University Council

September 13, 2024

UNIVERSITY CURRICULUM COMMITTEE – 2024-2025
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Dear Colleagues:

The attached proposal from the Mary Frances Early College of Education to offer the existing major in Mathematics Education (M.Ed.) as an online program will be an agenda item for the September 20, 2024, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

cc: Provost S. Jack Hu
Dr. Marisa Pagnattaro

PROPOSAL FOR AN ONLINE PROGRAM

Date: March 20, 2024

College/School/Division: Mary Frances Early College of Education

Department: Mathematics, Science, and Social Studies Education

Degree: Master of Education (M.Ed.)

Will any approved areas of emphasis be offered under this major? Grades 6-12

Major/Certification: Mathematics Education

CIP: 13131101

Proposed Start Date: Summer 2025

1. Needs Assessment

Inquiries regarding fully-online options for advanced preparation in mathematics education have steadily increased over the last few years to program faculty, the Department Head, and the Graduate Program Administrator. Based on the program's experiences during the pivot to online education during the pandemic, the program has observed a noticeable and sustained increase in interest in enrolling via this modality.

It has become increasingly clear in recent years that the Mathematics Education M.Ed. program, which is specifically designed for, and limited to, already-certified teachers, is no longer viable if all candidates must commute to Athens for class meetings, even if classes are scheduled either one evening per week or in a summer semester.

The program's face-to-face option has served a majority of educators in northeast Georgia and the metropolitan Atlanta area and saturated the eligible pool of applicants to the program. For mathematics educators whose undergraduate degrees are from other institutions, the faculty have observed an increase interest for the program based on repeated inquiries the department has received asking for a high-quality University of Georgia advanced credential. Mathematics education is a critical shortage area field in schools in Georgia, so supporting the existing workforce with advanced preparation could also contribute to keeping educators in the field and subsequently meeting the needs of Georgia students in grades 6-12. Although there are programs at the University of North Georgia and Georgia State University, there are large numbers of mathematics educators from across Georgia who would benefit from an online program. Even with two existing programs, there is space for the thousands of secondary mathematics educators in the state to earn an advanced credential. The University of Georgia's program has been ranked within the top 10 programs in secondary mathematics education preparation for the last 10 years by U.S. News and World Report. As such, given applicant interest, the only barrier that keeps

applicants from submitting their credentials to the University of Georgia is the face-to-face nature of he existing program. Lifting that barrier by offering the program online would provide access to Georgia residents who seek advanced preparation from a highly-regarded program.

2. Admission Requirements for the Master of Education degree.

Prospective candidates must, at a minimum, hold a bachelor's degree from an accredited college or university and a Clear Renewable Georgia Professional Standards Commission Certification at Level 4. Admission decisions for this program are made by the program faculty. Criteria and standards for evaluating applicants' suitability include:

(a) Completion and submission of an online application, including fee;
(b) Cumulative grade point average for all previous undergraduate and graduate courses, with a preferred standard of a minimum of 3.0 on a 4-point scale;
(c) Three letters of recommendation from referees who know the applicant's academic work well and can speak to their capacity to engage in graduate level study of mathematics, to perform well in courses requiring high levels of reading and writing, to work as a classroom teacher, and to be successful in a graduate program;
(d) Unofficial transcripts from all institutions attended as part of the online application. Official transcripts are not required during the review process and will only be required for applicants who are offered admission;
(e) A statement of purpose that describes the applicant's interest in the program and relevant experiences which have driven that interest.

Admissions decisions are made on a continuous basis consistent with the Graduate School's deadlines for admission. Although minimum and preferred requirements are outlined, applications are reviewed holistically. Minimum and preferred requirements are not explicitly competitive; meeting the minimum requirements stated above normally results in admission. For this program, students must certify that they have access to a computer with a high-speed Internet connection.

3. Program Content

The University of Georgia
Masters of Education (M.Ed.) in Mathematics Education Program of Study (Grades 6-12)
Certification: T-5 Teacher Certification

Core Course Name
EDUCATIONAL ELECTIVES (9 hours) All students must complete 9 hours of graduate-level educational electives chosen with permission from the student's academic advisor. Educational Elective 1 (3 hours) Educational Elective 2 (3 hours) Educational Elective 3 (3 hours)

CORE COURSES (12 hours)

All students must complete 12 hours of graduate-level EMAT M.Ed. core courses. The Capstone Seminar course satisfies the M.Ed. Exit Requirements of the University of Georgia Graduate School.

EMAT 6100E, Pivotal Pedagogical Practice in 6-12 Mathematics I (3 hours) **NEW**
EMAT 6110E, Pivotal Pedagogical Practice in 6-12 Mathematics II (3 hours) **NEW**
EMAT 6120E, Timely Topics and Trends in Mathematics Education (3 hours)
EMAT 7100E, Capstone Seminar for Secondary Mathematics Education (3 hours)

MATHEMATICAL KNOWLEDGE FOR TEACHING (12 hours)

All students must complete 12 hours of graduate-level EMAT Mathematical Knowledge for Teaching courses. Each course is informed by faculty expertise to focus on exploring key 6-12 mathematical ideas from both a content and teaching perspective.

EMAT 6130E, Mathematical Knowledge for Teaching: Ratio, Proportion, and Algebraic Reasoning (3 hours)
EMAT 6140E, Mathematical Knowledge for Teaching: Quantitative Reasoning (3 hours)
EMAT 6150E, Mathematical Knowledge for Teaching: Geometric Reasoning (3 hours)
EMAT 6160E, Mathematical Knowledge for Teaching: Statistical Reasoning (3 hours)

The online modality option requires the same standards of academic excellence and rigor as the face-to-face delivery option. Expectations for the coursework include reading professional materials, composing scholarly papers, and participating in discussions and collaborative assignments. As with the current program, most students are expected to take courses each academic semester and summer, resulting in a modal time-to-degree of approximately 6 semesters (2 calendar years).

