



BOARD OF REGENTS OF  
THE UNIVERSITY SYSTEM OF GEORGIA

**BACCALAUREATE DEGREES**  
**New Proposal Forms**  
**Letter of Intent**

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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:** Education, Health and Wellness

**Department:** N/A

**Name of Proposed Program:** Middle Grades Education with English to Speakers of Other Languages (ESOL)

Endorsement

**Degree:** Bachelor of Science (BS)

**Major:** Middle Grades Education with Reading and two concentrations selected from the Language Arts,  
Mathematics, Sciences, and Social Studies

**Degree Inscription:** B.S. Middle Grades Education

**CIP Code:** 13.1203

**Anticipated Starting Date:** 2011

**Program Classification:** Junior High/Intermediate/ Middle School Education and Teaching

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## 1. Description and Objectives of Degree:

To address the critical shortage of educators in Northeast Georgia, Gainesville State College (GSC) seeks to offer a Bachelor of Science in middle grades education. The 120-hour degree in middle grades education<sup>1</sup> (MGE) with the English to Speakers of Other Languages (ESOL) endorsement will certify teacher candidates to teach in grades four through eight in diverse schools. The degree will be earned on the Gainesville campus. According to the National Middle School Association's position paper *This We Believe: Successful Schools for Young Adolescents*, the Success in the Middle Act, and the ACT Report *The Forgotten Middle*, educators need to ensure that middle grades students are better prepared to meet the robust demands of college and careers prior to high school. They can accomplish this by making learning more meaningful by connecting the curricula content across all disciplines, utilizing real world issues, embedding academic teaching and learning in service-learning contexts, and increasing expectations of cognitive, social, emotional, creative, and linguistic development by focusing on the whole student.<sup>2</sup> The Gainesville State College (GSC) baccalaureate degree in middle grades education outcomes will be aligned to the research cited above as well as to the National Council for Accreditation of Teacher Education (NCATE) and Georgia Professional Standards Commission (PSC) standards (rule 505-3-.29), Georgia Department of Education Performance Standards (GPS), Georgia Framework for Teaching (GFT), Georgia Assessments for Certification of Educators (GACE) framework, and PSC ESOL standards as follows:

- Know the major concepts, principles, theories and research related to young adolescent development and provide opportunities that support student development and learning;
- Work successfully within middle school organizational structures and developmentally responsive middle level programs and schools;
- Know the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and use this knowledge in practice;
- Create meaningful learning experiences within two content concentrations plus reading in order to develop all young adolescents' competence in subject matter and skills;
- Employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents;
- Work collaboratively with family and community members to maximize the learning of all young adolescents;
- Engage in practices and behaviors that develop competence as professionals;
- Use knowledge of literacy development;
- Know and teach accurate content in two concentration areas selected from language arts, mathematics, sciences, and social studies.

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

<sup>2</sup> National Middle School Association (2008). *Position Paper: This We Believe – Successful Schools for Young Adolescents*. Wash. DC: NMSA. And ACT (2008); *Success in the Middle Act*. (2007); and, *The Forgotten Middle: Ensuring that All Students Are On Target for College and Career Readiness Before High School*. <http://www.act.org/research/policymakers/pdf/ForgottenMiddle.pdf>. Sept. 20, 2009.

In order to address the diverse linguistic needs of this service area, the PSC ESOL standards will be embedded in all the education requirements, too:

- Know the nature of language, language varieties, and the phonology, morphology, syntax, semantics, and discourse of the English language;
- Listen, speak, read, and write in standard English on technical, abstract, and non-technical or general topics;
- Understand the principles of first and second language acquisition across age levels;
- Understand the effects of cognitive, affective, and socio-cultural variables on language learning;
- Apply language assessment techniques and instruments in the evaluation of students;
- Plan ESOL curriculum, and implement a variety of instructional methods assessment strategies for teaching ESOL as a second language;
- Understand socio-cultural systems and characteristic features of linguistic /minority cultures;
- Know current educational trends, issues, policies, and practices, and their relationships to program planning, instruction, and assessment of ESOL; and
- Use technology, particularly multi-media and computer hardware and software, and can evaluate software for ESOL instruction.

