Dear Prospective Student:

Thank you for your interest in the University of Georgia Mathematics Education undergraduate degree program. The Mathematics and Science Education Department at the University of Georgia is renowned for its scholarly contributions to mathematics education research, curriculum development, and policy at local, state, and national levels. Committed to the preparation of prospective mathematics teachers and continued professional development of practicing mathematics teachers, we offer a nationally accredited program preparing students to teach mathematics in secondary school (grades 6-12). The program emphasizes a blend of mathematical studies, professional studies, and practical experiences in schools. Students will be acquainted with the latest developments in curriculum and instruction, including instructional technology. Graduates of the program are eligible for initial teacher certification in Georgia.

There are two program options available to you, both of which lead to certification to teach secondary mathematics. Graduates may receive the Bachelor of Science in Education degree or they may pursue a dual degree program awarding both a Bachelor of Science in Education in Mathematics Education and Bachelors of Science in Mathematics. The dual program combines the requirements for Mathematics and Mathematics Education into a single program; this program requires wise and careful course selections in order to meet the requirements for both degrees.

Because mathematics education is a restricted major admitting only 25 students per semester, there is an applicant process. This packet includes (a) this introductory letter, (b) admission requirements to the undergraduate program in mathematics education, (c) an application form, (d) the admissions policy, and (e) the tutoring experience reflection documentation that you must successfully complete as one of the application requirements. Please carefully review the criteria for the tutoring experience and have any questions addressed by the undergraduate coordinator for mathematics education before you begin the experience.
We wish you continued success in your pursuit to become a secondary mathematics teacher. If you have any questions or need additional information, please contact us.

Sincerely,

AnnaMarie Conner
Program Coordinator
aconner@uga.edu

Logan Garrett
Certification Coordinator
GARRETL@uga.edu
ADMISSION REQUIREMENTS TO THE
UNDERGRADUATE MATHEMATICS EDUCATION PROGRAM

Admission to the undergraduate Mathematics Education degree program requires the following minimum qualifications:

- An overall grade point average of at least 2.75;
- Successful completion of MATH 2250 (Calculus I), MATH 2260 (Calculus II), and MATH 3200 (Introduction to Higher Mathematics), each with a grade of C\textsuperscript{1} or better;
- Passing scores on the GACE Program Admissions Assessment or exemption\textsuperscript{2};
- Completion of at least 30 clock hours of tutoring pre-college students in a structured setting in the mathematics of grades 6-12 with required documentation.

Students may apply to the program with the requirements above still in progress. However, no student will be admitted until all requirements are completed and appropriate documentation has been received.

Upon meeting these requirements, students will then be ranked using the following formula:

\[
\text{Grade in MATH 2250 (Calculus I)} + \text{grade in MATH 2260 (Calculus II)} + \text{grade in MATH 3200} + \text{overall grade point average}.
\]

A minimum of 9.75 points is required to be considered for admission. Students who have at least 9.75 points will then be rank ordered, and the 25 students having the highest point totals will be admitted to the program each 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.

Acceptable Tutoring Experiences

To help teacher candidates focus on students’ ways of doing and thinking about mathematics, admission into our program requires 30 hours of one-on-one tutoring. The experience is not arranged by the university or the Mathematics and Science Education Department; each teacher candidate is responsible for arranging his or her own tutoring experience. The tutoring must involve the mathematics that is taught in grades 6-12 and students of ages 11-17 who are not yet enrolled in post-secondary studies. Therefore, tutoring fellow college students even in mathematics from grades 6-12 is not acceptable. Likewise, tutoring at the university Athletic Association is not an option. This tutoring experience can come from a paid position or volunteer work. Tutoring in a structured setting is preferred (e.g., through CLASE, EDUC 2460, Communiversity, Athens Boys and Girls Clubs, etc.), but private tutoring is acceptable. Gaining experience working with students in a setting/situation that is different from your own

\footnote{Note: A grade of C- is NOT acceptable.}

\footnote{Applicants may exempt GACE if they have earned a qualifying score on one of these tests: SAT (Critical Reading and Mathematics scores combined \(\geq 1000\)), ACT (English and Mathematics scores combined \(\geq 43\)), GRE (Verbal and Quantitative scores combined \(\geq 1030\)). For more information on GACE see \url{www.gace.nesinc.com}.}
background is encouraged though not required.

