

General Information

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 and financial aid no later than 30 days before the beginning of the semester for which admission is sought. All transcripts, references and test scores should be in the admissions office at least 10 days prior to the beginning of the semester for which admission is sought.

Correspondence dealing with the admission of students should be addressed to the Vice President for Enrollment Management, 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 various entrance categories.

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.

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 so that applications for educational benefits may be filed. All applications for benefits are subject to the approval of the Department of Veterans Affairs.

Degree-Seeking Status

The entrance requirements for each program are presented in the description of the M.B.A. program, the M.A.T program, the M.Ed. program, and the Ed.S. Program (under Entrance Requirements).

Post-Baccalaureate Status

Requirements for admission as a post-baccalaureate or nondegree status student are presented in the description of the M.B.A. and the M.Ed. programs.

Post-Graduate Status

Students who hold a master's degree or higher and who wish to pursue graduate study without a degree objective must submit either an official transcript indicating graduation or other verification of receipt of a graduate degree. All post-graduate work undertaken at Berry is considered in determining the grade-point average for continuation.

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.

Students who audit a course will not be allowed to enroll subsequently in that course for credit. Changes from audit to credit status or from credit to audit 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 and submission of any necessary supporting credentials specified by the appropriate entrance category.

Readmission to the Graduate Program

Graduate students not registered for courses at Berry College for more than one semester must submit an application for readmission. No fee is charged for readmission. For timely action, follow this procedure:

1. Submit an online application no later than 30 days from the beginning of the semester of which admission is sought.
2. Submit an official transcript for any work done at another college during the absence from Berry.
3. Comply with published deadlines for application to the various graduate programs.

Transfer Credit

Conditions for Acceptance of 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 may be applied to the appropriate graduate program, provided:

1. The credit has been earned at a graduate program recognized as equivalent to the Berry graduate program to which it will be applied;
2. The credit was earned from AACSB accredited school (M.B.A. candidates only);
3. The credit is no more than six years old by the time of graduation from the Berry graduate program (see Time Requirement);
4. The courses to be transferred are approved by the appropriate graduate program director; and
5. The courses to be transferred were passed with a grade of B or better.

For students transferring credits to Berry from an institution with a quarter system, 3.33 semester hours will be granted for a 5-quarter-hour course; 2.66 semester hours for a 4-quarter-hour course; 2.00 semester hours for a 3-quarter-hour course; and 1.33 semester hours for a 2-quarter-hour course.

Procedures for Transferring Credit: Students who have earned credit for graduate courses prior to their entry into one of the Berry graduate programs must first determine if that credit meets the conditions stated above. To do this, the student must submit an official transcript and a copy of the catalog course description of the potential transfer course to the appropriate graduate office. The graduate program office will evaluate these documents and forward a recommendation to the student, the admissions office and the registrar.

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 and

obtain approval from the director of the appropriate graduate program and the registrar before taking such courses. Graduate students who take courses elsewhere without prior approval do so at the risk of nonacceptance of those credits. Courses must meet the conditions stated above. 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

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 has the option to graduate under the requirements of the catalog in effect during the semester of first enrollment or any subsequent year of attendance; however, the catalog chosen may not be more than six years old at the time of graduation. In addition, graduate students will not be permitted to apply graduate-course credit that is more than six years old at the time of graduation.

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

1. Be enrolled as a degree-seeking graduate student.
2. Have all transfer credit applicable to the degree program approved by the appropriate program director and posted to the permanent record by the registrar. Upon regular admission to the graduate program, submit a written request to the appropriate program director to have transfer credit approved.
3. Earn a minimum of 33 semester hours if pursuing an education degree, or a minimum of 30 semester hours if pursuing a business degree.
4. Earn a minimum 3.0 grade-point average on all course work completed at Berry.
5. Complete the Application for Graduation (and education students, an Orals request) form in an appointment with the 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.
6. Complete all specific course and examination requirements as outlined in the appropriate sections of this catalog.

Catalog of Requirements/Time Limit

Each student must declare in writing a catalog for use in determining degree requirements. The catalog may be that in effect upon matriculation into the graduate program or any subsequent catalog, so long as the catalog is no more than six years old.

Grades

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).

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
C-	1.7 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 work resulting from illness or emergency. Unless extension is approved by the provost, the required work must be completed in the next semester of enrollment, including summer, or in two semesters if not enrolled. Otherwise, the I becomes an F. It is the student's responsibility to meet these requirements.
W	withdrew no effect on grade points
WF	withdrew failing averaged in grade points
WS	withdrew from school no effect on grade points

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.

Time Limit for Grades

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

Academic Standards

A regular student in good standing who anticipates completing or who has completed the required course work with a cumulative grade-point average in Berry College graduate course work below 3.0 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 will be permanently suspended from the college for academic reasons.

Regardless of cumulative average and/or total number of hours earned, a student will 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, with the approval of the director of the pertinent program, another elective course may be completed. Only one graduate course may be repeated for this purpose. A course may be repeated only once. Graduate students may not receive graduate credit for participation in an undergraduate course.

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.

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 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 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 hours during a semester is regarded as a full-time student during that term. A student enrolled in one to eight hours is considered a part-time student. The maximum number of 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 VikingWeb. Online registration will be made available during the designated preregistration periods. Preregistered schedules for students who do not meet with their advisors or 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.

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 file an add/drop form within 24 hours of the first scheduled class meeting. Schedule changes made after the fourth day of the semester should be completed using an add/drop form that is brought to the instructor for completion as a withdrawal. Withdrawal forms bearing grades of W, WF, or WS must be submitted to the registrar through the graduate program office.

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.