Thus, teacher candidates who successfully complete this proposed degree program will have the knowledge, skills, and professional dispositions necessary to bring their middle grades students to higher levels of learning. A variety of performance assessments at four benchmarks, as well as teacher candidates' teacher work samples, will provide data to indicate that graduates will meet their students' needs. Live text will be utilized as the data system in which the teacher candidates will be assessed by several instruments all of which are based on four-point rubrics similar to CLASS Keys that is utilized as a teacher evaluation protocol in most schools.

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

Serving Northeast Georgia since 1964, GSC is a non-residential unit of the University System of Georgia. With an enrollment of approximately 9,000 students in the fall 2009 semester, GSC offers courses leading to the Bachelor of Applied Science in environmental and spatial analysis, Bachelor of Applied Science in technology management, Bachelor of Fine Arts in design and technology of theater, Bachelor of Science in early childhood care and education (birth to age five), Bachelor of Science in early childhood education with the reading and ESOL endorsements (pre-kindergarten through grade five), Associate of Applied Science, Associate of Arts, Associate of Science degrees, in addition to a variety of certificate programs. The mission of GSC is to provide broad access to a quality liberal arts higher education primarily for the population of Northeast Georgia. The College seeks to assure the success of its students and contribute to the quality of life in the surrounding region.<sup>3</sup> The institution, with an emphasis on diversity and international issues, prepares students to function in a global society. To accomplish its mission, GSC serves its students by offering a limited number of baccalaureate programs listed above to meet the educational, civic, and economic needs of the community and region. The addition of the baccalaureate degree in middle grades

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

education with the English to Speakers of Other Languages endorsement will reinforce this goal. In addition the College's select strategic goals listed below will be enhanced:<sup>4</sup>

- To affirm the College's core values and provide access and opportunities for a quality higher education. (The College will add programs, degrees, institutional baccalaureate programs and graduate degrees as needed such as the BS degree in middle grades education.)
- To maintain academic standards of excellence with accountability. (This goal includes reviewing academic programs to ensure regional and global relevancy, maintaining academic student performance at the College, after transfer, and in the workplace. The assessment instruments noted above, including the external GACE tests, will satisfy this strategic goal.)
- To enhance the College's services and opportunities to the community. (This includes a broad array of activities including birth to grade twelve collaborations that will encompass the BS MGE degree.)

The proposed degree also represents a collaborative effort between all the existing academic units at GSC. The education program will be responsible to deliver the education related courses and field/clinical experiences. Programs in the areas of business, humanities and fine arts, mathematics, science, and social sciences will deliver the upper-level content courses for the four concentrations of language arts, mathematics, sciences, and social sciences.

### **3. Program justification to discipline/geographic region/ state/ nation and is not necessarily program duplication:**

The GSC baccalaureate degree in MGE is not an unnecessary duplication of existing programs within the USG due to the fact that the Federal and Georgia Bureaus of Labor, Georgia Professional Standards Commission, Hanover Research Council, and the University System of Georgia data indicate that the projected need for all teachers by 2012 will be approximately 27,700 of which 23.5% will be in the middle grades.<sup>5</sup> Thus, the addition of the GSC MGE degree will enhance and not duplicate extant regional programs to meet the USG 20,000 x 2020 goal. Furthermore, this degree program will be unique due to the fact that the teacher candidates will also earn the ESOL endorsement that is necessary to meet all the students' needs in this region.

The service area for GSC includes the Pioneer RESA (Regional Education Service Agency) school districts (Banks, Dawson, Franklin, Habersham, Hall, Hart, Lumpkin, Rabun, Stephens, Towns, and Union counties). GSC students also reside in other bordering counties such as Barrow, Forsyth, Gwinnett, Jackson, and Oconee. Despite the fact that the number of new P-12 students in Georgia has slowed down during this 2009 academic year, this Pioneer RESA region experienced a 1.2% school population growth. Given the GA Professional Standards Commission statistics indicate for this region that the teacher attrition rate for the 2008-09 academic year was 6.4%, 1538 classroom teachers are eligible to retire in 2009, and 2.2% (350) of the middle grades educators are currently teaching with a non-renewable certificate, this area will experience serious teacher shortages in the middle level by

