

Berry College  
Graduate Catalog  
2013 - 2014

## 2013-2014

### SUMMER SEMESTER 2013

*last day to pay fees to be announced*

<b>May 20, Monday</b>	<b>Block A (UG and GR - 6 weeks) begins</b>
<b>May 20, Monday</b>	<b>Block C (UG and GR - 12 weeks) begins</b>
<b>May 27, Monday</b>	Memorial Day holiday (no classes)
<b>June 10, Monday</b>	<b>Block D (GR - 6 weeks and Summer Institute)</b>
<b>June 28, Friday</b>	<b>Block A ends</b>
<b>July 1, Monday</b>	<b>Block B begins</b>
<b>July 4, Thursday</b>	Independence Day Holiday (no classes)
<b>July 19, Friday</b>	<b>Blocks D ends</b>
<b>August 9, Friday</b>	<b>Block B and Block C ends</b>

### FALL SEMESTER 2013

*last day to pay fees to be announced*

<b>August 26, Monday</b>	Classes Begin
<b>August 29, Thursday</b>	Final day to change schedules; courses on schedule after this date apply toward HOPE
<b>September 2, Monday</b>	<b>Labor Day</b> (no classes)
<b>September 27, Friday</b>	Final date to withdraw with automatic grade of "W"
<b>October 4, Friday</b>	Mountain Day activities, no classes after 2:00 pm
<b>October 5, Saturday</b>	Mountain Day
<b>October 11, Friday</b>	<b>First 7 week classes end</b>
<b>October 12-15 Saturday-Tues</b>	Fall Weekend, no classes
<b>October 16, Wednesday</b>	<b>Second 7 week classes begin</b>
<b>October 28, Monday</b>	Senior exit examinations (major field)
<b>October 28-November 1</b>	Advisement, Week 1
<b>November 4-8</b>	Advisement, Week 2
<b>November 4, Mon-Nov 22, Fri</b>	Pre-registration - closes at 4:00 pm on Nov.22
<b>November 15, Friday</b>	Last day to withdraw with W or WF
<b>November 27-29</b>	Thanksgiving Holidays (no classes)
<b>December 6, Friday</b>	Last day of classes
<b>December 9-13</b>	Final examinations (Monday-Friday)
<b>December 11, Wednesday</b>	Grades for graduating students due by 10:00 am
<b>December 14, Saturday</b>	Baccalaureate and Commencement
<b>December 16, Monday</b>	All grades due by 10:00 am

### SPRING SEMESTER 2014

*last day to pay fees to be announced*

<b>January 13, Monday</b>	Classes Begin
<b>January 16, Thursday</b>	Final day to change schedules: courses on schedule after this date apply toward HOPE
<b>January 20, Monday</b>	Martin Luther King Jr. Day (no classes)
<b>February 14, Friday</b>	Final date to withdraw with automatic grade of "W"
<b>February 28, Friday</b>	<b>1<sup>st</sup> 7 week classes end</b>
<b>March 3-7</b>	Spring Break (no classes)
<b>March 10, Monday</b>	Senior exit examination (major field)
<b>March 10, Monday</b>	<b>2<sup>nd</sup> 7 week classes begin</b>
<b>March 10-14</b>	Advisement, Week 1
<b>March 17-21</b>	Advisement, Week 2
<b>March 17-April 4</b>	Fall and Summer Pre-registration
<b>March 26, Wednesday</b>	Last day to withdraw with W or WF

<b>April 8, Tuesday</b>	Symposium on Student Scholarship – classes suspended
<b>April 18, Friday</b>	<b>Good Friday</b> (no classes)
<b>April 29, Tuesday</b>	Last day of classes
<b>April 30, Wednesday</b>	Reading Day
<b>May 1-7</b>	Final Exams (Thursday-Wednesday)
<b>May 7, Wednesday</b>	Grades for graduating students due 10:00 AM
<b>May 9, Friday</b>	Baccalaureate
<b>May 10, Saturday</b>	Commencement
<b>May 12, Monday</b>	All grades due by 10:00 am

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## **Introduction**

Since its founding in 1902, Berry College has engaged students in an education that challenges their minds, nourishes their souls and encourages service and hands-on preparation for lives of promise and purpose. We call it an education of the head, heart and hands—a foundation for life. Berry’s distinctive and dynamic educational program combines a challenging academic experience with opportunities for spiritual and moral growth, work experience and service to others.

Martha Berry founded Berry as a high school for boys in 1902 when few public high schools existed in Georgia. A girls’ unit was added in 1909, a junior college in 1926, a four-year college in 1930 and graduate programs in 1972.

The Berry campus is located on 28,000 acres of forests, meadows, lakes and streams north of Rome, Ga. It is 65 miles northwest of Atlanta, Ga., and 65 miles south of Chattanooga, Tenn. Berry offers a learning experience in a setting of natural and unspoiled beauty. Thirty-eight principle buildings serve the campus. The distinctive Gothic architecture of the Ford Buildings and the Georgian architecture of the other campus buildings add to the beauty of the setting.

Berry College is a private, independent comprehensive liberal-arts college. It offers four graduate degrees—the Master of Business Administration, the Master of Arts in Teaching, the Master of Education, and the Education Specialist—in addition to the Bachelor of Arts, the Bachelor of Music and the Bachelor of Science.

The Master of Business Administration degree is designed to provide a fundamental understanding of the complex and competitive resource, ethical, management and process challenges faced by today’s business leaders.

The Master of Arts in Teaching and the Master of Education degrees offer majors in early childhood education, middle-grades education, reading and secondary education.

The Education Specialist degree is designed to develop leadership skills for teachers at all levels and in all certification areas.

Berry College welcomes graduate students of any race, creed, color, sex, age, religion, national and ethnic origin, or qualified handicap. Berry does not discriminate in its admissions policies, and athletic or other college-administered program

## **Berry College Mission and Purpose**

Berry College is a comprehensive liberal-arts college with Christian values. The college furthers our students’ intellectual, moral, and spiritual growth; proffers lessons that are gained from worthwhile work done well; and challenges them to devote their learning to community and civic betterment. Berry emphasizes and educational program committed to high academic standards, values based on Christian principles, practical work experience and community service in a distinctive environment of natural beauty. It is Berry’s goal to make an excellent private liberal-arts education accessible to talented students from a wide range of social and economic backgrounds.

Our first responsibility is to provide an education in the liberal arts and professional fields to meet the intellectual, moral, and material needs of our students. We dedicate ourselves and our academic programs toward fulfilling this responsibility.

Research, publication, and other scholarly activities are valued and are expected to contribute to good teaching by the faculty. In keeping with this expectation, our faculty and staff dedicate themselves primarily to teaching effectively and to inspiring students to academic excellence.

An essential part of a sound education is the opportunity to explore religious faith and to relate faith with learning responsibility and intelligently, and we commit ourselves to providing these opportunities. The

college is dedicated to the interdenominational Christian values on which it was founded and welcomes individuals of diverse backgrounds into the campus community.

Worthwhile work complements knowledge and faith in building character. We dedicate ourselves to providing this opportunity.

An important part of higher education is the opportunity to participate in the internal affairs and governance of the college, and we dedicate ourselves to providing this opportunity.

These principles guide Berry's faculty, staff, trustees and students toward a realistic and balanced educational program. Our concern for the individual permeates our principles. The ultimate aim of Berry is service to humanity through persons who find here both inspiration and preparation as best expressed in Berry's motto, "Not to be ministered unto, but to minister."

### **Vision and Purpose – Graduate Studies**

Berry's vision is to be a recognized leader in graduate education and support services in its geographic area.

The purpose of the graduate education at Berry is threefold:

- To prepare Berry graduates for leadership roles with the academic foundation, necessary skills, and personal characteristics needed to be positive contributors to business, education and the community.
- To deliver high-quality educational support services that meet the needs and challenges faced by Berry's partners in business, in education and in the community.
- To provide a distinctive learning environment in which innovative thinking, ethical decision making and individual development and team building can flourish for all constituents of the college.

### **Accreditation and Memberships**

Berry College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and education-specialist degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Berry College. Berry College is also accredited by the National Council for Accreditation of Teacher Education. Berry's music program is accredited by the National Association of Schools of Music. Berry's programs in business are accredited by the Association to Advance Collegiate Schools of Business.

The college is a member of the American Association of Colleges for Teacher Education, Georgia Association of Colleges, American Council on Education, Association of American Colleges and Universities, American Association of University Women and the Georgia Foundation for Independent Colleges.

## **Admission to Graduate Studies**

### **Application**

Berry College seeks to admit students who could be academically successful at the institution while meeting their personal educational goals. Each applicant's record should reflect promise of growth, seriousness of purpose and a sense of responsibility.

Application for M.B.A., M.Ed., M.A.T., or Ed.S., admission must be filed with the Director of Admissions no later than 30 days before the beginning of the semester for which admission is sought. All transcripts, references and test scores should be sent to the admissions office to allow a timely review of the application materials. To allow the college sufficient time to prepare for new students, normally new students are not admitted in the 10 business days preceding the beginning of a semester.

Correspondence dealing with the admission of students should be addressed to the Director of Admissions, Berry College, P. O. Box 490159, Mount Berry, Georgia 30149-0159; admissions@berry.edu; or to the

Director of the M.B.A. Program, mba@berry.edu, 706-238-5896; or the Office of Graduate Studies in Education, graduateeducat@berry.edu, 706-368-5712.

All applicants must submit a completed application and supporting credentials as specified by the specific graduate program for which the student seeks acceptance.

### **Berry College Joint Graduate Enrollment**

A Berry College senior with at least a 3.0 (B) grade-point average lacking no more than 12 semester hours toward a baccalaureate degree may register for a maximum total load of six semester hours of graduate-level courses, so long as the baccalaureate program is being completed during the semester in which the graduate work is pursued.

The undergraduate student taking graduate-level courses is restricted to a maximum load of 15 semester hours. Prior written approval of the academic advisor, the appropriate director (Graduate Studies in Business or Graduate Studies in Education) and the provost is required.

### **International Applicants**

In addition to the requirements for a specific admissions category, an applicant from a non-English speaking country must submit TOEFL (Test of English as a Foreign Language) scores, and international transcripts must be evaluated by World Educational Services. Students who require a U.S. student visa also must submit a completed financial-responsibility form after they have been admitted to Berry in order to obtain an I-20 immigration form. International students who have graduated from a college or university that speaks English are exempt from the requirement to submit a TOEFL score.

### **Veterans Administration—Information for Veterans**

Berry College has been approved by the Georgia Department of Veterans Affairs for study and veterans' assistance. The veteran seeking admission to graduate studies as a degree-seeking student should promptly notify the Registrar's Office so that applications for educational benefits may be filed. All applications for benefits are subject to the approval of the Department of Veterans Affairs.

### **Non-Degree Status**

Normally students are admitted to graduate studies as degree seeking students. Occasionally, a student may desire to take a limited number of courses within the graduate programs without working toward a degree. Students seeking to take coursework as a non-degree student should work with the appropriate graduate office to determine admissions requirements. It is assumed that non-degree students will meet the same entry standards as all graduate students; non-degree status is not a proper status for students who lack appropriate preparation to qualify as degree seeking students.

Students requesting to take coursework in the Education department may also be required to obtain a clear Federal Background check from an approved source. Non-degree students may take no more than three courses (nine hours) of Education coursework or no more than two courses (six hours) of Business coursework.

### **Transient Status**

Students pursuing a graduate degree at another institution may be admitted as a visiting student at Berry. Each semester, such students must submit a visiting-student form authorizing them to take course work at Berry College. This form may be acquired from the home institution or from the Berry College Admissions Office.

### **Audit Status**

A limited number of auditors may be allowed in graduate classes, with preference given to students seeking degree credit. A student enrolling as an auditor receives no credit for the audited course. A non-Berry student applying to audit a graduate course must submit an application, the application fee, and evidence of a baccalaureate degree, and must pay the audit fee upon registering. The student will pay the cost of materials used in the course, plus appropriate auditor's tuition.

Changes from audit to credit status or from credit to audit status must be accomplished by the drop/add period announced by the registrar. A change from audit to credit will entail the payment of additional tuition to equal the credit-hour rate.

### **Readmission to the Graduate Program**

Graduate students not registered for courses at Berry College or on Leave of Absence are considered withdrawn and must submit an application for readmission. To reapply the student should submit an online application for readmission no later than 30 days prior to the beginning of the semester of which admission is sought and submit an official transcript for any work done at another college during the absence from Berry.

### **Transfer Credit**

Transfer credit is not awarded for prior experiential learning, nor is credit awarded for graduate work that is not applicable to the degree program. For graduate education a maximum of three courses (two courses for M.B.A.) or nine semester hours (six hours for M.B.A.) of graduate transfer credit for which the student has earned a grade of "B" or better may be applied to the appropriate graduate program.

Transcripts received by the admissions office will be forwarded to the appropriate graduate office for evaluation before the student is admitted. Decisions regarding transfer credit awarded are made within each graduate program according to the policies approved by their graduate faculty. The registrar will be notified of all transfer credit approved by the graduate program.

### **Studying at another Institution**

Students who are enrolled in a Berry graduate program and who seek to take course work at another institution must complete a Request for Permission to Study as a Transient Student form before taking such courses. Graduate students who take courses elsewhere without prior approval do so at the risk of non-acceptance of those credits. Once any approved courses are completed, students must have official transcripts of this work sent to the registrar's office.

## **General Requirements for Graduate Degrees**

To meet the general requirements for graduate degrees, the applicant must achieve regular admission status and must successfully complete the program of study required for the applicable degree.

Although a number of administrative and faculty advisors are ready to help the student in planning and checking the progress of the degree program, the final responsibility for completing all requirements for a degree rests with the student.

The student will complete the requirements of the graduate catalog in effect during the semester of first enrollment; however, the catalog used for degree requirements may not be more than six years old at the time of graduation. Normally, graduate students will not be permitted to apply graduate credit that is more than six years old at the time of graduation toward the degree requirements.

Master's degree candidates are required to fulfill the following general degree requirements:

1. Be enrolled as a degree-seeking graduate student and, if applicable, admission to candidacy.
2. Complete all requirements for the program of study, which shall include a minimum of 30 earned credit hours.
3. Earn a minimum 3.0 grade-point average on all course work completed at Berry.
4. Complete the Application for Graduation with the graduate program director at least one semester prior to the expected graduation date. This document shows requirements met and requirements to be completed for the degree. The signed document needs to be sent to the Registrar by the end of the semester prior to the graduation term.
5. Complete the request for oral examination, if applicable, one semester prior to the expected graduation date.



6. Complete all assessment and examination requirements as required by the graduate program in your final semester of enrollment.

## Academic Standards

### Grades

A	Superior; 4 grade points per hour of credit
A-	3.7 grade points per hour of credit
B+	3.3 grade points per hour of credit
B	Above average; 3 grade points per hour of credit
B-	2.7 grade points per hour of credit
C+	2.3 grade points per hour of credit
C	Average; 2 grade points per hour of credit
F	Failure; no grade points
S	Satisfactory; not averaged in grade points
U	Unsatisfactory; not averaged in grade points
X	Audit; no credit
I	Incomplete resulting from illness or emergency (see below).
W	Withdrew; no effect on grade points
WF	Withdrew Failing; averaged in grade points
WS	Withdrew from school for medical reasons; no effect on grade points

### Incomplete Grades

When a student has completed a substantial portion of the course requirements but is unable to complete the course, an Incomplete "I" grade may be assigned. The request should include a rationale for the request, a list of the work remaining to be completed, deadlines for completion of the work, and the grade the student should be assigned if the work is not completed. The instructor and the student must sign the Request for an Incomplete Grade form; in the event of an emergency or hospitalization where the student cannot personally request an Incomplete, the Provost's Office may initiate the request on behalf of the student and forward the request to the instructor.

Completed requests for Incomplete Grades must be submitted to the Registrar's office no later than the last day of the Final Exam period. Instructors must submit a Change of Grade form once the coursework is completed but no later than the end of the 12<sup>th</sup> week of the subsequent semester following submission of the "I" grade. Incompletes earned in the spring semester do not need to be completed in the summer term unless required by the Instructor. Failure to complete the necessary work by the deadline will result in the "I" grade being automatically changed to the grade listed on the Request for Incomplete Grade form. If no grade is listed on the form, an "F" grade will be assigned.

The Registrar will not accept incomplete grades that cannot be completed within the guidelines listed above.

### Satisfactory Academic Progress

All graduate programs require the student to maintain a grade point average of 3.0 at Berry and overall. No credit toward the degree will be awarded for any grade below 2.0 (C).

Grades and credits earned at other institutions are not used in the calculations of the grade-point average required to remain in good academic standing. Therefore, work repeated at another institution cannot be used to improve the grade-point average at Berry College.

### Academic Probation and Suspension

A degree-seeking student with a cumulative grade-point average in Berry College graduate course work below 3.0 will be placed on probation. Probation is a warning that results when a student's record calls into question his or her long-range chances for academic success and eventual graduation from the program. A student placed on probation may, with the approval of the director of the pertinent program, enroll in a maximum of two additional courses in an effort to attain the 3.0 average requirement. If the grade-point average requirement remains unfulfilled after the completion of the additional course(s), the student may be permanently suspended from the college for academic reasons.

Regardless of cumulative average and/or total number of hours earned, a student may be suspended and/or denied graduation when any of the following combinations of grades is earned: (1) three C's; (2) two C's and one F; or (3) two F's. All grades earned in graduate course work at Berry College, including both grades in the case of a repeated course, are used in determining whether any of the above combinations of grades has been earned.

If a grade of F is earned in a required course, that course must be repeated. If a grade of F is earned in an elective course, either that course may be repeated or another elective course may be completed. A course may be repeated only once.

A student who is suspended from any graduate program for any of the reasons stated above is not eligible to resume work in the same program at a later date.

### **Time Limit for Grade Changes**

Non-Incomplete grades may not be challenged or changed after the end of the next semester in which the grade in question was earned; grades of students who have graduated may not be changed after the end of the term in which the student graduated.