Official Withdrawal from a Course

Official withdrawal from a course must be accomplished through the director of the appropriate graduate program. 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, will be indicated by the WS grade.

The date of dropping a class in no way implies a tuition refund. In cases affecting a student's receipt of financial aid, federal and state regulations specify that the last date of class attendance be used as the date of withdrawal. (See Refund of Charges, p.28.)

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. See page 15 for readmission procedures.

Leave of Absence

There are situations such as medical, professional, fiscal or family circumstances 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 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 course work 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.

A student applying for a 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 admissions.

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.

Time Requirement

The time limit on earned credit which can be accepted toward fulfilling the requirement for the master's degree is six years

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, 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. If ordering on-line through the National Student Clearinghouse, the cost is \$3 per transcript (a \$2.25 processing fee will be charged.) If ordering in person or by mail, the fee is \$5 for each transcript. 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 designated official. 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 Viking Code (student handbook).

Directory Information

The Family Education Rights and Privacy Act of 1974, as amended, also provides that the following categories of information may be released by the college to the public unless the student chooses to have the information withheld. Such information may be routinely released to certain inquirers and the news media unless the student requests in writing that all data be withheld.

1. Name
2. Addresses
 - a. home and
 - b. residence hall and room number or
 - c. local address and telephone number
3. Current telephone listing
4. Place of birth

5. Major field of study
6. Participation in officially recognized activities and sports
7. Weight and height of members of athletic teams
8. Dates of attendance, including current classifications and year, matriculation and withdrawal dates
9. Degrees, awards, and honors received, including dates granted
10. The most recent previous educational agency or institution attended
11. Berry e-mail address
12. Full- or part-time status
13. Identification photograph

Release of Information

Without the student's written consent, Berry College does not release any confidential information other than to 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 grade reports or other official correspondence to others must complete a signed authorization form with the office of the registrar.

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 bench-marking 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

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	\$5
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 at the beginning of the 2010 fall semester. Some or all charges may necessarily be increased in 2011-2012. 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). 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.

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.

Academic Resources

Memorial Library

Memorial Library provides access to an excellent collection of resources in all formats and a well-qualified staff to serve the needs of graduate students. The library offers a full array of services to both on- and off-campus users.

Print and microform holdings total more than 900,000 volumes. The library subscribes to more than 2,000 journals. Additionally, the library provides on-campus and remote 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 academic information resources. Selected databases include electronic full-text access to more than 21,000 journals and newspaper titles. Electronic-information resources for the campus are coordinated by the library; most of these resources are easily accessible from the library's home page (www.berry.edu/library).

Memorial Library is a spacious, well-furnished facility centrally located on campus. A variety of services, including walk-in as well as online reference assistance, interlibrary loan and personalized instruction consultations upon request, are available to meet the research needs of graduate students.

Center for Instructional Technology

The Center for Instructional Technology, located on the second floor of Evans Hall, closely partners 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 of Evans Hall, was established to serve the campus community through planing and maintaining all multimedia classrooms and supporting 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 video and a character-generated message service.

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

Computer Resources

The college provides six general-access computer laboratories, allowing access to both PC and Macintosh systems. These facilities are strategically located around campus and are available 90 hours a week during academic sessions. They are staffed by well-qualified student workers and supported by the Office for Information Technology. A help desk is staffed 50 hours a week during academic sessions to provide computer hardware and software support. An after-hours service is available on a 24-hour basis daily for reporting major outages.

All major buildings are connected to a high-speed gigabit Ethernet backbone network. Wireless connectivity is available in all major classroom buildings, Memorial Library, the Cage Center, Krannert Center and Herman Hall. The college also provides access to the Internet with a 100Mbit/s connection. All faculty have access to instructional software that allows the use of Web-based course materials and interactive experiences for students.

VikingWeb and Berry student e-mail are used to facilitate student and academic services. All students must obtain access to VikingWeb and a Berry student e-mail address as many faculty and college offices require students to use these services.

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 Programs

Mission: The Multicultural and International Student Programs Office designs, implements, and facilitates programs that promote the pursuit of academic success, retention, and graduation of multicultural and international students. Many of the programs and services expand students' cultural horizon while honoring their respective cultural and global experiences. The Director serves as the chair of the Multicultural Student Advisory Committee and International Student Advisory Committee. Also, the Black Student Alliance and the Berry College International Club are advised by the Multicultural and International Student Programs Director.

The Office of Multicultural and International Student Programs sponsors and coordinates programs such as the Multicultural Student Reception, Welcome Back Activities, MLK Celebration, Black History Month activities, Hispanic Heritage Month, International Fair and the host family program.

Information on immigration and naturalization policies, visas, and work policies, and health insurance may be obtained from the Multicultural and International Student Programs Office.

The Berry College International Club serves as a resource group and helps in identifying needs and concerns from both a social and an academic viewpoint. They meet at once a month during the academic year.

The Director guides MISP services and programs under the direct supervision of the Vice President for Student Affairs. The Office of Multicultural and International Student Programs is located in Krannert Center 305. Should you have any questions, please contact the office at extension 706-368-6985 or via email.

Career Development Center

The Career Development Center provides a variety of resources and services to assist graduate students in refining skills and developing job-search strategies. Experienced counselors, who have access to resources from résumé writing to an automated database with job opportunities, are available to work with students. Berry faculty and staff also support students through advice and informal networking.

Students may register with the career development center for the résumé-referral service. Job-vacancy notices received by the office are available for student perusal. The center may be reached at 706-236-2292 or by visiting the Web site at

Recruiters from business, industry, education, and government visit the college each year to interview students during prescheduled interviews. In addition, Berry students have the opportunity to attend a number of off-campus job fairs supported by the college. The Career Development Center also maintains contact with other employer representatives.