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<sup>4</sup> GSC Mission, Vision, and Strategic Goals

<sup>5</sup> Georgia Department of Labor. *Workforce Trends: An Analysis of Long-Term Employment Projections to 2014*. <http://explorer.do1.state.ga.us/mis/Current/gaworkforcecurrent.pdf> Sept. 20, 2009; University System of Georgia, Educator Preparation and Innovation. *2008 Report on the Preparation of New Teachers (March, 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) Sept. 1, 2009; U. S. Bureau of Labor Statistics. *Occupational Outlook Handbook, 2008-2009 Edition*. <http://www.bls.gov/oco/ocos069.htm> Sept. 21, 2009

2012.<sup>6</sup> Both the National Center for Education Statistics (NCES) and the Western Interstate Commission for Higher Education (WICHE) estimate that the number of high school graduates in Georgia will have one of the largest increases in the United States within the next few years. Thus, education is one of the top industries in the GSC service area.<sup>7</sup> The convergence of an increasing population and a decreasing teacher work force will have a negative impact on the stability and economic growth of the region. Therefore, the addition of the baccalaureate degree in MGE will further the GSC mission by providing broad access to a quality liberal arts higher education for the population of Northeast Georgia.

Over the last three years, the number of GSC Associate of Science in middle grades education students has steadily increased from 71 to 88 majors. In a recent survey of middle grade education majors, 100% of the 41 respondents indicated they would prefer to remain at GSC. The survey also indicated student interest was evenly distributed over the four content fields of language arts, mathematics, sciences, and social sciences. There has also been steady growth over the last three years for enrollments in early childhood care and education (ECCE, birth to age five) and early childhood education (ECE, pre-kindergarten through grade five). Thus, it is predicted that the baccalaureate degree in MGE will follow similar patterns to these trends.

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

GSC does not anticipate additional expenditures for the start-up and implementation of this program beyond what normally accompanies an increase in student enrollment. Currently, GSC has the faculty expertise to deliver the baccalaureate MGE degree. After the program is accredited by NCATE/PSC in spring 2011, however, two more education faculty will be hired to teach the appropriate middle grades courses and supervise the teacher candidates in their field and clinical experiences. It is anticipated that the additional tuition revenues will permit GSC to hire these education faculty. No specialized facilities or equipment are required for this program particularly in the advent of the new 133,000 square foot classroom building that will be completed by fall 2011 and will house this program. The Library annually assesses the collection and updates according to curricular changes. As the middle grades education program is developed and implemented, the Library's electronic and print offerings would be updated accordingly to ensure adequate access. By the time the MGE program undergoes its first USG comprehensive review, it is expected that both staffing and physical necessities will be in place.

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<sup>6</sup> Georgia Professional Standards Commission. *Overview of Georgia's Educator Workforce*.  
[http://www.gapsc.com/Research/Data\\_Research.asp](http://www.gapsc.com/Research/Data_Research.asp) Sept. 23, 2009

<sup>7</sup> Hanover Research Council. *Environmental Scan of Northeast Georgia – GSC (Jan. 2009)*  
<https://portal.gsc.edu/depts/IE/Documents/Strategic%20Plan/Environmental%20Scan%20of%20Northeast%20Georgia.pdf>  
Aug. 15, 2009



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October 30, 2009

**RECEIVED**

NOV 02 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

**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.

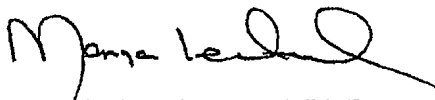
The projected teacher shortage in the state of Georgia and the northeast region has been well documented by both national and regional data that cites an intersection between teacher retirements

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 long horizontal stroke at the end.

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



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Post Office Box 1358  
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Oconee Campus  
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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:

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.

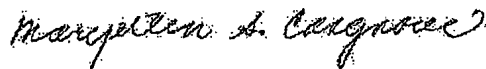
Data analyses from the Georgia Department of Labor, Georgia Professional Standards Commission, Hanover Research Council, National Center for Education Statistics, University System of Georgia, U.S. Bureau of Labor Statistics, and the Western Interstate Commission for Higher Education indicate that the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