

**Graduate Council**  
Agenda  
October 27<sup>th</sup>, 2022  
Hermann Hall Boardroom

**a. New Business:**

- i. Review of the minutes from the 3-15-22 meeting
- ii. Graduate Commencement
- iii. CSOB – Graduate Catalog Changes
- iv. MAT program – Lawrence Baines

**b. Old Business:**

- i. Deletion of MAT in Early Childhood Education
- ii. Deletion of MAT in MG Education Curriculum

***Next Meeting: Tuesday, 11/15/22 at 11 a.m.***  
***Agenda items for the 11/15 meeting***  
***will be due on Thursday, 11/10 noon***

**Graduate Council  
Minutes of March 15, 2022**

Dr. Boyd called the meeting to order. In attendance were: Carolyn Stuftt, Paula Englis, Basil Englis, Joyce Heames, Alan Hughes, Nancy Mercer, Monica Willingham, Naomi Lee (MBA student).

Minutes from January 18, 2022 were approved.

**New Business**

Proposal to delete MAT in ECE and MG

- Proposal to delete the Master of Arts (MAT) in Elementary Childhood Education and Middle Grades (First Reading)

Discussion: Ms. Willingham discussed the proposal to delete the MAT in ECE and MG. Both programs/tracks had experienced low enrollment and therefore, have not been offered during the last 10 years making it out of compliance with SACSCOC. There is a Secondary Grades track which is currently being reworked to reduce the total number of hours from 60 credit hours to 35 credit hours. The proposal will be submitted to Graduate Council at a later date.

**Old Business**

Proposal to change the graduate course repeat policy

Dr. Paula Englis gave an update on the proposal that was sent back to the schools for further discussion. She noted that the MBA Office had pulled data since 2008 to determine how often the combination of "C" grades occurs along with how often "F" grades occur that trigger academic probations and suspensions. She shared that during this process, it was discovered that the UG policy changed in 2013 was already being applied to the graduate programs. She also noted that no student had been suspended for the combination of "C" grades. Given this new information, Campbell wishes to resubmit the original proposal which allows a student to retake a course where no credit was earned and use only the most recent grade in the Berry GPA calculation. The previous grade will remain on the transcript.

Dean Hughes commented that Charter feels the policy should also allow a student to retake a class where a "C" is earned since a student can be placed on academic probation or suspended if a combination of "C" grades is earned.

Dr. Boyd asked that the Academic Probation and Suspension section also reflect a change in the first paragraph. Change "his or her" to "their".

After discussion, members agreed to add language allowing a student to also repeat a course where a "C" grade was earned. Similar to the original proposal, only the most recent grade will be used in the Berry GPA calculation; however, both grades will remain on the transcript. Students will be allowed to repeat only one course during a graduate degree program.

Motion was made to approve the amended proposal. All approved.

Dean Hughes asked for clarification on summer pay for graduate independent study courses. Dr. Boyd said the policy is the same as UG.

Dr. Boyd asked that speaker and scripture reading names for MBA and EDU commencement ceremonies be sent to Sherry Koonce since Cindy is out on FMLA.

Next meeting is scheduled for April 19.

# Spring Graduate Commencement 2023

Distributed by the Office of the Provost

## Important Dates for Graduate Students

### CAPS & GOWNS

Place order NOW up  
until Monday, March  
6, 2023



If you have any questions about caps, gowns, graduation  
announcements and/or rings, please come by or call The Shipyard  
at 706-238-7655.

Please go online at <https://herff.ly/berry> to place your order.

**(needs updated info)** Herff Jones will be on campus on the following dates  
to sell class rings:

February 2 and 3 from 11am to 2pm

March 2 and 3 from 11am to 2pm

April 26 from 11am to 2pm

**DEADLINE TO ORDER YOUR CAP AND GOWN IS MONDAY,  
MARCH 6<sup>TH</sup>.**  
**THE WEBSITE WILL NOT BE AVAILABLE AFTER MARCH 6<sup>th</sup>.**

Orders placed by March 6 will be distributed through your  
program directors.

**NOTE:** The Shipyard's regular hours are 9:00 a.m.-5:00 p.m., Monday through Friday, and 10:00 –  
3:00 on Saturdays (except on Holiday weekends).

## Graduate Commencement Schedule

Thursday, May 5,  
2022 at 6:00 (needs  
updated info)

Commencement Rehearsal - Line-up outside of the *College Chapel*

Thursday, May 5,  
2022  
7:00 p.m. (needs  
updated info)

Commencement  
*College Chapel*

**Will there be receptions in 2023???**

For more information, please visit the commencement website: [berry.edu/commencement](http://berry.edu/commencement)

[https://catalog.berry.edu/preview\\_program.php?catoid=21&poid=2147](https://catalog.berry.edu/preview_program.php?catoid=21&poid=2147)

## Proficiency Requirements

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Students must demonstrate satisfactory completion in all proficiency course work and/or satisfactorily complete the online modules. Additional expectations for entry into the M.B.A. program include work experience and computer skills in word processing, spreadsheet, and presentation software.