Note that if you intend to use tutoring experiences from university coursework (EDUC, EPSY, EFND), it is your responsibility to retain copies of the documentation from these course; we cannot obtain it after the fact, and it will not be returned to you by the instructor.

**Tutoring Restrictions**
While we prefer that all 30 hours are earned at the same site, we understand the difficulties this can pose. Thus, the 30 hours may be accrued through tutoring at no more than two sites with no fewer than 10 hours in each site. Therefore 10 hours at site A and 20 hours at site B is acceptable; 2 hours at site A and 28 hours at site B is not.
APPLICATION PROCEDURES

Please include the following in your application package:

- application form (p. 9 of this packet)
- signed Policy for the Admission of Students (p. 10-11 of this packet)
- 30-hour tutoring experience reflection documentation (p. 12-16 of this packet)
  - Documentation of Tutoring Hours (p. 12-13 of this packet)
  - Reflection (p. 14 of this packet)
  - Evaluation of Tutor Form (p. 15-16 of this packet)

Note: Admission requirements (course work and tutoring) can be in progress at the time you apply. However, the application form and signed policy statement must be received by the deadline noted below.

All documents must be typed/word processed. To add additional space to a table in the application, highlight a row, on the task bar select table, then select insert, and then select insert rows above or below. In the interest of conservation the application can be submitted via email to Ms. Logan Garrett (GARRETTL@uga.edu). Hard copies can be sent to Ms. Logan Garrett, Department of Mathematics and Science Education, 105 Aderhold Hall, Athens, GA 30602-7124 or dropped off in his mailbox in 105 Aderhold.

For fall semester start, the application and signed policy statement must be received no later than 5:00 pm on February 1; for spring semester start, the application and signed policy statement must be received no later than 5:00 pm on September 1. Admission requirements (course work, tutoring) can be in progress when you apply but must be completed and all documentation submitted before you can be admitted to the program.

Notification of acceptance or rejection will be sent to the e-mail address provided in the application.
UNDERGRADUATE MATHEMATICS EDUCATION PROGRAM
APPLICATION FORM

Personal Information

<table>
<thead>
<tr>
<th>Name</th>
<th>University ID Number</th>
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<th>Preferred Phone (with area code)</th>
<th>Preferred E-mail</th>
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Academic Background

Include any additional coursework in Mathematics or Statistics, including courses you are currently taking. For grade of current coursework use IP (in progress). You may add spaces as needed.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester</th>
<th>Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2250</td>
<td>Calculus I</td>
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<td>MATH 2260</td>
<td>Calculus II</td>
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<td>MATH 2270</td>
<td>Calculus III for Science &amp; Engineering</td>
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<td>MATH 2500</td>
<td>Multivariable Calculus</td>
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<td>MATH 2700</td>
<td>Elementary Differential Equations</td>
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<td>MATH 3000</td>
<td>Introduction to Linear Algebra</td>
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<td>MATH 3200</td>
<td>Introduction to Higher Mathematics</td>
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POLICY FOR ADMISSION TO
UNDERGRADUATE MATHEMATICS EDUCATION PROGRAM

Admission to the undergraduate Mathematics Education program is competitive. There may be more students who wish to enter than there are available seats in the program. Faculty must select the most qualified students from the population of students who meet the minimum requirements for entry into the program. Admission to the undergraduate Mathematics Education degree program requires the following minimum qualifications:

- An overall grade point average of at least 2.75;
- Successful completion of MATH 2250 (Calculus I), MATH 2260 (Calculus II), and MATH 3200 (Introduction to Higher Mathematics), each with a grade of C\(^3\) or better;
- Passing scores on the GACE Program Admissions Assessment or exemption\(^4\);
- Completion of at least 30 clock hours of tutoring pre-college students in a structured setting in the mathematics of grades 6-12 with required documentation.