In workshops and individual sessions, students may learn how to write résumés and other job-search correspondence, prepare for job interviews, conduct information interviews and develop job-hunting strategies. Job-vacancy notices are available to students in jobs notebooks and on the Career Development Center's home page.

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

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 [by calling 706-238-5903](tel: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 (ASC) provides **all** Berry students with learning support in their academic work. The ASC is located in Krannert 326 and open from 8:00 a.m. to 5:00 p.m. Monday through Friday. Call Director Martha Van Cise (706) 233-4080 or email mvincise@berry.edu if you need the services of the Center.

The Center provides:

Disability services for students with a documented need for accommodations in their classes because of physical, emotional, or learning disabilities

ACCOMMODATIONS:

Section 504, as well as the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments of 2008 (ADAAA), prohibits discrimination in recruitment, admission or treatment of students. Students with documented disabilities may request accommodations that will enable them to participate in and benefit from all educational

programs and activities. The ADA requires each academic accommodation to be made on an individual or case-by-case basis. Under ADA, the College must ensure that its programs and facilities are accessible to all qualified students.

STUDENT RESPONSIBILITIES:

1. Students must self-identify to the Director of the ASC.
2. Students must provide recent professional documentation of the disability from a doctor or other licensed professional.
3. The student will meet with the director to determine appropriate accommodations based on the documentation.
4. The ASC director will then contact the student's graduate program director about the needed accommodations.
5. Accommodations do not automatically carry over to the next semester. Students must meet with the Graduate Program Director each semester and make a request for accommodations.
6. Students must meet academic and conduct standards.
7. The laws do not require schools to lower academic standards.
8. Accommodations do not mean giving students easier work or changing the rules to make it easier for them.
9. Students must continually meet relevant academic and conduct standards to receive the protection of the law.

Tutorial services for all students

Call (706) 233-4080 or email tutoring@berry.edu

Individual counseling for students experiencing academic difficulty

Religion in Life

Berry College believes that an educational experience should include growth in the understanding of the meaning of life. Through the religion-in-life program and the Christian context of the campus community, it is intended that each student will experience the openness, concern and responsible freedom to facilitate her or his 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 are 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 community synagogue and various churches is coordinated through the chaplain's office.

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

Various student organizations, such as the Baptist Student Union, Catholic Students Association, Canterbury Club, Campus Outreach, MORE, Presbyterian Student Fellowship, Heirway, Exaltation, Fellowship of Christian Athletes, Wesley Foundation, Habitat for Humanity and others, provide an opportunity for further denominational or interdenominational activities. Community service is stressed. Projects involving faculty, staff and students provide thousands of hours of volunteer service each semester.

The Mount Berry Church is an interdenominational, Christian congregation serving the campus community. Its primary focus is the Sunday service in the chapel. It also provides a program of Christian fellowship and leadership training through educational, social and service activities. Membership in the Mount Berry Church is open to anyone in the locale. Students may be especially interested in “watch-care” membership, which allows them to be fully participating members of this congregation without affecting membership in their home churches. The chaplain serves as pastor of the Mount Berry Church.

The chaplain’s office is located in Krannert Center Rooms 316-320 and may be reached at 706-236-2217.

Additional Policies

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

- Students maintaining motor vehicles while at Berry must have them properly registered in the office of campus safety and must park in designated lots. 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.
- 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
- Additional policies concerning student conduct, including the Computer Use and Ethics Code, may be found in the Viking Code, the student handbook. A copy is available upon request in the office of the vice president for student affairs. Graduate students are also accountable to program-specific policies and procedures.

Masters of Business Administration

The Master of Business Administration program is offered by the Campbell School of Business. 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.

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

M.B.A. Degree Requirements

Proficiency REQUIREMENTS

Students must achieve an overall grade-point average of 3.0 in all proficiency course work. This requirement may not be met by taking M.B.A. required courses, but some proficiency course work may be taken simultaneously with M.B.A. required courses. 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 24-30 credit hours of proficiency course work in business covering or equivalent to the following content areas: Financial Accounting and Managerial Accounting; Statistical Methods; General Management; Macro and Micro Economics; Finance; and Marketing.

Meeting these requirements at the graduate-level, students are required to complete 10.5 credit hours in the following courses or their equivalents:

- ACC 520 Essentials of Accounting;
- ECO 510 Essentials of Economics;
- FIN 510 Essentials of Finance;
- MGT 520 Statistical Methods for Business;
- MGT 530 Essentials of Management
- 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 SEMESTER hours

M.B.A. Required Courses (21 credit hours)	Credit Hours
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 or	3
MGT 665 Value Chain Management	3
MKT 621 Strategic Marketing	3

M.B.A. Elective Courses (9 credit hours)	Credit Hours
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 Internet Marketing	3

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 identify and develop cases that can be used in multiple 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. The M.B.A. program is designed to allow students to examine the same organizational settings from different perspectives as they move through the program, encouraging the discovery of connections between settings that advances the development of additional cross-functional links and discussions among other students and faculty.

Admission to Degree-Seeking Status: M.B.A.

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
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 scores.

Admission to Non-degree Status: M.B.A.

With permission from the director of graduate programs, in special circumstances, students with an undergraduate grade point average of 3.0 or better may submit a completed application form, two letters of recommendation, and official transcripts from each college or university previously attended. If admitted in post-baccalaureate status, a student should prepare for and complete the GMAT during the initial semester of enrollment, and before 12 credit hours have been completed. Post-baccalaureate students may take only Foundation Courses at the 500 level. Students may request a change of status to become a degree-seeking student when the GMAT is completed with a satisfactory score. No more than 12 credit hours may be transferred to the M.B.A. degree program.