### **Appeals Process**

Students who wish to appeal an academic-related decision should first consult with the professor of the course in which the issue has been raised, or if the issue concerns a program-related issue, the director of the M.B.A. program or the assistant dean for graduate studies in education. If the issue is not resolved at that consultation, the student may then appeal in writing to the dean of the appropriate school and then, if the issue is not resolved, to the associate provost and/or provost. If the issue continues to be at question, the student may appeal to the executive committee of the Graduate Council and then to the president of the college.

### **Repeating Courses**

Certain graduate courses may contain language in the course description that allows students to repeat them for credit; however, most courses may not be taken more than once for credit. For determining the cumulative grade point average, all attempts in a course will be counted.

### **Academic Integrity**

The Berry College community affirms its support of academic integrity as reflecting founder Martha Berry's commitment to educating the head, heart, and hands, and as the foundation of college life and experience. We believe that mutual trust among Berry's students, faculty and staff is essential to the operation of the college and that all members of the Berry College community are responsible for working together to establish and uphold an environment conducive to honorable academic endeavor.

Academic dishonesty includes, but is not limited to, the following: cheating, unauthorized collaboration, plagiarism, fabrication, multiple submissions, and aiding and abetting;

Cheating: using or providing unauthorized information or aids on any examination or other graded assignment; altering a graded work prior to its return to a faculty member; doing another's work or allowing another person to do one's work, and submitting it for grading;

Unauthorized Collaboration: working with another person on a project, assignment, examination, test or quiz, unless collaborative work has been stipulated by the instructor;

Plagiarism: submitting material that in part or whole is not one's own work without properly attributing the

source(s) of its content;

Fabrication: inventing or falsifying information, data or citations; altering or creating any document or record affecting the grade or academic standing of oneself or others;

Multiple Submissions: submitting identical or substantially similar papers or course work for credit in more than one course without prior permission of the instructor(s);

Aiding and Abetting: providing material, information or other assistance which violates any of the above standards for academic integrity; providing false information in connection with any inquiry regarding academic integrity.

Where there is a suspected violation of academic integrity policy, the concerned faculty member should:

(a) discuss the suspected infraction directly with the student(s) involved. At the faculty member's or student's discretion, the school dean, department chair or faculty colleague may be present during this discussion as a witness;

(b) make copies of relevant materials before returning them to the student(s) for any approved amendment or revision;

(c) discuss the suspected infraction and the documented evidence with the department chair, dean or a colleague if collegial advice is desired. In all such cases, the privacy of the student(s) involved must be protected;

(d) make a decision based on the evidence and determine appropriate sanctions; sanctions may include warning the student, or reducing an assignment, exam or course grade; if sanctions are imposed, discuss these and the appeals process with the student;

(e) if a student is found to have violated academic integrity policy, notify the provost (or associate provost) in writing. This document should include:

1. information about the course, the faculty involved, and the student(s) involved;
2. the time and date of the incident, and a description of the incident and any evidence that indicates an infraction of academic integrity;
3. any sanctions imposed by the faculty member in response to this incident; and
4. a confirmation that the faculty member has discussed with the student the incident, any sanctions imposed, and the student's right to appeal the faculty member's decision.

Students seeking to appeal the sanction concerning academic integrity may appeal to a subcommittee consisting of equal numbers of faculty and students of the Graduate Council, which will be convened by the provost or associate provost.

Students who are sanctioned for violating academic integrity policy forfeit the right to withdraw from the class with a grade of "W."

### **Full-time Enrollment**

A student enrolled in at least nine credit hours during a semester is regarded as a full-time student during that term. A student enrolled in one to eight credit hours is considered a part-time student. The maximum number of credit hours for which a graduate student may enroll is 12. It is recommended that a graduate student take no more than two courses if working full time.

### **Advisors/Registration**

Upon admission to graduate study, each student is assigned an academic advisor. The student has the responsibility to seek help from this advisor in planning a program of study. The student must meet with his or her advisor each term prior to registration. Once the student has been cleared by the advisor for registration, he or she will be eligible to register online using Viking Web. Online registration will be made available during the designated preregistration periods. Preregistered schedules for students who are not cleared for enrollment by the business services office by the fee-payment deadline will be dropped from their

classes. A late fee will be charged to current students' account if the student registers outside of the designated preregistration period or if they must re-register for failure to pay their bill.

### **Dropping and Adding Courses**

Students may change courses on-line during the first four days of each academic semester. At the end of the fourth day of the semester, any course for which a student is registered will count as hours attempted. If graduate courses do not meet within the first four days of the semester because the college is officially closed, students will be allowed to drop a class that meets after the first four days of the semester if they submit an add/drop form to the Registrar's office within 24 hours of the first scheduled class meeting.

A student who registers for a course but does not attend and does not process a "one-stop" form or course-withdrawal form with the registrar will receive a grade of F for that course. A student who registers for one course but attends or seeks credit for another course without processing a "one-stop" form within the time required will not receive credit for the course attended and may receive a grade of F in the original course for which he or she registered.

It is the responsibility of the student to submit forms to the Registrar's office, in all cases action will be taken based upon the date the form/request is received in the Registrar's office. Completed forms may be submitted in person, by mail, fax, or sent as an email attachment. Forms submitted to another office on campus are not considered to meet the deadline for withdrawal if they are not submitted to the Registrar by the deadlines listed on the college calendar.

### **Official Withdrawal from a Course**

To withdraw from a course the student should meet with the director of the appropriate graduate program and then submit a completed add/drop form to the Registrar's office. If the withdrawal is made during the second through the fifth week of a fall or spring semester, or the published date of summer term, the student will receive a W on the course from which the withdrawal is made. After that period, the grade will be either W or WF, depending on whether the grade at the time of withdrawal is passing or failing. Only in unusual circumstances, however, will a student be permitted to withdraw from a course during the last three weeks of the semester, even if the grade in the course is passing. Failure to withdraw properly will result in the F grade.

Should a student officially withdraw or be suspended during the semester, the grade will be either W or WF, depending on whether the grade at the time of withdrawal is passing or failing. Grades recorded prior to the student's withdrawal from school will remain on the record. Withdrawal for medical reasons, as determined by the provost's office, will be indicated by the WS grade.

A student who drops all graduate courses during a semester is considered withdrawn from Berry College for that period. An application for readmission must be submitted before the student can enroll in subsequent semesters. Upon withdrawal, refunds will be determined based upon the refund policy listed in the catalog.

It is the responsibility of the student to submit forms to the Registrar's office, in all cases action will be taken based upon the date the form/request is submitted to the Registrar's office. Forms submitted to another office on campus are not considered to meet the deadline for withdrawal if they are not submitted to the Registrar by the deadlines listed on the college calendar.

### **Leave of Absence**

There are situations such as medical or family emergencies when a student must withdraw from classes for a semester with every intention of returning the next semester. The student may, in these cases, request approval of a Leave of Absence that, if granted, would mean that he or she would not have to complete the withdrawal-from-the-institution process and then reapply for admission. In applying, the student will be asked to indicate the term of absence, the reason for the absence and to provide documentation of the reason

stated so that the provost and/or associate provost may consider the request.

While students are encouraged to apply for the Leave of Absence prior to the beginning of a term or during the drop/add period, students must complete the Leave of Absence form and turn it in to the associate provost's office no later than the end of the automatic W withdrawal period, typically the fifth week of the regular fall or spring terms, for approval to be considered for the current term. Students who have begun coursework during the term and who receive permission for the leave after the drop/add period would be granted a W for all courses for which they are registered; these hours would count, however, as hours attempted.

In cases where a student needs to withdraw temporarily for medical reasons but anticipates returning in the next semester, the student may be granted a Medical Leave of Absence. The leave must be requested no later than the last day of the semester to withdraw with a W or WF grade, typically the twelfth week of the regular fall or spring semester. Upon receipt of appropriate medical documentation, students will be granted a WS for all courses for which they are registered; these hours would count, however, as hours attempted. Students who withdraw for medical reasons will be asked to provide documentation from the appropriate medical professionals regarding the student's readiness to return to a residential academic community.

A student approved for a Leave of Absence or Medical Leave of Absence will be eligible to preregister at the same time he or she would if enrolled at Berry and will, upon returning to the college, be coded as a current student. The student is responsible for meeting all fee deadlines, housing-application deadlines, etc., as is a student in residence.

A Leave of Absence will be granted for no more than one term in duration. If students must be gone from the institution longer than one term, they must formally withdraw and then reapply for admission.

Students should be advised that an approved Leave of Absence may affect the student's eligibility for financial aid and grants; students seeking approval of a Leave should consult with financial aid.

### **Academic Transcripts**

In accordance with the Family Educational Rights and Privacy Act of 1974, as amended, transcripts are issued only at the written request of the student. Telephone and faxed requests are not accepted. Transcripts may be requested in one of two ways: 1) Go to [www.getmytranscript.com](http://www.getmytranscript.com), and follow the directions to request a transcript, or 2) complete the transcript request and bring or mail it to the Registrar's Office with payment. Every attempt is made to honor requests within 48 hours of receipt. Individuals who order transcripts on line will receive email notification when Berry receives the request and then the transcript is mailed. Official transcripts are printed on blue safety paper. Currently enrolled students may print unofficial copies for their own use from VikingWeb. Official transcripts will not be issued for those who are delinquent in their financial obligations to the college.

## **Family Educational Rights and Privacy Act**

### **Access to Student Information**

Under provisions of the Family Educational Rights and Privacy Act of 1974, as amended, students have the right of access to official records maintained on them by Berry College. A student may inspect and review her or his educational records by filing a written request with the registrar. Although access may be normally obtained without undue delay, officials are permitted a 45-day period within which to respond to any request. For further information, please refer to the student handbook, Viking Code.

### **Directory Information**

The Family Educational Rights and Privacy Act of 1974, as amended, also provides that the following categories of information may be released by the college as public unless the student chooses to have the information withheld. Such information may be released routinely to certain inquirers and the news media **unless the student requests in writing the fall semester of each year that this list be withheld.**

Directory information includes name, address (including home, residence hall and room number, and local off-campus address), current telephone listing, place of birth, major field of study, participation in officially recognized activities and sports, weight and height (if a member of an athletic team), dates of attendance (including current classification and year, matriculation and withdrawal dates), degrees, awards and honors received, including dates granted, the most recent previous educational agency or institution attended, Berry e-mail address, status (full-time/part-time), and identification photograph

### **Release of Information**

Without the student's written consent, Berry College does not release confidential information to anyone other than Berry College personnel requiring information for the proper performance of their duties; organizations conducting studies for educational and governmental agencies; accrediting agencies; appropriate persons in case of health or safety emergencies; agencies or offices in connection with the student's application for or receipt of financial aid; governmental officials, as identified in Public Law 93-380; parents of dependent children, as defined in the Internal Revenue Code of 1954; and an appropriate official in response to a court order. Students who wish to release to parents routine grade reports or other official correspondence must complete a signed authorization form with the Office of the Registrar.

### **Library Privacy Policy**

Librarians' professional ethics require that personally identifiable information about library users be kept confidential. This confidentiality applies to information sought or received; materials consulted, borrowed or acquired; and borrower-registration information.

Confidential records shall not be made available to any agency of state, federal or local government or any other person unless a court order requiring disclosure has been entered by a court of competent jurisdiction.

### **Public Relations**

Berry College students are frequently featured in news releases, photographs, audiotapes and videotapes that may be distributed to the media or used in Berry publications, including Web sites. Students may be photographed or videotaped on campus or at college-related functions. The college has exclusive rights to these photographs/videotapes and may use them to promote the institution. Accomplishments of students may also be used to promote Berry College.

### **Assessment Requirement**

Students are asked to participate in assessment and feedback for the purpose of continuous improvement. These activities may include surveys, exit examinations, and other benchmarking or feedback tools. Berry takes this information seriously and uses it to improve curricula and other support services as well as to reward faculty and staff performance. The dean of academic services, in coordination with school deans, will notify students when these evaluations are to be completed. Informal feedback is encouraged at all times.

### **Graduate Council**

The Berry College Graduate Council is the graduate academic legislative body of the college. Members of the Graduate Council are appointed and/or elected from the graduate faculty, graduate students and appropriate college administrators.

The Graduate Council is responsible to the provost. Changes in policy proposed by the Graduate Council are subject to approval by the president or by the Berry College Board of Trustees if the policy concerns a jurisdictional area reserved by the board for its own action. With the exception of decisions made by the president, all academic decisions on graduate matters at Berry College that are within the jurisdiction of the Graduate Council are approved by the council or are subject to its approval. The decisions of the Graduate Council are final except that any decision of the council may be appealed to the provost, and, at the discretion of the provost, to the president.

The Graduate Council has responsibility for passing upon the acceptability of all graduate courses proposed by an academic department and all program requirements. The Graduate Council serves as the final appellate

body considering matters related to admission, the grading system, grades awarded at Berry College, and other matters of an academic nature relative to graduate programs at Berry.

#### **Graduate Advisory Council for Education**

The Graduate Advisory Council for Education assists the Office of Graduate Studies in Education in its strategic planning by providing ideas and suggestions. It reviews issues related to the graduate programs to meet the needs of youngsters, teachers and the community. This council meets biannually and is composed of representatives from local school systems, personnel from regional agencies, area curriculum directors, alumni, faculty, staff and graduate students.

#### **Graduate Advisory Council for Business**

The Graduate Advisory Council for business assists the Office of Graduate Studies in Business in continuously improving the delivery of quality advanced business education. Comprised of a variety of critical stakeholders, the council reviews opportunities and issues related to the program's mission, objectives, curricula and resource-development initiatives. The council, which is composed of leaders from both profit and nonprofit organizations, alumni, faculty, staff and graduate students, meets biannually.

### **Financial Information**

As a matter of basic policy, charges to students are kept to a minimum. These charges are less than what it actually costs Berry to provide graduate study. To balance the difference between actual educational costs and the amount a student pays, Berry must obtain from other resources a substantial amount for each student.

#### **Tuition and Fees**

Graduate Tuition (Business)-per credit hour	\$524
Graduate Tuition (Education)-per credit hour	\$386
Audit Fee, per semester hour	50% of tuition
Technology Fee, per semester	\$25
Student Activity Fee, per semester (if registered for 9 hours or more)	\$75
Replacement of student-identification card	\$25
Graduation Fee (including keeper cap and gown)	\$60
Late Clearance Fee	\$50
Transcript of record	\$7
Fee for returned check (each transaction)	\$40

Tuition rates are announced annually. Information is available from the business office at 706-236-2252 or from their Business Office website.

These and other regular semester charges become effective May 1, 2013. Some or all charges may necessarily be increased in subsequent semesters. The Board of Trustees reserves the right to change any charge (tuition, fees or other) at any time.

A meal plan is optional for graduate students, who may also purchase single meals in the dining hall. For information, consult the business office.

**Financial Aid**

Students who are accepted as degree-seeking students into the graduate program at Berry College may be eligible for financial aid if carrying a minimum of five semester hours. Part-time graduate students must satisfactorily complete at least 70 percent of any attempted course work in order to continue to receive federal financial aid. Federal loans are available for eligible graduate students who apply for financial aid. The Free Application for Federal Student Aid (FAFSA) is required to determine eligibility for these loans. Questions about applying for financial aid can be addressed in the Berry College Office of Financial Aid, Herman Hall Room 105, or by calling 706-236-1714

Note: Graduate students enrolled in at least six hours may be eligible for graduate assistantships, which can greatly enhance employability. Graduate assistantship information can be secured through the graduate coordinators in the Campbell School of Business and the Charter School of Education and Human Sciences.

**Applying for Financial Aid**

Graduate students are encouraged to submit the Free Application for Federal Student Aid (FAFSA) to the federal processors online using FAFSA on the Web ([www.fafsa.gov](http://www.fafsa.gov)). The Federal Student Aid Report (SAR) is generated by the federal processors in response to the student's submission of the FAFSA. The SAR must be received by the financial-aid office (along with supporting documentation as requested by that office) to determine eligibility for any need-based financial aid. It is also required for participation in any of the federal student loan programs.

**Financial Obligation to the College**

A student who is delinquent in payment of any financial obligation to Berry College may be removed from classes; may not be allowed to register at the college for another semester until such delinquency is satisfied; may not be issued transcripts or a degree; and may be subject to further action.

**Payment of Charges Each Semester**

Each student who has preregistered is billed in advance with an itemized statement of charges for the semester; financial-aid credits applied, if any; and the net amount due to complete registration. Students who register after the designated preregistration period will not receive an itemized bill and must contact the business office to make payment arrangements. Students registering during the drop/add period should contact their advisor to confirm course choices before registering and then contact the business office to make payment arrangements.

Net charges are due and payable on or before the fee-payment date. The student Deferred-Payment Plan is available for those who wish to pay charges for each semester in monthly installments. A service charge will be assessed students who choose the Deferred-Payment Plan. Students who receive tuition reimbursement from their employer should complete an Employer Tuition Payment Form, available from all graduate studies program offices, and submit it to the business office as payment of all or part of their charges.

**Clearance to Attend Classes**

A student will not be "cleared" to attend classes and professors will not admit students to class until the business services office has received the net amount billed or the first installment under the Deferred-Payment Plan for the semester and all scholarship, loan and other financial-aid forms and/or checks have been signed.

**Refund of Charges**

All students who withdraw during a semester will be charged tuition, and room and board if appropriate, at the rate of 10 percent of the semester charge for each week of enrollment. If a recipient of financial aid withdraws and is scheduled to receive a refund, all or part of this refund will be used to reimburse the financial-aid programs from which the student received funds. Other fees are not refundable. Graduate students who withdraw from one or more courses within a semester but do not withdraw from the institution will receive a refund on the tuition from the withdrawn coursework at the rate described above.



Students receiving Title IV Federal Financial Aid are subject to a percentage of these funds being refunded back to the Fund, depending on the number of days enrolled in the semester.