All students meeting these requirements will then be ranked using the following formula:

\[
\text{Grade in MATH 2250 (Calculus I) + grade in MATH 2260 (Calculus II) + grade in MATH 3200 + overall grade point average.}
\]

A minimum of 9.75 points is required to be considered for admission. Students who have at least 9.75 points will then be rank ordered, and the 25 students having the highest point totals will be admitted to the program each 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.

The 30-hour tutoring experience is an integral component of your application for admission. Our goal for this experience is to help teacher candidates focus on how students learn and do mathematics. It should involve the mathematics content of grades 6-12 and students of ages 11-17 who are not yet enrolled in post-secondary studies. Tutoring in a structured setting and working with students whose background is dissimilar to your own is preferred. This experience must be documented with the tutoring experience reflection documentation found at the end of this packet.

The purpose of this new admissions procedure is to allow candidates to demonstrate their commitment to both their own learning and to students’ learning so that faculty can select the strongest possible cohort each semester. Experiences with students, with the diversity of people who populate Georgia’s schools, and with intellectual challenges will be highly valued.

\(^{3}\) Note: A grade of C- is NOT acceptable.

\(^{4}\) Applicants may exempt GACE if they have earned a qualifying score on one of these tests: SAT (Critical Reading and Mathematics scores combined $\geq 1000$), ACT (English and Mathematics scores combined $\geq 43$), GRE (Verbal and Quantitative scores combined $\geq 1030$). For more information on GACE see [www.gace.nesinc.com](http://www.gace.nesinc.com).
Upon acceptance the program, the following requirements are necessary for completion:

- Maintain a 2.75 overall GPA;
- Complete all requirements set forth by the university and the degree program in which
  you are enrolled;
- Successfully complete all classes in the major (mathematics, statistics, mathematics
  education, general education), each with a grade of C or better (a grade of C-
  does not satisfy this requirement);
- Conduct yourself professionally in all field placements;

To be recommended for certification in Georgia, you must also earn passing scores on Georgia
certification tests.

As indicated by my signature below, I understand the policy for the admission into and
completion of the undergraduate Mathematics Education degree program.

__________________________________________________________________________________

Name                                            Date
Name_____________________
ID Number_________________

**Documentation of Tutoring Hours**

<table>
<thead>
<tr>
<th>Site 1:</th>
<th>Supervisor:</th>
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<tbody>
<tr>
<td>Address:</td>
<td>Preferred Contact Information:</td>
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<td>Phone:</td>
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<tr>
<th>Date</th>
<th>Time</th>
<th>Brief Description of Activity (e.g., factored quadratics, graphed lines, reviewed for test)</th>
<th>Hours</th>
<th>Signature of Supervisor</th>
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**Total Hours**
Name____________________
ID Number_________________

**Documentation of Tutoring Hours**

For second tutoring site if needed.

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<thead>
<tr>
<th>Site 2:</th>
<th>Supervisor:</th>
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<tr>
<td>Address:</td>
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<th>Time</th>
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<th>Hours</th>
<th>Signature of Supervisor</th>
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**Total Hours**
Reflection

During your first week, take a tour of the entire facility (preferably guided by a student) to get a sense of the atmosphere. Try to talk with several people in the setting, other tutors, program directors, volunteers, etc. Ask them about their responsibilities and perspectives on the students they serve. You may find it helpful to compose brief notes after each tutoring session to help you remember any significant moments for your written reflection. The written reflection itself should answer the following questions. Please list each question and your response rather than compose one narrative that attempts to answer all the questions. If you use two settings, you will need to complete a reflection for each. Each reflection should be typed, double-spaced, and 3-5 pages in length.