Internship Experience

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

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

Academic Credit: Students enroll in a specific independent study or field internship experience course. 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.

Length and Time Commitment: 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.

Supervision: 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.

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.

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).

Courses of Instruction – M.B.A.

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 and 202.

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. Statistical Methods for Business 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 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 two 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 two times. 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 inter-national 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: MGT 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: MGT 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: MGT 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.

MKT 658. Internet Marketing 3-0-3 Examines the progress and potential of the Internet for the marketing of goods and services. Uses case analysis, discussion, lecture and student projects. Focuses on the mechanisms underlying e-commerce success and failure, including product and service considerations, logistics, pricing and data management.

Education – M.A.T or M.Ed.

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 students 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 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. Students completing the M.A.T will fulfill the requirements for the graduate degree and meet the requirements for initial certification as a teacher.

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 students the opportunities to accomplish these principles:

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)

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, 1992. 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 minimum of 11 courses or 33 semester hours is required for the M.Ed. Depending upon the specific course of study chosen and previous undergraduate work the number of hours required for the M.A.T degree will vary.

Any graduate student 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.

Work completed as an undergraduate or in another graduate program may count towards the requirements for the M.Ed. or M.A.T degrees. Please consult the Transfer Policy located earlier in the catalog.

Admission Guidelines

Master of Education (M.Ed.) Program

Students 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. 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. All applicants to the M.Ed. degree program must be fully admitted as degree-seeking students prior to beginning course work. The applicant must submit the following:

1. Online graduate application;
2. One official transcript from each college, university attended;
3. 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;
4. Two recommendation forms, found on the Graduate web page, preferably from a teacher or college professor;
5. A minimum grade-point average of 2.5, or a junior-senior grade-point average of 3.0;
6. 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. Two education faculty members will evaluate the goal statement, along with the other admissions material submitted online during the application process.

7. Copy of official state certification test scores; and
8. Copy of official Federal-Level Criminal Background Check approved by the Charter School of Education and Human Sciences at time of application; and
9. Current resume.

In addition, the applicant is encouraged to submit any additional relevant information, such as a personal statement, for consideration during the admissions decision.

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

Students 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. 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. All applicants to the M.A.T. degree program must be fully admitted as degree-seeking students prior to beginning course work. The applicant must submit the following:

1. Online graduate application;
2. One official transcript from each college or university attended;
3. 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;
4. Two recommendation forms, found on the Graduate web page, preferably from a teacher or college professor;
5. A minimum grade-point average of 2.5;
6. 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;
7. 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.
8. Current resume; and
9. Copy of official Federal-Level Criminal Background Check approved by the Charter School of Education and Human Sciences at time of application; and

In addition, the applicant is encouraged to submit any additional relevant information, such as a personal statement, for consideration during the admissions decision.

Application to Graduate Teacher Education Program

Graduate Application for any teacher-education program *must* be submitted within the first nine semester hours of course work. Enrollment beyond nine (9) semester hours is prohibited if the student has not been formally admitted to the Berry College teacher-education program.

Transfer Students

M.A.T. students transferring to the Berry College graduate program 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.

Nondegree Status

Nondegree-seeking students who hold a baccalaureate degree from a fully accredited institution of higher education and who desire particular courses, institutes, or endorsement programs may apply for post-baccalaureate status. The applicant must submit the following:

1. Graduate application form and fee
2. One official transcript from each college or university attended
3. A minimum grade-point average of 2.5 or a junior-senior grade-point average of 3.0.
4. Copy of official Federal Level Criminal Background Check approved by the Charter School of Education and Human Sciences at the time of application.

Admission to Candidacy

Admission to graduate studies is not equivalent to admission to candidacy. Admission to candidacy must be attained before the student will be allowed to take the comprehensive examination.

At least one semester prior to the expected graduation date, formal application for admission to candidacy must be submitted to the graduate department on forms supplied by that office. This application may not be filed prior to completion of 12 graduate semester hours at Berry College.

Admission to candidacy for the Master of Education degree is contingent upon

1. degree-seeking admission status;
2. the grade of B or better on a minimum of 12 semester hours of graduate work earned at Berry College;
3. a minimum grade-point average of 3.0 (B) on all graduate work attempted at Berry;
4. filing of the application to candidacy/application for graduation at least one semester prior to graduation;
5. approval of the appropriate program director;
6. submission of the oral examination request form; and
7. payment of the graduation fee.

In case admission to candidacy is not granted, the student may reapply after having completed specified requirements.

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

Each masters candidate is required to take 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 have attained admission to candidacy and completed an application for the comprehensive oral examination. A study guide and scoring rubric for the comprehensive oral examination are available in the graduate-student handbook and on the graduate-education Web site.

This examination is conducted by a committee of three faculty members. The examining committee includes one person chosen by the director of graduate studies in education. The other two members are selected by the candidate. One must be a professor of a core course, and the other may be any member from the graduate faculty. For students electing to write a thesis in their masters. program, the examining committee will consist of the thesis committee, with the thesis advisor serving as the chairperson. The candidate will arrange the date of the examination with the examining committee.

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. The candidate will retake the examination after completing any required additional work. If the candidate fails the 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 in the graduate student handbook and 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.

Residency Requirement

Students must meet the residency requirement in order to receive a graduate degree. This requirement should be met through enrollment at Berry College in at least three required core courses, one of which must be EDU 602: Action-Based Research in Education.