## **Learning Resources**

### **Library Facilities**

Memorial Library provides access to an excellent collection of resources in all formats and a well-qualified staff whose first concern is the student. Personalized reference assistance, interlibrary loan at no charge and library instruction upon request are among the many services offered to all Berry undergraduate and graduate students.

The spacious, well-furnished facility, centrally located on campus, is open 90 hours a week, including evenings and weekends. More than 400 individual study seats, as well as comfortable group study areas and a coffee shop, are available. All library computer workstations offer access to the online catalog, the Internet, e-mail and selected applications. Library-wide wireless access and laptop docking stations expand user options for complete connectivity with notebook computers and other portable electronic devices.

Print and microform holdings total more than 700,000 volumes. The library subscribes to more than 1,700 journals. Additionally, the library provides access to more than 125 discipline-based research databases, including those in GALILEO (Georgia Library Learning Online), as well as additional subscriptions to numerous other online academic information resources. Selected databases include full-text access to more than 21,000 journals and newspapers. Electronic information resources for the campus are coordinated by the library; most are easily accessible from the library's home page, whether the student resides on or off campus.

As an official selective Government Depository, the library's collection also includes more than 100,000 government documents. The Berry College Archives collections include the Martha Berry papers, administrative records of the institution, college publications and photographs.

### **Writing Center**

The Writing Center is central to Berry's commitment to fostering excellence in thinking and writing. A free service available to all Berry students, the center is staffed by sophomore, junior, and senior peer tutors who have learned best practices in the teaching of writing and economical ways to assess and forward the writing process. Past and current tutors come from a variety of majors and disciplines: Animal Science, Biology, Chemistry, Communication, Economics, English, Education, French, History, Government and International Studies, Psychology, Religion and Philosophy, and Spanish. Some senior peer tutors, called Writing Associates, are paired with particular professors and their students for work on single assignments or for engagements across an entire semester.

The central goal of the Writing Center is to help students become better thinkers and writers for the long haul by working with them on individual assignments. Tutoring sessions are collaborative, and it is helpful if students come early in the drafting process so that they can work with the peer tutor to develop and practice concrete revision strategies appropriate to selected aspects of the writing process (from understanding a writing prompt, to inventing and developing ideas, to creating a thesis or organizing paragraphs, to editing for the sentence level concerns of grammar and correctness). Thus, tutors are not editors and do not simply proofread or correct papers, but they are happy to teach and help students with these tasks.

The Writing Center is located in Evans Hall, Room 233. Although drop-by visits are quite welcome, prior appointments receive priority treatment. Appointments may be made by accessing the center's [online scheduling service](#) or by calling 706-238-5903. The center also maintains a satellite station in the Memorial Library that is open most evenings. For questions about the Writing Center or interest in becoming a peer tutor, please contact the Writing Center Coordinator in Evans 233A or call 706-238-5877.

### **Academic Support Center**

The Academic Support Center, which is located in Memorial Library, seeks to provide all Berry students with

learning support in their academic work, directed toward overall academic success and thus improved student retention. The center is responsible for coordinating the assessment of the documented needs of special-needs students and then seeks to work with faculty and other Berry staff to meet those needs as appropriate. As part of its support for educational success, the center will be responsible for coordinating the tutoring services within various academic disciplines. Special-topic workshops in topics such as effective time management and strengthening study skills are offered as needed, and other study-skills support materials are available in the center.

### **Center for Instructional Technology**

The Center for Instructional Technology, located on the second floor of Evans Hall, supports Berry's increasing emphasis on the importance of instructional technology by closely partnering with faculty, multimedia services, computing and technology, and the academic staff to support the use of instructional technologies and the effective integration of these technology resources into their teaching and research in the most effective manner. The Center for Instructional Technology provides consulting, training, design and support for faculty using technology in the classroom to enhance instruction and strengthen the curriculum.

### **Multimedia Services**

Multimedia Services, located on the second floor in Evans Hall, was established to serve the campus community through planning and maintaining all multimedia classrooms and support other areas requiring multimedia equipment.

The multimedia needs of the campus are addressed by its inventory of fixed and portable media units. The multimedia staff members oversee the operation of Berry's two cable channels featuring Berry-produced videos and a local-origination message channel.

Traditional audiovisual and media services, such as laminating, video editing and duplication are provided.

### **Computer Support**

The College provides seven general-access computer laboratories, allowing access to approximately 150 PC and Mac systems. These facilities are strategically located around campus and are available 90 hours a week during academic sessions. Four of the labs are staffed by well-qualified student workers and supported by the Department of Computing and Technology. A help desk is staffed 40 hours a week during academic sessions to provide computer hardware and software support. An answering service is available on a 24-hour basis daily for reporting major outages.

The college provides Internet access to all students accessible by both network outlets and wireless in all resident halls. Wireless access is also available in the major classroom buildings, Memorial Library, Krannert Center, Cage and Hermann Hall.

Each residence hall room has a telephone for local service and cable TV outlet. Service for both are included in the room rate. The college does not offer long-distance telephone service, but rather students are encouraged to use cell phones or calling cards.

All faculty have access to instructional software that allows the use of Web-based course materials and interactive experiences for students.

The college continues to honor its commitment to improve and increase computing capabilities and resources.

## **Student Life, Services and Activities**

Every member of the academic community has rights that are to be respected. These rights include respect for personal feelings, freedom from indignity of any type, freedom from control by any person or persons except those in proper authority, and freedom from rules and regulations not authorized by authorities of

Berry College. Every individual is entitled to pursue opportunities available in this institution. No faculty or staff member or student, regardless of position or rank, shall violate these rights. Those persons, who may become parties to violations, either by lack of positive preventive action or by participating in administering, or in submitting to indignity of any type, will be held personally responsible.

Every effort will be made to eliminate any unjust customs, traditions and practices in conflict with these rights. It shall be the personal responsibility of every faculty, staff member and student to cooperate with other administrative officers, work supervisors and officers of the student government in carrying out the provisions of this basic policy. For a complete review of specific policies about student life, please see the current issue of the Viking Code.

### **Professional Conduct**

Standards governing the professional and ethical conduct of all students are outlined in the Viking Code, the student handbook. Student behavior that violates these standards may be subject to disciplinary action including removal from the program.

### **Activities**

Graduate students may participate in such campus activities as intramural athletic events, cultural affairs, motion pictures and student publications, and may fully utilize student-center facilities, with the exception of medical services offered to undergraduate resident students through the Berry Health and Wellness Center.

### **Multicultural and International Student Support**

The Multicultural and International Student Programs Office exists to foster a supportive environment for international students and students of color to live, learn and grow as active members of the academic community. Its responsibility is to implement programs and activities, thereby creating a more informed understanding of cultural awareness on campus.

The Director of Multicultural and International Student Programs serves as the chair of the Multicultural Student Committee, the International Student Committee, and serves as advisor to the Black Student Alliance organization and the International Club.

The director sponsors and coordinates programs such as the Cultural House, PLUS (Preparing Leaders for Ultimate Success), Multicultural Student Reception, MLK Celebration and Black History Month activities, International Fair and the host family program.

The director administers all services and programs of the office under the direct supervision of the associate vice president for student affairs.

### **Religion in Life**

Berry College believes that an educational experience should include growth in the understanding of the meaning of life. Through voluntary participation in Berry's religion-in-life programs and the Christian foundation of the campus community, it is intended that each student will experience the openness, concern and responsible freedom to facilitate personal spiritual growth.

The college is a specifically Christian institution in purpose, although nonsectarian in character. The college chaplain serves as minister to all persons on the campus and is available as a trained counselor. Services of Protestant, Christian worship is held in the Berry College Chapel each Sunday of the academic year for the entire Berry community. Roman Catholic mass is celebrated each Sunday evening. Information on the programs of the local synagogue and various churches is coordinated through the chaplain's office. Local places of worship participate in Berry's Worship Opportunities Fair, where students learn of the community's many ministries.

Mount Berry Church (MBC) is an interdenominational, Christian congregation serving the campus community. Prompted by its motto to "follow humbly, love boldly," MBC provides ministries of Christian worship,

discipleship, fellowship and outreach. Weekly worship services are offered Sunday evenings in College Chapel. Berry's chaplain serves as the pastor of the congregation, and several student leaders oversee the church's many ministries.

The Interfaith Council provides religious programs and opportunities to ensure that Berry is welcoming to all people regardless of their religious background. Educational programs are offered to inform the campus about diverse religious traditions, and assistance is given to students looking for a specific religious community in the area.

The religion-in-life program is guided by a Religion-in-Life Advisory Council (RiLAC) composed of students, faculty and staff. Lectures, service projects and special-emphasis programs by guest leaders are a part of the total religion-in-life emphasis.

Various student organizations, such as the Baptist Collegiate Ministry, Catholic Students Association, Canterbury Club, Campus Outreach, Presbyterian Student Fellowship, Heirway, Exaltation, In His Name Gospel Choir, Wesley Foundation, Habitat for Humanity and others, provide an opportunity for further denominational or interdenominational activities.

The Chaplain administers all services and programs of the office under the direct supervision of the Chief of Staff.

### **Career Center**

The Career Center provides a variety of resources and services to assist students in making academic and career decisions. Students are encouraged to visit the Career Center early during their college lives and become involved in activities that promote career exploration, jobs skills development, and life-long learning. The center provides assistance with career-related decisions, identifying career shadowing and internship opportunities, applying to graduate/professional school, and developing job-search campaigns.

The Career Center offers individual career advising sessions, a variety of on-line resources to supplement career library holdings, assistance with preparing resumes and cover letters, graduate school applications, networking, interview preparation, interviews with on-campus recruiters, on and off campus career fairs, and special workshops and career events. By registering with the career center on-line, students have access to career management software, including internship and job listings, and document management resources. Services provided by the Career Center are available to graduates as well as currently enrolled students. Additional information regarding the Career Center is available at [www.berry.edu/stulife/career](http://www.berry.edu/stulife/career).

### **Basic Policy on Student Life**

Berry College accepts responsibility for directing the academic, work-opportunity and religious programs for students. The college also accepts responsibility for the conduct and development of students. "Berry College" includes the Board of Trustees, the president, all faculty and staff, all students and all worthy traditions of this institution.

Every student is expected at all times to recognize constituted authority, to abide by the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property and to make the best use of time at Berry toward acquiring an education.

Every student has rights, which are to be respected. These rights include respect for personal feelings, freedom from indignity of any type, freedom from control by any person or persons except those in proper authority and freedom from rules and regulations not authorized by authorities of Berry College. Every student is entitled to pursue opportunities available in this institution. No faculty or staff member or student, regardless of position or rank, shall violate these rights. Those persons who may become parties to violations, either by lack of positive preventive action or by participating in administering, or in submitting to indignity of any type, will be held personally responsible. Every effort will be made to eliminate any unjust customs, traditions and practices in conflict with these rights. It shall be the personal responsibility of every faculty or staff member and student to cooperate with other administrative officers, work supervisors and officers of

the student government in carrying out the provisions of this basic policy.

### **Additional Policies**

In addition to the various policies of the college referenced elsewhere in this catalog, the following are important:

- Students maintaining motor vehicles and bicycles while at Berry must have them properly registered in the office of campus safety and must park in a student parking lot. Regulations for operation of vehicles on the campus may be found in the student handbook and in the traffic code.
- The college does not permit the use or possession of alcoholic beverages or illegal drugs on the campus. Visitation in college residence halls is provided on a limited basis.
- The college may at any time require the withdrawal of a student whose conduct or general influence is considered harmful to the institution.

Berry College's annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings owned or controlled by Berry College, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault and other matters. A copy of this report may be obtained by contacting the Campus Safety Office or by accessing the following Web site: [www.berry.edu/sliffe/safety](http://www.berry.edu/sliffe/safety), then click on the link to the Campus Safety Report.

Additional policies concerning student conduct, including Computer Use and Ethics Code, may be found in Viking Code, the student handbook. A copy is available upon request in the office of the vice president for student affairs and is available online.

## **Master of Business Administration**

The Campbell School of Business offers the Master of Business Administration program. The school seeks to develop the M.B.A. program in ways that enhance the vision and mission of Berry College and of the Campbell School of Business.

The Campbell School of Business is unified by common beliefs in developing the head, heart and hands of a diverse body of students, through a process of lifelong learning and continual student/faculty interactions. We value the environment provided by Berry College as well as vigorous interaction with the local, national and international communities. The Campbell School of Business also values a rigorous curriculum connecting theory to practice, a learning environment that stimulates the open exchange of ideas, and a strong work ethic that encourages worthwhile work well done.

The Campbell School of Business Master of Business Administration program aspires to be a contemporary, rigorous, innovative, ethical and practical source of graduate and continuing management education for our profit and nonprofit stakeholders. Stakeholders include the businesses within North Georgia, Campbell School of Business faculty, Campbell School of Business M.B.A. students, Campbell School of Business alumni and Berry College colleagues.

Graduate education in business at Berry College serves its stakeholders by educating students' heads, hearts and hands.

### **Vision Statement of the Campbell School of Business**

The Campbell School of Business will achieve recognition as an integral part of North Georgia's social and economic fabric by providing excellent education for its students and exemplary services to the region and beyond.

### **Mission Statement of the Campbell School of Business**

The Campbell School of Business provides an excellent liberal arts-based business education that engages the head, heart and hands, while serving the academic and business communities through appropriate research and services.

### **Goals of the M.B.A. Program**

The M.B.A. program serves as a source for working professionals and managers in all types of organizations. The goal of the M.B.A. program is to educate the head, heart and hands of our students by enabling them to develop an understanding of and become proficient in the following:

- Analysis and problem solving
- Application of theory
- Management of organizational resources
- Ethics and organizational citizenship
- Technology
- Written and oral communication
- Legal and regulatory environment
- Continuous improvement
- Global and political issues
- Leadership and accountability
- Demographic diversity
- Personal growth and lifelong learning

### **Admission to M.B.A. Program**

All applicants to degree-seeking programs must hold a baccalaureate degree from a fully accredited institution of higher education. The applicant must submit the following:

1. Graduate application form (See section on Admissions).
2. One official transcript from each college or university attended
3. A satisfactory score on the GMAT or the GRE
4. A satisfactory undergraduate grade-point average
5. Two letters of recommendation
6. An essay describing the applicant's reasons for seeking an M.B.A.
7. A score of at least 550 (or 213 on computer-based test) on the Test of English as a Foreign Language (TOEFL) if the applicant's native language is not English.

8. A current résumé for evaluation of work experience and computer skills.

Applicants who have earned a graduate degree from a fully accredited institution of higher education are eligible for admission without submission of GMAT or GRE scores.

## M.B.A. Degree Requirements

### Transfer Credit

The curriculum committee may grant transfer credit for appropriate graduate-level course work completed at other AACSB-accredited institutions to a maximum of two 3-semester-hour courses, for a total of 6 semester hours. Transfer credit is not granted for Strategies of World-Class Organizations (BUS 685).

### Proficiency Requirements

Students must achieve an overall grade-point average of 3.0 in all proficiency course work and/or satisfactorily complete the online modules. Additional proficiency requirements for the M.B.A. program include work experience and computer literacy as demonstrated by course work or experience. 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 21 credit hours of proficiency course work in business covering or equivalent to the following content areas: Financial Accounting; Statistical Methods; General Management; Macroeconomics and Microeconomics; Finance; and Marketing.
- *Meeting these requirements at the graduate-level*, students are required to complete 9 credit hours in the following courses or their equivalents:

ACC 520 Essentials of Accounting	BUS 520 Essentials of Business Statistics
ECO 510 Essentials of Economics	MGT 530 Essentials of Management
FIN 510 Essentials of Finance	MKT 510 Essentials of Marketing
- *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.

## Course Requirements (30 Credit Hours)

New courses are proposed as the business environment changes. The program is willing to consider offering other special electives for employers with special interests. The program is currently exploring additional ways to bring international experience to M.B.A. students.

Although the basic degree requirements exist as distinct courses, the M.B.A. program embraces the integration of courses into a coherent whole consistent with our mission of educating the head, heart and hands. The final course, "Strategies of World-Class Organizations," ends the curriculum with discussions of business decisions that require students to use life experiences as well as academic experiences to recommend preferred business actions. The faculty identifies and uses integrative cases in applicable courses to allow students to recognize the interrelationships between business disciplines. The majority of M.B.A. classes also require students to apply business theories to practical settings in their own places of employment or in other business environments.

<b>Required Courses (21 Credit Hours)</b>		<b>Credit Hours</b>
ACC 611	Accounting for Decision Making	3
BUS 657	Strategic Use of Information Technology	3
BUS 685	Strategies of World-Class Organizations	3
FIN 601	Corporate Finance	3
MGT 655	Leadership and Change Management	3
MGT 664	Service Management <b>or</b>	3
MGT 665	Value Chain Management	3
MKT 621	Strategic Marketing	3
<b>Elective Courses (9 Credit Hours)</b>		
BUS 674	Social Issues in Business	3
BUS 676	Entrepreneurship and Advanced Business Planning	3
BUS 695	Special Topics in Business	3
BUS 697	Independent Study/Internship	1 – 3
FIN 631	Investments	3
MGT 606	Process-Improvement Projects	3
MGT 660	Strategic Human Resource Management	3
MGT 667	Quality Management	3
MGT 668	International Management	3
MKT 610	Strategic Career Management	3
MKT 658	Social Media and Internet Marketing	3

### **Internship Experience**

Field Internships, intended to foster linkages between academic life and practical job experience, afford students the opportunity to:

- Apply theories learned in the classroom to practical, on-the-job situations;
- Learn specific job skills from experienced professionals;
- Develop an awareness of job responsibilities and career requirements; and
- Gain valuable experience for employment.

Students enroll in a specific independent study or field internship experience course for academic credit during normal pre-registration. Internships are graded on satisfactory/unsatisfactory basis only, and such a grade does not alter the Berry grade-point average. Credit may not be granted retroactively if the internship was not approved before the experience began. If the student wishes to make application for an internship in the place of normal employment, convincing evidence must be presented that the internship moves the experience beyond normal duties into new and educationally profitable areas.