Proficiency requirements may be met in three ways: undergraduate-level courses, graduate-level courses, or an approved online self-paced module.

- *Meeting these requirements at the undergraduate level* requires successful completion of proficiency course work in business covering or equivalent to the following content areas: Financial Accounting and Statistical Methods.
- *Meeting these requirements at the graduate-level*, students are required to complete the following courses or their equivalents:

ACC 520 Essentials of Accounting  
Statistics

BUS 520 Essentials of Business

### ADD: FIN510 Essentials of Finance

- *Meeting these requirements through successful completion of approved online self-paced modules.* Students may move at their own pace and complete the module as quickly as they choose. After completion of the module, students will be required to pass an exam on the module content. Students interested in this option should contact the MBA Office for additional information and assistance.

# Master of Arts in Teaching (M.A.T.) revision

*For questions, please contact Lawrence Baines, [lbaines@berry.edu](mailto:lbaines@berry.edu), 706-238-7805*

The Georgia Professional Standards Commission has requested that Berry update its graduate program offerings. Last year, faculty voted to support a revised secondary/P-12 M.A.T. program and voted to discontinue the elementary and middle grades M.A.T. These changes have been approved.

**Old program:** The old, 48-hour M.A.T. program attracted few students.

**New program:** The new program is a 31-hour master's-plus-certification program completable in 10 months. Students entering the program would already hold a bachelor's degree in Art, Biology, Bio-chemistry, Chemistry, Computer Science, Creative Technologies, English, Environmental Science French, German, Government, History, Math, Physics, or Spanish.

**New courses:** All courses in the new M.A.T. are already in the catalog.

## Master of Arts in Education, Total hours: 31

EDU 502 Foundations of Education, Psychology, and Diversity (4 hours)

EDU 505 Instructional management (2 hours)

EDU 580 Secondary Curriculum and Methods (4 hours)

PSY 634 Psychology and Education of Exceptional Children (3 hours)

EDU 589 Practicum (2 hours)

EDU 590 Professional Seminar (1 hour)

EDU 595 Student Teaching (one semester) (9 hours)

EDU 619 Reading in the Content Areas (3 hours)

EDU 638 Multimedia Computer Applications (3 hours)

## Changes from the current program.

Note: Courses with a line through them are marked for deletion.

Keep these classes:

EDU 580 - Secondary Curriculum and Methods 4-0-4

EDU 619 - Reading in the Content Area 3-0-3

EDU 638 - Multimedia Computer Applications 3-0-3

PSY 634 - Education and Psychology of the Exceptional Child and Youth 3-0-3

Add these classes (all existing courses):

EDU 595 Student Teaching (one semester) (9 hours)

EDU 502 Foundations of Education 4-0-4

EDU 505 Instructional management (2 hours)

EDU 589 Practicum (2 hours)

EDU 590 Professional Seminar (1 hour)

Delete these classes

~~EDU 589 - Clinical Practice (Grades 4-12) 2-1-2~~

~~EDU 597 - Initial Certification Internship in Teaching I 3-0-3~~

~~EDU 590 - Professional Seminar 1-0-1~~

~~EDU 598 - Initial Certification Internship in Teaching II 3-0-3~~

~~EDU 602 - Action Based Research in Education 3-0-3~~

~~EDU 603 - Curriculum Theory 3-0-3~~

~~EDU 605 - Practicum for Teachers ( Area: \_\_\_\_\_ ) 1-6 Hours~~

~~EDU 601 - Contemporary Foundations of Education 3-0-3~~

~~EDU 614 - Trends and Issues in Curriculum and Instruction 3-0-3~~

~~EDU 626 - Action Based Applied Projects 3-0-3~~

~~EDU 642 - Instructional Management 3-0-3~~

~~EDU 667 - Multicultural Education 3-0-3~~

~~EDU 667 - Multicultural Education 3-0-3~~

~~EDU 680 - Academic Assessment 3-0-3~~

~~PSY 652 - Advanced Educational Psychology 3-0-3~~

## Certification Requirements

In order to be eligible to receive a Secondary or P-12 teaching certificate from the G.P.S.C., a student must complete all of the degree requirements listed above and must demonstrate "sufficient preparation" in a content area. In most cases, a bachelor's degree in the content area is considered by the G.P.S.C. to represent sufficient preparation.

