The University of Georgia

University Council
Athens, Georgia 30602

March 13, 2009

UNIVERSITY CURRICULUM COMMITTEE – 2008-2009
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Undergraduate Student Representative – Ms. Jamie Beggerly
Graduate Student Representative – Ms. Amrita Veliyath

Dear Colleagues:

The attached proposal to add High-Demand status to the major in Mathematics Education (B.S.Ed.) will be an agenda item for the March 20, 2009, Full University Curriculum Committee meeting.

Sincerely,

David Shipley

David E. Shipley, Chair
University Curriculum Committee

cc: Dr. Arnett C. Mace, Jr.
Professor Jere W. Morehead

The University of Georgia
FORM FOR NOTIFICATION OF HIGH-DEMAND STATUS
OF AN UNDERGRADUATE MAJOR

I. BASIC INFORMATION

1. School/College: Education

2. Department/Division: Mathematics and Science Education

3. Degree: BSEd

4. Major: mathematics education

5. Proposed date for change in high-demand status: August 2009

II. CAPACITY INFORMATION:

Please provide the following information on an attached sheet:

1. Anticipated number of applicants: If the capacity of the junior class is smaller than the anticipated number of applications, this major may be designated as high-demand.

a. The capacity of the junior class for both this academic year and the following academic year:

Our capacity is 25 students in the fall and 25 students in the spring for a total of 50 each year.

b. The anticipated number of applications for both this academic year and the following academic year:

We anticipate 30-35 applications for fall and 20-25 for spring for a total of 50-60 annually. Thus, up to 10 students may be denied admission each year. Students who are not admitted may wish to change majors or take additional courses to strengthen their mathematics background and reapply in a subsequent semester.

2. High-Demand Majors:

a. What is the academic justification for restricting the major?

Given the shortage of highly qualified mathematics teachers in Georgia and in the nation, our goal is not to reduce the number of students admitted; rather it is to more evenly balance our two existing cohorts so that we can make the best use of resources. At such time as we have sufficient applicants and sufficient resources to justify a third cohort, we will be glad to add one. Mathematics education is a 4-semeter cohort-based

program that culminates in student teaching. Finding high quality student teaching placements within a reasonable driving distance of Athens (for both students and supervisors) is a challenge because many school districts that are contiguous to Clarke County have only 1 or 2 high schools. Thus, our goal is to more evenly distribute the students between our fall and spring cohorts to ensure high quality placements and for supervision staffing purposes and to cap each cohort at 25 students. In addition, our program makes intensive use of technology, and our existing technology enhanced classroom can comfortably handle 25 students.

b. Attach responses from other schools and colleges.

Mathematics education majors take a number of courses in the Mathematics Department. An email from Ted Shifrin, Associate Head of the Mathematics Department is attached stating that they have no objection to restricting the major.

c. Provide criteria used to determine which of the applicants meeting entrance requirements will be admitted to the major.

All students must meet the following minimum qualifications to apply: overall grade point average of 2.75, grade of C or better in MATH 2250, 2260, 3000, 3200, and documented completion at least 30 clock hours of tutoring students in the mathematics of grades 6-12 in a structured setting. Performance in mathematics courses is a reliable predictor of success in the mathematics education major, and overall GPA is a measure that levels the playing field for native and transfer students. Thus, we will use a formula that weights each of the following at 20%: the student's grade in MATH 2250 (Calculus I), MATH 2260 (Calculus II), MATH 3000 (Linear Algebra), MATH 3200 (Introduction to Higher Mathematics), and overall grade point average. In practical terms, we will multiply the value assigned to each letter grade by 5 and multiply the overall GPA by 5 and sum the number of points. A minimum of 57.25 points is required to be considered for admission. This threshold of 57.25 points ensures that students have earned something higher than a C+ in at least one course. Minimum acceptable scenario:

MATH 2250	C	2.0
MATH 2260	C	2.0
MATH 3000	C	2.0
MATH 3200	B-	2.7
2.75 overall GPA		2.75

$(2.0 \times 5) + (2.0 \times 5) + (2.0 \times 5) + (2.7 \times 5) + (2.75 \times 5) = 57.25$

We will then rank order those students who have at least 57.25 points, and the 25 students having the highest point totals will be admitted to the program in a given semester. In the event of a "tie," we will admit 26 students. A student who has been admitted for a given semester and is unable to enroll due to an emergency will automatically be allowed into the next cohort s/he is able to join. Students can reapply as many times as they wish.

d. Provide a contact person for information concerning the criteria and application deadlines.

