

Board of Regents of the University System of Georgia (USG)  
Statement of Understandings Concerning Changes to the  
Georgia Department of Education (GADOE) Graduation Rule for Mathematics  
March 14, 2011

**Admission requirements:**

- Today's decision by the State Board of Education does not affect the minimum USG admission requirements.
- Since 2001 the USG has required four mathematics courses, aligned to college career ready expectations, for admission. As GADOE makes changes to align with Common Core, the USG needs to engage with the department to ensure alignment.
- Students in school systems which decide to continue teaching via the integrated GPS curricula, (Math I, II, III and a fourth year of mathematics) will meet basic admissions criteria. In other words, there is no change in policy needed.
- Students in school systems which decide to offer the GPS standards using discrete courses will still need to meet the requirements via Algebra, Geometry, Advanced Algebra plus one more course beyond Advanced Algebra for admission to USG.
- USG has agreed to accept students who complete Math I, II, III and Math III Support from 2012 through 2013 as part of the transition with the new standards and integrated teaching approach.
- USG will work with the GADOE, if needed, to determine which courses using the discrete approach would be aligned with these transition minimum requirements for the classes entering in 2012 and 2013.

**Teacher Preparation:**

- When GADOE developed and implemented the Mathematics GPS, USG institutions offering teacher preparation programs made significant changes in the courses required to become a teacher of mathematics (K-12).
- Teacher preparation programs have a continuing commitment to provide future teachers with a depth of content and pedagogy aligned with Common Core Standards. While the overall mathematical content will not change, given the range of instructional skill sets needed to prepare novice teachers for both integrated and discrete mathematics classrooms, we anticipate specific pedagogy needs will need to be addressed through professional development at the local district level.