Please review and analyze your tutoring experience in relation to what you learned about the students and their understanding of mathematics.

1. Describe your tutoring experience, your role and responsibilities in the experience, whether you worked with the same student the entire time or with different students, and whether it was a paid or volunteer position.

2. Describe the community the program serves including type of community (rural, urban, etc.), demographics of the community population and the students served, number of students served, description of the staff, resources available to students, and organization of the program.

3. In what ways was the student(s) you worked with or the settings you were in different or similar from your own background?

4. What special opportunities for your learning and growth as a professional educator did this site provide? If none, explain.

5. What surprised you about this experience and why?

6. What surprised you about the student's mathematical thinking and why?

7. Describe some successes and struggles you experienced with your student.

8. How has your understanding of how adolescents learn and do mathematics changed as a result of this experience?

9. What did you find most rewarding about your tutoring experience and why?

10. What aspects of your experience did you find difficult and why?

11. What have you learned about your own interests, needs, and concerns about teaching mathematics as a result of this experience?

12. What other insights or thoughts about this experience would you like to share? (optional)
Dear Education Professional/ Tutoring Supervisor:

Thank you for making your student(s) and program available to a candidate for admission to the undergraduate mathematics education program at the University of Georgia.

The purpose of this tutoring experience is to have prospective teachers become familiar with the ways students do and think about mathematics. We expect the tutor to work one-on-one with students of ages 11-17 on mathematics content of grades 6-12 in activities that you consider to be appropriate. This can include remediation in areas students are struggling, enrichment activities, test review and preparation, or homework assistance. The experience and knowledge gained by the tutor will provide a foundation for mathematics education coursework and field experiences in the program.

The tutor must spend a minimum of 30 hours tutoring students in a structured setting. This time can be divided among two different sites provided that at least 10 hours are completed at each. The tutor must complete a written reflection of his or her experiences. We are asking you to sign the tutor's log to verify his or her hours; it is the tutor's responsibility to maintain accurate records. In addition, we are asking you to complete an evaluation of the intern’s experience and send it to

Ms. Logan Garrett  
Department of Mathematics and Science Education  
Aderhold Hall 105  
Athens, GA 30602-7124

or email it to GARRETTL@uga.edu.

The tutor should provide you with a stamped, addressed envelope to submit the evaluation. We appreciate your interest in the future of our profession and support of our undergraduate students. If you have any questions or concerns, please feel free to contact me.

Sincerely,
Logan Garrett  
Mathematics and Science Education Undergraduate Coordinator  
706.542.4194  
GARRETTL@uga.edu
# Evaluation of Tutor

To be completed by tutoring coordinator or supervising education professional. The evaluator is requested to return this evaluation form to Ms Logan Garrett, Department of Mathematics and Science Education, 105 Aderhold Hall, Athens, GA 30602-7124 or by email to GARRETTL@uga.edu.

<table>
<thead>
<tr>
<th>Name of Teacher Candidate</th>
<th>Name of Evaluator</th>
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<tbody>
<tr>
<td>Site</td>
<td>Preferred Contact Information</td>
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<tr>
<td>City/State</td>
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</table>

Please rate the tutor on each item according to the following scale:
5 = Outstanding  4 = Very Good  3 = Acceptable  2 = Poor  1 = Unacceptable  NA = Not applicable

1. Demonstrates promptness and punctuality in agreed upon responsibilities.
2. Follows program policies in an acceptable manner.
3. Maintains positive attitude and professional demeanor.
4. Communicates effectively.
5. Demonstrates an interest and enthusiasm in helping students learn mathematics.
6. Demonstrates a good understanding of mathematics.
7. Acts as an appropriate role model for students.
8. Works well with students of ages 11-17.
9. Accepts constructive criticism and uses feedback effectively.

Use this space to make any additional comments about the tutor's experience in your program.

How do you feel about this tutor's potential as a secondary mathematics teacher?
Good _____ Neutral _____ Doubtful _____

Evaluator Signature ____________________________ Date ____________