

Graduate Council

Agenda

April 21, 2020

Join Zoom Meeting

<https://berry.zoom.us/j/422847017>

Meeting ID: 422 847 017

I. New Business:

Approval of minutes from the 1-21-20 meeting

Charter School of Education and Human Sciences:

EDU502

Catalog Changes

Graduate Commencement

II. Old Business:

Concern about the admissions process

Next Meeting: Tuesday, 9/15/20 at 11 a.m.

***Agenda items for the 9/15 meeting
will be due on Thursday, 9/10 at 5 p.m.***

Graduate Council

Minutes of January 21, 2020

Dr. Boyd called the meeting to order. In attendance were: Mary Clement, Paula Englis, Matthew Levin, Basil Englis, Bryce Durbin, Joyce Heames, Sherre Harrington, Andy Bressette, Nancy Mercer, Jacqueline McDowell, Monica Willingham, Nick McGee

Minutes from October 29, 2019 were *approved by voice vote*.

New Business

Admissions process discussion

Dr. Bressette presented information about the upcoming retirement of Tim Tarpley and plans for the transition within the Admissions Office. He outlined that there have been changes in the admission process due to the implementation of the Salesforce platform.

Dr. Bressette also commented that in the longer-term, there will be opportunities for bringing the Graduate admissions into Salesforce environment. This will serve as a great opportunity to revisit the processes for graduate admissions and think carefully about what might change during such an implementation.

Dr. Boyd asked if there should be a single process for both schools? Dr. Bressette responded that the processes for the schools do not have to be the same, but we would want to avoid making the process overly complicated.

Dr. Boyd asked if we be able to implement the admissions process in Salesforce by the next recruiting cycle, for the Fall 2021 class? Dr. Bressette indicated that he has begun conversations with Penny Evans-Plants about the feasibility of this timeline.

Ms. Willingham commented that some of the specifics of the graduate education program is dictated by the PSC. Dr. Bressette responded that they should think carefully about what PSC requirements are and whether they are actually admission requirements or enrollment requirements.

Dr. Paula Englis asked if the new Salesforce platform would provide dashboard functionality to increase visibility about current applicants for the program. Dr. Bressette responded, yes there are a variety of potential dashboards available.

Dr. Basil Englis asked if the software would also manage communication with the applicants. Given the MBA program's diverse population, the management of the communication and marketing would be critical. Dr. Bressette responded that there is some communication management functionality but we're also implementing Marketing Cloud which helps with communications to students.

Ms. Mercer commented that in her experience, it is almost a 2-3 year admissions process before students actually enroll, so being able to manage communication is critical.

Dr. Bressette asked for a Fall 2021 cycle, what would be a recruiting start point? Dr. Boyd suggested January 2021 as a starting point.

Dean Heames asked if existing data that is housed in spreadsheets be imported into the Salesforce platform. Dr. Bressette indicate that we'll need to discuss options for importing current data with IT, but likely the import of that type of data could happen prior to the January 2021.

Dr. Bressette suggested that we also need to identify the people who will be able to map the processes out. This will inform what training will be needed prior to implementation?

Dean Heames asked how long the process mapping might take. Dr. Bressette responded that it would probably only take a few hours to map out the process. Dr. Durbin commented that the process-mapping process can quickly become complicated and can take longer than anticipated.

Dr. Basil English asked how is the marketing-cloud process being integrated into the admissions process. Dr. Bressette responded that we've only in the beginning stage of integrating the new marketing components in the undergraduate admissions process and expect the first communications this spring. Nancy Rewis is involved in the creation and planning of the marketing process.

Dr. Basil Englis asked if the respective contacts from the two graduate schools also be involved in the developing marketing process. Dr. Bressette responded that we're building and learning at the same time in this process. He indicated that he would confer with Ms. Rewis about the feasibility of including representatives in the process. Most likely it would be fine to participate as long as the focus of conversation was not yet the actual strategy of marketing for the graduate programs.

Dr. Bressette indicated that they would reach out to schedule the process-mapping meeting.

Dean Heames summarized that we're planning to be able to launch the new application in the spring of 2021 for fall 2021. We'll need to keep our current processes for summer and fall 2020 admits. She asked what are the biggest concerns were in the existing process. Ms. Mercer responded that one issue was internal notification/communication about new applications from students. It is not consistently being communicated. Sometimes there are documents missing from Feith.

