



BOARD OF REGENTS OF
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

M. MIDDLETON

Institution: Gainesville State College (GSC)

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

Date: October 30, 2009

School/Division: Mathematics and Computer Science

Department: Mathematics

Name of Proposed Program: Bachelor of Science in Mathematics

Degree: Bachelor of Science (BS)

Major: Mathematics with a concentration in Secondary Education

Degree Inscription: B.S. Mathematics

CIP Code: 27.0101; 13.1311

Anticipated Starting Date: 2011

Program Classification: Mathematics/Mathematical Sciences, General; Mathematics Teacher Education.

1. Description and Objectives of Degree:

Gainesville State College (GSC) seeks to offer a Bachelor of Science in mathematics with secondary education certification to prepare students to successfully pursue occupations such as secondary school mathematics teacher, various industry and government positions requiring bachelor-level proficiency in the mathematical sciences, or graduate education in mathematical sciences.

The proposed 120 credit hour¹ degree program will enhance the mission of GSC by adding a baccalaureate degree program in a discipline recognized and targeted as an area of both need and demand to our current offering of education degree programs (early childhood education and early child care & education). The current and projected needs for mathematics educators in Northeast Georgia area are well documented, and the demand by prospective students and potential employers is also strongly supported (see [Table 1](#)). The proposed degree meets the needs of a large number of enrolled students with declared majors in mathematics, mathematics education, as well as computer science. Establishing a mathematics program at GSC contributes to reaching the University System's Strategic Goal Four, Alliance Goal Three which seeks "to increase the number of baccalaureate degrees in the science, technology, engineering, and mathematics (STEM) disciplines, to contribute to international competitiveness of the nation."²

The proposed degree program will rely on standard delivery methods that incorporate computer technology and face-to-face instruction with a good balance of theory and practice. 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. Both the proposed general mathematics concentration and the mathematics education concentration including the three Area F education courses (EDUC 2110, 2120, 2130) conform to the USG curriculum 120 credit hour³ requirements for baccalaureate degree programs.

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

GSC's mission as a state college serving Northeast Georgia entails providing educational opportunities to help meet the workforce needs of the region and to contribute to the betterment of the economic conditions of the area. In keeping with this mission, GSC offers a select number of baccalaureate programs specifically tailored to the needs of our service area. The proposed degree program will not require GSC to alter its institutional mission since we are already serving the needs of our early childhood and elementary educator community. The proposed degree program is a high priority GSC goal that directly reflects results of efforts to achieve GSC's Strategic Goal One, which "emphasizes access and includes such actions as clearly communicating our mission. The College will add programs, degrees, institutional baccalaureate programs and graduate degrees as needed."⁴ The proposed degree program represents a collaborative effort among a number of programs at GSC in the sciences and education.

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

² University System of Georgia. *University System of Georgia Strategic Plan*. University System of Georgia, 2009. Web. 28 Sept. 2009. <http://usg.edu/strategicplan/>

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

⁴ Gainesville State College. *Mission, Vision, and Strategic Goals August 12, 2008*. <http://www.gsc.edu/about/internal/opir/strategicplanning/Documents/MissionVisionGoals.pdf>

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 STEM teachers who can meet the growing need in our service area and beyond. The proposed mathematics education concentration will embed English to Speakers of Other Languages (ESOL) standards so that candidates will not only be certified secondary mathematics teachers, but also earn the ESOL endorsement without requiring additional coursework.

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."⁵ 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."⁶ 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."⁷ 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."⁸

GSC's proposed B.S. in mathematics 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 Gainesville State College 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."⁹ The NCES projects a 24.4% increase in the state's public high school graduates between 2000-01 and 2013-14; moreover,

⁵ 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>

⁶ U.S. Bureau of Labor Statistics. *Occupational Outlook Handbook, 2008-09 Edition*. Web. 28 Sept. 2009. <http://www.bls.gov/oco/ocos069.htm>

⁷ 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

⁸ USG, *2008 Report on New Teacher Preparation*

⁹ Hanover Research Council. *Environmental Scan of Northeast Georgia*. 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)

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.¹⁰

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."¹¹ The demand for teachers will also be driven by the need for teacher replacement. Approximately 1127 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 *Overview of Georgia's Educator Workforce*, the Georgia Professional Standards Commission (GA PSC) projects the demand at over 28,000 teachers.¹²

The need for science, technology, engineering, and mathematics (STEM) Teachers is likewise well documented. This need is projected to remain a priority of the USG institutions for many years to come.