Application for Georgia Teacher Certification

Guidelines for applying for teacher certification or upgrade of existing teacher certification are available from the certification officer in the Charter School of Education and Human Sciences. Students wishing to receive a master's degree in an area outside of their certification field must consult the Georgia Professional Standards Commission for most current coursework and certification requirements. It is the responsibility of each student to complete the required forms for certification and/or upgrade with the college's certification officer. All certification requirements are established by the Georgia Professional Standards Commission (PSC). 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. An application for an independent-study course 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 student'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. Students may take no more than two independent-study courses.

Student Teaching and Internships

M.A.T. graduate students must apply for graduate internships or student teaching one full year prior to expected placement. Students must be admitted to the Teacher Education Program before applying for internship or student teaching. Applications may be obtained from the Office of Graduate Studies. All students 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. Students 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. Students must complete all prerequisites or have permission of the instructor prior to enrollment.

Program Requirements - M.Ed.

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.

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. Graduate students may elect to pursue a major in reading education concurrently while fulfilling the requirements of a major in early childhood education.

COURSE REQUIREMENTS (minimum 33 hours)		SEMESTER HOURS
Core Subjects		12
EDU 601	Foundations of Education	3
EDU 602	Action-Based Research in Education	3
*EDU 603	Curriculum Theory	3
PSY 652	Advanced Educational Psychology	3
Content Fields		15
A. Communication Arts		6
EDU 606	Advanced Children's Literature	3
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 618	Remediation of Reading Difficulties	3
B. Specialized Content (1 course in Math or Sci required; 3 areas of content must be completed)		9

ART 604	Art Education	3
EDU 607	The Teaching of Science	3
EDU 620	Creative Activities	3
EDU 622	Environmental Science and the Teacher	3
EDU 629	Institute for Teachers (Area: _____)	1-6
EDU 633	Contemporary Science Instruction	3
EDU 636	Social Studies for Teachers	3
EDU 637	Educational Computer Applications or	3
EDU 638	Multimedia Computer Applications	3
EDU 662	Applied Linguistics for ESOL Teachers	2
EDU 663	Language and Culture in Education	2
EDU 664	Methods of Teaching in Bilingual/ESOL Settings	3
EDU 680	Academic Assessment	3
HPE 619	Special Topics in Health and Physical Education	3
MTE 621	Instructional Activities in Mathematics for Early Childhood Education	3
	Electives	6

*Indicates prerequisite course requirement; see course description.

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.

The middle-grades curriculum can be highly individualized for each graduate student, depending upon the student's teaching needs. It is possible for a student to take a course in each of the content areas or any combination of courses from two or more of the four areas totaling 15 hours

in content courses. 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.

Graduate students may elect to pursue an M.Ed. degree with a major in reading while fulfilling the requirements of an M.Ed. degree with a major in middle-grades education.

COURSE REQUIREMENTS SEMESTER HOURS

	Core Subjects(required for all middle-grades concentrations)	15
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
PSY 652	Advanced Educational Psychology	3

Language-Arts Concentration

	Content Fields	15
	A. Primary Concentration	9
EDU 612	Theories and Strategies in Reading	3
EDU 615	Reading Instruction and Materials	3
EDU 616	Diagnostic Reading Instruction	3
EDU 617	Advanced Language Arts	3
*EDU 618	Remediation of Reading Difficulties	3
EDU 619	Reading in the Content Areas	3
EDU 628	Adolescent Literature	3
EDU 637	Educational Computer Applications or	3
EDU 638	Multimedia Computer Applications	3

B.Secondary Concentration

(1 course in Math or Sci required; 3 areas of content must be completed) **6**

May be selected from any of the teaching areas applicable to the middle-grades program (music, art, health and physical education, mathematics, science, and social science).

Mathematics Concentration

	Content Fields	15
	A. Primary Concentration	9
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
EDU 629	Institute for Teachers (Area: Mathematics)	1-6
	B.Secondary Concentration	6

May be selected from any of the teaching areas applicable to the middle-grades program

(music, art, health and physical education, mathematics, science, and social science).

Science Concentration

Content Fields 15

A. Primary Concentration 9

EDU 607 The Teaching of Science 3

EDU 622 Environmental Science and the Teacher 3

EDU 629 Institute for Teachers (Area: Science) 1-6

EDU 633 Student-Centered Approaches in Science Education 3

B.Secondary Concentration 6

May be selected from any of the teaching areas applicable to the middle-grades program (music, art, health and physical education, mathematics, science, and social science).

Social-Science Concentration

Content Fields 15

A. Primary Concentration 9

EDU 629 Institute for Teachers (Area: Social Sciences) 1-6

EDU 630 Educators in Industry 3

EDU 631 Geography 3

EDU 636 Social Studies for Teachers 3

EDU 640 Children in Families, Communities and Cultures 3

B.Secondary Concentration 6

May be selected from any of the teaching areas applicable to the middle-grades program (music, art, health and physical education, mathematics, science, and social science).

Electives 3

*Indicates prerequisite course requirement; see course description.

Reading Major

Upon completion of the M.Ed. degree with a major in reading, the student will be eligible to apply for certification at the master's-degree level in the teaching field of Reading Specialist (P-12). Graduate students may elect to pursue an M.Ed. degree in early childhood or middle-grades education concurrently while fulfilling the requirements of an M.Ed. degree with a major in reading. The undergraduate preparation of each applicant will be considered in planning the sequence of courses leading to the degree. EDU 601 must be taken within the first five classes. EDU 602 must be taken in the semester designated at the time of admission.

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.