Most internships are one semester in length. Students must show a direct relation between the amount of academic credit sought and the number of hours per week devoted to the internship itself. For each semester hour of credit usually sought, there is the assumption of 45 hours of commitment on the part of the student.

Each intern has both an on-site supervisor and a campus supervisor. It is the responsibility of the student and the campus supervisor to work out all the details regarding placement and intern's responsibilities with the organization wishing to participate as host for the intern. The campus supervisor is responsible for the academic content of the internship; for periodic on-site visits with the intern (where feasible); for continuing communication with the intern and the on-site supervisor; and, upon receipt of a written evaluation by the on-site supervisor, for assessing student performance and assigning a final grade. It is the responsibility of the on-site supervisor to assign responsibilities to the student that will foster the educational goals of the internship and to communicate regularly and accurately with the campus supervisor regarding the intern's progress. While Berry College exercises control of the academic quality of internships, it cannot be responsible for such quality, for intern performance, or for any personal arrangements (housing, transportation, etc.) that may be called for in connection with the internship.



At least two months prior to registration for the term in which the internship is taken students should begin to take the following steps.

1. The student should consult with his or her academic advisor about the suitability of using an internship experience as a part of the student's program of study.
2. The student and the campus academic internship supervisor (who may or may not be the student's academic advisor) must develop a learning plan with a coherent program of academic content that includes a syllabus with reading list and such other requirements as the academic supervisor may stipulate.
3. The student or other Berry graduate program representative should obtain a brief statement from the on-site supervisor indicating willingness to serve and understanding of the conditions of the internship including the student's duties and responsibilities.
4. Both supervisors must sign the completed Internship Application for Approval form (available from the graduate program director or the provost's office.)
5. The student's academic advisor must review and approve the Application for Approval form with the accompanying syllabus and learning plan as part of the semester advising and registration process. The school dean must sign the form upon reviewing the complete internship application packet.
6. Not less than 30 days prior to the beginning of the relevant semester, the student must submit the complete internship application packet to the provost for the provost's signature. Upon approval, the student will be registered for the internship.
7. Arrangements to pay all fees associated with the credit to be earned must be made prior to the start of the semester in which the internship is taken. Tuition for internship credit is paid at prevailing Berry College rates.

For additional information about internships, students are invited to consult their advisor, their director of graduate programs, their school dean or the provost.

## **Graduate Courses of Instruction – Campbell School of Business**

### **Course Hours and Credits**

The three numbers following the title of each course (ex. 3-2-4) indicate, in sequence, hours of classroom instruction, hours of laboratory, and hours of credit. In the example, the class will meet three hours for lecture and two hours for laboratory. The student will receive four semester hours of credit.

### **ACC – ACCOUNTING**

**ACC 520. Essentials of Accounting 1.5-0-1.5** Overview of the financial accounting system including an explanation of the financial statements, recording and reporting issues and an introduction to financial statement analysis. Does not count toward the degree. Should not be taken if student has successfully completed ACC 201.

**ACC 611. Accounting for Decision Making 3-0-3** This course familiarizes students with the use of accounting information for business decision-making. Topics covered include cost behavior, profitability analysis, short-term decision-making, budgeting and performance measurement. PR: ACC 520 or equivalent.

### **BUS – BUSINESS**

**BUS 520. Essentials of Business Statistics 1.5-0-1.5** Use of statistical methods and mathematical concepts for analysis of business decisions. Topics include basic probabilities, estimation, hypothesis testing, regression and other quantitative tools needed for analysis in subsequent coursework and in practical applications.

**BUS 657. Strategic Use of Information Technology 3-0-3** Studies emerging information technologies and their impact on firm strategy, organizational structure, operations and decision-making. Emphasizes

electronic commerce and its role in developing competitive advantage through extensive use of case studies. PR: One course in computer use or information systems or equivalent preparation.

**BUS 674. Social Issues in Business 3-0-3** This course examines how businesses strive to achieve desirable economic outcomes while balancing societal needs and demands of their stakeholders, as they cope with forces shaping their environment, such as global competition, new political arrangements, emerging technologies, shifting public values and tastes, and ecological and environmental concerns.

**BUS 676. Entrepreneurship and Advanced Business Planning 3-0-3** Covers the entrepreneurial process from conception to implementation of a new venture. Concentrates on attributes of entrepreneurs and entrepreneurial teams, their search and assessment of opportunities, and gathering resources to convert opportunities into businesses. Students work in teams to develop a business plan for a new venture.

**BUS 685. Strategies of World-Class Organizations 3-0-3** Reviews the strategic operations of several global organizations during the last five years, and assesses their performance. Integrates the use of financial markets, managerial leadership, communications and computer skills to make decisions designed to achieve world-class performance. Uses teams and case simulations. PR: ACC 611; FIN 601; MGT 655; MGT 664 or 665; MKT 621.

**BUS 695. Special Topics in Business 3-0-3** Varied topics provide an opportunity for faculty and students to accommodate interests. Course may be repeated up to three times as topics vary.

**BUS 697. Independent Study/Internship 1 to 3 hours** Provides independent, comprehensive study in selected topics under the direction of a faculty member. May include field-work experience but also requires the completion of a formal paper and/or project designed to demonstrate thorough knowledge in the particular field. May be taken a maximum of one time. PR: Consent of director and instructor prior to registration for course.

#### **ECO – ECONOMICS**

**ECO 510. Essentials of Economics 1.5-0-1.5** Accelerated introduction to microeconomic and macroeconomic principles. Analysis of markets, consumers, business firms and government agencies and the market mechanism for determining resource use and income distribution. Introduction of the factors that determine macroeconomic activity and governments' policies regarding trade. Topics, discussions and examples will illustrate the applicability of economic principles to business decisions and to international trade and finance. Does not count toward the degree.

#### **FIN – FINANCE**

**FIN 510. Essentials of Finance 1.5-0-1.5** Analyzes financial decision making within a business enterprise. Studies basic quantitative techniques used in financial decision making, valuing streams of cash flows, planning the capital structure, cost of capital and estimating cash flows on potential investments. Does not count toward the degree. PR: ACC 520 or equivalent.

**FIN 601. Corporate Finance 3-0-3** Analyzes the major financial-policy decisions of the corporation. Emphasizes the domestic and global impact of the investment, financing and dividend decisions of the firm on its value and stock price. Significant team case analysis required. PR: FIN 510 or equivalent preparation.

**FIN 631. Investments 3-0-3** Analyzes investments by covering portfolio theory, capital-market models, portfolio management and security analysis. PR: FIN 510 or equivalent preparation.

#### **MGT – MANAGEMENT**

**MGT 530. Essentials of Management 1.5-0-1.5** Survey of various basic topics in organizational management. Includes management, strategy, operations, human resources and organizational behavior.

Does not count toward the degree.

**MGT 606. Process-Improvement Projects 3-0-3** Introduces process-improvement methodologies to improve quality, shorten production time, lower cost, solve inventive problems, or more thoroughly understand process flows. Students also gain experience managing project scope and execution. Students select and implement one or more methodologies to a process-improvement project within their own company (or other local business, if necessary). All projects must be approved by the instructor and completed within the semester in which the course is offered.

**MGT 655. Leadership and Change Management 3-0-3** Encourages competitive advantage through leadership or organizational change. Compares theoretical leadership processes developing effective, ethical, multicultural, global and local teams with personal development of practical leadership skills. Includes participation in the Berry Outdoor Leadership (BOLD) program and analysis of written cases as well as oral, written and virtual presentation of actual case studies to local business leaders. PR: MGT 530 or equivalent preparation.

**MGT 660. Strategic Human Resource Management 3-0-3** Analyzes human-resource strategic choices in a variety of organizational settings. Includes selecting and integrating human resources practices with firm strategy, and with changing environmental factors such as work-force diversity and national and international legal and cultural requirements. Requires students to analyze and present strategic planning and policy recommendations for one or more organizations. PR: MGT 530 or equivalent preparation.

**MGT 664. Service Management 3-0-3** An introduction to the management of service-business operations including general operational characteristics of services, ways to gain strategic advantage, issues in designing a service-delivery system, managing their operations; and techniques in assuring service quality. PR: BUS 520 or equivalent preparation.

**MGT 665. Value Chain Management 3-0-3** Management of productive resources for strategic growth and competitiveness. Focus on the design, control and improvement of systems that use raw material, human resources, equipment and facilities to create products or services. PR: BUS 520 or equivalent preparation.

**MGT 667. Quality Management 3-0-3** Develops a systematic understanding of the importance and consequences of implementing quality management. Includes management concepts used in the quality management process, performance measurement, quality economics, techniques for creating goods and services efficiently and creating customer satisfaction. PR: BUS 520 or equivalent preparation.

**MGT 668. International Management 3-0-3** Introduces challenges of managing multinational corporations (MNCs). Includes present and future environmental, strategic, organizational and competitive challenges of the global economy; strategic collaboration and alliances between MNCs; and challenges for managers employed by MNCs.

## **MKT – MARKETING**

**MKT 510. Essentials of Marketing 1.5-0-1.5** Introduction to key concepts and principles of marketing activities. The course lays the foundation of marketing with a focus on product development, pricing strategy, promotional efforts and distribution. Does not count toward a degree.

**MKT 610. Strategic Career Management 3-0-3** Assists students with their personal professional growth and career management. Applies key concepts from marketing management and strategic planning to a person's professional development. The course will help students refine communication, enhance business and social-etiquette skills, assist students with first-impression management, teach students how to apply business theory to the strategic management of their careers and provide students with an opportunity to develop a personal career strategic plan.

**MKT 621. Strategic Marketing 3-0-3** Provides a broad survey of the field of marketing. Emphasizes

developing and applying strategic principles to marketing planning including customer analysis, market segmentation, product development, forecasting, pricing, distribution, promotion and marketing strategy. Utilizes the case-analysis method. PR: MKT 510 or equivalent preparation.

**MKT 658. Social Media and Internet Marketing 3-0-3** Examines the strategic use of the Internet, in particular social media, for the marketing of goods and services. Focuses on the current best practices for both product and service considerations. Provides firsthand experiences of using the Internet to support business practices, including online meetings, social media applications for career advancement and product marketing. PR: MKT 510 or equivalent preparation. PR: MKT 510 or equivalent preparation.

## Graduate Programs in Education General Information

The purpose of the Berry College Graduate Education program is to serve the needs of the surrounding community by providing a high-quality graduate education leading to the M.Ed. or M.A.T. degrees. Opportunities are provided that allow candidates to improve their professional competencies as “developers of human potential.” In keeping with the college’s mission of educating the head, the heart, and the hands, the graduate program helps individuals become master teachers through the study of current and original research, through exploration of their collective and individual wisdom of experience, and provision of opportunities to reflect upon their values.

The goal of this program is to develop teachers who are reflective decision makers, who have the knowledge base and skills to facilitate their own and their students’ learning, and who value individuals and their cooperative roles in society.

Berry College offers the Master of Education and Master of Arts in Teaching degrees with majors in early childhood education, middle grades education, reading, curriculum and instruction and secondary education. While there is great overlap in the coursework between these degrees, the Master of Education is designed for those who already possess a valid teaching certificate and the Master of Art in Teaching is designed for those who do not possess a valid teaching certificate. Candidates completing the M.A.T will fulfill the requirements for the graduate degree and meet the requirements for initial certification as a teacher.

All candidates at advanced degree levels are expected to enhance/extend their content knowledge, pedagogy skills, content application/assignments related to their subject area certification/concentrations.

### Graduate Education Program Principles

Graduate study in the Master of Education and Master of Arts in Teaching programs are aligned with the INTASC principles and offers candidates the opportunities to accomplish these principles:

#### Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#### Standard #4: Content Knowledge

The teacher understands the central concepts; tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content area and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly in the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The distinction of an advanced candidate is the degree of sophistication exhibited in the application of knowledge rather than in the kind of knowledge needed and the capacity to integrate their understanding of effective teaching to promote the success of all students.

New Teacher Assessment and Support Consortium (INTASC), Council of Chief State School Officers, 2011. The principles also align with the five core propositions of the National Board for Professional Teaching Standards. NBPTS - National Board of Professional Teaching Standards: The Five Core Propositions.

**Hours Required**

A Master of Education degree requires a minimum of 11 courses or 33 credit hours. Work completed at another graduate program may count towards the requirements for the M.Ed. degree. Please consult the Transfer Policy located in the catalog.

A Master of Arts in Teaching degree hours vary depending on the specific content major. Any graduate candidate who has not completed PSY 634, Education and Psychology of the Exceptional Child and Youth, or an equivalent course, which satisfies Georgia House Bill 671, must take the course as part of the program in order to qualify for the master's level certification.

**Admission Guidelines**

**Master of Education (M.Ed.) Program**

Candidates who hold a baccalaureate degree in the field of education from a fully accredited institution of higher education may apply for the Master of Education program. It is strongly recommended that applicants also hold a current teaching certificate. 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 also apply. To be admitted to the M.Ed. degree program the applicant must have a minimum undergraduate grade point average of 2.5, or a junior-senior grade point average of 3.0 and submit the following:

- Online graduate application;
- One official transcript from each college, university attended;
- A satisfactory score on the Graduate Record Examination (General) or on the Miller Analogies Test that is no more than six years old at time of application;
- Two recommendation forms, found on the Graduate web page, preferably from a teacher or college professor;

- 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 accomplishment, and address the graduate education professional teaching dispositions that you will bring to the program. This statement must be submitted online as part of the admissions process.
- Copy of official state certification test scores;
- Copy of official Federal-Level Criminal Background Check from approved; and
- Current resume.

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

Candidates who hold a baccalaureate degree in the field of education from a fully accredited institution of higher education may apply to attend the master of education 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 also apply. The applicant must have a minimum undergraduate grade point average of 2.5 and submit the following:

- Online graduate application;
- One official transcript from each college or university attended;
- A satisfactory score on the Graduate Record Examination (General) or on the Miller Analogies Test that is no more than six years old at time of application;
- Two recommendation forms, found on the Graduate web page, preferably from a teacher or college professor;
- A minimum grade-point average of 2.5;
- A passing score in the GACE Basic Skills Test or sufficient scores on the SAT, ACT, or GRE as defined by the state to waive the GACE I requirements;
- 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 accomplishment, and address the graduate professional teaching dispositions that you will bring to the program. This statement must be submitted online as part of the admissions process. Two education faculty members will evaluate the goal statement, along with the other admissions material.
- Current resume; and
- Copy of official Federal-Level Criminal Background Check from an approved source;

### **Education Specialist (Ed.S.) Program**

To be considered for admission to the Ed.S. program at Berry College, an applicant must meet these requirements:

- Complete the online application form;
- Have a 3.25 grade-point average on graduate work;
- Hold an M.Ed. degree from an NCATE-accredited school at the time the degree was granted, or hold a master's degree and meet the guidelines established and published for admission to the M.Ed. program at Berry College;
- 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 professional teaching dispositions that you will bring to the program. This statement must be typed and sent to the admissions office;
- Submit two recommendation forms — if possible, one from a professor from the applicant's previous graduate work and one from a work supervisor;
- Show evidence of successful completion of three years of classroom teaching or the equivalent;
- Provide a copy of an official federal-level background check from an approved source;
- Copy of current resume;
- Copy of PRAXIS II or GACE Content score;

- Superintendent's Assurance Form (for Ed.S. Leadership candidates only).

Admission to a performance based program without a masters degree in educational leadership will require candidates to meet pre-service educational leadership requirements of coursework of not more than six hours that will include a course in school law and ethics (EDU 721).

### **Transfer Candidates**

Candidates transferring to the Berry College graduate programs in education must submit a transfer-student recommendation form that has been completed by the program director or appropriate dean of the previous institution. The form must be submitted as a confidential form in a sealed envelope with the recommender's signature across the seal. The recommendation forms are available in the Office of Graduate Studies in Education. Three hours of graduate-education elective credit may be earned by a student providing an American Council on Education transcript demonstrating the student has attempted or completed the National Board for Professional Teaching Standards. All other conditions for acceptance of transfer credit and the procedures for transferring credit are explained on page 15.

## **Degree Requirements**

### **Comprehensive Oral Examination (M.Ed. and M.A.T.)**

Each master's candidate is required to complete a comprehensive oral examination. This examination measures the candidate's knowledge of the content field as well as the ability to integrate and apply that knowledge. Thus, the examination is more than a review of course work.

To be eligible to take the comprehensive examination, the candidate must complete an application for the comprehensive oral examination. A study guide and scoring rubric for the comprehensive oral examination are available on the graduate-education Web site.

Upon the candidate's completion of the comprehensive examination, the examining committee will render one of the following decisions: (1) pass; (2) conditional pass or (3) fail. If necessary, the candidate may retake the examination after completing any required additional work. If the candidate fails the exam a second time, no further opportunity to take the examination will be granted.

### **Program Portfolio Requirement**

The required program portfolio is assessed by a rubric aligned with each of the graduate program principles. The program portfolio is to be submitted three (3) weeks prior to the oral examination and will be used to illustrate growth as a professional in each of the graduate program principles as well as a focus for the oral examination. The portfolio guidelines and scoring rubric are available on the graduate education Web site. As part of the program portfolio, candidates will be expected to participate in field experiences characterized by collaboration, accountability, and environment practices associated with professional learning. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates demonstrate their ability to instruct, conduct applied research, and use information technology to support teaching, learning and diverse students.

### **Application for Georgia Teacher Certification(M.A.T.) or Certification Upgrade (M.Ed)**

Guidelines for applying for teacher certification or upgrade of existing teacher certification are available from the Office of Field Experience and Student Teaching in the Charter School of Education and Human Sciences. It is the responsibility of each candidate to complete the required forms for certification and /or upgrade with the college's certification officer. The Georgia Professional Standards Commission (PSC) establishes all certification requirements. Berry College Standards and program requirements are subject to change based on the PSC, NCATE, and SACS requirements of the program to maintain accreditation.