Denise S. Mewborn, Department Head
105 Aderhold Hall
706-542-4548
dmewborn@uga.edu

III. SIGNATURES:

Denise S. Mewborn

	Mathematics and Science Education	12-16-08
Department Head	Department	Date
Cathy Brown	College of Education	12/22/08
College/School Curriculum Committee Chair	School/College	Date
Cathleen Hain		
Dean	School/College	Date
University Curriculum Committee Chair		Date
Senior Vice President for Academic Affairs and Provost		Date

------ Forwarded Message
From: "Associate Head, Department of Mathematics" <ahead@math.uga.edu>
Date: Fri, 14 Nov 2008 17:18:15 -0500
To: "Denise S. Mewborn" <dmewborn@uga.edu>
Cc: <fu@math.uga.edu>, <curriculum@math.uga.edu>
Subject: Re: Making EMAT a restricted major

With that understanding, we have no objection :)

>Ted,
>
>Right now we're getting about 30 students in our fall cohort and 15-20 in
>spring. The proposal will cap both cohorts at 25 or a total of 50 per year.
>They don't take their math courses in lock-step fashion, so there's no easy
>way to see how they filter into 5200, 5210, 4000, 3100, etc. But this will
>have the effect of placing a cap on our capacity. It will force the issue of
>more resources for a 3rd cohort (if we even want to go there) as neither you
>nor we can handle another group with the current resources.
>
>Denise
>

>On 11/14/08 5:11 PM, "Associate Head, Department of Mathematics"
><ahead@math.uga.edu> wrote:
>
>> Denise,
>>
>> As things stand now, we can barely handle the current number of math
>> and math ed majors. Classes are closing and we don't have the staff
>> to open more sections. But any efforts to grow either the math ed
>> majors or the elementary ed majors is going to require support from
>> the university to hire more math faculty!!
>>
>> If your proposal has the effect of LIMITING the number of math ed
>> majors to no more than the current number (in toto), I don't see a
>> problem for the math department. But be aware that, given the current
>> economic situation, we may not be able to find spots in classes for
>> students as easily as in the past.
>>
>>>
>>>
>>> The math ed faculty are putting forward a proposal to restrict our
>>> undergraduate major to 25 students per semester. Our goal is to
>>>even out our

>>> cohorts between fall and spring as right now they tend to be oversubscribed
>>> in fall and undersubscribed in spring, which eventually leads to problems
>>> placing student teachers. Ultimately, if the program continues to grow, it
>>> will allow us to start a third cohort rather than continuing to
>>>stuff people
>>> into the two existing cohorts (which is what we did with one
>>>cohort until we
>>> graduated to two).
>>>
>>> Creating a restricted major requires approval at the level of the
>>>University
>>> Curriculum Committee, and one of the things we have to show is that we have
>>> consulted with other units that would be affected. The policy specifically
>>> says the following:
>>>
>>> Prior to approving the proposal, the school/college of the unit originating
>>> the proposal shall circulate it to other affected or related
>>> schools/colleges for review and comment. If the proposal reaches the
>>> university level without such circulation, the Office of Curriculum Systems
>>> will send it to the appropriate deans for comment. The deans shall then
>>> circulate it to appropriate departments and have one calendar month to
>>> provide comments for the consideration of the University Curriculum
>>> Committee.
>>>
>>> I do not see this as having an impact on your courses as we are still
>>> talking about the same numbers of students. So, can you please let me know
>>> if you have any questions about this and if not, send me an email saying
>>> that you are OK with this plan and that it will have no impact on your
>>> department?
>>>
>>> Thanks-
>>> Denise
>>>

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Ted Shifrin
Associate Head, Department of Mathematics

------ End of Forwarded Message