COURSE REQUIREMENTS (minimum 33 hours)	SEMESTER HOURS
Core Subjects	12
EDU 601 Foundations of Education	3
EDU 602 Action-Based Research in Education	3
*EDU 603 Curriculum Theory	3
PSY 652 Advanced Educational Psychology	3
Content Fields	15
EDU 605 Practicum for Teachers (Area: Reading)*	1-3
EDU 612 Theories and Strategies in Reading	3
EDU 615 Reading Instruction and Materials	3
EDU 616 Diagnostic Reading Instruction	3
*EDU 618 Remediation of Reading Difficulties	3
EDU 619 Reading in the Content Areas	3
EDU 645 Organization and Supervision of Reading Programs	1-3
EDU 655 Topics in Reading Research	3

*Indicates prerequisite course requirement; see course description.

Secondary Education Major

The Master of Education 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.

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.

COURSE REQUIREMENTS (minimum 33 hours)	SEMESTER HOURS
Core Subjects	15
EDU 601 Foundations of Education	3
EDU 602 Action-Based Research in Education	3
*EDU 603 Curriculum Theory	3
EDU 638 Multimedia Computer Applications	3
PSY 652 Advanced Educational Psychology	3
Content Fields	15
EDU 614 Trends and Issues (Area: Secondary Education)	3
EDu 619 Reading in the Content Areas	3
*EDU 626 Middle-Grades and Secondary Applied Action-Based Research	2
*EDU 641 Action-Based Research Seminar	1
EDU 680 Academic Assessment	3
Elective or Institute	3
Elective or Institute	3

*Indicates prerequisite course requirement; see course description.

Program Requirements - M.A.T.

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.

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.

Program Prerequisites

The following program prerequisites must be completed with a grade of "C" or better prior to admission to the Teacher Education 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. Graduate students may elect to pursue a reading endorsement concurrently while fulfilling the requirements of a major in early childhood education. Prerequisite or corequisite courses are listed along with requirements below.

COURSE REQUIREMENTS (minimum 67 hours)	SEMESTER HOURS
Professional Education Core	37
EDU 510 Professional Dispositions	1
EDU 601 Foundations of Education	3
EDU 500 Curriculum and Methods (PR EDU 601 and PSY 652)	3
EDU 603 Curriculum Theory (PR EDU 500 & CR ED 605)	3
EDU 605 Practicum (CR EDU 603)	1
PSY 652 Advanced Educational Psychology	3
PSY 634 Exceptional Child	3
MTE 523 Math for Initial Certification	4
EDU 505 Instructional Management (CR EDU 588)	2
EDU 588 Student Teaching I or Internship I	4
EDU 590 Professional Seminar (CR EDU 599)	1
EDU 599 Student Teaching II or Internship II	9
Content & Methodology	30
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 620 Creative Activities	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	6

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.

Program Prerequisites

The following program prerequisites must be completed with a grade of "C" or better prior to admission to the Teacher 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)

Course Requirements

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. Graduate students may elect to pursue a reading endorsement concurrently while fulfilling the requirements of a major in middle grades education. Prerequisite or corequisite courses are listed along with requirements below.

COURSE REQUIREMENTS (minimum 33 hours)		SEMESTER HOURS
	Professional Education Core	37
EDU 510	Professional Dispositions	1
EDU 601	Foundations of Education	3
EDU 500	Curriculum and Methods (PR EDU 601 & PSY 652)	3
EDU 603	Curriculum Theory (PR EDU 500 & CR EDU 605)	3
EDU 605	Practicum (CR EDU 603)	1
PSY 634	Exceptional Child	3
PSY 652	Advanced Educational Psychology	3
MTE 523	Math for Initial Certification	3
EDU 505	Instructional Management (CR EDU 588)	2
EDU 588	Student Teaching I or Internship I (CR EDU 505)	4
EDU	Professional Seminar	1

590	(CR EDU 599)	
EDU 599	Student Teaching II or Internship II	9

Content and Methodology 30

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 (PR EDU 602)	2
EDU 636	Social Studies for Teachers	3
EDU 638	Multimedia Computer Applications	3
EDU 641	Action-Based Research Seminar (PR EDU 626)	1
EDU 671	Language Arts and Literature: Content and Practice	3

Electives 6

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.

<i>Science</i>	15
--Courses must cover at least three different areas chosen from Chemistry, Physics, Life Sciences, and Space Sciences	
<i>Math</i>	15
--Must include one course in algebra and one course in geometry	
<i>Social Studies</i>	15
--Must include one course in U.S. History and one course in Geograpy	
<i>Language Arts</i>	15
--Must include one course in children's literature	
<i>Reading</i>	15
--Must include coursework designed for literacy development, language development, diagnosis, remediation, & reading cognition.	

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.

Program Prerequisites

The following program prerequisites must be completed with a grade of "C" or better prior to admission to the Teacher 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)

Course Requirements

To earn the M.A.T. degree with a Secondary education major the student must:

1. Complete the professional education core;
2. Complete the Additional Advanced courses listed below;
3. Complete 6 hours of electives chosen in consultation with the advisor; and
4. Complete the requirements for one of the content areas listed below.

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. Graduate students may elect to pursue a reading endorsement concurrently while fulfilling the requirements of a major in secondary education. Prerequisite or corequisite courses are listed along with requirements below.

COURSE REQUIREMENTS (minimum 33 hours)	SEMESTER HOURS
Professional Education Core	35
EDU 510 Professional Dispositions	1
EDU 601 Foundations of Education	3
EDU 580 Curriculum and Methods (PR EDU 601 & PSY 652)	4
EDU 603 Curriculum Theory (PR EDU 500 & CR EDU 605)	3
EDU 605 Practicum (CR EDU 603)	1
PSY 634 Exceptional Child	3
PSY 652 Advanced Educational Psychology	3
EDU 638 Multimedia Computer Applications	3

EDU 505 Instructional Management (CR EDU 588)	2
EDU 589 Student Teaching I or Internship I (CR EDU 505)	2
EDU 590 Professional Seminar (CR EDU 599)	1
EDU 599 Student Teaching II or Internship II	9
Additional Advanced Courses	30
EDU 602 Action-Based Research in Education	3
EDU 614 Trends and Issues (Area: Secondary Education)	3
EDU 619 Reading in the Content Areas	3
EDU 626 Action-Based Applied Projects (PR EDU 602)	2
EDU 641 Action-Based Research Seminar (PR EDU 626)	1
EDU 680 Academic Assessment	3
Electives or Institute	6
Content Area: Chose one area	15
Biology	
French	
History	
Physics	
Spanish	

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.