### **Independent Study**

An independent-study course is assigned for an individual project or readings under supervision. A an authorization form is available from the Office of Graduate Studies and requires consultation with the



instructor of choice to develop the topic of study, approval of the candidate's advisor, and approval of the dean.

An independent-study course may not be substituted for a course that is part of the regular course curriculum of the college. Independent-study applications will not be approved if the topic of study reflects a course being taught during the requested term. Candidates may take no more than two independent-study courses.

### Student Teaching and Internships

M.A.T. graduate candidates must apply for graduate internships or student teaching one full year prior to expected placement. Applications may be obtained from the Office of Graduate Studies. All candidates are required to pass the appropriate GACE subject exams prior to placement for student teaching or internship. Eligibility requirements for student teaching and internships are published in the graduate-student handbook. Under no circumstances will exceptions to the eligibility requirements be approved. Candidates enrolled in student teaching or internship may not take more than three (3) credit hours above the course(s) required for student teaching or internship.

### Course Prerequisites

Courses requiring prerequisites are noted in the course descriptions. Candidates must complete all prerequisites or have permission of the instructor prior to enrollment.

### Program Requirements - M.Ed.-Early Childhood Education Major (33 Credit Hours)

The curriculum in early childhood education at Berry College provides the teacher with knowledge, competencies, and specializations for meeting the interests and needs of children during their most formative years.

*EDU 601 must be included within the first five courses taken. EDU 602 must be completed in the semester designated at the time of admission.*

<b>Professional Core Requirements (15 Credit Hours)</b>		<b>Credit Hours</b>
EDU 601	Foundations of Education	3
EDU 602	Action-Based Research in Education	3
EDU 603	Curriculum Theory *	3
EDU 667	Multicultural Education	3
PSY 652	Advanced Educational Psychology	3
<b>Content Fields</b>		
Communication Arts- Candidates must take at least 6 credit hours in communication arts from the courses listed below:		<b>6</b>
EDU 612	Theories and Strategies in Reading	3
EDU 615	Reading Instruction and Materials	3
EDU 616	Diagnostic Reading Instruction	3
EDU 671	Language Arts and Literature: Content and Practice	3
EDU 621	Application in Remediation of Reading Difficulties*	1
Specialized Content – Candidates must take 9 credit hours in specialized content. It is required that candidates take a course in Math or Science. Three areas of content must be completed in the following courses.		<b>9</b>
EDU 607	The Teaching of Science	3
EDU 620	Creative Activities	3
EDU 622	Environmental Science and the Teacher	3
EDU 633	Contemporary Science Instruction	3
EDU 636	Social Studies for Teachers	3

EDU 638	Multimedia Computers	3
EDU 662	Applied Linguistics for ESOL Teachers	3
EDU 663	Language and Culture in Education	3
EDU 664	Methods of Teaching in Bilingual/ESOL Settings	3
EDU 680	Academic Assessment	3
MTE 621	Instructional Activities in Mathematics for Early Childhood Education	3

**Electives (one additional 600 level course)**

**3**

\*Indicates prerequisite course requirement; see course description.

**Program Requirements - M.Ed--Middle-Grades Education Major (36 Credit Hours)**

The curriculum in middle-grades education with concentrations in language arts, mathematics, science and social science at Berry College provides the teacher with knowledge, competencies and specializations for meeting the interests and needs of students from grades four through eight. The middle-grades curriculum can be highly individualized for each graduate candidate, depending upon the candidate's teaching needs. Candidates must choose a primary and secondary concentration from language arts, mathematics, science, and social science.

*EDU 601 must be included within the first five courses taken. EDU 602 must be completed in the semester designated at the time of admission and must complete the action research sequence with EDU 626 and 641.*

<b>Professional Core Requirements (18 Credit Hours)</b>		<b>Credit Hours</b>
EDU 601	Foundations of Education	3
EDU 602	Action-Based Research in Education	3
EDU 603	Curriculum Theory *	3
EDU 626	Middle-Grades and Secondary Applied Action-Based Research *	2
EDU 641	Action-Based Research Seminar *	1
EDU 667	Multicultural Education	3
PSY 652	Advanced Educational Psychology	3

All middle-grade candidates must choose a primary and secondary concentration from language arts, math, science and social science. Candidates must take 9 credit hours in the primary concentration and 6 credit hours in the secondary concentration.

**Language-Arts Concentration**

EDU 612	Theories and Strategies in Reading	3
EDU 615	Reading Instruction and Materials	3
EDU 616	Diagnostic Reading Instruction	3
EDU 619	Reading in the Content Areas	3
EDU 621	Application in Remediation of Reading Difficulties **	3
EDU 638	Multimedia Computer Applications	3
EDU 671	Language Arts and Literature: Content and Practice	3

**Mathematics Concentration**

MTE614	Topics in Mathematics (Area:_____)	3
MTE 622	Instructional Activities in Mathematics for Middle-Grades Education	3
MTE 624	Informal Geometry for Middle-Grades Education	3

**Science Concentration**

EDU 607	The Teaching of Science	3
EDU 622	Environmental Science and the Teacher	3
EDU 633	Contemporary Science Instruction	3

**Social-Science Concentration**

EDU 630	Educators in Industry	3
EDU 631	Geography	3
EDU 636	Social Studies for Teachers	3
EDU 640	Children and Family Policies	3

**Electives (one additional 600 level course)**

\*Indicates prerequisite course requirement; see course description.

\*\* Candidates are required to take EDU 621 as a co-requisite with EDU 616.

**Program Requirements - M.Ed--Reading Major (34 Credit Hours)**

Upon completion of the M.Ed. degree with a major in reading, the candidate will be eligible to apply for certification at the master’s-degree level in the teaching field of Reading Specialist (P-12). The undergraduate preparation of each applicant will be considered in planning the sequence of courses leading to the degree.

The M.Ed. degree with a major in reading is designed to provide the reading educator with the knowledge of:

- the foundation of reading and writing processes and instruction;
- a wide range of instructional practices, approaches, methods and curriculum materials to support reading and writing instruction;
- a variety of assessment tools and practices to use in planning effective instruction;
- instructional practices, curricular materials and evaluations with which to create an environment that fosters literacy; and
- professional development as a career-long effort and responsibility.

The degree also provides opportunities to develop the skills and dispositions needed to orchestrate materials, strategies and technology to create environments that foster effective reading and writing programs for diverse students. Candidates will be able to:

- use informal and formal assessment techniques to inform reading instruction for students and to evaluate programs;
- evaluate and redesign reading programs based on research and best practice;
- communicate results of instruction and assessment to a variety of shareholders in the development of reading;
- engage various shareholders in activities designed to support reading development;
- work collaboratively with content-area teachers to integrate reading instruction and strengthen students’ reading abilities; and
- coordinate school-level reading activities between and among teachers.

*EDU 601 must be taken within the first five classes. EDU 602 must be taken in the semester designated at the time of admission.*

<b>Professional Core Requirements (15 Credit Hours)</b>		<b>Credit Hours</b>
EDU 601	Foundations of Education	3
EDU 602	Action-Based Research in Education	3
EDU 603	Curriculum Theory*	3
EDU 667	Multicultural Education	3
PSY 652	Advanced Educational Psychology	3

**Specialization (19 Credit Hours)**

EDU 612	Theories and Strategies in Reading	3
EDU 615	Reading Instruction and Materials	3
EDU 616	Diagnostic Reading Instruction	3
EDU 619	Reading in the Content Areas	3
EDU 621	Application in Remediation of Reading **	1
EDU 645	Organization and Supervision of Reading Programs	3
EDU 662	Applied Linguistics <b>OR</b>	3
EDU 671	Language Arts and Literature: Content and Practice	3

\*Indicates prerequisite course requirement; see course description.

\*\* Candidates are required to take EDU 621 as a co-requisite with EDU 616.

### **Program Requirements - M.Ed--Curriculum and Instruction – P-12 (33 Credit Hours)**

The Master of Education degree with a major in Curriculum and Instruction is designed to provide in-depth examination of P-12 curriculum and instruction while requiring study and research into the particular content-area of the educator. The program focuses on pedagogy, content-related pedagogy, assessment and instructional technology necessary for effective school-based practice. Candidates are required to demonstrate advanced pedagogical skills or understanding related to their field(s) of certification.

*EDU 601 must be included within the first five courses taken. EDU 602, 626 and 641 must be completed in the semesters designated at the time of admission.*

<b>Professional Core Requirements (15 Credit Hours)</b>		<b>Credit Hours</b>
EDU 601	Foundations of Education	3
EDU 602	Action-Based Research in Education	3
EDU 603	Curriculum Theory *	3
EDU 667	Multicultural Education	3
PSY 652	Advanced Educational Psychology	3

<b>Content Field Requirements (18 Credit Hours)</b>		
EDU 614	Trends and Issues in Curriculum and Instruction	3
EDU 619	Reading in the Content Areas	3
EDU 626	Middle-Grades and Secondary Applied Action-Based Research *	2
EDU 638	Multimedia Computer Applications	3
EDU 641	Action-Based Research Seminar *	1
EDU 680	Academic Assessment	3
	Elective or Institute	3

\*Indicates prerequisite course requirement; see course description.

### **Master of Arts in Teaching (M.A.T.)-General Information**

The Master of Arts in Teaching program provides talented college graduates, newly graduated non-education majors, career changers, and other potential candidates with a challenging program of study within their academic discipline while preparing them for an initial certification leading to a master's degree in education. The program is open to individuals with undergraduate degrees who do not hold teacher certification. The M.A.T. combines graduate level work in the teaching field with education courses and a two semester clinical practice or internship under the direction of carefully selected and trained cooperating teachers or mentors in P - 12 schools in northwest Georgia.

The objectives of the Master of Arts in Teaching program are to:

- Attract exceptionally well-qualified candidates with strong liberal arts backgrounds into the teaching profession;
- Provide candidates further depth in the teaching discipline through graduate work in the field;
- Provide applied learning experiences for candidates to develop the skills, dispositions, and professional knowledge to effectively teach their subject area to diverse students;
- Enable candidates to develop and effuse technology into their teaching; and
- Diagnose and solve problems of teaching and learning by teaching them the skills of reflection and analysis

In conjunction with these objectives, candidates will meet the Teacher Education and Graduate Education Program Principles (INTASC). The M.A.T. program provides learning experiences for future teachers at the early childhood, middle-grades, or secondary levels through coursework in Berry College's nationally accredited Graduate Education Program. Through collaborative arrangements with surrounding school districts, the M.A.T. ensures that its candidates have a thorough understanding and application of the knowledge, skills, and dispositions needed in elementary, middle, or high school teaching.

The course of study is highly individualized and reflects the student's interests, needs, and future teaching plans. In addition to a rigorous preparation that supports their subject matter fields, teacher candidates develop their ability to apply pedagogical theory to practice and to reflect on the complexities inherent of effective educators. Teacher candidates are engaged in effective teaching practices that support students with a variety of learning styles and abilities. Our candidates value diversity including, but not limited to, racial, cultural, developmental and learning differences. Primary advising on course selection is based on the student's background and interests, Georgia Professional Standards commission certification requirements, and recommendations of the professional societies to which the student aspires. The advising process is provided by graduate education program administrator, program specialist and faculty, who are well versed in certification and professional society requirements and who are best qualified to discuss their department's offerings.

### **Program Requirements M.A.T. - Early Childhood Education Major**

The curriculum in early childhood education at Berry College provides the teacher with knowledge, competencies, and specializations for meeting the interests and needs of children during their most formative years. Graduate candidates may elect to pursue a reading endorsement con-currently while fulfilling the requirements of a major in early childhood education.

The following program prerequisites must be completed with a grade of "C" or better prior to completion of the Graduate Program. Courses taken at the undergraduate level may fulfill these prerequisites.

1. Mathematics, two courses (minimum 6 credit hours)
2. Speech, one course (minimum 3 credit hours)
3. English Composition, one course (minimum 3 credit hours)
4. Biology, one course (minimum 3 credit hours)

*EDU 601 must be included within the first five courses taken. EDU 602 must be completed in the semester designated at the time of admission.*

<b>Professional Education Core Requirements</b>		<b>Credit Hours</b>
EDU 500	Curriculum and Methods*	3
EDU 505	Instructional Management	2
EDU 510	Professional Dispositions	1
EDU 588	Clinical Practice <b>or</b>	4
EDU 597	Initial Certification Internship in Teaching I	4
EDU 590	Professional Seminar	1
EDU 598	Initial Certification Internship in Teaching II <b>OR</b>	3
EDU 599	Student Teaching	9
EDU 601	Foundations of Education	3
EDU 603	Curriculum Theory*	3

EDU 605	Practicum	1
EDU 667	Multicultural Education	3
MTE 523	Math for Initial Certification	4
PSY 634	Exceptional Child	3
PSY 652	Advanced Educational Psychology	3

#### **Content & Methodology**

EDU 602	Action-Based Research Methods	3
EDU 607	Teaching of Science	3
EDU 612	Theories and Strategies in Reading	3
EDU 616	Diagnostic Reading Instruction	3
EDU 636	Social Studies for Teachers	3
EDU 638	Multi-media Computer Applications	3
EDU 671	Language Arts and Literature: Content and Practice	3

#### **Electives**

**3**

\*Courses with a prerequisite please refer to the course description.

### **Program Requirements M.A.T. - Middle-Grades Education Major**

The curriculum in middle-grades education with concentrations in language arts, mathematics, science and social science at Berry College provides the teacher with knowledge, competencies and specializations for meeting the interests and needs of students from grades four through eight. Graduate candidates may elect to pursue a reading endorsement con-currently while fulfilling the requirements of a major in middle grades education.

The following program prerequisites must be completed with a grade of "C" or better prior to completion of the Graduation Education Program. Courses taken at the undergraduate level may fulfill these prerequisites.

1. Mathematics, one course (minimum 3 credit hours)
2. Speech, one course (minimum 3 credit hours)
3. English Composition, one course (minimum 3 credit hours)

*EDU 601 must be included within the first five courses taken. All middle-grade candidates will take EDU 602 in the semester designated by their advisor followed by EDU 626 and EDU.*

All middle grades candidates must complete EDU 612 and EDU 671.

Candidates must choose one content course based on their primary and secondary concentrations.

<b>Professional Education Core Requirements</b>		<b>Credit Hours</b>
EDU 500	Curriculum and Methods	3
EDU 505	Instructional Management	2
EDU 510	Professional Dispositions	1
EDU 589	Clinical Practice <b>OR</b>	4
EDU 597	Initial Certification Internship in Teaching I	4
EDU 590	Professional Seminar	1
EDU 598	Initial Certification Internship in Teaching II <b>OR</b>	3
EDU 599	Student Teaching	9
EDU 601	Foundations of Education	3
EDU 603	Curriculum Theory	3
EDU 605	Practicum	1
EDU 667	Multicultural Education	3
MTE 523	Math for Initial Certification	4
PSY 634	Exceptional Child	3

PSY 652	Advanced Educational Psychology	3
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**Content and Methodology**

EDU 602	Action-Based Research in Education	3
EDU 607	Teaching of Science	3
EDU 612	Theories and Strategies in Reading	3
EDU 626	Middle-Grades and Secondary Applied Action-Based Research	2
EDU 636	Social Studies for Teachers	3
EDU 638	Multimedia Computer Applications	3
EDU 641	Action-Based Research Seminar	1
EDU 671	Language Arts and Literature: Content and Practice	3

<b>Electives</b>		<b>3</b>
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In addition to the degree requirements above students must complete at least 15 hours of coursework from two of the content areas listed below. Courses taken at the undergraduate level may fulfill these requirements.

<b>Science</b>		<b>15</b>
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--Courses must cover at least three different areas chosen from Chemistry, Physics, Life Sciences, and Space Sciences

<b>Math</b>		<b>15</b>
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--Must include one course in algebra and one course in geometry

<b>Social Studies</b>		<b>15</b>
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--Must include one course in U.S. History and one course in Geography

<b>Language Arts</b>		<b>15</b>
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--Must include one course in children's literature

\*Courses with a prerequisite please refer to the course description.

**Program Requirements M.A.T. - Secondary/P - 12 Education Major**

The Master of Arts in Teaching degree with a major in secondary education is designed to provide an in-depth examination of secondary school curriculum and instruction while requiring study and research into the particular secondary school content-area interest of teachers. The program focuses on issues of pedagogy, national standards, and technology necessary for effective secondary-school practice.

The following program prerequisites must be completed with a grade of "C" or better prior to completion of the Graduate Education Program. Courses taken at the undergraduate level may fulfill these prerequisites.

1. Mathematics, one course (minimum 3 credit hours)
2. Speech, one course (minimum 3 credit hours)
3. English Composition, one course (minimum 3 credit hours)

<b>Degree Requirements</b>		<b>Credit Hours</b>
<b>Professional Education Core</b>		
EDU 510	Professional Dispositions	1
EDU 601	Foundations of Education	3
EDU 580	Curriculum and Methods	4
EDU 603	Curriculum Theory*	3
EDU 605	Practicum	1
PSY 634	Exceptional Child	3
PSY 652	Advanced Educational Psychology	3

EDU 638	Multimedia Computer Applications	3
EDU 505	Instructional Management	2
EDU 589	Clinical Practice <b>OR</b>	2
EDU 597	Initial Certification Internship in Teaching I	2
EDU 590	Professional Seminar	1
EDU 599	Student Teaching <b>OR</b>	9
EDU 598	Initial Certification Internship in Teaching II	3
EDU 667	Multicultural Education	3
<b>Additional Advanced Courses</b>		
EDU 602	Action-Based Research in Education	3
EDU 614	Trends and Issues in Curriculum and Instruction	3
EDU 619	Reading in the Content Areas	3
EDU 626	Action-Based Applied Projects*	2
EDU 641	Action-Based Research Seminar*	1
EDU 680	Academic Assessment	3
<b>Electives or Institute</b>		<b>3</b>

### **Certification Requirements:**

In order to be eligible to receive a Secondary Education P – 12 teaching certificate from the Georgia Professional Standards Commission, a student must complete all of the degree requirements listed above and must demonstrate sufficient coursework in a content area by one of the following:

1. Possess an undergraduate degree that documents the completion of a major in one of the following areas: Art, Biology, Chemistry, English, French, Government, History, Kinesiology, Math, Music, Physics, or Spanish; or
2. Complete sufficient coursework to meet the minimum content standards required by the Georgia Professional Standards Commission in one of the following fields: Art, Biology, Chemistry, English, French, Government, History, Kinesiology, Math, Music, Physics, or Spanish . Your advisor will help you determine the current course and content requirements.