Table 1. High School Science and Mathematics Teacher Shortage in the Georgia Public Schools Compared to USG Current and Projected Teachers

High School Teaching Field	Estimate of New Teacher Need by 2010	USG Current Teacher Production (2006)	USG Proposed Teacher Production (2013)
Mathematics	1740	135	270
Life Sciences	590	54	160
Chemistry	415	9	45
Earth Science	240	1	20
Physics	210	3	15
Totals	3195	202	510

At the state level, the GA PSC projected a need for 28,749 teachers by 2012. This need, as of October 2008, translates into the production of 7,376 additional teachers from traditional teacher training programs and is expected to reach a critical level of need when the economy rebounds. More specifically, within the Pioneer RESA (Regional Education Service Agency) service area which include Banks, Dawson, Franklin, Habersham, Hall, Hart, Lumpkin, Rabun, Stephens, Towns, Union, and White counties, 22.3% of teachers are eligible to retire during the 2009-2010 academic year. These data clearly indicate a critical need for teacher preparation in our service area...

Equally important is the need for graduates who pursue careers in STEM-related disciplines (USG Strategic Goal Four). It is envisaged that graduates from the proposed degree program will be prepared to pursue graduate education in mathematical sciences, or gain employment within mathematical science fields in industry and government agencies as mathematicians, actuaries, or statisticians. A recent January 26, 2009 article titled "Doing

¹⁰ *Environmental Scan of Northeast Georgia*

¹¹ *Environmental Scan of Northeast Georgia*

¹² USG, *2008 Report on New Teacher Preparation*

the Math to Find Good Jobs" posted in the Careers section of the Wall Street Journal has ranked Mathematicians, Actuaries, and Statisticians as the top three jobs in the nation.

An informal survey (taken in September, 2009 with a sample size of 182) conducted among students taking pre-calculus or higher level mathematics classes to assess the level of interest in a proposed baccalaureate program in mathematics/mathematics education if such was offered at GSC found the following:

- 69% (126) of respondents indicated that they would be interested in pursuing a baccalaureate degree in a math-related program at GSC if offered.
- 78% (142) interested respondents would pursue a mathematics degree.
- 42% (76) interested respondents would pursue a mathematics education degree.

The demonstrated lack of graduates in the areas of science, technology, engineering and mathematics supports the need for additional baccalaureate programs and concentrations in secondary education within our region to meet this demand. This demand, coupled with increasing interest in our GSC student body for a broad liberal arts and sciences background, support the need for a Bachelor of Science in mathematics at GSC.

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. Among our current faculty roster, seven hold doctorates in mathematics and mathematics education, one is finishing a dissertation in mathematics education from UGA, and one begins a doctoral program at GSU in spring 2010. Additional faculty members will be hired to fill two vacant budgeted positions currently occupied by lecturers, and as enrollment increases, additional faculty and staff hires will be funded by tuition revenues that the program generates. 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.

Our library facilities are adequate to meet the initial needs of the proposed degree programs. The Library annually assesses the collection and updates according to curricular changes. As the mathematics program is developed and implemented, the Library's electronic and print offerings would be updated accordingly to ensure adequate access.

On the Gainesville Campus, where the proposed degree will be offered, current computing equipment and laboratories are adequate to handle the initial offerings. We anticipate having another computer lab designated for this program to handle the growth in the future. An additional 133,000 square feet of instructional space will be 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.



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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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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.

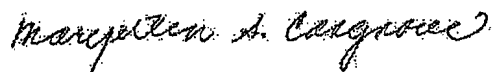
Data analyses from the Georgia Department of Labor, Georgia Professional Standards Commission, Hanover Research Council, National Center for Education Statistics, University System of Georgia, U.S. Bureau of Labor Statistics, and the Western Interstate Commission for Higher Education indicate that the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