Objectives

Upon completion of the ESOL-endorsement course sequence, students 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 Add the Endorsement

An applicant 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.

COURSE REQUIREMENTS (minimum 7 hours)	SEMESTER HOURS
EDU 662 Applied Linguistics for ESOL Teachers	2
EDu 663 Language and Culture in Education	2
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 students 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.

Objectives

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 Add the Endorsement

An applicant shall be working toward or currently hold a professional certificate at the bachelor's or higher certification level in a teaching field.

COURSE REQUIREMENTS (minimum 7 hours)	SEMESTER HOURS
EDU 615 Reading Instruction and Materials	3
EDU 616 Diagnostic Reading Instruction	3
EDU 619 Reading in the Content Area	3

Courses of Instruction – M.A.T. or M.Ed.

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.

ART - ART EDUCATION

ART 604.	Art Education	3-0-3
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Competency-based art education program with emphasis on the nature of art, curriculum, developmental growth of children, methodology of teaching, and creative utilization of art processes and materials.

ECO - ECONOMIC EDUCATION

ECO 609.	Economic- Education Institute for Teachers I — Principles	3-0-3
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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
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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
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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
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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
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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
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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
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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(Grades P- 5)	4-0-4
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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
<p>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.</p>		
EDU 590.	Professional Seminar	1-0-1
<p>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.</p>		
EDU 597.	Initial Certification Internship in Teaching I	3-0-3
<p>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.</p>		
EDU 598.	Initial Certification Internship in Teaching II	3-0-3
<p>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.</p>		
EDU 599.	Student Teaching	9 hours
<p>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.</p>		
EDU 601.	Foundations of Education	3-0-3
<p>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.</p>		

EDU 602.	Action-Based Research in Education	3-0-3
<p>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.</p>		
EDU 603.	Curriculum Theory	3-0-3
<p>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.</p>		
EDU 605.	Practicum for Teachers (Area: _____)	1-6
<p>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.</p>		
EDU 606.	Advanced Children's Literature	3-0-3
<p>A survey of children's literature incorporating in-depth studies of related research, literature-evaluation criteria, and the development of a literate environment. Focuses on the use of high-quality, developmentally and age-appropriate children's/adolescent literature across the curriculum. The incorporation of multicultural literature will be an important aspect of the course.</p>		
EDU 607.	The Teaching of Science	3-0-3
<p>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.</p>		
EDU 609.	Economic- Education Institute for Teachers I — Principles	3-0-3
<p>(See ECO 609.)</p>		

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 (Area: _____)	3-0-3
Survey of recent trends in each of the areas of science, fine arts, mathematics, health and physical education, social sciences, and secondary education. Each participant will choose one area for concentrated research of influences in the curriculum in that area and show how research can be used in the classroom.		
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
Investigation of formal and informal evaluation procedures, strategies and materials for assessing processes and products of readers for purposes of designing instruction to meet the needs of diverse individuals including English-language learners. Requires the collection, analysis and interpretation of diagnostic data. 15 hours field experience required.		
EDU 617.	Advanced Language Arts	3-0-3
Intensive study of and reflection upon research and practices in the teaching of the language arts. Focus on the integration of the language arts, the emergent development of literacy, the role and value of language in literacy learning, and the incorporation of the language arts across the curriculum. 10 hours field experience required.		

EDU 618.	Remediation of Reading Difficulties	3-0-3
<p>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. Field-based experiences required. PR: EDU 616 or consent of instructor. 40 hours field experience required.</p>		
EDU 619.	Reading in the Content Areas	3-0-3
<p>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.</p>		
EDU 620.	Creative Activities	3-0-3
<p>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.</p>		
EDU 622.	Environmental Science and the Teacher	3-0-3
<p>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.</p>		
EDU 623.	Experiential- Education Leadership Development	3-0-3
<p>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.</p>		

- EDU 626. Middle-Grades and Secondary Applied Action-Based Research 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 628. Young Adult Literature 3-0-3
 The nature of young adolescent literature; relevant developments in young-adult literature; strategies for promoting reading; ways to initiate deep thinking about literary works, young-adult literature and nonprint media; and pedagogical considerations in teaching adolescent literature. Includes a research project involving young-adult literature, adolescent development, integrating multimedia responses to literature, writing an original young-adult novel, or other aspects of adolescent literature.
- EDU 629. Institute for Teachers (Area: _____) 1-6
 Special topics of concern to teachers through grade 12. Development of concepts, skills, and materials for use in the participants' classrooms. Topics include, but are not limited to, learning styles; sciences; integrated curriculum; and mathematics. May be repeated for credit with advisor's approval.
- 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 637. Educational Computer Applications 3-0-3

Survey of applications of computer technology in teaching and managing instruction. Emphasizes personal and instructional uses of software tool programs, networked environments (local and global), integration of educational software into the curriculum, and educational-technology issues related to fair use and equity. Electronic portfolios will be developed to house the artifacts created in the course. A general familiarization with computers is expected.