## **Additional Programs**

### **English for Speakers of Other Languages (ESOL) Endorsement**

Berry College offers an ESOL endorsement to an existing Georgia teaching certificate. This program is designed to provide a knowledge base of research, theory, values and methodology to prepare individuals to teach youngsters whose native language is not English.

Upon completion of the ESOL-endorsement course sequence, candidates will demonstrate these competencies:

1. Knowledge of the nature of language, and of the phonology, morphology, syntax and semantics of the English language;
2. Listening, speaking, reading and writing English;
3. Knowledge of and experience in second-language acquisition across age levels;
4. Knowledge of the effects of cognitive, affective and sociocultural variables of language learning;
5. Language-assessment techniques and instruments and the evaluation of students;
6. Curriculum planning and instructional methods for teaching English as a second language;
7. Study of sociocultural and characteristic features of linguistic/minority cultures.

To earn the endorsement the candidates shall be working toward or possess a professional certificate at the bachelor's or higher certification level in a teaching field, or in the service field of school counselor (provided that a teaching-field prerequisite has been established) or in speech and language pathology.

**Endorsement Requirements**

**9 Credit  
Hours**



EDU 662	Applied Linguistics for ESOL Teachers	3
EDU 663	Language and Culture in Education	3
EDU 664	Methods of Teaching in Bilingual/ESOL Settings	3

### Reading Endorsement

A reading endorsement may be added to any existing Georgia teaching certificate. The program is designed to strengthen and enhance the basic competency levels of any certified classroom teacher to teach reading and literacy instruction appropriate for his or her teaching field. Graduate candidates may elect to pursue a reading endorsement concurrently while fulfilling the requirements of a major in early childhood education, middle-grades education or secondary education.

The Reading-Endorsement course sequence is designed to develop competencies in:

1. Knowledge and beliefs about the psychological, sociological, linguistic and anthropological foundations of reading and writing instruction;
2. Use of a wide range of materials and instructional practices, including technology-based practices, for effective literacy instruction for learners at various stages of development and from different cultural and linguistic backgrounds;
3. The use of informal and formal assessment methods for the identification of students' reading strengths and weaknesses and for guidance in designing reading and writing instruction;
4. Creating literacy environments that foster the use of reading and writing as tools for life-long learning; and
5. Knowledge and dispositions toward the use of a variety of professional development resources to support effective reading instruction across the content areas for diverse learners.

To earn the endorsement the student shall be working toward or currently hold a professional certificate at the bachelor's or higher certification level in a teaching field.

Endorsement Requirements		9 Credit Hours
EDU 615	Reading Instruction and Materials	3
EDU 616	Diagnostic Reading Instruction	3
EDU 619	Reading in the Content Area	3

## Education Specialist Degree

### Mission

Through its focus on curriculum and instruction, the Education Specialist degree (Ed.S.) in the Berry College Charter School of Education and Human Sciences aspires to develop and strengthen the professional leadership role of teachers and administrators in the schools. The program addresses the Berry College mission to educate the head, the heart and the hands, and will also epitomize the model of teachers as developers of human potential.

### Program Standards

The Education Specialist program strives to develop these standards in all educators:

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful. Area of the Head - Promote Reflection and Decision Making (NBPTS 1, 2, 3)
2. The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development. Area of the Head - Promote Reflection and Decision Making (NBPTS 1, 2, 3)
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted for diverse learners. Area of the Heart - Enhance Self and Social Awareness (NBPTS 1, 2, 3)

4. The teacher understands and uses a variety of instructional strategies to encourage student's development of critical thinking, problem solving, and performance skills. Area of the Hands - Facilitate Learning (NBPTS 1, 2, 3)
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active encouragement in learning, and self-motivation. Area of the Hands - Facilitate Learning (NBPTS 1, 2, 3)
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. Area of the Head - Promote Reflection and Decision Making (NBPTS 4, 5)
7. The teacher plans instruction based on knowledge of subject matter, students, and the community and curriculum goals. Area of the Hands - Facilitate Learning (NBPTS 1 - 5)
8. The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner. Area of the Hands - Facilitate Learning (NBPTS 3, 4)
9. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunity to grow professionally. Area of the Head - Promote Reflection and Decision Making (NBPTS 3, 4, 5)
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student's learning and well being. Area of the Heart - Enhance Self and Social Awareness (NBPTS 1, 5)

### **Residency Requirement**

Candidates must meet the residency requirement in order to receive a graduate degree. This requirement should be met through enrollment at Berry in one of the following ways:

Attend full time at least one term (full-time attendance is defined as completing nine semester hours); Complete courses in two consecutive terms; or Complete a total of 12 credit hours over three consecutive terms

### **Exit Requirements**

During the program), each student will compile a portfolio of materials produced during the course of study. The portfolio will follow guidelines delineated by the faculty in the Ed.S. program. This portfolio will be monitored by the coordinator during the program of study and presented to the examination committee for approval at the end of the program. Portfolio guidelines may be found on the Graduate Education Web site...

Each member of the cohort will have his or her own committee for examining the candidate for completion of the program. This committee will read the student's research papers, conduct an oral examination, and examine the portfolio. Results of the oral examination will be designated in one of these ways:

1. Pass the examination.
2. Pass the examination but with additional requirements assigned by the examination committee.
3. Fail.

### **Program Majors**

Through its focus on leadership in curriculum and teaching, the Education Specialist degree (Ed.S.) aspires to develop and strengthen the professional leadership role of teachers and administrators in the schools.

Candidates will choose one of two majors for specialization either the Curriculum and Instruction major or the Educational Leadership major.

If a student has completed one Education Specialist degree at Berry College and seeks to complete a second Education Specialist Degree, EDU 707 may be used to fulfill the requirements of both degrees. No more than three hours of coursework may count toward both degrees.

### **Curriculum and Instruction Major Requirements**

<b>Course Requirements (33 hours)</b>		<b>Credit Hours</b>
EDU 705	Applied Action Research I	3
EDU 707	Design and Evaluation of Curriculum and Programming	3
EDU 709	Issues and Ethics in School Law and Policy	3
EDU 711	Supervision and Mentoring in School Settings	3
EDU 715	Applied Action Research II	2
EDU 717	Applied Action Research III	1
EDU 718	Advanced Academic Assessment	3
EDU 721	Trends and Issues in School Law, Policy and Politics	3
EDU 724	Contemporary Issues in Teaching and Learning	3
EDU 726	Special Problems in Technology-Based Instruction	3
EDU 728	Models of Teaching	3
<b>Electives</b>		3
One additional 600- or 700-level course not previously taken as part of the Curriculum and Instruction Major		

### **Educational Leadership Major Requirements**

The program addresses the growing need for administrators in Georgia schools. It is designed to train administrators who can bring a perspective on leadership grounded in teaching and performance-based practices. For those interested in attaining administrative certification, this major provides the courses and performance-based residency needed for Georgia L-6 certification and is aligned with the Standards, Elements and Indicators for the Preparation of Georgia Educational Leaders and Educational Leadership Policy Standards: ISLLC 2008.

<b>Course Requirements (30 hours)</b>		<b>Credit Hours</b>
EDU 707	Design and Evaluation of Curriculum and Programming	3
EDU 709	Issues and Ethics in School Law and Policy	3
EDU 723	Managing Space and Human Resources	3
EDU 725	Budget Planning and Resource Management	3
EDU 729	Supervised Residency (two semesters at 3 credit hours and two semesters at 4 credit hours)	14
EDU 733	Sustaining School Improvement Data-Based Decision Making	3
EDU 790	Professional Seminar	1

The candidate may also add other endorsements by completing courses in other areas to fulfill requirements of the Professional Standards Commission (PSC).

### **Graduate Courses of Instruction – Charter School of Education and Human Sciences**

#### **ECO - ECONOMICS**

**ECO 609. Economic-Education Institute for Teachers I — Principles 3-0-3** Basic macroeconomic and microeconomic principles applicable to the social studies and other curricular areas that incorporate economics concepts. Resources and teaching materials, and approaches to integration into curriculum P-12. Diversity incorporated in enrollment, in discussions of economic policy, and in all teaching resources and methodology. Field trip to area industry included. Open only to those in graduate education programs.

**ECO 610. Economic-Education Institute for Teachers II — Advanced Topics 3-0-3** Advanced study of economics principles applicable to special topics such as international trade and finance, monetary policy, or

economics in particular subject areas such as government and history. Resources and teaching materials, and approaches to integration into curriculum P-12. Diversity incorporated in enrollment, in discussions of economic policy, and in all teaching resources and methodology. Field trip to area industry included. Open only to those in graduate education programs. PR: ECO 609 or equivalent, or consent of the director of the Center for Economic Education.

## **EDU - EDUCATION**

**EDU 500. Early Childhood Education Curriculum and Methods 3-0-3** Field-based course that examines the theoretical understandings of curriculum and methods and their application to the elementary classroom. Includes study of methods of instruction, classroom management and multiple-assessment strategies for all students including limited-English-proficient (LEP) and diverse populations. 30 hours of field experience required. PR: EDU 601 and PSY 652; admission to Teacher Education.

**EDU 501. Middle-Grades Education Curriculum and Methods 3-0-3** Examines the theoretical understandings of curriculum and methods, and their application to the middle-school classroom. Includes study of methods of instruction and assessment appropriate for young adolescents' physical, social, cognitive, moral and emotional development within the context of diverse families, peer groups, schools and cultures. 30 hours of field experience required. PR: Admission to Teacher Education. PR: EDU 601 and PSY 652; admission to teacher education.

**EDU 505. Instructional Management 2-0-2** Accompanies fall-semester student teaching/internship. Applications of various techniques and approaches to organizing, managing and adapting curriculum materials and the learning environment to meet the needs of diverse learners (including exceptional and LEP students). Development of personal plans for implementing instructional management. PR: Approval for student teaching/internship. CR: EDU 588, 589, 597 or 599.

**EDU 510. Professional Dispositions 1-0-1** A global consideration of professional dispositions in the field of education familiarizing candidates with professional practices (P-12). Candidates will examine the knowledge, attitudes, skills and professional dispositions of successful teachers and education programs. This course will provide students with the tools to deal successfully with the dramatic changes in the teaching profession and to remain informed regarding the multiple and complex dimensions of education.

**EDU 580. Secondary Curriculum and Methods 4-0-4** Appropriate organizational structures for middle-grades and secondary schools. Sources and structures of curriculum, varying patterns of planning and implementation. The use of a variety of instructional methods and multiple-assessment strategies for regular instruction and diverse populations including LEP students. 30 hours of field experience required. PR: EDU 601 and PSY 652; Admission to Teacher Education.

**EDU 588 Clinical Practice 4-04** Completion of preplanning and district orientation at assigned school. Observing, participating and microteaching under the guidance of the cooperating teacher in the school part time. Emphasis on developmental need of early childhood learners. Fee required. PR: ICDS; EDU 500, 501 or 580; EDU 601, 603 and 605; Approval for Student Teaching. CR: EDU 505; with consent of advisor, EDU 603 and 605

**EDU 589. Clinical Practice (Grades 4-12) 2-0-2** Completion of preplanning and district orientation at assigned school. Observing, participating and microteaching under the guidance of the cooperating teacher in the school full time during the last two weeks in August and part time for the remainder of the semester. Fee required. PR: ICDS; EDU 500, 501 or 580; EDU 601, 603 and 605; Approval for Student Teaching. CR: EDU 505; with consent of advisor, EDU 603 and 605.

**EDU 590. Professional Seminar 1-0-1** Accompanies spring semester of student teaching/internship. Students articulate their philosophy of education, theory of curriculum and management style through discussion and portfolio development. PR: Approval for Student Teaching. CR: EDU 598 or 599.

**EDU 591 Student Teaching 6 hours**

**EDU 595 Student Teaching 9 hours** Participation and teaching under the guidance of a cooperating teacher in a school with college supervision. Activities include: planning lessons, implementing instruction, and assessing student outcomes during lead teaching. (For Secondary and P-12 certification area candidates needing a one-semester option for student teaching.)

**EDU 597. Initial Certification Internship in Teaching I 3-0-3** Observation, participation and teaching under the guidance of a qualified supervising teacher in the school setting. Seminars on campus, journal writing and conferences with the supervising teacher and college coordinator stress reflection on the teaching experience. Initial certification at the graduate level only. Fee required. PR: ICDS; EDU 500,501 or 580. CR: EDU 505.

**EDU 598. Initial Certification Internship in Teaching II 3-0-3** Continuation of EDU 597 with emphasis on analysis of student work and portfolio construction. Fee required. PR: EDU 597; CR: EDU 590. 300+ field experience hours required

**EDU 599. Student Teaching 9 hours** Observation, participation and teaching under the guidance of a qualified supervising teacher in the school setting. Seminars on campus, journal writing, and conferences with the supervising teacher and college coordinator stress reflection on the teaching experience. Fee required. PR: Approval for Student Teaching. CR: EDU 590.

**EDU 601. Foundations of Education 3-0-3** Analysis of current problems and practices in education; legal, historical, philosophical, psychological and sociological influences affecting practices and programs. Major emphasis placed on the issues related to diversity in the school environment.

**EDU 602. Action-Based Research in Education 3-0-3** Identification of and strategies for researchable, action-based educational problems. Descriptive and basic inferential statistics, interpretation and critique of reported action-based research methodologies and skill in synthesizing reported results. Decision making regarding appropriate research methodologies in classroom context will culminate in an action-research proposal.

**EDU 603. Curriculum Theory 3-0-3** Advanced study and critical analysis of the learning environment in P-12 schools and the relationship of curriculum construction in the context of school reform. Includes study of theorists in field, the historical traditions of school practice, and the scope and philosophies of curriculum aims. Local, state, national and international aspects of curriculum development and testing presented. PR for ICDS only: EDU 500, 501 or 580.; for M.Ed. only EDU 601; CR with permission of advisor: EDU 588 or 589. 3 hours field experience required.

**EDU 605. Practicum for Teachers (Area: \_\_\_\_\_)** 1-6 Practical supervised learning experience with students in classroom environments. Includes observation, lesson and course design, classroom management and evaluation strategies, and reflection. Minimum 35 contact hours. Can be repeated for credit.

**EDU 607. The Teaching of Science 3-0-3** Overview of science instruction in elementary and middle school emphasizing innovative programs, inquiry methods of teaching, reflection, diversity, and hands-on experiences. Laboratory work in biological and physical science, class presentations, classroom research and field experiences, peer teaching, and lesson design. 10 hours field experience required.

**EDU 609. Economic-Education Institute for Teachers I — Principles 3-0-3** (See ECO 609.)

**EDU 610. Economic-Education Institute for Teachers II—Advanced Topics 3-0-3** (See ECO 610.)

**EDU 612. Theories and Strategies in Reading 3-0-3** A foundations course which seeks to develop knowledge of the reading and writing processes, awareness of factors affecting literacy development, and competence in reading instruction and evaluation of reading development for diverse students in a variety of programs at the P-8 level. Study of the related research, children's literature and non-print resources, and technology-based practices. 10 hours field experience required.

**EDU 614. Trends and Issues in Curriculum and Instruction 3-0-3** Survey of recent national and state trends in curriculum and instruction. Candidates will 1)select one area for concentrated inquiry of influences that impact their content areas curriculum; 2)demonstrate the impact of knowledge and skills related to trends in classrooms and school based practices. Field experience required.

**EDU 615. Reading Instruction and Materials 3-0-3** Critical analysis of traditional and current materials and methods used in reading and writing instruction. Focuses on the design/selection, use and evaluation of materials, including technology, to meet curriculum goals and needs of diverse learners. Investigates related research. 15 hours field experience required.

**EDU 616. Diagnostic Reading Instruction 3-0-3** Formal and informal strategies for assessing processes and products of readers for the purpose of designing instruction to meet the needs of diverse individuals including English-language learners. Requires the collections, analysis, and interpretation of diagnostic data.

**EDU 619. Reading in the Content Areas 3-0-3** A study of the interactions among the reader, the text, and the context in constructing meaning. Models instructional strategies for activating prior knowledge, guiding reading, developing comprehension, and monitoring comprehension in a variety of texts. 15 hours field experience required.

**EDU 620. Creative Activities 3-0-3** Participation in and reflection upon various activities designed to increase creativity in teaching approaches and to provide more and varied opportunities for youngsters to express their creativity. Focuses on appropriate activities for diverse students and the integration of creative activities across the curriculum. 10 hours field experience required.

**EDU 621 Application in Remediation of Reading Difficulties 1-0-1** Clinical assessment of individual children with reading difficulties. Requires specific diagnosis in collaboration with the instructor, planning and implementation of remedial instruction, and communication of findings and progress to the parent and other educators. This course is a completely field-based course that consists of clinical assessment and instruction of individual children with reading difficulties.

**EDU 622. Environmental Science and the Teacher 3-0-3** Participation in activities which will enhance teachers' content knowledge and skills in the successful teaching of environmental science concepts within an activity-based, participatory classroom structure. Using affordable contemporary technologies, students will participate in fieldwork, including gathering and analyzing real-world data in order to make inferences and predictions. Work in the classroom will be coordinated with fieldwork and all content/concepts will be linked with contemporary professional standards. Content appropriate for all grade levels will be included.

**EDU 623. Experiential-Education Leadership Development 3-0-3** Experiential-education leadership techniques including group dynamics, teaching/learning styles, team building, and facilitation and processing skills. Experiential-education options including games, initiatives and adventure activities will be explored as well as the use of experiential education in school, organization and therapeutic settings. The course provides current information and skills that qualify the student to become a low-elements challenge-course instructor. Fee required.