Dr. Bressette inquired whether there were specific document types missing or all types missing occasionally. Ms. Willingham responded that it seems to be all document types. Dr. Bressette commented that there was a recent Feith upgrade and it may have broken some processes.

Dr. Boyd suggested perhaps we need an additional conversation about the current process to see if there are issues that should be addressed sooner rather than later.

Dr. Bressette added that, as we talk through the process, if there are ways to make the process work better and we should look at the balance between what roles are owned by admissions vs the grad schools.

Dr. Bressette added that Alisa Elmore will schedule a meeting on the current process.

Next meeting: February 18, 2020.

Chair: Mary Boyd

Secretary: Bryce Durbin

Catalog Changes for Graduate Education

Catalog changes for M.A.T., M.Ed. and Ed.S.

1. **Delete** current resume.

Rationale-Candidates complete other documents as part of registration that gives the Grad Ed Office their current position and information needed for reporting.

2. **Revise** recommendation forms- Recommendations should come from current P-12 colleague and/or direct supervisor.

Rationale- Most of our candidates have been out of college for a while and it is hard for them to get a teacher or college professor to recommend them.

3. **Delete** the sentence with Grade Point Average.

Rationale-Redundant (GPA requirement is in the Introductory Paragraph for each program.)

M.A.T Program ONLY

1. **Delete**- A satisfactory score on the Graduate Record Examination (GRE) or on the Miller Analogies Test that is no more than six years old at time of application.

Rationale-This requirement has been removed for our other programs and has been approved by the PSC.

2. **Delete**- Two education faculty members will evaluate the goal statement, along with other admissions material.

Rationale- Applicants would still complete the goal statement, it will be reviewed by the Graduate Office and shared with the Graduate Faculty.

Ed. S. Program

- **Add**- Curriculum and Instruction Major.
- **Add**- Educational Leadership Major.
- **Delete**- To be considered for admission to the Ed.S. program at Berry College, an applicant must meet these requirements.
- **Revise** Introductory Paragraph- Candidates who hold a master's degree in the field of education from a fully accredited institution of higher education may apply to attend the Education Specialist Program. Applicants who hold a bachelor's degree in another field with clear and renewable teacher certification from a non-degree granting GaPSC approved program may apply. The applicant must have a minimum grade point average of 3.25 and submit the following:
- **Add**- One official transcript from each college or university attended for master's degree.
- **Delete** – Copy of Praxis II or GACE Content scores.

Rationale- Candidates take the GACE as part of their exit requirements.

- **Add-** Applicants applying for the Ed.S. in Leadership (Tier II Certification) must also provide the following document(s): Superintendent's Assurance Form.

Non-Degree Status Admission Requirements

- **Add-** Requirements for each non-degree program.
 - Tier I and Tier II Leadership Add-on Degree program – Applicants must submit the following:
 - Complete on-line application form;
 - Official transcripts from each college attended;
 - Two recommendation forms;
 - Federal Background Check from approved sources;
 - Submit an educational goal statement in narrative form, not more than 500 words, outlining your goals in pursuing graduate study and the background and/or professional accomplishments, and address the graduate education professional behaviors that you will bring to the program. This statement must be typed and sent to the admissions office.
 - Complete the GACE Ethics Entry Assessment for Leaders (370); and
 - Signed Superintendent's Assurance Form.
 - Autism Endorsement- Applicants must submit the following:
 - Complete on-line application form;
 - Official transcripts from each college attended; and
 - Federal Background Check from approved sources.
 - Curriculum and Instruction Conversion Mechanism
 - Complete an on-line application form;
 - Official transcripts from each college attended;
 - Federal Background Check from approved sources; and
 - Copy of GACE Curriculum and Instruction Assessment scores.
 - Pedagogy Only Program- The applicant must have a minimum grade point average of 2.75 or a junior-senior grade point average of 3.0. Applicants must submit the following:
 - Complete on-line application form;
 - One official transcript from each college attended;
 - Two recommendation forms;

- A passing score of the Program Admissions Assessment or sufficient scores on the SAT, ACT, or GRE as defined by the state to waive the GACE Program Admissions Assessment;
- Complete the GACE Ethics Entry Assessment for Teachers.