% (54,000) in that period.<sup>11</sup> The "Teacher Preparation Report" (TPR) published by The University System of Georgia in the summer of 2009 confirms the Georgia and U.S. Department of Labor's conclusions and indicates the need for the expansion of existing teacher training programs and the creation of new ones 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." 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."<sup>12</sup>

GSC's proposed history program is designed to achieve this goal by training students to meet the growing demand for teachers in the rapidly growing counties of northeast Georgia. For example, 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." The NCES projects a 24.4% increase in the state's public high school graduates between 2000-01 and 2013-14 while 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.<sup>13</sup>

The graduation rate increases 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." The demand for teachers in northeast Georgia is and will be driven by an increase in students and by teacher replacement. For example, the Hanover Research Council projects the demand for teachers in Georgia between 2004 and 2014 at approximately 15,000, of which 26.6% will be in secondary education. The Georgia Professional Standards Commission (GPSC) has

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10 Georgia Department of Labor. Workforce Trends

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

12 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](http://www.usg.edu/educator_prep/documents/2008_teacher_prep_report.pdf)

13 USG, 2008 Report on New Teacher Preparation

projected the demand at over 28,000. Out of that overall growth, there has been a healthy demand for Social Sciences teachers, of which history is a component. For example, in 2006-2007, the number of newly hired Social Science teachers increased by 4.3%. This is part of the overall new teacher hires in high schools that year of approximately 18%. GSC's service area of northeast Georgia contains three of the top hiring county school systems in the state – Hall, Gwinnett, and Forsyth. In addition to the increased demand for teachers, the state and region also needs an improvement in the teaching labor pool. For instance, from 1998 to 2007, 10.9% of Social Sciences full-time teachers did not have full certification by the state. This was out of a total of 41.9% of the state's teachers in 2007 that were not fully certified.<sup>14</sup>

Recent data for our service area indicates a teacher attrition rate for 2008-09 of over 6% while student enrollment continues to increase at over 1%. The number of pending teacher retirements range between 16% and 33% in the region's school districts. Thus, over 1,100 teachers are to retire this year and the number will double or triple by the year 2012. Additionally, in the secondary social sciences, 1.5% of the teachers are working with non-renewable certificates.<sup>15</sup> GSC's history degree with a concentration in secondary education is designed to help The University System of Georgia improve the quality of the state's teachers and help the school systems of northeast Georgia prepare for the continued growth in student-body populations.

A survey of currently enrolled students indicates a strong interest in this degree. Of the 2045 students surveyed in August, 2009, 33% (675) indicated an interest and would consider completing a Bachelor of Arts degree in history at GSC, and 30% (614) indicated an interest in completing the secondary education concentration. Thus, we anticipate a healthy enrollment in the Bachelor of Arts in history program.

#### **4. Institutional resources that will be expended specifically for this program:**

At the present time there exists both the appropriate level of faculty expertise and qualifications to begin offering coursework for the degree. At present there are 10 full time historians on staff with four other full time faculty members with credentials to teach history. As enrollment increases, tuition revenues generated by the program will fund additional faculty and staff requirements. 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.

Although the program can be offered with the present available facilities assuming creative scheduling of classes, an additional 133,000 square feet of instructional space will become available to accommodate student growth and new program development. 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. This new classroom/office building should be available in fall 2011. Short-term expenses such as incidental departmental costs and continuing library acquisitions can be funded through normal operating costs as enrollment, accompanied by tuition-generated revenue, increases. The Library annually assesses the collection and updates according to curricular changes. Future enrichment of library holdings will be needed as the program grows.

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<sup>14</sup> USG, *2008 Report on New Teacher Preparation*

<sup>15</sup> Professional Standards Commission "Best Practices in Teacher and Leader Recruitment and Retention: Recruiting for Retention Collaborative Conference", Sept. 28-30, 2009.



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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

**RECEIVED**

NOV 02 2009

**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.

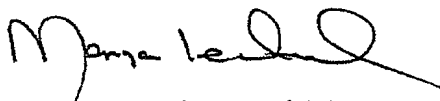
The projected teacher shortage in the state of Georgia and the northeast region has been well documented by both national and regional data that cites an intersection between teacher retirements

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,

A handwritten signature in black ink, appearing to read "Marya L. Leatherwood". The signature is fluid and cursive, with a large initial "M" and a long, sweeping underline.

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.

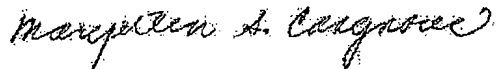
Data analyses from the Georgia Department of Labor, Georgia Professional Standards Commission, Hanover Research Council, National Center for Education Statistics, University System of Georgia, U.S. Bureau of Labor Statistics, and the Western Interstate Commission for Higher Education indicate that the 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