**EDU 626 Action-Based Applied Projects 2-0-2** Teacher-initiated and supplied action-based research project required; implementation plan; and data collection and evaluation. Work with faculty mentor(s) in execution of research project. PR: EDU 602. 20 hours field experience required.

**EDU 630. Educators in Industry 3-0-3** Orientation to the basic concepts of career education: employability skills, work force changes and assessment of values, self-concept and decision-making skills. Business/ industrial representatives describe personal, job, and information-processing skills necessary for success in the working environment of the future. A field experience in which students shadow a worker from a business/industrial setting is included.

**EDU 631. Geography 3-0-3** Advanced study of the content and pedagogy of geography. Includes a survey of the theoretical foundations of geography to expand the teacher's knowledge base, a field-trip component in

order to collect geographic data for analysis in class, and investigation of contemporary trends. Research paper and class presentations.

**EDU 633. Contemporary Science Instruction 3-0-3** Following current trends in science teaching, using hands-on methods and following constructivist learning theory, students will broaden their knowledge of science content and pedagogical skills. Inquiry-oriented classroom science activities will be integrated into science investigations designed to engage students in the problem-solving method. Students will gain experience in science curricula, content and pedagogy following current guidelines of the learned societies in science education.

**EDU 636. Social Studies for Teachers 3-0-3** Curriculum, methods and content (including geography) of social-studies programs for elementary and middle-grades students, with an emphasis on active and inquiry approaches to instruction, global and multicultural curriculum issues, and interdisciplinary-course design. Classroom research and field experiences, class simulations and presentations, and curriculum design. 10 hours field experience.

**EDU 638. Multimedia Computer Applications 3-0-3** Utilizes resources, concepts and methods to support the use of multimedia technology in education. Emphasis upon the creation and instructional uses of hypertext, graphics, digital audio, animation, QuickTime movies, music files, optical media, hypermedia, interactive multimedia, authoring tools, and network environments (local and global). Application of multimedia tools to produce electronic portfolios, interactive instruction, and Web-based authoring. A general knowledge of computer operations and software tools is required for this course.

**EDU 640. Child and Family Policies 3-0-3** Focuses on how families, communities and cultures impact children's development and how teachers and human-service professionals can effectively work with diverse families and cultures.

**EDU 641. Action-Based Research Seminar 1-0-1** Completion of data analysis and interpretation of action research. Written summary of findings connecting personal experiences and contextualized findings from the literature. Delivery of a formal presentation of the action-research project required. Final project submitted to members of oral-examination committee for evaluation and synthesis. PR: EDU 602 and 626.

**EDU 642. Instructional Management 3-0-3** Covers professionalism in teaching, classroom management and instructional strategies for best classroom practices. Designed for practicing teachers, participants will have the opportunity to discuss and diagnose classroom management and instructional concerns.

**EDU 645. Organization and Supervision of Reading Programs 1-3** Practical learning experiences with reading teachers and supervisors at the school and system levels. Emphasis on needs assessment, program development, technology-based practices, curriculum evaluation, and organization for reading programs. Fifteen hours of field experiences required. Active observation, reflection and discussion with P-12 reading specialists.

**EDU 647. Spanish for Teachers 3-0-3** Designed to teach basic Spanish skills and to assist teachers in understanding students' cultural backgrounds so that they may be better prepared to teach Spanish-speaking students. Designed for practicing teachers, interns, and those seeking initial certification, the course covers basic communication skills (survival phrases, vocabulary, grammar) in Spanish, as well as teaching strategies for improving student achievement.

**EDU 650. Writing to Learn 3-0-3** Innovative approaches to teaching writing, including strategies for energizing the basic writer and for challenging the advanced writer as well as the evaluation of writing and learning about current and forthcoming assessments of writing at the state and national levels.

**EDU 651. Writing Across the Curriculum 3-0-3** An intensive study of the ways that writing can enhance learning across subject areas, a survey of "best practices," an analysis of research in the field of composition, and a study of the ways that non-print technologies can enhance the writing environment.

**EDU 662. Applied Linguistics for ESOL Teachers 2-0-2** Investigation of the nature of linguistic systems (phonology, morphology, syntax, semantics, pragmatics), theories of language development and the acquisition of first and second languages in diverse cultural settings. Review of idiosyncratic elements of English grammar as they pertain to second-language learning.

**EDU 663. Language and Culture in Education 2-0-2** Pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Emphasis on the effects of cultural values inside and outside the classroom and how these factors influence teaching and learning outcomes and the relationship between language, culture and identity in terms of how teachers can best provide access to the acquisition of English, academic knowledge, and skills by students of other cultures. Cross-cultural growth and competency will be promoted by experiential learning and reflection.

**EDU 664. Methods of Teaching in Bilingual/ESOL Settings 2-2-3** Application of second-language-acquisition theory and cultural knowledge to curriculum design and method, and application of whole-language and integrative curriculum approaches for the benefit of second-language learners; development of abilities to adjust lessons to the needs of second-language learners to facilitate achievement of appropriate objectives in the mainstream classroom while enhancing the acquisition of the English language. Classroom experiences and opportunities for students to apply knowledge gained in the previous courses, to gain experiences with ESOL students across age levels, to redefine and adjust teaching strategies and materials to accomplish teaching/learning objectives and language-learning objectives, and to meet the needs of diverse learners. 40 hours field experience required.

**EDU 667 Multicultural Education 3-0-3** Examines multicultural education through historical, sociological, and philosophical foundations in the current literature on multicultural education. The course is designed to give students an opportunity to achieve an understanding and promotion of multicultural education and diversity in education by developing an awareness of the implications and application of instruction and curriculum which demonstrate the obligation to respect, accept, adapt, and working in communion for all student's learning. Ten hours of observation and field experiences in schools and learning communities required.

**EDU 670. Women and Education 3-0-3** Course designed to increase students' awareness of gender issues in education and to encourage reflection upon gender-related educational experiences in elementary, secondary, and college/university settings.

**EDU 671 Language Arts and Literature: Content and Practice 3-0-3** This course is designed to survey content, materials, and research as they relate to language arts and print and non-print children's literature for students Pre K - 12th grade. Content knowledge and preparation of materials and resources designed to promote integrated language arts learning through the infusing of children's literature into reading and content area instruction. 10 hours field experience required.

**EDU 675. Fundamentals in the Supervision of Student Teaching 3-0-3** Preparation of teachers to supervise student teachers effectively; competency areas studied through modules in this first course.

**EDU 676. Internship in the Supervision of Student Teaching 3-0-3** Development of proficiency in the competency areas during the second course in this sequence. Teachers must be assigned a student teacher when enrolled for this course.

**EDU 680. Academic Assessment 3-0-3** Survey of past and present assessment practices ranging from theory-based to performance-based. Candidates will analyze standards-based, norm-referenced, criterion-references and performance-based practices while considering related ethical issues. Candidates will develop and use authentic assessments as they become more knowledgeable of portfolios. While developing program portfolio artifacts, candidates will address National Board of Professional Teaching Standards. 10 hours field experience required.

**EDU 698-699. Thesis 3-0-3; 3-0-3** A scholarly research experience intended for students planning to pursue additional graduate work. This opportunity allows individuals to formulate and express the results of major



research and comprehensive study. Must be taken in a two-course sequence, 3 hours per course. The thesis cannot be used as a substitute for M.Ed. program requirements.

**EDU 701 Interpersonal Relations: Personnel and Leadership for a Diverse World 3-0-3** Experiences focusing on awareness, discussion of theories and practices of effective and ineffective communicating and relating to others.

**EDU 703. Organizations: Design and Development 3-0-3** Organizational diagnosis, design and development from a total-quality management/site-based management perspective; development of factors and skills necessary for effective team building and team maintenance; practice in the skills of team facilitation; and participation in an experimental learning, outdoor-education team experience. Fee required.

**EDU 705 Applied Action Research I 3-0-3**

**EDU 707. Design and Evaluation of Curriculum and Programming 3-0-3** Advanced study of the history and theory behind what is taught in schools. Includes study of the theorists and writers who shape today's standards and curricular debates. Candidates will utilize local, state, national and international aspects of curriculum development and assessment to examine their school and district curriculum and various instructional programs.

**EDU 709. Issues and Ethics in School Law and Policy 3-0-3** A study of the public school system, with attention to leadership processes and ethical implications within Georgia public schools. Examination and application of performance-based activities related to legal, ethical and political structures under which public schools function, with emphasis on the legal framework of public education and court decisions affecting school policy and personnel.

**EDU 711. Supervision and Mentoring in School Settings 3-0-3** Introduction to the theory, principles and practices of supervision. Methods, techniques, attitudes and effective teaching strategies applied to supervisory and mentoring situations, with an emphasis on reflection, helping skills, and peer coaching.

**EDU 715 Applied Action Research II 2hours**

**EDU 717 Applied Action Research III 1 hour**

**EDU 718. Advanced Academic Assessment 3-0-3** Exploration of academic assessment philosophies, purposes, methods and ethics. Analysis of current assessment practices, including consideration of validity and reliability. Exploration of ethical issues, such as responsible and fair data collection, high-stakes and gateway exams, bias and differentiation.

**EDU 721. Trends and Issues in School Law, Policy and Practices 3-0-3** Examination of current school law, the use of political knowledge and policy making to analyze impact on school settings. Examination of contemporary and historical cases in order to gain an understanding of law and politics, develop analytical skills and capacity to take effective action in school policymaking. Identification and analysis of political interests and incentives, policy-making process, and individual and group political behavior that impact learning in school-based settings. Includes component of special education and diversity educational law.

**EDU 723. Managing Space and Human Resources 3-0-3** A study of the staffing aspects of a school system; interviewing hiring and retaining quality personnel will be reviewed. Learning activities specific to candidate's school/district will include topics such as human resource management and development principles, mentoring, terminating, effective teaching documentation, faculty allotments, effective and ineffective communicating and relating to others.

**EDU 724. Contemporary Issues in Teaching and Learning 3-0-3** Examination of current issues that impact teaching and learning for K-12 learners, teachers, learning communities and stakeholders. Topics derived from current research issues and changes that come from local, state, national and global political mandates that affect teaching and learning.

**EDU 725. Budget Planning and Resource Management 3-0-3** Special issues and topics of concern identified by educational leaders and administrators. Candidates will describe and examine through performance-based activities school/district issues that may include site-based budgeting, federal funds, infrastructure financing, school revenues, tax sources, accountability, vouchers, budget preparation, master scheduling, facility plans, construction, site locations, maintenance, community involvement, politics of education, school boards, school choice, charter schools, parent involvement and other related topics. Performance-based activities will be

**EDU 726. Special Problems in Technology-Based Instruction 3-0-3** Application of instructional design principles to the development of technology-based instruction that incorporates state-of-the-art materials and methods such as digital audio and video, optical media, graphical user interfaces, alternate input devices and web design. Design and creation of technology-enhanced classroom environments. Examination of the role of current and emerging technologies in the classroom.

**EDU 727. Issues in Educational Leadership 3-0-3** Special topics of concern to educational leaders and administrators. Development of concepts and skills involved in educational reform. Topics may include, but are not limited to, strategic planning, consensus building, assessment issues, change processes, technology, community relations and marketing strategies, and partnerships. Emphasis on understanding the importance of diversity and equity in a democratic society.

**EDU 728. Models of Teaching 3-0-3** Introduction to a variety of models of instruction for improved teaching and increased student learning. Reflection on chosen teaching models with the goal of guiding and improving teaching in the schools.

**EDU 729. Supervised Residence 3-4 hours variable Credit** Performance-based experiences in building-level or system-level education settings directly related to candidate's specific job assignment. Specific residency experiences will be collaboratively designed through an Individualized Induction Plan by the Beginning Leader candidate Support Team (candidate, district and college personnel) to define evidence that addresses Leadership Standards/Elements 1 - 6. Candidates will complete four semesters of residency accomplishing designated experiences at a satisfactory level. To be repeated for credit each of the four semesters of the program. Fee required. Grading: Satisfactory or Unsatisfactory.

**EDU 733. Sustaining School Improvement: Data-Based Decision Making 3-0-3** This course provides participants with the knowledge and skills to explore and apply basic concept supporting data-based decision making and performance accountability. Data-based decision making applications, problem-solving techniques and methods for engaging in systematic analysis for sustaining school improvement. The models, tools, techniques and theory of data-based decision making that can improve the quality of leadership decisions are examined through solution-based scenarios before application of these skills in the candidates educational setting.

**EDU 790. Professional Seminar 3-0-3** Candidates will provide evidence of and reflect upon knowledge, skills and dispositions developed through performance-based activities submitted in professional portfolios aligned to educational leadership standards.

#### **KIN - KINESIOLOGY**

**KIN 629. Institute for Teachers (Area: Health and Physical Education) 1-6** Special topics of concern to teachers through grade 12. Development of concepts, skills and materials for use in the participants' classrooms. May be repeated with advisor's approval.

#### **MTE - MATH TEACHER EDUCATION**

**MTE 523. Math for Initial-Certification Students in ECE and MG 4-0-4** Set theory, numeration, operations, number theory, probability, statistics and geometry. Emphasis on the process standards of problem-solving, reasoning, communication, connections, and representations.

**MTE 614. Topics in Mathematics (Area: \_\_\_\_)** 3-0-3 Disciplinary studies in mathematics. Research into topics of interest, pedagogical implications and applications. The instructor will choose one area for concentrated research or influences in the curriculum and show how research can be used in the classroom. Grade-level focus will vary depending upon topic and instructor

**MTE 621. Instructional Activities in Mathematics for Early Childhood Education** 3-0-3 Professional standards for curriculum in early childhood mathematics and for teaching mathematics will be utilized to analyze and illustrate appropriate activities. Participants will also engage in activities promoting reasoning, communication and problem-solving to enhance their own mathematical competence and confidence.

**MTE 622. Instructional Activities in Mathematics for Middle-Grades Education** 3-0-3 Use of professional standards for curriculum in middle-grades mathematics and for teaching mathematics will be utilized to analyze and illustrate appropriate activities. Participants will also engage in activities promoting reasoning, communication, and problem-solving to enhance their own mathematical competence and confidence.

**MTE 624. Informal Geometry for Middle-Grades Education** 3-0-3 An inductive approach to geometry focusing on content and methods appropriate for middle grades. Topics will include informal and formal approaches to Euclidean geometry as well as measurement, coordinate and transformational geometry. Pedagogical methods will include extensive use of geometric computer software and calculators.

### **PSY - PSYCHOLOGY**

**PSY 601. Tests and Measurements** 3-0-3 Review of tests used in assessment of general and special abilities, achievement, personality and interest inventories. Review of statistical methods in test construction and evaluation; application of assessment procedures used in diagnosis and prescriptions.

**PSY 629. Institute in Psychology (Area: \_\_\_\_\_)** 1-6 Special topics of concern to educators and others employed in the helping professions. Development of concepts, skills and techniques for working with people in group settings or individually. May be repeated with approval of advisor.

**PSY 634. Education and Psychology of the Exceptional Child and Youth** 3-0-3 Survey of the psychology, education and characteristics of exceptional children and adolescents. Causation, identification, intervention strategies, and educational implications. Fifteen hours of observation and field-based experiences in schools, community or state facilities serving exceptional children and youth.

**PSY 635. Inclusion of Students with Special Needs into Regular Educational Classrooms** 3-0-3 A framework for understanding the psychological and educational research on inclusion will be used to explore inclusive and collaborative practices, differentiated instruction, universal design, collaboration between regular education and special education support services, and teaching tolerance and acceptance. Applied activities to support learning outcomes will occur through field experiences.

**PSY 651. Human Growth and Development** 3-0-3 Process of human growth and development; conditions necessary for normal development. Readings, observations and reports.

**PSY 652. Advanced Educational Psychology** 3-0-3 Psychological principles and theories relating and applying to the educational process. Emphasis on developmental characteristics, appropriate classroom-management alternatives, and analysis of the teaching-learning process, especially as it relates to diversity among youngsters. 15 hours field experience required.

## Continuing Personnel

Personnel who taught at Berry as of January 2013 are listed. The date in parentheses following each name below indicates the year(s) of affiliation with the college. \*Graduate faculty are recommended by the Charter School of Education and Human Sciences or by the Campbell School of Business based upon the possession of the terminal degree (usually the Ed.D. or the Ph.D. from a regionally accredited college and demonstrated research capability; or a master's degree in the teaching discipline with a related doctorate).

### Faculty

Steven Bell, Professor of Psychology and Education B.A., Rutgers University; M.A., Glassboro State College; Ph.D., University of Georgia. (1976)

Lynwood Belvin, Associate Professor of Education; Director of Educational Technology B.S., M.A., Tennessee Technological University; Ed.D., The University of Tennessee. (1999)

Timothy B. Biggart, Associate Professor of Accounting B.A., University of Alabama at Huntsville; M.S., University of Colorado at Denver; Ph.D., Florida State University. (2005)

Victor L. Bissonnette, Assistant Professor of Psychology B.A., Ph.D., University of Texas at Arlington. (2000)

Andrew R. Bressette, Associate Professor of Chemistry, Associate Provost and Dean of Academic Services B.A., Assumption College; Ph.D., University of Virginia. (1998)

Wade A. Carpenter, Associate Professor of Education B.A., Wofford College; M.Ed., Winthrop College; Ph.D., Georgia State University. (1992)

Thomas A. Carnes, Associate Professor of Accounting B.A., Hampden-Sydney College; M.Acc., Florida State University; Ph.D., Florida State University. (2005)

Saba, Colakoglu, Assistant Professor of Management, Ph.D., Rutgers (2009)

Mary C. Clement, Associate Professor of Education B.A., University of Illinois at Urbana-Champaign; M.A., Illinois State University at Normal; Ed.D., University of Illinois at Urbana-Champaign. (1997)

Krishna S. Dhir, Gund Professor of Business Administration B.Tech, Indian Institute of Technology, Bombay; M.S., Michigan State University; M.B.A., University of Hawaii; Ph.D., University of Colorado. (2001)

Nancy Edwards, Assistant Professor of Teacher Education B.A. University of Central Florida; M.Ed., Ph.D. University of Georgia. (2011)

Basil G. Englis, Edgerton Professor of Business Administration B.A., Hunter College of the City University of New York; Ph.D., Dartmouth College. (1996)

Paula Danskin Englis, Associate Professor of Management A.S., Chattanooga State Community College; B.S., M.B.A., University of Tennessee, Chattanooga; Ph.D., University of Memphis. (1999)

Ruth Ference, Associate Professor of Education B.A., M.Ed., Ph.D., University of Georgia. (1999)

Cherlyn Skromme Granrose, Professor of Management .S., M.S., University of Michigan; M.S., Kansas State University; Ph.D., Rutgers University. (2000)

John R. Grout, Garrett Professor of Business Administration; Dean of the Campbell School of Business B.S., Brigham Young University; Ph.D., The Pennsylvania State University. (1997)

Michelle R. Haney, Assistant Professor of Psychology B.S., Oglethorpe University; M.Ed., Ed.S., University of Georgia; Ph.D., Georgia State University. (2001)

Eliana Hirano, Assistant Professor of Education B.S., Universidade de Sao Paulo; M.S., Pontificia Universidade Catolica de Sao Paulo; Ph.D., Georgia State University (2012).