## Tentative Schedule

Fall, 15 hours

EDU 502 Foundations of Education, Psychology, and Diversity (4 hours)

EDU 580 Secondary Curriculum and Methods (4 hours)

EDU 505 Instructional management (2 hours)

PSY 634 Psychology and Education of Exceptional Children (3 hours)

EDU 589 Practicum (2 hours)

Spring, 13 hours

EDU 590 Professional Seminar (1 hour)

EDU 595 Student Teaching (one semester) (9 hours)

EDU 619 Reading in the Content Areas (3 hours)

Summer, 3 hours

EDU 638 Multimedia Computer Applications (3 hours)

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NEW

College of Education Receives \$9.6 million Federal Grant to Diversify Teaching Workforce

## Recently Added



[Innovative Tennessee Teacher Prep Program Aims to Prepare a New Breed of Educators](#)

[Preparation to Teach in Technology-Rich K-12 Classroom Environments](#)

[Lys Named President of NC Association of Colleges for Teacher Education](#)

[FutureEd Releases Findings on](#)



05 Oct  
2022

College of Education  
Receives \$9.6 million  
Federal Grant to Diversify  
Teaching Workforce

By [Kyle Sears](#)



## Pandemic Spending Impact on Educators

### In the States: Facing the Teacher Shortage

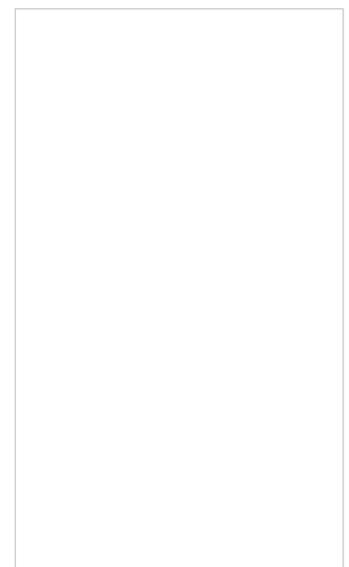
Mercer University's Tift College of Education will partner with five local school districts on a three-year, \$9.6 million U.S. Department of Education grant project aimed at strengthening the teacher pipeline in order to increase and diversify the teaching workforce.

The award is the largest federal grant in the history of the College of Education, which was formed by the merger of Tift College with Mercer in 1986 and is the largest private preparer of teachers and other educators in Georgia.

The grant project, titled "Georgia Educators Networking to Revolutionize and Transform Education (GENERATE)," will develop a residency program for career changers to obtain Master of Arts in Teaching (M.A.T.) degrees, become certified teachers in Georgia and teach in high-need content areas within partner school districts.

Five partner school districts include Bibb, Clayton, Pike and Twiggs counties, as well as Dublin City Schools. Dalton State College is also a partner on the grant.

"Education is the cornerstone on which to build hope and a future for the next generations," said Loleta Sartin, associate dean for academic affairs and strategic engagement in the College of Education, who serves as principal investigator on the grant. "Writing this grant was a labor of love with the primary goal of expanding and strengthening our support of Georgia schools by preparing more qualified, innovative educators."



“My colleagues and I are excited about the GENERATE project; however, we are most excited about the impact the project will have on the lives of P-12 students. We thank the U.S. Department of Education for entrusting us and these school districts and their superintendents for partnering with us.”

The GENERATE project will pay career changers, who have worked in another career field or majored in another field besides education, a living wage stipend of \$30,000 while they pursue teacher certification, participate in the yearlong residency and obtain their master’s degree. Additionally, they will receive three years of mentoring to enhance their effectiveness in the classroom.

Residents will participate in professional development focused on computer science and cybersecurity training and testing certifications, holistic development and sustaining instruction for diverse communities.

In addition to more than 170 career changers who will participate in the residency program, professional development will also be offered to at least 400 teacher mentors and 120 traditional undergraduate education students from Mercer and Dalton State.

GENERATE will impact more than 92,000 P-12 students over a five-year period, which will have a profound effect on addressing the state’s teacher shortage.

“Clayton County Public Schools is honored to partner with Mercer University through the GENERATE project as we work together to cultivate teacher pipelines and improve diversity throughout the field of education,” said Morcease J. Beasley, superintendent and CEO of schools in Clayton County. “Nationally, education has experienced a shortage of individuals aspiring to become classroom teachers, and I believe this project is a much-needed step in the right direction to strengthen and diversify the talent pool. Our school system is proud to support this endeavor.”

“As a district, we are committed to recruiting and retaining highly qualified educators from diverse backgrounds,” added Dan Sims, superintendent of the Bibb County School District. “Our longstanding partnership with Mercer University has always been



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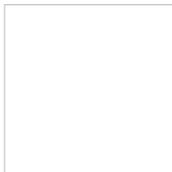
fruitful, and we are delighted to be included in the GENERATE project. This will provide further avenues to ensure that our teachers represent the diversity of the students we serve.”

In addition to Sartin, co-principal investigators on the grant include Shannon Mitchell, director of assessment in Tift College of Education; Sharon Hixon, dean and professor of education at Dalton State College; N. Jean Walker, assistant professor of clinical practice in Tift College of Education; Johnathan Yerby, associate professor of computer science in Mercer’s College of Liberal Arts and Sciences; Cynthia Anderson, assistant professor of teacher education in Tift College of Education; and Tracey Wofford, graduate academic adviser, recruiter and instructor in Tift College of Education.

Upon completion of the three-year grant project, Mercer will continue to offer the M.A.T. cohort model supported by mentors and computer science and cybersecurity modules, and GENERATE will continue with an annual summit allowing residents and students to present what they have learned and discuss cutting-edge research with faculty and the larger educational community.

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Tags: diversity, funding, school-university partnerships, teacher quality, teacher shortage



Kyle Sears

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