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. Children in Families, Communities and Cultures 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.		
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 nonprint technologies can enhance the writing environment.		
EDU 655.	Topics in Reading Research	3-0-3
Investigation of the research related to systems of language (phonemic, morphemic, semantic, syntactic and pragmatic); literature-based instruction; and comprehension in literacy development.		
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
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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
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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 670.	Women and Education	3-0-3
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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
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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.		

KIN - KINESIOLOGY

KIN 619.	Special Topics in Health and Physical Education	3-0-3
A course promoting an awareness of current health and wellness topics relating to public-school problems. Personal-fitness assessment and active solutions to these topics will challenge the class participant. Grades P-12.		
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.

Education Specialist

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)

Entrance Requirements

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

1. Submit graduate application form.
2. Have a 3.25 grade-point average on graduate work.
3. 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.
4. 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. Two education faculty members will evaluate the goal statement.

5. Submit two recommendation forms — if possible, one from a professor from the applicant's previous graduate work and one from a work supervisor.
6. Show evidence of successful completion of three years of classroom teaching or the equivalent.
7. Copy of official federal-level background check approved by the Charter School of Education and Human Sciences at the time of application.
8. Copy of current resume.
9. Copy of PRAXIS II or GACE Content scores
10. Copy of Miller Analogy Test (MAT) scores or GRE test scores.

After reviewing all information, the graduate admissions committee will make the final decision on admission of the applicant to the Ed.S. program. Appeals may be made through the graduate council.

Residency Requirement

Students 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.
- Complete a total of 12 semester hours over three consecutive terms

Exit Requirements

During the two-year experience (six terms), each student will compile a portfolio of materials produced during the course of study. The portfolio will follow guidelines to be delineated by the faculty in the Ed.S. program. This portfolio will be monitored by the coordinator during the two years of study and presented to the examination committee for approval at the end of the program. Portfolio guidelines may be found in the Ed.S. student handbook. Each student will also produce a paper based on research conducted during EDU 705, 715 and 717.

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. Students will choose one of two majors for specialization:

Curriculum and Instruction Major

COURSE REQUIREMENTS(minimum 33 hours)	SEMESTER HOURS
Core Subjects	30
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
Electives*	3
Oral Exam and Portfolio	

*These classes may include any 600- or 700-level course not previously taken

Educational Leadership Major

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.

COURSE REQUIREMENTS	SEMESTER HOURS
Core Subjects	30

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 (one semester at 3 credit hours and 3 semesters at 4 credit hours)	15
EDU 733	Sustaining School Improvement Data-Based Decision Making	3
EDU 790	Professional Seminar	1

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

Courses of Instruction – Ed.S

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 707. Design and Evaluation of Curriculum and Instructional 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. Current 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 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. Personnel Leadership 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. Current Issues in Educational Leadership: Facilities, Budget and School Stakeholders

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 documented in Internship Administrative Plan and Internship Log.

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 Residency 3-4 hours variable

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.

Personnel

Personnel who have been at Berry as long as half of the academic year 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)
- 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
 B.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)
- 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)

Amber T. Prince, Associate Professor of Education
 B.A., North Georgia College; M.Ed., Augusta College; Ph.D., University of Georgia.
 (1984)

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

Gary H. Roseman, Associate Professor of Economics

B.A., University of Georgia; M.S., Texas A&M University; Ph.D., Emory University.
(2000)

William D. Sockwell, Associate Professor of Economics
B.S., Auburn University; M.B.A., University of Alabama at Birmingham; Ph.D., Vanderbilt
University. (1988)

E. Frank Stephenson, Associate Professor of Economics
B.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)

Katherine Whatley, Provost and Professor of Physics
B.S., Wake Forest University; Ph.D., Duke University. (2008)

Graduate Council, 2010 - 2012

Katherine Whatley, Provost, Chair
Timothy Biggart, Faculty Representative
Stephen R. Briggs, President, ex officio
Philip Campbell, Student Representative
John R. Grout, Dean, Campbell School of Business, ex officio
Jon Littlefield, Faculty Assembly Representative
Maureen Morgan, Interim Director, College Library, ex officio
Nancy Johnston, Assistant Dean and Director of M.B.A. Marketing and Admissions
Karen Kurz, Assistant Dean, Graduate Studies in Education
Leslie Marlow, Faculty Representative
Jacqueline M. McDowell, Dean, Charter School of Education and Human Sciences, ex officio
Kathy Brittain McKee, Associate Provost, ex officio
Chris Muire, Faculty Representative
Martha Tapia, Faculty Representative
Linda Tennant, Registrar, ex officio

Administrative Officers, 2010 - 2012

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

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

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B.S., Rutgers University; M.B.A., Mount St. Mary's College (2003)

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 B.A., Mount Union College; M.A., The Ohio State University. (2004)

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 B.A., Assumption College; Ph.D., University of Virginia (1998)

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 B.B.A., Kennesaw State University; M.P.S., Tulane University. (2005)

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 A.S., Monroe Community College; B.S., State University College at Geneseo; M.S.,
 Nazareth
 College of Rochester; Ed.D., West Virginia University. (1995)

Dale McConkey, Chaplain; Associate Professor of Sociology and Religion
 B.A., Eckerd College; M.A., Ph.D., University of Illinois. (1993)

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

Bettyann M. O'Neill, Vice President for Institutional Advancement
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 B.A., Palm Beach Atlantic College; M.S.Ed., Northern Illinois University; Ed.D., University
 of
 Georgia. (1992)

Linda Tennant, Registrar
 A.A., Charles County Community College; B.S., Western Michigan University; M.A.,
 Central
 Michigan University. (2000)

Gary Waters, Vice President for Enrollment Management
 B.A., M.B.A., Berry College; Ph.D., University of Alabama. (1984-1997, 1999)