M. Duane Inman, Professor of Education B.S., Georgia Southern College; M.S., The University of Tennessee; Ph.D., The University of South Florida. (2001)

Gerald D. Jennings, Professor of Psychology B.A., University of Rochester; M.S., University of Bridgeport; Ph.D., University of Florida. (1973)

Julie Johnson-Pynn, Associate Professor of Psychology B.A., University of Mississippi; M.S., Ph.D., University of Georgia. (1999)

Ken Johnston, Associate Professor of Finance B.Comm., Carleton University; M.B.A., Ph.D., Florida State University. (2004)

Brian Jory, Associate Professor of Education and Human Sciences B.A., Santa Clara University; M.A., Michigan State University; Ph.D., Florida State University. (1998)

Arman Kosedag, Associate Professor of Finance B.S., Istanbul University; M.S., Ph.D., Louisiana State University. (2005)

Karen A. Kurz, Associate Professor of Health and Physical Education; Assistant Dean for Graduate Studies in Education A.S., Monroe Community College; B.S., State University College at Geneseo; M.S., Nazareth College of Rochester; Ed.D., West Virginia University. (1995)

Louis A. LeBlanc, Professor of Business Administration B.S., M.A., University of Houston; Ph.D., Texas A&M University. (1998)

Jon Littlefield, Assistant Professor of Marketing B.S., Mars Hill College; M.B.A., Ph.D., Virginia Tech. (2005).

Leslie Marlow, Professor of Education B.S., M.Ed., College of Charleston; Ed.D., The University of Alabama. (2001)

Jacqueline M. McDowell, Professor of Education; Dean of the Charter School of Education and Human Sciences B.S., M.Ed., University of Akron; Ph.D., Kent State University. (1992)

Nancy Albers-Miller, Professor of Marketing B.S., University of Texas; M.B.A., Southwest Texas State University; Ph.D., University of Houston. (2003)

Davis Nelson, Administrator-in-Residence B.S., Georgia State University; M.Ed., Ed.. State University of West Georgia; Ed.D., Nova University. (2007)

Mary E. Outlaw, Director of Field Experiences and Student Teaching B.A., Palm Beach Atlantic University; M.S.Ed., Northern Illinois University; Ed.D., University of Georgia. (1992)

Robert W. Pearson, Professor of Health and Physical Education B.S., M.S., State University College of New York at Brockport; Ed.D., University of New Mexico. (1982)

Frances Roe, Instructor of Education .S., Washington University; M.A.T., Michigan State University. (1986)

E. Frank Stephenson, Associate Professor of Economics .A., Washington and Lee University; M.Econ., Ph.D., North Carolina State University. (1997)

Martha Tapia, Associate Professor of Mathematics Education B.S., M.S., University of Puerto Rico; M.A., The Pennsylvania State University; Ph.D., University of Alabama. (1999)

Dara V. Wakefield, Professor of Education B.A., Southwest Baptist College; M.R.E., Southwestern Theological Seminary; Ed.D., Baylor University. (2001)

## **Administration**

### **Office of the President**

Stephen R. Briggs, President B.A., Wake Forest University; Ph.D., University of Texas at Austin. (2006)

Jonathan R. Huggins, Chaplain, B.A., Shorter College; M.A., Wheaton College; M.A.R., Reformed Theological Seminary. (2010)

Alexander W. Whitaker IV, Chief of Staff B.A., Berry College; J.D., University of Virginia; LL.M., Georgetown University M.A.R., Trinity Episcopal School for Ministry. (2007)

### Academic Affairs

Kathy Brittain Richardson, Professor of Communication, Provost B.A., Shorter College; M.A., Ph.D., University of Georgia. (1986)

Debra Belvin, Director of Berry College Elementary and Middle School

Andrew R. Bressette, Associate Provost and Dean of Academic Services; Associate Professor of Chemistry B.A., Assumption College; Ph.D., University of Virginia. (1998)

Laurie Chandler, Director, Bonner Center for Community Engagement B.A., Berry College; M.P.A., Kennesaw State University. (1997)

D. Bruce Conn, Dean of the School of Mathematical and Natural Sciences; Professor of Biology B.S., Lee College; M.S., Morehead State University; Ph.D., University of Cincinnati. (1997)

Brian Carroll, Director of Honors Program; Associate Professor of Communication B.A., University of North Carolina, Chapel Hill; M.A., University of North Carolina, Greensboro; Ph.D., University of North Carolina, Chapel Hill. (2003)

Donna Davin, Director of Faculty Research and Sponsored Programs B.A., University of Mississippi; M.P.A., Southern Illinois University. (1995)

Bryce Durbin, Director of Institutional Research and Registrar B.S., North Georgia College; M.A., Appalachian State University; Ed.D., Vanderbilt University. (2008)

Sarah Egerer, Director of International Programs B.A., Gustavus Adolphus College; M.S., Georgia State University; M.B.A., Berry College. (2003)

John Grout, Dean of the Campbell School of Business B.S., Brigham Young University; Ph.D., Penn State University. (1997)

Sherre L. Harrington, Director of Memorial Library B.A., M.L., University of South Carolina. (2009)

Nancy Johnston, Assistant Dean and M.B.A. Director Campbell School of Business B.B.A., Kennesaw State University; M.P.S., Tulane University. (2005)

Thomas D. Kennedy, Dean of the Evans School of Humanities, Arts and Social Sciences; Professor of Philosophy B.A., Calvin College; Ph.D., University of Virginia. (2007)

Karen Kurz, Assistant Dean of Graduate Studies in Education, Associate Professor of Kinesiology B.S., State University of New York, College at Geneseo; M.S., Nazareth College; Ph.D., West Virginia University. (1995)

Susan Logsdon-Conradsen, Director of Women's Studies; Associate Professor of Psychology B.A., University of Georgia; M.A., Ph.D., University of Louisville. (1998)

Jacqueline M. McDowell, Dean of the Charter School of Education and Human Sciences; Professor of Education B.S., M.Ed., University of Akron; Ph.D., Kent State University. (1992)

Katherine Powell, Director of the Office of First-Year Experience B.A., St. Joseph College; M.A., Middlebury College. (1989)

Vanice Roberts, Professor of Nursing, Dean of Nursing B.S.N., Mississippi University for Women; M.S.N., Georgia State University; D.S. University of Alabama Birmingham. (2012)

Ann Tankersley, Director of Berry College Child Development Center B.S., Shorter College; M.Ed., Berry College (1999)

Martha Van Cise, Director of the Academic Support Center A.B., M.Ed., Mercer University. (1984)

#### Advancement

Bettyann M. O'Neill, Vice President for Advancement B.A., Rutgers University; M.B.A., Wharton School, University of Pennsylvania. (1994)

Shannon Biggers, Director of Creative Services B.S., Berry College. (1985)

M. Scott Breithaupt, Assistant VP Campaign and Leadership Giving B.S., M.B.A. Berry College, CFRE (1992)

Cameron S. Jordan, Director of E-communication Services B.B.A., M.S.I.S., Kennesaw State University. (2001)

Chris Kozelle, Director of News and Editorial Services B.S. University of Kansas (2010)

Jeanne E. Mathews, Assistant VP Public Relations and Marketing B.A., University of Tennessee; M.P.A., University of West Georgia. (2006)

Karilon Rogers, Director of Philanthropic Communications B.S., Ohio University (2001)

Alan Storey, Director of Community Relations & Photography Services A.B.J., University of Georgia. (1972-74, 1976)

Chris Watters, Director of Alumni Relations B.S., Berry College; M.B.A., J. Mack Robinson College of Business, Georgia State University. (2007)

Rick Woodall, Director of Campaign Promotions and Advancement Communications B.A., Berry College. (2004)

Brenda A. Woods, Director of Advancement Services B.S., Kennesaw State University; M.B.A., Berry College. (2000)

#### Business and Finance

Brian Erb, Vice President for Finance B.S., Rutgers University; M.B.A., Mount St. Mary's College. (2003)

Bobby L. Abrams, Director of Campus Safety (1987)

Brad Barris, Director of Purchasing B.A., Evangel College. (2000)

Debbie Emory, Director of Auditing, Compliance and Investments B.S., Shorter College. (1982)

Penny Evans-Plants, Chief Information Officer B.A., Berry College; M.S.I.S., Kennesaw State University. (1990)

B. Drew Allison, Director of Enterprise Systems B.S., Southern Wesleyan University. (2007)

Tom Hocut, Director of Network Operations B.A., Georgia State University. (2009)

Mark Hopkins, Director of Physical Plant B.S., Berry College. (1998)

Harold Nally, Director of Human Resources B.A., University of Kentucky; M.P.A., Kentucky State University; M.Ed., Xavier University. (2005)

R. Daniel Price, General Counsel, In-House. B.S., Berry College; J.D., University of Georgia. (2002)

Alan Robinson, Director of Telecommunications & Network Facilities

Brad Reeder, Director of Financial Planning, B.B.A., Lincoln Memorial University; M.B.A., Berry College (2012)

Billy Yeomans, Director Forestry Operations, ABAC (2006)

#### Enrollment Management

Gary A. Waters, Vice President for Enrollment Management, B.A., Berry College; M.B.A., Berry College; Ed.D., University of Alabama (1984)

Brett E. Kennedy, Assistant Vice President for Enrollment Management, B.A., Birmingham Southern College; M.A., University of Alabama (2008)

Marcia R. McConnell, Director of Financial Aid, B.S., Berry College; M.Ed., Mississippi State University (2009)

Timothy H. Tarpley, Director of Operations, A.A., Reinhardt College; B.A., LaGrange College (1981)

W. Rufus Massey Jr., Dean of Student Work, B.S., Berry College; M.Ed., University of West Georgia (2002)

Mark H. Kozera, Director of Employer Development, B.A., Berry College (1979)

Michael D. Burnes, Director of Student Work Operations, B.S., U.S. Air Force Academy; M.S., Air Force Institute of Technology (2005)



Susan L. Tarpley, Director of Career Center, B.A., Baldwin-Wallace College; M.A., Bowling Green State University (2007)

#### Student Affairs

Debbie Heida, Vice President for Student Affairs & Dean of Students B.A., Mount Union College; M.A., Ohio State University. (2004)

R. Todd Brooks, Director of Athletics B.A., Milligan College; M.A., Tusculum College. (1997)

Julie Bumpus, Associate Vice President for Student Affairs and Associate Dean of Students B.S., M.S., University of Tennessee, Knoxville. (1999)

Cecily Crow, Director of Student Activities B.A., Berry College; M.E.D., University of South Carolina. (1994-96, 2002)

Anita P. Errickson, Director of Health and Wellness Center A.D.N., Dalton College. (1994-2002, 2004)

Randall Goble, Director of Cage Center B.S., Berry College; M.A., University of Alabama. (1988-90, 2007)

Marshall Jenkins, Director of Counseling A.B., Davidson College; Ph.D., University of North Carolina, Chapel Hill. (1987)

Kevin Kleine, Lecturer in Journalism; Student Publications Advisor B.A., Eastern Kentucky University; M.A., Ball State University. (1989)

Helen Simmons, Campus Scheduling Coordinator, B.A., Berry College

Lindsey Taylor, Director of Residence Life B.A., Valdosta State University; M.A., University of Mississippi. (2005)

Tasha Toy, Director of Multicultural and International Student Programs, B.A., M.A., North Carolina Central University, Ph.D. Seton Hall University (2009)

Ricky Williams, Director of Intramurals B.S., Berry College; M.E.D., Jacksonville State University. (2007)

#### Athletic Staff

David Beasley, Men's Baseball

Lorenzo Canalis, Women's Soccer

Paul Deaton, Men's and Women's Cross Country

Chris DelFausse, Men's Lacrosse

Brian Farrer, Men's and Women's Golf

Paul Flinbaugh, Men's and Women's Swimming and Diving and Aquatics Director

Clay Hightower, Men's and Women's Tennis

Janna Johnson, Associate Athletic Director

Ricky Williams, Intramurals

Mika Robinson, Women's Volleyball and Senior Woman Administrator

Ginger Swann, Head Athletic Trainer

Cori Thiermann, Softball

Richard Vardy, Men's Soccer

Sean Williamson, Women's Lacrosse

Berry College Elementary School Staff

Julianne Bailey, Teacher, Elementary School

Debra Belvin, Director

Kimberly Bergin, Teacher, Elementary School

Kay Bratton, Music Teacher, Elementary and Middle School

Lewis Byrne, Teacher, Elementary School

Jane Cunningham, Media Specialist, Elementary and Middle School

Gretchen Dodson, Teacher, Middle School

Lori Frederick, Teacher, Elementary School

Claire Howard, Arts Teacher, Elementary and Middle School

Lynne Manna, Admissions Director

Joan McPherson-Blose, Secretary

Anne Marie Mitchell, Spanish teacher, Elementary and Middle School

Mary Niedrach, Teacher, Elementary School

Ellice Teems, Teacher, Middle School

Julie Trejo, Teacher, Elementary School

Jason Tucker, Teacher, Middle School

## Board of Trustees

Chair: Karen Holley Horrell, \* Freemont, IN, Retired President, Corporate Services Division, Great American Insurance Company

C. B. "Buster" Wright, III,\* Rome, GA, Vice Chair, Berry College Board of Trustees, Retired Senior Managing Director, Southern Regional Director Wells Fargo Advisors

Cathleen O'Connell Anderson,\* Huntsville, AL, President and CEO, Woody Anderson Ford

D. Randolph Berry, Chestnut Hill, MA, Consultant

Sheryle J. Bolton, \* San Diego, CA, CEO, Sally Ride Science

Steven J. Cage, \* Fishers, IN, Chairman, Stratosphere Quality, LLC

Peter J. Capponi, Atlanta, GA, Chair, Berry College Board of Visitors, Senior Vice President, Gaia Tech

Dan T. Cathy, Atlanta, GA, President, Chick-fil-A, Inc.

G. Bert Clark, Jr.,\* Atlanta, GA, Estate Strategies Group, LLC

W. Glenn Cornell,\* Atlanta, GA, Retired Senior Vice President for Economic Development, Forestar Real Estate Group

John D. Eadie,\* San Antonio, TX, Founder and Managing Director, Covenant Multifamily Offices

A.D. Frazier, Atlanta, GA, President, Georgia Oak Partners, LLC

Richard W. Gilbert,\* Atlanta, GA, Vice Chair and Chief Operating Officer, Atlanticus Holding Corporation

Terry A. Graham, Sandy Springs, GA, Retired Vice President and Chief Operating Officer, Lockheed Martin Aeronautical Systems

Vincent L. Griffith, \* Norfolk, VA, Rear Admiral, U.S. Navy

J. Barry Griswell, \* West Des Moines, IA, President, Community Foundation - Greater Des Moines

Anne Hydrick Kaiser, Rome, GA, Vice President of Northwest Region, Georgia Power Company

Roger W. Lusby, III\* Alpharetta, GA, Managing Partner, Frazier and Deeter, LLC

Barbara P. McCollum,\* Rome, GA, Past President, Berry Alumni Association, Business Manager, The Emily T. Fisher Foundation for Dental Education in Georgia, Inc.

Peter M. Musser, Seattle, WA, Principal, Rainier Investment Management

Sunny K. Park, Atlanta, GA, Chief Executive Officer, General Building Maintenance, Inc.

L. P. "Pete" Roberts, Rome, GA, Retired President, A & L Shielding, Inc.

Lisa Fanto Swain, \* Atlanta, GA, Senior Vice President, Hardin Construction, LLC

Roger C. Tutterow, \* Atlanta, GA, Professor, Eugene W. Stetson School of Business and Economics, Mercer University

Martha Berry Walstad, Rome, GA, Director, Greater Rome Bank

Haron W. Wise, \* Rome, GA, President, Berry Alumni Association, Retired Sales and Marketing Executive.

#### Trustees Emeriti

Edward L. Addison, Retired Chairman of the Board and Chief Executive Officer, The Southern Co., Cashiers, N.C.

H. Inman Allen, Retired Chairman, Inman Allen Co., Atlanta, GA

Clinton G. Ames Jr., Retired President and Chief Executive Officer, Inland Container Corp., Point Clear, Ala.

Frank Barron Jr., Vice President, Rome Coca-Cola Bottling Co., Rome, Ga.

Chester W. Diercks Jr., Retired President and Chief Executive Officer, Utility Power Corp., Roswell, Ga.

Bernard M. Fauber, Retired Chairman and Chief Executive Officer, Kmart Corp., Escondido, Calif.

J. Paul Ferguson, Retired President, The Harbin Clinic, Rome, GA.

Gaynelle Grizzard,\* Rome, Ga.

William B. Johnson, Chairman of the Board, W. B. Johnson Properties Inc., Atlanta, Ga.

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