Example M.Ed. Plan of Study

Summer 1		**Fall 1**		**Spring 1**
EMAT 6100E, Pivotal Math Pedagogy I		EMAT 6140E, MKT: Quantitative Reasoning		EMAT 6150E, MKT: Geometric Reasoning
EMAT 6130E, MKT: Algebraic Reasoning		Educational Elective 1		EMAT 6110E, Pivotal Math Pedagogy II
Summer 2		**Fall 2**		**Spring 2**

EMAT 6120E, Topics and Trends in Math Ed	EMAT 6160E, MKT: Statistical Reasoning	EMAT 7100E, Capstone Seminar
Educational Elective 2	Educational Elective 3	

4. Student Support Services: Students will be advised virtually by the Mathematics Education faculty. Services accessible for face-to-face students will be identical to services offered in the online option. Matriculated students will be made aware of university student support services (e.g., libraries, CAPS, career center, etc.).

5. Resident Requirements: Residence requirements will be identical to those established for the authorized degree program.

6. Program Management: This program will be administered by Mathematics Education faculty in the Department of Mathematics, Science, and Social Studies Education. Day-to-day services will be supported by a Faculty Program Coordinator. Courses will be taught by program faculty and/or vetted part time instructors (PTI). PTIs will be hired on an as needed basis, although the faculty perceive this to be a rare need. Once established, the hope is the program will attract and support, at minimum, 10 new students per year. The online platform will provide the program with the capacity to admit and serve more students.

Role	**Name**	**Email**
Program Coordinator, Mathematics Education	Kevin Moore, Professor	kvcmoore@uga.edu
Faculty	Cameron Byerly, Assistant Professor	cbyerley@uga.edu
Faculty	Susan Cannon, Assistant Professor	Cannonso@uga.edu
Faculty	AnnaMarie Connor, Professor	aconner@uga.edu
Faculty	Jaime Diamond, Associate Professor	diamond@uga.edu
Faculty	Kelly Edenfield, Clinical Associate Professor	kedenfield@uga.edu
Faculty	Amy Ellis, Professor	amyellis@uga.edu
Faculty	Dorothy White, Professor	dywhite@uga.edu

Admissions will be managed on a continuous basis for a summer start. Student Learning Objectives for the online program are reported within the UGA required processes and are already operationalized based on the current face-to-face program. All courses are offered each year. The program can be completed at the learner's pace, so there is not a time limit, except within the graduate school's timeline requirements of six years before courses begin to expire.

Timetable for the first iteration of the degree program:

> Spring 2025: Assess availability of and confirm existing faculty instructional support of the program. Advertise and carry out admission procedures for Summer 2025 cohort. Compile data, complete request for substantive change by the Georgia Professional Standards Commission (GaPSC), complete applications for approval from the GaPSC and University, complete advertisement (e.g., video) for the program.

Spring-Summer 2025: Upon approval, conduct informational and recruitment sessions (e.g., school recruitment fairs).

Summer 2025: Begin first cohort.

7. Library and Laboratory Resources: There are no laboratory requirements for the program. In terms of library access, students will have access to Galileo and GIL. Students will be required to meet the basic technologies necessary to use eLC as the program is designed to be online.

8. Budget: Although this online version will mirror the existing face-to-face program, funds will be requested for the development of, and transition to, this online version through the university's initiative to develop high-demand graduate programs. If funds are not received, the department can support online course development with existing funds. Courses in the program would be subsumed in regular faculty teaching loads. When enrollment increases, separate sections of courses for students can be established and incorporated into instructional teaching loads or supported through part-time instructors. The proposed program will employ current library resources and does not anticipate additional fees in the form of library, laboratory, or other specialized facility resource requirements. The faculty do not anticipate any startup costs for the proposed program other than some time for faculty to construct online course content, special costs for the completion of the first cycle of students, or any additional costs associated with future cycles of students. Therefore, this proposal is submitted with a $0 budget.

9. Program Costs Assessed to Student: Costs for students to complete the Master's of Education (M.Ed.) in Mathematics Education would be consistent with the established fee structure for the university.

10. E-Rate:
If an e-rate will be charged, an approved e-rate form must be submitted through the Office of Online Learning.

The faculty are not requesting e-rate for this program.

10. Accreditation: The online Master's of Education (M.Ed.) in Mathematics Education will be subject to approval by the Georgia Professional Standards Commission (GaPSC). The program will submit a request to the GaPSC for an addition in modality offering.

11. Application and Matriculation: Students will apply for admission for this program in the same way they would apply for on-campus programs. The only difference will be their intention to complete the program entirely online and indication that they have the technological capacity to participate in the program. Applications will be reviewed with the schedule that is established by the Graduate School. All applications will be considered for a summer start in the appropriate year.

Documentation of Approval and Notification

Proposal: Offer the existing major in Mathematics Education (M.Ed.) online

College: Mary Frances Early College of Education

Departments: Mathematics, Science, and Social Studies Education

Proposed Effective Term: Summer 2025

School/College:

- Department of Mathematics, Science, and Social Studies Education Department Head, Dr. Roger Hill, 4/23/24
- Mary Frances Early College of Education Associate Dean, Dr. Stacey Neuharth-Pritchett, 4/23/24
- Graduate School Associate Dean, Dr. Anne Shaffer, 9/13/24